



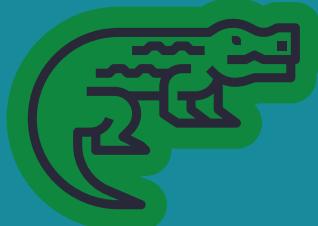
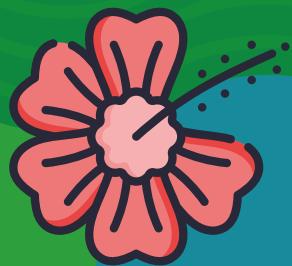
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Soy Bilingüe

21st Century KIDS



**AO Secondary
Teacher's Guide**

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Love & Friendship Day, 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!



iSoy 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!



Love & Friendship Day



Learning Objective: By the end of the lesson, students will be able to:

- Write a short text using simple language for describing people.
- Explain how a traditional celebration in their culture can be expressed and celebrated.





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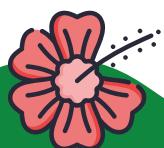
DBA 6° Ciencias Sociales

8. Comprende que en una sociedad democrática no es aceptable ninguna forma de discriminación por origen étnico, creencias religiosas, género, discapacidad y/o apariencia.

- Reconoce a partir de situaciones de la vida cotidiana que el respeto hacia el otro es inherente a la condición humana.



Task: Sofía is 12 years old. Her father is from London, and her mother is from Barranquilla. She goes to school in Barranquilla, and she is happy to experience a new culture. Next week, she will celebrate Love and Friendship Day at school. Students will share messages with their friends and will play "secret friend" (amigo secreto). Help Sofía understand what this celebration is about and get ready to write a message to her friends.

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Pre-task

Activity 1

Synchronous: Start by showing pictures related to the celebration of amigo secreto in Colombia. Ask students what they know about this celebration, and whether they like to celebrate it or not. Then, ask students to complete Activity 1. Afterwards, ask students to get in groups of 3 and share their drawings, trying to identify differences and similarities between their drawings (6 minutes).

Asynchronous: Ask students to complete the activity individually. You can ask students to do their drawings in their notebook, take a picture, and upload it to a digital gallery on a platform like Padlet or Jamboard.

Activity 1

What is Love and Friendship Day? Draw a picture of things you associate with this celebration.





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Activity 2 and 3

Synchronous: Write on the board the words from Activity 2 that students need to know before reading the conversation. Ask students to try and find the meaning of the words and exemplify them with actions, when possible. Then, ask students to complete Activity 2. Afterwards, choose some students to share the answers and confirm if they are correct. Then, choose two students to read the conversation. If students make pronunciation mistakes, read the conversation again after students have finished, modelling correct pronunciation and making any necessary corrections. After reading the conversation, divide the class into two groups. Each group of students will work individually on one of the tasks from Activity 3 (a or b). Then, create pairs in which there is a student from each letter (a or b). In their pairs, tell students to share their answers for the activity they completed individually. Afterwards, confirm the answers to all tasks by asking some students to share their answers with the class (8-12 minutes).

Asynchronous: Ask students to complete the activities individually. Send an audio of yourself reading the conversation for students to practice pronunciation and listening skills. Then, create an interactive online worksheet for students to complete the Activity 3 and receive feedback. This could be done, for example, using a Google Form.

Activity 2

Match the words with the images.

Love

c

Happy

f

Friendship

e

Game

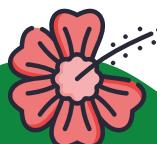
b

Exchange

d

Gift

a





Activity 3

Read a conversation and answer the questions.



Ana María: Love and Friendship Day is my favorite celebration in Colombia. I'm happy to celebrate it at school.

Sofía: I don't know anything about Love and Friendship Day. We don't have that celebration in London.

Ana María: Don't worry! I can help you. It is very easy.

Sofía: Thank you!

Ana María: First, we play secret friend (amigo secreto) with our classmates. To do this, we choose a secret friend. Then, you buy a gift





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and write a message to your secret friend. Afterwards, in class, we exchange gifts and messages.

Sofía: I see. It is easy. But, why do you play secret friend in September? We play secret Santa on Christmas Day.

Ana María: In Spanish, we call it amigo secreto or secret friend. But, in English, I know you call it secret Santa. It is just the name of the game.

