

NOTAS PARA DOCENTES - Orientaciones didácticas para el uso de Planes de Aprendizaje

Estas breves orientaciones tienen como objetivo guiar y acompañar a los docentes de nivel secundario en el uso y la elaboración de los planes de aprendizaje, que son recursos claves del Programa.

PRINCIPALES CARACTERÍSTICAS DE LOS PLANES DE APRENDIZAJES (P.A.)

- Están destinados a los estudiantes
- Abarcan desde un **nivel Pre A1** hasta el **nivel B2** del Marco Común Europeo de Referencia de las Lenguas (MCERL). Se espera que los estudiantes avancen un nivel por año académico según sus puntos de partida.
- **(A1, A2.1, A2.2, B1.1 B1.2, B2.1, B2.2)** y avancen según sus puntos de partida. El nivel Pre-A1 está destinado a estudiantes que no pueden acreditar un nivel elemental de A1, ya sea porque en la escuela primaria estudiaron otra lengua adicional, porque provienen de otras jurisdicciones u otros motivos. Se sugiere ofrecer las oportunidades necesarias para que, en un plazo máximo de dos bimestres, puedan iniciar el primer nivel (A1).
- Al comenzar cada PA encontrarán una barra de progreso con el calendario sugerido de cada Plan.

Pre A1	Nivel 1 - A1	Nivel 2 - A2.1	Nivel 3 - A2.2	Nivel 4 - B1.1	Nivel 5 - B1.2
■					

This is Me - Pre A1

Pre A1	Nivel 1 - A1	Nivel 2 - A2.1	Nivel 3 - A2.2	Nivel 4 - B1.1	Nivel 5 - B1.2
■	■	■			

Sports - A2.1

- Son modélicos, es decir que los docentes pueden usarlos tal como se presentan o hacer los ajustes pertinentes. Sin embargo los 20 planes tienen un **hilo conductor y progresivo** en términos de los contenidos y **capacidades** que se esperan que desarrollen y aprendan a lo largo de los 5 años del nivel secundario.
- Cada plan está pensado para ser realizado en 1 bimestre de modalidad común. Las escuelas intensificadas y bilingües, en cambio, necesitarán hacer uso de dos planes por bimestre. En ese caso, los ajustes docentes serán clave para no saturar a los estudiantes con sobrecarga de trabajo y aprendizaje.
- Requieren de la intervención y el acompañamiento permanentes de los docentes.
- Incluyen la información sintética de lo que los estudiantes necesitan saber respecto de lo que van a aprender y se espera que logren en el desarrollo del Plan.
- Explicitan la tarea final que será siempre la producción de un género textual oral y/o escrito que haya sido trabajado, deconstruido y reconstruido por los estudiantes a través de distintas actividades planteadas.
- Detallan las tareas previas o intermedias que favorecerán la realización de la tarea final.
- Contemplan la co y la auto evaluación de las capacidades y saberes prioritarios del P.A.
- Propician que todos los estudiantes aprendan y desarrollen las distintas capacidades específicas de la LA.
- Contemplan el trabajo individual, en pares y grupal en actividades significativas y de alta autenticidad para promover interdependencia positiva y autonomía.

- Cada etapa (**Punto de partida, Indagación, Producción, Evaluación**) de los P.A. se construye sobre la anterior. Es decir, no son independientes sino que conforman un todo para que los estudiantes logren los objetivos de aprendizaje planteados.

Todos los planes se elaboraron partiendo de los siguientes principios pedagógicos:

→ **DESARROLLO DE CAPACIDADES DE LA LA**

Desde esta perspectiva, aprender una lengua adicional implica desarrollar la capacidad de comprender, producir, interactuar y mediar textos en situaciones comunicativas concretas. Tal como plantea el Marco Común Europeo de Referencia para las Lenguas, la competencia comunicativa se manifiesta en la acción, cuando los sujetos movilizan recursos lingüísticos, cognitivos y socioculturales para resolver tareas con un propósito determinado. En consecuencia, **la enseñanza ya no se organiza en torno a secuencias de contenidos gramaticales o léxicos aislados, sino alrededor de prácticas discursivas situadas.**

→ **ENFOQUE A PARTIR DE GÉNEROS TEXTUALES**

Los PA trabajan sobre un rico repertorio de géneros textuales, sin embargo, **en cada uno se hará foco sobre un género en particular**, que se irá desarrollando y trabajando para que sea abordado como tarea final y pueda dar cuenta de lo aprendido. Algunos géneros se trabajan desde la comprensión y otros desde la producción, según su complejidad y según el nivel de los estudiantes. Por último, el género textual trabajado en el PA se ve desarrollado en la etapa de indagación, en la evaluación y en el trabajo final.

