

Institución Educativa: San José de Venecia

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Grado o Nivel Octavo

Área o Asignatura
Inglés

Tema
Taller #3 de la página 11 a la 27

Criterios de desempeño

- Solicita y brinda información sobre experiencias y planes de manera clara y breve.
- Realiza recomendaciones a personas de su comunidad sobre qué hacer, dónde, cuándo o cómo.
- Narra brevemente hechos actuales, situaciones cotidianas o sus experiencias propias, en forma oral o escrita
- Intercambia información sobre temas académicos del entorno escolar y de interés general, a través de conversaciones sencillas, diálogos y juego de roles
- Hace presentaciones cortas sobre conversaciones y situaciones cotidianas y experiencias personales

Actividades

Ejercicios de lectura, comprensión lectora, razonamiento, ubicación en mapas, dibujos, etc.
Las actividades del taller se realizara en el cuaderno de inglés en base a los libros way to go\WAY_TO_GO_8_LIBRO_DE_TRABAJO.pdf
Los estudiantes trabajarán de la página 11 hasta la 27.

Metodología

Activa participativa que tiene en cuenta el factor flexible en el aprendizaje basado en tareas y talleres. Las actividades del taller se realizara en el cuaderno de inglés las actividades las puedes hallar en la página www.colombiaaprende.edu.co o los estudiantes podrán preguntar sobre la actividad por medio del Correo lino79.nlm@gmail.com o el WhatsApp 3206588809 para que la metodología sea más efectiva la recomendación es que esas dudas que los estudiantes tengan se responderán en el horario asignado a cada grado.

Evaluación

Evaluaciones tipo Saber ICFES, análisis y producción de textos, participación activa, trabajos grupales e individuales.
Actividades de refuerzo, pruebas orales y escritas, traducciones español-inglesas, inglés-español.

Web gráfica y/o Bibliografía
Libros way to go teenagers páginas web,

Unit 3

Caring for the Environment

Lesson 1 » Values and Virtues

cooperation creativity
respect responsibility

1. Complete the statements with the words in the box.

In my opinion,
we need to show more ¹respect
for the forests. After all, without trees there
wouldn't be any oxygen for us to
breathe.



I really
think that it's time that
large companies take ²_____
for their actions. They pollute the
environment and nobody stops
them.

If there is honest
³_____ between governments
and industries, I am sure that we can
combat global warming.



I believe that with a
little ⁴_____ we can make a
new and interesting way to educate the
people about what is good and bad for
the environment.

2. Look at the photos. Complete the sentences with the phrases in the box. Choose if the practice is good or bad for the environment.

catch small fish organize a party use plastic bags use recycled paper



- | | | |
|----------|----------------------------------|------------|
| 1. _____ | at the supermarket. | Good / Bad |
| 2. _____ | from the ocean. | Good / Bad |
| 3. _____ | to plant new trees with friends. | Good / Bad |
| 4. _____ | to make school notebooks. | Good / Bad |

3. Complete the following opinions with practices from exercise 2.

1. I don't believe that it's a good idea to _____.
2. In my opinion it's necessary to _____.
3. I have no doubt that it's wrong to _____.
4. I really think that it's good practice to _____.

Lesson 2 » Respect Your Planet!

1. Complete the radio interview with the words in the box.

agree believe
important
mistake necessary
opinion sure

Presenter: What is your opinion about making companies that pollute the environment pay for the clean-up?

Jacobo: I strongly ¹ _____ that it's really ² *important* to make companies pay for the clean-up.

Presenter: Do you agree Kelly?

Kelly: Yes, I ³ _____ with Jacobo. It's ⁴ _____ to make companies pay because making money is the most important thing for them. It's the best way to make them responsible.

Presenter: And what about education? How important is education in terms of changing how people view and respect nature?

Kelly: In my ⁵ _____, it's a ⁶ _____ to think that people will change without education. Education is the most important factor when we talk about change.

Jacobo: I agree. And I'm ⁷ _____ that with time our society will begin to understand the importance of being responsible and respecting nature.



2. Do you agree or disagree with these opinions? Write full sentences to give your reasons

1. It's necessary to cut down forests so cities can continue to grow.

I disagree with this opinion because we need to preserve the forests so we can have fresh air.

