

11th GRADE ACTIVITIES



Semilla Bilingüe



Alcaldía de Medellín

Semilla Bilingüe

11th 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 undécimo grado según niveles de desempeño de acuerdo con los *Derechos Básicos de Aprendizaje* (DBA) y el *Currículo Sugerido*, documentos macro expedidos por el Ministerio de Educación Nacional de Colombia.

Recomendaciones para el usuario

Docente

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

Estudiante

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

Contenido

Adjectives	4
Personal information and favs	8
People at the office	11
Favorite possessions	15
My most treasured possession	18
We are the same, we are different	21
Different types of families	23
City life versus country life	26
What are you up to	29
Visit here!	32
Tourism campaign.....	35
Manners around the world	38
Don't judge a book by its cover.....	41
Symptoms and diseases	45
Eating disorders.....	47
World hunger part.....	51
This is my advice	55
The life of Junko Tabei.....	58
The life of Valentina Tereshkova	60
Elvis, the king of rock and roll.....	63
Jenny from the block.....	66
Superfoods.....	69



Adjectives

-Reading-
-Writing-
-Vocabulary-

Recomendaciones de uso:

Los estudiantes deben leer la definición en la columna de la izquierda y encontrar el adjetivo que corresponde a dicha definición en la lista propuesta. Una vez encontrado, deben escribirlo al frente de su definición y adicional a esto, deben encontrar los adjetivos en una sopa de letras. Posteriormente, los estudiantes deben usar los adjetivos para realizar la descripción de una persona que admiran dando la mayor cantidad de detalles posible. En su descripción deben justificar las razones por las cuáles admiran a dicha persona.

Desarrollo competencias (DBA)

Competencia 5:

Expresa de manera oral y escrita su posición acerca de un tema conocido teniendo en cuenta a quién está dirigido el texto. Para esto, define el tono del mensaje de acuerdo con el contexto o la cercanía con su audiencia (formal o informal).



**Semilla
Bilingüe**



Alcaldía de Medellín

Adjectives

Match the adjective with its corresponding definition. There are two extra adjectives that don't have a definition!

**smart – determined – brave – moody – generous – easygoing
– talented – ambitious – confident – friendly – weird**

a. You never know what kind of humor she has.	
b. She is always open to share and help her friends.	
c. No one can stop him when he wants something.	
d. He solves problems and understands things easily.	
e. She is sure that she is good enough.	
f. He wants to be manager of this company in the near future.	
g. He wasn't frightened when he saw the lion.	
h. He's good at basketball, he is a great artist and he speaks 5 languages.	
i. Nobody knows what he likes, he never interacts with his classmates.	

Which two adjectives didn't have definitions? Write a definition for each one:

Adjective 1: _____

Definition: _____

Adjective 2: _____

Definition: _____



Find the adjectives listed above in the wordsearch below. Can you find all of them?

X	B	Y	O	W	Z	X	X	F	D	J	B	C	H	Q
A	R	X	Z	K	E	F	Z	E	Y	E	F	L	I	T
O	A	M	I	Y	X	I	T	Y	C	T	L	H	N	F
X	V	S	X	B	K	E	R	C	O	K	C	B	C	T
P	E	B	X	T	R	K	Q	D	N	B	S	L	S	A
V	B	M	I	M	C	O	A	Q	F	K	F	O	U	L
V	X	V	I	T	N	G	R	T	I	B	C	F	O	E
I	E	N	R	Y	X	C	W	P	D	N	V	I	R	N
L	E	I	O	B	A	W	M	W	E	X	Y	I	E	T
D	X	E	A	S	Y	G	O	I	N	G	D	P	N	E
S	U	O	I	T	I	B	M	A	T	B	O	C	E	D
H	F	X	S	C	R	E	I	U	E	H	O	G	G	L
B	N	B	T	D	I	A	S	U	E	A	M	P	O	A
M	I	G	T	F	V	Z	M	U	I	X	Q	O	G	S
F	R	I	E	N	D	L	Y	S	S	C	H	R	Y	I

Personal information and favorites

-Reading-
-Writing-
-Grammar-

Recomendaciones de uso:

Este es un taller de lectura y escritura. Es buena opción para evaluación formal. Después de leer el texto, los estudiantes contestan las preguntas sobre la lectura (multiple choice, open-ended questions y fill-in-the-blank). Luego, responden a preguntas con su información personal y formulan preguntas sobre información personal. Finalmente, los estudiantes escriben un texto corto con información personal y sobre sus cosas favoritas.

Desarrollo competencias (DBA)

Competencia 1:

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.

Competencia 4:

Redacta textos argumentativos con una estructura clara y sencilla sobre temas académicos.



**Semilla
Bilingüe**



Alcaldía de Medellín

Personal information and favorites

Read the paragraph and answer the questions with information from the paragraph.

Hello! My name is Ashley Smith. I'm 36 years old. I'm from the United States. I have one brother. My brother is 34 years old. His name is Nathan.

My hobbies are reading and dancing porro and salsa. My favorite sport is basketball. I also like soccer. My favorite sports star is a soccer player. His name is James Rodriguez.

My favorite singer is Bob Marley. He's from Jamaica. My favorite type of music is reggae music.

My favorite superhero is Batman. My favorite food is broccoli and my favorite drink is Coca-Cola. My favorite color is purple.

I love all animals, but my favorite animals are cats. I have a cat. My cat's name is Felix Miguel.

Answer the questions.

- 1. What's this paragraph about?
 - a. The United States
 - b. a sports person
 - c. Ashley's favorite things
- 2. What's Ashley's favorite sport?
 - a. tennis
 - b. swimming
 - c. basketball

Answer the questions in complete sentences.

- 3. What is Ashley's brother's full name?

- 4. How old is Ashley?

- 5. Who is her favorite superhero?

- 6. What is her favorite animal?



Fill in the sentences with the correct word.

- 7. _____ favorite color is purple.
- 8. _____ cat's name is _____ .
- 9. Her favorite type of music _____ reggae music.
- 10. Ask one question to Ashley about a favorite thing of hers that is not in the reading text.

Answer the questions in complete sentences.

- 1. How old are you?_____
- 2. Where are you from?_____
- 3. What is your favorite food?_____
- 4. What is your favorite kind of music?_____

You want to ask a friend some questions about their favorite things and personal information. Write the questions. (example - Age: How old are you?)

- 5. Name _____
- 6. Neighborhood where the person lives_____
- 7. Favorite animal _____
- 8. Favorite singer _____
- 9. Favorite sport _____
- 10. Favorite movie _____

Write two paragraphs about your personal information and your favorite things. You must include the following:

CONTENT		STRUCTURE
Personal information (paragraph #1)	Favorites (paragraph #2)	- Introducing yourself
- Name	- Sport	- possessive pronouns
- Age	- Sports star	- 's
- Place of origin	- Super hero	- Verb to be (am, is, are)
- People you live with	- Food	- Correct vocabulary about personal information and favorites
- Neighborhood where you live	- Type of music	- Report information in a cohesive and clear way
- Hobbies	- Band or singer	- Capitalization (capital letters)
	- Color	- Punctuation (. and ,)
	- Animal	

People at the office

-Reading-
-Writing-

Recomendaciones de uso:

En esta ficha los estudiantes encontrarán las notas de bienvenida de tres personas a un nuevo empleado en la oficina. Las notas contienen información personal de cada uno de los empleados y con esta información, los estudiantes deben completar diversos ejercicios, entre ellos un organizador gráfico, para demostrar su comprensión de lectura. Posterior a esto, los estudiantes deben realizar su propia descripción tomando las notas como modelo.

Desarrollo competencias (DBA)

Competencia 3:

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.

Competencia 4:

Redacta textos argumentativos con una estructura clara y sencilla sobre temas académicos.



**Semilla
Bilingüe**



Alcaldía de Medellín

Today is your first day at your new job. You arrive at the office and find three introductory notes that three co-workers wrote for you.

Read the notes and complete the different exercises that follow

Ashley

Hey, my name is Ashley, and people say I'm a bit of a fitness nut. They're right! I love to exercise and eat healthy food. I hardly ever eat out at restaurants. I like to keep a lot of yogurts, bread, cheese, and vegetables like tomatoes and spinach in my house to cook a lot. I don't buy much beer, and I never buy potato chips. Also, I hardly ever go to the gym. I think it's boring. I prefer to play sports. I play volleyball twice a week, walk to work every day, and go hiking on the weekends.



Rio

Welcome to the office! My name is Rio. I love everything related to food, and I love going to new restaurants. I like Asian food, mostly Korean, Thai, and Japanese. Sushi is one of my favorite dishes; I like all sushi with shrimp. I also love how Thai food mixes fruit like mangoes and pineapple with vegetables and noodles. There is a great Thai restaurant close to our office. The food is delicious, and the service is excellent. Do you like to go to restaurants? If you do, let's go for lunch sometime!