→ **ENFOQUE BASADO EN TAREAS**

La planificación de la enseñanza implica comenzar por definir qué tarea final de producción se le pedirá a los estudiantes (elaboración de una invitación, un vlog, un folleto, etc). Las tareas intermedias planteadas, por su parte, favorecen la resolución de la tarea final es decir que se irá construyendo el camino que les facilitará a los estudiantes poder llevar adelante la tarea final propuesta que será más autónoma y donde pondrán en juego los contenidos, las estrategias y las capacidades desarrolladas a lo largo del plan.

→ **DIVERSIFICACIÓN**

Todos los estudiantes trabajan sobre las mismas capacidades y propósitos comunicativos, pero cuentan con diferentes apoyos para hacerlo posible. En este sentido, diversificar no implica fragmentar los objetivos ni individualizar la enseñanza, sino anticipar la diversidad desde la planificación, incorporando andamiajes, modelos, consignas graduadas, apoyos visuales y lingüísticos, y múltiples puntos de entrada a las tareas.

→ **MEDIACIÓN SITUADA**

A diferencia de la diversificación que anticipa desde la planificación múltiples accesos a los aprendizajes esperados, la mediación ocurre durante la enseñanza y orienta decisiones pedagógicas en función de las necesidades de los estudiantes en tiempo real.

Algunas notas respecto de las secciones de los P.A.

Se recomienda la lectura de los planes (sus etapas y secciones) junto con los y las estudiantes al comienzo de cada plan, en especial la tarea final, la etapa de “Evaluación” y la sección de “Objetivos”. Con el propósito de fomentar que los y las estudiantes sean partícipes activos de su proceso de aprendizaje y evaluación, se sugiere abordar estas instancias de manera conjunta antes de comenzar a avanzar sobre el plan. Una estrategia posible es realizar una lectura “hacia atrás” (backwards), comenzando por la tarea final y los criterios de evaluación, para que los estudiantes puedan visualizar desde el inicio el propósito del trabajo, comprender el sentido de las distintas etapas del plan e identificar con mayor claridad el punto de

partida y el punto de llegada. De este modo, podrán tomar decisiones a lo largo del proceso de trabajo en cada etapa.

ETAPAS EN LOS P.A.

Punto de Partida

En esta etapa se recuperan los saberes previos de los estudiantes y se los convoca a conocer el eje temático del Plan de Aprendizaje. Se brindan orientaciones sobre los contenidos lingüísticos a desarrollar, se presenta el vocabulario necesario para llevar adelante la lectura de textos y para que puedan incorporarlos a sus producciones y desarrollo de ideas.

Indagación

En esta etapa, se busca que los estudiantes comiencen a establecer conexiones entre sus conocimientos previos y los nuevos contenidos que van abordando. El propósito es que logren darle sentido a los temas de estudio y que se conviertan en agentes activos en la construcción de su propio conocimiento. Se les guiará para que consulten diversas fuentes de información y utilicen herramientas de pensamiento que les permitan comprender y comunicar lo investigado con sus propias palabras, de diversas maneras y en diferentes formatos.

Producción

Esta fase está orientada a que los estudiantes pongan en práctica lo aprendido durante la indagación. Aquí, aplicarán los conocimientos, capacidades y estrategias que han desarrollado en las etapas anteriores. En esta instancia se espera que, a través de la creación de un **producto tangible**, demuestren su comprensión del tema y la capacidad de utilizarlo en contextos diferentes. Se promueve una resolución creativa que toma como base la indagación anterior.

Evaluación

Finalmente, en la última etapa se espera que los estudiantes integren y relacionen todos los conocimientos adquiridos. Es una fase clave porque favorece la comprensión profunda y completa de los temas abordados, conectándolos con la vida cotidiana y reflexionando sobre el propio proceso de aprendizaje. El objetivo es que, al finalizar esta etapa, los estudiantes no solo hayan aprendido los contenidos, sino que también puedan ver cómo se vinculan con su realidad diaria y poner en juego las capacidades que han tenido oportunidad de desarrollar. Se considerará el **avance continuo** y los progresos de cada estudiante como herramienta de valoración de su desempeño.

Las grillas de **co y auto evaluación** deberán ser realizadas con la orientación del docente para guiarlos en el logro de sus aprendizajes y de aquello que aún necesitan consolidar. Tanto la co-evaluación como la autoevaluación proponen una instancia de honesta reflexión y revisión del desempeño.

Se sugiere que los docentes incluyan instancias de evaluación en distintos momentos del desarrollo del plan que brindarán información acerca de los logros de sus estudiantes y orientarán futuras decisiones sobre la planificación y la enseñanza.