2. I am certain that private cars are the biggest cause of pollution in big cities.

_____.

3. I really think that respect for the environment is the most important value.

_____.

4. It's wrong to try to change people's opinions about environmental issues.

_____.

Lesson 3 » Local Problems Are Global Problems!

1. Look at the chart showing the structure of a letter. Read the different parts of the letter and complete the table with A–I to show the order they should appear.

- (A) Dear Mr Vega,
 (B) I am writing to you with my concerns about the recent oil spill off the north coast of Colombia. We need to address this problem immediately before it kills thousands of marine animals and dirties our beaches.
 (C) Marcela Gonzalez
 Calle 45 No. 25-16
 Bogotá
 (D) We would like you to ask the company to pay for the clean-up of our ocean and do everything in its power to save the marine wildlife, especially the leatherback sea turtle. We are very sad to hear that one of the biggest petroleum companies in the world is being so irresponsible with our natural resources.
 (E) Mr Roberto Vega
 Minister of Environment
 Calle 26 No. 11-21
 Bogotá
 (F) Yours sincerely,
 Marcela Gonzalez
 Environmental Activist
 Oceans For All
 (G) As you know, an international petroleum company, as a result of negligence, spilt 45 gallons of oil into our ocean last week, and nothing has been done to clean it up. These spills damage the environment and kill thousands of marine animals and plants. The oil can take years to disappear from our oceans. We are very concerned about the effect this will have on the leatherback sea turtle which is critically endangered.
 (H) 27 March 2017
 (I) In conclusion, we strongly believe that it is time to take immediate action. We should force companies to clean up and stop them from continuing to drill for oil off the Colombian coast.

1	Name and address of sender	
2	Date	
3	Name, company and address of recipient	
4	Opening salutation	
5	Opening paragraph (statement of purpose)	
6	Supporting information	
7	Request for help	
8	Conclusion	
9	Closing salutation	



2. Think of an environmental problem in your city or country and write a letter to the Minister of Environment in your notebook. Use the letter and the headings in exercise 1 to help you structure the letter correctly.

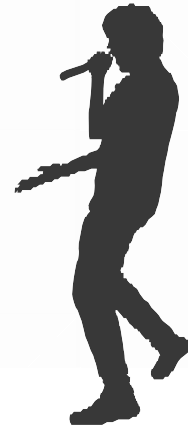
Chant

Respect the earth



*Save energy to be green!
Respect the earth and keep it clean.
Save energy to be green!
Respect the earth and keep it clean.*

Sustainable energy will help us restore,
But we can't afford to pollute any more.
Pesticides and open mines
I strongly believe will destroy us in time.



Be sure to recycle, wherever you are,
And use your bike instead of a car.
Sign a petition in this magazine,
To conserve biodiversity.

Save energy to be green! ...

We must protect our habitat.
We need conservation, and that's a fact.
Deforestation means losing our trees,
Water pollution's destroying our seas.

Believe in the cause and join a campaign.
Ask your friends to do the same.
Have no doubt and cooperate.
Make a change, before it's too late!





Reading

1. What should and shouldn't we do?

- 1 We shouldn't cut down trees.
- 2 We _____ pollute the environment.
- 3 We _____ use sustainable energy.
- 4 We _____ save energy.
- 5 We _____ use pesticides.

- 6 We _____ respect the earth.
- 7 We _____ keep the earth clean.
- 8 We _____ join a campaign.
- 9 We _____ cooperate.
- 10 We _____ have open mines.

Writing

2. Answer the questions.

1 What does the singer believe will destroy us?

Pesticides and open mines

2 What can't we afford to do?

3 What should you do, wherever you are?

4 What should you use instead of a car?

5 Where is the petition?

6 What must we protect?

7 What happens when we lose our trees?

8 What destroys our seas?

9 What should you ask your friends to do?

10 What should you do before it's too late?

Writing

3. Write an article for a website about protecting the environment. Say what we should do and why.

drive a car respect the earth join a campaign keep the earth clean use pesticides
have open mines use sustainable energy protect our habitat recycle ride a bike
sign a petition pollute water cut down trees join a demonstration save energy
pollute destroy our seas



We should ...
We shouldn't ...
We must ...
We mustn't ...
Always ...
Never ...
... because ...

