





I.E.D. ESCUELA NORMAL SÚPERIOR

THIRD ACADEMIC TERM 2021

PEDAGOGICAL GUIDE



SUBJECTS: English			
<b>TEACHER NAMES</b>  Sandra Milena Guerrero	<b>GRADE</b>  6th	<b>START DATE</b> July 19 <sup>th</sup>  <b>DEAD DATE</b> September 10 <sup>th</sup>  (8 weeks)	<b>WORKS DELIVERY DATE</b>  El medio de entrega de las actividades y las fechas para hacerlo estarán sujetas a las indicaciones de la docente y dependen de la organización institucional para llevar a cabo el desarrollo de las clases en el modelo de presencialidad flexible.  Workshop (Taller) #1: July 26 <sup>th</sup> to 30 <sup>th</sup> Workshop (Taller) #2: August 2 <sup>th</sup> to 6 <sup>th</sup> Workshop (Taller) #3: August 9 <sup>th</sup> to 13 <sup>th</sup> Workshop (Taller) #4: August 17 <sup>th</sup> to 20 <sup>th</sup>  El estudiante que, terminado el período, no haya realizado el proceso de acuerdo a los criterios de valoración establecidos quedará en Desempeño Bajo.
<b>BASIC COMPETENCE STANDARD</b>			<b>PROBLEMATIC NUCLEUS</b>
To develop the four skills of English: listening, speaking, reading and writing based on the communicative approach.			How can I have a healthy life? What healthy habits do you have?
<b>SPECIFIC SKILLS TO BE DEVELOPED BY THE STUDENT</b>			<b>CONNECTIONS</b>
<b>ENGLISH</b> <i>LISTENING:</i> I use online models to check and practice the correct pronunciation of the new words. <i>WRITING:</i> I use models' text to help writing. <i>READING:</i> I try to understand the gist of a text when reading for the first time. <i>SPEAKING:</i> I talk about the internet and social media risks and different safety tips to use them. <b>INSTITUTIONAL SKILLS:</b> assertive communication, critical and creative thinking, use of Tic's and motor development.			<b>SCIENCE:</b> Vocabulary related to the human body, its care and suggestions for healthy habits.  <b>MUSIC:</b> Vocabulary related to the human body, its care and suggestions for healthy habits.  <b>INFORMATION TECHNOLOGY:</b> Internet and social media risks. Safety tips.  <b>PHYSICAL EDUCATION:</b> Team and Individual Sports.
<b>THEMATIC NUCLEUS</b>			
<b>VOCABULARY</b>  Body Parts  Senses  Food and Drinks  Healthy Habits			



Team and Individual Sports



Clothing and Footwear

### GRAMMAR



Imperatives



There is /There are



A / An

### RESOURCES



Communicative tools (WhatsApp)



Technological tools (cellphone and computer)



Workshop photocopies



School supplies



Dictionary



YouTube Videos



Web sites

### METHODOLOGICAL ROUTE

- **Warm Up**

During this step students will practice their previous knowledge and prepare to receive new concepts through interactive activities according to the topic, the context and resources that each one has. This is the moment to find out how much they already know and what is absolutely new to them.

- **Presentation**

The goal of this stage will present and explain the new topics using the pedagogical guide with appropriate materials and techniques according to the needs of the group and learning styles. The explanations will be contextual so that students feel the importance and significance of the new material to be learned.

- **Practice**

At this point students will be engaged in activities that permit the application of the new knowledge. They will answer or resolve different kind of exercises or activities based on the material presented and the topics explained. It will be the work done by the students whether it is controlled, guided, or free.

- **Further Practice**

The purpose of this step is to provide a variety of opportunities to reinforce and apply new knowledge in many different ways. The activities to be used at this point may be games, songs, rhymes, riddles, contests, role plays, art activities, discussions, presentations, etc.

- **Assessment**

It's time to evaluate whether the objectives were achieved or not and check whether students learned. I will use different ways, tools or methods to evaluate the students' progress. Any activity that allows the teacher to check what students have understood and how much they can apply is worthy of being used as assessment. At the end they will share this information with their parents with the purpose of establishing an academic and educational commitment between students, parents and teachers to achieve excellent results.

