**Reconocimiento-NoComercial-SinObraDerivada
CC BY-NC-ND**

**ACTIVIDADES PARA LA SECCIÓN BILINGÜE EN INGLÉS II**

**DEPARTAMENTO DE INGLÉS**

**IES MARIANO QUINTANILLA**

**SEGOVIA 2021/22**

|  |  |
| --- | --- |
| **LEVEL:** 1º ESO | **SESSIONS:**  3 |
| **TOPIC:** SHORT STORIES IN BASIC ENGLISH |
| **TIME: Third term** |
| **LANGUAGE FOCUS:** PAST SIMPLE & EXPRESSIONS |
| **SKILLS:** Reading, Listening, Writing |
| **KEY COMPETENCES:** 1. Linguistic competence. X
2. Mathematical competence and key competences in Science and Technology.
3. Digital competence.
4. Learning to learn. X
5. Social and Civic competence. X
6. Sense of Initiative and Entrepreneurship. X
7. Awareness and cultural expressions. X
 |

**PROCEDURE:**

FIRST SESSION; the teacher gives the SS copies with three famous short stories with morals to make them think as well as learn and revise the simple past tense and expressions.

After going through the vocabulary, they read out in turns the stories and then they give their opinions about the stories. Finally, they vote to choose the story they liked most.

SECOND SESSION:

The second day they will have to write a similar story with the help of a dictionary and the teacher. They are advised to add drawings if they feel like it and use their imagination to write a nice, original short story.

THIRD SESSION:

Eventually, we will finish with the students reading the stories they have written and a final voting to choose again their favorite ones.

This activity can be done individually, pairs or groups. They usually implicate a lot and it is a successful activity.

|  |  |
| --- | --- |
| **LEVEL:** 1º ESO | **SESSIONS:** 1 |
| **TOPIC: “**THE TRANSLATOR” |
| **TIME:** 1st term. |
| **LANGUAGE FOCUS:** INFORMAL CONVERSATIONS |
| **SKILLS:** Listening, writing. |
| **KEY COMPETENCES:** 1. Linguistic competence. X
2. Mathematical competence and key competences in Science and Technology.
3. Digital competence.
4. Learning to learn.
5. Social and Civic competence. X
6. Sense of Initiative and Entrepreneurship. X
7. Awareness and cultural expressions. X
 |

**PROCEDURE:**

First step: Ss watch a video provided by youtube. It is about an exchange student talking with two other Ss. Typical teenager conversations where they can feel identified with the characters and have a bit of fun at the same time**.**

The video is not more than ten or fifteen minutes long, so, at the end, the teacher asks for opinions and if they have understood expressions or if they have lived something similar in their lives. This last question turns to be very funny.

Finally, they are given some questions about the story. They must complete some expressions so that they can reinforce vocabulary.

|  |  |
| --- | --- |
| **LEVEL: 2º ESO**  | **SESSIONS: 12** |
| **TOPIC: PROJECT- HEALTHY LIFESTYLE** |
| **TIME: 50’ each session** |
| **LANGUAGE FOCUS: Healhy food and physical activity** |
| **SKILLS: Reading, speaking, writing and listening** |
| **KEY COMPETENCES:** 1. Linguistic competence
2. Mathematical competence and key competences in Science and Technology
3. Digital competence
4. Learning to learn
5. Social and Civic competence
6. Sense of Initiative and Entrepreneurship
7. Awareness and cultural expressions
 |

**Students are introduced to the benefits of eating healthy food and getting regular physical activity.**

**PROCEDURE:**

**ACTIVITY 1: ARE YOU A COACH POTATO?**

* Introduction to the topic: explain the meaning of coach potato.
* Group discussion: Do you think you are a coach potato?
* Personality test: watch the video and write down your own answers: Are you a coach potato? <https://www.youtube.com/watch?v=woVIpFRzYqM>
* Discuss with your classmate your answers and decide who has the most active lifestyle.

**ACTIVITY 2:** Kahoot

* Vocabulary: healthy food and physical activity

**ACTIVITY 3: QUESTIONNAIRE, HOW ACTIVE ARE YOU?**

* **Activity to be done in pairs**

**PROCEDURE:**

1. Create a survey with 10 question and four possible answers in each question.

Use expressions such as: how often…..? when was the last time……..? How do you…….? / how long……? Etc.

