

# CUADERNO DE TRABAJO PARA EL AULA DE INGLÉS DE 4º EP



Dirección General de Cultura y Educación

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Programa de Educación Plurilingüe e Intercultural

BUENOS AIRES EDUCACIÓN

BA

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## **PRESENTACIÓN**

Este cuadernillo de trabajo, destinado al aula de inglés de 4º año de la Escuela Primaria, fue pensado desde una perspectiva plurilingüe e intercultural. Nuestro objetivo central es dar cuenta de la riqueza de experiencias previas que traen los niños a la escuela, y propiciar actitudes positivas hacia las lenguas y quienes las usan.

El material presenta una estructura de cuento que alienta a múltiples identificaciones con los diversos personajes y acciones que tienen lugar en la trama de la historia. La lengua se presenta en situaciones de prácticas de translenguaje; es decir, a lo largo del material se muestran usos flexibles y fluidos de más de una lengua para crear e interpretar significados más acabados, ante una diversidad de interlocutores plurilingües y con propósitos varios. Es por ello que los diálogos presentan instancias de usos del español y de lenguas originarias, como parte del entramado de lenguas disponibles en la provincia de Buenos Aires.

Esto no es un hecho menor, en tanto reconoce el carácter plurilingüe de la realidad bonaerense como parte de la riqueza y la diversidad cultural que caracterizan a nuestra provincia. En tal sentido, confiamos en que la propuesta de trabajo que presenta el material permita iniciar, desde muy temprana edad, el desarrollo de una conciencia intercultural; es decir, la capacidad de experimentar la otredad de modo constructivo y respetuoso.

Las actividades propuestas dan cuenta de un enfoque de resolución de problemas, coherente con la normativa curricular provincial. Asimismo, atienden a garantizar condiciones áulicas que propicien un clima de trabajo favorable para que los niños se animen a experimentar con la lengua; ensayar maneras de decir y hacer sobre temas de su interés en nuestro contexto.

Por otra parte, se intenta apoyar el trabajo de nuestros docentes con un material flexible a las necesidades contextuales. El cuadernillo podrá usarse como recurso editorial principal para el trabajo del aula en una determinada parte del ciclo lectivo; como material complementario a los recursos disponibles en la escuela; o como sustento para el desarrollo de un proyecto sobre medio ambiente y ecología desde la clase de inglés. Asimismo, cada docente podrá dar vuelo a su creatividad ofreciendo otras actividades no contempladas aquí. Reconocemos así su autoridad para determinar la forma en que este material será usado, adaptándolo a las necesidades áulicas e institucionales de cada escuela.

**Mg Silvana Barboni**  
**Coordinadora**  
**Programa de Educación Plurilingüe e Intercultural**

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## Languages and Us

**Andy:** ¡Hola! ¿Qué estás haciendo?

**Rebecca:** Oh! Sorry! Me... no comprender... Do you speak English?

**Andy:** English? Yes!

**Rebecca:** Hello! I'm Rebecca.

**Andy:** Hello! I'm Andy.

**Vicky:** ¿Qué están haciendo, Andy?

**Andy:** ¡Shhh, nena! Rebecca no habla español, solamente inglés. Rebecca, this is Vicky, my sister.

**Rebecca:** Hello, Vicky!

**Vicky:** Hello!





Identities



*I'm Rebecca  
I'm from Canada.  
I'm fifty years old.  
I speak English, French and a little  
Spanish.  
Hello!*

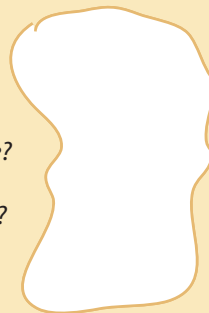


*I'm Andy.  
I'm from Paraguay.  
I'm eleven years old.  
I speak Guaraní, Spanish  
and English.*



*I'm Vicky.  
I'm from Argentina.  
I'm nine years old.  
I speak Spanish, Guaraní  
and a little English.*

*And you?  
What's your name?  
Where are you from?  
How old are you?*



• Now you

Listen and complete



.....  
Name

.....  
Country

.....  
Languages

.....  
Age



.....  
Name

.....  
Country

.....  
Languages

.....  
Age



.....  
Name

.....  
Country

.....  
Languages

.....  
Age



.....  
Name

.....  
Country

.....  
Languages

.....  
Age

Act out conversations



Plurilingual

What languages do we speak?

