

Cuaderno de trabajo para el aula de Inglés de 5° EP



Dirección General de Cultura y Educación

Programa de Educación Plurilingüe e Intercultural

BUENOS AIRES EDUCACIÓN

BA

Provincia de Buenos Aires

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Presentación

Este cuadernillo de trabajo, destinado al aula de inglés de 5° año de la Escuela Primaria, fue pensado desde una perspectiva plurilingüe e intercultural. Nuestro objetivo central es dar cuenta de la riqueza de experiencias previas que traen los niños a la escuela, y propiciar actitudes positivas hacia las lenguas y quienes las usan.

El material presenta una estructura de cuento que alienta a múltiples identificaciones con los diversos personajes y acciones que tienen lugar en la trama de la historia. La lengua se presenta en situaciones de prácticas de translenguaje; es decir, a lo largo del material se muestran usos flexibles y fluidos de más de una lengua para crear e interpretar significados más acabados, ante una diversidad de interlocutores plurilingües y con propósitos varios. Es por ello que los diálogos presentan instancias de usos del español y de lenguas originarias, como parte del entramado de lenguas disponibles en la provincia de Buenos Aires. Esto no es un hecho menor, en tanto reconoce el carácter plurilingüe de la realidad bonaerense como parte de la riqueza y la diversidad cultural que caracterizan a nuestra provincia. En tal sentido, confiamos en que la propuesta de trabajo que presenta el material permita iniciar, desde muy temprana edad, el desarrollo de una conciencia intercultural; es decir, la capacidad de experimentar la otredad de modo constructivo y respetuoso.

Las actividades propuestas dan cuenta de un enfoque de resolución de problemas, coherente con la normativa curricular provincial. Asimismo, atienden a garantizar condiciones áulicas que propicien un clima de trabajo favorable para que los niños se animen a experimentar con la lengua; ensayar maneras de decir y hacer sobre temas de su interés en nuestro contexto.

Por otra parte, se intenta apoyar el trabajo de nuestros docentes con un material flexible a las necesidades contextuales. El cuadernillo podrá usarse como recurso editorial principal para el trabajo del aula en una determinada parte del ciclo lectivo; como material complementario a los recursos disponibles en la escuela; o como sustento para el desarrollo de un proyecto sobre prevención del *bullying* desde la clase de inglés. Asimismo, cada docente podrá dar vuelo a su creatividad ofreciendo otras actividades no contempladas aquí. Reconocemos así su autoridad para determinar la forma en que este material será usado, adaptándolo a las necesidades áulicas e institucionales de cada escuela.

Mg Silvana Barboni
Coordinadora
Programa de Educación Plurilingüe e Intercultural

