



# ENGLISH LANGUAGE AND LITERATURE

The City and it's Buildings

4<sup>th</sup> and 5<sup>th</sup> form





# ▷ SECUENCIAS DIDÁCTICAS PRIMARIAS BILINGÜES

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# NOTAS DE LECTURA

Las secuencias están escritas **para los/as docentes** y no para los/as alumnos/as.

## PARA EL TRABAJO CON SECUENCIAS ES NECESARIO:

- ❑ Leer la secuencia completa antes de comenzar a trabajar y bajar los videos para poder utilizarlos aún si falla la conexión.
- ❑ Es importante identificar el “Final Task” y pensar cómo las actividades propuestas acompañan para que los/as alumnos/as lo puedan realizar con cierta autonomía al finalizar la secuencia. Se sugiere:
  - Identificar el vocabulario clave de la secuencia y leer los objetivos del grado para identificar aquellos que son trabajados en cada secuencia.
  - Planificar cada clase teniendo en cuenta necesidades de los/as alumnos/as, la carga horaria de la clase y cómo se distribuirá la propuesta a lo largo del mes. *Una actividad puede durar más de una clase o una clase puede incluir varias actividades. Para que la secuencia se ajuste a las necesidades del grupo es importante que, al planificar cada clase, el/la docente evalúe si es necesario incluir alguna actividad de andamiaje previa a las propuestas.*



# NOTAS DE LECTURA

Las secuencias de ***English Language and Literature*** incluyen una rutina que se realiza al iniciar cada clase y que consiste en preguntas y respuestas, momentos de movimiento y canciones. Es importante hacer un uso inteligente de este espacio para sistematizar los contenidos que se aprenden a lo largo del año y facilitar la evaluación formativa de los/as alumnos/as.

***Esta rutina abarca contenidos aprendidos en años anteriores y, gradualmente, incorpora los contenidos que se están abordando en clase. Es importante:***

- ❑ Asegurar la participación de los/as alumnos/as para que cada uno/a esté practicando lo que necesita para avanzar.
- ❑ Identificar su proceso de aprendizaje. Si bien en un principio el trabajo puede ser coral se sugiere que, a medida en la que los niños/as van desarrollando la autonomía, la interacción sea individual.
- ❑ Proponer que en segundo ciclo, y con la ayuda de los/as compañeros/as, cada alumno/a haga una síntesis de lo trabajado previamente.
- ❑ Promover el trabajo de metacognición. Es importante que los/as alumnos/as puedan identificar sus logros y en qué necesitan seguir trabajando.



# OBJETIVOS ANUALES

## LENGUA INGLESA - 4º GRADO

- ❑ Construir nuevos saberes a través del inglés en contextos significativos para los/as alumnos/as.
- ❑ Percibir y comenzar a apreciar que en el mundo coexisten lenguas y culturas diversas.
- ❑ Desarrollar el pensamiento crítico y la empatía (ponerse en el lugar de otro/a, respetar distintos puntos de vista, etc.) para la incorporación de las dimensiones interculturales.
- ❑ Desarrollar curiosidad por la lengua adicional y su cultura que aporte al desarrollo del/de la alumno/a como a la comunidad a la que pertenece.
- ❑ Desarrollar hábitos de lectura y estrategias de comprensión lectora.



# OBJETIVOS ANUALES

## DESARROLLAR LOS SIGUIENTES MODOS DE COMUNICACIÓN DE LA LENGUA



### COMPRENSIÓN

- ❑ Comprender información específica en contextos predecibles.
- ❑ Comprender la secuencia de un texto a partir de ciertas pistas discursivas.
- ❑ Comprender la idea global en una variedad de textos sencillos y auténticos.
- ❑ Comprender de forma oral y escrita explicaciones e instrucciones sencillas para realizar acciones.
- ❑ Reconocer información concreta de temas conocidos y cotidianos en textos breves y sencillos, tanto orales como escritos.
- ❑ Comprender la idea general, frases y expresiones sencillas relacionadas al ámbito familiar y cotidiano en una conversación siempre que los/as interlocutores/as articulen lenta y claramente.
- ❑ Reconocer los principales géneros textuales acordes al nivel.

Icons from Flaticon.es

# OBJETIVOS ANUALES



## EXPRESIÓN

- Brindar información oral y escrita sobre sí mismo/a y sobre otros/as acerca de situaciones cotidianas utilizando frases y oraciones sencillas: datos personales, rutinas diarias, deseos, necesidades y pedidos de información.
- Describir ciertos objetos cotidianos y personas mediante una relación muy sencilla de elementos, utilizando conectores muy frecuentes.
- Formular preguntas a sus maestros/as, compañeros/as o personajes de los cuentos trabajados en clase.
- Realizar presentaciones orales breves, básicas y ensayadas de temas cotidianos.
- Narrar historias breves mediante una relación sencilla de elementos.
- Explicar lo que le gusta y lo que no le gusta con respecto a algo.
- Expresar su opinión en términos sencillos.
- Producir colaborativamente con el/la docente y los/as compañeros/as los principales géneros textuales acordes al nivel.