A LO LARGO DEL PA ENCONTRARÁN

→ **Actividades de recepción, expresión, mediación e interacción**

El MCERL (CEFR) estructura las competencias lingüísticas en cuatro actividades clave: recepción (comprensión oral/lectora), producción (expresión oral/escrita), interacción (diálogo social) y mediación

(facilitar la comunicación o comprensión). Estas actividades no son aisladas ni están fragmentados sino que responden a un hilo conductor que va llevando a los estudiantes a logros progresivos de cada capacidad a desarrollar. Además, promueven el uso activo, colaborativo e intercultural del idioma, enfocándose en el "saber hacer" del usuario. Apuntan al desarrollo del estudiante como "agente social" para facilitar la comunicación, crear puentes y reconstruir significados entre personas o textos.

Es importante brindar oportunidades varias que incluyan los cuatro modos de comunicación. En referencia a la mediación y la interacción, esas actividades incluyen la mediación de textos (resumir, traducir), de conceptos (facilitar colaboración) y de comunicación (mediar en situaciones de desacuerdos o de comprensión parcial). Por su parte, por medio de actividades de interacción se busca enfatizar el uso social del lenguaje, requiriendo al menos dos personas para coproducir significados, como diálogos, debates o correspondencia.

Tanto en mediación como en interacción se piensa en el rol de los estudiantes como mediadores y facilitadores, no sólo al docente. Esto puede observarse en los planes "The London Challenge" de Pre A1 y "Dressing Up" de A2.1 que se ven a continuación:

Ejemplo 1:

11. ⚡ In pairs, tell your classmate **IN YOUR OWN WORDS** what you understood from the text. Sentences don't need to be long, you can use 3 words and that's perfect!

You can use the **images** in the presentation to help you out and/or you can use some of **these phrases** to help you out.

- I think the review is...
- My favourite part is... because...
- In the text, there is/are...

Ejemplo 2:

💡 **Tip! Think about the video:**

The man sounds very positive about the show. (Remember the expressions in 🗣️ **Language focus**.) So, are these slang expressions positive or negative? What do you think they mean?

- Are there similar expressions in Spanish that people your age use with friends? Discuss with a classmate.

→ **Cuadros con capacidades y estrategias de CL y CO**

Algunos plantean capacidades de Comprensión oral y de Comprensión lectora que se esperan desarrollar y otras ofrecen tips (cuadros en color naranja) y estrategias (cuadros en color azul) para abordar los textos de manera sistemática, es decir que deben ser enseñadas.

Se espera que a medida que se avance con los PA, la complejidad de dichas estrategias se profundice mientras que los y las estudiantes puedan consolidar las estrategias para recontextualizarlas a variados géneros y actividades.

Estos ejemplos pertenecen al Plan de Aprendizaje "Fictional Houses - Nivel A1". Es por eso que se encuentran en la L1 de los estudiantes.

We are going to learn about houses that are not usual to see. They are strange and funny!

TIP: Activar conocimientos previos ANTES DE LEER ✓

Antes de leer el artículo, pensá: ¿Qué hace que una casa sea "extraña"? ¿Qué casas raras viste antes en clase? ¿Se parecen esas casas a tu casa? Sí o No Decí una cosa que sea diferente o extraña en esas casas.

Read this [ARTICLE](#) about Weird and Wacky Houses around the World.

SKILL: Identificar ideas principales MIENTRAS LEÉS ✓

Cuando leas, buscá: ¿De qué trata cada casa? ¿Qué características se repiten? (forma, materiales, tamaño)

Tip: Subrayar palabras clave ✓

Marcá: partes de la casa, materiales, adjetivos simples (big, small, funny, strange). Esto te ayuda a entender de qué habla el texto y recordar lo más importante.

→ **Reflexión Metalingüística y Metacognitiva (Thinking Routines)**

Los PA cuentan con instancias valiosas de reflexión sobre el propio aprendizaje. Estas instancias se encuentran bajo los títulos "*Thinking Routines*" o "*Think-Pair-Share*" o "*Final Reflection*". Se recomienda no pasar por alto estos momentos ya que colaboran y dan sentido a la construcción de su autonomía como estudiantes. De hecho, el acompañamiento del docente en esta instancia es clave para aprender a reflexionar y argumentar sobre lo que aprendieron y lo que necesitan aprender aún. Estas actividades apuntan a la reflexión sobre su propio recorrido y aprendizajes alcanzados.

Ejemplo 1:

Thinking Routine - Final Reflection

- ✓ Did you enjoy learning about how to give / ask for directions?
- ❓ What was difficult? How can you improve?
- 🔥 In which places do you think you can apply this information?

Ejemplo 2:

6. Individually: We're about to finish this stage so let's go over the [3-2-1 Thinking Routine](#).

→ **Independent Learning guide**

Cada PA cuenta con un apartado específico para fomentar gradualmente un grado mayor de autonomía. Aquí, se priorizarán los intereses de cada estudiante.

