

2. Page 23. Exercises 3,4 and 5

3. Page 24. Exercise 10 and 11. Write each adjective in English and Spanish.

NOTA:

1. Observar y tomar nota de cada uno de los videos en los que se explica los temas a estudiar.
2. Distribuya el tiempo para realizar en casa las actividades que se asignaron. Tenga en cuenta que durante la semana tenemos tres horas de inglés, lo que implica que debe generar horarios y hábitos de estudio; en lo POSIBLE ir realizando las actividades diariamente además de revisar los videos, las veces que sea necesario para que el tema quede claro.
3. Si tiene inquietudes frente a la realización de las actividades o vacíos frente a los temas sugiero que me envíen el número de teléfono de los representantes del comité académico o de convivencia de cada uno de los grupos de décimo (1001, 1002 y 1003) ó de la persona que maneja el grupo de WhatsApp de cada uno de estos cursos a mi correo electrónico sandraig21@hotmail.com con ASUNTO: "WHATSAPP REPRESENTANTE CURSO _____" y yo me comunicaré con ell@s para indicarles el medio virtual por el cual podemos comunicarnos para dar las explicaciones y orientaciones que requieran frente a estas temáticas.
4. Dediquen una hora diaria para realizar el curso virtual de inglés OM PERSONAL, el cual le fue asignado desde el inicio del año. Recuerdo a quien aún no lo ha iniciado, que este hace parte de la nota final del tercer trimestre.
5. Las páginas relacionadas en cada una de las actividades hacen parte del libro de inglés "ENGLISH PLEASE 2", este libro, como lo he indicado en clase se puede descargar a través de la página de COLOMBIA APRENDE. Sin embargo dejaré una copia de todo el material en la papelería Maxiglass y La Bendición que se encuentran ubicadas frente a la entrada principal del colegio para quien lo requiera.
6. Las actividades del PASADO SIMPLE, COULD/COULDN'T, COMPARATIVOS Y SUPERLATIVOS se deben entregar el próximo miércoles 25 de Marzo.
7. Recuerda estudiar las dos listas de verbos entregadas.
8. Todas las actividades de lectura deben realizarlas siguiendo los patrones de colores que manejamos en clase. Recuerden si colorean la pregunta 1 de color amarillo, dentro del texto deben colorear la respuesta del mismo color, etc., utilizando un color diferente para cada una de las preguntas.

"Nadie puede saber por ti. Nadie puede creer por ti. Nadie puede hacer por ti lo que tú mismo debes hacer. La existencia no admite representantes." Jorge Bucay.

 **Read**

4. Follow the instructions.

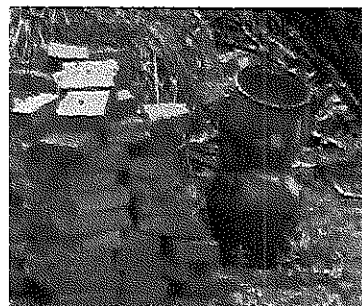
- a. Read the title of each text and the first sentence of each paragraph. What is each text about?
- b. Read the texts and check your ideas.

AMAZING PEOPLE

Let's find out how these amazing young people changed their communities.

FROM BEGGING TO BUILDING

Sandra Ferreira de Souza grew up on the streets of São Paulo, Brazil. She couldn't work because she was so young, so she begged for money to survive. She became pregnant when she was just a teenager. An organisation Lua Nova, which helps pregnant women in Brazil, gave her somewhere to live. After she had her baby, Lua Nova helped Sandra to learn about building, so that she could get a job.



Sandra and other women like her learnt a lot. She can now make bricks and sell them, and she can build a house. Some people think that women can't be builders, but Sandra knows that they are wrong. In fact, some people prefer women builders because they think that women are more careful. Sandra now lives with her three children in a house that she built herself.

ECO-FRIENDLY INVENTOR

William Kamkwamba was born in Malawi, Africa in very poor conditions. He grew up without electricity or running water. After he was 14, he couldn't go to school because his family were poor. However, there was a local library, so he went there instead. He could read books and teach himself things.

William was very interested in reading about how windmills could make electricity and pump water. So he decided to build a windmill.

William's windmill was very successful, and he won a scholarship to a university in South Africa. Now he can teach young people how to make their own windmills and repair water pumps.