Example:

 How often do you walk more than a kilometre?

a. Every day ( ….p) b. Once a week c. Twice a week d. never

2. Give points to each answer.

3. The total points are 100

4. Write the final results with the points:

A: From 0-25:

B: From 26-50:

C: From 51- 75:

D. From 76-100:

5. Swap your classmate, ask him/her all the questions and tell him the result.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ACTIVITY 4: READING – HAPPY KIDS- HEALTHY KIDS*** Activity to be done in the computer room
* Read the text with the students and explain how to use a dictionary.
* Do the rest of the activities using an on-line dictionary.

**1.- Look up the meaning of the underlined words in** [**www.wordreference.com**](http://www.wordreference.com) **and create a chart with all the words as in the example:**

|  |  |  |  |
| --- | --- | --- | --- |
| **ENTRY(WORD)** | **WORD CLASS** | **DEFINITION IN ENGLISH** | **SPANISH** |
| 1. **PRONE TO**
 | **Adjective** | **Susceptible** | **Propenso a** |

2. **Match the words with their meaning.** 1. Illness a. one meal of the day2. obesity b. a dairy product3. dinner c. sickness4. portions d. amount of food5. yogurt e. overweight1. **Write at least four adjectives in comparative.**
2. **Answer the following questions**
3. Which are the consequences of eating well?
4. Why should people avoid eating processed food?
5. What consequences can a food reward have on a child?
6. Name the six ways to teach children to eat healthy
7. Define processed food
8. Name two benefits of limiting refined food

**5.- Read the text and copy the evidence of the following ideas.** 1. When children eat well, they are healthier.
2. While parents eat, children observe and imitate them.
3. Once in a while change the menu.
4. Don’t let children eat big quantities of food.
5. Children who eat more natural food, think and sleep better.

6.- **Complete the crossword**ACROSS2. A white powder found in the sea used to preserve and season food.4. Instructions on how to prepare food.6, It’s used to season food and it has a strong smell.9. Creamy substance made from milk.10. It’s orange and Bugs Bunny loves it. 11. The main part of a meal.15. The flesh of cattle eaten as food.17. A big bird that’s appreciated at Xmas dinners.18. A ready-made meal you buy at a shop and take home.19. Cover with butter or sauce and cook in an oven or over a fire.**DOWN** 1. Cook in an oven.3. List of items you need to cook a dish.5. A bird which is served roasted or  fried.7. It’s made from wheat or other grains.8. List of items you need to cook a dish.12. Cylindrical length of minced meat,  pork or chicken.13. A vegetable with green skin eaten uncooked in salads.14. It’s eaten after a meal and it’s usually sweet.16. A fish which lives in the sea and swims up river to produce its eggs. |

**ACTIVITY 5: VIDEO: How to EASILY Kick Start A Healthy Lifestyle FAST!!**

* **Watch the video and answer the following questions.**

1.- DO YOU HAVE TO SPEND A LOT OF MONEY TO BE HEALTHIER?

2.- NAME TWO CHANGES YOU SHOULD DO

3.- NAME THE BENEFITS OF WALKING OUTSIDE. IT MAKES US…..

1.
2.
3.

4.- NAME THE FOOD THE VIDEO RECOMMENDS

1.
2.

5.- WHICH IS ONE OF THE BIGGEST COMPONENTS TO OUR OVERALL HEALTH?

6.- NAME THREE NATURAL HAPPINESS HORMONES THAT OUR BRAIN CREATES:

1.

2.

3.

7.- HOW CAN WE GET THESE HORMONES:

1.-

2.-

3.-

8.- WRITE A COMMENT ABOUT :

* WHAT’S THE FIRST STEP YOU’LL TAKE?
* AN OPINION ABOUT THE VIDEO

**ACTIVITY 6: INTERNET SEARCHING- BUILDING A FOOD PYRAMID**

Answer these questions:

1. How many food groups are there? Name them and write the food that is included in each of them.
2. How many servings should we eat every day?
3. What does each group provide us or is rich in?
4. Why is each group important for our body?
5. Search for different types of food pyramid and complete the chart.
6. Build a food pyramid with all the information above. Use your creativity.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  FOOD GROUPS | NAME | EXAMPLE | SERVINGSDAILY | NUTRIENTS | IMPORTANCE FOR OUR BODY |
| GROUP 1 | BREAD,…. |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**ACTIVITY 7: BUILDING A BALANCED DIET**