La **Independent Learning Guide** forma parte de los planes y se espera que sea trabajada en todas las modalidades. No obstante, su implementación puede adaptarse según la carga horaria disponible y el criterio docente.

○ **Escuelas de modalidad común**

Dado que la guía propone un trabajo de mayor profundidad, se sugiere seleccionar al menos uno o dos de sus puntos o actividades para que desarrollen los estudiantes, en función del tiempo disponible.

○ **Escuelas de jornada intensificada**

Se prevé el desarrollo de dos planes por bimestre, en función de la mayor carga horaria semanal. En este marco, la Independent Learning Guide puede abordarse de manera parcial o completa dentro del desarrollo de los planes, según el criterio docente y la organización del tiempo disponible.

→ **Fast finishers**

Propuesta sugerida para que quienes hayan finalizado las tareas propuestas puedan seguir trabajando en el aula mientras sus pares re-elaboran o toman más tiempo en culminar las actividades. Algunas propuestas serán lúdicas y otras de elaboración individual y/o trabajo entre pares.

→ **Recursos**

Cada P.A. cuenta con los recursos necesarios para su desarrollo ya que todos los materiales se encuentran accesibles por medio de links e hipervínculos (vídeos, audios, textos, juegos, rutinas de pensamiento, etc).

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL

NOMBRE DEL ESPACIO: Lenguas Adicionales: Inglés- Nivel 2-A2

Pre A1	Nivel 1 - A1	Nivel 2 - A2.1	Nivel 3 - A2.2	Nivel 4 - B1.1	Nivel 5 - B1.2
■	■	■			

NOMBRE DEL PLAN: School Life

DURACIÓN: 1 BIMESTRE

SINOPSIS:

Durante este plan, explorarás el tema "School Life". Leerás y escucharás cómo los y las estudiantes transcurren sus días en escuelas de otros países. Además, pensarás acerca de tus rutinas diarias y hábitos cotidianos a la hora de estudiar y organizar tu tiempo. Diseñarás un blog con información relevante acerca de tu propia escuela y por último, elaborarás un **weekly planner** con los horarios habituales de tus actividades, incluyendo horas de estudio.

→ **TEMA:** School Life - what is an ideal school?

A lo largo de este plan aprenderás a:

- Realizar descripciones básicas de tus rutinas, hábitos cotidianos y manifestar preferencias sobre los mismos.
- Identificar similitudes y diferencias sobre las rutinas escolares y preferencias.
- Evaluar tu propia producción y la de tus compañeros.
- Diseñar un blog post
- Identificar la idea general y las ideas principales en textos escritos y audiovisuales sobre la vida escolar y las rutinas.
- Reconocer la estructura básica de textos escritos breves (**artículos y posteos de blog**).
- Comprender el significado general de palabras y expresiones frecuentes a partir del contexto y/o con apoyo de recursos de consulta.
- Describir de forma sencilla rutinas diarias, hábitos cotidianos y la vida escolar.
- Expresar opiniones, gustos y preferencias sobre la escuela y las rutinas, utilizando enunciados sencillos y justificaciones breves.
- Participar en intercambios orales breves en pares y grupos, formulando y respondiendo preguntas simples sobre rutinas y vida escolar.
- Utilizar estrategias de reflexión metacognitiva para mejorar la comprensión y la producción en lengua adicional, con apoyo docente.
- Colaborar con otros en la búsqueda de información y en la revisión de producciones orales y escritas

- Utilizar estrategias de reflexión metacognitiva para mejorar la comprensión y la producción en lengua adicional, con apoyo docente.
- Utiliza los recursos a su disposición para comunicarse oralmente y por escrito, utilizando estrategias de compensación

Géneros textuales trabajados en este plan:

- Blog
- Vlog
- Gifs and Memes
- Artículo
- Agenda semanal

Producto final:

- Elaboración de un **posteo en un blog** sobre tu escuela

Contenidos y capacidades:

- Descripción de rutinas y hábitos cotidianos
- Expresión de gustos, preferencias y opiniones personales, con justificaciones sencillas.
- Formulación de preguntas para pedir y compartir información sobre gustos y preferencias
- Reflexión sobre preferencias y hábitos personales.
- Comparación y reflexión sobre costumbres escolares propias y de otras culturas, identificando similitudes y diferencias.

Evaluación:

- Tu progreso a lo largo de todo el proceso de aprendizaje
- La tarea final como producto del trabajo de este Plan de Aprendizaje.
- El desarrollo de tu capacidad de autoevaluación y coevaluación de tus compañeros.

⚠ IMPORTANTE ⚠

Al final de este plan, en el apartado “**EVALUACIÓN**”, encontrarás la rúbrica de coevaluación y la de autoevaluación. Te recomendamos que las mires con detenimiento antes de comenzar a trabajar. No te olvides de consultar tus dudas con tu profesor/a.

