

LET'S CELEBRATE DIVERSITY!*

Competences:

Read different types of texts written in English as a foreign language.

Write various types of texts written in English as a foreign language.



Good morning students, how are you?

Today, we are going to work with the platform “I learn at home”.

(Hoy, vamos a trabajar con la plataforma “Aprendo en casa”).

For this we will carry out the following activities:

Activity: 1

What is bullying?

LET'S SELF-ASSESS!

¿Cuánto sabes comunicar sobre el acoso escolar en inglés? Marca con una “X” donde creas conveniente. Aquí no hay respuestas correctas o incorrectas, lo importante es que seas honesta/o contigo misma/o al responder


Can I do it?		Not at all	Somewhat	Well	Very Well
1.	Can I identify specific information in a short, simple text about bullying in English?				
2.	Can I use the past simple to write a story in English about bullying?				
3.	Can I use the correct structure of a full sentence?				
4.	Can I organise a text in paragraphs?				
5.	Can I use punctuation well in English?				

LET'S OBSERVE AND READ!


OBSERVE – **EXERCISE 1**

Match the picture with his/her right information. There **are two pieces of information that do not match** Fabrizio or Carla. Follow the example:

1




Fabrizio López




- A. From Madrid, Spain
- B. From Lima, Peru
- C. From Rome, Italy
- D. Singer
- E. Footballer
- F. Coach

2



Carla Condori



British English = Footballer
American English = Soccer player

OBSERVE – **EXERCISE 2**

Find the past simple form of the verbs. Use a dictionary to help you or download the “Lista de verbos en pasado”. Follow the example:

VERBS IN PAST SIMPLE

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

Example:

~~have~~ had

1. is _____
2. go _____
3. help _____
4. laugh _____
5. make _____
6. move _____
7. speak _____
8. start _____
9. suffer _____
10. want _____

READ*

Read Fabrizio and Carla's stories¹ about bullying:



FABRIZIO'S STORY

His name is Fabrizio and he and his family are from Madrid, Spain. When he was a child, he **moved** from Madrid to Lisbon, Portugal to play football.

It was difficult for him to adapt to his new school in Lisbon and some of his classmates **made fun of** him because his accent was very strong. Those first years were difficult for him because he **suffered** from bullying at school and during football practice.

Fabrizio **felt** terrible when his classmates **laughed** at him every time he **spoke**, but he **had** a greater goal and **decided** to play football. At present, Fabrizio is one of the best footballers in the world.

British English = Footballer

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CARLA'S STORY

Her name is Carla and she was born in Lima but her family is from Ica.

When Carla was 3 years old, she **started** to sing. Her family **helped** her make some music videos and they **posted** them online. Carla was so happy and excited because music was her passion, but some people posted horrible and racist comments about her. They **made fun of** her. Carla **cried** and **cried**. Sometimes she **wanted** to stop making music.

Fortunately, Carla's mom and family were very supportive and **helped** her. At present, Carla is famous in Peru and other countries. She is a singer, dancer and actress.

¡NOTEMOS ALGO!

PASADO SIMPLE

Lee las dos historias nuevamente. Presta atención a los verbos subrayados y en negrita. ¿Notas que unos terminan igual y otros son totalmente diferentes? Escoge dos de los que terminan igual y ponlos en el cuadro bajo el título "Verbos regulares". Escoge dos de los que son totalmente diferentes y ponlos en el cuadro bajo el título "Verbos irregulares". Mira los ejemplos:

Verbos regulares

• moved

Verbos irregulares

• felt

Ahora, usando las palabras en los círculos, completa la regla sobre cómo cambia el verbo cuando lo usamos para hablar del pasado en inglés.

-ed o -d

regulares

irregulares

Para crear el tiempo pasado simple de los verbos _____ 1 en inglés, agregamos _____ 2 al final del verbo. Para los verbos _____ 3 cada uno es diferente y necesitamos memorizar la forma en pasado simple.

LET'S UNDERSTAND!

UNDERSTAND – EXERCISE 1

Circle TRUE, FALSE or DOESN'T SAY about the two stories about Carla and Fabrizio. Follow the example:

Example:

Fabrizio was a victim of bullying in Madrid

- a) True
- b) False**
- c) Doesn't say

3. Carla started to sing when she was a teen.

- a) True
- b) False
- c) Doesn't say

1. Fabrizio wanted to escape from his school and go back home.

- a) True
- b) False
- c) Doesn't say

4. Carla wasn't a victim of bullying at school.

- a) True
- b) False
- c) Doesn't say

2. Fabrizio's classmates made fun of the way he spoke.

- a) True
- b) False
- c) Doesn't say

5. Carla's family helped her in her career.

- a) True
- b) False
- c) Doesn't say

UNDERSTAND – **EXERCISE 2**


Answer the questions. Follow the example:

Who?