.....  
.....

Make a list of the languages people speak in Argentina and in different parts of the world.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....





• Beautiful birds



**Andy:** Look at that book! It's great!  
Look at the beautiful pictures!

**Rebecca:** Thank you! It's my drawing  
book.

**Andy:** Are you a painter?

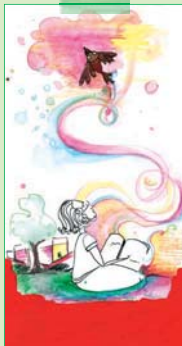
**Rebecca:** No, I'm a biologist. I love  
birds. I describe birds from different  
parts of the world in encyclopaedias.

**Vicky:** Wow! Amazing!

**Rebecca:** No! Stop that! Listen! Birds are  
beautiful. Don't do that!



Our love for animals



*I love birds.*



*I love horses.*



*I love hamsters.*



**What about you?**  
.....



*Do you like dogs?  
Yes, of course! I love dogs.  
Do you like dogs?  
No, not really. I love cats.  
I love all animals but my  
favourite animals are snakes.*



• Now you

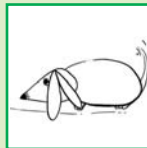
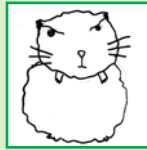
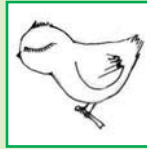
How many can you see?



I can see .....



**Listen and match**



**Listen and colour**

Listen again and colour the pets.

**Now describe the people's pets.**

"Ana's pet is a dog. It's brown and white."

.....

.....

.....

.....

.....

.....

.....

• Poems





**Can we? Please, Mum!**

Can we have a kitten?

Can we have a dog ?

Can we have a donkey

or can we have a horse

a monkey or a parrot

a hamster or a snake?

Can we have a guinea pig

a peacock

or a stoat,

a llama or a budgie

a rabbit or a goat?

Oh, can we have a puppy...

Mum

Mum

Muuuuuummmmmmm.

*(Adapted from Muuuuummmmmmm by Peter Dixon)*

**Act out the poem. Imagine what Mum says.**

**Poor little thing!**



**Vicky:** *Rebecca! Come here!*

**Rebecca:** *Yes?! What's the matter?*

**Vicky:** *A bird! In the patio! Please, come!*



**Andy:** *Look! There's a bird in the patio! It can't fly! Can you help?*

**Rebecca:** *Let me see.... poor little thing! Someone broke its wing.*

**Andy:** *I think I know!*

**Rebecca:** *It is an amazing bird but... Is it a bird?*

**Vicky:** *I don't know.*

• An amazing bird



**How many has it got?**

It's got...  
Four wings  
Three legs  
Two tiny ears  
Five bright tails

**Say the rhyme.**

**Now you**



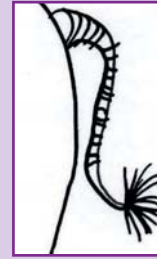
eye



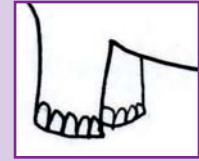
ear



beak



tail



paw

**Guessing games**

**What animal is it?**

Listen to the descriptions and guess the animal.

1. It's a .....
2. It's a .....
3. It's a .....

**In pairs**

*Has it got two legs?*



No.



Has it got four legs?



Yes, that's right.