## MEDIACIÓN

- Utilizar palabras sencillas para mostrar su interés y para pedir que se le explique algo.
- Expresar una apreciación personal sobre textos escritos u orales mediante palabras sencillas.
- Transmitir de forma oral y escrita información sencilla y predecible sobre situaciones familiares y cotidianas.
- Colaborar en la interacción grupal invitando a otros/as a participar en tareas sencillas, utilizando frases breves y conocidas.

Icons from Flaticon.es



# OBJETIVOS ANUALES



## INTERACCIÓN

- ❑ Participar en intercambios sociales breves, sencillos, rutinarios con la apoyatura de repeticiones y reformulaciones.
- ❑ Interactuar con el/la docente durante la lectura de distintos tipos de texto compartiendo experiencias personales y opiniones a partir de ellos.
- ❑ Coincidir y/o discrepar con otras personas para alcanzar un objetivo a través de frases sencillas.
- ❑ Dramatizar escenas basadas en textos literarios y/o situaciones cotidianas, tratados anteriormente, con la guía del/de la docente.

Icons from Flaticon.es

# OBJETIVOS Y CONTENIDOS

ANUALES DE LITERATURA - 4° y 5° GRADO

## OBJETIVOS

- ❑ Reconocer y apreciar la cultura de países de habla inglesa, sus tradiciones y costumbres, a través de la lectura de obras literarias.
- ❑ Hacer uso de estrategias de escucha comprensiva y escucha atenta.
- ❑ Desarrollar el hábito de la lectura progresivamente autónoma a través de obras literarias auténticas.
- ❑ Desarrollar el pensamiento crítico.
- ❑ Comparar y contrastar (personajes, eventos, lugares, textos).
- ❑ Realizar predicciones a partir de pistas temáticas, lingüísticas, pragmáticas y discursivas.
- ❑ Analizar los personajes y sus acciones en forma detallada realizando una caracterización del personaje acerca de su pensamiento y actitudes.
- ❑ Reconocer y utilizar los principales elementos literarios.

## CONTENIDOS

### GÉNERO TEXTUAL - GÉNEROS LITERARIOS:

- ❑ **Cuento:** argumento, acción y consecuencia.
- ❑ **La leyenda:** explicación del origen de las cosas. Estructura. Narración. Contraposición con la explicación científica.
- ❑ **La fábula:** conversación entre animales. Análisis de la moraleja.
- ❑ **Poemas:** estilos de poemas (haiku, shape poems). Rimas y canciones.

## ELEMENTOS LITERARIOS

Personajes: personaje principal y personajes secundarios; Tiempo y espacio; Tema: reconocimiento. Trama; Punto de vista: análisis de voces; Personificación.



# CONTENIDOS

## LENGUA INGLESA

### GÉNERO TEXTUAL

Texto literario (leyenda) y texto informativo.

### TEMA

La ciudad y sus edificios.

## CONTENIDOS\*

- ❑ Formulación de preguntas y expresión de indicaciones acerca de cómo llegar a un lugar.
- ❑ Identificación y expresión de referencias.
- ❑ Expresión de sugerencias.
- ❑ Preguntas y expresión sobre preferencias.

## ENFOQUE

- ❑ Identificación y expresión sobre lugares reales; reflexión.
- ❑ Relación entre lugares reales y leyendas urbanas.
- ❑ Promoción de visitas aprovechando esa relación.

## SONIDOS

Identificación de patrones de acentuación a nivel palabra en contextos familiares.



9 de Julio Avenue, 1986

### 3 of Buenos Aires' urban legends



Imágenes capturadas de los enlaces indicados más arriba.



*Let's make a circle.  
Sit down on the floor.*

## WELCOME TIME

*Let's begin our lesson now. Is everybody ready to start?*

*Good morning / Good afternoon, everybody.*

*Who's absent today? Let's count!*

## CALL THE ROLL

*There are 25 of us in this classroom. Let's count.*

*Today we are \_\_\_\_\_*

*Why were you absent last Friday? What's wrong with \_\_\_\_\_ today?*



AGENDA



HELLO SONG  
[Singing Walrus](#)



HELPER



SCHEDULE



THE WEATHER/SEASONS

**SHARING:** answering and asking personal questions.

### SHARING OPTIONS

- ❑ **Option A:** The teacher may ask the usual questions or play a board game.
- ❑ **Option B:** Play online board games.
- ❑ **Option C:** Questions. The teacher will encourage the students to ask questions to their classmates and he/she will also ask questions.