Check Your Progress

Choose the correct option.

1. Which one is not an eco-value?
a. creativity c. cooperation
b. respect d. competition
2. In my____, trees shouldn't be cut down.
a. believe c. opinion
b. agree d. think
3. It's a____to let private companies buy natural resources.
a. mistake c. important
b. better d. wrong
4. It's a good idea to protect endangered animals because they____.
a. are selling our natural resources
b. are in danger of becoming extinct
c. are cutting down too many trees
d. are polluting our oceans
5. When people work together they show _____.
a. creativity c. honesty
b. cooperation d. responsibility
6. It's wrong to____that education isn't important.
a. thought c. thinks
b. thinking d. think
7. I____no doubt that we all want to live peacefully with nature.
a. have b. haven't c. has d. hasn't
8. I think that____recycle paper so that we don't need to cut down so many trees.
a. it's better to c. it's not necessary to
b. it's wrong to d. it's important to
9. If you don't pollute the rivers and forests, you are showing____for the environment.
a. creativity c. respect
b. cooperation d. responsibility
10. I strongly____that industries are major problems in terms of pollution.
a. sure c. believe
b. certain d. opinion

		Very well	Quite well	With difficulty
Vocabulary	I can understand vocabulary related to good and bad environmental practices and ecological values.			
Grammar	I can use expressions to give opinions about human actions and good and bad environmental practices.			
Reading	I can understand texts related to good and bad environmental practices and ecological values.			
Writing	I can write about good and bad environmental practices and ecological values.			
Listening	I can understand audio material related to good and bad environmental practices and ecological values.			
Speaking	I can talk about good and bad environmental practices and ecological values.			

Unit >> I

module 2 // Unit 1

What Is an Eating Disorder?

Lesson 1 » I'm Interested in My Health!

1. Look at the information about eating disorders, and complete the photo labels with the correct disorder.



Eating Disorders – Important Signs For:		
Anorexia	Bulimia	Binge-Eating
<ul style="list-style-type: none"> • eating very little food • having an obsession with losing weight • severe weight loss and very low body weight 	<ul style="list-style-type: none"> • binge-eating followed by frequent trips to toilet to vomit • having an obsession with body weight • exercising too much 	<ul style="list-style-type: none"> • eating in secret • having no control of how much food he/she eats • gaining weight or obesity



2. Read the information in exercise 1 again and complete the sentences with the correct eating disorder.

1 Lately, Jenny has lost a lot of weight. She hardly eats any food because she thinks she is fat, but in reality she is very skinny. Maybe she suffers from _____.

3 Maria Paola has put on weight lately, I don't think she can control what she eats. I often see her eating in secret when she thinks no one is watching. I think she suffers from _____.

2 Tomás is really thin, but he eats a lot. In fact sometimes he eats so much food that he feels uncomfortable. I have also noticed that he always goes to the toilet a couple of times after eating. It is possible that he suffers from _____.

Lesson 2 » I Feel Under the Weather

1. Look at the photos and complete the labels with the words in the box.

pills soap stomach ache toothache virus



A



B



C



D



E

2. Match the questions 1–4 with the answers A–D.

1. Have you ever had toothache? _____
2. Have you washed your hands with soap today? _____
3. Have you taken medicine for your headache? _____
4. Have you ever had the flu virus? _____
- A. Yes, I have. I washed them before lunch.
- B. Yes, I have. I had it last year.
- C. No, I haven't. I brush my teeth three times a day.
- D. No, I haven't. I don't like taking medicine.

3. Complete the conditions with the correct result in the box.

you might get a stomach ache you will become thin you will feel sick you won't get better

1. If you get a virus, _____.
2. If you don't take the pills, _____.
3. If you don't eat enough food, _____.
4. If you don't eat before taking pills, _____.

4. Express the conditions with *if* and the results with *will* or *might*.

1. (not brush your teeth / get toothache) *If you don't brush your teeth, you will get toothache* _____.
2. (eat too much food / get a stomach ache) _____.
3. (feel sick / not be happy) _____.
4. (become thin / suffer from anorexia) _____.
5. (don't get better / go to hospital) _____.