## PERFORMANCE LEVELS

**LOW (BAJO)** (0.0 a 2.9): Presenta dificultad para comprender y entregar oportunamente las actividades asignadas incumpliendo con los requerimientos y el desarrollo de las habilidades propuestas para la asignatura. No se conecta, no se comunica con la docente y/o no envía actividades.

**BASIC (BÁSICO)** (3.0 a 3.99): Participa ocasionalmente en las sesiones virtuales, ya sea de manera sincrónica o asincrónica, haciendo uso de alguno de los canales de comunicación establecidos para el desarrollo de las clases. Aunque mantiene comunicación con la docente, debe mejorar la calidad y puntualidad en la entrega de actividades en las fechas establecidas, el dominio de las temáticas vistas y sus hábitos de estudio.

**HIGH (ALTO)** (4.0 a 4.59): Mantiene comunicación permanente con la docente, haciendo uso adecuado y permanente de los canales de comunicación establecidos para el desarrollo de las clases, participando activamente, evidenciando dominio y manejo de las temáticas vistas y entregando oportunamente las actividades asignadas, cumpliendo de esta manera con los requerimientos establecidos y el desarrollo de las habilidades propuestas para la asignatura.

**HIGHER (SUPERIOR)** (4.6 a 5.0): Entrega las actividades asignadas con un excelente compromiso y nivel de responsabilidad, haciendo uso adecuado y permanente de los canales de comunicación establecidos para el desarrollo de las clases, cumpliendo los requerimientos establecidos con calidad, puntualidad y honestidad y evidenciando un alto desarrollo de las habilidades propuestas en la asignatura.

### REASONABLE SETTINGS FOR INCLUSIVE STUDENTS

The students will develop the activities, following the instructions provided by the teachers, with permanent family support.

Los estudiantes desarrollaran las actividades siguiendo las instrucciones dadas por la respectiva docente con apoyo y acompañamiento familiar permanente.

### PRESENTATION MODALITY AND DELIVERY WORKS

Modalidad de presentación: Talleres desarrollados en las fotocopias o impresiones, completamente solucionados en inglés, en correcto orden numérico e imágenes claras, en las fechas y el medio establecido durante las clases presenciales cumpliendo con las directrices brindadas por la institución educativa en el modelo de presencialidad flexible.

The official channels of communication with the teacher are:

Los canales oficiales de comunicación con la maestra son:

SUBJECT	TEACHER	INSTITUTIONAL EMAIL	CELLPHONE AND WHATSAPP
ENGLISH	SANDRA GUERRERO	<a href="mailto:sandra.guerrero@ensubate.edu.co">sandra.guerrero@ensubate.edu.co</a>	3168617535

### ASSESSMENT PROCESS

Los procesos de evaluación del aprendizaje contemplan las formas de la autoevaluación, la coevaluación y la heteroevaluación. Para el registro de valoraciones en Educación Básica Secundaria y Media se tendrán los siguientes porcentajes durante el tiempo de estudio en casa y eventual alternancia.

- Heteroevaluación: 60%
- Autoevaluación: 20%
- Coevaluación: 20%

De acuerdo con la escala nacional del decreto 1290, los desempeños de orden cualitativo se expresan como: SUPERIOR, ALTO, BÁSICO Y BAJO. Estos se homologarán a la escala cuantitativa como se presenta a continuación:

ESCALA CUALITATIVA (NIVEL DE DESEMPEÑO)	ESCALA CUANTITATIVA INSTITUCIONAL
SUPERIOR	De 4.60 a 5.00
ALTO	De 4.00 a 4.59
BÁSICO	De 3.00 a 3.99
BAJO	De 1.00 a 2.99

The answers to the following questions will help students to evaluate their process during the first term and give a real and honest grade to their performance (self-evaluation and Co-evaluation). At the end, they will share their grades by WhatsApp Group.