Glossary

- | | |
|--|--|
| ▪ beg for money: <i>pedir limosna</i> | ▪ windmill: <i>molino</i> |
| ▪ pregnant: <i>embarazada</i> | ▪ pump water: <i>bombear agua</i> |
| ▪ build: <i>construir</i> | ▪ successful: <i>exitoso/a</i> |
| ▪ running water: <i>agua corriente</i> | ▪ scholarship: <i>beca de estudios</i> |

5. Read the texts again and answer the questions.

- a. What organisation helped Sandra when she was pregnant?
 b. How does Sandra make extra money now?
 c. Why did William leave school when he was 14?
 d. What did William build?

Focus on Language

6. Complete the sentences from the text.

- a. She _____ work because she was so young.
 b. He _____ read books.
 c. She _____ build a house.
 d. Some people think that women _____ be builders.

7. Complete the table about Sandra and William.

	Things they <i>could</i> and <i>couldn't</i> do (past)	Things they <i>can</i> and <i>can't</i> do (present)
Sandra		
William		

8. Write the words in the correct order to make sentences.

- a. fast run can't dog can speak but our he
 b. I was couldn't English I speak when younger
 c. brother could one walk my he was when
 d. because can pilot fly a a plane she Lidia is

Focus on Vocabulary

9. Match the verbs with the words to make expressions for abilities.

paint - play (x3) - speak - run - repair - draw - do - write (x2) - ride (x3)	a foreign language - a horse - chess - a magic trick - a poem - a bike (x2) - a motorbike - tennis - a story - 5 kilometres - a musical instrument - a picture (x2)
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Example: *play tennis*

10. Write five sentences about things that you can do. Use the expressions in exercise 9. Give extra information.

Example: *I can speak a foreign language. I can speak English and Portuguese.*

Speak

11. Copy the table and complete it with eight abilities from exercise 9.

12. Find a classmate who can do each of the expressions in the table. Ask different students questions. Try to find a different student for each expression.

Example: Can you play chess?
Yes, I can.

13. Think of some people you know who can do amazing / difficult / unusual things, or could do them when they were younger. Tell your classmate.

Example: My cousin Rodrigo could play the piano when he was three.
No way!
It's true. He can play three musical instruments now.



- No way!
- Really?
- That's awesome!
- I don't believe it!

Write

14. Answer the following questions. Write a paragraph for each question.

What couldn't you do when you were 10 that you can do now?

What could you do when you were a very small child?

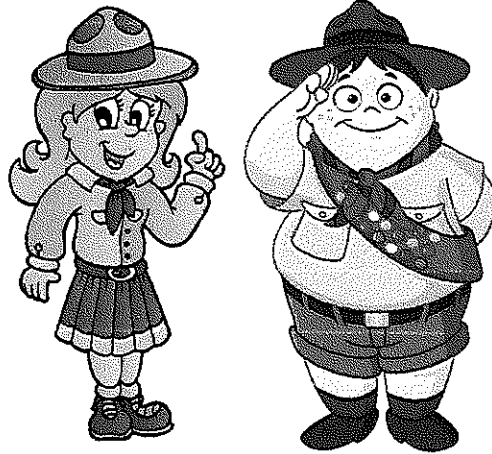
What can't you do now, but you want to learn in the future?



Focus on Vocabulary

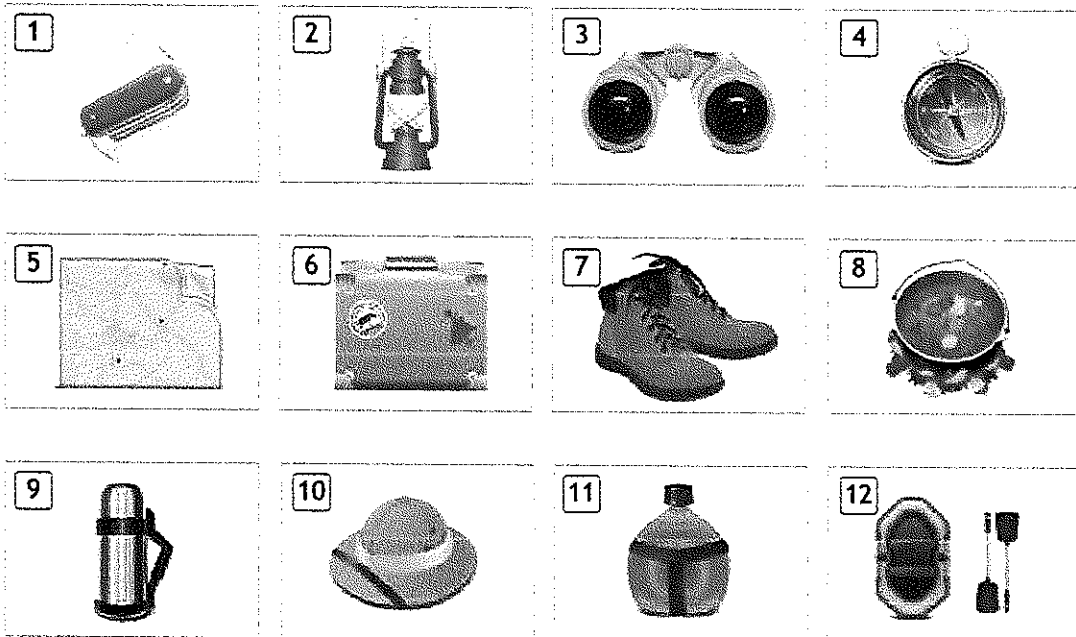
Get Ready!