Fabrizio

Carla

1. Who was a victim of cyberbullying? **Carla**
2. Who is famous in many countries?
3. Who is famous in the world?
4. Who was a victim of bullying because of the way she/ he spoke?
5. Who was a victim of racism?



EXTRA: In your opinion, who can help a person that is a victim of bullying or cyberbullying?

LET'S PRACTISE!

PRACTISE – **EXERCISE 1**

Complete the following story using the words from the box. Follow the example:



SPEAK UP!

Hello, my name is Aida and I am from Singapore. When I was in high school I _____ **1** a classmate named Jasmine.

One day, when we were 12 years old, some classmates _____ **2** a horrible picture of Jasmine on Instagram. Everyone _____ **3** fun of her. She _____ **4** and _____ **5**. I _____ **6** terrible for her, so I _____ **7** with our teacher 'Miss Lee'. Miss Lee _____ **8** Jasmine.

I recommend you speak up when you witness bullying. Speak with an adult like a teacher or your parents.

PRACTISE – **EXERCISE 2**

A. **Match** the sentences. Follow the example:

1. When my brother was a child,...
2. When my sister was at primary school,...
3. Fabrizio started to play football...
4. When I was one year old,...
5. I cried and cried...

- A. ...when I was a baby.
- B. ...he changed school.
- C. ...she studied French.
- D. ...when he was a child.
- E. ...my mom helped me eat.



When I was _____

LOOK!

Key phrases that express a specific moment in the past:

- **When** Justin **was** a child, he danced and danced.
- I liked 'Barney and his friends' programme **when I was** very little.
- **When** Carla **was** 3 years old, she started to sing.

These phrases can go **at the beginning** or **at the end** of the sentence.



B. **Write** TRUE sentences about you. Follow the example:

Example:

I moved to Lima _____ **when I was 7 years old.**

1. I started school when I was _____.
2. I finished primary school when _____.
3. _____ I started to speak.



Activity: 2

DO IT YOURSELF! – D.I.Y.

LET'S CREATE!

Write Michael's story. He was also a victim of bullying. Use all the information below to write his story. Notice that **past events** must be in **PAST SIMPLE**. Also, use Carla and Fabrizio's stories as examples.



MICHAEL'S STORY²

Paragraph 1: Michael Phillips / Wisconsin, United States

Paragraph 2: school - hard / problems to concentrate / victim of bullying / classmates xx xx xx him / big ears / long arms and legs

Paragraph 3: start to swim / his arms and legs help him swim faster / 20 years old, compete in the Olympic games / finally / win 5 golden medals / one of the best swimmers in the world

*xx xx xx: This is a phrase with 3 words the texts you read this week.

A. You can do it on a piece of paper, using a pen, colour pencils, pictures, glue, etc.
B. You can do it on a computer, using Microsoft Word, Power Point or any other app of your choice.

Optional: Read out loud Michael's story in English, record it as an audio or video and send it to your teacher of English.

Your story should include the following characteristics



STORY	YES	NO
1. The verbs added connect the ideas/ information well.		
2. The verbs are in past simple where necessary.		
3. The sentences are well constructed.		
4. Punctuation is well used. (Capital letters, periods, comas)		
5. All the information is used.		
6. The story is organised in three paragraphs. (Paragraph 1: Introduction - Paragraph 2: Past bullying events - Paragraph 3: Important past event and present information.		
7. The story is 80-100 words long in English.		

***Recommendation: Write** a first draft of your story and then revise if it includes all the characteristics above

LET'S SHARE!





















Muéstrales tu texto a tus padres, hermanas y/o hermanos, a quienes tengas en casa o a tu profesora o profesor, si están en contacto, y explícales las siete características que tu historia debe tener. Toma nota de los aportes y si lo crees conveniente mejora la historia que creaste. También comenta con tus padres o docente si conoces historias de acoso escolar



(bullying o cyberbullying). Recuerda que es muy importante informar a un adulto responsable si esto sucede.

LET'S REFLECT!

¿Cuánto has aprendido esta semana? ¿Revisaste si tus respuestas coinciden con la clave de respuestas? ¿Qué te comentaron sobre la historia en inglés que creaste? ¿Qué opinas tú? Dale un visto bueno a una de las cuatro opciones. Selecciona la opción que mejor exprese lo que puedes hacer ahora que culminaste las dos actividades de la semana.

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ORGANIZE YOUR ENGLISH PORTFOLIO OR YOUR ENGLISH NOTEBOOK.