#Aprende EN CASA

e

Teacher's Guide

CEFR A2.1

BRITISH COUNCIL

Plan Distrital de Bilingüismo

ALCALDÍA MAYOR DE BOGOTÁ D.C.

SECRETARÍA DE EDUCACIÓN

BOGOTÁ

TEACHER GUIDE 3

Be safe online!

This guide was created for high school teachers who are part of the District Education Office. You will find activities to implement in and out the classroom with your students. This guide consists of six sections as well as the Student Unit:

LET the ADVENTURE Begin! Opening activity that familiarizes the student with the topic to work on.

Let´s Get READY Preparation activity in which mainly vocabulary related to the topic is introduced.

HANDS On 1 Frst practice exercises in which the student performs guided mechanical production activities based on the two previous steps. In this section, the necessary structure for the production processes is generally worked on.

HANDS On 2 Second practice exercises in which the student integrates the process carried out with the vocabulary and structures to generate longer communicative productions, generally oriented towards oral and written textual production.

Let´s CHECK! Consolidation task in which the student uses the information learned during the object to generate products based on their context and experience.

My LEARNING Progress Formative assessment in which students review how much they have learnt and can apply.

Each section in this guide is explained through four simple icons that allow you to make pedagogical and effective use of the material developed by the student in the Learning Object:

1. Activity Procedure: this icon indicates the description of the steps for the development of the task in the Student Learning Object. When you see it, you will have an idea of what the student is required to do in the activity.

2. Length: indicates the estimated time to carry out the activity or activities within each of the sections.

3. Extra Activity: when you see this icon, you can find didactic suggestions to complement the dynamics of this exercise.

4. Tips: this icon presents procedural suggestions to complete or extend the procedure of the previous activities.

5. Critical thinking: when you see this icon, you can find questions and statements to promote reflection, evaluation and socialization of students in class.

FOCUS			SKILL			
Grammar	Vocabulary	Functions	Reading	Listening	Speaking	Writing

This material has many practical, simple and easy-to-use tools that seek to help you in your daily work. We encourage you to use this useful resource.

Suggested Curriculum
Module 4
Grade 7th
Globalization

FOCUS   SKILLS

Learning Object 3 allows the consolidation of students' learning performance indicators for Module 4, 7th grade of the English Suggested Curriculum, presented below.

Performance indicators:

1. Takes note of words and expressions related to safe habits online.
2. Recognizes expression related to routines and their frequency.
3. Produces written texts and provides information about habits.

NOTE: this Learning Object can be used at the end of the academic term to wrap up the conversation upon globalization. we recommend teachers to review and adapt the vocabulary and other pertinent aspects according to the Basic Learning Rights (or DBA.)

OBJECTIVE(S):

Hi! At the end of this lesson, you will be able to recognize the benefits of using online tools and analyze how the Internet can contribute to make life more interesting. You will also be able to analyze the frequency of your online activities.

LET'S GET STARTED!

IN THIS SESSION YOU WILL LEARN:

Words to discuss the frequency of our activities: *Always, Frequently, Usually, Sometimes, Almost never, Never.*

How to *describe routines and their frequency.*

How to *interrogate others about their troutines.*

Basic Learning Rights (BLR): Sixth Grade
1. Describes people, activities, events and personal experiences.
2. Writes short and simple texts about familiar actions, experiences, and plans.

LOTS / HOTS	Remember	Understand	Apply	Analyze	Evaluate	Create

LET the ADVENTURE Beging!

Activity Procedure: students are required to read a list of uses for the internet. From this list students select the ones that apply to them and talk about the frequency they use such services. For the second part of the section, students are asked to think about the probable reason their relatives use the Internet. To Wrap up, students write down other common uses people give to the Internet. If you want to expand the thematic or the activities according to the population, read Module 4, 7th grade of the Suggested English Curriculum.

Lenght:
20 minutes.

A. Activity 1: students are inquired about the reasons they have to use the Internet. Students mark with an X the boxes with the reason that apply to them. In case students find new vocabulary or unknown expressions, the use of the following online dictionary is suggested: https://dictionary.cambridge.org/

Activity 1: Look at the following graphic. Do you use the Internet for the same reasons? Make an X on the boxes you use. If there is an expression you do not know, you can search for it on this online dictionary: https://dictionary cambridge org/

B. Activity 2: students are required to look at a chart that contains reasons people have to use the Internet. Then, they must write a number from 1 to 9 (1= All the time 9= Never) ranking how frequently they use the Internet for the purposes mentioned in the chart.