1. What do you know about Scouts? Look at the two pictures below and describe them.



2. Match the words in the box with the pictures.

binoculars - compass - lamp - hat - boots - cooking pot
flask - map - water bottle - raft - suitcase - penknife



3. In pairs, think of more useful items for a camping trip. Then decide the three most important things to take.

Example: *The most important thing is a water bottle. We can't survive without water!*



4. Work with a partner. Answer the following questions about Scouting.
- Are you a Scout, or do you know one?
 - What do you think Scouts do?
 - Would you like to be a Scout? Why? / Why not?
5. Read the text about Scouting. Use the words in the glossary to complete the text.



WHAT IS SCOUTING?

1
Scouting is an international
1 _____. It started
in 1907 when British soldier
Robert Baden-Powell took a
group of boys and trained them

in 2 _____ skills. After that, he wrote his
book *Scouting for boys*, which became very popular.
Boys created their own groups and practised the ideas in
the book.

2
Lots of people were interested in the idea, so in 1908,
Baden-Powell started the official Scouting movement.
More and more boys of all different ages wanted to
join, so three different age groups were created:
Beavers and Cubs for younger boys, and Scouts for
teenagers. In 1910, girls could join their own group -
the Girl Guides.

3
Scouting gives young people the opportunity to have fun
and improve their life skills. They train in physical
activities, such as climbing, hiking, camping and water
sports. But they also learn social skills, and
3 _____ activities which help them to
develop spiritually and intellectually. Being a Scout or a
Girl Guide is about being a 4 _____ in the
modern world.

4
You can recognise a Scout or Girl Guide easily. They
wear different clothes in different countries, but they
usually wear a khaki, green or blue 5 _____
with a shirt, shorts and a tie. They often wear
6 _____, too. They earn these when they
learn a new skill, or gain experience in a new activity.

GLOSSARY

- uniform: *uniforme*
- badges: *insignia*
- leader: *lider*
- movement: *movimiento*
- survival: *supervivencia*
- take part in: *participar*

6. Which question best matches each paragraph in the text.
- What do Scouts look like?
 - How did Scouting begin?
 - What do Scouts do, and why?
 - How did Scouting develop?



Focus on Vocabulary

3. Copy and complete the table with information about skaters and floggers.

	Clothes	Activities

2

Lesson 2

Read

Get Ready!

1. Read the definition of urban tribes and check that you understand it. Then match the urban tribes in the box to the pictures.

An urban tribe is a group of people who have a strong identity. They express their identity through their clothes, their style, and often the music that they listen to.

skinheads - punks - emos - metalheads - rappers



2. Read about Jim and David. Why do they like being part of their urban tribe?

Skaters: a free style

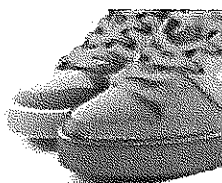
Hi, my name is Jim. I am a skater. Skaters have a simple style. We prefer wearing light shorts, skinny denim jeans, T-shirts, dark trainers or skate shoes.



We love skating in parks and on the streets, but skate parks are the best places for us. They have ramps and obstacles, and it's safer than skating on the streets. The most exciting part is when we jump in the air and do tricks.

Skaters are an urban tribe, but we are more interested in having fun together. Looking good or competing with other groups isn't important to us. We love skateboarding and that's why we do it.

Floggers: a colourful style



Hello! I'm David. I'm a flogger. The name 'flogger' comes from 'Fotolog' - a website where we share our photos and comments. Everyone there has a love of fashion.