Punto de Partida (Starting point)	Indagación (Inquiry)	Producción (Production)	Evaluación (Assessment)
2 weeks - 8 hours	3 weeks - 12 hours	2 weeks - 8 hours	1 week - 4 hours

PUNTO DE PARTIDA

En esta etapa, vas a escuchar y leer textos sobre las rutinas diarias. Durante las actividades, vas a identificar las ideas principales y algunos detalles importantes. También vas a hacer y responder preguntas simples y a comparar tus hábitos con los de tus compañeros. Para ayudarte, vas a usar imágenes, palabras clave y modelos que te van a guiar para escuchar, leer y hablar en inglés.

DURACIÓN ESTIMADA DE LA ETAPA: 8 horas / 7 horas

RECURSOS

- Warm Up Games: [tell the time](#), [Listening Challenge](#), [Pick a box](#) and [Gifs and Memes](#)
- Reading
- Listening: [school life](#)
- Interactive video: [Daily Routine](#)
- Vlog: Fred, a British teenager.
- [3-2-1 Thinking Routine](#).

ACTIVIDADES

- a) Let's revise how to [tell the time](#)! Click on the link and place the clock hands next to the time
- b) **Listening Challenge.** If you feel you can stand up for a [Listening Challenge](#), try this activity! (You may need earphones for it)
- c) **Whole-class game.** Play as a whole class: [Pick a box](#) and answer.
- d) **Daily actions with Gifs and Memes (pair work).** Get in pairs - We're going to have a look at some Gifs and Memes. They represent activities we do everyday. Click [here](#) and then click **PLAY**. Take turns: **choose a box, look at the image, say the action out loud**, then **click to check** if your answer is correct. Keep playing and see **who can name more activities**.

DAILY ROUTINES & TIMES

1. Look at the pictures. Read these daily routines. If you don't know a word or expression, look it up here: [WordReference](#)

 **Go to bed**

 **Play**

 **Wake up**

 **Go to school**

 **Have breakfast**

 **Have dinner**

 **Have lunch**

 **Do homework**

2. **Organising personal routines.** Write the routines in the order you usually do them during your day. For example, if the first thing you do is wake up, then "Wake up" = 1.

1.

2.

3.

4.

5.

6.

7.

8.

3. Speaking & Writing – Daily Routines: Similarities and Differences

a) **Interview your partner.** Use the pictures as a guide and ask your partner about their daily routine. Write short notes with your partner's answers (you don't need full sentences).

Example:

A: *When do you wake up?*

B: *At seven.*



Wake Up



Get Dressed



Eat Breakfast



Go to School



Attend Class



Study



Socialize during Recess



Play Soccer



Have Lunch



Listen to Music



Take the Bus



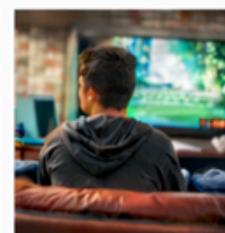
Eat After School Snack



Hang Out with Friends



Skateboard



Play Video Games



Do Homework



Go to the gym



Watch TV



Have Mate



Go for a walk

Question	Partner's answer
When do you wake up?	_____
When do you go to school?	_____
When do you have lunch?	_____
When do you do homework?	_____
When do you go to bed?	_____

b) **Compare your routines.**

Look at your answers and your partner's answers. Then:

- Find **3 things you have in common**
- Find **3 things that are different**

● Things in common	● Differences

-In groups of four, each pair shares **one thing in common** and **one difference** you've found. You can use these sentence starters::

We both...

I ... but my partner ...

-**Collaborative production.** Create a [collaborative Padlet](#) so you can all share!

4. 🎧 **Listening comprehension.** Watch this [video](#) about an **English teenager's daily routine**. Take notes of the main ideas and details the speaker mentions. Then answer this question: *Is there any activity that you find interesting or that you would like to try? Why?*

💡 **TIP: Take short notes**

While you listen, write down only key words (wake up – 7:30, go to school, have lunch, etc.).

 **SKILL: Identify specific information** ✓

When you listen to the audio about daily routines, focus on the essential information (what the person does and when they do it). Don't worry about understanding every single word.

Then:

- Write **3 things that are the same** as your routine.
- Write **2 things that are different** from your routine.

Finally:

- Share **one similarity** and **one difference** with a partner.

You can use:

- *We both...*
- *I..., but the person in the video...*

FAST FINISHERS EXTRA ACTIVITY:

- As we've been talking about routines, watch this [short video](#) on Leo Messi's routine and then [answer some questions](#) about the video. (You may need earphones for this activity)

INDAGACIÓN

En esta etapa, vas a escuchar y leer textos sobre la vida escolar en Gran Bretaña. Vas a aprender a identificar ideas principales y datos importantes, y a comparar tu experiencia escolar con la de otros estudiantes. También vas a comenzar a expresar tus ideas en actividades breves de habla y escritura. Al mismo tiempo, vas a aprender algunas estrategias para estudiar mejor, trabajar de forma más autónoma y reflexionar sobre tu propia experiencia escolar en relación con otras culturas.

