

PLANIFICACIÓ SETMANAL D'ACTIVITATS/PLANIFICACIÓN SEMANAL DE ACTIVIDADES

ESPECIALITAT	ESPECIALISTA	CORREU ELECTRÒNIC
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PERÍODE SETMANAL DEL 11 AL 15 DE MAIG		
CURS	TASQUES A REALITZAR/TAREAS A REALIZAR	OBSERVACIONS
1rB	<p>TAREA 1: VEGETABLES VOCABULARY</p> <p>Esta semana vamos a ver el vocabulario relacionado con los la comida, concretamente las verduras (<i>vegetables</i>).</p> <p>Primero vemos el vocabulario relacionado en el siguiente vídeo: https://www.youtube.com/watch?v=RrtEilw4mxQ</p> <p>Ahora seguimos, ¡cantando y bailando!</p> <p>“Vegetables Word Power” para que la canten y vean los dibujos y “Vegetables Word pLay” es la coreografía para que la bailen.</p> <p>Vegetables Word Power (cancion) https://www.youtube.com/watch?v=0VGXMRUO7yI</p> <p>Vegetables Word Play (baile) https://www.youtube.com/watch?v=1HeE9nwjHXw</p>	  

TAREA 2: VOCABULARY GAMES

Vamos a seguir repasando el vocabulario, esta vez, a través de juegos online. Accederemos al siguiente enlace:

<https://www.anglomaniacy.pl/vegetablesTopic.htm>

Como vemos, tenemos varias secciones. Primero entramos en **picture dictionary** y luego jugamos a **matching game** y **spelling game**. Si les apetece, pueden seguir investigando en la web y acceder también a los demás juegos.



TAREA 3: PEPPA PIG STORY

Por último, esta semana vamos a ver y escuchar una historia de Peppa Pig en inglés **"lunch"**.

<https://www.youtube.com/watch?v=Ez0qR3m1G4g&t=20s>



TASK 1: SPRING AND BUGS VOCABULARY

Ya estamos en mayo... así que esta semana repasaremos vocabulario de la primavera (spring) y los bichos (bugs) a través de actividades, vídeos, juegos, canciones y, por último, haremos una manualidad.

Vamos a empezar con los siguientes videos:

Spring is here

<https://www.youtube.com/watch?v=DobrRgD5aOU>



Kids vocabulary – Bugs

<https://www.youtube.com/watch?v=tkSBMUzZUAs>



4t B

Ahora, escribimos las palabras del vocabulario en la libreta o en un folio, hacemos un dibujo y lo pintamos.

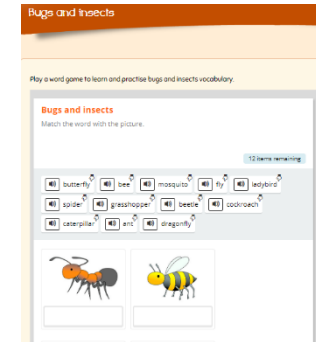
TASK 2: VOCABULARY GAME

La siguiente tarea consiste jugar a un **juego interactivo**.

- **Juego 2 – match the word to the picture:** en este juego practicamos vocabulario relacionado con los **bichos (bugs)**. Leemos y escuchamos las palabras, y arrastramos cada una hasta su correspondiente imagen.

*En esta actividad no hace falta enviar nada, simplemente realizarla online.

<https://learnenglishkids.britishcouncil.org/word-games/bugs-and-insects>

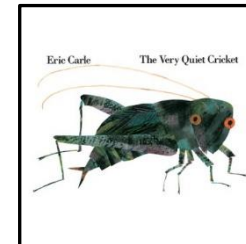


TASK 3: ESCUCHAR EL AUDIOLIBRO Y RESPONDER LAS PREGUNTAS

Esta tarea consiste en ver y escuchar el siguiente audiolibro:

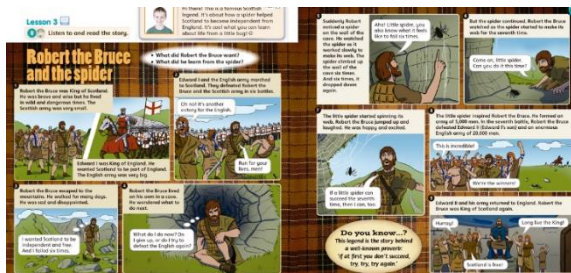
<https://www.youtube.com/watch?v=YdiGEjz5b0Q>

THE VERY QUIET CRICKET



TASK 1: Robert the Bruce and the spider

Para realizar esta tarea nos dirigimos al **Pupil's book**, **página 46**, **Lesson 3**. Consiste en escuchar la historia sobre el descubrimiento de la vacunación. Escuchamos y leemos la siguiente historia:



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Ahora que hemos leído la historia, vamos al **activity book** y hacemos las actividades de la página 46. Activities 7, 8 and 9.

9 Read and circle. Write a review the story.

- The story is a legend / an adventure story.
- The story is about how Edward I defeated the French / Robert the Bruce defeated the English.
- Robert the Bruce failed in battle four times / six times.
- He watched a spider make its web the sixth / seventh time.
- In the seventh battle, Edward II defeated the Scottish / Robert the Bruce defeated the English.
- At the end of the story, Scotland was part of England / free.

