

Lenguas Adicionales Inglés

5°

Formación General del Ciclo Orientado

How tolerant are we of differences?

Actividades para estudiantes

Serie PROFUNDIZACIÓN · NES



Buenos Aires Ciudad



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Pie de página

[Volver a vista anterior](#)

○ Al clicar regresa a la última página vista.



○ Ícono que permite imprimir.



○ Folio, con flechas interactivas que llevan a la página anterior y a la página posterior.

Itinerario de actividades

Activity 1

Alike

Organizador interactivo que presenta la secuencia completa de actividades.

Notas al final

¹ Símbolo que indica una nota. Al clicar se direcciona al listado final de notas.

Notas

¹ Ejemplo de nota al final.

Actividades

Activity 1 Alike

- a. Watch the video entitled “Alike” and predict what will happen when your teacher pauses it in different sections.

Íconos y enlaces

El color azul y el subrayado indican un [vínculo](#) a un sitio/página web o a una actividad o anexo interno del documento.

Itinerary of activities

Activity 1

Alike

Activity 2

What is it like to be dyslexic?

Activity 3

Interview to Steven Spielberg

Activity 4

Genius

Activity 5

Final task

Activity 1 Alike

- a. Watch the video entitled [“Alike”](#) and predict what will happen when your teacher pauses it in different sections.
- b. Watch the video again and answer these questions.
 - What message does this short film transmit?
 - What criticism does it make of the way students are taught at school? What does “Alike” say about creativity at school?
 - What do you notice about the use of colour? What meanings does colour -or the absence of it- convey?
 - What does “Alike” say about the impact of routine on our lives?
 - To what extent do you feel identified with what you have seen? Why is that?
 - If you had to write a brief summary of what the short film shows you, how would it read?

Digital resources



You can post your opinions on [Padlet](#) or [VoiceThread](#). (Your teacher will provide you with a link so that you can work on Padlet.) These tools allow you to easily access your work, add more information to it at any time and make changes to enrich it or edit it. Remember to embellish your productions with photos. Choose images under Creative Commons or Public Domain licenses with this tool: [Creative Commons Search](#). You can find a [tutorial on how to search for contents under Creative Commons license using CCSearch](#) on the Virtual Campus of Digital Education. In the case of images under Creative Commons license, you will need to check the terms of use, for example, give appropriate credit, provide a link to the license, indicate if changes were made, etc. You can find a [tutorial on Padlet](#) and a [tutorial on VoiceThread](#) on the Virtual Campus of Digital Education.

- c. Once you have written the summary in pairs, post it on either of the aforementioned platforms.
- d. While you do the activities from this guide, you’re going to complete a language journal to reflect on your learning process. Your teacher is also going to assess your work based on this journal. (See [Annex](#) at the end of the guide.)

Activity 2 What is it like to be dyslexic?

- a. Watch the video entitled "[What is it like to be dyslexic?](#)". Compare this first short film you have seen with another video about dyslexia also available on Vimeo. Follow these steps to search for this particular video on Google: write the words **da hye kim + dyslexia** in search box, click on the link that says **da hye kim on vimeo** and watch the video called "**Dyslexia**". You can make use of a tool called Mentimeter to exchange your views on the topic by answering questions or responding to surveys in order to clearly visualize your ideas.
- b. Make a word cloud with the interesting vocabulary that has cropped up in the videos you have seen and then post it on the digital mural [Padlet](#) once your teacher has provided you with the link so that you can start working on the app. It would be advisable to include it on your learning journal or blog as well so that you can keep track of the new words you learn. You could use [Wordle](#), for example, to create your word cloud.