Sofía: Now, I understand! Thank you Ana María, it is easy. I am happy to celebrate Love and Friendship Day, too.

a. Decide if the sentences are TRUE or FALSE.

Sofia and Ana María play secret friend with the teachers.

T | F

On Christmas day, people in London play secret Santa.

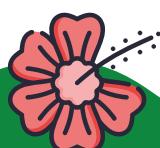
T | F

Ana María says that playing secret friend (amigo secreto) is difficult.

T | F

Love and Friendship Day is a celebration in London.

T | F





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b. Order the sequence of events to play secret friend. Write the numbers 1 to 4.



Activity 4

Synchronous: Considering students' answers from Activity 1, ask them what kind of presents they exchange when they celebrate Love and Friendship Day with their friends. Write the answers on the board and help students if they do not know the correct word in English. Then, ask students to complete Activity 3. Students can create a drawing or jot down the words, depending on how comfortable they feel. Afterwards, students can share their answers and you can ask them to write some of their answers on the board, or you can do it for them (5 minutes).

Asynchronous: Ask students to complete the activity individually. Then, ask them to share their answers using a collaborative space such as Jamboard or a Google Document.



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Activity 4

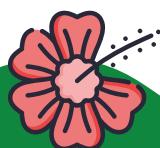
Write or draw common gifts for Love and Friendship Day in the heart.



Activity 5

Synchronous: This activity is directly connected to Activity 3. Students can work in pairs to select the correct answers, and they can use a dictionary, too. Afterwards, ask students to share their answers to make sure they are correct. Focus on pronunciation if you feel it is necessary (6 minutes).

Asynchronous: Ask students to complete the activity individually. Send an audio of yourself reading the words to practice pronunciation. Then, create an interactive online sheet for students to complete the activities to receive feedback. This could be done using a Google Form, for example with multiple choice questions.



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Activity 5

Select the correct word that describes the image.



- a. Quiz
- b. Kiss
- c. Bliss



- a. Hug
- b. Bug
- c. Mug



- a. Cake
- b. Sweet
- c. Chocolates



- a. White
- b. Candies
- c. Marshmallows



- a. Candles
- b. Flowers
- c. Date



- a. Baskets
- b. Bear
- c. Balloons



- a. Bar
- b. Cards
- c. Car



- a. Mile
- b. Smile
- c. Mall



- a. Bake
- b. Ache
- c. Cake

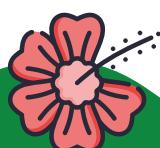




In Sofia's class, there are students from Venezuela, Ecuador, Cuba, and Brazil. There are also students from different cities in Colombia. Sofía and Ana María asked their classmates if they knew about the Love and Friendship Day celebration. Some of them said "yes," and others said, "no."

Activity 6

Synchronous: Start by sharing with students the information about how there are similar celebrations in different countries around the world. If there are students from other cultures in the classroom, you can ask them if there are other similar celebrations in their culture. Explain to students that not all cultures have the same traditions or celebrations and that it is important to know about celebrations outside Colombia and respect them. You could make copies of these texts, cut them individually, and ask students to get together in groups of 3 or 4. Assign each group one text to read. When they are finished reading, ask students if they knew about these celebrations.





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before. Then, ask students to write down all the celebrations they can think of that are unique to Colombia. Afterwards, have students share some of their answers and try to think about how you say or can explain these celebrations in English (5 minutes).

Asynchronous: Ask students to read the texts. Then, ask students to make a list of all the celebrations they can think of that are unique to Colombia. For this last part, consider using a collaborative space like Jamboard or Padlet where all students can contribute their ideas and everyone can see them.

Activity 6

Read the texts below.

Love and Friendship Day in Other Countries

Saint Valentine's Day

When? February 14th

- A day when lovers express their affection with cards and gifts.
- Celebrated in the United States, Canada, Australia, the United Kingdom, and France.



The Week of Sweetness

When? 1st to 7th of July

- A day celebrated in Argentina when lovers exchange kisses and receive chocolates and other sweets.



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Old Love Parade

When? February 14th

- A parade in Guatemala City where the community's senior citizens ride in festive floats and wear colorful costumes to celebrate love.



Lover's Day

When? June 12th

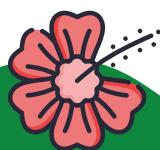
- A festival celebrated in Brazil.
- Lovers exchange chocolate, gifts, cards, and flowers.
- Family dinners are also common.