Frank

Hi, my name is Frank. I don't have much to say. I don't particularly enjoy talking about myself. I live with my two brothers, one sister and my uncle. My uncle is a chef, and my sister is a student. My uncle makes a fantastic salmon pizza. My two brothers work in information technology. I can't walk to work because I live very far away. I always take the bus. There is a college near my house, and I study French there in the evenings. I am a quiet and serious person and on weekends I prefer to stay home.



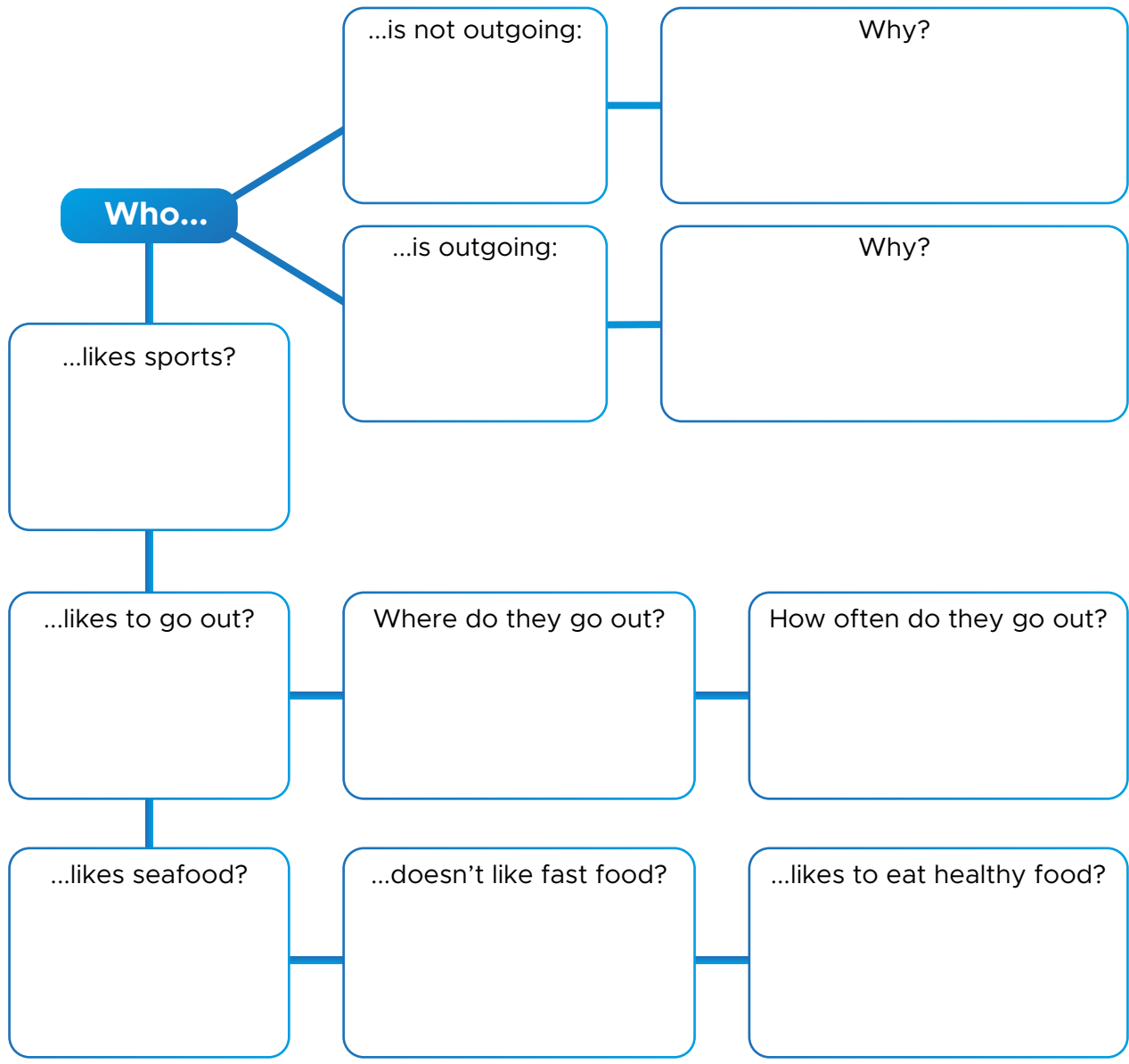
1. What is your first impression of each person? Complete the sentences using two adjectives.

Ashley seems _____ and _____

Rio seems _____ and _____

Frank seems _____ and _____

2. Complete the graphic organizer with information from the text. Use complete sentences and give examples when possible.



Favorite possessions

-Writing-
-Reading-

Recomendaciones de uso:

Esta actividad desarrolla habilidades de comprensión de lectura y de producción escrita. Luego de que los estudiantes lean el texto, completan el organizador gráfico. Además, describen de manera escrita dos de sus posesiones favoritas usando los textos de lectura como modelos.

Desarrollo competencias (DBA)

Competencia 1:

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.

Competencia 3:

Identifica las opiniones del autor en textos orales y escritos relacionados con su entorno escolar.

Competencia 4:

Redacta textos argumentativos con una estructura clara y sencilla sobre temas académicos.



**Semilla
Bilingüe**



Alcaldía de Medellín

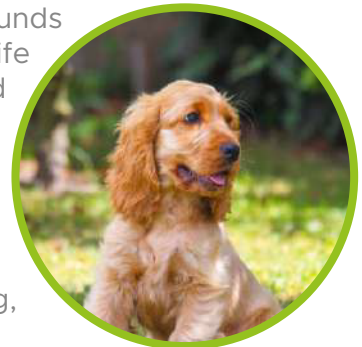
1. Read and complete the graphic organizer.

Most Important Possessions



Claire: My most prized possession is my autographed copy of the Spice Girls album. I know it's super silly, but you don't understand how much of a fan I was. I LOVED the Spice Girls. I knew every lyric and me and my friends would make up dances and have our moms videotape them. Once when the Spice Girls came through our city on tour it was near my birthday and my dad was able to get me backstage tickets to the show! I actually got to meet them and that's when I got my CD signed! Photos from that night are still in my parents' basement, but I have the CD with me always. Even if I usually hide it so my boyfriend doesn't make fun of me (hehe).

Charlotte: I don't want to call her a "possession" because it sounds wrong, but the most important thing that's not a person in my life is my little dog Sadie. She's a cockapoo (cocker spaniel and poodle mix) and she's so sweet. She's mostly a house dog, which is nice, because I don't have to leave her in the yard when I go to work. I rescued her when a family in my old neighborhood was moving and couldn't take her with them. They were going to put her in the pound! I'm going to take care of her forever. It sounds silly to say my prized possession is a dog, but if you have a dog you know. She's my heart.



Julie: Besides the mini iPad I am typing this on, I think my most prized possession is my ukulele. It was given to me for my 25th birthday by an ex-boyfriend (best thing to come from that relationship)! It is beautifully handcrafted out of wood, and it is the perfect size for me. My brother gave me a case for it so now it has a home, too. My goal is to learn enough chords to play a few songs at the retirement home I will be singing at. Maybe an open mic at a café or bar at some point. I think that would be really fun.

Anonymous: I have no possessions that mean anything to me compared to the love and respect from my husband, children and friends.



PERSON'S NAME	POSSESSION	REASON TO LOVE IT	WHERE THEY KEEP THE POSSESSION	DESCRIPTION
Claire				
Charlotte				
Julie				
Anonymous				

2. Describe two of your more important possessions: one that is important to you currently, and one from your childhood. Write about why the object is/was important for you, physical description, where you keep/kept the object, when or why you got them.

OBJECT 1 (CURRENT):

OBJECT 2 (FROM CHILDHOOD):



My most treasured possession

-Reading-
-Writing-

Recomendaciones de uso:

Después de leer el texto, los estudiantes contestan las preguntas sobre la lectura. Luego, escriben sobre su posesión favorita usando la lectura como modelo.

Desarrollo competencias (DBA)

Competencia 1:

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.

Competencia 3:

Identifica las opiniones del autor en textos orales y escritos relacionados con su entorno escolar.

Competencia 4:

Redacta textos argumentativos con una estructura clara y sencilla sobre temas académicos.



**Semilla
Bilingüe**



Alcaldía de Medellín

My most treasured possession

Part I:

Read about Diego's most treasured possession and then answer the questions below.

Hello! My name is Diego. My treasured possession is my passport! I love to travel and visit new cities. Without my passport, I would not be able to get to know other countries.