Lesson 3

7 Read the story and write the answers. (See Pupil's Book page 46.) **Ask and say.**

Picture 1: Who was Robert the Bruce? *He was King of Scotland.*

Picture 2: Who defeated Robert the Bruce in six battles?

Picture 3: Why was Robert the Bruce disappointed?

Picture 4: Where did Robert the Bruce live?

Picture 5: How many times did the spider climb up the wall?

Picture 6: What did the spider start to do for the seventh time?

Picture 7: What did Robert the Bruce do?

Picture 8: How big was the Scottish army?

Picture 9: What did Edward II and the English army do?

8 Write sentences about what happened in the story. Use the past tense verbs.

- (marched) *Edward I and the English army marched to Scotland.*
- (defeated) _____
- (escaped) _____
- (lived) _____
- (watched) _____
- (climbed) _____

***Los alumnos que no tengan el ACTIVITY BOOK, pueden acceder a él en la nueva página web proporcionada. Ahí, podrán ver todas las actividades.**

TASK 2: Grammar - Simple Past Tense

En esta tarea, vamos a repasar el pasado simple y las Wh-questions. Para ello nos dirigimos al ***Pupil's book, página 48, Lesson 4, Activity 13: Listen, repeat and learn.***

Para poder escucharlo, debemos dirigirnos al libro digital, clicar sobre el enunciado de la actividad y darle a **play**.

Listen, repeat and learn.

Past simple tense

I / You / He / She / it / We / They	talked. went to the lake. had a good time.	I / You / He / She / it / We / They	talk. didn't go to the lake. have a good time.
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I / you / he / she / it / we / they	talk? go to the lake? have a good time?	Yes, we / they	I / you / he / she / it / we / they	did.	No, we / they	I / you / he / she / it / we / they	didn't.
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Una vez repasado el ejercicio, vamos a ver el siguiente video explicativo:

EXPLICACIÓN DEL PASADO SIMPLE EN INGLÉS - INTRODUCCIÓN

<https://www.youtube.com/watch?v=moYDA4jbPy4&t=308s>



Simple Past Tense, Regular Verbs

https://www.youtube.com/watch?v=p456fUA_qE



Durante el video, **debemos tomar apuntes** en la libreta o en un folio.

Contestamos a las preguntas de la **actividad 14**.

When do we use the past simple tense?

How do we make the past simple tense of regular verbs?

Which two verbs in the table are irregular?

Ahora vamos a hacer las actividades del **activity book**.
Abrimos el **activity book**, **página 47, Lesson 4, Activity 11**.

Abrimos el **activity book**, **página 98, Unit 5. Activity 1, 2, 3, 4**.

3 Complete the text using the past simple. Find the irregular past forms on page 98.

play, tidy, have, go shopping, go, study

On Saturday I (1) _____ had _____ a shower. (2) _____ to the park. (3) _____ football. (4) _____ with my mum. (5) _____ with my friends and (6) _____ my bedrooms.

4 What did this do yesterday? Look and circle.

- She (visit) / didn't visit her friend.
- She had / didn't have breakfast.
- She stopped / didn't stop her homework.
- She went / didn't go to the park.
- She talked / didn't talk her bedroom.
- She went / didn't go swimming.

5 Complete the sentences so they are true for you. Use verbs from Activity 3.

- I _____ to school yesterday.
- I _____ a bath yesterday.
- I _____ football yesterday.
- I _____ lunch at home yesterday.
- I _____ my bedroom last week.
- I _____ my grandparents last week.

1 Read and write. Be a grammar detective!

Past simple tense

- We use the past simple tense to talk about events in the past. All persons are the same.
- To make the past simple tense of regular verbs, we add **-ed** or **-d**.
- For regular verbs that end in **e** we add **d** e.g. live → lived.
- For regular verbs that end in **y** we change **y** to **i** and add **-ed** e.g. try → tried.
- For regular verbs that end in consonant-vowel-consonant, we double the final consonant e.g. stop → stopped.
- Some verbs are irregular and you need to learn these e.g. go → went, have → had.

Present	Past	Present	Past	Present	Past
jump	_____	travel	_____	tidy	_____
like	_____	notice	_____	went	_____
hop	_____	close	_____	drop	_____

Grammar check

1 Write the regular past forms.

double the consonant and add ed	change y to i and add ed	just add ed or d
stop → <u>stopped</u>	try → <u>tried</u>	play → <u>played</u>
shop → _____	cry → _____	visit → _____
drop → _____	study → _____	dance → _____
hop → _____	tidy → _____	walk → _____

TASK 1: The Discovery of vaccination Story

Para realizar esta tarea nos dirigimos al **Pupil's book**, **página 46, Lesson 3**.

Esta tarea consiste en escuchar la historia sobre el descubrimiento de la vacunación. **Activity 8**
Listen to and read the story.

Lesson 3

1 Listen to and read the story.

The discovery of vaccination

In the 18th century, a terrible disease called smallpox killed 10% of the population every year. It killed men, women and children. It killed old people and young people. It killed boys and girls.