DURACIÓN ESTIMADA DE LA ETAPA: 3 semanas. 12 horas

RECURSOS

- Video: [Schools in Britain](#)
- [Rutina de Pensamiento](#)
- Reading: [At School](#)
- Video: [What a classroom looks like](#) in other countries.
- [Vocabulary Game](#)
- [Video](#): School uniforms around the world.
- [PADLET](#)
- [Vocabulary Game](#)
- [Poem](#): "Recess! Oh, Recess!" By Darren Sardelli
- [Vocabulary Game](#)
- [Video](#): Harry Potter's school.

Reading Comprehension - Read the text below about Lucas' school routine. Before starting reading, take some minutes to guess what aspects of his routine are mentioned.

TIP: Predict content.

Try to predict Lucas' school routine, based on context, the speaker, or key words.

Activity 1- Predictions. Write down two of your predictions about Lucas' school routine.

1.
2.

Activity 2- Read the text and answer the questions below.

- | | |
|---|---|
| 1. What is Lucas's first class of the day? | 2. Why does Lucas like his English class? |
| 3. Which subject is Lucas' favourite? Why? | 4. Who does Lucas work with in science class? |
| 5. Where does Lucas sit during lunch? | 6. What does the headmaster do during lunch? |
| 7. Which class is hard for Lucas to stay awake in? Why? | |

SKILL: Identify specific information

Focus on finding concrete details such as times, subjects, people, or objects mentioned in the text.
You can underline or highlight key information: times, subjects, people, objects, etc.

A typical day at school

Lucas goes to school every day of the week. He has many subjects to go to each school day: English, art, science, mathematics, gym, and history. His mother packs a big backpack full of books and lunch for Lucas.

His first class is English, and he likes that teacher very much. His English teacher says that he is a good pupil, which Lucas knows means that she thinks he is a good student.

His next class is art. He draws on paper with crayons and pencils and sometimes uses a ruler. Lucas likes art. It is his favorite class.

His third class is science. This class is very hard for Lucas to figure out, but he gets to work with his classmates a lot, which he likes to do. His friend, Kyle, works with Lucas in science class, and they have fun.

Then Lucas gets his break for lunch. He sits with Kyle while he eats. The principal, or the headmaster as some call him, likes to walk around and talk to students during lunch to check that they are all behaving.

The next class is mathematics, which most of the students just call math. Kyle has trouble getting a good grade in mathematics, but the teacher is very nice and helpful.

His fourth class is gym. It is just exercising.

History is his last class of the day. Lucas has a hard time staying awake. Many lessons are boring, and he is very tired after doing gym.

Fuente: <https://lingua.com/es/ingles/lectura/at-school/>

Activity 3- About you. Think about your school day. Complete the sentences with information about you.

- My first class is _____.
- My favourite subject is _____ because _____.
- During lunch / break, I _____.
- The subject I like the least is _____.

Activity 4 - Work with a partner and share your answers.

- Read your sentences to your partner.
- Listen to your partner's answers.

Then complete:

- At school, my partner likes _____.
- One subject my partner doesn't like is _____.

FOLLOW UP: My school timetable

♦ **STEP 1:** Vocabulary. In pairs: match the word with the correct meaning.

- a. timetable
- b. breaks
- c. goals
- d. subjects

1. Things you want to do or achieve
2. Areas you study (Maths, English, Science...)
3. Time to rest
4. A plan of times and activities

♦ **STEP 2:** Think about your week

Think about your school week and answer with **short words or phrases**.

- What activities do you do during the week?
- When do you study? in the morning in the afternoon in the evening
- Do you use a weekly timetable? Yes No

♦ **STEP 3:** Think about benefits of using a weekly timetable

Why can a weekly timetable be useful? Write 3 benefits.

- It helps me _____.
- It helps me _____.
- It helps me _____.

Then, [watch the video](#) and check the benefits the teacher mentions. Are they the same or different? In what way/s?

♦ **STEP 4:** 🧠 Critical Thinking – Let's Discuss!

👤 **Get in pairs and talk about this:**

💬 *What subjects would you like to have at school and you don't have?*

💬 *Do you think it is important to learn subjects like...*

- 💰 *Money-management*
- 🛡️ *Cyber security*
- 🗣️ *Public speaking*
- 💡 *Inventing*

? *Why or why not?*

Comprehension - Comparing cultures: Schools in Britain

1. Watch the video [Schools in Britain](#) and answer the questions below.

 **SKILL: Identify main ideas vs. details** ✓

Identifying the **main idea** will help you understand **how schools in Britain work**. Identifying **key details** will help you **compare British schools with schools in Argentina** and find **similarities and differences**.