I visited Mexico City last year with my mom. My mom is young and full of energy. She likes to explore. We walked all over Mexico City and visited all of the art museums. I was so tired, but my mom wanted to keep visiting more art museums. She loves art and paints in her free time. Her art is beautiful.

I almost lost my passport while I was there because I left it in the hotel. Luckily, I realized I did not have it with me and I went back to the hotel right away. The hotel employees put it behind the reception desk where it was safe. I am an unorganized person and I forget things sometimes. I felt so happy when I got it back!

Besides, Mexico City, I have visited Miami, Cuzco, and Barcelona. Without my passport, I wouldn't have had those great experiences. Miami is nice and the beaches are very pretty. But it is very hot there. I ate a lot of delicious seafood in Barcelona and it is a good place to party. Cuzco is a great place to see lots of culture and history.

My passport is old and you can see that it is well-traveled. The cover is not bright red anymore. There are some pages left that I want to fill with more stamps from adventures around the world. This little rectangular book is my key to world.

1. What is Diego's treasured possession?

2. What color is it?

3. Name two cities that Diego has traveled to.

4. Who did he travel to Mexico City with?

5. Name two things his mom likes to do.

6. Where did the hotel employees put Diego's passport?

We are the same,

We are different

-Speaking-

Desarrollo competencias (DBA)

Competencia 5:

Expresa de manera oral y escrita su posición acerca de un tema conocido teniendo en cuenta a quién está dirigido el texto.

Competencia 6:

Expresa de manera oral su punto de vista acerca de un tema controversial previamente estudiado.

Competencia 7:

Mantiene discusiones formales acerca de temas académicos que ha preparado previamente.

Recomendaciones de uso:

Este organizador gráfico promueve el uso comunicativo del idioma inglés a través de la formulación de preguntas y discusión acerca de las familias. Los estudiantes discuten en parejas, identifican características en común y las diferencias sobre sus familias y luego las comparten con el grupo.



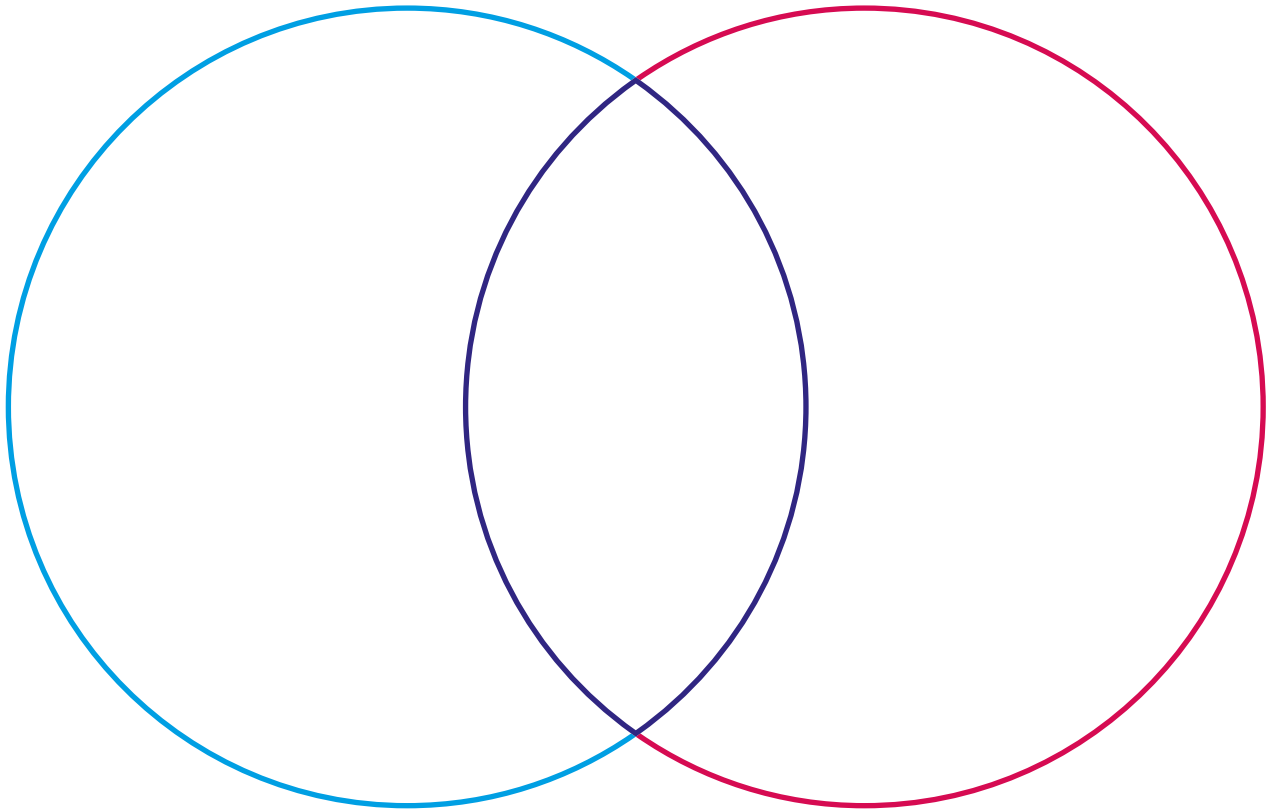
Semilla Bilingüe



Alcaldía de Medellín

We are the same, we are different

In this activity, you have learned what it means to be the “same” and “different.” Families can be the same and different, too. In fact, your family probably has something that is the same and something that is different from each of your classmate's families! Can you figure out what that is?



Choose a partner. Look at the diagram above. In the space where the two circles meet, write three things that are the same about your family and your partner's family. In the spaces where the circles do not meet, write three things that are different about your family and your partner's family. If you need ideas, look at the questions in the box.

Examples of questions

1. How many people are in your family?
2. Do you have brothers or sisters?
3. You don't have to be related to be family! Do you live with any people to whom you are not related?
4. Where does your family live?
5. What does your family like to do together?
6. What is your family's favorite holiday?
7. Is there a special meal your family likes to eat?
8. What language(s) does your family speak?
9. What are some special customs and traditions that your family follows?

Different types of families

-Reading-
-Speaking-

Recomendaciones de uso:

Luego de discutir las preguntas para establecer el contexto para la lectura, esta ficha se enfoca en explorar conocimiento previo de los estudiantes y los invita a expresar sus ideas acerca de familias de Colombia. Los estudiantes leen el texto, discuten las preguntas propuestas en grupos y finalmente, socializan sus respuestas y/o conclusiones con la clase.

Desarrollo competencias (DBA)

Competencia 1:

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.

Competencia 3:

Identifica la opinión del autor en textos orales y escritos relacionados con su ambiente escolar.

Competencia 6:

Expresa de manera oral su punto de vista acerca de un tema controversial previamente estudiado.



**Semilla
Bilingüe**



Alcaldía de Medellín

Different types of families

Everyone's family is unique in its own way. Below are the stories about two different families. Read the stories. Then answer the questions that follow.

1. Discuss the following questions with your classmates before reading the text.

- Can you describe a typical family in Colombia?
- Who is the head of the household in a typical Colombian family?
- Are there many divorces in Colombia?
- Where do grandparents usually live?
- Do grandparents look after (take care of) their grandchildren?
- At what age do children leave their parents' home in Colombia?

2. Read the following text which presents two families and their different circumstances.

Two Families

Anika's Family

Anika was sad. She could not remember if she left her favorite scarf at her mom's house or her dad's house. It was so hard to remember. Anika's mom and dad got divorced three years ago. That means that they are not married to each other anymore, but she knows they both still love her and her older brother Abdul. Anika wishes her dad still lived with them. He could always make her laugh when the other kids teased her about wearing her traditional scarf. Now she could not even find her favorite scarf. When Anika's parents got divorced, her dad moved to a new house. Last year, Anika's dad married a lady named Claudia. Anika's dad and Claudia just had a baby named Sami. That makes Sami her half-brother. He is fun to play with! Anika likes going to both parents' houses because they both have fun things to play with. Her mom lives in an apartment and she has a cat and many books there. Her dad lives in a huge house with a trampoline, a big dog named Puddles, and now baby Sami. Anika loves her family, even though living in two different houses means she cannot always find her favorite things!

Aaron's Family

Aaron feels so happy. Today is the day his mom is going to graduate from college! Aaron's mom's family did not have enough money to send her to college when she was younger, so she had to wait until she got a job and earned money herself. Aaron's mom is raising him and his sister Emma by herself. Since she does not have a lot of money, they live with their grandma, too. Their grandma stays with them when Aaron's mom is at her job or her college classes. Sometimes Aaron wishes he saw his mom more, but he knows she is going to college so she can get a better job. He hopes that they will have more money when she gets a new job. Aaron feels embarrassed because he wears clothes and sneakers with holes in them since they have no money for new clothes. Sometimes they do not even have money to buy food. If she gets a new job, maybe she will buy Aaron a basketball so he can play with the other kids. Aaron cannot wait! Aaron's grandma always tells him that they are rich with love! He is going to clap the loudest when they call his mom's name at graduation today!

