

10th GRADE ACTIVITIES



Semilla Bilingüe



Alcaldía de Medellín

Semilla Bilingüe

10th 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 décimo 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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Me and my best friend

-Speaking-
-Reading-

Recomendaciones de uso:

Luego de que los estudiantes leen el texto, completan los espacios en blanco con la conjugación correcta del verbo "to be". Posteriormente contestan las preguntas sobre la lectura. Finalmente, socializan sus respuestas.

Desarrollo competencias (DBA)

Competencia 1:

Distingue información general y específica en textos de opinión y discusiones orales y escritos sobre temas conocidos.

Competencia 2:

Explica las ideas de un texto oral o escrito acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones.



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Me and my best friend

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Read the texts below. Fill in the blanks with the correct form of the verb to be (am, is, are) and then answer the questions about the text.

My Bro!



My name _____ Juan. I _____ 17 years old and I _____ from Colombia. I study in a big school in Medellín and I am in 11th grade. I love reading, especially comics and anime. I like all different kinds of sports but I hate golf. I like riding my bike, playing ultimate frisbee, and doing parkour, but my favorite sport _____ skateboarding. I practice this sport in skate parks in my city and I usually go with my best friend, Dylan.

Dylan is 15 years old, he lives in Laureles and he loves skating and playing guitar in his rock band. His favorite comic _____ Batman and his favorite movie _____ The Never-Ending Story. He loves videogames, but he hates to watch TV. His favorite game _____ The Last of Us. I love that game too.

Dylan _____ my bro, he _____ a great friend.

How old is Juan?

What are Juan's hobbies?

Who is his best friend? Why?

What is Juan and Dylan's favorite video game?

My Bestie!



My Bestie!

My name _____ Ana. I _____ 16 years old and I _____ from Colombia. I study in a small school in Medellín and I am in 10th grade. I love writing, especially poetry and I like to read teen magazines. I like many different kinds of movies, but I hate horror movies. I like swimming, playing tennis, and running, but my favorite sport _____ roller skating. I practice this sport in skate parks in my city and I usually go with my best friend, Dani.

Dani _____ 14 years old. She lives in Santo Domingo and she loves going to the gym and spending time with her friends. Her favorite book _____ Harry Potter and the Order of the Phoenix and her favorite movie _____ Wonder Woman. She loves K-Pop but she hates salsa music. Her favorite K-Pop band _____ Seo Taiji and Boys. I love that band too.

Dani _____ my bestie. She _____ a great friend.

How old is Ana?

What are Ana's hobbies?

Who is her best friend? Why?

What is Ana and Dani's favorite K-Pop band?

Living with a Different family

-Reading-
-Writing-

Recomendaciones de uso:

En esta ficha de comprensión de lectura, los estudiantes deben leer las descripciones de 3 adolescentes que quieren participar en un programa de inmersión, y las descripciones de las 4 familias que los recibirían. Con esta información los estudiantes deben completar diferentes ejercicios para dar cuenta de su comprensión lectora.

Desarrollo competencias (DBA)

Competencia 1:

Distingue información general y específica en textos de opinión y discusiones orales y escritos sobre temas conocidos.

Competencia 2:

Explica las ideas de un texto oral o escrito acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones.



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Living with a different family

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Read the descriptions of the student-candidates to the immersion program and the information about each family. Complete the exercises following the instructions in each section.

Student-candidates:

Lila



She's 14 years old and lives with her mother in an apartment downtown. She enjoys playing chess and loves animals; in fact, she wants to study Veterinary Medicine. Sadly, because of space, she can't have pets in her apartment. On weekends, she likes going out with her friends to the malls and small stores around her neighborhood to do some shopping and eat pizza, her favorite food. Occasionally, she and her mom go to the outskirts, to their family's country house. Her dream is that someday they can move there, have some pets and enjoy the quietness of the country.

Ana



Ana is 15 years old; she lives with her father, mother and 12 year-old sister in a house about 20 minutes from downtown. She takes care of her sister when they arrive from school; she's ok with this but thinks it's time for her sister to be on her own and this is one of the main reasons why she wants to travel; still, they like to play tennis and go to the gym together. She wants to study to become a chef, so her favorite activity during the weekend is to go out to different restaurants and try different types of food. Sometimes she travels to her aunt's house, who lives near the beach; she's not a big fan of the sea, but she enjoys spending time with her family.