Los siguientes parámetros serán valorados y evaluados al interior de la asignatura durante todo el período académico:

Los siguientes parámetros serán valorados y evaluados en la asignatura durante todo el período académico:

1. Asistencia a clase.
2. Participación activa dentro de las sesiones de clase.
3. Comunicación asertiva y respetuosa.
4. Seguimiento correcto de indicaciones e instrucciones.
5. Puntualidad en la entrega de trabajos.
6. Calidad, exigencia y honestidad en el desarrollo y entrega de actividades.
7. Uso adecuado y asertivo de los canales de comunicación definidos por la institución establecidos para el desarrollo de las clases.
8. Cumplimiento de los acuerdos y normas establecidas para llevar a cabo una sana convivencia.
9. Apoyo y acompañamiento familiar permanente durante el proceso de aprendizaje del estudiante.
10. Alto nivel de Interés, responsabilidad, disciplina, compromiso y dedicación del estudiante para alcanzar los objetivos propuestos en la asignatura.

*Las siguientes preguntas deben ser leídas y respondidas a conciencia por el/la estudiante con el fin de generar una valoración honesta y real de su desempeño académico y convivencial durante este **SEGUNDO PERÍODO**.*

#### **SELF-EVALUATION (AUTOEVALUACIÓN)**

- ¿Asistí a las clases de manera regular y puntual?
- ¿Participé activamente durante las clases?
- ¿Fui respetuoso y asertivo al comunicarme con mi maestra y compañeros? Sí \_\_\_ No \_\_\_
- ¿Seguí las indicaciones dadas por mi maestra de manera correcta y continúa? Sí \_\_\_ No \_\_\_
- ¿Entregué mis trabajos en las fechas establecidas? Sí \_\_\_ No \_\_\_
- ¿Elaboré mis trabajos con calidad, exigencia y honestidad? Sí \_\_\_ No \_\_\_
- ¿Utilicé adecuadamente los canales de comunicación definidos por la institución, cumpliendo las normas y acuerdos de respeto y horarios pactados? Sí \_\_\_ No \_\_\_
- ¿Estuve atento a la información, instrucciones y explicaciones dadas por mi maestra a través de los canales de comunicación establecidos por la institución para llevar a cabo la ejecución de las clases? Sí \_\_\_ No \_\_\_
- ¿Conté con el apoyo y acompañamiento permanente de mi familia para el desarrollo de las actividades? Sí \_\_\_ No \_\_\_
- ¿Me apoyé con mis compañeros frente a las dudas, inquietudes o requerimientos que tuve? Sí \_\_\_ No \_\_\_
- ¿Durante el período académico siempre me destacué por mi alto nivel de interés, responsabilidad, compromiso, disciplina y dedicación? Sí \_\_\_ No \_\_\_
- En resumen, considero que mi valoración para este **SEGUNDO PERÍODO** debe ser: Bajo \_\_\_\_, Básico \_\_\_\_, Alto \_\_\_ o Superior \_\_\_.
- 

*Las siguientes preguntas deben ser leídas y respondidas a conciencia por la familia, tutor o acudiente que acompañó y apoyó permanentemente al estudiante durante su proceso de aprendizaje durante este **SEGUNDO PERÍODO**, con el fin de generar una valoración honesta y real de su desempeño académico y convivencial.*

**CO-EVALUATION (COEVALUACIÓN)**

- ¿El o La estudiante asistió a las clases de manera regular y puntual?
- ¿El o La estudiante participó activamente durante las clases?
- ¿El o La estudiante fue respetuoso y asertivo al comunicarse con su maestra y compañeros? Sí \_\_\_ No \_\_\_
- ¿El o La estudiante siguió las indicaciones dadas por su maestra de manera correcta y continúa? Sí \_\_\_ No \_\_\_
- ¿El o La estudiante entregó sus trabajos en las fechas establecidas? Sí \_\_\_ No \_\_\_
- ¿El o La estudiante elaboró sus trabajos con calidad, exigencia y honestidad? Sí \_\_\_ No \_\_\_
- ¿El o La estudiante utilizó adecuadamente los canales de comunicación definidos por la institución cumpliendo las normas y acuerdos de respeto y horarios pactados? Sí \_\_\_ No \_\_\_
- ¿El o La estudiante estuvo atento/a a la información, instrucciones y explicaciones dadas por su maestra a través de los canales de comunicación establecidos por la institución para llevar a cabo la ejecución de las clases? Sí \_\_\_ No \_\_\_
- ¿El o La estudiante contó con el apoyo y acompañamiento permanente de su familia para el desarrollo de las actividades? Sí \_\_\_ No \_\_\_
- ¿El o La estudiante se apoyó con sus compañeros frente a las dudas, inquietudes o requerimientos que tuvo? Sí \_\_\_ No \_\_\_
- ¿Durante el período académico el o la estudiante siempre se destacó por su alto nivel de interés, responsabilidad, compromiso, disciplina y dedicación? Sí \_\_\_ No \_\_\_
- En resumen, la familia, tutor o acudiente del estudiante consideran que la valoración del estudiante para este **SEGUNDO PERÍODO** debe ser: Bajo \_\_\_\_, Básico \_\_\_\_, Alto \_\_\_\_, o Superior \_\_\_\_.