Floggers wear fun, colourful clothes. For example, we often wear brightly coloured jeans or trousers, fluorescent T-shirts and colourful trainers.

We love music. We like dancing to electro house and listening to techno music.

I love being a flogger. We have lots of fans who follow our styles. It's very popular with teenagers because everyone enjoys taking photos of themselves! It's a great urban tribe.

Summary

- skinny: *ajustado/a*
- ramp: *rampa*
- do tricks: *hacer maniobras*
- compete: *competir*
- brightly coloured: *colorido/a*
- follow: *seguir*

Focus on Language

7. Read the sentences. Which sentences compare two things? Which sentences compare one thing above all others?

Compare two things: _____

Compare one thing above all others: _____

- Reggaeton is more modern than Rap.
 - Punks are the coolest people in the world.
 - Breakdancing is more popular than hip hop.
 - Goths wear darker clothes than rockers.
 - Heavy metal music is more popular in Colombia than in the UK.
 - Emos have the most interesting style.
8. Copy and complete the table with the adjectives in the box. Write the comparative and superlative form.

old - modern - extreme - dirty - fashionable - long - popular - healthy - dangerous

COMPARATIVES		SUPERLATIVES	
One syllable, or two syllables ending -y	Two or more syllables	One syllable, or two syllables ending -y	Two or more syllables
<i>older</i>		<i>the oldest</i>	
	<i>more modern</i>		<i>the most modern</i>

Listen

9. Look at the box. Listen to two students. Which questions in the table do they discuss?

What is the	biggest country	most beautiful city	in the world?
	most expensive food	longest river	
	most difficult language	most dangerous animal	
	best job	easiest language	

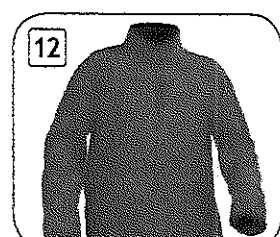
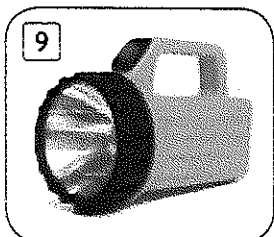
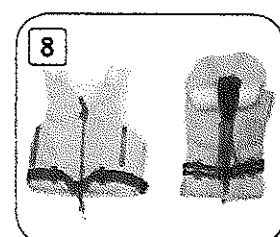
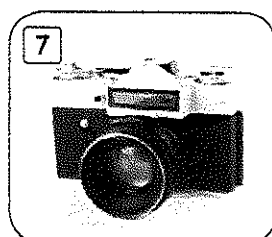
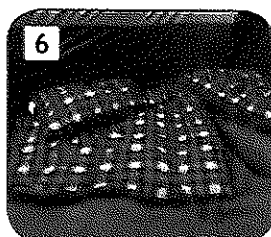
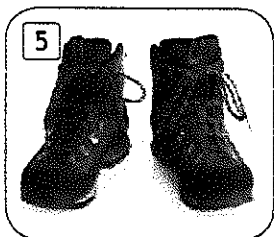
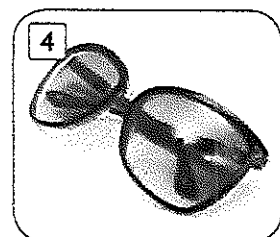
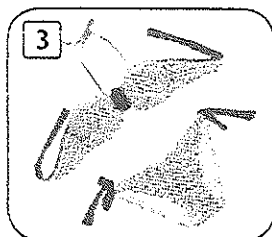
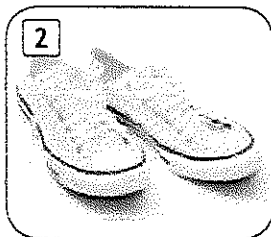
10. Listen again. What answers do the students give for each question?

Focus on Vocabulary



1. Match the words in the box with the pictures. Which items do people take on a camping trip?

backpack - sleeping bag - hiking boots - swimsuit - life jacket - camera - sunglasses - tent - helmet - torch - trainers - waterproof jacket



2. Put the items from exercise 1 in the correct column. Then add one more item for each activity.

hiking	at the beach	sleeping	canoeing	horse riding

3. In pairs, ask and answer about the items in exercise 1. Use the language in the box.

Useful expressions

- What do we use (a backpack/sunglasses) for?
- We use it/them for (carrying our things).
- We use it/them to (protect our eyes).