### ASSESSMENT

- ❑ Questions about the informational text.
- ❑ The teacher may ask the students to search for an urban legend from BA.

### SOME QUESTIONS OPTIONS

See next two slides/pages.



# CLASSROOM MANAGEMENT

## NOTE FOR THE TEACHERS

This page has **MANY** widgets you may find useful:  
<https://classroomscreen.com> (visited in Aug., 2023)



background



poll



randomizer



qr code



sound level



image



text



draw



work  
symbols



traffic light



timer



clock



calendar



dice



embed



group  
maker



stopwatch



webcam



video



event  
countdown



hyperlink



visual timer

Images captured from  
<https://classroomscreen.com>



Image from Pixabay



## ROUTINE

After working with the texts, try adding some questions from slide 16!

Hello. How are you?

Where are you from?

Where do you live?

Who is your best friend?

What's your favourite colour/ number/ subject?

What's your name?

What is your favourite room in the house?

What can you do there?

How are you feeling today?

Have you got any sisters or brothers?

Who do you live with?

What can you see in the classroom? Can you see any lines? Shapes?

What's your teacher's name?

How old are you?

Can you hear any sound? What can you hear? Is it loud/ soft/ short/ long?

What's the weather like?

What's your school's name?

How many...are there?

What is there in your school bag today?

What's your mother's/ father's/ brother's/ sister's/ aunts/ grandpa's/ grandma's name?

What are you wearing?

**NOTE:** Be careful when asking personal questions. Choose your questions carefully to avoid hurting your student's feelings.



## ROUTINE - Let's move!

### THE TEACHER

May take some “places in the town” or “landmarks” flashcards and put them on the students desks.

### STUDENTS

Will simulate they are in the city. Then the teacher will ask a student to stand up and follow directions.

- 1) Go along this road. Take the second left onto Butterfly Street. Walk past the hospital and you will see it in front of you.
- 2) Go straight on. Go past the restaurant and turn left. You will see it in front of you.
- 3) Go straight on along this road. Go through the tunnel. Pass the traffic lights and go straight on until you get to the park. At the park, turn right. Go past the school. It's the building next to the market, opposite the theatre.
- 4) Go straight on. Go past the traffic lights. Go straight on. At the roundabouts take the second exit, onto Elephant Road. Go past the theatre. ~~It's the building next to the theatre.~~

Now, it's the students' turn to **give directions**. You may also play with a printed map or in the playground.



## INTRODUCTION TO THE TOPIC - The City and its buildings



9 de Julio Avenue, 1986

### 3 of Buenos Aires' urban legends



Images captured from [https://kids.kiddle.co/Buenos\\_Aires#Cityscape](https://kids.kiddle.co/Buenos_Aires#Cityscape) and <https://turismo.buenosaires.gob.ar/en/article/3-buenos-aires-%E2%80%99-urban-legends> (Aug., 2023)

### PRE READING

Working with paratext and anticipating what the text/story is about. Activating previous knowledge: city; colours; different places: square, building, neighbourhood, etc.; talking about place: near, far, close, in front of, opposite; how to get there.

### WHILE READING

Reading the story/text and making it comprehensible.

### POST READING

Working with the different moments of the story/ parts of the text. Reflecting upon the importance of buildings in culture and the differences between reality and legends about them.

### WORKING WITH VOCABULARY

Talking about the buildings and places that appear in the texts (location, attractions, how to get there) and kind of stories about them.

### PHONICS

Pronunciation of the before vowels and consonants.

## FINAL TASK: Buenos Aires Facts for Kids: Landmarks

### TASK

- In pairs or small groups, students make a leaflet suggesting people to visit some places in BA.
- **OPTION A:** Some ideas to make an [online leaflet](#)\*
- **OPTION B:** Make your leaflet on paper ([some tips](#))\*  
\*Links visited in Aug., 2023

### PLANNING

- The teacher separates the class into groups and gives them some instructions to create a leaflet (information to include, illustrations/prompts, etc).
- Students discuss if they will make an online leaflet or one on paper.
- Students decide which roles they will have in the group (illustrator, editor, writer, etc.).
- After planning, they create the leaflet.

### PRESENTATION

- Students share their creation with the rest of the class, family, and other groups in the school.

### REFLECTION

- Students reflect upon what they have learnt.



9 de Julio Avenue, 1986

### 3 of Buenos Aires' urban legends



(\*) [https://kids.kiddle.co/Buenos\\_Aires#Cityscape](https://kids.kiddle.co/Buenos_Aires#Cityscape) - Aug., 2023  
[Urban Legend: The Curse of the Faculty of Engineering](#) - Aug., 2023

## FINAL TASK: Buenos Aires Facts for Kids: Landmarks<sup>(\*)</sup>

### ANALYSIS AND PRACTICE

Asking questions:

- What is the text about?
- What makes these places interesting to visit? Would you like to go there? Where would you prefer to go?
- Who is/was the main character in the story? Is there only one? Where does the story take place? Is it a real or imaginary place?
- What is/was the problem the main character(s) had? Was there a solution?
- How is the story connected to the other text?