Activity 3 Interview to Steven Spielberg

- a. How much do you know about Steven Spielberg? Get in groups and come up with a questionnaire about the well-known director and producer for your classmates to answer. For example, you could ask about his nationality, the number of films he has made, the number of awards his films have received, his most popular movies, etc. You could make use of the app [Kahoot](#) to design your questionnaire. (You will take it in turns to play the *Kahoots* the different groups have created.) Remember that you need to sign up first to use this tool. Once you have finished playing, if there are any [moot points](#), you could surf the net to look up the information you need to check. You might want to check out the [tutorial on how you can validate a web page](#) and the [tutorial on how to verify whether the information on a page is updated](#) that are available on the Digital Campus of Virtual Education.
- b. Discuss these questions before you watch the video. Again, you can post your answers on the digital mural [Padlet](#) or make use of [Mentimeter](#) to exchange what you know, your queries or your personal experiences on the topic of dyslexia.
 - What do you know about dyslexia?
 - Has anyone in your family been diagnosed with dyslexia?
 - What would you like to know about this condition?
 - What questions would you like to have answered by the text that you are about to read?
- c. You can then read this encyclopedia entry. You might find some of the answers to your questions.

Dyslexia, also known as **reading disorder**, is characterized by trouble with reading despite normal intelligence. Different people are affected to varying degrees. Problems may include difficulties in spelling words, reading quickly, writing words, "sounding out" words in the head, pronouncing words when reading aloud and understanding what one reads. Often these difficulties are first noticed at school. When someone who previously could read loses their ability, it is known as **alexia**. The difficulties are involuntary and people with this disorder have a normal desire to learn.

The cause of dyslexia is believed to involve both genetic and environmental factors. Some cases run in families. It often occurs in people with attention deficit hyperactivity disorder (ADHD) and is associated with similar difficulties with numbers. It may begin in adulthood as the result of a traumatic brain injury, stroke, or dementia. The underlying mechanisms of dyslexia are problems within the brain's language processing. Dyslexia is diagnosed through a series of tests of memory, spelling, vision, and reading skills. Dyslexia is separate from the reading difficulties caused by hearing or vision problems or by insufficient teaching.

Treatment involves adjusting teaching methods to meet the person's needs. While not curing the underlying problem, it may decrease the degree of symptoms. Treatments targeting vision are not effective. Dyslexia is the most common learning disability and occurs in all areas of the world. It affects 3–7% of the population; however, up to 20% may have some degree of symptoms. While dyslexia is more often diagnosed in men, it has been suggested that it affects men and women equally. Some believe that dyslexia should be best considered as a different way of learning, with both benefits and downsides.

Source: [Wikipedia](#) (adapted version).



Steven Spielberg

- d. Listen to [“Steven Spielberg - Dyslexia Interview”](#) and circle the correct option (A, B or C). (Listen from the beginning to 6:31.)
1. Steven Spielberg has known he is dyslexic...
 - A. for a very long time.
 - B. since a few years ago.
 - C. since he was in school.
 2. The diagnosis...
 - A. came as a complete surprise to him.
 - B. helped him understand many things.
 - C. is still a puzzle part in a tremendous mystery.
 3. Which statement is **not** true about his school years?
 - A. He was a very slow reader and was embarrassed when he had to read aloud.
 - B. His schoolmates laughed at him when he had to read in front of the class.
 - C. He refused to read aloud because he was two years behind his classmates.

4. Spielberg had a...
 - A. small group of friends who were not very different from him.
 - B. considerable number of friends who were similar to him.
 - C. group of friends who were members of the Goonies.

5. The idea of going to school made him feel ...
 - A. enthusiastic.
 - B. scared.
 - C. bored.

6. Which statement is **not** true? In the 1950s...
 - A. there was not a name for his learning condition.
 - B. teachers did not try to help him with his difficulties.
 - C. there were no books on dyslexia.

7. What were his parents like?
 - A. Uninvolved and not really very strict.
 - B. Caring and very strict about everything.
 - C. Caring and very involved with his schoolwork.

8. How did he deal with bullying?
 - A. He wrote amazing stories.
 - B. He covered himself up.
 - C. He wrote and made movies.

9. How does he now feel about those kids who bullied him?
 - A. He has always resented them.
 - B. He can understand why they were like that.
 - C. He believes they were the real victims.

10. The movies he made when he was still at school...
 - A. did not help him to escape from what he was going through.
 - B. were very different from the ones he went to see at the cinema.
 - C. saved him and helped him deal with those difficult years.