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Provincia de Buenos Aires

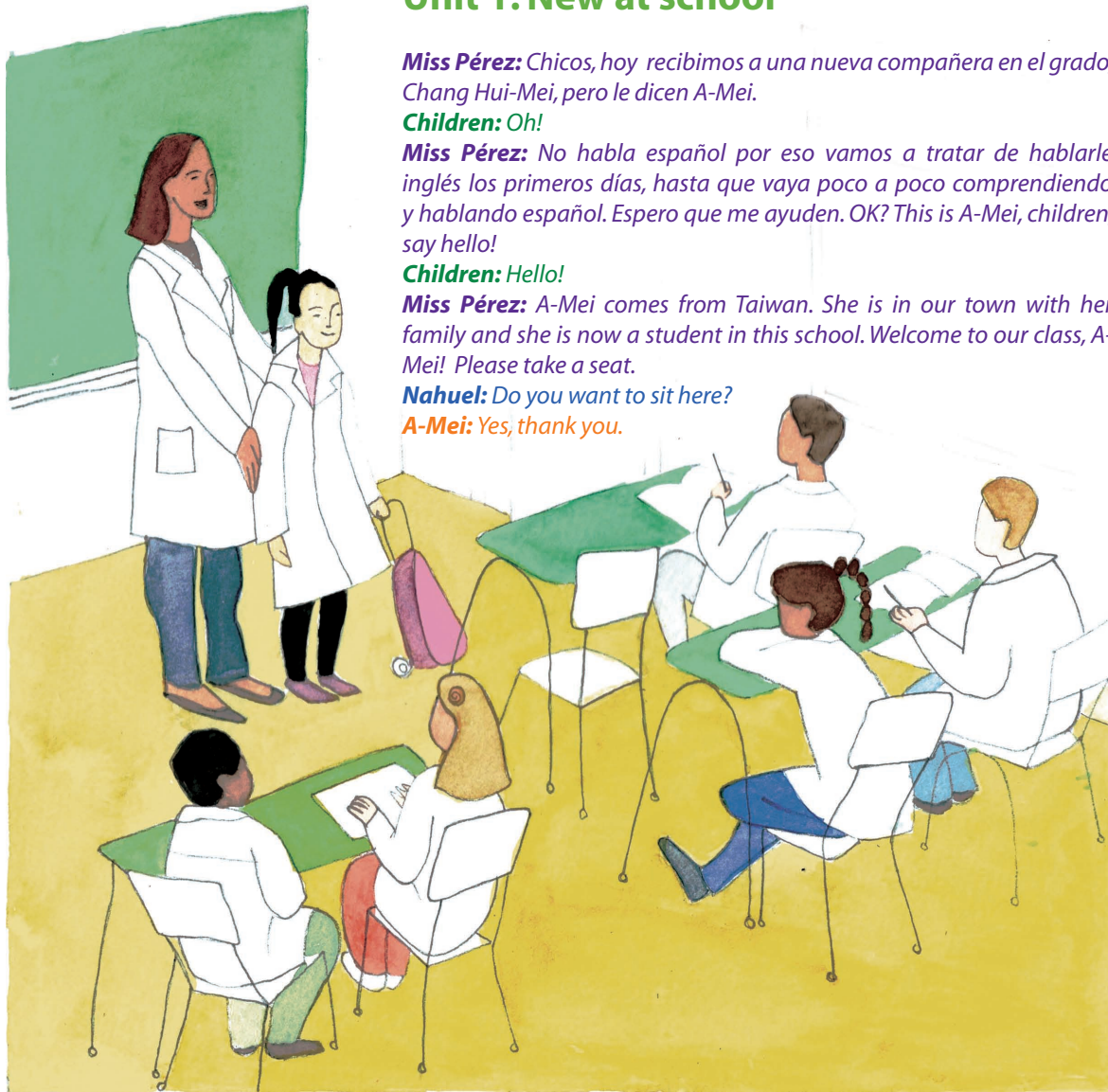
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Unit 1: New at school



Miss Pérez: Chicos, hoy recibimos a una nueva compañera en el grado, Chang Hui-Mei, pero le dicen A-Mei.

Children: Oh!

Miss Pérez: No habla español por eso vamos a tratar de hablarle inglés los primeros días, hasta que vaya poco a poco comprendiendo y hablando español. Espero que me ayuden. OK? This is A-Mei, children, say hello!

Children: Hello!

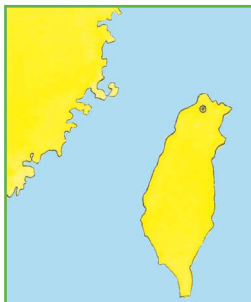
Miss Pérez: A-Mei comes from Taiwan. She is in our town with her family and she is now a student in this school. Welcome to our class, A-Mei! Please take a seat.

Nahuel: Do you want to sit here?

A-Mei: Yes, thank you.

Places

Taiwan is an island in the Pacific Ocean on the east coast of China, in Asia. The capital is Taipei. Taiwan has got a population of 21 million people. They speak Mandarin Chinese. The island has got high mountains in the centre and lots of forests. Taiwan has got a tropical climate.



Taiwan

Location: Island in the Pacific Ocean

Population: 21 million people

Language: Mandarin Chinese

Capital city: Taipei

Geographic features: mountains in the centre
- forests

Climate: tropical



What about the Province of Buenos Aires?

Complete the fact file and then write about our province.



Province of Buenos Aires

Location:

Population:

Language:

Capital city:

Geographic features:

Climate:

Views of my town

What do the signs mean? Match.



school

church

restaurant

hospital

hotel

police station

post office

Where do they work?



UNIT 1

A map of town. Where is it? Read the clues, look at the pictures and write the names.

