

# ACTIVIDADES PARA LOS ALUMNOS A DISTANCIA

## Tercer Grado

Profesora: GUADALUPE MORENO NÚÑEZ

Desarrollar (investigar los siguientes temas en inglés) entregarlos en forma de cuadernillo en hojas blancas con nombre completo y grupo del alumno.

ENTREGAR EN LA FECHA INDICADA, CON PROYECTOS ILUSTRADOS Y EN INGLES, NO SE RECIBIRA INCOMPLETO

FECHA DE ENTREGA 19 AL 23 DE MAYO

### PDA

#### Vida saludable

Cuenta historias en inglés sobre ejemplos de vida saludable y las difunde mediante el uso de medios de comunicación para sensibilizar a la comunidad.

Should /shouldn't son expresiones que indican recomendaciones

Example:

You should arrive early to class ( tu deberías llegar temprano a clase)

You shouldn't smoke here ( tu no deberías fumar aquí)

## SHOULD/SHOULDN'T

- ▶ We use **should** and **shouldn't** to give advice or to talk about what we think is right or wrong.

Example:

You look tired. You **should** go to bed.



## SHOULD or SHOULDN'T

- She has flu. She ..... stay at home.
- He has backache. He ..... carry heavy things.
- She has a headache. She ..... take painkiller.
- Steve has stomachache. He ..... drink lemon and mint tea.
- You have runny nose. You ..... blow your nose.
- Daisy has dirty hands. She ..... wash her hands.
- My brother has toothache. He ..... eat candies.
- Jennifer has a broken arm. She ..... play volleyball.
- He feels tired. He ..... have a rest.
- Caroline has a sore throat. She ..... go to a doctor.
- She has measles. She ..... go to school.
- He has a cough. He ..... drink cold drinks.
- She has toothache. She ..... go to a dentist.
- Matt is fat. He ..... eat junk food.
- Alice has cold. She ..... have a rest.
- She has headache. She ..... take medicine.

## VIDA SALUDABLE

2.- Hacer un **MAPA MENTAL EN INGLES** con concepto de la vida saludable, beneficios (4) consecuencias negativas (4) y recomendaciones (3 que deberías hacer y 3 que no deberías hacer) usa SHOULD/ SHOULDN'T

## PDA

### VIOLENCIA

Diseña y difunde en inglés propuestas escritas, para sensibilizar a la comunidad acerca de la importancia de erradicar la violencia

3.- Haz un **CUADRO SINÓPTICO EN INGLES** indicando ¿Qué es la VIOLENCIA?, tipos de violencia (5 mínimo), describe cada una

4.- Escribe en inglés 3 ejemplos detallados de violencia que tu hayas visto en tu entorno e ilústralos.

5.- Read the text and answer the questions

**Read the following text and do as indicated.**

#### School Bullying



Bullying is becoming a very serious problem in more and more schools.

Bullies are very mean people. They are violent and enjoy seeing victims' fearful faces. It makes them think they are stronger than others. Bullies always choose victims who are small, weak, or scared because they know these students probably won't tell school officials.

In my high school years, a group of students bullied anybody during breaks or lunch time. Sometimes, they even took money from the students they bullied.

These bullying situations went on for a long time; however, school officials did not know about it because it happened only in isolated places. The victims never tried to tell the teachers because they were afraid the bullies would take revenge.

Finally, one student told a teacher about that group of students who hit him during the break and took his packed lunch. The bullies were suspended for a week, but after they returned to school, they made that student's life miserable; they taunted him, told jokes about him and made fun of him in all places. The poor kid had to move to another school. After that, none of the other students tried to intervene because they were afraid of being the next victims.

1- Tick the correct alternative. (1.m)

The text is about...

a- violence at school.

b- friendship at school.

c- relationships between students and teachers.

2- Answer the following questions. (1mk)

Did victims usually tell the teachers when they got bullied? Why?

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3- Say whether the following statements are true (T) or false. (F) (2m)

a- School officials knew everything about bullying in their schools.

b- When they were punished, the bullies stopped annoying the other students.

## PDA

### INCLUSION SOCIAL.

Fomenta la inclusión social en su entorno

5.- **ESCRIBE EN INGLES ¿QUÉ ES LA INCLUSION SOCIAL?** Características, tipos (4 mínimo), describe los tipos de inclusión

6.- Escribe en **INGLÉS 3 EJEMPLOS** detallados de inclusión social e ilústralos.

7.-**CONTESTA** las siguientes **PREGUNTAS** (en inglés)

Have you ever been or seen any situation in which there was not inclusion? Describe it.

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Do you think inclusion is practiced at your school or your community? Describe it.

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What would you do in order to promote inclusion among your classmates?

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## **PROYECTO 1**

### **VIDA SALUDABLE**

**DIBUJA** en ¼ de cartulina el plato del buen comer y **DESCRIBE EN INGLES** que te contiene cada apartado (nutrientes) y que te aporta a tu cuerpo

## **PROYECTO 2**

**ESCRIBE E ILUSTR**A en un ¼ de cartulina una **RECETA EN INGLES** con un platillo saludable y explica porque es saludable

Nombre del Platillo (en inglés)

Ingredientes (en inglés)

Procedimiento (usa conectores de secuencia en inglés)

Ilustrado

Explicación (porque es saludable)

## **PROYECTO 3**

### **VIOLENCIA**

**REALIZA UN LAPBOOK** (tríptico tamaño cartulina e ilustrado **en INGLÉS**), acerca de la violencia con concepto, tipos, instituciones de ayuda, recomendaciones para no permitir la violencia con una frase de rechazo a la violencia.

## **PROYECTO 4**

### **INCLUSION SOCIAL**

**REALIZA UNA REFLEXIÓN** personal en un ¼ de cartulina, acerca de la INCLUSIÓN SOCIAL, describe si se lleva a cabo en tu entorno (escolar, familiar, comunidad, etc.) y escribe 5 recomendaciones para que se lleve a cabo de manera general e ilústrala

**NOTA: El alumno deberá realizar un examen escrito de los temas del cuadernillo y proyectos, por lo cual deberá entregar dicho cuadernillo de forma personal a la docente para la asignación de fecha y hora.**

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