Jose



He's 17 years old and lives in a country house about 45 minutes away from the city. But he doesn't like to live there at all because he doesn't like animals and he feels very lonely and bored. He has a 10-year-old brother. He wishes he had an older brother; that's why he loves to go to his friend Martin's house. Martin lives in the city and when he's there, they get together with their group of friends and play video games. Jose says he's a sports fan. He belongs to the school's basketball team. He's also very good at math and science. Occasionally, his dad likes to invite him to watch the basketball games or a football match together, he says he really enjoys spending this time with him.

Families:

THE WILSON FAMILY:

Hi there! Our family is a group of 6 people; we live in an apartment in the city. My husband and I work a lot during the week, but our four kids, 2 boys and 2 girls, are very independent. They enjoy staying at home playing video games, watching TV and of course helping each other with their homework. On weekends, all the family members get together. We enjoy going to the mall and the movies. When we stay home, we love to rest a little by the pool. Sometimes I make plans with the girls to go shopping and my husband and our sons stay home watching sports or go to the stadium to watch their favorite baseball team. We don't have any pets because we're pretty crowded as it is.

THE MARTINEZ FAMILY:

Greetings! We are very happy to be part of this exchange student program. My mother, my sister and I, live in a very nice neighborhood outside the city, surrounded by trees, nature and quietness. My sister and I have a small catering business. We spend all the time cooking, trying out new recipes and seeking for clients. Our mother spends most of the time by herself. She takes care of the house, cooks, cleans and goes to church every day. We believe someone else in the house would be a good companion for her. On Sundays, we always go to church and rest in the house.

THE RED FAMILY:

Hi! My husband and I will be very happy to receive a student in our house. We don't have any children so we think this can be a good experience for us. I don't work; I go to the gym, the supermarket, painting classes, three times a week and do house chores. My husband works every day until 5 pm, then goes to play tennis and comes home around 8 at night. In our free time, we go out for a walk with our dog, read for a while or watch some TV. On Sundays, we go out and eat at different restaurants to enjoy different types of food. Living downtown helps because we have a lot of restaurants and malls very close. I love to cook and sometimes, I prepare special dishes for my husband, he enjoys trying out new recipes.

THE THOMPSON FAMILY:

Hello! There are four members in our family: my husband, my two girls and me. We live in a country house surrounded by trees and about one hour away from the city - we love the idea of being away from noise, traffic and pollution. During the week, my husband and I work from home on our own internet business. During the weekends, we like to go hiking in the mountains, take care of our animals and grow our own vegetables. We don't have a TV, we prefer to read the newspapers or go online to get in touch with the current events around us. Once a month, we plan a trip, we go to the mall, eat ice cream or some vegetarian food from our favorite restaurant.

1. Write the number to match the information from the LEFT column with one of the names from the RIGHT column

- | | |
|---|---------------------------|
| 1. This teenager wants to travel to different countries; she is very active and likes to go out a lot. | _____ Ana |
| 2. This teenager is not very happy where he lives because he prefers to live in the city. | _____ The Red family |
| 3. She is a pet lover but cannot have any because her apartment is small. | _____ Lila |
| 4. This small family is excited about having a student because they don't have any children, they are very active. | _____ The Thompson family |
| 5. This family members do lots of activities during the week but on the weekends they go to church and stay home. | _____ The Wilson family |
| 6. This big family enjoys doing different activities; they usually do lots of things during the weekends. | _____ Jose |
| 7. This family likes to be away from the noise and contamination, they get their own food and do not go to the city very often. | _____ The Martinez family |

2. Read and choose the correct answer.

Jose will probably like the Wilson Family because they

1. have lots of fun together
2. usually go to the stadium to watch sports
3. they are rich and have lots of devices
4. they enjoy shopping together

Which family would they choose?

Ana will be perfect for the Red Family because they

1. love to play tennis after work
2. live downtown in a nice apartment
3. love to go to restaurants and try new food
4. also like to travel and spend time together

Lila will probably choose the Thompson family because they

1. like to spend time reading the newspaper
2. have two daughters who are about her age
3. have many animals and a beautiful house
4. live in a quiet place away from the city

What did you do yesterday?

-Listening-
-Writing-

Desarrollo competencias (DBA)

Competencia 2:

Explica las ideas presentadas de un texto oral o escrito acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones.