- a. The supermarket is opposite the park. It is a yellow shop.
- b. The bank is on the corner of Belgrano Road and San Martín Avenue. It is a red building.
- c. The school is between the bookshop and the Town Hall.
- d. Next to the hotel there is a cinema.
- e. The baker's is opposite the hotel.
- f. The post office is next to the baker's.
- g. The church is opposite the park, to the right of the Town Hall.
- h. The Town Hall is between the school and the church.



**What about your town?
Draw a sketch of your town and describe it.**



.....

.....

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.....

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.....

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UNIT 1

Where? Picture dictation.
Listen and draw the missing information.



Where's the girl with the dog?

Where are the boys playing football?

Where's the fountain?

Where's the ice-cream stand?

Where's the big tree?

Game: In pairs guess what part of the picture your friend is describing. Listen to the position of the object/person. Use "It" for objects and "This person" for people.

Unit 2: A-Mei in our school

Stefi: *A biscuit? Do you want a biscuit?*

A-Mei: *Yes, thanks!*

Lucía: *Do you like the school?*

A-Mei: *Yes, it's nice.*

Stefi: *Why are you here?*

A-Mei: *Because I've got uncles and aunts in Argentina. We want all the family together.*

Lucía: *Oh! I only meet my cousins for Christmas every year. They live in Spain. They come and stay with grandma for Christmas. We play games and listen to music together. I wish they were here...*

Stefi: *Do your parents work in the supermarket opposite the park?*

A-Mei: *Yes, that is our supermarket.*



UNIT 2

Stefi's cousins



Where do these words go?

I've got _____ cousins,
their names are José, Juan and Manuel.
We live next door on Belgrano _____.
It's fun to have them close.
We walk to _____ together,
We play together all day long.
We do taekwondo, _____ skate,
ride our bikes and _____ card games.
It's great to have cousins
like José, Juan and Manuel.

three

play

school

Road

roller

Listen to the children. What do they do at weekends with their cousins?

	How many cousins?	What activities?
Pedro		
Lucía		
A-Mei		
Daniel		
Nahuel		

What about you?

.....

.....

.....

On a picnic with my friends

Sofía: Let's have a picnic on Saturday!

Lucía: Yes!

Nahuel: Do you want to come?

A-Mei: Yes, I'd love to.

Sofía: I can take some biscuits.

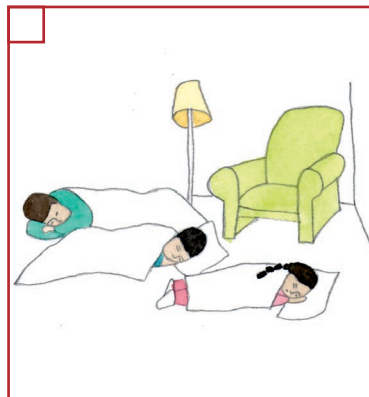
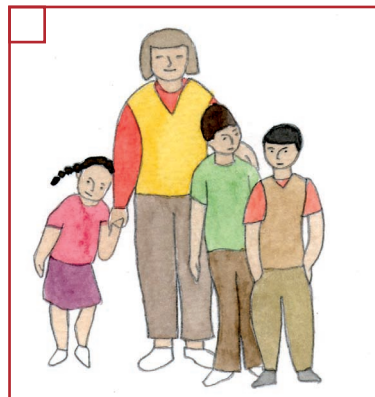
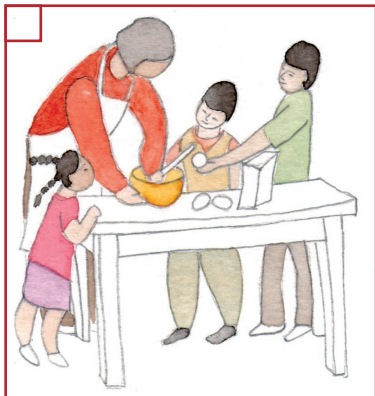
Nahuel: I can take some crisps, then.



At grandma's

1. Every weekend I stay at grandma's with my sister and cousin Joel.
2. We listen to grandma's stories.
3. We sleep in the living room.
4. The next day we wake up late and have chocolate for breakfast.
5. We help Grandma feed the hens.
6. We cook tortas fritas for tea.

Order the pictures



What about you? What do you do at weekends? Put a tick or a cross. Then ask your partner.