Firma del estudiante: \_\_\_\_\_

Firma del padre, madre, acudiente o tutor: \_\_\_\_\_


**Vo.Bo DEL COORDINADOR ACADÉMICO Y OBSERVACIONES:**

*Luz Yvonne Rincón G.*  
Coordinadora  
Escuela Normal Superior Ubaté



Grade: \_\_\_\_\_ Student: \_\_\_\_\_  
Subject: English Teacher: \_\_\_\_\_

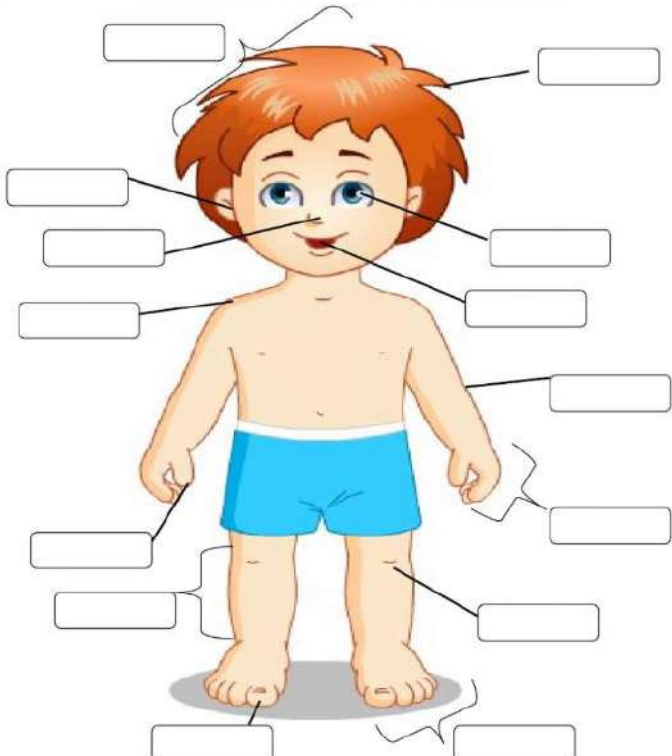
1. **SENSES** Complete the sentences using the correct word.

				
Fingers	Tongue	Ears	Nose	Eyes





















- A. I can see with my \_\_\_\_\_.
- B. I can smell with my \_\_\_\_\_.
- C. I can hear with my \_\_\_\_\_.
- D. I can taste with my \_\_\_\_\_.
- E. I can touch with my \_\_\_\_\_.

2. **BODY PARTS** Label the picture of the human body with the words.




NOSE	TOE	HEAD	EYE	HAIR
EAR	FOOT	ARM	MOUTH	HAND
FINGER	KNEE	LEG	SHOULDER	

3. **BODY PARTS** Choose the right option and mark using a different color or highlighter.

				
a. finger b. tooth c. hand	a. hand b. arm c. leg	a. back b. neck c. finger	a. back b. belly c. knee	a. head b. leg c. eyes
				
a. teeth b. mouth c. knee	a. toes b. fingers c. foot	a. arm b. knee c. finger	a. hair b. foot c. arm	a. arm b. foot c. hand
				
a. neck b. mouth c. hair	a. mouth b. nose c. neck	a. ears b. toes c. eyes	a. mouth b. ear c. eye	a. foot b. hand c. arm
				
a. arm b. leg c. shoulder	a. teeth b. shoulder c. cheek	a. cheek b. tongue c. neck	a. shoulder b. back c. tongue	a. hand b. eye c. cheek

4. **READING COMPREHENSION** Read the monster description and match using three different colors.