Lesson 3 » Let's Get Balanced

How it all started
Losing control
New experiences
Steps to recovery

- I. Read Viviana's story about her eating disorder.
Complete the paragraphs with the headings in the box.

¹ How It All Started

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.

² _____

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.

³ _____

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.

⁴ _____

Today I love eating, and I don't feel guilty. I enjoy the flavours 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, friends and therapists.



Glossary



guilty: feeling you have done something wrong

lonely: feeling sad from not being with other people

self-esteem: feeling of respect for yourself

2. Read the article again and answer the questions. Write full sentences.

1. Why did Viviana start dieting at age 12?

Viviana started dieting when she was 12 because she thought she was obese.

2. What did Viviana do to feel better when she felt depressed?

3. How long did Viviana suffer from Bulimia?

4. What did Viviana think would happen if she didn't diet?

5. What did Viviana think was helpful about group therapy?

Check Your Progress

Choose the correct option.

1. If you binge-eat, you _____.
 a. eat a little c. can't eat much
 b. eat a lot d. vomit after eating
2. People who have anorexia _____.
 a. vomit after eating c. are obese
 b. binge-eat d. avoid eating
3. If someone 'often' gets stomach aches they have them _____.
 a. 10% of the time
 b. 50% of the time
 c. 70% of the time
 d. 90% of the time
4. Have you ever had a toothache? No, I _____.
 a. have b. has c. hasn't d. haven't
5. If you _____ healthy food, you _____ sick.
 a. will get / don't eat
 b. don't eat / will get
 c. will eat / don't get
 d. don't get / will eat
6. If you don't drink enough water, _____.
 a. you might get a headache
 b. you won't get a headache
 c. you will get a toothache
 d. you won't get a toothache
7. If you don't want to get a virus, you should _____.
 a. brush your teeth regularly
 b. brush your hair regularly
 c. wash your hands regularly
 d. have a shower regularly
8. Have you ever _____ a home remedy for the flu?
 a. take b. took c. takes d. taken
9. Obesity is the same as _____.
 a. overweight c. binge-eating
 b. anorexia d. bulimia
10. If people eat healthy food and drink water,
 a. they will become obese.
 b. they won't have many health problems.
 c. they will get many viruses.
 d. they won't be happy.

		Very well	Quite well	With difficulty
Vocabulary	I can understand vocabulary related to eating disorders.			
Grammar	I can use the present perfect tense to ask about experiences. I can use the first conditional to express conditions.			
Reading	I can understand texts about eating disorders.			
Writing	I can write about eating disorders.			
Listening	I can speak about eating disorders.			
Speaking	I can understand conversations about eating disorders.			

Unit 2

Healthy Food Choices

Lesson 1 » Nutrition and Health

1. Look at the picture of the Colombian dish, Bandeja Paisa. Which ingredients can you see?

avocado beans corn cake egg minced meat plantain pork rind rice sausage



2. Order the ingredients of the Bandeja Paisa into the five food groups. Which group isn't included?

Grains	Fruit and vegetables	Meats and eggs	Fats and sugary food	Dairy products
<u>Corn cake</u>				

3. Complete the advice with a food group from exercise 2.

1. Drink dairy products to get calcium.
2. Eat _____ to obtain vitamins and minerals.
3. Don't consume lots of _____ if you want to be healthy.
4. Consume _____ to get protein.
5. Have _____ for breakfast to increase your fibre intake.

4. Unscramble the words in brackets to complete the nutritional recommendations.

1. Keep your bones (sebon) strong with calcium.
2. Help your i _____ (sintineste) work properly by eating fibre.
3. Develop strong m _____ (scumels) by digesting protein.
4. Get soft s _____ (niks) by absorbing vitamins and minerals.

Lesson 2 » What Does It Come With?

baked
boiled
fried
grilled
steamed

1. Look at the photos and label each food with a cooking style in the box.

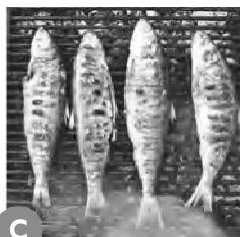


A

steamed



B



C



D



E

2. Use the Useful Expressions and a cooking style from exercise 1 to describe each dish.

1

Apple Pie

It's filled with apple and is baked in the oven.