Do you ...	YOU	YOUR PARTNER
stay at your grandparents' home?		
cook with your grandmother?		
ride a bike?		
help someone in your family?		
roller skate?		

Write about you. Use your answers. Then draw.

.....

.....

.....

Grandpa the vegan cook

*Grandpa's the cook
of a vegan bistró.
Here's what he says
all day long:*

*"Eat your vegetables,
Clean your plate!
Eat your vegetables,
veggies are great!
Green beans, broccoli,
lettuce and peas,
carrots and tomatoes,
more corn please!
Spinach and potatoes,
peppers and onions.
They're good for you!
Eat your vegetables,
veggies are great!"*



(adapted from Goldfish, 1996)

About you:

What's your favourite family dish?

Who cooks it in your family?

When do you eat it?

What ingredients has it got?

Unit 3: The bullies

Nahuel and Pedro are in the park after school



A-Mei is going home alone.
Two boys approach her.

Nahuel and Pedro help A-Mei.



**What do you think?
What do the bullies say
to A-Mei?**

We are all beautiful in our diversity

Read the descriptions and match them with the pictures. Then complete the missing description.



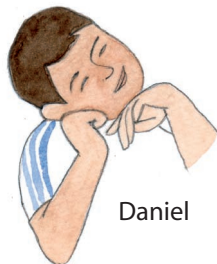
A-Mei



Nahuel



Stefi



Daniel

- She's got long brown hair and a big nose. Her eyes are brown and her ears are big.
- He's got short fair hair and green eyes. His nose is small and his ears are big.
- He's got short brown hair and big brown eyes. His nose is small and his mouth is small.
- He's got black hair and black eyes. His face is round and his nose and mouth are medium.
- She's got beautiful black eyes and black hair. Her ears are small and her nose is small.

.....



Pedro



Lucía

Different is beautiful

Listen to these descriptions. Match.

María	short	fair hair
Juan	tall	long brown hair
Toto	slim	short black hair
Mailén	plump	short red hair
Sandra	thin	long black hair

Write the names of the children under the pictures.



What about you? In what ways are you beautiful and unique? Describe yourself.

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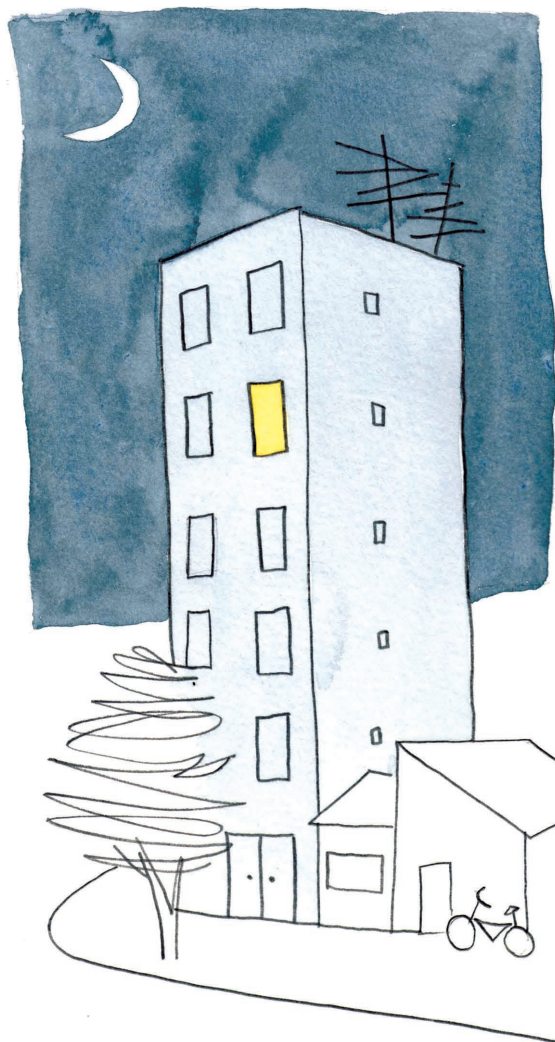
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In...

In...
the...
city,
a street.
In the street
a block of flats
empty
but for one flat.
In that flat,
one room
lit up.
In that room
one person.
In that person
a heart:
Caboom
Caboom
Caboom.

(adapted from *In* by Michael Rosen)

Imagine your own poem.