2. Watch the video again and answer the questions.

Skill: identifying specific information

While you watch the video, pay attention to key words and short phrases (times, places, routines). This will help you understand the main and secondary ideas.

A. What is a “school run”?

B. Do students wear a uniform?

C. What time does school start in Britain?

D. Where do students keep their books and bags?

E. What is the head teacher?

F. What do students do during break time

3. Compare Schools

What differences can you find with schools in Argentina? Think and compare. Complete the sentences:

- In Britain, students _____, but in Argentina we _____.
- One similarity is _____.
- One difference is _____.

Use short phrases. You don't need full sentences.

Thinking Routine - Click on the following link [Rutina de Pensamiento](#) to check what you have learnt.

INTENSIFICACIÓN

Independent Learning Guide – ⚡ A2

Independent learning guide - Esta guía tiene el propósito de ayudarte a descubrir y poner en práctica estrategias para aprender inglés de manera autónoma conectándote con tus intereses, preferencias y ayudándote a evaluar aquellos aspectos que tenés que profundizar. Podés utilizar todos los recursos que te resulten convenientes, apropiados y atractivos. Empezá a armar tu propio archivo con el recorrido. Al final del bimestre compartilo con algún compañero e intercambiá experiencias. Esta guía puede resultarte un poco más difícil, pero creemos que ya podés trabajar en actividades un poco más desafiantes. Cualquier duda, siempre contás con el apoyo de tus profes. ¡¡Adelante!!

INDEPENDENT LEARNING GUIDE – ⚡ A2 LEVEL

 **School Life: Schools around the World**

Exploring Your Interests

♦ **STEP 1:** Choose a Topic

What do you think schools are like in other countries? Some possible ideas:

- *Playgrounds.*
- *Subjects.*
- *Sports.*
- *Extracurricular Activities.*
- *Uniforms.*

Do schools have the same subjects? What sports do students play? Do they wear uniforms? Do students have extracurricular activities at school? Write down your ideas.

 **Photo Hunt:**

-Look for some photos to illustrate these topics.

♦ **STEP 2:** Discover and Learn

-Watch this [VIDEO](#). School uniforms around the world.

-Watch this [VIDEO](#) You will see 27 classrooms from 27 countries around the world.

 Try this:

1) Find:

- Your favourite school
- Your favourite uniform
- Your favourite classroom

2) Write: 3–5 key words from the videos.

♦ **STEP 3:** Share and Reflect

- Create a photo blog about your school. Take photos of different spaces, events, lessons.
- Don't include people in the photos. Try to take photos of places, and objects.
- Write captions under each photo.
- Try to include photos of different days and activities.
- Use [PADLET](#) to create your photo blog or photo wall.

♦ **STEP 4:** Literature Time!

Read this [POEM](#) "**Recess! Oh, Recess!**" By Darren Sardelli

1. What is recess?
2. What do children do at recess?
3. Does the child in the poem like recess?
4. Do you like recess? Why or why not?
5. What do you do during recess?
6. What is your favorite game to play during recess?

◆ FINAL REFLECTION

- ✓ What did you enjoy learning about?
- ? What was difficult? How can you improve?

FAST FINISHERS EXTRA ACTIVITY:

- As we've been talking about schools, **what's THE most famous school of all?** Hogwarts!
 - Click on [this link](#) to dive into Harry Potter's school.
 - Pick your favourite house and help wizards and witches create magic spells as you revise vocabulary in English.
- So far in this unit, we've mentioned many countries and nationalities. [Click here](#) to open a World map. Colour all the countries that have been mentioned so far. How many do you remember?
- Watch this [VIDEO](#). School uniforms around the world.

USEFUL TIP: go back to create a list of all countries mentioned before colouring. Eg: Finland, China, etc
Finally, download your map and compare your answers with your classmates.

PRODUCCIÓN

En esta etapa vas a integrar todo lo trabajado en la comprensión lectora y oral creando producciones escritas y orales mediante la elaboración de un blog sobre tu escuela. Presentarás y explicarás tus producciones, participarás en intercambios orales y reflexionarás sobre la organización del tiempo y las materias escolares.

DURACIÓN ESTIMADA DE LA ETAPA: 2 semanas / 8 horas

RECURSOS

- How to create a [Blog Post](#) in a Canva
- Free Canva [templates](#)
- [Thinking Routine- Rutina de Pensamiento](#)
- <https://www.canva.com/design/DAGW8-SIPNI/HswAsJccFvap658XM5W7sg/edit>

FINAL TASK: My School - Blog Post

♦ **STEP 1:** Think about your own school and organize the information before writing. Read the questions and answer them with short notes or keywords (not full sentences yet). As you answer, think about:

- Basic information about your school
- Daily routines
- The things you like most about school
- The things you don't like much about school
- Any other information you'd like to include

👉 This will help you decide what information to include and how to organize it later.

