

INSTITUCIÓN EDUCATIVA SAN JOSÉ DE VENECIA - ANTIOQUIA

Estrategia de apoyo para los procesos de aprendizaje en casa, atendiendo a las recomendaciones del MEN en la prevención y contención del COVID 19

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Grado o Nivel: Decimos

Área o Asignatura: inglés

Tema: Taller #3 modulo 3. Unidad 2. Lesson5. De la pag. 102 hasta la 105.

Taller #4 modulo 4. Unidad 3. Lesson8. De la pag. 152 hasta la 155.

CRITERIOS DE DESEMPEÑO

- Intercambia opiniones sobre situaciones de interés personal, escolar o social.
- Sostiene conversaciones espontáneas y sencillas acerca de temas que son de su conocimiento, interés personal o académico.
- Leer y comprender textos narrativos y descriptivos de diferentes temas.
- Comprender textos argumentativos.
- Hacer presentaciones orales para describir y narrar breves hechos y procesos.

ACTIVIDADES

Las actividades del taller se realizara en las guías de inglés con base a el LIBRO ENGLISH PLEASE 2, además para este tercer periodo vamos a trabajar con un taller interdisciplinario.

METODOLOGIA

Para estos talleres los estudiantes los deben seguir las instrucciones dada por el docente, Para así tener una buena articulación entre el docente y estudiante.

Los estudiantes tendrán esta información a través de las páginas <http://aprende.colombiaaprende.edu.co/cainicio> y la del colegio <http://sanjosedevenecia.edu.co/>, además el profesor por medio del whatsapp y al correo electrónico yina.iesanjocev@gmail.com, se les enviaría fotos y demás del taller que se esté realizando en el momento esto para poder explicar y hacer aclaraciones del taller.

Todo esto se hará de forma flexible.

EVALUACION

Evaluaciones tipo Saber ICFES, análisis y producción de textos, traducción de texto en español e inglés, pruebas orales, participación activa.

WEB GRAFÍA Y/O BIBLIOGRAFÍA

Páginas web, English please2 (10)

Focus on Vocabulary

Get Ready!

1. List five things that you think are beautiful. They can be objects, buildings, etc.
2. Look at the adjectives for describing things. Then look again at page 98 and add any adjectives from there which you think are useful for describing things.

Size

thin - thick - wide - narrow

shape

round - square - triangular - flat

Texture

hard - soft - rough - smooth



3. Now write a description of one of the things that you listed in exercise 1. Include as much detail as possible.

Example: I think coins are beautiful. They are round and flat. They are smooth when you touch them. They feel cold. They are made of metal. They often have pictures of people or symbols on them.

Say it!



4. Read the information. Then listen and repeat.

- The plural ending -s or -es has three different pronunciations:

/s/ objects /z/ coins /ɪz/ places

things faces news games cats boxes eyes cups streets

5. In pairs, describe your objects to each other, but don't say what they are. Listen to the descriptions and try to guess what the objects are.



6. Read the article. What do Alfie's parents want to do?

Violence in our towns

More and more young people are suffering from bullying and violence because of the way that they look. Fourteen-year-old Alfie Lewis went to hospital after an attack by a group of teenagers in his town last week. Alfie is an emo - a young person who wears black clothes and listens to alternative music - and is a target because of this. He says 'I would like people to accept me. Most people are fine. But there is a minority who don't like me because I am different.'



Alfie says that he feels safe at school. However, in the town centre, he has recently had trouble with a group of teenagers from a different school. He always tells them not to follow him, but they don't listen. Last week, it turned violent. 'They started throwing food at me', Alfie says. 'I asked them to leave me alone, but suddenly they attacked me. There were four of them, and I had no chance.' Alfie had a broken nose and two broken ribs, and was in hospital for three days.

Alfie's parents are afraid. They don't want him to go into the town centre on his own, and they want to move to a different town. However, they believe that things will be the same there. His mother says 'We need everyone to be more tolerant. That way we can have a better society.'

