



## PART II

### Objective:

Today we'll **write** and evaluate our testimonies during the Covid-19 pandemic.

### Materials:

- Laptop or cellphone with WhatsApp.
- Spanish-English dictionary.
- Pen, pencil and colored pencil.
- Notebook (portfolio).

### Evaluation criteria list:

Read the following list and take them into consideration.

| My testimony during the pandemic |                                                                                                                         |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 1.                               | Empleas el <b>presente simple</b> de manera adecuada en tu testimonio.                                                  |
| 2.                               | Empleas recursos textuales para aclarar o reforzar tu testimonio (brindas contexto y das detalles de manera coherente). |
| 3.                               | Evalúas el uso correcto de los verbos y las palabras usadas para mejorarlo.                                             |
| 4.                               | Evalúas el sentido y características de tu testimonio para mejorarlo.                                                   |

### Activities:

Antes de iniciar, **abre y vuelve** a repasar el material **SIMPLE PRESENT** y observa el video.

**I. CONVERSATION:** Listen to and read the following conversation and answer the following questions.



HILDA

- HILDA:** Hi Roberto!
- ROBERTO:** Hi Hilda.
- HILDA:** How do you feel today?
- ROBERTO:** I feel very stressed.
- HILDA:** Oh no, my friend. Sorry to hear that!
- ROBERTO:** I don't feel good. I don't see my friends and I don't play in the park. It's frustrating
- HILDA:** I see ...
- ROBERTO:** How do you reduce stress, Hilda? Please, help me!
- HILDA:** Well, when I feel stressed, I read books, I draw pictures of my favourite superheroes, and I help my mom on the farm.
- ROBERTO:** Oh! I feel good when I help my grandfather in the kitchen.
- HILDA:** Good idea, help your family!
- ROBERTO:** Thank you very much Hilda!
- HILDA:** No problem, my friend.



ROBERTO

Check (✓) the correct information for Hilda (A) and Roberto (B).

|                                         | HILDA                               | ROBERTO                  |
|-----------------------------------------|-------------------------------------|--------------------------|
| ☹ I read books.                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ☹ I don't see my friends.               | <input type="checkbox"/>            | <input type="checkbox"/> |
| ☹ I feel stressed.                      | <input type="checkbox"/>            | <input type="checkbox"/> |
| ☹ I help my grandfather in the kitchen. | <input type="checkbox"/>            | <input type="checkbox"/> |

CORRECT the statements for Hilda and Roberto. Follow the example:



HILDA

☹ I help my ~~grandfather~~ on the farm.

I help my mom on the farm.

☹ I read comics.

\_\_\_\_\_.

☹ I look at pictures of my favorite superheroes.

\_\_\_\_\_.

\_\_\_\_\_.



ROBERTO

☹ I don't help my grandfather.

\_\_\_\_\_.

☹ I don't play at school.

\_\_\_\_\_.

☹ I don't feel stressed.

\_\_\_\_\_.

II. READING: Read carefully the next testimony and answer the questions.

### MY TESTIMONY DURING LOCKDOWN



Hi everybody! My name is Joshua, but you can call me "Josh". In lockdown, I **don't go** to school, I **don't see** my friends **and** I **don't play** football with my neighbors. I feel very stressed.

What should I do? Well, I feel happy when I do these activities: I **do** exercises in my garden, I **draw** my favorite superheroes **and** I **read** books online.

**On the other hand**, my sister Andrea **doesn't do** exercises in our garden, **but** she **dances** a lot. She **doesn't draw** her favorite superheroes, **but** she **designs** clothes. Finally, she **reads** books online **as I do**.

Underline a), b) or c) according to Joshua's testimony:

1. In lockdown, I...

- a) don't see my teachers.
- b) don't see my family.
- c) don't see my friends.

2. I feel happy when ...

- a) I do exercises in the park.
- b) draw my favorite superheroes.
- c) I read the newspaper.

**III. THE CHALLENGE:** UNICEF tiene una plataforma virtual donde adolescentes de diferentes partes del mundo pueden compartir sus experiencias sobre el manejo del estrés. Tu reto: Crea un testimonio breve en inglés (con la estructura del testimonio de Joshua) y ayuda a otras personas a proteger su salud mental y física.

**PLAN YOUR TEXT:**

Primero escribe en inglés tres acciones que no puedes hacer durante este tiempo de distanciamiento social. (usa presente simple)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Ahora, escribe en inglés tres actividades que haces para sentirte mejor.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Ahora escribe tres actividades que un familiar hace para sentirse mejor.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**WRITE YOUR TEXT:**

Escoge una foto tuya o dibújate. Observa nuevamente el ejemplo de Joshua y une tus oraciones en un solo texto:

### EVALUATE YOUR TEXT:

|    | My testimony during the pandemic                                                                                        | YES | NO |
|----|-------------------------------------------------------------------------------------------------------------------------|-----|----|
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| 2. | Empleas recursos textuales para aclarar o reforzar tu testimonio (brindas contexto y das detalles de manera coherente). |     |    |
| 3. | Evalúas el uso correcto de los verbos y las palabras usadas para mejorarlo.                                             |     |    |
| 4. | Evalúas el sentido y características de tu testimonio para mejorarlo.                                                   |     |    |

### METACOGNICIÓN:

¿Te gustó el resultado final de tu texto? ¿Qué necesitas mejorar?