1. Look at the list of foods below and write them in the correct food group.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grains** | **Vegetables** | **Fruits** | **Dairy** | **Meat/fish** | **Added Sugars &/****or Saturated Fats** |
|  |  |  |  |  |  |

Avocado Frozen Yogurt Brown Rice Wholemeal flour Soda Grapes Pumpkin Bread Cupcake Brussel sprouts Turkey

Asparagus Almond Milk Swiss Cheese Sweet Potato Peach

Candy Bar Cauliflower Creamy dressing lamb Sausage

Ribs Corn Prunes Kale Gout

Canned Salmon Blueberry Bagel Gummy bears Nectarine Strawberry Milk

1. **Write your balanced diet for a day: breakfast, lunch, snack and dinner. Remember to include** the components of a healthy eating style with appropriate food and drink choices.

|  |  |
| --- | --- |
| **LEVEL: 4th** ESO | **SESSIONS: 5** |
| **TOPIC: Unusual sports** |
| **TIME: 5 sessions of 50 minutes**  |
| **LANGUAGE FOCUS: To work with vocabulary related to different sports** |
| **SKILLS: reading, writing, listening and speaking** |
| **KEY COMPETENCES:** 1. Linguistic competence
2. Mathematical competence and key competences in Science and Technology
3. Digital competence
4. Learning to learn
5. Social and Civic competence
6. Sense of Initiative and Entrepreneurship
7. Awareness and cultural expressions
 |

**PROCEDURE:**

**Introduction**

Having a healthy lifestyle is directly related to sport. That is why this topic has been chosen in order to emphasize its importance at the same time than working with the English language. Instead of choosing common sports they will be asked to research about unusual sports in pairs and present them to their classmates.

**First session:**

1- The teacher will introduce the topic and explain the students what they will be working at.

2- In order to practice some vocabulary related to sports and learn some expressions they will play with a Bamboozle.

3- The teacher will introduce them the questions they will be working with in order to do the oral presentation.

**Second session**

1- The students will research all the necessary information in different websites that can be useful for them.

2- They will start creating the power point presentation.

**Third session**

1- The students will continue working with their power point presentation.

**Fourth and fifth session**

 1- The students will present their work to their classmates

**MATERIAL NEEDED:**

**Questions:**

**NAME OF SPORT:**

In what country or countries is it played?

Where is it played? (field, swimming pool, etc.)

How many players are needed?

How is it played? Explain it.

Who is the winner?

Is there any official competition?

Is there any famous or popular player? Any champion?

**Links for the Bamboozle:**

https://www.baamboozle.com/study/474884

https://www.baamboozle.com/game/178593

|  |  |
| --- | --- |
| **LEVEL: 4TH ESO** | **SESSIONS: 1** |
| **TOPIC: Interview your object** |
| **TIME: 50 minutes** |
| **LANGUAGE FOCUS: asking and answering questions** |
| **SKILLS: Speaking** |
| **KEY COMPETENCES:**1. Linguistic competence.
2. Learning to learn.
3. Social and Civic competence .
4. Sense of Initiative and Entrepeneurship.
5. Awareness and cultural expressions.
 |

**PROCEDURE:**

 **Students think individually about an object (if it is after the Christmas holidays, it could be their favourite Christmas present, for example, or if it were around Halloween, it could be any object typical from Halloween, etc.)**

 **They don't say their object to the rest of the class and they could check with their teacher if the object has already been chosen.**

 **Now, they are told to think they have turned into their object and they have to answer some questions as if they were the object.**

 **The cIass is organized in pairs and each of them tries to guess the object of their partner. Once they have interviewed each other, they can swap pairs, so that they get to talk to all their classmates.**

**Interview your object**

 **1. Where are you from?**

 **2. What colour are you?**

 **3. Who is your bet friend?**

 **4. What are you made of?**

 **5. How did you get to your destination?**

 **6. Where were you born?**

 **7. What language do you speak?**

 **8. How old are you?**

 **9. What are you used for?**

 **10. What's the best thing about being what you are?**

 **11. How did you get to your destination?**

 **12. What did you experence in your trip?**

 **13. What are you afraid of?**

 **14. Have you got any future plans?**