For Teachers' Materials only

Some celebrations unique to Colombia are:

- Little Candles Day (Día de las Velitas): December 7th
- Black and White Carnival (Carnaval de Negros y Blancos): January 2nd
- Vallenato Legend Festival (Festival de la Leyenda Vallenata): October 13th – 17th
- Medellín Flower Fair (Feria de las Flores): August





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Activity 6

Now that you know about love and friendship celebrations around the world, make a list of celebrations unique to Colombia.

Example: Little Candles' Day (Día de las Velitas), December 7th





Task

Activity 1

Synchronous: Start by showing the card to students. Ask them what it is and how they could use it. Then, explain that it is a card that students can use to play secret friend to write the description of their secret friend. The description that they write on the card will help their classmates guess who their secret friend is. Then, ask one or two students to read the card. Identify the words that are new for students and try to explain their meaning. Afterwards, ask the students if there is someone in the course that matches that description. After reading the card, ask students to complete Activity 1 individually. Then, students can share their answers with the class, and the teacher can correct their answers (10 minutes).



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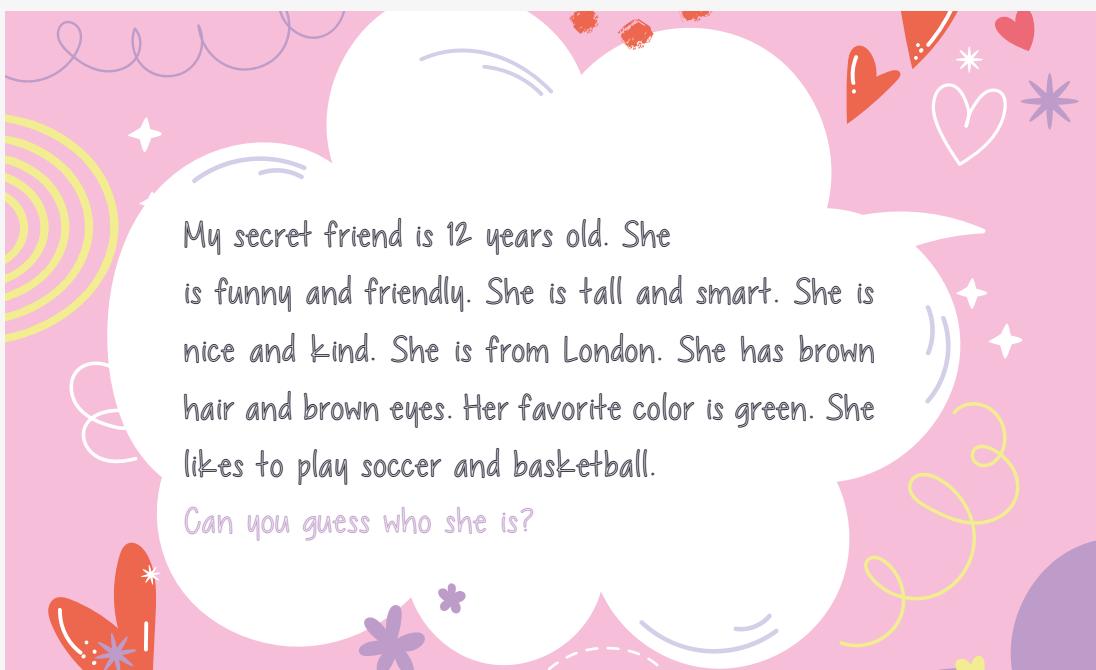
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Asynchronous: Ask students to complete the activity individually. Send an audio of yourself reading the card to practice pronunciation. Students should identify the unfamiliar words and use a dictionary to find their meaning. Create an interactive worksheet for students to complete the activities online and receive feedback. Again, this could be done using a Google Form with multiple choice questions.

Today at school, Sofía played secret friend with her classmates. The teacher said that students could buy a present if they want to, but all students must make a card for their friends. In the card, students must describe their friends. Then, the whole class will guess who the student is described in the card. Sofia is happy to make a card, and she is ready to start.

Activity 1

Read the card and answer the questions.





Who is the student described in the card?

- a. Ana María
- b. Felipe
- c. Sofía

How old is she?

- a. ten years old
- b. eleven years old
- c. twelve years old

Where is she from?

