

FAMILY'S STORIES



INDICADORES DE LOGROS:

- Identifica y utiliza correctamente los adverbios de modo, tiempo y lugar.
- Analiza las ventajas y desventajas de las alternativas posibles, para elegir la más adecuada. (TOMA DE DECISIONES).
- Asume responsabilidad por las decisiones tomadas.
- Comunica sus decisiones en forma oportuna.
- Toma decisiones en forma oportuna.



Let's read the following text.

En la vida cotidiana de cada ser humano existen procesos esenciales ante la planeación de una acción determinada, y para ello es necesario tener la capacidad para saber seleccionar alternativas de acción. Dicha habilidad o competencia se denomina, toma de decisiones y exige compromiso, responsabilidad y riesgo.

En dicho proceso tan vital en la vida humana, debo preguntarme cuáles son las tareas, quienes son los responsables, cuál es el tiempo, el lugar y cuáles las alternativas o estrategias que debo utilizar; además de los recursos que se necesitan y las normas que debo tener en cuenta para una sana decisión. En esta guía además de desarrollar la competencia, Toma de decisiones, voy a identificar algunas oraciones subordinadas en inglés, en un texto determinado y a emitir mi concepto sobre diversas situaciones que se presentan en mi entorno, las cuales requieren de una acertada toma de decisiones.



I meet with my team-group and discuss in an oral way about these questions then I write down my own concept on my notebook.



- a. Would you like to be an adopted person?
- b. Would you like to live with foster parents?
- c. Which are the main problems that an adopted person has?
- d. If you were an adopted person, what kind of advice would you give to the foster parents?
- e. If you have been an adopted person, what would you think about your real parents?
- f. Do you know any person who has been adopted?
- g. What kind of institutions in Colombia give children in adoption?



First, I read individually this article applying some of the strategies studied at unit one. Then I share the information with my team- group, taking into consideration the concepts written at the bottom of the passage and writing down the vocabulary on my notebook.

SHE DIDN'T GIVE UP ON ME

SHE NEVER ONCE GAVE UP. MY MOM IS MY HERO

Kimberly Anne Brand

I lay on the floor, furiously kicking my legs and screaming until my throat felt **raw**¹⁰ - all because my foster mother had asked me to put my toys **away**¹¹.

“I hate you”, shrieked. I was six years old and didn’t understand why I felt so angry all the time.

I’d been living in **foster**¹² care since I was two. My real mom couldn’t give my five sisters and me care we needed. Since we didn’t have a dad or anyone else to care for us, we were put in different foster homes. I felt lonely and confused. I didn’t know how to tell people that I hurt inside. Throwing a **tantrum**¹³ was the only way I knew to express my feelings.

Because I **acted up**¹⁴, eventually my current foster mom sent me back to the adoption agency, just as the mom before had. I thought I was the most unlovable girl in the world. Then I met Kate McCann. I was seven by that time and living with my third foster family when she came to visit.

When my foster mother told me that Kate was single and wanted to adopt a child, I didn’t think she’d choose me. I couldn’t imagine anyone would want me to live with them forever.

¹⁰ **Raw** : unnaturally or painfully exposed

¹¹ **Put away** : put separately

¹² **Foster** : giving or receiving parental care though not kin by blood or related legally: foster parent

¹³ **Tantrum**: a sudden burst of ill temper

¹⁴ **Acted up**: Bad behavior



That day, Kate took me to a pumpkin farm. We had fun, but I didn't think I'd see her again.

A few days later, a social worker came to the house to say that Kate wanted to adopt me. Then she asked me if I'd **mind**¹⁵ living with one parent instead of two.

"All I want is someone who loves me" I said.

Kate visited the next day. She explained that it would take a year for the adoption to be finalized, but I could move in with her soon. I was excited but afraid, too. Kate and I were total strangers. I wondered if she'd change her mind once she got to know me.

Kate sensed my fear. "I know you've been hurt", she said, hugging me. "I know you're scared. But I promise I'll never send you away. We are a family now.

To my surprise, her eyes were filled with tears. Suddenly I realized that she was as lonely as I was.

"Okay . . . Mom, "I said.

The following week I met my new grandparents, aunt, uncle and cousins. It felt funny - but good - to be with strangers who hugged me as though they already loved me.