Activity 2: How frequently do you use the Internet for the following reasons? Rank them in the small boxes 1 to 9. 1 = All the time 9 = Never

a. E-mail

b. E-commerce

c. File transfer

d. Search engines

e. Online banking

f. Online games

g. Education

h. Collaboration

i. Social networks

C. Activity 3: students will conduct a survey to ask at least 3 of their friends or family members about their Internet use habits and write the answers in the space given in the learning object.

Activity 3: Now, you will ask your family and friends about the way they use the internet. Ask them the following questions and collect the results. Ask these questions to at least 3 people.

How often do you use Internet services?	PERSON 1	PERSON 2	PERSON 3
E-mail a. All the time b. Sometimes c. Never			
E-commerce d. All the time e. Sometimes f. Never			
File transfer g. All the time h. Sometimes i. Never			
Search engines j. All the time k. Sometimes l. Never			

Online banking m. All the time n. Sometimes o. Never			
Online games p. All the time q. Sometimes r. Never			
Education s. All the time t. Sometimes u. Never			
Collaboration v. All the time w. Sometimes x. Never			
Social networks y. All the time z. Sometimes aa. Never			

D. Activity 4: students must sum up the findings of their surveys and socialize them with their peers in class. Students complete the blank spaces given by answering what people use Internet mainly for and which turned out to be not so frequent.

Activity 4: Report your findings to the class. What are the most frequent uses of the Internet? What uses of the Internet are not so frequent? Complete the sentences with the results from Activity 3.

People always use _____

People usually use _____

Extra Activity: if this is a face-to-face class, you can ask students to run the survey with 3 of their classmates. After students gather the information, you can tell them to sum up the most interesting data they found.
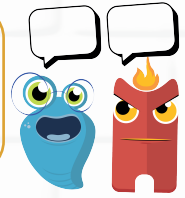
Tip: if you have a large group and want to avoid the mess of students going around back and forth running the survey, you can ask students to rearrange their chairs so that they can run their interviews without going all over the classroom.

Critical Thinking: ask students to think for a moment and talk about the importance the Internet in our lives. *Would our daily lives be different if we did not have the internet? How?*

Let´s Gets READY

Activity Procedure: students study adverbs of frequency. First, they read and complete the Language Box provided in the exercise and then write the frequency with which they conduct certain activities.

Lenght:
20 minutes.

E. Activity 5: students are required to read the Language Box provided in the activity and use the adverbs of frequency studied previously. They must write adverbs to match the frequency with which they perform the activities in the chart.

Activity 5: Read the Language Box. Using the adverbs of frequency, complete the following chart so it is true for you. Example: Order

HOW OFTEN DO YOU ?

Exercise with online videos	Listen to music online	Watch movies online	Go to banks online
_____	_____	_____	_____
Order food online	Play video games online	Check your Email	Take online classes
_____	_____	_____	_____

F. Activity 6: using the information from the previous activity, students complete the sentences with information about themselves.

Activity 6: Now use that information to complete the following sentences about yourself:

a. I _____ exercise with online videos.

b. I _____ listen to music online.

c. I _____ watch movies online.

d. I   go to banks online.

a. I _____order food online.

b. I _____ play video games online.

c. I _____check my email.

d. I _____ take online classes.

G. Activity 7: this activity encourages students to consider the reasons people might have for their habits and routines. Students come up with possible answers for the questions that eventually will be socialized in class.

Activity 7: What other routines do you have? Write 5 sentences with other things you normally do.   Remember to use an adverb for the frequency of the activity. Example: I always brush my teeth.

a. _____
b. _____
c. _____
d. _____
e. _____
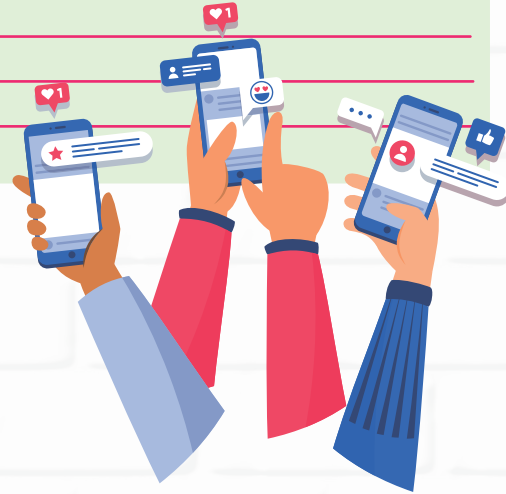
Extra Activity: to expand on Activity 6, ask students to make a list of positive and negative habits people normally have and talk about the consequences of having too many bad habits.
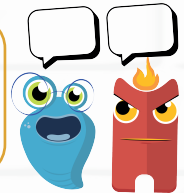
Tip: you can conduct this activity as a round table. Providing each student with opportunities to say the positive and negative habits he/she can think of. Encourage students to participate actively during the session. In case the class has a large number of students, you can have more than one round table activity at the same time.