Useful information



During the second part of the interview, Steven Spielberg talks about [The Goonies](#). Click on the link to find out more information about them.

e. Listen to the second part of the interview and fill up the gaps with the missing words. (Listen from 6:32 to 9:29). If you feel ready, cover up the options given in the box below the sentences, if not use the words in it to fill the gaps.

1. I wish I'd had somebody help me _____ that there were many others like me.
2. Several of my friends were just like me, but we didn't have the _____ to talk about it.
3. I wish I had had someone then in my life to do an _____ to help me go through those rough years.
4. I don't want to put a band-aid on something. I want to figure out how to _____ it all go away for ever.
5. I am in a business right now where reading is very _____. It is of critical importance to me to read books and scripts.
6. I just know I am still slow at reading, but I have _____ to adjust.
7. I have great comprehension of what I read because I do read _____. I retain almost everything I read.
8. I don't just skip over things. I am able to _____ writing, to savour good writing.
9. I really take my _____ going through a book or a script.
10. I dropped out of _____ to be a director when I was twenty one or twenty two years old.
11. I went back to Long Beach State to take the credits I was never able to achieve then because my _____ 'd gotten in the way of my education.
12. I was able to go back into school and was able to _____ with my graduating class.
13. My mum and dad were with me and all my kids came to my _____.
14. They all realized that when you start something you _____ finish it.
15. I left college because I had a _____. It was a great _____. I didn't just _____ college. I fled from school to be a _____.

job - career - graduate - learnt - important - slowly - time - director - make - should - intervention - opportunity - skills - leave - understand - appreciate - college - graduation

f. In what order do you hear the following answers? (Listen from 9:32 to the end.)

- _____ It is more common than you ever could imagine and that you are not alone.
- _____ It will not hold you back.
- _____ There are ways to accelerate your reading skills, to accelerate your comprehension.
- _____ It was a great honour. The queen selected me to become a great Honorary Knight of the British Empire (called KBE).
- _____ There are ways to deal with it. It is not an incurable thing.
- _____ It was presented to me by the British Ambassador in Washington DC. It was a great honour.

___ It is something you are going to have the rest of your life but you can sort of dart between the raindrops to get where you want to go.

Hold someone back: to stop someone from being as successful as they should: *Her parents worried that her classmates were holding her back.* Source: [Macmillan Dictionary](#).

Dart: to move quickly or suddenly: *I darted behind the sofa and hid.* Source: [Cambridge Dictionary](#).

Grammar spot

Have a look at these excerpts from the interview:

- **I wish I'd had** somebody help me to understand that there were many others like me.
- **I wish there had been** someone then in my life to do an intervention to help me go through those rough years.

Does the speaker like the way things happened? Is he talking about an event or an action that actually took place or is he talking about what he would have liked to have experienced?

The same idea could be conveyed in this way:

- **If only I had had** someone then in my life to do an intervention to help me go through those rough years.
- **If someone had done** an intervention, it **would have helped** me go through those years.

g. On the web page of the British Council, there is a section on [wish and If only](#) and another on [wishes and hypotheses](#) that will provide you with some theory and practice.

There are also two short videos on this page that will come in useful: [“Grammar Snacks: The Surprise Party - Third conditional”](#) and [“Grammar Snacks: Camping in Iceland - Conditionals”](#). The former focuses on the third conditional and the latter on all three conditionals. You will also find useful [exercises and rules on the third conditional](#).

You can also find some further theory on *wish* and some practice activities in [Perfect English Grammar](#). You can read about the differences between *hope* and *wish* in the [Cambridge Dictionary](#).

Activity 4 Genius

- a. What do you know about autism? Stand up if you agree with what your teacher says about this disorder. (If you feel ready, you can add further information after you have stood up.)
- b. Now listen to [“What is autism?”](#), an awareness raising ad made by The National Autistic Society, to compare what you thought with what is said in the ad.
- c. Read the article on Stephen Wiltshire and decide what the purpose of the article is.
 1. To raise awareness about autism and the learning problems it creates.
 2. To inform about a remarkable artist, who happens to be autistic.



Stephen Wiltshire.

GENIUS

BY NINA STROCHLIC

Diagnosed with autism at age three, Stephen Wiltshire is now famous for producing highly detailed scenes after just a brief glance.