1		<p>I'm Mike. I have a big mouth and two ears. I haven't got legs or arms.</p>
2		<p>I'm Greg. I have two arms and two horns. I have got a big nose but I haven't got ears.</p>
3		<p>I'm Spike. I have two arms but I haven't got legs. I have got 12 eyes! But I haven't got horns</p>

5. **BODY CARE** How to keep your body healthy? Read and draw it.

Brush your teeth	Wash your hands	Take a shower everyday

Have a healthy balanced diet	Drink lots of water	Be active





Grade: \_\_\_\_\_ Student: \_\_\_\_\_  
Subject: English Teacher: \_\_\_\_\_

1. **FOODS AND DRINKS** Look at the pictures, choose the correct option and circle it.

 <input type="checkbox"/> milk <input type="checkbox"/> water <input type="checkbox"/> orange juice	 <input type="checkbox"/> pizza <input type="checkbox"/> bread <input type="checkbox"/> spaghetti	 <input type="checkbox"/> pizza <input type="checkbox"/> chips <input type="checkbox"/> hamburger	 <input type="checkbox"/> salad <input type="checkbox"/> tomatoes <input type="checkbox"/> carrots	 <input type="checkbox"/> fish <input type="checkbox"/> chips <input type="checkbox"/> salad
 <input type="checkbox"/> eggs <input type="checkbox"/> meat <input type="checkbox"/> cheese	 <input type="checkbox"/> tomatoes <input type="checkbox"/> potatoes <input type="checkbox"/> bananas	 <input type="checkbox"/> toast <input type="checkbox"/> sandwich <input type="checkbox"/> bread	 <input type="checkbox"/> chips <input type="checkbox"/> jam <input type="checkbox"/> fish	 <input type="checkbox"/> carrot <input type="checkbox"/> banana <input type="checkbox"/> apple
 <input type="checkbox"/> orange juice <input type="checkbox"/> lemonade <input type="checkbox"/> iced tea	 <input type="checkbox"/> hot dog <input type="checkbox"/> chicken <input type="checkbox"/> ham	 <input type="checkbox"/> chocolate <input type="checkbox"/> candies <input type="checkbox"/> jam	 <input type="checkbox"/> cereal <input type="checkbox"/> butter <input type="checkbox"/> jam	 <input type="checkbox"/> apple <input type="checkbox"/> banana <input type="checkbox"/> fruit
 <input type="checkbox"/> orange juice <input type="checkbox"/> coke <input type="checkbox"/> tea	 <input type="checkbox"/> salad <input type="checkbox"/> potatoes <input type="checkbox"/> carrots	 <input type="checkbox"/> soup <input type="checkbox"/> jam <input type="checkbox"/> yogurt	 <input type="checkbox"/> meat <input type="checkbox"/> fish <input type="checkbox"/> hamburger	 <input type="checkbox"/> sandwiches <input type="checkbox"/> sausages <input type="checkbox"/> toast
 <input type="checkbox"/> cake <input type="checkbox"/> ice-cream <input type="checkbox"/> candies	 <input type="checkbox"/> milk <input type="checkbox"/> water <input type="checkbox"/> coke	 <input type="checkbox"/> sausages <input type="checkbox"/> potatoes <input type="checkbox"/> hot dog	 <input type="checkbox"/> chicken <input type="checkbox"/> hamburger <input type="checkbox"/> sausages	 <input type="checkbox"/> chicken <input type="checkbox"/> cookies <input type="checkbox"/> cheese
 <input type="checkbox"/> hot dog <input type="checkbox"/> hamburger <input type="checkbox"/> sandwich	 <input type="checkbox"/> chips <input type="checkbox"/> chocolate <input type="checkbox"/> cookies	 <input type="checkbox"/> fruit <input type="checkbox"/> vegetables <input type="checkbox"/> fruit juice	 <input type="checkbox"/> cookies <input type="checkbox"/> candies <input type="checkbox"/> cake	 <input type="checkbox"/> hamburger <input type="checkbox"/> chicken <input type="checkbox"/> hot dog
 <input type="checkbox"/> candies <input type="checkbox"/> chocolate <input type="checkbox"/> cookies	 <input type="checkbox"/> soup <input type="checkbox"/> rice <input type="checkbox"/> spaghetti	 <input type="checkbox"/> hot dog <input type="checkbox"/> hamburger <input type="checkbox"/> sandwich	 <input type="checkbox"/> cereal <input type="checkbox"/> cookies <input type="checkbox"/> chocolate	 <input type="checkbox"/> rice <input type="checkbox"/> pasta <input type="checkbox"/> soup