2 In 1766, Edward Jenner was a doctor. He worked in a small village in England.

3 One day, a milkmaid came to his house. She had a sore on her arm. She said, "I have a sore on my arm. It's not serious. You've got it from the cow. It's not serious. You've got it from the cow."

4 Jenner noticed that people who got cowpox didn't get smallpox.

5 Jenner asked a boy from the village to do an experiment with him. He rubbed some cowpox into the boy's arm.

6 The boy got cowpox. He didn't get smallpox.

7 Jenner repeated the experiment with many people. He always got the same result.

8 The word for cow in Latin is vaccina.

9 Jenner continued to do and develop Jenner's vaccination theory. Today, there aren't any more of smallpox in the world, and vaccination is used against many other diseases.

Do you know...? The last case of smallpox was in 1977.

Ahora que hemos leído la historia, vamos al **activity book** y hacemos las actividades de la página 46. **Lesson 3. Activity 7, 8 and 9.**

9 Read and circle. Write a review of

- The story is a **detective story** / a **true story**.
- The story takes place in a small town in **Ireland** / **England** in 1796.
- The story is about a **doctor** / a **farmer**.
- He thinks that cowpox protects people from **smallpox** / **big pox**.
- At the end of the story, the doctor **discovers** / **invents** a way to prevent smallpox. He calls it "vaccination".

Lesson 3

7 Read the story and answer the questions. (See Pupil's Book page 46.)

- Was smallpox a disease in the 18th or 21st century?
Smallpox was a disease in the 18th century.
- Was Jenner a farmer or a doctor?
- Did Sarah feel ill or tired?
- Did she work on a farm or in a school?
- Did the boy live in the village or the town?
- Did Jenner rub pus on the boy's leg or arm?
- Was smallpox less or more serious than cowpox?
- Did Jenner call his treatment vacca or vaccination?

8 Who says what? Complete the sentences. Number the pictures.

- I've got a headache and lots of spots. I think I've got smallpox.
- Don't worry, Sarah. You haven't got smallpox. You've got cowpox. It isn't _____.
- Perhaps cowpox _____ people from smallpox.
- I work on a _____ I milk the cows.
- I haven't got spots or any _____ of smallpox.
- But how can I _____ it?

**Los alumnos que no tengan el ACTIVITY BOOK, pueden acceder a él en la nueva página web proporcionada. Ahí, podrán ver todas las actividades.*

TASK 2: Grammar – Simple Past Wh- Questions

En esta tarea, vamos a repasar el pasado simple y las Wh-questions. Para ello nos dirigimos al **Pupil's book, página 48, Lesson 4, Activity 13: Listen, repeat and learn.**

Para poder escucharlo, debemos dirigirnos al libro digital, clicar sobre el enunciado de la actividad y darle a **play**.

13 Listen, repeat and learn.

Wh- questions in the past

Did you / he / they	live in England? / discover vaccination? / have a family?	Yes, you / he / they did.	No, you / he / they didn't.
Where / What / When	did you / he / they	live? / do? / die?	

Una vez repasado el ejercicio, vamos a ver el siguiente video explicativo:

CÓMO HACER PREGUNTAS EN PASADO - AUXILIAR DID

https://www.youtube.com/watch?v=LoY8Rd_PLSY



Durante el video, debemos tomar apuntes en la libreta o en un folio.

Contestamos a las preguntas de la actividad 14.

What are the short answers to questions beginning with Did you...?

Hoy many Wh- question words do you know?

Ahora vamos a hacer las actividades del **activity book**.

Abrimos el **activity book, página 47, Lesson 4. Activity 11 and 12.**

TASK 3: Pronunciation practice: Tongue Twister

Ahora vamos a aprender un trabalenguas.

<https://www.youtube.com/watch?v=4tvZ-J5AsfM>

La actividad consiste en ver y escuchar el video en el que dicen un trabalenguas. Debemos leerlo en voz alta y grabarnos en audio, para así practicar la competencia comunicativa oral.

Una vez tengáis la grabación hecha, me la podéis enviar al e-mail que aparece al final del documento.

1 Read and write. Be a grammar detective!

Wh- questions in the past
 + Some questions begin with Did you...? Did she...? Did we...? The answers to these questions are usually short, and begin with Yes or No. e.g. Did Jenner live in England? Yes, he did.
 + Some questions begin with What did...? When did...? Where did...? The answers to these questions are long, and do not begin with Yes or No. e.g. Where did Jenner live? He lived in a small village in England.

Where a place	What a something	When a time
1. Where did Jenner work? He worked in a small town.		
2. _____ Jenner die? He died in 1823.		
3. _____ Jenner live with his wife? Yes, he did.		
4. _____ Jenner die? He was a doctor.		
5. _____ he invent a machine? No, he didn't.		

2 Order the questions. Listen and check. Ask and say.

- Jenner / What / do / in / his / time / did / free / ?
What did Jenner do in his free time?
- he / like / his / things / Did / watching / ?
- many / Where / did / treat / people / he / ?
- Did / take / he / money / poor / people / from / ?
- did / When / he / travel / in / balloon / a / ?