Competencia 3:

Redacta textos narrativos, descriptivos y expositivos relacionados con temas de su interés o que le resultan familiares. Para esto sigue un proceso de planeación, escritura, revisión y edición. Se apoya de su profesor(a) y/o compañeros(as) de clase.

Recomendaciones de uso:

Los estudiantes escuchan el audio "What did you do yesterday?" y completan el organizador gráfico con la información presentada por cada una de las personas que intervienen en la grabación. Deben usar los recuadros en blanco para tomar notas mientras escuchan el audio, y responder las preguntas de comprensión auditiva allí incluidas.

Así mismo, al finalizar el proceso de escucha, cada estudiante debe crear un texto corto informando lo que cada una de las personas entrevistadas comentó acerca de su día anterior. Los estudiantes deben hacer uso del pasado simple, vocabulario y expresiones que denoten acciones del pasado. Por ejemplo: *yesterday*, *last night*, *...hours ago*, etc.

Escanee el código QR para encontrar el audio.



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What did you do yesterday?

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1. Listen to six people talk about what they did yesterday and take notes in the chart below.

1. RAY	2. EMILY	3. NICK
3. HOA	5. JONATHAN	6. DAMELZA

2. Answer the questions below using information from the listening

1. Where did Ray spend his Thanksgiving? _____
2. What time did Emily finish school? _____
3. What is Nick's occupation? _____
4. Where does Hoa work? _____
5. Where did Jonathan go in the evening? _____
6. Where was the restaurant that Danelza went to? _____
7. Who had to work yesterday? _____

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

Vacation

-Writing-
-Reading-
-Vocabulary and Grammar-

Recomendaciones de uso:

Esta ficha de comprensión lectora describe las actividades que realizó una persona en un viaje de vacaciones. Los estudiantes leen el texto y luego realizan diferentes ejercicios para demostrar su comprensión de lectura al completar cada una de las secciones. Posteriormente los estudiantes responden a preguntas claves que les servirán como guía para escribir un texto dando detalles sobre sus últimas vacaciones.

Desarrollo competencias (DBA)

Competencia 2:

Explica las ideas de un texto oral o escrito acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones.

Competencia 3:

Redacta textos narrativos, descriptivos y expositivos relacionados con temas de su interés o que le resultan familiares. Para esto, sigue un proceso de planeación, escritura, revisión y edición. Se apoya en su profesor(a) y/o compañeros(as) de clase.



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Let's read Ana's letter to her friend Amy about her vacation to the Canary Islands.

Dear Amy,

I hope you are well. I wanted to tell you that this vacation is wonderful. My family and I arrived by ship to the island on Saturday morning, and we stayed at a beautiful hotel next to the ocean. We ate delicious seafood, which my mom and dad love, and then we watched a local music show in the town square.

The island is beautiful, and the weather is hot and sunny most days. There are many animals like dolphins, turtles, birds, iguanas, and so much more! Yesterday we took a long swim and then sunbathed, and I read a book until noon while my parents walked. Next, we had lunch at a tavern on the beach. Also, I met some people from Ukraine, and we played soccer with some of the local people. It was so much fun!

Finally, I wanted to tell you that I loved the hotel because it is fantastic, very modern, and has a pool. I liked the town, the local people and the food. I walked around and took some photos. Then, I went to Siam Park. Finally, I went shopping yesterday and I bought you a nice present.

I hope you like it. See you when I get home.

I miss you, friend!

Ana.



1. Answer the following questions about Ana's vacation.

1. When did Ana arrive at Canary Islands?
 - a. She arrived on Saturday.
 - b. She got there by ship.
 - c. She arrived last weekend.
2. Where did she go first?
 - a. She first stayed at the town's hotel.
 - b. She went to Siam Park.
 - c. She went to have lunch at a beach tavern.
3. Who did she meet on Sunday?
 - a. She met some people from Ukraine.
 - b. She did not meet anyone.
 - c. She met her cousin.
4. Why does Helen love the hotel?
 - a. Because it is cheap and near the beach.
 - b. Because it has a pool and it is modern.
 - c. Because it doesn't have many people.