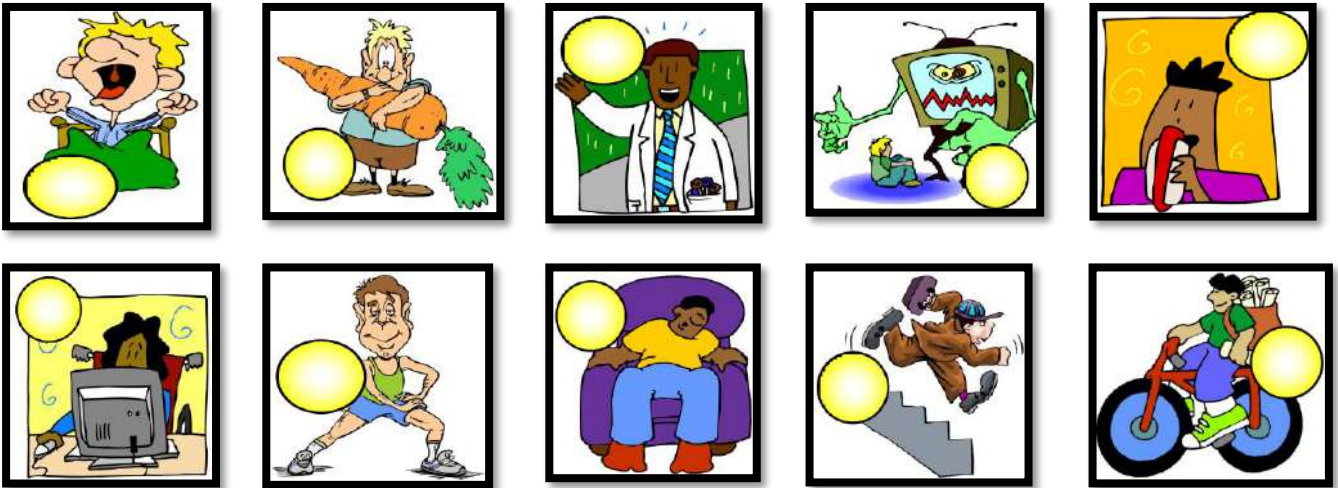
2. **FOODS AND DRINKS** Classify the words in the box into these six categories and write them in the correct place.

Cheese	Water	Peach	Fish	Grapes	Chicken
Lettuce	Flour	Butter	Tea	Oats	Watermelon
Steak	Carrots	Rice	Tomatoes	Yogurt	Juice

FRUIT	VEGETABLES	DAIRY	MEAT	GRAINS	DRINKS

3. **HEALTHY HABITS AND IMPERATIVES** If you want to be fit and healthy... Read the sentences and number the pictures.