Taken and adapted from <https://slideplayer.com/slide/12440873/>

3. After reading the text, complete the following questions.

a. What types of families are Anika's family and Aaron's family? (e.g. nuclear family, extended family, single child family, childless family, single parent family, blended family, same-sex family)

b. Name two things that are the same about both Anika's family and Aaron's family.

c. Name two things that are different about both Anika's family and Aaron's family.

d. Name one thing that is the same about your family and Anika's or Aaron's family.

e. Name one thing that is different about your family and Anika's or Aaron's family.

f. Both Anika and Aaron felt a little sad or embarrassed by something about their family situation. What recommendation would you give them?



City life versus country life

-Reading-

Recomendaciones de uso:

En grupos o parejas, los estudiantes deciden si la lista de cosas que describe la vida en la ciudad y en el campo son ventajas o desventajas. Luego leen el texto y ponen los párrafos en orden. Además, identifican las ventajas y desventajas mencionadas en el texto y completan el organizador gráfico. Finalmente, socializan sus respuestas y/o conclusiones con la clase.

Desarrollo competencias (DBA)

Competencia 1:

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.

Competencia 6:

Expresa de manera oral su punto de vista acerca de un tema controversial previamente estudiado.



**Semilla
Bilingüe**



Alcaldía de Medellín

1. Advantages and Disadvantages

Decide whether the following ideas refer to advantages (A) or disadvantages (D) of life in a large city.

- ___ Easy access to shopping, different kinds of restaurants, and cultural events
- ___ Residential area
- ___ More kinds of jobs available
- ___ Plenty of people to choose from in finding friends
- ___ Overcrowding - people wherever you go
- ___ Better access to universities
- ___ Expenses are higher
- ___ Usually no place to grow your own vegetables or many flowers
- ___ You may not need a car
- ___ Noise levels can be very unpleasant
- ___ More air pollution than outside the city
- ___ Travel is easier - airports, trains, etc.
- ___ Laws usually control things like loose dogs and there are more regulations to protect the citizens
- ___ There are usually good hospitals/medical care easily available
- ___ Often higher crime rates and poor areas (ghettos, shanty towns, comunas)
- ___ There is usually more tolerance of individual eccentricities
- ___ Many cities have infestations of rats or cockroaches

2. Read this essay about life in a small town in the south of Argentina. Identify the following parts of the text: INTRODUCTION, ADVANTAGES, DISADVANTAGES, CONCLUSION and put the paragraphs in order (1-4).

_____ On the other hand, the weather in Rio Grande is very changeable. You can have the four seasons in one day; for example, it can be icy, windy, rainy and sunny all in the same day. What is worse, as the ozone layer is thinner near the southern pole, the UV rays are very dangerous in the summer. Besides the city doesn't have big shopping centers. Sometimes it's difficult to find what you want and some items like clothes and food are more expensive than in other parts of the county or they take too much time to get down here.

_____ Have you ever thought about living at the end of the world? Although life in Río Grande -Tierra del Fuego- can be really tempting, it also has its drawbacks.

_____ All in all, Rio Grande is a good town to live IN if you enjoy A PEACEFUL AND QUIET life with optimal working opportunities. However, if you prefer hot sunny weather and large city attractions, you'd better think of it twice.

_____ On the one hand, Río Grande offers lots of job opportunities for immigrants, especially in the local factories, and the salaries are very high. Secondly, it is a very safe and quiet city where robberies and burglaries are very rare. Moreover, there are plenty of places to enjoy at night: night clubs, pubs, restaurants, casinos, and a modern cinema where you can watch the latest films. Furthermore, people can do many outdoor activities and sports, like going camping, fishing, snowboarding or skiing in winter.

3. Use the chart below to summarize the advantages and the disadvantages mentioned by the writer.

Advantages	Disadvantages



What are you up to?

-Reading-
-Writing-

Desarrollo competencias (DBA)

Competencia 1:

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.

Competencia 2:

Redacta textos argumentativos con una estructura clara y sencilla sobre temas académicos.

Recomendaciones de uso:

Los estudiantes leen el texto acerca de Brian y responden las preguntas de comprensión. Luego completan el cuadro con información acerca de las actividades que él usualmente realiza en un día cotidiano y hoy, que es su cumpleaños. Finalmente, escriben un párrafo acerca de cómo celebran su cumpleaños.



**Semilla
Bilingüe**



Alcaldía de Medellín

What are you up to?

1. Read the paragraph and answer the questions:

Brian is a doctor. He looks after sick people. He usually gets up at 6.00 o'clock. Today is his birthday, so he is late; it is 6.30 and he is still in bed. He usually goes to work by train but today he is riding his motorcycle to work because he wants to enjoy the nice weather. It is sunny and warm. He arrives at work at 7.00 every morning but it is 7.30 now and he is still riding his bike. He usually checks emails and has meetings in the morning but today he's just checking his birthday messages on Facebook.

It's 12.00 o'clock now. He always has his lunch at 12.00 but today he isn't having lunch at 12.00, he is having a birthday cake with some coworkers. After lunch he always looks after his sick patients but today he is talking on the phone with his relatives who are calling to wish him a happy birthday. It is half past seven now, Brian is getting ready to go out with his friends to celebrate. He usually watches TV at half past seven because his favorite program starts at this time.

Brian has his dinner at 8.30 at home every day but he is having dinner now in a fancy restaurant with his friends. It is 12:00 a.m. now Brian is having fun at a nightclub, dancing, singing karaoke and having some drinks. But on a regular night, he always goes to bed before midnight.

a. What does Brian do?

b. What time does he usually get up?

c. How does he usually go to work?

d. Why is he riding his motorcycle to work today?

e. What time does he arrive at work every day?

f. When does he always have his lunch?

g. What is he doing at 12.00 today?

h. Why does he usually watch TV at 7.30?

i. What is he doing differently at 8:30?

j. What is he doing at midnight tonight?

2. Now complete the following chart with information from the text.

	Brian's activities on a regular day	Brian's activities on his birthday
Morning		
Afternoon		
Evening		
Night		

3. How about you? Do you like special days and celebrating them differently? Write a paragraph about how you celebrate your birthday.



Visit here!

-Listening-
-Speaking-

Recomendaciones de uso:

Esta actividad es para la práctica de comprensión auditiva y producción oral. Los estudiantes escuchan el audio y contestan las preguntas de comprensión auditiva. Luego los estudiantes preparan su propia versión usando el audio como ejemplo y presentan la información a la clase.

Escanee el código QR
para encontrar el audio.



Desarrollo competencias (DBA)

Competencia 1:

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.

Competencia 6:

Expresa de manera oral su punto de vista acerca de un tema controversial previamente estudiado.



**Semilla
Bilingüe**



Alcaldía de Medellín

Listen to the speaker talk about a place he recommends people visit in Medellín. Answer the questions using the information from the audio.

1. How old is Diego?

2. Where is Diego from?

3. What place does Diego recommend people visit?

4. How does he describe the place?

5. What can/should you do there?

6. How much does it cost to visit?

7. When does it open and close?

8. What is the best way to get there (bus, taxi, metro, etc.)?

9. Why does Diego think it is a good place to visit?



A Place to Visit for Tourists in Medellín

Describe a place that you think tourists should visit or things to do in Medellín. It can be a popular tourist site, a restaurant, a viewpoint, a park, a club (discoteca), etc.

Presentation - Visit Here!	Possible Points	Points Earned
Describes the place including the following information: <ul style="list-style-type: none"> • Introduce yourself • Describe the place (use adjectives) • What can/should you do there? • Important information- costs, opening/closing times • What is the best way to get there (bus, taxi, metro, etc.)? • In your opinion, why is it a good place to visit? 		
Structure: sentences are correct <ul style="list-style-type: none"> • Follows SUBJECT-VERB-COMPLEMENT structure • Does not read directly from visual materials! 		
Use of the connectors and and but to make sentences more detailed and complex (minimum of 3 total) <ul style="list-style-type: none"> • Includes the noun or subject after and or but when required e.g. I like Mexican food and <i>my favorite Mexican restaurant</i> to go to is Mexico D.F.		
Pronunciation – clear, easy to understand		
Correct use of possessives: possessive with _'s and possessive adjectives (e.g. my, his, their, our, etc.)		
Correct use of the verb tense: past and present		
Correct use of <i>there is/there are</i>		
Correct vocabulary choice for adjectives <ul style="list-style-type: none"> • Are the adjectives given in the correct order? 		
TOTAL		

Tourism Campaign

-Speaking-
-Writing-

Recomendaciones de uso:

Este es un taller de escritura y producción oral. Es una buena opción para evaluación formal. Los estudiantes preparan una presentación sobre una campaña turística. Luego, escriben un texto para el sitio web acerca de la campaña de turismo incluyendo información de la presentación.