2. Choose if the sentences are True or False

1. Ana's parents hate seafood.
 True ☐ False ☐
2. She bought a present for her sister.
 True ☐ False ☐
3. Ana played volleyball with people from Russia.
 True ☐ False ☐
4. Ana watched a local soccer game.
 True ☐ False ☐
5. The island's weather is warm and sunny every day.
 True ☐ False ☐

Getting ready for writing

3. Now, you are going to think about what you did on your last vacation and you are going to answer the questions below.

On your last vacation, did you...

stay at a hotel?	Example: Yes, I did. It was very nice and had a pool. OR No, I didn't, I stayed at my friend's house.
sunbathe?	
meet new people?	
swim every day?	
take any photos?	

go fishing?	
go to a bar every night?	
go to a disco?	
eat delicious food?	
read any books?	
buy any gifts?	

4. Writing

Using the ideas you wrote before, you are going to write and tell a friend about your last family vacation. Write about what you did there. Describe some places that you visited, what you liked, or disliked about the place. Also, give a short description of the city. Remember to add an introduction, body, and conclusion.

Use the Simple Past and the following useful expressions: At first, second, but, and, so, because, also, finally, last month, last week, last Sunday before, after, later, when, then It was, awesome, wonderful, great, terrific, fun, exciting, boring, terrible awful.

Write a minimum of 10 lines.

A blank envelope template with a red and blue striped border. It features a postage stamp area in the top right corner with a 'BANK' stamp and a return address area in the bottom left corner with a 'TO' stamp. The envelope is divided into a front flap and a back flap.

Shopping Expressions

-Speaking-
-Vocabulary-

Desarrollo competencias (DBA)

Competencia 6:

Sostiene conversaciones espontáneas y sencillas acerca de temas que son de su conocimiento, interés personal o académico.

Recomendaciones de uso:

Los estudiantes estudian expresiones para realizar compras y luego leen una conversación que se lleva a cabo en una tienda de ropa. Después de ver su uso en contexto, en parejas escriben una conversación acerca de una compra. Finalmente, practican su conversación y la presentan a la clase.



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Shopping expressions

These are expressions used when you go shopping:

- Can / may I help you?
- Can I try it / them on?
- What size do you wear? What size are you?
- What color would you like?
- Extra small, small, medium, large, extra large
- How does it fit?
- Where is the changing room?
- I'll take it/ I'll buy it
- How would you like to pay?
- Can I pay by credit card / in cash? / Do you take credit cards?

1. Read the conversation. Sam wants to buy a t-shirt. Does he buy it?

Shopping for a T-shirt

Vendor: Can I help you?

Sam: Yes, I'm looking for a T-shirt.

Vendor: What size are you?

Sam: I'm a medium.

Vendor: What color would you like?

S: A blue one.

V: Here you are.

S: Thank you. Can I try it on?

V: Certainly, the changing room is over there.

S: Thank you.

Sam goes to the changing room to try the t-shirt on. He then comes out wearing it.

Vendor: How does it fit?

Sam: It's fantastic. I like it.

V: Yes it looks nice on you.

S: Thank you. I'll buy it.

V: OK, how would you like to pay?

S: Do you take credit cards?

V: Yes, we do.

S: OK, where do I pay?

V: Over there is the checkout. They will take your payment.

S: Great, thanks for your help!

2. Pair work. Think of a clothing item you would like to buy and write a similar conversation. Use the shopping expressions.

Shopping for _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

3. Practice the conversation and then present it to the class.

Going Shopping

-Reading-
-Writing-

Recomendaciones de uso:

Esta ficha contiene diferentes ejercicios relacionados con ir de compras. Los estudiantes deben realizar los ejercicios propuestos de vocabulario y comprensión de lectura, para luego tomar la información como modelo y escribir un texto en el cual describan su estilo favorito de ropa, al igual que otros estilos que les gustan y que no.

Desarrollo competencias (DBA)

Competencia 3:

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

Competencia 8:

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



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1. Organize the following letters to create words related to clothes

- | | |
|-----------------|------------------|
| a. gnir _____ | f. rtasewe _____ |
| b. senaj _____ | g. ohess _____ |
| c. uslbeo _____ | h. snapt _____ |
| d. itus _____ | i. tcsajke _____ |
| e. istrk _____ | j. rstih _____ |