### NAMING AND CHARACTERIZING PLACES: SUGGESTING TO GO THERE

- This is the obelisk/cathedral/cabildo...
- It's near/far/in front of \_\_\_ Plaza de Mayo
- It has a very interesting/long history\_\_\_
- There is/isn't a/ny legend about it\_\_\_
- You should go/can visit/cannot miss visiting\_\_\_ when you visit BA.



9 de Julio Avenue, 1986

### 3 of Buenos Aires' urban legends



(\*) [https://kids.kiddle.co/Buenos\\_Aires#Cityscape](https://kids.kiddle.co/Buenos_Aires#Cityscape) - Aug., 2023  
[Urban Legend: The Curse of the Faculty of Engineering](#) - Aug., 2023



## PRE READING: Working with Paratext and Anticipating - What the Story/Informational Text Is About

Look at the title: what do you think the story/text is about?

In your opinion, could it be a real story? Why?

Think about the source\*:  
Where do we get the text(s) from?



9 de Julio Avenue, 1986

### 3 of Buenos Aires' urban legends



Look at the picture:  
What information do you get?

Can you identify the writer of the story/text?

Who may the main character(s) be? How do you think he/she looks like? Do you think he/she has got any problem? What could it be?



### TOPIC THE CITY AND ITS BUILDINGS: LANDMARKS

There are different buildings in Buenos Aires. All of them have different characteristics and may be very attractive for people to visit. These are some of them:



**The Cabildo** was the government house during the colonial times. The original building was too small and, over the years, it changed a lot. In 1940, an architect reconstructed it, using various original documents. It is placed opposite the Pink House.



**The Kavanagh** building is located at 1065 Florida St. in Retiro neighbourhood, in front of Plaza San Martín. Some characteristics of this building are the simplicity of its lines, the lack of external ornamentation and its large volumes. It was declared a national historical monument in 1999.

<sup>(\*)</sup> [https://kids.kiddle.co/Buenos\\_Aires#Cityscape](https://kids.kiddle.co/Buenos_Aires#Cityscape) - Aug., 2023 | Images from Wikipedia



### TOPIC - THE CITY AND ITS BUILDINGS: LANDMARKS



**The Metropolitan Cathedral** is the main Catholic church in Buenos Aires. It is located in the city centre, on one of the sides of Plaza de Mayo, on the corner of San Martín and Rivadavia streets, in San Nicolás neighbourhood. It is the mother church of all the Catholic churches of Buenos Aires. From its doors, you can see the Cabildo and the Pink House, which are opposite one another.



**The Obelisk** was built in May 1936 to commemorate the 400th anniversary of the first founding of the city. It is located in the center of the *Plaza de la República* (Republic Square), at the intersection of 9 de Julio and Corrientes avenues. It was the first place where the Argentinian flag fluttered. It was designed by architect Alberto Prebisch, and its construction took only four weeks.



**The Water Company Palace** is a highly decorated building, and the curious thing about this place is that inside of it there is a water pumping station. (Adapted text)

<sup>(\*)</sup> [https://kids.kiddle.co/Buenos\\_Aires#Cityscape](https://kids.kiddle.co/Buenos_Aires#Cityscape) - Aug., 2023 | Images from Wikipedia



## TOPIC - THE CITY AND ITS BUILDINGS

### *The Curse of the Faculty of Engineering*



Not all that glitters is gold, and not all of the stories of the city's monumental landmarks have happy endings. The construction of the University of Buenos Aires' [Faculty of Engineering](#) began in 1912, under the orders of the well-known engineer Arturo Prins. He was meticulous and obsessive and he wanted to construct the most impressive building in the city.

Everything was going well until in 1938, when, with the first part of construction complete, the work mysteriously stopped. Some people said that the construction was too expensive; others said that there was a miscalculation and, if work continued, the building was going to collapse.

Prins died a year later, without the possibility of seeing the building finished. In the 1950s, a student wanted to finish the building for his thesis. He not only failed to do so, but he also failed to graduate in the process. Since then, no one else tried to continue the building, which is still used in its amazing but unfinished state on Las Heras Ave., in the neighbourhood of Recoleta. (Adapted text)

<sup>(\*)</sup> <https://turismo.buenosaires.gob.ar/en/article/3-buenos-aires%E2%80%99-urban-legends> - Aug., 2023 | Images from Wikipedia



# WHILE READING/LISTENING TO THE STORY/ TEXT: Making It Comprehensible. Oral Work

## 1. READING/LISTENING TO THE STORY/TEXT

*(Don't get to the end of the story/text).*

- Teaching students to listen/read.
- Making the plot comprehensible.
- Miming, pointing and asking questions to guide understanding.