Desarrollo competencias (DBA)

Competencia 4:

Redacta textos argumentativos con una estructura clara y sencilla sobre temas académicos.

Competencia 7:

Mantiene discusiones formales acerca de temas académicos que ha preparado previamente.



Semilla
Bilingüe



Alcaldía de Medellín

A Tourism Campaign about a City/Town Speaking Presentation

You are making a tourist campaign for your country. Create a presentation about a city in your country for tourists to visit and enjoy.

- Use visuals (e.g. PowerPoint, pictures, posters, etc.)

Presentation - A Tourism Campaign	Possible Points	Points Earned
1. Correct description of the city/town including the following information: <ul style="list-style-type: none"> • Population • Tourist slogan for your country. E.g. <i>Colombia: the only risk is wanting to stay!</i> • Weather (What is the best time of year to visit?) • Types of transportation available • Common tourist activities in the city/near the city 		
2. Correct sentences structure use <ul style="list-style-type: none"> • Follows SUBJECT-VERB-COMPLEMENT structure • Does not read directly from visual materials! 		
3. Correct use of the connectors and and but to make sentences more detailed and complex (minimum of 3 total) <ul style="list-style-type: none"> • Includes the noun or subject after and or but when required e.g. I like Mexican food and <i>my favorite Mexican restaurant</i> to go to is Mexico D.F.		
4. Correct pronunciation – clear, easy to understand		
Correct use of possessives: possessive with _'s and possessive adjectives (e.g. my, his, their, our, etc.)		
Correct use of the verb tense: past and present		
Correct use of <i>there is/there are</i>		
Correct vocabulary choice for adjectives <ul style="list-style-type: none"> • Are the adjectives given in the correct order? 		
TOTAL		

A Descriptive Text about a City for a Tourism Campaign Writing Text

You are writing a post for the website of your tourist campaign.

- Paragraph 1- General information about the town/city (name, favorite time to visit, good places to visit, etc.)
- Paragraph 2- More specific information about the town/city (favorite restaurants/café, good ways to travel around the city, etc.)
 - Include an opening/introductory line for each paragraph.
 - 1 paragraph = minimum of 5 lines.
 - Make your sentences more complex by adding AND or BUT to some sentences.

Presentation - A Tourism Campaign	Possible Points	Points Earned
1. Correct description of the city/town including the following information: <ul style="list-style-type: none"> • Population • Tourist slogan for your country. E.g. <i>Colombia: the only risk is wanting to stay!</i> • Weather (What is the best time of year to visit?) • Types of transportation available • Common tourist activities in the city/near the city 		
2. Correct sentences structure use <ul style="list-style-type: none"> • Follows SUBJECT-VERB-COMPLEMENT structure • Does not read directly from visual materials! 		
3. Correct use of the connectors and and but to make sentences more detailed and complex (minimum of 3 total) <ul style="list-style-type: none"> • Includes the noun or subject after and or but when required e.g. I like Mexican food and <i>my favorite Mexican restaurant</i> to go to is Mexico D.F.		
4. Correct pronunciation – clear, easy to understand		
Correct use of possessives: possessive with _'s and possessive adjectives (e.g. my, his, their, our, etc.)		
Correct use of the verb tense: past and present		
Correct use of <i>there is/there are</i>		
Correct vocabulary choice for adjectives <ul style="list-style-type: none"> • Are the adjectives given in the correct order? 		
TOTAL		

Manners around the world

-Reading-
-Speaking-
-Writing-

Recomendaciones de uso:

Los estudiantes leen el texto acerca de modales y costumbres en Alemania y Brasil, y encuentran similitudes y diferencias en ambos países. Luego completan el cuadro, comparan sus respuestas en pequeños grupos de estudiantes (2-3) y comparten sus conclusiones. Finalmente, escriben un párrafo describiendo hábitos y modales de las personas que viven en Colombia.

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 7:

Redacta textos narrativos, descriptivos y expositivos relacionados con temas de su interés o que le resultan familiares.



**Semilla
Bilingüe**



Alcaldía de Medellín

Read the following text about different customs in two countries

People behave differently around the world. What is considered polite behavior in one country may be rude in another. Before you travel, you should learn about the customs of the country you visit. Brazil and Germany are popular countries to visit. Read on to find out more about some customs in these countries.

GERMANY



People in Germany tend to be reserved and a bit formal. Time and space are very important in German culture. Germans value their privacy. For this reason, it is bad manners to ask Germans about personal details such as age, income and personal beliefs. This includes politics and religion. It is important to be on time in Germany. If you have an appointment at 1:15, you should arrive at 1:15 and not a minute after. It is better to be one or two minutes early, if possible. Only close friends and family are invited to one's home. It is important to be neat and tidy at all times. People tend to look down on those who are not organized or behave casually. One must never litter in Germany, but throw trash into a bin. You are also expected to clean up any mess you make right away. Shake hands with everyone, including children. If you are invited to eat at someone's home, arrive on time. Also, keep your elbows off the table at dinner. Written communication is important. It is polite to send thank you notes if you receive a present or are invited to a meal. It is typical to greet strangers in elevators and at tables, but not in open spaces.

BRAZIL



Family and social class are most important in Brazil. People dress according to their class in Brazilian society. You are expected to dress well and wear good quality accessories. People are judged by how they look. Time is seen as something outside of one's control. Relationships are more important than sticking to the time. If you are invited to a dinner party, try to come 30 minutes late. Brazilian culture is a group culture. Avoid doing anything to embarrass anyone. Criticizing a Brazilian in front of others may cause problems for you. It will also make everyone feel awkward. Try to find a polite way to deal with disagreements. Men shake hands firmly when they meet. Women kiss each other lightly on the cheek. Brazilians take time to greet each other. It may take a few minutes to ask each other about their health and their families. People from Western cultures may find this frustrating because they are in a hurry. However, it is okay in Brazilian culture because Brazilians are more informal. For this reason, it is not rude to interrupt someone when they are talking.

Taken and adapted for academic purposes from: <http://faiza-raintree.blogspot.com/2013/12/manners-around-world-esl-worksheet.html>

Don't judge a book by its cover

-Speaking-
-Writing-

Recomendaciones de uso:

El docente presenta un modismo o dicho común en inglés a sus estudiantes y les hace preguntas sobre este modismo o dicho aplicado a su contexto, y luego le pide a los estudiantes que juzguen a la gente en las imágenes por su apariencia. Finalmente, los estudiantes escriben un texto corto sobre lo que es juzgar a alguien o ser juzgado por la apariencia. Esta actividad permite la reflexión y el pensamiento crítico.

Desarrollo competencias (DBA)

Competencia 2:

Explica tanto en forma oral como escrita las causas y los efectos, así como el problema y la solución de una situación.

Competencia 5:

Expresa de manera oral y escrita su posición acerca de un tema conocido teniendo en cuenta a quién está dirigido el texto.



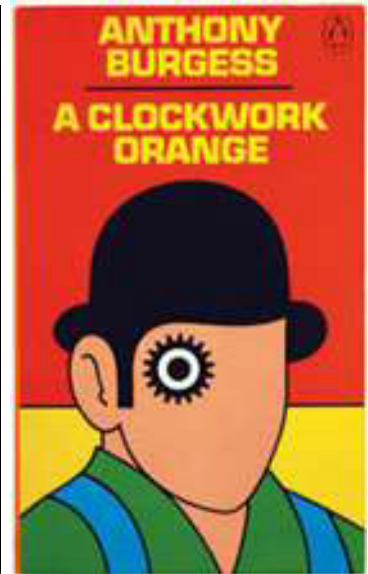
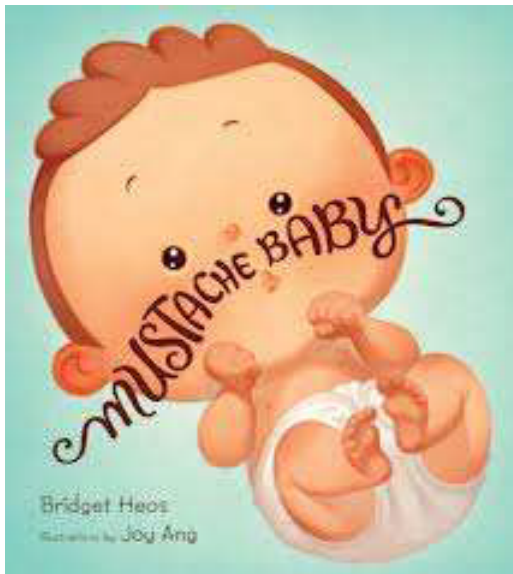
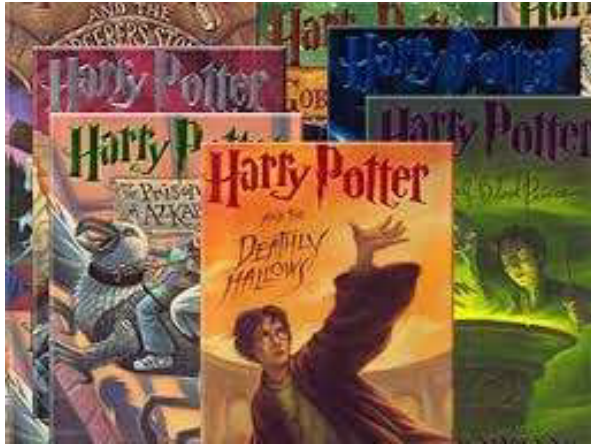
**Semilla
Bilingüe**



Alcaldía de Medellín

Don't judge a book by its cover

Have you heard this saying before? What do you think it means?