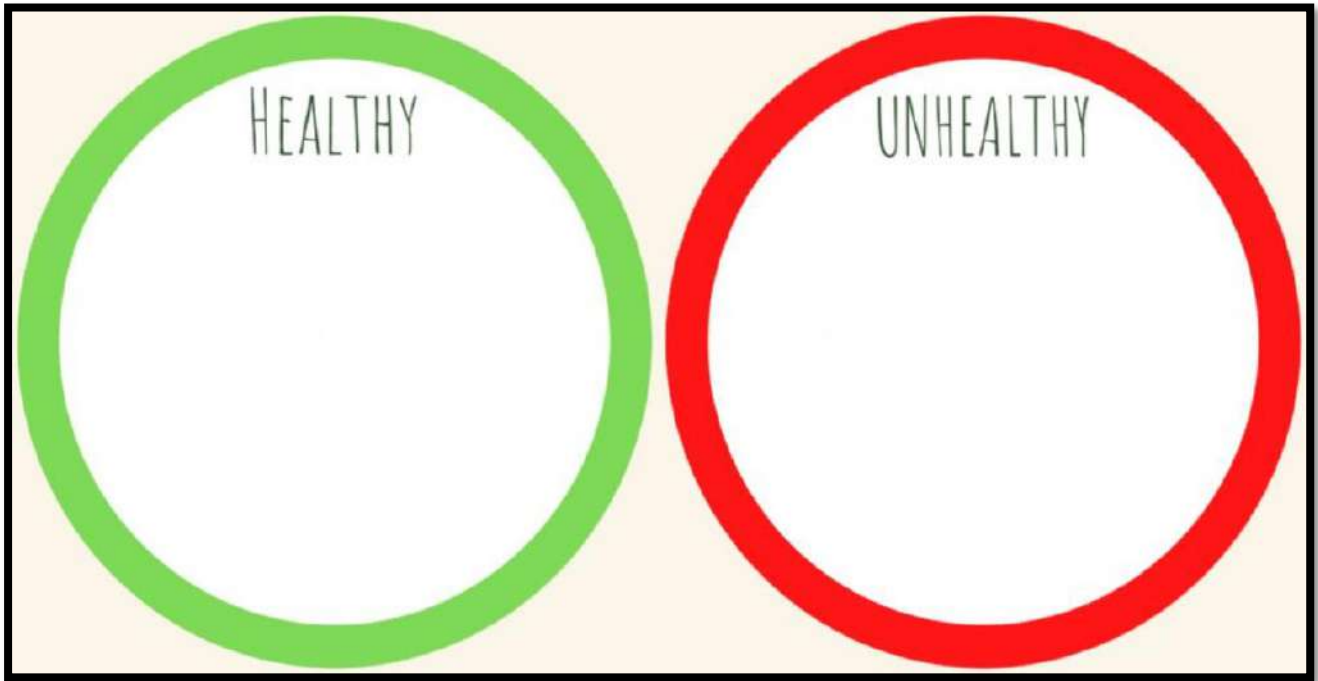
- |   |                                   |
|---|-----------------------------------|
| 1. Don't use the computer for long hours. | 6. Visit your doctor for checkup. |
| 2. Get up early in the morning.           | 7. Use the stairs more often.     |
| 3. Do morning exercises.                  | 8. Don't watch too much TV.       |
| 4. Eat fruit and vegetables.              | 9. Ride a bicycle.                |
| 5. Sleep well.                            | 10. Don't eat fast food.          |



4. **HEALTHY AND UNHEALTHY HABITS AND IMPERATIVES** Classify the habits and write them into the correct bubble.

Do exercise	Eat junk food	Sleep 8 hours	Eat candies	Drink water

				
Play all day	Brush your teeth	Drink soda	Eat healthy food	Watch T.V. all day



5. **READING COMPREHENSION** Read the text and answer **True (T)** or **False (F)**.

### **THE ENGLISH FOOD**



For breakfast English people often have porridge with milk and sugar. They don't eat much bread. They usually have toasts. They enjoy drinking strong tea with milk. At one o'clock English people have lunch. They usually have lunch in a restaurant or a cafe.

On a warm sunny day, you can see people under the trees on the grass eating their sandwiches.

English people don't eat much soup. There is only one kind of soup on the menu: onion, tomato or mushroom.

For the main course they have fish, steak or roast beef with vegetables: carrots, cabbages, beans or potatoes.

Five o'clock tea is a national habit. English people have tea with biscuits, apple pie, fruit or fruit salad or sandwiches. At about seven or eight o'clock they have dinner or supper.

It can be soup, sometimes meat and vegetables, macaroni (pasta) and cheese. The English people drink little coffee. Tea is their favorite drink.

- A. English people have lunch at 12' o clock. \_\_\_\_\_
- B. Their favorite drink is Tea. \_\_\_\_\_
- C. On a warm sunny day, people eat cookies and milk on the grass. \_\_\_\_\_
- D. They have tea with biscuits at 5' o clock. \_\_\_\_\_
- E. The English people drink a lot of coffee. \_\_\_\_\_
- F. They have roast beef, fish or steak with vegetables for the main course. \_\_\_\_\_
- G. At about nine or ten o'clock they have dinner. \_\_\_\_\_



Grade: \_\_\_\_\_ Student: \_\_\_\_\_  
Subject: English Teacher: \_\_\_\_\_

1. **CLOTHING** Complete the names of the clothes.