## 2. CHARACTERISTICS OF THIS STORY/TEXT

*When you read/listen to it, is there anything special? Is there a narrator? Who are the characters? Can they speak? Is there any problem? Is there a solution? What is special about this story/text? Is this fictional? What kind of text is it? How can you tell?*

## 3. THE SETTING

What places can you see in the story/text? In what country are they? Can you identify a specific time in the texts? Are the places important in this story/text? Why? What can you learn from those places?



9 de Julio Avenue, 1986

## 3 of Buenos Aires' urban legends



## 4. SIMILARITIES AND DIFFERENCES

*What do the main character and the other characters have in common? How are they different? Is there any of them luckier/smarter/sweeter/braver than the other? Is there any of them more powerful/curious than the other?*

## 5. THE OTHER CHARACTERS

*How does/did she/he help the main character? Is/Was she/he important during the story? Why? Is/Was there any problem between them?*

## 6. MEETING THE MAIN CHARACTER(S)

*Does/did he really exist? What is/was he/she like? Does/Did he/she have any problem during the story? Does/did he/she solve it? How? Does/did he/she have any help?*

## POST READING/LISTENING TASKS: Some ideas

### GAME. 21<sup>ST</sup> CENTURY SKILLS

Collaborate with the members of your group to create an online jigsaw puzzle, memotest, crossword, hangman game or quiz.

### CREATIVITY AND COMMUNICATION. 21<sup>ST</sup> CENTURY SKILLS

In pairs/groups, **think and create:**

- **Option A:** an online leaflet
- **Option B:** a leaflet on paper.

**WRITE AND ROLE PLAY** a dialogue between characters of the story.

**DRAW** one of the landmarks mentioned in the texts. With the help of the teacher, explain why you chose it and describe your work.

Draw a map with instructions to get to some of the landmarks.



9 de Julio Avenue, 1986

### 3 of Buenos Aires' urban legends



### COLLABORATIVE CHART

- **Option A:** make a collaborative chart to register characteristics of the informational text/urban legend.
- **Option B:** work with both texts in different groups and create a collaborative comparative chart, to summarize characteristics of both types of text.

### WORKING WITH VOCABULARY

- **Some options:** Pictionary, memory game, bingo, mime and guess, tic-tac-toe, different versions of hangman, word search, match the words and the pictures.

### DEVELOPING THINKING SKILLS

- Analysis of the characteristics of the story to decide why it is a urban legend.
- Sorting activities.
- Deciding what to include in a dialogue.
- Deciding what to include in a leaflet.
- Creating instructions to complement a map (e.g., bus to take).



## READ, THINK, DISCUSS AND ANSWER



### KNOWLEDGE

- Name two/three of the buildings mentioned in the informational text.
- Name the architect/ the university/ the year mentioned in the urban legend.



### COMPREHENSION

- Explain why the Cabildo/the Obelisk is important.
- Explain why you think the second text presented is an urban legend (you can use the meaning of these words as help).



### APPLICATION

- Make a short informational paragraph about another landmark in Buenos Aires. Include instructions to get there (for example: take the X bus, get off the bus in X street, walk X blocks/metres, turn right/left, etc).
- Write an urban legend (You can search for one and make it simpler. Which are the most important parts? Which parts can you not include? NOTE: The teacher discusses previously with the students what an urban legend is).
- Turn an informational paragraph into an urban legend or an urban legend into an informational paragraph,



## READ, THINK, DISCUSS AND ANSWER



### ANALYSIS

- Compare two of the landmarks mentioned in the informational text.
- Compare what happened to the architect and the other person that tried to finish the building.
- Infer possible logical explanations for the curse.



### SYNTHESIS

- What information is about history and what information is about the buildings?
- How would you make it clearer in the legend that there is a “curse”?



### EVALUATION

- Does the information invite you to visit the buildings? Which of them would you prefer to visit? What information would you add?
- Do you think the urban legend makes the building more interesting? How does it call your attention?



## COLLABORATIVE CHART - Talking about two different texts and comparing them

TYPE OF TEXT	AUTHOR	CHARACTERS / NARRATOR	SETTING	OBSERVATIONS/ SUMMARY
Informational				(Source; non fictional/fictional; information you get from the text...)
Urban Legend				

### COLLABORATIVE CHART

Make a chart to register different aspects of the texts.

#### NOTE:

- Teachers may include the chart in the routine to help build vocabulary.
- Teachers can also discuss definitions with the students to add information to the chart. E.g., <https://www.merriam-webster.com/dictionary/urban%20legend>; <https://www.britannica.com/topic/urban-legend> (visited in Aug., 2023)

### THINK AND DISCUSS

What similarities and differences can you find between the information and places that appear in the texts? Which one do you prefer? Which text is more realistic? Why?