When looking for something to read, people will often only glance at the cover of a book before making a decision. Due to this, many books don't get picked because the title or picture on the front is unappealing to the eye.

However, if people open the book and look inside at the story, they may find that they are missing out on some interesting and valuable information.

So, **don't judge a book by its cover!**

MEANING:
 You shouldn't form an opinion on someone or something based only on what you see on the surface (the outside), because usually after taking a deeper look, the person or thing will not be what you expected it to be.

1. Think about these questions and discuss them with a classmate:
- In society, do we form opinions about people based only on their surface (looks)?
 - Are you guilty of “judging a book by its cover”?
 - Do you think this is something common in Medellín?

2. Based on the following people’s appearances, what do you think about their personalities and their lives in general? Write two sentences about each person under each picture.



1. _____

2. _____



1. _____

2. _____



1. _____

2. _____



1. _____

2. _____

Symptoms and diseases

-Reading-
-Speaking-

Recomendaciones de uso:

Esta ficha está enfocada en desarrollar habilidades de asociación. Los estudiantes deben asociar los síntomas con las enfermedades presentadas. Luego, deben comparar con un compañero y argumentar sus respuestas. Finalmente, comparten las respuestas con el grupo y hacen las correcciones correspondientes según las instrucciones del docente.

Desarrollo competencias (DBA)

Competencia 2:

Explica tanto en forma oral como escrita las causas y los efectos, así como el problema y la solución de una situación.

Competencia 5:

Expresa de manera oral y escrita su posición acerca de un tema conocido teniendo en cuenta a quién está dirigido el texto.

Competencia 6:

Expresa de manera oral su punto de vista acerca de un tema controversial previamente



**Semilla
Bilingüe**



Alcaldía de Medellín

Eating disorders

-Reading-
-Speaking-

Desarrollo competencias (DBA)

Competencia 1:

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.

Competencia 3:

Identifica la opinión del autor en textos orales y escritos relacionados con su ambiente escolar.

Competencia 6:

Expresa de manera oral su punto de vista acerca de un tema controversial previamente estudiado.

Recomendaciones de uso:

Los estudiantes deben asociar los síntomas con las imágenes de los desordenes alimenticios para luego comparar con un compañero y argumentar sus respuestas. Posteriormente, los estudiantes leen individualmente el texto acerca de desordenes alimenticios y responden 9 preguntas de comprensión. Luego se reúnen en grupos pequeños para comparar y argumentar sus respuestas. Finalmente, socializan la información con la clase y hacen las correcciones correspondientes según las instrucciones del docente.



**Semilla
Bilingüe**



Alcaldía de Medellín

1. Match the pictures with the corresponding symptoms. Share your answers with the class.



Can't control their eating

Vomits after eating

Worries too much about their weight

Eats in secret

Eats too little

2. Read Lucy's story about her eating disorder and answer the questions below. Get in small groups and discuss your answers.

How it all started

My name is Lucy and I am going to tell you about a problem I had. I remember my first diet; I was 12 years old. I wasn't obese, but I thought I was. I wanted to be like the thin celebrities in the magazines. In one week I lost 3 kilograms, but my parents got angry, so I started to eat again. This made me feel really guilty.

That's how it began. I was on and off a diet all the time. When I wasn't dieting I felt guilty because I would binge eat. But, soon I found the answer: vomiting! In front of family and friends I would eat so much food that it was uncomfortable, then I would quietly go to the toilet and vomit.

Losing control

At first I felt happy. "I have found the answer!" I thought. No one suspected that I was dieting. But soon it was out of control. I started to feel very lonely and I became more and more unsociable. The depression was confusing. To feel better, I started to binge-eat more and then vomit more; it was a horrible cycle of binge-eating, vomiting, feeling guilty and then depressed, over and over again.

Steps to recovery

This was my life for nearly 15 years. When I was 27 I took the first step towards recovery. I attended a course that talked about the psychological and physical effects of dieting.



It felt like the course was designed for me! The idea of not dieting was really scary. I always thought, "if I don't diet, I will constantly binge-eat, and if I constantly binge-eat, I will become really obese". The course helped me understand that this isn't correct. So, I found a therapist who helped me work on my self-esteem. I learned to be nicer to myself and discovered that binge-eating allowed me to avoid confronting uncomfortable emotions. I also attended group therapy which was wonderful. It was really helpful to talk with other people who had similar experiences to mine.

New experiences

Today I love eating, and I don't feel guilty. I enjoy the flavors and social interaction of eating in restaurants and cooking for friends and family. I am lucky to have recovered from this disease. It wouldn't have been possible without the help and support that I received from family,

1. When did Lucy start dieting? Why did she do it?

2. What was Lucy's parents' reaction?

3. What was the solution to Lucy's binge eating problem?

4. What were some emotional consequences of Lucy's actions?

5. How long did Lucy's problem last?

6. What did Lucy do to recover from her disease?

7. Who helped Lucy in her recovery process?

9. How is Lucy at this moment?



World hunger

-Reading-
-Writing-

Recomendaciones de uso:

Los estudiantes leen el artículo titulado World Hunger y responden 8 preguntas de selección múltiple de acuerdo a la información en el texto. Posteriormente escriben un texto relacionado con el tema incluyendo los elementos requeridos.

Desarrollo competencias (DBA)

Competencia 1:

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.

Competencia 3:

Identifica las opiniones del autor en textos orales y escritos relacionados con su entorno escolar.



**Semilla
Bilingüe**



Alcaldía de Medellín

In 2009, the number of hungry people in the world – meaning malnourished people, who are not able to eat enough food to be healthy – reached one billion for the first time.

It is difficult not to be shocked by the fact that more than one in seven people on the planet do not have enough to eat. This proportion has fallen in the last 50 years, but because the world's population has risen sharply in the same period, the total number of hungry people has increased. By the end of this year, more than 35 million people will have died as a result of not having enough to eat, which is about one death every second. Hunger kills more people per year than AIDS, malaria, and tuberculosis combined.

The UN estimates that almost two-thirds of the world's malnourished people are in Asia, which is of course the world's most populous continent. More than a quarter are in sub-Saharan Africa, which has a much lower population than Asia but is the region of the world with the highest percentage of hungry people. Almost all of the rest are in Latin America, North Africa, and the Caribbean. In the richest regions of the world, there are only a tiny

number of people who don't have enough to eat.

There are many reasons for world hunger, and disagreement about which are the most important. They include wars, droughts, floods, and the overuse of farming land – all of which affect food production. Many people also blame speculation for pushing up the prices of basic foods in the global market. But the most important reason is, quite simply, poverty – which has increased recently due to the economic effects of the financial crisis of 2008.

Although many people make the obvious point that there would be less hunger if the global population were smaller, few people would argue that there is not enough food to go around. The basic problem seems to be not a lack of food, but its distribution. In the last 50 years, global food production has risen even more quickly than the global population (although obviously it cannot go on increasing forever), and there are of course many areas of the world in which people generally have more than enough food, and where obesity is a far bigger problem than hunger.