Today, Stephen Wiltshire is one of Britain's best-known artists. His commissions have a four- to eight-month waiting list, and videos of him sketching panoramic cityscapes in perfect scale have a tendency to go viral.

However, when Stephen was in school, his teachers didn't know what to do with him. Diagnosed with autism at age three, he didn't say his first word ("paper") until age five. Still, as a child, Stephen could sketch stunningly accurate images of wildlife and caricatures of his teachers.

Later he began drawing the buildings he was seeing around London with impressive detail. His older sister Annette would take him to the home of a school friend who lived on the 14th floor of an apartment building, so he could see a sprawling view of the city. He marveled at its layout and landmarks. From that point on, she says, "his passion became obsessive."

At age eight, he got his first commission—from the British prime minister. Language didn't come easily until the next year, but by age 13, he had published his first book of drawings. The public and the media became fascinated by the young teen's incredible memory. Stephen was featured on television shows and in documentaries about so-called savants.

On a trip to New York for an interview, he met Oliver Sacks and drew a perfect replica of the neurologist's house after taking a quick glance at it. "The combination of great abilities with great disabilities presents an extraordinary paradox: how can such opposites live side by side?" Sacks later wrote in the foreword to Wiltshire's second book.

Two years later, in 1989, he visited Venice and drew his first panorama. From then on, Stephen became known for his incredibly detailed cityscapes, each done from memory with hundreds of streets, landmarks, and other minutiae in perfect scale. He has drawn cities around the world, from Jerusalem to Sydney. His latest project brought Mexico City to life on a 13-foot canvas.

In New York, he took a 20-minute helicopter ride and then sketched everything he saw onto a 19-foot-long piece of paper as viewers watched live via webcam.

"Despite Stephen's astounding memory, whilst in Manhattan he still managed to get lost and walk 45 minutes in the wrong direction before finding Cheyenne's Diner," says a playful anecdote on his official website.

In 2006, Prince Charles presented Stephen as a Member of the Order of the British Empire for his contributions to the art world. That year, he opened his own gallery in central London. Today, his photograph welcomes visitors to London's Heathrow airport.

“Stephen is extremely humble and not fazed at all,” says Annette, who manages the gallery.

Fame “hasn't altered his concentration or even made him nervous ... I think it pushes his abilities even further.”

And thanks to his prolific and celebrated career, the once-silent artist now communicates easily with millions of people. “Stephen's art speaks a language that we can all understand,” she says.

Source: [National Geographic](#) (adapted version).

d. Account for the following statements by drawing information from the article. Spot the lines that echo the information given.

1. Stephen Wiltshire has achieved fame because of his extraordinary talent.
2. Currently, his art is in high demand.
3. Videos depicting him at work are tremendously popular.
4. When he was at school, teachers felt unable to help him.
5. From an early age, it was clear he had an extraordinary eye for detail.
6. His sister played a role in his developing a passion for buildings and cityscapes.
7. His first customer was a government official.
8. He became an accomplished draughtsman before he could speak fluently.
9. It is perplexing that he is stunningly gifted and yet very limited, too.
10. He became a celebrity at a young age.
11. He has been awarded an honour by the Crown.
12. His work has taken him to many parts of the world.
13. Becoming famous has not changed his nature.
14. He is a very productive artist.

e. Word search. Which of the underlined words in the text means...?

1. To upset or confuse someone _____.
2. A person with a high level of knowledge or skill, especially someone who is less able in other ways _____.

3. Very surprising or shocking _____.
4. A piece of this cloth used by artists for painting on, usually with oil paints, or the painting itself _____.
5. A building or place that is easily recognized, especially one that you can use to judge where you are _____.
6. Small and often not important details _____.
7. The way something is designed or arranged _____.
8. In a way that is extremely beautiful or attractive _____.
9. (Of a city) covered with buildings across a large area, often ones that have been added gradually over a period of time _____.
10. To show or experience great surprise or admiration _____.

Source of the definitions: [Cambridge Dictionary](#)

Useful information

If you are interested in getting more information about Stephen Wiltshire, you can visit his website: [The Stephen Wiltshire Gallery Ltd. GB](#). You might also enjoy watching the video [“Stephen Wiltshire: The autistic urban artist with the photographic memory”](#) produced by NW news.