**Read and draw.**

A lion's tail

A zebra's body

A monkey's head

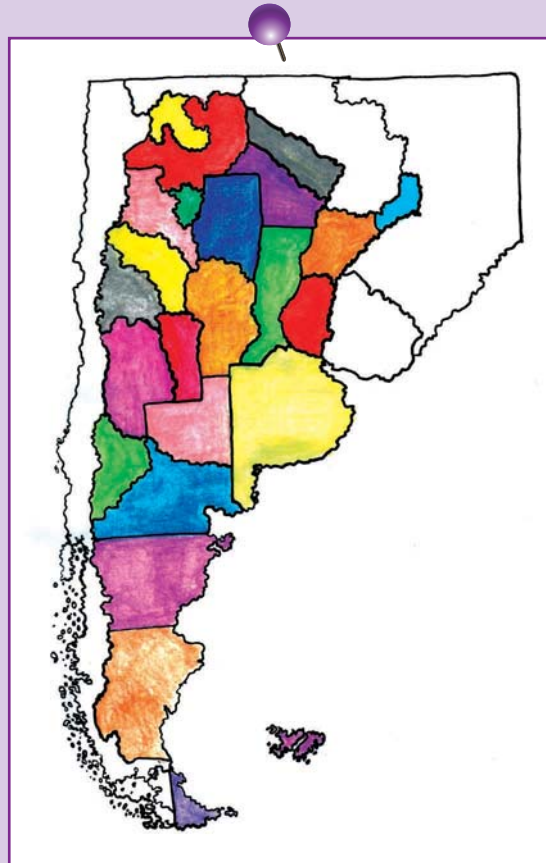
A crocodile's legs

**Imagine and draw your own amazing animal. Describe it. Collect the pages and make a book with your class. Think of a title for your book. Make the covers. Show the book to other people in your community.**



- Amazing fauna

Argentina has got an amazing fauna. In different parts of the country you can see wonderful animals in diverse habitats. In the north west we can find pumas, condors, llamas and vicuñas. In the north east there are ant eaters, tapirs, toucans, monkeys and a variety of fish. In the south there are penguins, whales and seals on the coast and deer and wild cats in the mountains.



**Find out**

**Find out about region. What animals are there in South America?**

Stick a map of South America and identify the typical animals you can find in the countries that make up our region.

Which one is your favourite animal?

## That's my Pichi



**Mailén:** ¡Che, Andy! ¿Qué hacés con mi Pichi?

**Andy:** ¿Tu qué?

**Rebecca:** Is this her bird?

**Andy:** Is this your bird, Mailén?

**Mailén:** Yes, that's my bird. It's called Pichi.

**Rebecca:** Pichi? What does it mean?

**Mailén:** It means "small" in Mapuche. My grandma from Los Toldos gave me the egg of an ostrich. When it hatched, Pichi came out!

**Rebecca:** But this is not an ostrich, is it?

**Mailén:** Well... it can run very fast.

Similar and different



I can swim



We can play football



She can climb trees



And I can dance but I can't swim

**What about you? What can you do?**

.....  
.....



• Now you

**Listen to the children and match. What can they do?**

- |         |                 |
|---------|-----------------|
| María   | dance ballet    |
| Daniel  | play de trumpet |
| Nahuel  | skate           |
| Mohamed | swim very fast  |
| Nacho   | play rugby      |

**A survey. Ask your friends in the class. Put a tick or a cross.**

| Name | Swim | Play football | Play the guitar | Ride a bike | Dance |
|------|------|---------------|-----------------|-------------|-------|
| You  |      |               |                 |             |       |
|      |      |               |                 |             |       |
|      |      |               |                 |             |       |
|      |      |               |                 |             |       |
|      |      |               |                 |             |       |
|      |      |               |                 |             |       |
|      |      |               |                 |             |       |



Now draw a chart with the whole class. Show what your class can do.

A large, empty rectangular box with a blue border, intended for drawing a chart. The box is currently blank.

Make a report.