Glossary

- | | |
|------------------------------|--|
| ▪ suffer from: <i>sufrir</i> | ▪ I had no chance: <i>no tenía ninguna posibilidad</i> |
| ▪ target: <i>blanco</i> | ▪ broken: <i>roto/a</i> |
| ▪ minority: <i>minoría</i> | ▪ ribs: <i>costillas</i> |
| ▪ trouble: <i>problemas</i> | |

7. Select the correct option to complete the sentences.

- | | |
|---|---|
| a. The attack happened ... | c. The teenagers threw food at him ... |
| 1. at school. | 1. before they attacked him. |
| 2. in the town centre. | 2. after they attacked him. |
| 3. in a different town. | 3. and then they followed him. |
| b. Alfie says that a minority of people ... | d. Alfie's parents think that ... |
| 1. accept him. | 1. society is tolerant. |
| 2. don't accept him. | 2. things will be better in a different town. |
| 3. Are fine. | 3. The town centre is dangerous for Alfie. |

8. Discuss the questions in small groups.

- Why do you think the teenagers attacked Alfie?
- Do you know any true stories like this?
- What do you think we can do to stop bullying and violence?

Focus on Language

9. Look at the sentence. Label its parts with the words in the box.

object - to + infinitive - subject - main verb - rest of sentence

Alfie asked the teenagers to leave him alone
a. _____ + b. _____ + c. _____ + d. _____ + e. _____

10. Complete the sentences below from the article on page 103.

a. I would like ... b. He always tells ... c. They don't want ... d. We need ...

11. Rewrite the sentences using the verbs in brackets.

Example: *The teacher would like his students to respect different lifestyles.*

- a. teacher > his students: 'You have to respect different lifestyles.' (would like)
- b. my mum > me: 'Tell your teacher about your problem.' (want)
- c. Lara > Chris: 'Meet me after school in the town centre.' (want)
- d. I > my teacher: 'Help me with my homework.' (would like)
- e. the school principal > my teacher: 'Pay attention to bullying in your classroom.' (asked)
- f. my teacher > me: 'Don't worry about that.' (told)

12. Think of the problem of bullying in your school. Write some sentences about the actions that people in your school can take to improve the situation.

Example: *I would like teachers to have a discussion about bullying in class so that we can give our opinions.*

Listen

- ³⁴ 13. Listen to Andrea talking to her mother about a bullying experience she had. Answer the questions.

- a. Why are the girls bullying her?
- b. What are Andrea and her mum going to do right now?

- ³⁴ 14. Listen again and put these pieces of advice in the order you hear them.

- a. _____ Don't show you're scared.
- b. _____ You have to be confident.
- c. _____ Tell them what's going on.
- d. _____ Don't show them any signs of weakness.
- e. _____ Be proud of your look.



Speak

15. Read the blog entry. Then discuss the questions in groups.

I've recently started a new school. I don't like wearing dresses and make-up like some girls - I'm happy with my look, but the popular girls at my new school don't like me. They laugh at me and say that I look like a boy. They have spread rumours about me that aren't true, and they have posted horrible things on the Internet about me.

Other students are now starting to do the same - I don't think they want to, but I think they're scared of these girls.

What should I do? I used to love school but now I hate it.



- What is happening and why?
- How does the girl feel?
- What do you think she should do? Think of five pieces of advice.

Write

16. Work in small groups. Write a short news article like the one on page 103. Use the model below to help you plan.



Focus on Vocabulary

Get Ready!

1. Work in small groups. Take turns to choose a category from the boxes. The other students have one minute to write as many words related to each category as they can remember.