## PRACTICE BOOK

**NOTE:** The texts told us some things that happened in the past and that, somehow, are connected with the present. As we change with time, so do cities and houses. The teacher may discuss with the students the changes they consider or imagine, how cities may have changed, and then he/she can invite students to work on some pages of their Practice Books.

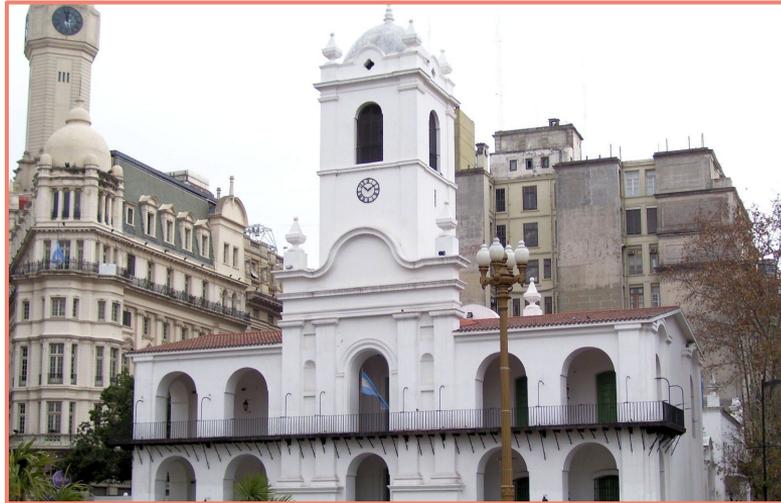
### THE PLACES WHERE I LIVE. HOW THEY WERE IN THE PAST

- ❑ Work on **page 45 of the Practice Book** to talk and write about a town in the past.
- ❑ Work on **page 46 of the Practice Book** to talk, draw, and write about your bedroom in the past. If you don't want to talk about your bedroom, you can pick another part of the house, or a room from a movie you like. Then, play with the verbs in the past.

### A CIVILIZATION FROM THE PAST: THE INCAS

**Discuss before asking the students to work on the activity:**

- ❑ What do you know about them/The Incas?
- ❑ Where did they live?
- ❑ How were their houses?
- ❑ Did they live in a city or in the countryside?
- ❑ How can you tell?
- ❑ Now work with the **Practice Book, page 47, act. 5**, to check your assumptions and to learn more about these people.



**The Cabildo** is one of Buenos Aires' landmarks. Watch the pictures of the Cabildo and think: Which picture is new? Which one is old? How can you tell? What can you see in each of them? What does the Cabildo look like? Now, work on **p. 55 of the Practice Book**.

**ACTIVITY 3:** write about the Cabildo of 1810 in the first column and write about the Cabildo nowadays in the second column. (**Note:** The teacher may use some other images)

**ACTIVITY 4:** draw and describe another landmark of Buenos Aires.



## READING: incredible cities in History

### *The Terracotta Warriors (Practice Book, page 50 and 51)*

#### BEFORE READING

**Ask the students to look carefully and say:**

- Where is the text from? Is it from a book? Is it from the Internet? Is it from a newspaper? How can you tell?
  - Can you find the name of the author?
  - What's the title of the text?
  - What do you get from the images?
  - Could it be an urban legend? Could it be an informative text?
- Now let's read and check our assumptions,*

#### WHILE READING

In the text, stop at the end of each paragraph and discuss the main idea. For example, if there was a city, is the paragraph about its location, what could be found there, or its people? Elicit predictions about the following paragraphs too.

#### AFTER READING

Number the events in the correct order and answer the questions. Discuss what they think about the text and what they learnt.

#### THINK AND SHARE

*Can we visit similar places in CABA? Are there any underground places to visit in the city? Where else should we apply the rules from page 51? Why do you think we should?*



## LISTENING TIME! - Listen and think; Listen and write; Listen and illustrate



Video from YouTube, visited in Aug., 2023

- ❑ Explain students they are going to listen to a person talking about a city.
- ❑ First, they will listen to identify what city it is about and how many people voices they can hear.
- ❑ Then, they will try to identify the topics mentioned by focusing on key words (for example: food, people, tango, etc).
- ❑ After that, they will listen again to take notes about important things mentioned in the video. Notes may be compared with different classmates. *Did we all considered the same things? Why do you think it is?*
- ❑ Finally, students will watch the video and draw a part that calls their attention. They can also check their notes.



## Working with vocabulary



TIC TAC TOE

[Printable](#)



PICTURE  
DICTIONARY



Q&A

Q&A

- ❑ Follow directions to get to a famous building from the school to guess what building it is (with options).
- ❑ Answer questions about pictures of some of the buildings.



