



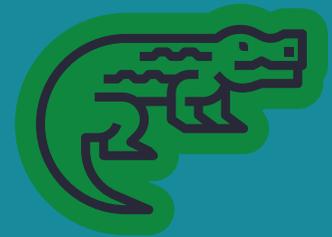
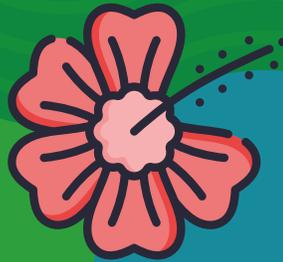
ALCALDÍA DE
BARRANQUILLA

| Soy **BARRANQUILLA** |



Soy **Bilingüe**

21st Century **KIDS**



**A0 Secondary
Teacher's Guide**

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Let's interact!, Teacher's Guide
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Hecho en Colombia
Made in Colombia





I'm Isa the Iguana, here to welcome you to **21st Century Kids!** These materials will help you teach English in a way that will allow your students to explore, understand, and participate in their local and global communities.

Are you ready to start? Let's go!



¡Soy Isa la iguana y te doy la bienvenida a **21st Century Kids!** Estos materiales te ayudarán a enseñar inglés de una manera que les permitirá a tus estudiantes explorar, entender y participar en sus comunidades locales y globales.

¿Estás listo? ¡Vamos!





Let's interact!



Learning Objective: By the end of this lesson, students will be able to use basic phrases to ask and give personal information (name, place of origin, age, occupation, e-mail address, phone number, hobbies, favorite foods, colors and school subjects) in an informal interaction.

DBA 8º Lenguaje

5. Comprende los contenidos de un diálogo y predice las posibles ideas que pueden darse en él.





Pre-task

Activity 1

Synchronous: Have students greet each other. You can write this question on the board, "Hello, how are you?" and give students different options to answer. For example:

Demonstrate how to greet someone. Then, ask them to stand up and say,

- "Fine, thank you."
- "Very well, thank you."
- "Great, thanks."
- "Not too bad."
- "So, so."

Demonstrate how to greet someone. Then, ask them to stand up and say, "Hello" to as many classmates as possible in three minutes. Encourage them to use different ways of answering each time. Walk around and help students with pronunciation.

Then, explain the situations in Activity 1 to students by using body language and the images provided. Encourage them to give you the answers suggested below (10 minutes).

Asynchronous: Have students work individually to mark their choices. If possible, they could discuss with a classmate through WhatsApp or the school's online platform (if applicable).





Activity 1

(✓) Check the situations in which you exchange personal information like occupations, hobbies, ages, etc.



at the cinema



at a party



at a library



at an interview



at a church



at a café



Activity 2

Synchronous: To introduce greetings from around the world, you may want to use a map and/or images that represent some of the countries where these greetings are used. You can also have students do some research in groups (10 minutes).

Asynchronous: Students research and complete the activity individually.





Activity 2

We use different greetings in different countries.



Namaste



a wave



a fist bump



a hug



a bow



a handshake



a kiss on the cheek



a pat on the back





Now, complete the sentences with the greetings that match each picture and the name of the country where they are used. More than one answer is possible for the countries.

Greetings

Namaste

a wave

a fist bump

a hug

a bow

a handshake

a kiss on the cheek

a pat on the back

Countries

Italy

England

USA

France

Russia

Japan

India

Mexico

*Answers may vary as additional countries may use these greetings, too! Countries listed as answers are just a few options.



(greeting) **A hug** is a greeting in (country) **the USA and Mexico.**



A handshake is a greeting in **the USA, Mexico, and England.**





Namaste is a greeting in **India**.



A bow is a greeting in **Japan**.



A kiss on the cheek is a greeting in **Italy, France, Russia, and Mexico**.



A pat on the back is a greeting in the **USA and Mexico**.

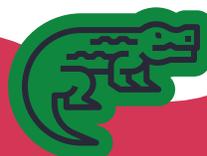


A wave is a greeting in the **USA and Mexico**.



A fist bump is a greeting in **USA and Mexico**.

Which greetings do you use in your country? Write them in the spaces below. Possible answers include: In my country, we use **a handshake, a kiss on the cheek, a hug** and/or **a pat on the back**.





Activity 3

Synchronous: You may have students work in pairs to classify the vocabulary given. Tell them they can use a dictionary to look up the meaning of possible unknown words. Check answers with the whole class (10 minutes).

Asynchronous: Provide your students with links of possible dictionaries online or suggest they use a physical one and/or work with a classmate to help each other.

Activity 3

When we meet someone, we exchange information like our occupation, hobbies, food preferences, school subjects, colors, and ages.