2. Categorize the words into the chart below and add two more words to each category

Female clothes	Male clothes	Clothes for both men and women	Accessories

3. Tell us about your shopping habits

Where do you like to go shopping? _____

Why do you like to go there? _____

When do you normally go shopping? _____

Who do you like to go shopping with? _____

How much do you spend when you go shopping? _____

4. Complete the following text with the appropriate words

Many people love to go shopping. There are many malls with a variety of articles that you can buy. If you like sports and want to buy a (1)_____ to do exercise in the gym, then you can go to specialized sports stores. Do you (2)_____ crafts? Then you should visit an art store where you can buy scrapbooks and colourful markers. But you have to be careful. Some stores are very (3)_____ and a pair of jeans can cost a lot of money! Susan Mayer, a shopping addict, says "Sometimes it's difficult when you see a blouse that you like but you don't have (4)_____ to buy it - I just pay with my credit card!". If you don't have money, the best solution is to go window shopping, where you look but you (5)_____ buy!

5. Write a paragraph describing the clothes that you normally wear and your clothing style in general. Talk about other clothing styles that you like and dislike. Give reasons to support your answers and use information from the exercise as reference. Write a minimum of 8 lines.

Teens and advertising

-Listening-
-Writing-

Desarrollo competencias (DBA)

Competencia 1:

Distingue información general y específica en textos de opinión y discusiones orales y escritos sobre temas conocidos.

Competencia 2:

Explica las ideas de un texto oral o escrito acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones.

Recomendaciones de uso:

Esta ficha de comprensión auditiva presenta una conversación en la cual se discute la influencia de la publicidad en los adolescentes. Según el contenido, los estudiantes deben responder las preguntas de un organizador gráfico. Luego de esto, los estudiantes deben redactar un texto argumentativo presentando su opinión sobre el tema.



Escanee el código QR para encontrar el audio.



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Teens and advertising

1. You are learning about teenagers in society and now want to learn about the effects of advertising on teenagers. Listen to Dr. Watson talk about this topic and complete the chart.

a. Why are teens a very attractive public for advertising?

b. What do psychologists suggest about the effect of advertising on teens?

c. What is "Generation Z"? What are the characteristics of this generation?

d. What is the relationship between junk food and advertising?

e. What are the effects of advertising on a teen's personality?

[illegible]

What is cyberbullying?

-Reading-
-Speaking-

Recomendaciones de uso:

Luego de analizar la imagen y expresar sus ideas acerca de cyberbullying, los estudiantes leen el texto y unen las palabras o frases subrayadas con su significado. Luego, discuten las preguntas propuestas en grupos de 3 ó 4 estudiantes. Finalmente, socializan sus respuestas y/o conclusiones con la clase.

Desarrollo competencias (DBA)

Competencia 1:

Distingue información general y específica en textos de opinión y discusiones orales y escritos sobre temas conocidos.

Competencia 2:

Explica las ideas de un texto oral o escrito acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones.

Competencia 5:

Intercambia opiniones sobre situaciones de interés personal, escolar o social.



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What is cyberbullying?

1. Read the text below and match the underlined words/phrases with their meanings.



Technology vector created by vectorjuice - www.freepik.com

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours or threatening somebody. It can happen anywhere – at school, at home or online. **Cyberbullying** is bullying that takes place through electronic technologies such as mobile phones, apps, social network websites or online forums.

Cyberbullying is hurtful because it makes victims feel hopeless, helpless, powerless, and alone all at the same time. Children and teens who are cyberbullied often feel ashamed and

guilty too, as they are made to believe that it's their fault they're being bullied (i.e., that they "deserve it" for some reason). There are many reasons why kids and teens become cyberbullies. Usually however, cyberbullies have some sort of insecurity. To protect their egos and feel superior, they make others feel bad about themselves. Some cyberbullies see it as a means to gain popularity and others do it to feel powerful or escape their own problems. At times, cyberbullies themselves may be bullying victims so they "prey" on other people to feel better about themselves.

Adapted for academic purposes from TeachAddiction.ca, Endbullying.org, NSPCC.org

- a) someone who has been harmed, injured, or killed as the result of a crime: _____
- b) to harm someone who is weak or cannot defend themselves: _____
- c) the act of insulting someone by calling them rude names: _____
- d) better or more important than other people: _____
- e) saying unofficial information that may or may not be true: _____
- f) feeling guilty or embarrassed: _____

2. Discuss questions:

- In your own words, what is cyberbullying?
- Can you name any examples of cyberbullying?
- What do you think about cyberbullying?
- Why do people cyberbully?
- What can we do to fight it?