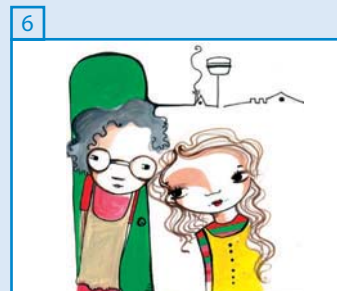
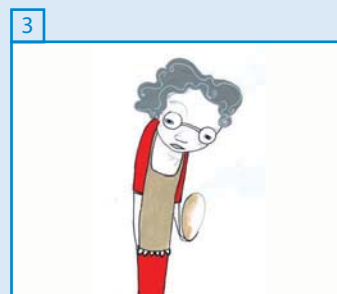
In my class ..... people can swim. ....

A large, empty rectangular box with a blue border and a curved bottom edge, intended for writing a report. The box is currently blank.

**Action story**

**Read and put a number to the picture.**

- Mailén visits her grandma in Los Toldos.
- Grandma has got ostrich eggs on her farm.
- Mailén likes ostriches. She can ride them.
- Grandma gives an ostrich egg to Mailén.
- Back at home the egg hatches.
- Pichi comes out of the egg.



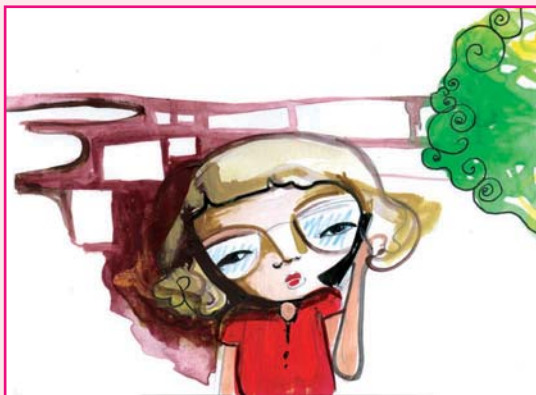
**Act out the story**

**Can you imagine the dialogues in the story?**

.....

.....

- Searching for help



**Rebecca:** *Hi! Dr Lynch! This is Rebecca Hudson.*

**Dr Lynch:** *Hello, Rebecca! How are you?*

**Rebecca:** *Fine, thanks! Dr... I'm phoning because I've come across a very strange creature. I think it's a case of toxic substances on animals but I need your opinion. Could you come and see it?*

**Dr Lynch:** *Of course! Let me see my diary... today at 2 o'clock?*

**Rebecca:** *Sure. That's perfect.*



Chemical pollution



**Rebecca:** *Dr Lynch is a famous Argentine zoologist. He studies birds and other animals in polluted areas.*

**Children:** *Hello!*

**Dr Lynch:** *Hello, children! So you're Mailén and this is your pet?*

**Mailén:** *That's right. This is Pichi.*

**Dr Lynch:** *OK, Mailén. Let me see your bird...*

**Rebecca:** *What's your opinion, Dr?*

**Dr Lynch:** *This is clearly a case of chemical pollution.*

**Andy:** *Chemical pollution?*

**Vicky:** *What's that?*

**Dr Lynch:** *In our world today, people use chemical substances both in the country and in the city. These substances contaminate our air, waters and land.*

**Rebecca:** *These chemicals are sometimes present in pesticides when farmers grow crops. The chemical substances in pesticides can cause deformities and illnesses when they are used constantly and without control.*