Pants	B_ _ _ _	S_ _ _ _	D_ _ _	J_ _ _ _	S_ _ _	G_ _ _ _
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H_ _	S_ _ _ _ _	S_ _ _ _	T_ _	G_ _ _ _ _	T_ _ _ _ _	C_ _
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2. **CLOTHING** Read the question, choose and color the correct answer.

A. What do you wear on your feet?	Dress	Trainers
B. What do you put on your head?	Cap	Underwear
C. What do both boys and girls wear?	Skirt	Shorts
D. What do you wear over a shirt?	Jeans	Jacket
E. What do you wear around your neck?	Scarf	Socks
F. What do you wear to go to bed?	Hoodie	Pajamas

3. **THERE IS / THERE ARE** Look at the pictures and complete the sentences with There is or There are.



- A. \_\_\_\_\_ a tie in the wardrobe.
- B. \_\_\_\_\_ socks in the wardrobe.
- C. \_\_\_\_\_ a hat on the clothes stand.
- D. \_\_\_\_\_ shoes on the floor.
- E. \_\_\_\_\_ a scarf in the wardrobe.

4. **READING COMPREHENSION** Match each number with a correct description.

	6	He's wearing black pants and a white shirt.
		She's wearing a pink dress and pink shoes.
		She's wearing a green blouse and red sandals.
		She's got black glasses and a pink pullover.
		I'm wearing red shorts and a yellow T-shirt.
		He's wearing black shorts and a yellow T-shirt.
		He's wearing green pants and a brown pullover.

5. Read and draw a picture of a girl and a boy wearing the correct clothes.





















She's wearing a white T-shirt and a pink and purple skirt. She's also wearing yellow socks and black shoes.	He's wearing a brown jacket, an orange shirt and grey trousers. He's also wearing blue and green socks and red shoes.



Grade: \_\_\_\_\_ Student: \_\_\_\_\_  
Subject: English Teacher: \_\_\_\_\_

1. **Sports** Choose the correct words from the list below and write them under the correct picture.

Hockey	Surfing	Motor racing	Bowling	Horse riding
Gymnastics	Soccer	Aerobics	Ice skating	Karate
Baseball	Golf	Cycling	Running	Basketball
Boxing	Swimming	Volleyball	Skateboarding	Tennis

2. **READING COMPREHENSION** Read the text and answer **True (T)** or **False (F)**.

**MY FAVORITE SPORT**



My name is Jordan and I'm 14 years old. I'm very fond of sports. But my favorite sport, as you can see, is basketball. I play basketball at school, at home, at the park, everywhere!

I have been playing basketball since I was eight and have always wanted to be a professional basketball player. I am a big fan of Shaquille O'Neal, in fact, he is my favorite player.

I am in the school team and we train three days a week, on Mondays, Wednesdays and Fridays. We have matches every Sunday. From time to time, we have tournaments with other schools and it is quite exciting.

In my free time I like reading and playing computer games. I dream of one day having a successful career as a professional basketball player.

- A. Jordan doesn't like sports.
- B. His favorite sport is basketball.
- C. Jordan's favorite basketball player is Michael Jordan.
- D. He plays at weekends.
- E. His dream is becoming a singer.
- F. Jordan likes reading.
- G. He trains five days a week.
- H. In his free time, he plays computer games.
- I. Jordan's ambitions is to be a professional basketball player.

3. **A / AN** Read the sentences and fill in the blanks with **a** or **an**.

- A. The basketball players use \_\_\_\_\_ ball.
- B. For rafting, you need \_\_\_\_\_ inflatable boat and a paddle.
- C. The baseball players use a small ball and \_\_\_\_\_ bat.
- D. In the parachuting, you jump out of \_\_\_\_\_ aero plane, then open your canopy.
- E. For Archery, you need \_\_\_\_\_ arrow and \_\_\_\_\_ bow.

4. Watch the video <https://youtu.be/X9Htg8V3eik> and make a big poster writing the 5 internet safety tips. It's important to include the information given by technology teacher in relation to internet, WhatsApp and social media security. **(Integrated activity with Information and Technology).**