WORD SEARCH



[HANGMAN](#)



SORTING GAME

SORTING GAME

- ❑ Order the words to complete the sentences.
- ❑ Put the text in order.
- ❑ Match description and images of buildings.



BINGO

[Cards Generator](#)



WORLD WALL  
POSTER



### PHONOLOGICAL AWARENESS

*Pronunciation of 'the' before vowels and consonants.*

- ❑ Watch the video. Then, take a part of the story/text and work on it.
- ❑ After that, include other parts and practise.

"The Cabildo was the government house during the colonial times. The original building was too small and, over the years, it changed a lot."

Transcription from the adaptation of **Buenos Aires Facts for Kids: Landmarks:** ([https://kids.kiddle.co/Buenos\\_Aires#Cityscape](https://kids.kiddle.co/Buenos_Aires#Cityscape), visited in Aug., 2023)

"Not all that glitters is gold, and not all of the stories of the city's monumental landmarks have happy endings. The construction of the University of Buenos Aires' Faculty of Engineering began in 1912, under the orders of the well-known engineer Arturo Prins."

Transcription from the adaptation of **The Curse of the Faculty of Engineering** (<https://turismo.buenosaires.gob.ar/en/article/3-buenos-aires%E2%80%99-urban-legends>, visited in Aug., 2023)



Video from YouTube, visited in Aug., 2023



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“Not all that glitters is gold, and not all of the stories of the city’s monumental landmarks have happy endings. The construction of the University of Buenos Aires’ [Faculty of Engineering](#) began in 1912, under the orders of the well-known engineer Arturo Prins.”

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Transcription from the adaptation of **The Curse of the Faculty of Engineering** (<https://turismo.buenosaires.gob.ar/en/article/3-buenos-aires%E2%80%9999-urban-legends>, visited in Aug., 2023)

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**NOTE:** you can use [Vocaroo](#)\* to record yourself reading a piece of the text

\*Web Page visited in Aug., 2023

Read the texts and find examples of 'the'

Listen and pay attention to the pronunciation in the examples given in the videos. Practise with the videos and the examples from the texts.

Play a game pronouncing 'the' correctly, quickly after someone else says a word.  
Examples: engineer, building, ending...

In pairs or small groups, students create a leaflet to suggest people visit a place/some places in Buenos Aires.

OPTION A

Creating and sharing an online leaflet. [Some ideas](#)\*

OPTION B

Creating and sharing a leaflet on paper. [Some tips](#)\*

\*Web Pages visited in Aug., 2023

Discuss and decide the roles of the members of the group (1 or 2 writers, 1 or 2 illustrators/ artists, etc.). Be ready to change or share roles. .

Discuss what landmark(s) and characteristics you will include in the leaflet you have to create. Ex. the Obelisk, directions, curiosities.

Will it be an online leaflet? Will it be a leaflet on paper?

Discuss and write the words to include in your writing. Will you include question/ exclamation marks? Why? Will you need a narrator?

What resources will you need? (computer, tutorial, cardboard, markers, etc)

Create the leaflet



## PLANNING AND PRESENTATION - Think, create, collaborate, and share

### NOTE

The leaflet may include an image from Google Maps or a map designed by some of the members of the group and the directions to get to the landmark. Giving more than one option could make it easier for people to get there! For example:



*If you want to get to **Recoleta Cultural Centre**, you can walk from San Martín Square, in Retiro. Walk ten blocks straight along Libertador Avenue. You can also take one of the buses that go there (17, 61, 62, 67, 92, 93, 10, 37, 38, 41, 59, 60, 95, 101, 102, 108, 118, 124, 130).*

- ❑ Students may include other landmarks from nearby and mark them all in the map, including simple directions (ex. cross the street and turn left/right, etc).
- ❑ The teacher may play giving simple directions inside the classroom/school to practise.

### SHARING TIME!

- ❑ Students prepare to share their leaflets with the whole class.
- ❑ They may record the performance and upload it to the school blog, where other students will have access to it.
- ❑ The whole class may create leaflets announcing a special occasion or an open class to show all the leaflets.
- ❑ Some groups may share resources if necessary (like a computer or a speaker).



## PLANNING AND PRESENTATION - Think, create, collaborate, and share

Think and discuss, create, and collaborate to share a final production.

What will we include in the leaflet (place, image, directions, curiosities)?

Do we focus on one place or more than one? How many? Which place(s) are we going to include?

How are we going to present the leaflet to the class?

Are we going to ask for our classmates' opinion?

How can we share it with more people from the school?

Are all the members of the group going to talk? What roles are we going to have in the presentation?

Will we make only a handmade leaflet? Will we generate a QR code? Do we need help to do that?



## ANALYSIS AND PRACTICE

Can you find any of these expressions in your leaflet?