Cyberbullying today

-Listening-
-Speaking-

Desarrollo competencias (DBA)

Competencia 2:

Explica las ideas de un texto oral o escrito acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones.

Competencia 5:

Intercambia opiniones sobre situaciones de interés personal, escolar o social.

Competencia 6:

Sostiene conversaciones espontáneas y sencillas acerca de temas que son de su conocimiento, interés personal o académico.

Recomendaciones de uso:

Los estudiantes ven el video acerca de un ejemplo de cyberbullying y comparten oralmente sus opiniones. Luego, encuentran diferentes tipos de cyberbullying y discuten sus implicaciones en grupos de 3 ó 4 estudiantes. Finalmente, en grupos completan el cuadro especificando que pueden hacer los padres de familia, profesores y estudiantes para combatir el cyberbullying.

Escanee el código QR para encontrar el video.



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Cyberbullying today

Video

1. Watch the video (<http://bit.ly/CyberbullyingAd>) and explain why it can be an example of cyberbullying.

Discussion

2. The video showed an example of cyberbullying which is posting someone's photo without their permission. Look at the list of other examples and complete them with the words given.

Threatening	Posting	Creating	Texting
Tricking	Pretending	Forwarding	Posting

- _____ or emailing insults or nasty rumours about someone
- _____ mean comments about someone on Facebook or other social media sites
- _____ someone through email or other technology
- _____ someone into sharing embarrassing information
- _____ private text messages to hurt or embarrass someone
- _____ embarrassing photos or videos of someone
- _____ to be someone else online to get that person in trouble or embarrass them
- _____ a website to make fun of someone

Adapted from <https://www.girlshealth.gov/bullying/whatis/cyberbully.html>

3. What can these groups do to fight cyberbullying? Complete the table with your own ideas.

PARENTS	TEACHERS	STUDENTS

4. Share your ideas with the class.

Cyberbullying discussion -Speaking-

Desarrollo competencias (DBA)

Competencia 5:

Intercambia opiniones sobre situaciones de interés personal, escolar o social.

Competencia 6:

Sostiene conversaciones espontáneas y sencillas acerca de temas que son de su conocimiento, interés personal o académico.

Recomendaciones de uso:

Esta ficha promueve el uso comunicativo del idioma inglés a través de la expresión de opiniones personales acerca del cyberbullying. Los estudiantes discuten en grupos de 3 ó 4 personas las preguntas, identifican ideas en común y/o sacan conclusiones y luego las comparten con el grupo.

Cyberbullying discussion

What is cyberbullying?
Can you give some examples of what it is?

LOSER!

How is it different from physical bullying? Is it worse?

UGLY

Why would someone be cyberbullied?

STUPID

Bad habits discussion

-Speaking-

Recomendaciones de uso:

Esta ficha promueve el uso comunicativo del idioma inglés a través de la expresión de opiniones personales acerca de malos hábitos. Los estudiantes discuten en grupos de 3 ó 4 personas las preguntas, identifican ideas en común y/o sacan conclusiones y luego las comparten con el grupo.

Desarrollo competencias (DBA)

Competencia 5:

Intercambia opiniones sobre situaciones de interés personal, escolar o social.

Competencia 6:

Sostiene conversaciones espontáneas y sencillas acerca de temas que son de su conocimiento, interés personal o académico.



Bad habits discussion

What bad habits do you have? How long have you had them?



What bad habits do you observe in your family members?



How do these bad habits affect you?

Are we born with our bad habits? Or do we acquire them?



Bad habits

Roles and suggestions

-Speaking-

Recomendaciones de uso:

Después de realizar la actividad de comprensión de lectura en la ficha "Bad Habits - Cases", los estudiantes deben reunirse en equipos de 2 ó 3, tomar uno de los roles propuestos y dar recomendaciones o sugerencias para solucionar cada uno de los casos. Después de compartir sus sugerencias y escuchar las de los demás equipos, deben decidir cuál es la mejor sugerencia para cada caso.

Desarrollo competencias (DBA)

Competencia 2:

Explica las ideas de un texto oral o escrito acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones.

Competencia 5:

Intercambia opiniones sobre situaciones de interés personal, escolar o social.

Competencia 6:

Sostiene conversaciones espontáneas y sencillas acerca de temas que son de su conocimiento, interés personal o académico.



Bad habits - Roles and suggestions

Take one of the following roles and, according to your expertise, give suggestions and recommendations for the different cases seen in the slides.