Grammar spot

Have a look at these lines from the article “Genius” by Nina Strochlic.

- Today, Stephen Wiltshire is one of Britain’s best-known artists. **However**, when Stephen was in school, his teachers didn’t know what to do with him.
- **Despite** Stephen’s astounding memory, whilst in Manhattan he still managed to get lost and walk 45 minutes in the wrong direction before finding Cheyenne’s Diner.

Do these connectors express addition or do they show a contrast?

Do the connectors have the same structure?

- f. On the web page of the [British Council](#), there are some helpful rules on connectors and some practice activities. You can visit [Perfect English Grammar](#) for further practice and information. The web page [English Grammar](#) offers you a clear overview on connectors. It is worth reading. The grammar section of the [Cambridge Dictionary](#) offers some useful information about *despite* and *in spite of*.

Activity 5 Final task

- a. Get in groups to choose the [disorder](#) you want to focus on and the message you want to convey in your triptych or tri-fold brochure (if you decide to design it by hand) or in your brochure or infographic design (if you want to work digitally). Your intended readers are people your age so that will determine the tone and register to use. Remember the text you have to come up with is informative, so make a point of checking out the information you will include. To help you get some ideas on triptych brochures, you could look up the page [Lucidpress](#) where you will find some templates for you to draw inspiration from as far as the design is concerned. Check out [Thinglink](#), [Easel.ly](#) and/or [Gimp](#) if you want to come up with a digital product. A [tutorial on Thinglink](#), a [tutorial on Gimp](#) and a [tutorial on Easel.ly](#) are available on the virtual Campus of Digital Education.

Useful information

If you would like further information on another autistic artist to get inspired, you could visit this site about [Iris Grace](#), a young girl whose paintings you'll marvel at.

- b. Once you have done your research and written your text, submit it to your classmates and teacher to get feedback on it so that you can improve it further. Make a point of using a connector of contrast and a conditional.
- c. Finally, post your brochure or infographic design on the chosen digital mural [Padlet](#) or [VoiceThread](#). If your final production is a triptych or tri-fold brochure, you can take a picture of it and post it on the mural.

Annex

My Language Journal

In class we are discussing ...

I have learnt ...

We are working on ...

What did I find interesting?

What do I find difficult?

What new words did I learn regarding dyslexia?

What new words did I learn regarding autism?

Here are some mistakes I tend to make ...

Here is the correct version ...

There are questions I would like to ask my teacher ...

Grammar spot

Regarding my skills, I sometimes wish I could ...

As far as the practice activities are concerned, ...

Process writing

My first draft of the brochure:

My final version:

On the final task

Was it easy to decide on how to design the brochure?

What problems did you have to work out?

Did you collaborate with your teammates? In what way(s)?

What contributions did you make?

Did you like working in groups to do the final task? Why/Why not?

Would you have preferred to have done it on your own?

What would have been different/easier/more difficult if you had worked on your own?

Are you good at communicating your ideas? Are you clear? Are you ready to accept your classmates' ideas?

On the materials of this unit

Were the sites suggested helpful or inspiring?

How enjoyable was watching "Alike"? How did it make you feel?

In a nutshell, what was the short film about?

What did you learn about Steven Spielberg?

What phrase/sentence/concept do you particularly remember about what he said during the interview?

Were the video-viewing activities helpful? Why/Why not?

Did you find the choice of the article attractive? Why/Why not?

How would you summarize the article on Stephen Wiltshire?

Were the reading comprehension activities of help? Why/Why not?

How effective did you find the awareness raising ad on autism? Why?

What do you know about autism now that you did not know before?

What changes, if any, would you make to the materials?

Would you suggest using any other material? If so, which?

What would you have done differently?

Is there anything you wish you had not done at all?

Images

Page 9. Steven Spielberg. Gage Skidmore. Flickr <https://bit.ly/2HvzPOA>
Page 13. Stephen Wiltshire. Gobierno CDMX. Flickr <https://bit.ly/2ZwkjP>



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