2

Ajiaco

_____ potatoes
and is _____ in
water.



It comes with ...
It's filled with ...
It's made with ...

Useful
Expressions

3. Look at the recipe for Oatmeal and Carrot Cookies. Choose the correct words to complete the instructions. Use photos A–D to help you.

Oatmeal and Carrot Cookies

Ingredients:

2 cups flour * 2 cups oats * 1 carrot

3/4 cup panela * 1 teaspoon cinnamon * 1/2 cup water

Instructions:

1 _____ (A) the carrot

2 _____ (B) the carrot into very small pieces

3 _____ (C) the ingredients together

Add in the water and mix again

Shape into cookies

4 _____ (D) at 170°C for 20 minutes.

Let the cookies cool . . . then enjoy!



A



B



C



D

Lesson 3 » Do You Know About Nutrition?

The Most Important Meal Of The Day!

A healthy breakfast has been proven to have many health benefits. Eating breakfast in the morning gives our bodies the energy it needs to get through a busy day. Skipping breakfast is like trying to start your car in the morning without petrol!

Nutritionists all agree; breakfast really is the most important meal of the day! Research shows that students who eat a healthy breakfast do better at school. They are happier and they have more energy. In addition to giving us instant energy, it also provides us with important nutrients and vitamins that our bodies need to function well in the day.

So, what is a healthy breakfast? According to nutritionists, a healthy breakfast should include at least one ingredient from each of the following groups of food groups: fruits and vegetables, protein and carbohydrates. Foods like oatmeal, brown rice

and wholegrain bread give your body carbohydrates it needs to make energy. Tomatoes, avocado, oranges and other fruits

give your body different vitamins. You and vegetables can get protein from milk, yoghurt, eggs, nuts and other foods like meat. Eating something in all three food groups will help you kick-start your day.

In summary, a healthy breakfast equals a healthy body and healthy mind. For increased energy, concentration, and happiness, eat a healthy breakfast.



1. Read the article and answer the questions. Write full sentences.

1. What are the benefits of eating a healthy breakfast?

2. What are the three food groups that should be included in a healthy breakfast?

3. Why do our bodies need carbohydrates?

2. Think of other types of food that people eat in the morning. Write two ideas in each of the food groups.

Carbohydrates	Fruit and vegetables	Proteins
<u>Potatoes</u> ,	_____ / _____	_____ / _____

3. Write a description of your ideal healthy breakfast recipe. Use the information in the text to help you.

My ideal healthy breakfast would be _____

It's healthy because _____

Check Your Progress

Choose the correct option.

1. Which is not a dairy product?
a. milk c. eggs
b. cheese d. yoghurt
2. If a food is baked, it is cooked in a/an _____.
a. oven c. pot
b. frying pan d. grill
3. You should limit your consumption of _____.
a. proteins c. fruits
b. grains d. sugars
4. Calcium is good for your _____.
a. bones c. skin
b. eyes d. heart
5. ____ is a good source of protein.
a. milk c. meat
b. tomato d. bread
6. Which food is often mashed?
a. sausages c. eggs
b. potatoes d. onions
7. Choose the correct advice.
a. Don't eat breakfast!
b. Don't consume breakfast!
c. Don't have breakfast!
d. Don't skip breakfast!
8. Which food isn't a carbohydrate?
a. wholegrain bread c. oranges
b. brown rice d. potatoes
9. Eat _____ because they are high in potassium.
a. tomatoes c. bananas
b. eggs d. cereals
10. Which food group isn't good to eat for breakfast?
a. oils c. grains
b. fruits d. vegetables

		Very well	Quite well	With difficulty
Vocabulary	I can understand vocabulary related to eating habits, recipes and nutrition.			
Grammar	I can use the imperative form of verbs to give instructions.			
Reading	I can understand texts about eating habits.			
Writing	I can write recipes.			
Listening	I can speak about eating habits and nutrition.			
Speaking	I can understand conversations about eating habits, nutrition and recipes.			

Unit 3

Body and Mind Connection

Lesson 1 » Everybody Is Different!