- a. Colombia
- b. England
- c. Germany

What is her favorite color?

- a. purple
- b. pink
- c. green

She likes to play _____ and _____ ?

- a. tennis and racquetball
- b. soccer and basketball
- c. guitar and piano

Sofía's friend uses words like funny, kind, and nice to describe her. We can use these words to describe people, like our friends. There are other words we can use to describe the qualities of a person. Look at the examples below.

My secret friend is 12 years old.
He is a tall boy. He likes to play basketball. He is generous and a nice person. He is creative and likes to draw comics. His favorite color is blue. He is from Soledad.
Can you guess who he is?





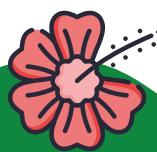
After reading the cards from Activity 1, ask students if they liked or disliked the cards. Ask them for specific words used to describe the secret friends in the cards, for example: funny, friendly, tall, smart, nice, kind, etc. Ask students if they think these words add meaning to the cards. Students' answers will vary. It is important that you mention we can use adjectives to describe people. Then, using the information and examples before the adjective chart below, ask students about the order of the words. Do the adjectives go before or after the name of the person being described? Do they go before or after the verb to be? Then, introduce students to the chart and ask them if they think they feel one of those words describes themselves. You could practice pronunciation here if you like—say each word and ask students to repeat it after you or have different students read the adjectives out loud for the class and make any necessary corrections as they do.

Sometimes the words come BEFORE NOUNS:

a **tall** boy
a **nice** person
favorite color

Sometimes the words come AFTER a VERB:

He is **generous**.
He is **creative**.





Here, you can find a list of some of the most common words used to describe people.





Activity 2

Synchronous: After reviewing the list of adjectives, put students in groups of 3 to complete the chart with the information about the members in their group. Give feedback to the students. The chart should be completed individually (8 minutes).

Asynchronous: You can assign students to different groups for them to work asynchronously. Share the chart as an interactive sheet, for example through a Google Document, where all students can work at the same time to complete the information.



Activity 2

Choose three friends. Write the words that describe them in the chart.

Name	Eyes	Hair color	Personality
Martha	Brown	Black	Funny

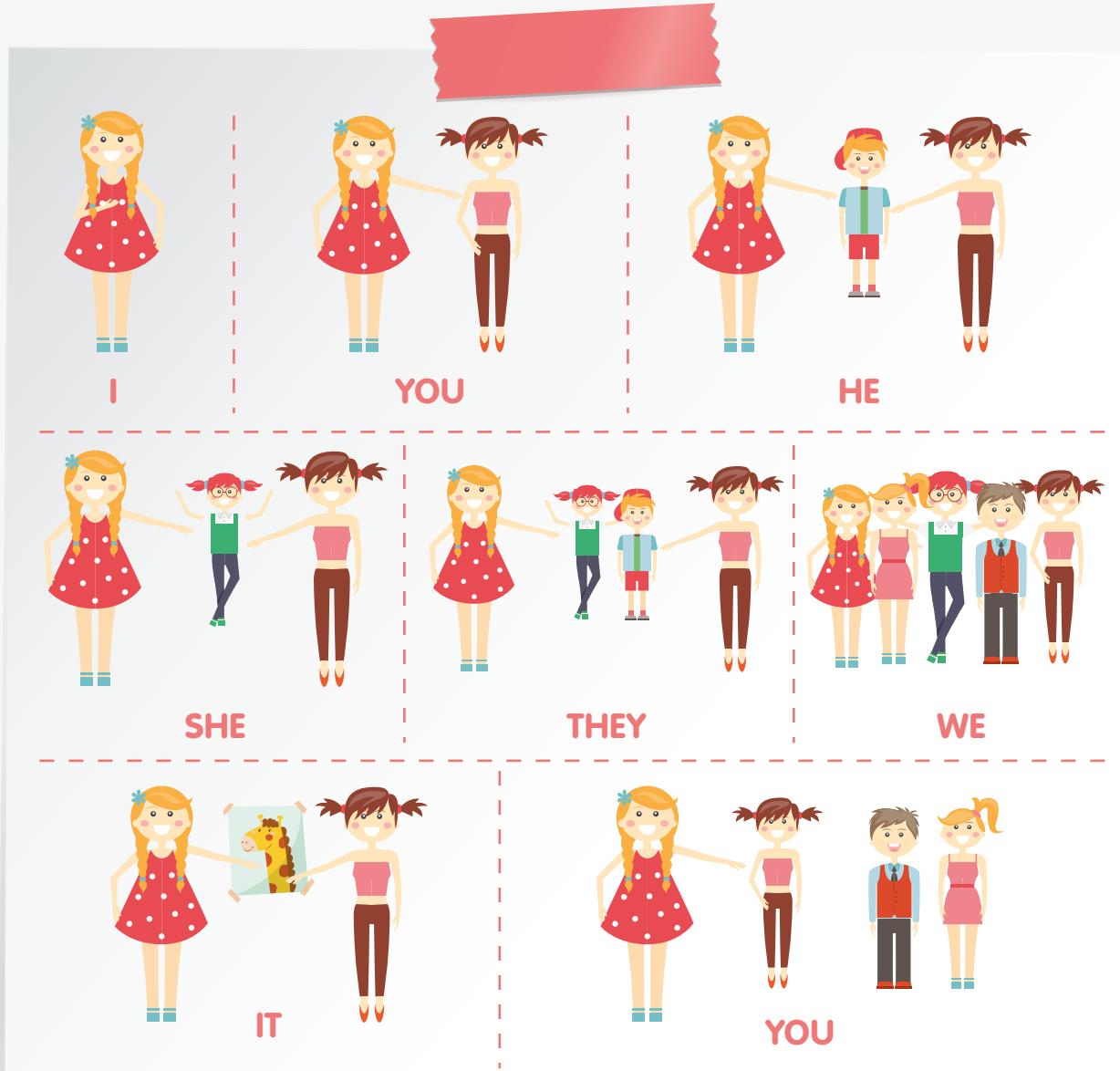
Sofía now knows everything about adjectives, and she wants to write a love and friendship card to her secret friend. Sofía thinks there is something else she needs to know to write her card.