Unit 4: The bullies strike again

Nahuel: Pedro! Come here! Do you want to play hide and seek?

Pedro: No.

A-Mei: What's the matter? Are you OK?

Pedro: Not really.

Nahuel: Why are you sad?

Pedro: They are calling me names. The problem is that I like school.

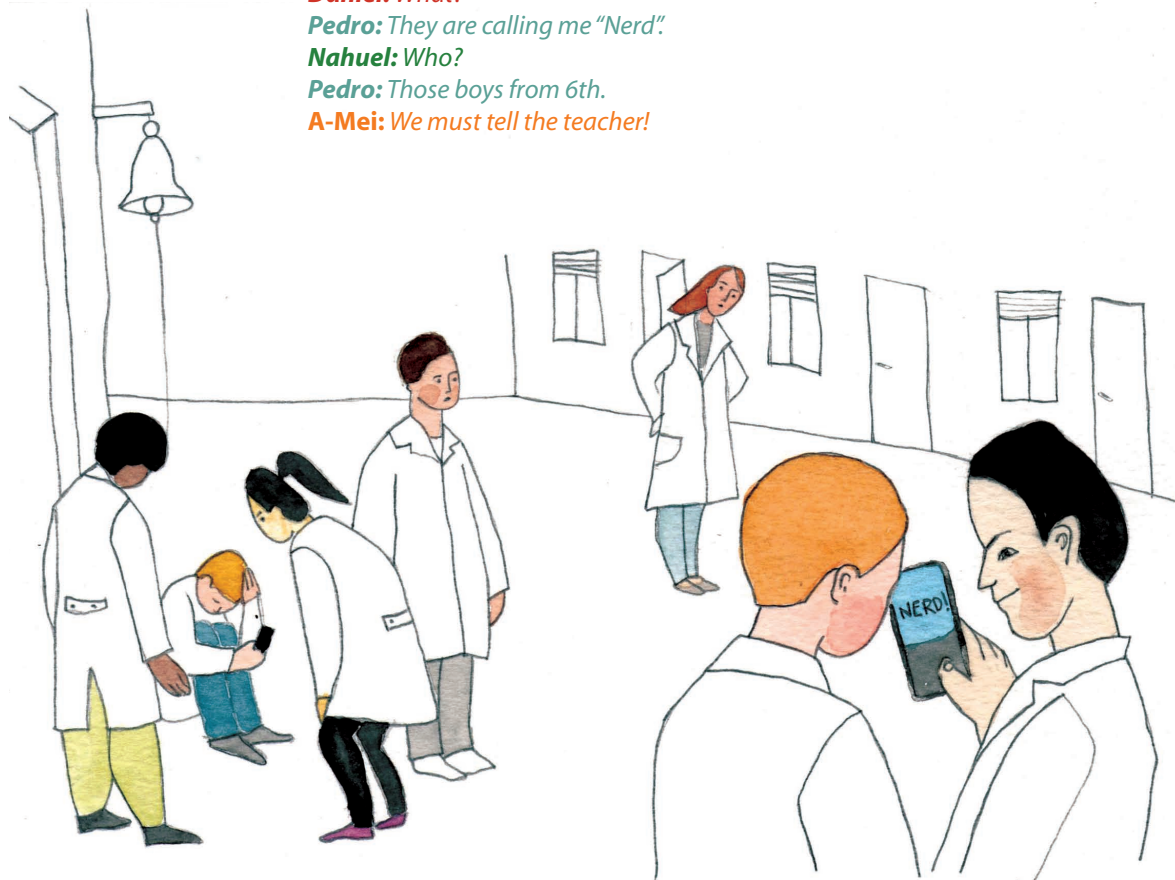
Daniel: What?

Pedro: They are calling me "Nerd".

Nahuel: Who?

Pedro: Those boys from 6th.

A-Mei: We must tell the teacher!



Feelings



Sad



Happy



Angry



Surprised



Excited

I like school, that is not a problem!

Complete the timetable with what the children say.

I like school. My favourite subject is English. I've got English on Monday at ten o'clock. I don't like Maths very much.

My favourite subject is Science. I love animals and plants. We've got Science on Tuesday at 8 o'clock.

I love Physical Education. We play football and volleyball in P.E. I love Wednesday because we've got P.E.