 Read

4. Read about Forest Hill Summer Camp. Choose an activity that you'd like to do in the morning, afternoon and evening.



FOREST HILL SUMMER CAMP

What are you going to do this summer? Why not come on our summer camp in Forest Hill and have an awesome time! You can stay for one day, two days, a whole week ... or all summer, if you want!

In the morning: The mornings are great for creative people. We're going to have art and drawing classes, drama classes and we're going to play music together too. If you play an instrument - bring it to camp! We rehearse every day, and have a concert every weekend.

In the afternoon: We're going to get active! We're going to go hiking and horse riding in the

forest, swimming in the lake, and canoeing and white water rafting in the river.

In the evening: The evenings are for relaxing. We're going to have a party EVERY night with music, a barbecue, and stories round the campfire. Or if you prefer, you can watch a movie in the movie tent.

At the weekend: At the weekend, there are excursions to interesting places - mountains, beaches and even a volcano! But we aren't going to tell you what to do - it's your choice.

Start: Monday 2nd June

End: Sunday 31st August



Clases de

- creative: *creativo/a*
- drawing classes: *clases de dibujo*
- rehearse: *ensayar*
- bring: *traer*
- go hiking: *hacer senderismo*
- campfire: *fogata*

5. In pairs, ask and answer about the activities that you want to do at the Summer Camp.

Example:

A: What do you want to do in the morning? B: I want to go to the drawing class. What about you?

6. Read the box and complete the sentences with *at*, *in*, or *on*.

- a. We are going to have arts lessons _____ the morning.
- b. The song festival is _____ 9:00 pm _____ Saturday and Sunday.
- c. _____ the afternoon, we're going to go to the river. We're going to return to the camp _____ 6:00 pm.
- d. _____ night, I prefer playing games near the campfire rather than telling stories.
- e. We get home on Sunday _____ 7:00 pm _____ the evening.
- f. The next school camp trip is going to be _____ June.
- g. _____ Saturday, we're going to do activities at the lake, and _____ night we're going to play hide and seek.

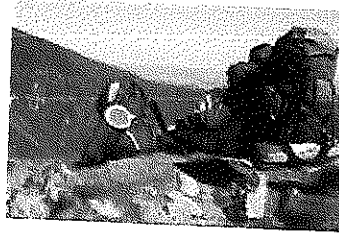
Prepositions of time *in / on / at*

- We use *in* for months, years and parts of the day.
Example: *in February, in 1981, in the morning*
- We use *on* for dates and days.
Example: *on March 28th, on Monday*
- We use *at* for times, festivals, *at night* and *at the weekend*.
Example: *at 6 o'clock, at Christmas*

Focus on Language

7. Complete the sentences from the text.

- We _____ music together.
- We aren't _____ you what to do.
- What are you _____ this summer?



8. Read the sentences in exercise 7 and choose the correct option.

- These sentences talk about the present / the past / the future.
- We use *be going to* + infinitive for future plans / activities you do every day.
- To make questions, we put the verb *be* before / after the subject.

9. Write true sentences for you using the verbs in brackets. Use *be going to*.

- I _____ videogames after class. (play)
- We _____ to the USA on holiday this year. (go)
- My family _____ our grandmother on Sunday. (visit)
- My friends _____ in the sea this weekend. (swim)

10. What are your plans for this weekend? Make notes in your notebook using *be going to*. Then write two questions to ask your classmates about their plans.

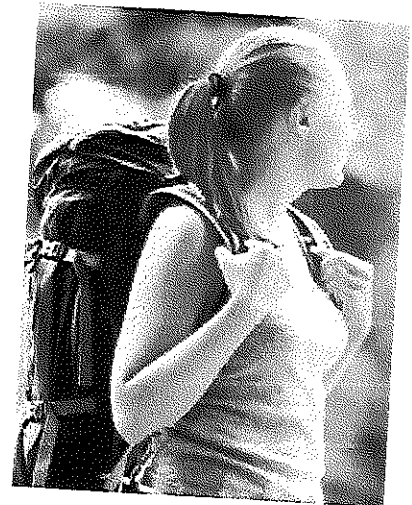
Listen

⁵
11. Listen to Susana talking to her mother about a camping trip. Which things on the list do they talk about?

- activities in the water
- Susana's backpack
- transport
- Susana's tent
- protection against the sun
- fishing

⁵
12. Listen again and answer the questions.