When I moved in with Mom, I had my own room for the first time. It had wallpaper and a matching bedspread, an antique dresser and a big closet. I had only a few clothes I'd brought with me in a brown paper bag. "Don't worry", Mom said. "I'll buy you lots of pretty new things". I went to sleep that night feeling safe. I prayed I wouldn't have to leave.

Mom did lots of nice things for me. She took me to church. She let me have pets and gave me horse back riding and piano lessons. Every day, she told me she loved me. But love wasn't enough to **heal**¹⁶ the hurt inside me. I kept waiting for her to change her mind. I thought, "If I act bad enough, she'll leave me like the others.

¹⁵ **Change her mind:** the act or result of changing initial ideas or positions.

¹⁶ **Heal:** to restore to health or soundness. To repair or reconcile.



So I tried to hurt her before she could hurt me. I picked fights over little things and threw tantrums when I didn't get my way. I **slammed**¹⁷ doors. If mom tried to stop me, I'd hit her. But she never lost patience. She'd hug me and say she loved me **anyway**¹⁸. When I **got mad**¹⁹, she made me jump on a trampoline.

Because I was failing in school when I came... With her, Mom was very strict about my homework. One day when I was watching TV, she came in and turned it off. "You can watch it after you finish your homework", she said. I blew up. I picked up my books and threw them across the room. "I hate you and I don't want to live here anymore" I screamed.

I waited for her to tell me to start packing. When she didn't I asked, "Aren't you going to send me back?"

"I don't like the way you are behaving," she said, "but I'll never send you back. We are a family, and families don't give up on each other:"

Then it hit me. This mom was different; she wasn't going to **get rid of me**²⁰. She really did love me. And I realized I loved her, too. I cried and hugged her.

In 1985, when mom formally adopted me, our whole family celebrates at a restaurant. It felt good belonging to someone. But I was still scared. Could a mom really love me forever? My tantrums didn't disappear immediately, but as months passed, they happened less often.

Today I'm 16. I have a 3.4 grade point average, a horse named Dagger's point, four cats, a dog, six doves and a bullfrog that lives in our **backyard**²¹ pond. And I have a dream: I want to be a veterinarian.

Mom and I like to do things together, like shopping and horseback riding. We smile when people say how much we look alike. They don't believe she's not my real mom. I'm happier now than I ever imagined I could be. When I'm older, I'd like to get

¹⁷ **Slam, slammed:** to shut with force and noise.

¹⁸ **Anyway:** in any case, anyhow.

¹⁹ **Get mad, got mad:** to become affected with rabies, very angry.

²⁰ **Get rid of:** to be or become free of.

²¹ **Backyard:** the yard behind the house.



married and have kids, but if that doesn't work out, I'll adopt like mom did. I'll pick a scared and lonely kid and then never, ever give up on her. I'm so glad mom didn't give up on me.

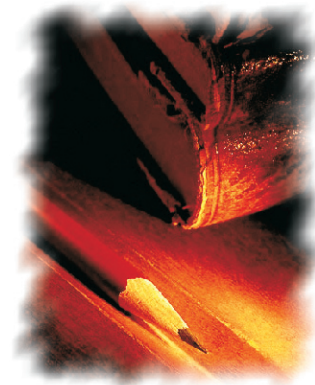
Sharon Whitley

Taken from Woman's World magazine

Activity one

After reading the previous article I am going to write down these statements on my notebook and I am going to answer them writing TRUE or FALSE. Then, I am going to meet with my team-group and we are going to compare the answers, correcting the mistakes and reading again where I can find the information.

1. The girl who acted furiously felt so happy all the time ().
2. The only way that girl had to express her feelings, was to throw a tantrum ().
3. That girl thought she was the most lovable girl in the world ().
4. Kate McCann was single and she wanted to adopt that girl ().
5. The teenager was so astonished, because she had her own room for the first time ().
6. Kate McCann didn't tell with actions, that she loved the girl everyday ().
7. The teenager didn't believe in Kane's patience ().
8. The teenager realized that Kane was going to get rid of her ().
9. The girl wanted to be a veterinarian because her foster mother contributed to this ().
10. According to Sharon Whitley, the author of this article, the teenager would adopt a kid and never will give up on her/him ().





LET'S REVIEW SOME GRAMMAR

Now I am going to read some information referring to adverbs and the way we can form and use them. Next we are going to copy the examples on my notebooks, highlighting them with different colors.