things you find in a national park

landscapes

types of holiday

extreme sports

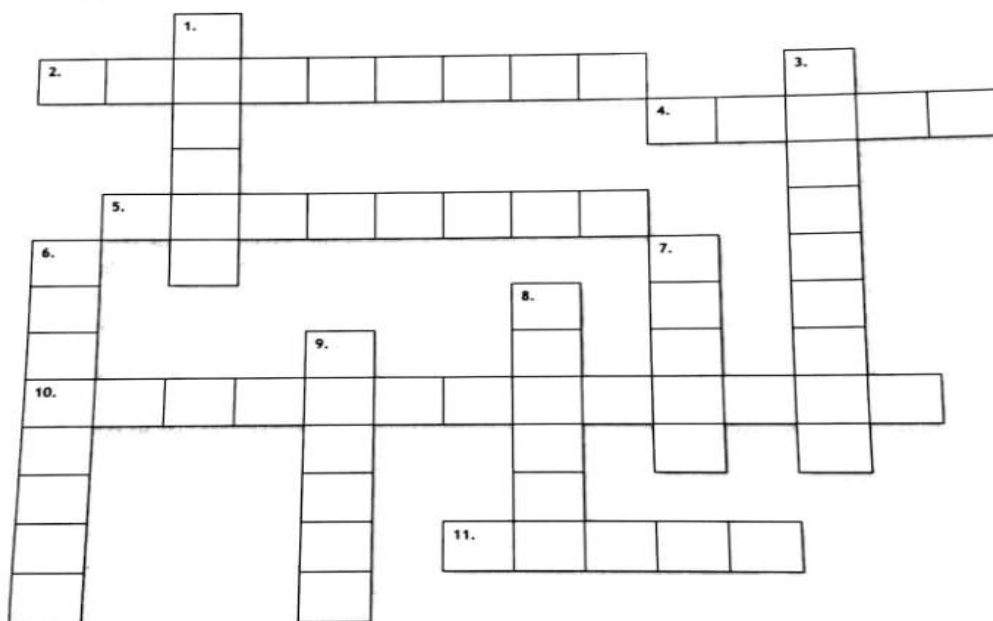
indigenous people of Colombia

native animals of Colombia

environmental problems

types of holiday accommodation

2. Copy the crossword into your notebook. Then read the clues and complete it. Look back through Module 4 to help you if necessary.



1. a small river
2. La Chorrera, for example
3. When air or water is dirty
4. Plants that farmers grow
5. A place where you can take your tent
6. Animals in their natural habitat
7. A rainforest mammal that moves extremely slowly
8. Waste that people drop on the street
9. A holiday on a large ship
10. Removing the trees from an area of land
11. A group of indigenous people

Read

3. Lei is an exchange student from China. She has spent ten months in Colombia. Read her blog and match the pictures to her travelling experiences.



A Chinese girl in paradise

I came to Colombia in February. Ibagué, the city I moved to, is very small, so I decided to go travelling. I've already seen a lot of stunning places in this wonderful country.

1. I've visited some national parks. First, I went to Cocora Valley in the Los Nevados National Park where I went horse riding and trekking. The tall wax palm trees were spectacular! However, I was a bit sad to see the deforestation there. It's a paradise and I don't understand why people treat it like that.
2. I've seen and touched some native animals ... I even held a snake in Amacayacu National Park in Amazonas. That was incredible! The indigenous people there were really nice and I loved the rainforest.
3. I also visited El Gallineral park in Santander. I went paragliding there. It was unforgettable! Those parks were great, but I still haven't been to Tayrona National Park. I'm going there next month before I fly back to China.
4. I also did a weekend farm stay in Quindío. I picked coffee beans and bananas, and I stayed in a rustic wooden cabin with no bathroom!
5. I've seen some of Colombia's big cities, too. I loved the landscape in El Peñón de Guatapé near Medellín but I haven't been to Cali yet. But I've already been to Bogotá, where I visited a lot of museums and went sightseeing.

Glossary

- stunning: *impresionante*
- however: *sin embargo*
- treat: *tratar*
- unforgettable: *inolvidable*
- coffee beans: *granos de café*

4. Read the blog again and answer the questions.

- a. What's Lei's opinion about Colombia?
- b. Which extreme activity has she done in our country?
- c. What is she planning to do before going back to her country?

5. In pairs, discuss the questions.

- a. Do you know any people from other countries who live in Colombia?
- b. Why did they come to the country?
- c. What things have they done, and what places have they visited here?

Focus on Language

6. Look at the sentences from the blog. Complete the rules using the words *already* / *still* / *yet*.

1. I still haven't been to Tayrona National Park. 3. I've already been to Bogotá
2. I haven't been to Cali yet.

- a. We use _____ with the present perfect to say something has happened, often when it happened sooner than we expected.
b. We use _____ and _____ with the present perfect to say something hasn't happened but we think it will happen.
c. We use _____ after *have* in an affirmative sentence.
d. We use _____ before *have* in a negative sentence.
e. We use _____ at the end of a negative sentence.