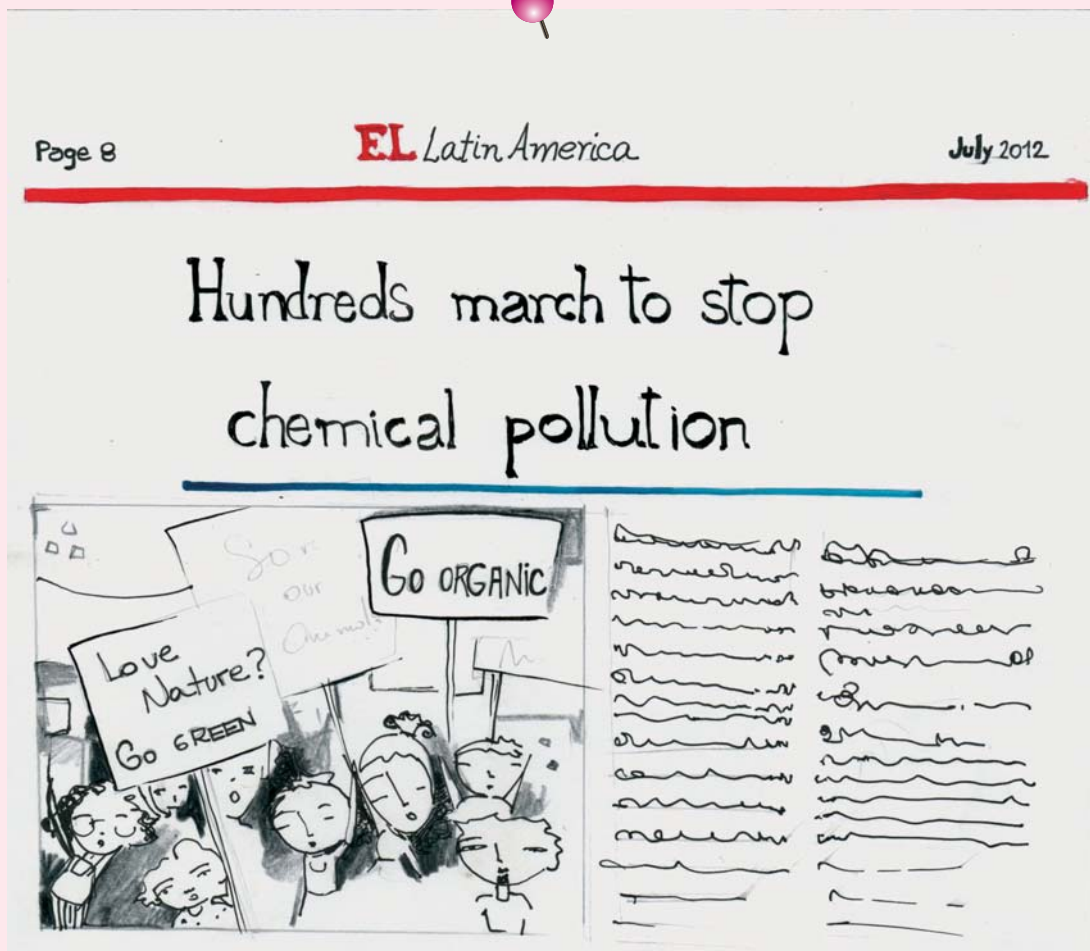
**Dr Lynch:** *Probably Pichi's mother is exposed to chemical substances.*

**Mailén:** *Oh! No! Can we help Pichi and her mother?*

**Dr Lynch:** *I'm sorry. It's too late.*

**Rebecca:** *But we can help stop chemical pollution.*

• Take action



• **Your carbon footprint project**



**Choose your classroom project. Use as many languages as you can to help people in your school community understand and participate.**

**Project 1:**

Start a recycle-reduce-reuse campaign in your school. What can children do to protect nature? Design slogans, posters, leaflets. Explain younger children in your school how they can help. Talk with teachers and head teachers to decide on a school strategy to recycle-reduce-reuse.

**Project 2:**

Write a class book about our wonderful flora and fauna. Include information about endangered species. Show the book to parents and other children in your school.

**Project 3:**

Campaigning through drama. Act out the complete story in your school. Invite the people in your community to the play. Decorate the school with posters to make people aware of pollution.

**Project 4:**

Invite specialists to your school to talk about the consequences of pollution on people, animals and plants. Ask them questions to know more.



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