Thursdays is a funny day because we've got Music at 11 o'clock. I love singing and our teacher is very nice.

On Fridays we've got Art. Amazing!

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8-9	Maths		English	PE	Science
9-10	Maths	Spanish		Spanish	Science
10-11		Spanish	Maths		
11-12	Spanish	Science	Maths	Science	

Different children, different schools.

I go to Sabbath School on Sunday. My teacher is called Hannah and she reads stories from the Bible to me and my classmates. We listen to the stories and talk about them. Some of the stories are really nice.



In our Martial Arts school we learn to have discipline and respect for ourselves and other people. We do not learn to fight. We learn about peace. I spend two hours a week in the school. I do taekwondo but there are other activities, for example, judo.



I go to the Braille school twice a week. Some of my teachers are blind, too. They teach me to read Braille handwriting. I read the alphabet and the numbers with my fingers. I also use my computer to listen to texts. The school helps me and my parents a lot.



In my community there is a language nest. All the children from the community can learn the language of our grandparents there. In my language nest I learn Mapuche. We listen to stories, cook our traditional dishes and play our traditional games in Mapuche. It is great to learn about your traditions.



Do you go to any of these schools? Do you go to any other school? What do you do there?

Listen to the children talking about their schools. What is special about them? Listen and complete:

1. In this school children do early in the morning.
2. In this school children during a test.
3. In this school children have classes in the
4. In this school children speak different languages.

The best school in the world.

What education is good for children? What do you think? What activities do children do there? Complete the poster for the best school in the world using your ideas.

THE BEST EDUCATION

THE BEST FUTURE

In this school children:

- *
*
*
*
*
*
*

Better education for a better world

Unit 5: What are you doing?

Teacher: What are you doing?

Bullies: Nothing.

Teacher: Nothing? Is this nothing? Are you OK, Stefi?

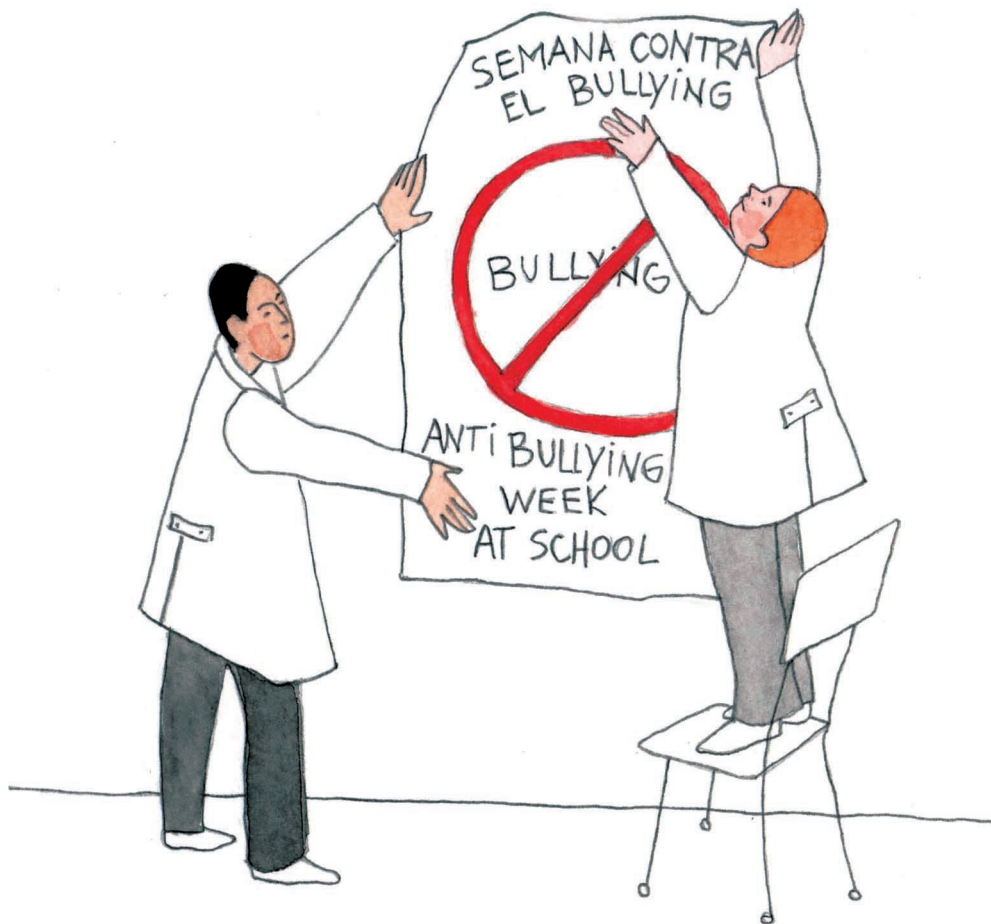
Stefi: It hurts!