7. Rewrite the sentences about Lei. Put the adverbs in brackets in the correct place.

- a. Lei hasn't been to San Andrés Island. (still)
b. She has done some extreme sports. (already)
c. She hasn't seen the Caribbean Sea. (yet)

8. Think about your experiences in Colombia. Write true sentences using the words. Include *already*, *still* or *yet* in each sentence.

Example: I haven't travelled to the Caribbean coast yet.

- a. I / travel to the Caribbean coast d. My friends / stay in a cottage
b. My father / go to Parque del Café e. My English teacher / see a waterfall
c. I / visit the Gold Museum in Bogotá f. My mother / ride a horse

Listen

46 9. Listen to some people talking about their experiences in Colombia. Which two people mention high prices?



Sophie and Ben
from England



Francesco from
Italy



Rosa from Spain

46 10. Listen again. Which person/people mention the following things? Write their name(s).

- a. indigenous people d. transport g. saving money
b. food e. temperatures h. the Colombian economy
c. staying with local people f. souvenirs

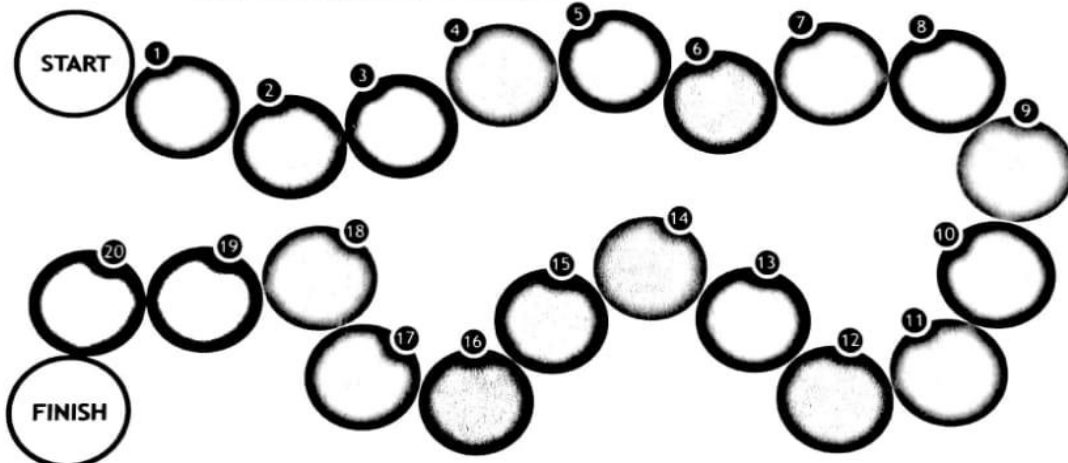
11. In pairs, discuss the questions.

- a. What did these people like about holidays in our country?
b. What difficulties did they face when travelling here? Why?
c. If you could talk to them, what would you like to ask them?

Speak

12. Play the game. Follow the instructions.

1. Play in groups of three or four. You need counters and some dice.
2. Decide who will go first, second, third and fourth.
3. All players begin at 'START'.
4. When you reach a box, the player on your right chooses a task from the card of that colour at the bottom of the page, and reads it to you.
5. Do the task. You have 30 seconds. Your group decides if your answer is complete. If not, you go back to the box where you were before.
6. The winner is the first player to reach 'FINISH'.



- Ask the person on your right three questions with *ever* in the present perfect.
- Name five words for landscapes.
- Name three activities that you can do on an eco-holiday.
- Name five things that you can see in a national park.

- Name five places to stay when you're on holiday.
- Say three things that you're doing this weekend, using the present continuous.
- Name five different types of holiday.
- Name five adjectives to describe places.

- Name five words connected with indigenous people.
- Name five national parks in Colombia.
- Say one sentence with *since* and one sentence with *for* and the present perfect.
- Name two indigenous communities in Colombia and say where they are located.

- Explain: What is animal trafficking?
- Name three mammals, two birds, one reptile and one amphibian.
- Suggest one way to stop animal trafficking.
- Change this sentence to a passive sentence: 'Tourists buy animal products at markets.'

- Name four environmental problems.
- Describe an environmental problem that exists in Colombia.
- Suggest three ways that we can help the environment.
- Say a sentence in the present perfect continuous.

Write

13. Imagine you have been travelling in Colombia or another country. Write a short blog. Describe the things you have seen and done, and the things you haven't done yet but still want to do.