Taken for academic purposes from New American Inside Out

1. Read the text and choose the correct answer

1. What does "hungry people" mean?
 - a. People who eat a lot
 - b. People who can't eat enough food
 - c. People who waste their food
 - d. People who steal food

2. According to the article, how many people were hungry in 2009?
 - a. 1 billion
 - b. 10 million
 - c. 1 million
 - d. 10 billion

3. Based on the article, what is a cause of world hunger?
 - a. Lack of jobs
 - b. Population growth
 - c. Family violence
 - d. Education problems

4. How many people will die of hunger by the end of this year?
 - a. Less than 35 million
 - b. 35 million
 - c. Almost 35 million
 - d. More than 35 million

5. In which region is there more hunger?
 - a. Nigeria
 - b. North France
 - c. South Sweden
 - d. Belgium

6. Which one is not a cause of hunger?
 - a. War
 - b. Farming
 - c. Wealth
 - d. Poverty

This is my advice

-Writing-
-Vocabulary and Grammar-

Desarrollo competencias (DBA)

Competencia 2:

Explica tanto en forma oral como escrita las causas y los efectos, así como el problema y la solución de una situación. Para esto, define la relación entre las ideas que quiere explicar y utiliza el lenguaje correspondiente.

Competencia 5:

Expresa de manera oral y escrita su posición acerca de un tema conocido teniendo en cuenta a quién está dirigido el texto. Para esto, define el tono del mensaje de acuerdo con el contexto o la cercanía con su audiencia (formal o informal).

Recomendaciones de uso:

En esta ficha se presentan dos mensajes con detalles sobre los problemas de dos adolescentes y los estudiantes, como editores de la revista a la que fueron enviados los mensajes, deben seleccionar uno de los problemas para dar consejos y posibles soluciones al problema. Para realizar este ejercicio los estudiantes pueden usar las expresiones y estructuras propuestas en la ficha.



Semilla
Bilingüe



Alcaldía de Medellín

This is my advice

You are the editor for a teen magazine, and you have to answer letters from teenagers with problems. Choose one of the following teen problems and write a letter giving advice and possible solutions to the problem.

Problem #1: My parents are getting divorced; I am in the middle of the situation. I don't know if I should stay with my mother or move out with my dad. Susana.

Problem # 2: I think I am addicted to Facebook and internet; I spend about eight hours online a day. My grades at school are really low and the relationship with my parents and sisters is really bad. I want to change. Camila.

Use the following chart to find useful expressions, suggested tenses and connectors to help you in your writing.

Giving advice: useful expressions	Tenses	Useful Connectors
If I were you I would/wouldn't... If I were in your shoes/position I would... You had better/ you'd better.... You should... Why don't you....? Have you thought about....? Have you tried...?	Simple past Simple present Modals for giving advice	I think I feel In my opinion Firstly Secondly Third Next Finally Eventually And Also In addition Besides

Guidelines for your writing.

- Write at least 12 lines.
- In the first paragraph write a greeting and an introduction to the letter.
- In the second paragraph write the advice you'd like to give using vocabulary studied in class.
- In the third paragraph write a farewell and a conclusion to the letter.
- Pay attention to punctuation, capital letters, spelling etc.

Use the following template to organize your letter:

Dear _____ (Name)

Greeting & Introduction

Body/Advice

Farewell

Sincerely,

(signature)



The life of Junko Tabei

-Listening-

Desarrollo competencias (DBA)

Competencia 3:

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros. Para esto, utiliza conocimiento acerca de la estructura de textos.

Recomendaciones de uso:

Los estudiantes escucharán un audio acerca de una mujer importante en la historia. Tomarán nota de la información que puedan comprender acerca de datos, fechas y eventos importantes. Luego, se reunirán en equipos y compartirán estas ideas. Después, haciendo uso de la ficha, deberán escuchar nuevamente y completar la información requerida teniendo en cuenta el audio. Finalmente, socializarán los hallazgos y los aprendizajes obtenidos acerca de la mujer presentada.

Escanee el código QR para encontrar el audio.



**Semilla
Bilingüe**



Alcaldía de Medellín

The life of Junko Tabei

You want to learn about famous women. You listen to this report about Junko Tabei and complete the graphic organizer with dates and events.

JUNKO Tabei:

Where was she from?

When was she born?

Why was she famous?



Picture taken from: <https://womensadventureexpo.co.uk/>

From _____ to _____ she studied English literature and Education.

In _____ she formed the Ladies Climbing Club

By 1972

On _____ Tabei became the first woman to reach the summit of Everest

1965

She was diagnosed with cancer _____. She died in a hospital _____

Extra information about Junko's childhood and family

- _____
- _____
- _____

The life of Valentina Tereshkova

-Reading-

Recomendaciones de uso:

Los estudiantes leerán un texto acerca de una mujer importante en la historia. Con un color resaltarán el nuevo vocabulario, con otro color las fechas importantes y con otro color los eventos relevantes. Luego, completarán un organizador gráfico teniendo en cuenta la información del texto.

Desarrollo competencias (DBA)

Competencia 3:

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico. Para esto, utiliza conocimientos acerca de la estructura de textos.



**Semilla
Bilingüe**



Alcaldía de Medellín

Read the text about this important woman in history. Use red to circle new vocabulary, use blue to circle important dates and use green to circle relevant events. Finally, complete the graphic organizer according to the text using complete ideas.

Valentina Tereshkova



Picture taken from: <https://www.space.com/21571-valentina-tereshkova.html>

Valentina Tereshkova was the first woman in space, orbiting the earth forty-eight times in Vostok VI in 1963. She orbited the Earth for almost three days, showing that women have the same ability in space as men.

Valentina Tereshkova was born on March 6, 1937, in the Volga River village of Maslennikovo, Russia. Her father, Vladimir Tereshkov, was a tractor driver. He was killed during the World War II when Valentina was two. Her mother Elena Fyodorovna Tereshkova was a worker at a cotton mill. Valentina had 2 siblings: her brother Vladimir, and her sister Ludmilla. Valentina helped her mother at home and couldn't begin school until she was ten.

Tereshkova later moved to her grandmother's home where she worked as an apprentice at a tire factory in 1954. In 1955 she joined her

mother and sister as a loom operator at the cotton mill. Meanwhile, she took correspondence courses.

In 1959 Tereshkova joined the Yaroslavl Air Sports Club and became a skilled amateur (nonprofessional) parachutist. Inspired by Yuri Gagarin, the first man in space, she volunteered for the Soviet space program. Although she had no experience as a pilot, her achievement of 126 parachute jumps gained her a position as a cosmonaut (Russian astronaut) in 1961. She trained for eighteen months before becoming chief pilot of the Vostok VI.

At 12:30 P.M. on June 16, 1963, Tereshkova became the first woman in space. Using her radio she reported, "I see the horizon. A light blue, a beautiful band. This is the Earth. How beautiful it is! All goes well."

On November 3, 1963, Tereshkova married Soviet cosmonaut Colonel Andrian Nikolayev, who orbited the earth sixty-four times in 1962 in the Vostok III. Their daughter, Yelena Adrianovna Nikolayeva, was born on June 8, 1964.

After her flight, Tereshkova continued as an aerospace engineer in the space program. She also worked in Soviet politics, feminism, and culture. She still serves as a model not only for the women of her native country, but for women throughout the world who wish to strive for new goals.

Taken and adapted for academic purposes from <https://biography.yourdictionary.com/valentina-tereshkova>

Why was she a famous woman?

HER HISTORY

Her family

Becoming a Space explorer

Education and Work

Her personal life

Important dates

6/3/1937

16/6/1963

3/11/1963

8/6/1964

Was she the first woman to walk on the moon?

Was Valentina's father a doctor?

Was Valentina a professional parachutist?



Elvis, the king of rock and roll

-Reading-
-Speaking-
-Writing-

Desarrollo competencias (DBA)

Competencia 1:

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.

Competencia 7:

Mantiene discusiones formales acerca de temas académicos que ha preparado previamente.

Recomendaciones de uso:

Los estudiantes leen el texto acerca de Elvis Presley y completan los espacios en blanco con los verbos propuestos en pasado simple. Luego escriben las preguntas que corresponden a las respuestas dadas. Después de socializarlas y recibir retroalimentación por parte del docente, escriben tres preguntas adicionales para que uno de sus compañeros las responda oralmente.