Critical Thinking: discuss with students what negative habits they have and why they would like to change them. Collect some of the students' answers at the end.

HANDS on 1

Activity Procedure: istudents read an interview with an Internet expert who talks about the routines most people have on it; then, based on that information, students answer multiple-choice questions. To wrap up the section, students analyze the case presented by the expert during the first activity and categorize the activities in the chart provided at the end of the section.

Lenght:
25 minutes.

H. Activity 8: students listen and read to an interview of an Internet expert, Dr. Justin Case. He will tell students about the routines people have when they connect to the Internet. Students read the text and circle the words describing the frequencies found in the text.(https://sites.google.com/view/theworldwidewebgl/home)

Activity 8. Critical Thinking: Why do people have routines and habits? Share your ideas with your family and/or class.

I. **Activity 9:** having in mind the information provided in the activity above, students now answer some multiple-choice questions about the text.

Activity 9: the following text is an interview with Internet expert, Dr. Justin Case. He is talking about the routines most people have when they connect to the Internet. Listen and read the text. https://sites.google.com/view/theworldwidewebgl/home You will find some words describing frequency for you to circle the ones you hear.

J. **Activity 10:** students analyze the information provided in Activity 1. Using the chart given in this section, students now categorize the activities mentioned in the text by writing the activities in the column with the frequency adverb they consider appropriate.

Activity 10: Based on the information above, answer the following questions:

a. What time does Dr. Case usually study?

i. At 8 am   ii. At 6 pm   iii. Every day

b. How often does Dr. Case go to the bank?

i. Always   ii. Sometimes   iii. Never

c. How often does Dr. Case exercise?

i. Almost never   ii. Frequently   iii. Rarely

Extra Activity: whether this is a virtual or a face-to-face lesson, you can ask students to read the text from Activity 9 again and say if they consider the habits mentioned in the text to be safe online habits. Why? Why not? Ask students to say if they would use the Internet similar to Dr. Justin and what they would do differently
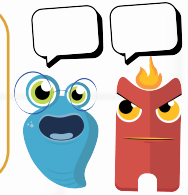
Tip: this might be a great opportunity to have students reflecting upon the harmful situations that can take place online. Why not have them create posters or infographics to share with the school. If this session is taking place in a face-to-face setting, you can ask students to bring materials to work on their poster (cardboard, markers, colors, old magazines, scissors, etc.) In a virtual class, you can take advantage of several free design tools (e.g. Canva). Student's creations can be posted around school or shared in the digital newsletter.

Critical Thinking: ask students to discuss what rules they always follow when they are using social media and why they think such rules are important. What else can they do? Do they think it is enough?

HANDS on 2

Activity Procedure: students learn about time expressions by practicing the expression from the chart shown at the beginning of the section. After that, students complete a description of a person's daily routine. They check the information by listening and comparing to what they wrote down.

Lenght:
30 minutes.

K. Activity 11: students read the information from the Language Box (Time Expressions). Then, they meet Leonardo, a character from this learning object who shares his weekly routine. Students practice with the time expression by completing the information on Leonardo's schedule.

Activity 11: It's time to analyze Dr. Justin Case's routines. Extract the information from the text and classify his activities in the table, according to their frequency.

DR. JUSTIN CASE'S ROUTINE - ANALYSES

Always	Usually	Frequently	Sometimes	Never
- Read articles				

Activity 10:
a. i   b. iii c. ii

L. Activity 12: to wrap up this section, students are required to listen to a recording of Leonardo talking about his daily routine. Students check the answers and correct in case of mistakes.(https://sites.google.com/view/theworldwidewebgl/leonardos-routine)

Activity 12: Analyze the chart and complete Leonardo´s description of his routines with information from his schedule.

Hi! My name is Leonardo. I do many activities in a week. I usually wake up at 7 AM on weekdays.

Later I (1)_____ at 9AM. On Mondays, Wednesdays and Fridays, I always (2)_____ around 11AM, and then I go back to class.