ADVERBS (Part one)

Use: An adverb often contains the answer to the question: "How does the subject perform the verb?"

EXAMPLES:

- He plays the trumpet **beautifully**, but he plays baseball **very badly**.
- John walked towards me slowly. Then he spoke **quietly**.

Some adverbs (e.g. extremely, terribly, remarkably, unusually, especially, and several others) are also used to strengthen adjectives or other adverbs.

EXAMPLES:

- Fred was **extremely angry** when you said that.
- That's a lovely hat, but it's **terribly expensive**.

Formation: Most adverbs are formed by adding -ly to the end of an adjective:

Clear / clearly

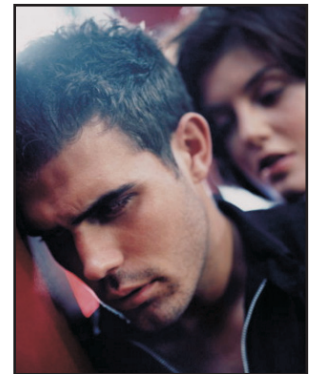
Wonderful / wonderfully

Clever / cleverly

Stupid / stupidly

Dangerous / dangerously

Bad / badly



I continue remembering other useful adverbs. I copy the following chart on my notebook, and I complete it using the dictionary.



Adverbs of Frequency	
Always	
Never	
Seldom	
Hardly ever	Casinunca
Occasionally	
Frequently	
Often	
Sometime	
Once	

Activity two

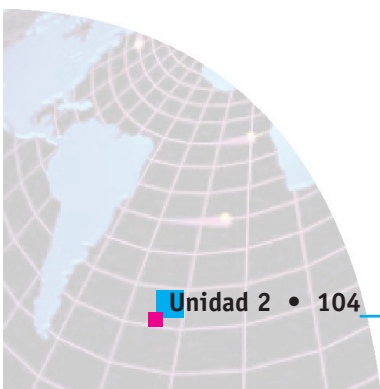
I am going to do the following exercises on my notebook, taking into account the list of adverbs. I compare my answer with my team work.

- a. I look for the meaning of the following adverbs in the dictionary. The abbreviation of adverb is (adv) in the dictionary. I write an example for each one.
 - Quietly (silenciosamente) I pray in the church **quietly**.
 - Cheaply
 - Hardly
 - Quickly
 - Well
- b. I make sentences using the adverbs, given in the chart.

Activity three

El hecho de tomar decisiones exige compromiso, responsabilidad y riesgo; lo cual en algunos casos genera incertidumbre ante los resultados que se esperan.

A continuación presentamos una serie de situaciones en las cuales corresponde tomar una decisión. Elaboro una lista de ventajas y desventajas con mis compañeros de subgrupo, antes de seleccionar la respuesta más adecuada.





My turn:

I write down the answers on my notebook, using some adverbials. Remember that it is very important to analyze the different alternatives that we have in order to find the correct answer.

Situation 1:

Let's suppose that you have a communication problem with one of the members of the team group and you don't want to talk with your teacher. What would you really do?

Situation 2:

You are a very sincere person and you don't like that another person tell you lies, but unfortunately there is a person in your family who doesn't like to tell the truth. What kind of advises would you give him / her?

Situation 3:

Let's suppose you are an adopted boy / girl and your foster parents didn't give you comprehension. The only thing they give you is food.

You want to tell them some alternatives in order to improve your relationships. What kind of advices would you give them?



En el proceso de comunicación debemos ser muy claros al momento de comunicar nuestras ideas. Es por ello de suma importancia saber escuchar las ideas con atención para poderlas transmitir de una manera correcta, sin dar lugar a malos entendidos.

En Inglés específicamente debemos poner especial atención a la construcción de oraciones, ya que la utilización incorrecta de un término o estructura gramatical, puede alterar por completo el mensaje que se quiere transmitir.

I meet with my team-group and choose a topic or theme where we need to make decisions. You can select a situation at school or at home.

You should take into consideration these aspects:



- a. Situation: Write in a clear way what the problem is.
- b. Possible solutions: write down some alternatives to solve the problem. If you want, you can use some adverbials.
- c. Strategy for the presentation: Choose a visual aid in order to present this activity to your group, and then to your teacher.



ESTUDIO Y ADAPTACIÓN DE LA GUÍA