After students have learned the adjectives from the chart, ask students to describe some classmates. Write their answers on the board. Make sure when you do that you also write the names or pronouns, for example: María (She) is funny, The students (They) are responsible, Camilo (He) is shy. Then, ask students what they notice about the sentences besides the use of the adjectives. Their answers may vary. It is important that you explain to students that in order to describe a person you should also use the correct pronoun. Show students the chart and ask them what the differences are between the pronouns and how they can be used, particularly the difference between the pronouns for people and objects.





To talk about people, we also need to use the words **I, You, He, She, They, We, It, You.**





Activity 3 and Activity 4

Synchronous: Ask students to complete Activity 3 and Activity 4 individually. Then, put students in pairs to share and compare their answers. Afterwards, ask some students to share their answers with the class and make sure they are correct (8 minutes).

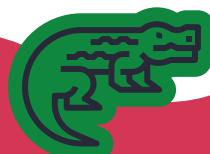
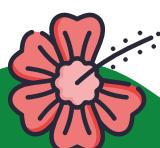
Asynchronous: Ask students to complete the activity individually. Send an audio of yourself reading the words to practice pronunciation. Create an interactive worksheet for students to complete the activities online and receive feedback.

Activity 3

Choose the correct word from the box that matches the image.

she he they it

he	she	it	they
they	it	it	she





Activity 4

Change the sentences using the words from the box.

She He They It



Example:
My friend is tall.

She is tall.



a. My friend is smart.

She is smart.



b. This flower is blue.

It is blue.



c. The family is happy.

They are happy.



d. The teacher is tall.

He is tall.





Ask students to look at the sentences from Activity 4. Ask them if they can explain when to use "is" and when to use "are." Try to get them to notice that "are" is for plural and "is" is for the third person singular. You can also review the other forms of the verb "to be" using the chart.

After completing Activity 4, Sofía saw something interesting in two sentences. She saw the words **is** and **are**. They are different words. Let's see why.

The sentences: "She **is** tall," and, "They **are** happy," are different because of the use of the verb **to be**.





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Activity 5 and Activity 6

Synchronous: Ask students to complete Activity 5 and Activity 6 individually. Then, put students in pairs to share and compare their answers. Afterwards, ask some students to share their answers with the class and make sure the answers are correct (8 minutes).

Asynchronous: Have students complete the activity individually. Send an audio of yourself reading the words to practice pronunciation. Create an interactive sheet for students to complete the activities online and can get feedback.

Activity 5

Select the correct word to complete the sentences.



a. She _____ a dancer.