Teacher: I know! I'm sorry!

Bullies: Sorry!

Teacher: You two. Come with me now!





Help stop bullying NOW!

What type of bullying is Billy suffering?***Billy Doesn't Like School Really***

*Billy doesn't like school really.
It's not because he can't do the work
but because some of the other kids
don't seem to like him that much.*

*They call him names
and make up jokes about his mother.*

*Everyone laughs... except Billy.
Everyone laughs... except Billy.*

*They all think it's OK
because it's only a laugh and a joke
and they don't really mean it anyway
but Billy doesn't know that.*

*Billy doesn't know that
and because of that
Billy doesn't like school really.*

Paul Cookson (2007)

TYPES OF BULLYING

Verbal Bullying :

- Name calling, not just calling you names but calling your loved one names.
- Threatening you, by saying an older brother or sister is going to hurt you, or they are waiting for you after school.

Physical Bullying

- Hitting, kicking, biting, scratching, pushing, tripping you up on purpose.

TYPES OF BULLYING

Indirect Bullying

- Ignoring someone, leaving them out or not allowing them to join in a game.
- Spreading rumours, talking about you behind your back and saying things that are not true.
- 'The bad eyes', someone glaring or giving you threatening looks.

**HAVE
YOU EVER
SUFFERED
ANY FORM OF
BULLYING?**

TYPES OF BULLYING

Technological Bullying

- Using internet to show pictures, embarrass others, set up groups and encourage others to take part in bullying online.
- Chat rooms, using chat rooms to spread gossip and hurt people's feelings
- Abusive text messages.
- Happy slapping, this is when you use a phone or a video camera and film someone being slapped or attacked unknowingly.
- Silent or abusive phone calls

(adapted from ://www.bullybusters.org.uk/kids/what_is_bullying)

Report bullying to stop it. Tell your teacher.

If someone is bullying you...

- Don't suffer in silence.
- Tell an adult about it.
- Don't hit back or ignore it.

If you see someone bullying another person...

- Tell an adult the 4 W (WHAT happened, WHEN, WHERE and to WHO).
- Ask the bullied person if he/she is OK.

Projects bank

Project 1:

Making schools better for a better world. Develop a diversity friendly atmosphere in your school. Do all children feel represented? Draw posters with poems, rhymes, photos, pictures and any other text that shows we are all unique and beautiful. Show different activities children do in their lives. Post your productions around the school. Make sure all children in your school can feel represented in the pictures and the texts. This is not enough to make your school a diversity friendly place, but it is the first step.

Project 2:

Develop an anti bullying campaign at school. Make posters for your school walls with information about bullying and bullying prevention. Design leaflets with information on bullying. Go to other courses in groups and with your teacher tell the children in other courses about bullying and distribute the leaflets. You can use as many different languages as is necessary for other children to understand.

Project 3:

Library search for thought-provoking-drama. Go to the library with your teacher and ask the librarian for books with stories on the importance of diversity in our world. They can be stories in different languages. Develop a reading out loud session in the library. Choose the stories you like best and with your teachers, both the English and Spanish teachers, transform them into short plays. Act them out in your school for different courses in different languages.

Project 4:

A literary café for parents. Take up the poems in this book. Ask your teacher to bring some more poems. Rehearse them until you know them by heart. Develop a literary café in English for your parents. Prepare to recite the poems in front of your parents, you can use posters, costumes, real objects, etc. You can also include poems in Spanish or any other language present in your school community to turn it into a plurilingual literary café. If you want you can invite your Music teacher and you can also include songs in different languages.

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Sites

- Bully busters: http://www.bullybusters.org.uk/kids/what_is_bullying/ [último acceso 28 de mayo de 2013]
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