- Is Susana going to pack more things in her backpack?
- What activities can Susana do in the mornings?
- What does she need to bring?
- What is she going to do in the evenings?
- What isn't she going to do in the evenings?



 Read


1. Discuss in pairs. What topics do teenagers usually talk about? Put the topics in order from the most common to the least common.

- the future
- problems with parents or siblings
- problems with friends
- homework and exams
- sports
- TV, music, films

2. Read the situations quickly and match them with the pictures. What are the teens doing?



1

Two people from my class always make fun of me because I always wear a cycle helmet when I'm cycling to school. The roads are quite busy so I think it's safer to always wear a helmet. I want to be safe, but they say it looks stupid. Normally I don't care what they say, but sometimes it hurts when they are mean.

Rachel, 14

2

I have a group of five really good friends. But my friend Diana is really annoying. She always criticises one of us - what we wear, what we say, what we're having for lunch - everything. Sometimes I talk to her about it, and she always apologises, but then she starts doing it again.

Aleja 15

3

I usually hang around with my friends Max and Larry at break - we all love basketball. But now they smoke. They have a group of new friends who go to get cigarettes at break and smoke them behind the gym. We hardly ever play basketball now, and I feel like I'm losing my friends. Maybe I should start smoking too?

Jack, 14

Match the words with the definitions.

- make fun of: *burlarse de*
- I don't care: *no me importa*
- annoying: *fastidioso/a*
- apologise: *disculparse*
- hang around: *pasar el rato*
- break: *descanso*

3. Read the situations on page 22 again and complete the table.

	Rachel	Aleja	Jack
1. What is the problem?			
2. What is <u>your</u> idea to solve the problem?			

Focus on Language

4. Read the advice. Match the sentences with Rachel, Aleja and Jack.

- You should find some new friends who enjoy your hobby. _____
- You shouldn't be friends with someone who is always criticising you. _____
- You could ask your friends and other classmates to wear one too. _____
- You should ask her why she always criticises her friends. _____
- You shouldn't worry what other people say about you. _____
- You shouldn't do things that are bad for your health. _____

5. Look again at the modal verbs in exercise 4. Which verb do we use to:

- give a suggestion? _____
- give advice and tell someone to do something? _____
- give advice and tell someone NOT to do something? _____



6. Listen and repeat the sentences.

- You should talk to your friends.
- You shouldn't do things that are bad for you.
- You could try a new sport.



7. Listen and write the word you hear.

- You _____ talk to your parents about it.
- You _____ get upset.
- You _____ find other things to do.
- What _____ I do?
- You _____ stay at home all day.
- You _____ come to drama club with me.

PRONUNCIATION

Pronunciation of modal verbs:

should /ʃʊd/

shouldn't /ʃʊdn't/

could /kʊd/

The letter 'l' is silent in these modal verbs and the vowel sound u is pronounced like 'oo' in the words: *good, wood*.

Listen

8. Look at the pictures and read the descriptions. What is happening in each picture? Listen and check your ideas.



a. The Fun Club



b. Community First



c. The Tutoring Cooperative

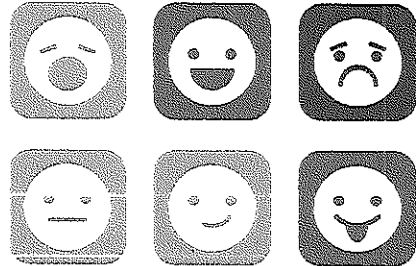
9. Listen again and answer the questions.

- Who is the Fun Club for?
- When can you go to the Fun Club?
- How does Community First want to change the neighbourhood?
- When is the first meeting?
- How does the Tutoring Cooperative work?
- How often can you go to it?

Focus on Vocabulary

10. Look at the adjectives in the box. Which of them have a positive meaning, and which of them have a negative meaning?

annoying - busy - friendly - boring - active -
nice - generous - mean - interesting - fun



11. Complete the sentences with the adjectives in exercise 10.

- Jenny is a really _____ person. She knows so much about everything.
- Brandy is really _____. She never has any free time!
- The Community First meeting will be _____. Everyone wants to go.
- Some of my lessons are really _____ and I can't concentrate.
- I don't like Laura - she's really _____ to me and says horrible things.

Using adjectives

Descriptive adjectives are words that describe a person, place or thing.

- Adjectives can go before a noun.
John is the kind boy who lives next door.
adjective + noun
- Adjectives can go after the verb *be*.
Susana is beautiful.
verb + adjective