- are
- is
- am



b. They _____ friends.

- are
- is
- am





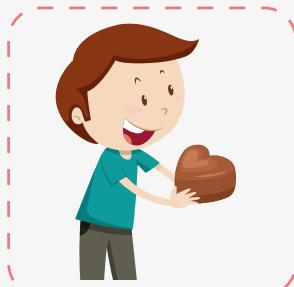
c. I _____ Martha.

- are
- is
- am



d. We _____ a family.

- are
- is
- am



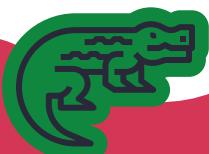
e. This _____ a chocolate heart.

- are
- is
- am



f. You _____ a teacher.

- are
- is
- am





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Activity 6

Look at the images. Use the words in the box to complete the sentences.

are is she it
is are they you



She is a doctor.

It is a lion.



You are a family.

They are students.

Activity 7

Synchronous: Hand students some sheets of paper or cardstock to decorate and make their love and friendship cards. Explain that the cards can be exchanged if students do not want to or cannot afford to buy presents to play secret friend. Students do not need to use the same colors from the card. They can express their individuality and use their creativity. However, students should follow a similar script or use the text as reference. After



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students complete their cards, the class can all play guess the secret friend, asking one student at a time to read their cards and the rest of the class to guess who the student described in the card is (13-20 minutes).

Asynchronous: Ask students to create a digital card using platforms such as Canva or Powerpoint. Then, students can share their cards with the class using a digital gallery such as Padlet. That way, all students can see their classmate's work. If using Padlet, the teacher can also ask students to leave comments on their classmates' work and try to guess who the classmate is being described in the card.

Sofía is now ready to write the card for her secret friend. She knows how to use adjectives, pronouns, and the verb "to be" to write the note and describe her friend.

Activity 7

Write a love and friendship card about your secret friend.

My secret friend is _____ years old.
_____ is _____ and _____.
_____ is _____ and _____.
_____ is from _____.
_____ has _____ hair and _____ eyes.
Her/His favorite color is _____.
_____ likes to _____ and _____.
Can you guess who she/he is?





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Post-task

Activity 1 and 2

Synchronous: Ask students to get in pairs to complete Activity 1. Then, ask students to share their answers by making the corrections on the board or sharing them orally. Make sure that all students have the correct answers. After this, ask students to read the statements in Activity 2 and check their answers depending on what they have learned (13 minutes).

Asynchronous: Share the cards using a collaborative board, such as Padlet or Jamboard. Students can then write their answers using the tools selected, and all students can see their classmates' answers. Then, confirm whether their answers are correct or not. For Activity 2, you can have students check their answers using a Google Form.

Sofía's teacher was happy to hear all the positive adjectives students used to describe their friends. She said that sometimes our differences make us who we are and, as friends, we need to respect each other. The teacher collected some of the cards for students to read and correct some mistakes.





Activity 1

Read the cards. Identify and correct the mistakes.

Happy Love and Friendship Day!

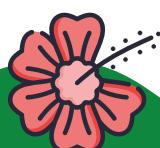
My secret friend is 14 years old. She are funny and creative. We is tall and shy. She are from Cartagena. He has brown hair and brown eyes. His favorite color is purple. Hee likes to read.

Can you guess who she is?

Happy Love and Friendship Day!

My secret friend is 13 years old. He are **intelligent** and **kind**. They is **tall** and **brave**. He are from Soledad. He has red hair and green eyes. His favorite color is yellow. Hee likes to play tennis and volleyball.

Can you guess who she is?





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Correct text card 1

My secret friend is 14 years old. **He** is funny and creative. **He** is tall and shy. **He** is from Cartagena. **He** has brown hair and brown eyes. His favorite color is purple. **He** likes to read.

Can you guess who **he** is?

Correct text card 2

My secret friend is 13 years old. **She** is intelligent and kind. **She** is tall and brave. **She** is from Soledad. **She** has red hair and green eyes. **Her** favorite color is yellow. **She** likes to play tennis and volleyball.

Can you guess who **she** is?

Activity 2

Self-assessment

Check "yes" or "no" for each statement below.

After today's lesson, I can...



Write a short text describing people.

YES

NO

Explain how Love and Friendship Day is celebrated in Colombia.

YES

NO



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