Let's classify some vocabulary to help us exchange personal information. Put each word in the correct category. Then, add one example of your own to each column.

social studies

student

desserts

twelve

red

pasta

listening to music

fourteen

blue

influencer

watching series

fast food

football player

math

thirteen

science

reading

yellow





Occupations

student
influencer
football player
answers may vary

Hobbies

listening to music
watching series
reading

Foods

pizza
pasta
hamburgers

School subjects

social studies
maths
science

Colors

red
blue
yellow

Ages

twelve
thirteen
fourteen

Task

Activity 1

Synchronous: Show students how to connect these two pieces of information if necessary. Have them work individually on this activity. Encourage them to use different colors. See example below (10 minutes).

Asynchronous: Students complete the activity individually and check their answers online or through teacher feedback after completion.





Activity 1

Read and match the questions and answers. Put the correct letter in front of each question.

a. What's your favorite color?

b. What's your favorite food?

c. What's your favorite hobby?

d. What's your favorite subject?

e. What's your occupation?

f. What's your e-mail address?

g. What's your name?

h. What's your phone number?

i. How old are you?

j. Where are you from?

G My name is Jorge.

J I'm from Barranquilla.

B I love Carimañolas.

E I am a student.

D I like science.

H It's 012-345-6789.

A My favorite color is yellow.

I I'm 12 years old.

F It's jorge92@zip.com.

C I love reading.





Activity 2

Synchronous: Students can work in pairs to put the questions in a logical sequence for when they meet someone for the first time. You can let them know this is based on their own ideas. There is no ONE right sequence. When student have finished organizing the questions, you can tell them to complete the righthand column with their personal answers to each questions. Finally, have students work in pairs, again, to practice the complete dialogue with each other (15 minutes).

Asynchronous: Tell students they can work alone or contact a classmate to work in pairs for this activity via WhatsApp or any other platform the school may use for asynchronous interaction.

Activity 2

Put the questions from Activity 1 in a logical sequence for when you meet someone for the first time. Then, write your answer for each question.

Questions	Your answer
1. What's your name?	My name is Jorge.
2. Answers may vary.	
3.	
4.	





Activity 3

Synchronous: Have students work in groups. Go over the instructions with them. Model the dialogue and help them with pronunciation (10 minutes).

Asynchronous: You can tell students to complete the table below by contacting three classmates and doing the activity together, or asking three people in their families and completing the table with the information gathered.

Activity 3

Now, practice asking three classmates some questions. Pay attention to your pronunciation. Take notes in the table below.



Important

- @ at
- . dot
- _ underscore

In English, we give telephone numbers by saying each individual number in it.

Partner's name	Age	Favorite food	Favorite hobby	Favorite subject	Favorite color

Answers may vary.





Post-task

Activity 1

Synchronous: You may want to help students with more examples and/or encourage them to come up with other questions like: What's your favorite music / movie / singer / actor/ sport? How are you? / How do you spell your last name? / Where do you live? / Where do you study? (10 minutes).

Asynchronous: You can share an interactive tool with your students for them to share their new questions, so you can give them feedback and they can make the necessary corrections. You could also have them post their questions and ask other students to answer them, depending on the platform you use.

Activity 1

Make a list of five additional personal information questions you can ask when you meet someone for the first time. The first word of each question is provided. You can use these words in your questions (music, movie, actor, book, study, sport, last name, etc.)

a) What's ?

b) How ?

c) What's ?





d) Where

?

e) What's

?

Answers will vary. Possible answers may include: What's your favorite music? / Who is your favorite actor? / Where is your favorite restaurant? / How do you spell your last name?



Activity 2

Synchronous: Have students work with a classmate. Go over the instructions with them and make sure they understand what they will have to do. Tell them to be creative and have fun doing their interview. This activity could be assigned as homework if there is not enough time in class. Give them options to record their videos (with their phones, Zoom, or Google Meet for example). Once students have turned in their videos, share them with the whole class and give feedback on things like pronunciation, language use, intonation in questions, etc (25 minutes).

Asynchronous: Students work with a classmate or someone they know (a friend or family member) to help them with this activity. Let them know where they will be sharing the recording of their interview. It could be via Whatsapp or any other platform the school uses to collect evidence of their work such as Google Classroom or Padlet.





Activity 2

1. Choose a country from the ones listed in the Pre-task section.
2. Wear a typical accessory from this country, for example, a hat, a suit, a kimono, etc.
3. Begin your interview with the greeting used in this country.
4. Then, ask a minimum of five questions to the person being interviewed.



Record your interaction and share it with your teacher!