1. Read the statements and decide if the people have low or high self-esteem.

1

All my friends are size 6, but I am size 8.
I need to lose weight.
low self-esteem

2

I know that I am not the prettiest girl in the class but I don't care. I am intelligent and happy.

3

I wasn't selected to be on the football team, but if I practise harder, I will improve.

Feelings

	self-conscious
	confident
	frustrated
	happy

2. Look at the feelings in the box. Then use them to complete the sentences.
- If you have a positive body image, you are probably a happy person.
 - If you always worry about what you look like, you become _____.
 - If you have high self-esteem, you are a _____ person.
 - If you think you should be perfect in everything, you will get _____.
3. Look at the behaviours and decide if they are positive or negative. Write one more positive and one more negative behaviour in the chart.

Behaviour	Positive	Negative
1. Analyse images critically.	X	
2. Ignore someone when they ask for help.		
3. Go on a diet to look like fashion models.		
4. Encourage someone to feel good about their body image.		
5. Laugh at someone's physical appearance.		
6. Express your emotions and feelings.		
7.		
8.		

Lesson 2 » Mindful Living

eat healthily
educate yourself
exercise daily
~~sleep well~~
spend time in nature

1. Look at the photos. Match them with a phrase in the box.

Live Mindfully

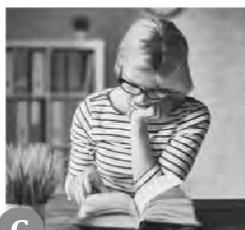


A

sleep well



B



C



D



E

2.

Write a suggestion for each picture from exercise 1 about how people can live mindfully. Use *need to*, *should*, and *shouldn't*.

1. You need to sleep well at night so you have energy for the next day.
2. _____
3. _____
4. _____
5. _____

3. Read the interview and the answers in the box. Write the answers in the correct places.

Presenter: We're here today with Simón Gómez, the Olympic skiing champion. Simon, how did it feel when you won the gold medal?

Simon: ¹ _____

Presenter: I bet! How old were you when you started skiing?

Simon: ² _____

Presenter: Really? Wow! I know you had a bad accident last year. What happened?

Simon: ³ _____

Presenter: No way! How did you recover?

Simon: ⁴ _____

Presenter: That's amazing!

Answers

- About two years old. I learned to ski and walk at the same time.
- It took lots of patience and determination.
- Yes, I did. I hit a tree and broke both my legs!
- It was amazing. I couldn't believe it.

Lesson 3 » The Power of Self-esteem

1. Match statements 1–4 with positive responses A–D.

1 Does my hair look ok? I think everyone is laughing at me!

A You will be fine, but you might need a bit more practice to improve your confidence. We should study together on Saturday.

2 I don't understand any of this! I know I will fail the test on Monday!

B It looks good, don't worry. They aren't laughing at you!

3 Look at these models in the magazine, they're so thin. I don't look like that.

C You look great, and those pictures aren't real. Come on,

4 I want to join the basketball team, but I can't run very fast. They won't have me.

D So what if you're slow? You're really good at throwing and that's important. I think you should try it!



2. Read the list of people and things that influence our self-esteem. Rate them 1–5 by how much they influence your own self-esteem.

- _____ Family
- _____ Friends
- _____ Media (TV, Movies, Music)
- _____ School
- _____ Social Media

4. Write about a conversation or an event that improved your self esteem. Use the questions in exercise 3 to help you.

1. _____
2. _____
3. _____
4. _____

3. Look at the questionnaire about self-esteem. Complete the questions with the past form of the verb in brackets.

1. How did you feel before the conversation? (feel)
I wanted to learn to dance, but I was worried I would look stupid. I thought people would laugh at me.

2. Who _____ you _____ to? (speak)
I spoke to my friend Susana.

3. What _____ she _____ ? (say)
She goes to a Zumba dance class every week. She said Zumba is good because everyone has fun even if they don't know how to dance.

4. What _____ you _____ ? How did it improve your self esteem? (do)
I went to a Zumba class with her and we had a great lesson. There were many new people there, so I wasn't the only person who didn't know what to do. My friend gave me the support I needed to try something new. After a few classes I overcame my fear of looking stupid, and now I love doing Zumba!