**Semilla
Bilingüe**



Alcaldía de Medellín

Elvis, the king of rock and roll

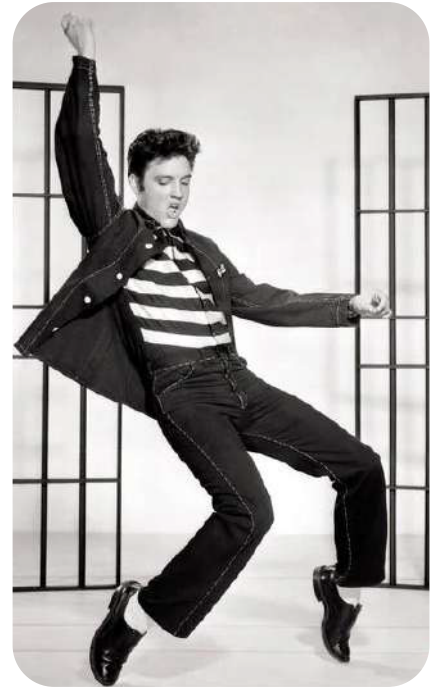
1. Complete the text with the words from the box. Use the past simple, in affirmative or negative form.

learn – have – come – leave – wear – make – be(2) – win – sing – study

Elvis Presley was born in 1935 in Mississippi, USA. He lived with his parents, Gladys and Vernon. Elvis (1) **came** from a large family - lots of aunts, uncles and cousins - but he (2) _____ any brothers or sisters. He loved singing, and in 1945 he (3) _____ a school singing competition. He also (4) _____ to play the guitar by himself.

When Elvis (5) _____ 13 years old, he and his family moved to Memphis, Tennessee because they wanted a better life. He (6) _____ school in 1953 and worked as a truck driver.

In the evenings, he (7) _____ at night school because he wanted to be an electrician. In the same year, he made his first record, but it (8) _____ for sale in the shops - it was a present for his mother. In 1954 he made his first public record and it was a success. People loved his music. They also loved the clothes he (9) _____ and the way he moved when he (10) _____. During his life, he also (11) _____ 33 movies.



*Taken and adapted for academic purposes from:
<http://okadananjaya.blogspot.com/2016/12/here-is-part-of-a-website-about-singer.html>*

2. Read the answers about the text and then write the questions

- Did he have any brothers or sisters _____? No, but he had lots of other people in his family.
- When _____? In 1945, when he was 10 years old.
- _____? He taught himself to play.
- _____? Because they wanted a better life.
- _____? In 1953.
- _____? Everything, his music, his clothes and the way he moved.

3. Write 3 more questions about the text and ask them to a classmate. Answer your classmate's questions.

- a. _____ ?
- b. _____ ?
- c. _____ ?



Jenny from the block

-Reading-
-Writing-

Recomendaciones de uso:

Los estudiantes leen el texto acerca de Jennifer López y completan los espacios en blanco con los verbos propuestos en pasado simple o presente perfecto. Luego responden las preguntas de comprensión y socializan sus respuestas de acuerdo a las instrucciones del docente. Finalmente, escriben una biografía corta de su artista favorito.

Desarrollo competencias (DBA)

Competencia 1:

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.

Competencia 2:

Redacta textos argumentativos con una estructura clara y sencilla sobre temas académicos.



**Semilla
Bilingüe**



Alcaldía de Medellín

Jenny from the block

1. Complete the text with the verbs in parenthesis. Use the past simple or present perfect.

Jennifer Lopez, a.k.a. J.Lo, is a multi-talented and influential superstar. She is an actress, singer-songwriter, record producer, and dancer. She is also a very smart businesswoman and _____(use) her fame to launch her own fashion line and perfumes. She _____(be) the richest entertainer of Latin American ancestry in Hollywood during the last 2 decades.

Lopez was born in 1969 and raised in the Bronx district of New York. She always _____(dream) of fame but left it quite late before she did something about it. When she was 19, she _____(start) singing and dancing lessons. After two years, she _____(be) selected as a dancer for MTV and as a backup singer for Janet Jackson.

In the 1990s, Lopez _____(appear) in several hit movies. Her performance in the lead role in 'Selena' in 1997 received rave reviews. After that, Lopez _____(play) different roles in over 20 movies. She released her debut album 'On the 6' in 1999, which was a top 10 hit in the US. Since then, she _____(release) a total of eight albums in English and Spanish which _____(sell) more than 40 million copies.

She _____(expand) her business interests into many areas. In 2003, she launched her JLO brand, which is highly popular with young women. She followed this with her 2005 SweetFace and 2007 JustSweet collections. Lopez also owns a restaurant in Miami and a film and television production company. There's no telling in which direction J.Lo will venture next.

Taken and adapted for academic purposes from: https://famouspeoplelessons.com/j/jennifer_lopez.html

2. Answer the following questions about the text. Use complete sentences.

- Did she grow up in the Bronx? Yes, she did _____
- When did she start singing and dancing lessons? _____
- How many movies has she appeared in? _____
- What did she do in 1999? _____
- How many copies of her albums has she sold? _____
- When did she launch her JLO brand? _____

Superfoods

-Listening-

Desarrollo competencias (DBA)

Competencia 1:

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros. Para esto utiliza su conocimiento acerca de la estructura de textos.

Recomendaciones de uso:

El docente le muestra a los estudiantes imágenes de chocolate, arándanos y tomates, y hace una lista de ideas sobre lo que los estudiantes saben acerca de estos alimentos. Después de indagar sobre los conocimientos previos de los estudiantes, el docente proyecta los tres videos mientras que los estudiantes toman nota en sus organizadores gráficos teniendo en cuenta los aspectos allí solicitados. En esta actividad de escucha los estudiantes deben enfocarse en información puntual, por lo que es necesario trabajar en estrategias de comprensión auditiva tales como:

- Toma de notas
- Identificación de vocabulario específico



Escanee el código QR para encontrar el audio.



**Semilla
Bilingüe**




Alcaldía de Medellín

1. What do you think superfoods are?


2. How do you think superfoods can help us?

3. Look at the pictures below that show three different superfoods. Complete the information you know about each one




Name: _____

What do you know about this superfood?



Name: _____

What do you know about this superfood?



Name: _____

What do you know about this superfood?

4. Now watch the videos that talk about these superfoods. Complete the chart below:

Facts	Chocolate	Blueberries	Tomatoes
Geographical facts			
Historical facts			
Nutritional facts			
Benefits			
Tips & Tricks			

Daniel Quintero Calle Alcalde de Medellín
Alexandra Agudelo Ruiz Secretaria de Educación
José Wilmar Sánchez Duque Subsecretario de Prestación del Servicio Educativo

Equipo Semilla Bilingüe:

Edwin Ferney Ortiz Cardona Coordinador Programa Semilla Bilingüe

Equipo de apoyo:

Germán de Jesús Baena Riaños
Wilder Andrés Quiroz Moncada
Tatiana González Arbeláez
Wilson Alexander Marín Taborda
Luisa María Rivera Martínez

Centro Colombo Americano – Medellín

Michael Cooper	Director General
Claudia Villa Naranjo	Directora Académica
Liliana Arias Orrego	Coordinadora, Inglés para Niños, Niñas y Jóvenes
María Darby	Coordinadora, Inglés para Adultos y Corporativo
Ana María Carmona	Apoyo Académico
Bridget Flynn	Apoyo Académico
Juan David Rodríguez	Apoyo Académico
Juan Carlos Ruiz	Apoyo Académico
Natalia Salazar	Apoyo Académico
Diego Valencia	Apoyo Académico
Andrés Carmona	Coordinador sede Centro
Nicolás Correa	Coordinador sede Belén
Silvia Martínez	Coordinadora sede Poblado
Análida Sáenz	Coordinadora sede Rionegro
Ricardo Silva	Coordinador sede Envigado
Over Álvarez Martínez	Diseño y diagramación
Juan José Correa Ríos	Diseño y diagramación
Gerson Ruiz Escudero	Diseño y diagramación
Luis Fernando Cuartas Álvarez	Docente
Luis Carlos García Bolívar	Docente
Carolina Moncayo Velásquez	Docente
Alejandro del Río Amariles	Docente

I.E. Escuela Normal Superior de Medellín

Javier Copete Rivas	Docente
Carlos Alberto Pereira Villamil	Docente
María Cecilia Ramírez Vera	Docente
Beatriz Elena Vargas Corrales	Docente

Agradecimientos:

Carlos Adiel Henao Pulgarín	Rector
Mónica Olarte Muñoz	Coordinadora Académica

Edición: 1 © Municipio de Medellín, 2020
Calle 44 # 52-165. Medellín,
Colombia www.medellin.gov.co
Impresión:

Esta es una publicación oficial del Municipio de Medellín. Cumple con lo dispuesto en el artículo 10 de la Ley 1474 de 2011 Estatuto Anticorrupción, que dispone la prohibición de la divulgación de programas y políticas oficiales para la promoción de servidores públicos o candidatos.

Queda prohibida la reproducción total o fragmentaria de su contenido, sin autorización escrita de la Secretaría General del Municipio de Medellín. Así mismo, se encuentra prohibida la utilización de las características de una publicación que puedan crear confusión. El Municipio de Medellín dispone de marcas registradas, algunas de estas citadas en la presente publicación, que cuentan con la debida protección legal. Toda publicación con sello Alcaldía de Medellín es de distribución gratuita.

Semilla Bilingüe



Alcaldía de Medellín