Psychologist

Grandma

Nutritionist

EPS doctor

Alternative doctor

Shaman

Which recommendation do you think is more suitable for each case? Why?

Psychologist

Grandma

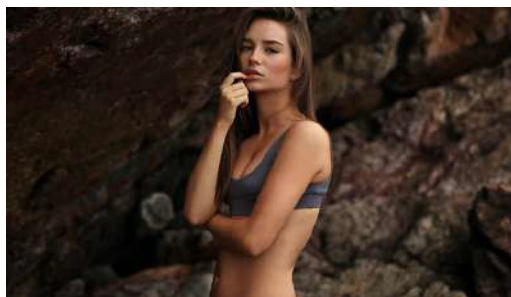
Nutritionist

EPS doctor

Alternative doctor

Shaman

Case #1: Ana Sanchez



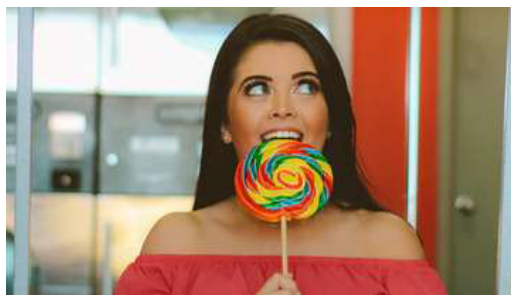
Hi everybody. I think I'm going crazy! My weight was over 85kgs and I'm 1.65mts. I lost weight to about 50kgs but I still feel fat, when I look at in the mirror I feel the same. However, everyone is saying how skinny I am. Is there something wrong with me? I still want to lose more weight so I am not eating. What do you recommend? I don't want to feel this way anymore.

Case #2: Ron Smith



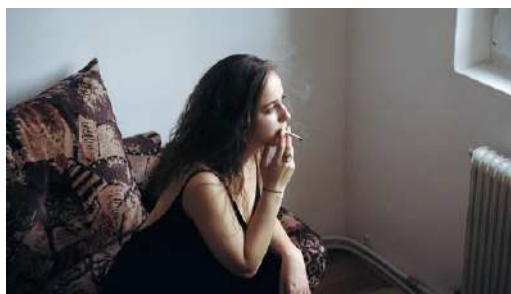
Well, I think I am an addict to food. I stay at home all day just thinking about what to eat. I eat a lot of fast food and sweets, and now I am overweight. I think I weigh 200kgs. This is very difficult for my body because I look terrible. What can I do?

Case #3: Sara Graham



The first thing I do in the morning when I wake up is to eat candies. I love sugar! The problem is that I cannot eat a small quantity. If a bag of chocolates is in the house, I will eat the bag in one hour. But now I feel bad, I have problems with my teeth and I think I am addicted to candies. What do you recommend?

Case #4: Rachel Williams



Ok, I cannot live without fast food. I hate fruit and vegetables. I live alone and I work many hours, so I don't have time for cooking. Also, because of the stress of my job I smoke many cigarettes every day, like 10 or 15. I want to find a boyfriend but I am so ugly and fat. What do you suggest?

Whale Watching

-Listening-
-Writing-

Recomendaciones de uso:

En esta ficha de comprensión auditiva, los estudiantes deben escuchar el texto para responder preguntas sobre la información presentada en un organizador gráfico. Luego de esto, los estudiantes deben hacer una descripción de su animal favorito siguiendo el modelo presentado en el audio y las ideas propuestas en la instrucción.

Escanee el código QR para encontrar el audio.



Desarrollo competencias (DBA)

Competencia 1:

Distingue información general y específica en textos de opinión y discusiones orales y escritos sobre temas conocidos.

Competencia 2:

Explica las ideas de un texto oral o escrito acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones.



**Semilla
Bilingüe**



Alcaldía de Medellín

Whale watching

One night you are watching the Discovery Channel and a show about whales is on. You pay close attention because you are interested in knowing more about these animals.

1. Answer the following questions.

a. What does Dan Hodgins mean when he says “Whale watching has to be respectful”?

b. How much does a blue whale weigh and what do they eat?

c. When did the first humpback whales arrive in Malaga?

d. What are two recommendations when going whale watching?

- ---

- ---

e. What are some of the observation spots? Mention 2.

- ---

- ---

This image shows a single 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.

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