*It may/could be a good idea to -----*

*You should -----*

*Let's -----*

*Why don't we -----?*

1. What are these expressions used for? Can you mention other ones?
2. What do you notice about **the verb** after words such as “**should**” “**may**” and “**could**”?

CAN I MAKE SUGGESTIONS IN ENGLISH?





## EXTRA RESOURCES

attention **GRABBERS**

Zip, Zip, Zap!  
Students: We're All That!

Are you ready kids?  
Students: Aye, Aye, Captain!

Hocus pocus...  
Students: Everybody focus!

Pop See Ko  
Students: Pop Pop See Ko

Macaroni and cheese...  
Students: Everybody freezel!

Shark Bait!  
Students: Oooh ha ha!

Zip it! Lock it!  
Students: Put it in your pocket!

Holy moly!  
Students: Guacamole!

Tootsie Roll, lollipop...  
Students: We've been talking, now let's stop!

Scooby, Dooby Doo! Where are you?  
Students: We've got some work to do now!

**FREEBIE!**  
www.TraciClausen.com



[Iconic Places to Visit in Buenos Aires](#)



[Must See Attractions](#)



[Buenos Aires City Map](#)



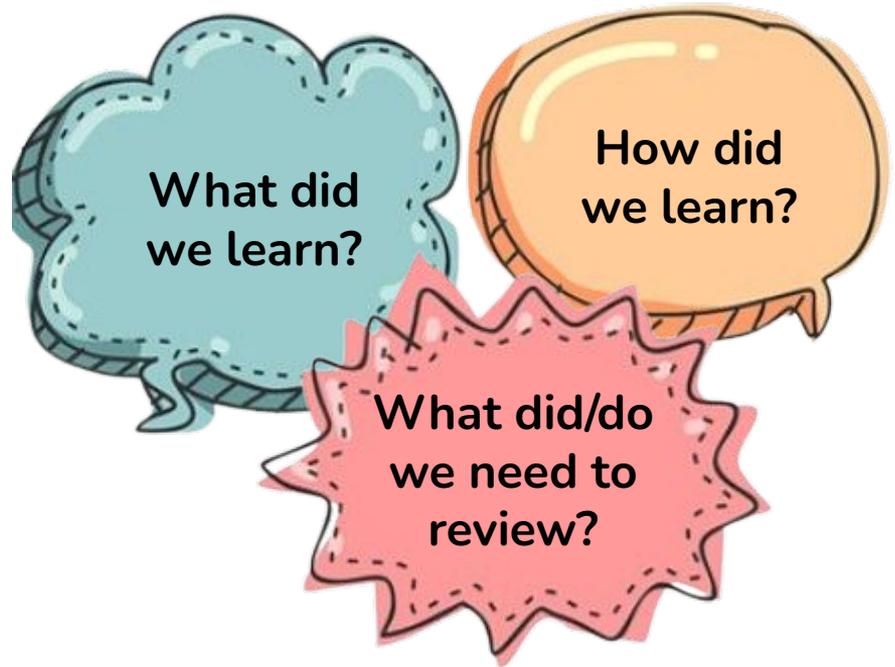
## ANALYSIS AND REFLECTION - Think, reflect and collaborate

1. Reflect upon what you/the group learnt.
2. Make a collaborative register with the whole class.

### EXAMPLE OF TRIGGER QUESTIONS

- What did you learn?
- What kind(s) of text did you read?
- What is/was special about it (characteristics)?
- Can you name and describe any new city buildings/type of text now?
- Can you name places in the city, talk about their location and give simple instructions to get there?
- Did you learn anything about suggestions? Is there only one way of suggesting things? Which is the best way you can choose?
- Does it depend on the audience? Why?
- Did you learn anything about the differences between legends and truth?
- Did you learn anything about how to say some words?
- Is there anything you would like to add?

**NOTE:** The students may create a special section in their binders where they can keep all the reflections made either in groups or individually. They may also add some lines about themselves when the reflection was made by the whole group.



### COMPREHENSION

- Can your students understand different instructions?
- Can they understand different questions?
- Can they understand simple texts, oral or written?
- Can they understand the main and the most important ideas of a text?
- Can they identify the genres they worked with?

### INTERACTION

- Can they express themselves in English using classroom language and everyday expressions?
- Can they ask and answer very simple questions about personal information?
- Can they dramatize different situations or scenes from different texts?

### MEDIATION

- Can they react to different text to show their interest (or lack of it) about it?
- Can they talk about their personal opinion related to the texts they worked with?
- Can they explain in their own words what they have been learning about?
- Can they handle interaction while working in groups?

### PRODUCTION

- Can they describe pictures and situations related to topics they have been working with?
- Can they talk/write about themselves and the world around them (colours, shapes, sizes, feelings, physical appearance, etc.)?
- Can they ask and answer very simple questions about the topic they have been working with?