Lunch is very important to me. I always have lunch (3)_____ 1 PM. After school I sometimes have piano lessons (4)_____3 PM on Tuesdays and (5)_____.

On Mondays, (6) _____ and Fridays I practice Hockey at 3PM. At 5PM, I usually do homework, except on Saturdays.   On Saturdays I always (7)_____ at that time.

I usually have dinner at 7PM, but sometimes I have it (8)_____ 9PM on Fridays and Saturdays. On weekends, my routine is different.

I usually (9)_____ at 9AM, I have breakfast, take a shower and get ready, because at 11 AM I go online to take my Illustration course.

In the afternoon I usually relax playing video games (10)_____ 3PM, and then I visit my girlfriend or do homework (11) _____ 5PM.

My girlfriend loves movies, so we usually watch movies on Picflix at (12) _____.

1. go to school
2. play football with friends
3. at   4. at
5. Thursdays
6. Wednesdays
7. visit my girlfriend
8. around   9. wake up
10. around 11. around
12. 7 PM

Extra Activity: iask students to make a list of the routine they usually have during school days. would they do the same things on holidays? (e.g. waking up early, taking a shower early in the morning, etc.) Why? Why not?
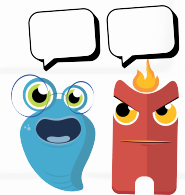
Tip: you can ask students to make a comparison chart writing on one side the things they usually do during school days and what they do on holidays on the other to compare.

Critical Thinking: ask students if they consider it is important to stick to a daily routine. Why? Why not?

Let´s CHECK!

Activity Procedure: after being introduced to the vocabulary, and having described routines and analyzed others' habits and routines, students read about Eagle, a superhero who shares his routine of saving people in the cyberworld with students. After taking a look at Eagle's routine, students help him write a blog post of his routine for Quickstagram. Students write what Eagle does every day, using what they have learned in the lesson in addition to Eagle's routine comic strip.

Lenght:
20 minutes.

M. Activity 13: students look at a comic strip about Eagle, a cyber super-hero. Eagle is writing a blog post to describe his routine for his followers. Students are required to help Eagle write a text describing what he does, using the comic as a reference and all the things students learned during the lesson.

Activity 13: Now listen to the audio https://sites.google.com/view/theworldwidewebgl/leonardos-routine and check the answers you wrote for Leonardo's routine.

N. Activity 14: using the results from the survey they conducted in the previous activity, students are required to create a report where they include habits people have in common, a comparison of safe and dangerous habits, and a recommendation based on the information they have collected.

Activity 14: Eagle is writing a blog about his routine for his Quickstagram followers. Help him create the text describing what he does every day, using everything you have learned in this lesson.
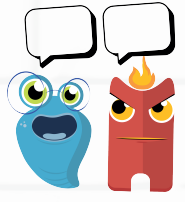
EAGLE SUPERHERO
BLOG

Hi Everyone.   This is Eagle, your favorite superhero.   I want to tell you about my typical routine.
In the morning, I _____

_____

_____.

In the afternoon, I _____

_____

_____.

At night, I _____

_____

Extra Activity: you can ask students to write a similar text describing their routines

Tip: this exercise promotes task-based learning. For further information on this approach, you can refer to the Basic Learning Rights and Module 4, 7th Grade of the Suggested English Curriculum.

My **LEARNING** Progress

In this final stage, explain to students that they have the possibility of evaluating themselves through a simple activity that accounts for the essential vocabulary and phrases worked on during the module. You can use this same table to ask different students for pertinent information and thus determine internalized elements and those that need reinforcement.

My **LEARNING** Progress

Congratulations! This is the end of this adventure!
Now I know these words:

Always, Frequently, Usually, Sometimes, Almost never, Never.

Now I can:
- Understand these words in context and use them to express what I am doing to stay safe online.
- Analyze my routines and habits when using the Internet, describing the frequency with which I use online services.
- Create descriptions of routines making appropriate use of the language.
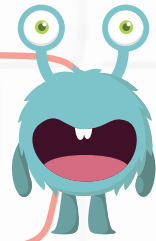
It's time to evaluate your progress. For each description, write a ✔ Yes, in progress, or Not yet.

Description	Yes (90%-100%)	Almost there (80%-90%)	In progress (60%-80%)	Not yet (<60%)
I can identify the words *Always, Frequently, Usually, Sometimes, Almost never, Never.*				
I can understand habits and routines.				
can analyze my routines and habits when using the Internet, describing the frequency with which I use online services.				
I can create descriptions of routines making appropriate use of the language.				

#AprendeENCASA

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