♦ **STEP 2:** Answer these questions about your school:

- A. How many students are in your school?
- B. Do you wear a uniform?
- C. How many teachers are in the school?
- D. What subjects do you study?
- E. Do you use computers?
- F. What time does school start and finish?
- G. Do you have lunch at school?
- H. What sports do you play?
- I. What are your favorite things about school?

Read the following blog post and try to find the answers to the questions.

Tip for comprehension: Look for key words ✓

💡 Read the questions carefully and highlight/underline the key words that help you identify the information in the text.

All About My School

My secondary school is located in the centre of Buenos Aires, Argentina. It is quite a large school, with around 900 students. The teachers are friendly and not very strict. We don't have a school uniform, so students can wear their own clothes.

The subjects I enjoy the most are Physical Education and ICT. We also have maths, biology, chemistry, English, history and Spanish. I'm really interested in computers, although we don't use them very often during lessons.

Classes begin at 7:30 a.m., that's very early for me. However, the school day ends at 2:00 p.m., so I can go home and have lunch there. During the afternoon, I usually rest for a while and then I do my homework. It takes me about three hours each day. In the evenings, I like playing video games or meeting my friends to play basketball.

posted by Martín at 14:59

♦ STEP 3: Organize Your Writing 🧱

Use your notes from Step 2 to organize your text into three short paragraphs.

- Paragraph 1:** Write the **main information** about your school
(*general description and basic features*)
- Paragraph 2:** Write about your **daily routine and subjects**
(*schedule, classes, lunch, activities*)
- Paragraph 3:** Add **supporting details** about your preferences
(*favorite subjects, teachers, activities, reasons, etc.*)

👉 Start each paragraph with a clear main idea. Then add details that explain or support it.

Use these prompts to help you write each paragraph:

PARAGRAPH 1 – School description

- My school is _____.
- It has _____.

PARAGRAPH 2 - Routine and subjects

- We _____.
- I study _____.
- We start school at _____ and finish at _____.

PARAGRAPH 3 – Preferences and details

- My teachers are _____.
- My favorite subjects are _____.
- After school, I _____.

♦ **STEP 4: Check Your Work** ✓👁️

Before you share, check:

1. Is your blog post **interesting to read**?
2. Did you use **paragraphs**?
3. Did you use the **simple present tense** correctly?
4. Did you use **capital letters** correctly?

♦ **STEP 5: Share Your Blog Post** 💬

Work in pairs. Follow these steps:

1. **Student A** reads his/her paragraph **aloud** to a classmate or the teacher.
2. **Student B**: listens for **key words** about the school and routines and prepares **one question**. **Then, Student B** asks the question.
3. **Student A** answers the question.
4. **Change roles** (Student B reads; Student A listens and asks).

If possible, **share your post** on the class blog or wall.

EXTRA FUN IDEAS:

- Take a **photo of your classroom** and describe it in English.
- Make a **mini video tour** of your school in English.
- Make your blog **creative with emojis, drawings, or colors!**

☀️ **FAST FINISHERS EXTRA ACTIVITY:**

👥 **Group Work – Let's Talk!**

At school we share time with classmates, teachers and other adults. It is important, then, to develop social and emotional competence.

Think about yourself:

To work well with other people, it is important to participate in a positive and active way. We need to listen to other people and respect their ideas.

→ **How do you feel about working in pairs or groups at school?**

- | | | |
|---|---|---|
| ◆ Do you enjoy working with others? | ✓ | ✗ |
| ◆ Are you good at listening to other people's ideas? | ✓ | ✗ |
| ◆ Can you wait for others to start an activity? | ✓ | ✗ |
| ◆ Are you good at making decisions with other classmates? | ✓ | ✗ |

💬 Questions:

- ◆ Which subjects do you think are best for group work?
- ◆ In which subjects do you prefer to work in groups? Why?

🔍 Think about:

📖 **Subjects:**

- 🧪 Science
- 🎨 Art
- 📖 Literature
- 🌍 Social Studies
- 🎭 Drama
- 🧮 Math
- 🧑💻 Technology

EVALUACIÓN

A lo largo del plan y durante las distintas etapas tuvimos varias oportunidades para realizar actividades de autoevaluación y evaluación entre pares. En esta etapa te invitamos a presentar tus producciones, escuchar la devolución que te dan tu docente y compañeros y a realizar una autoevaluación sobre todo lo trabajado en este bimestre. ¡A pensar y seguir aprendiendo!

DURACIÓN ESTIMADA DE LA ETAPA: 1 semana- 4 horas

RECURSOS

- Oral Presentation Rubrics
- Self assessment guide for the Plan

ACTIVIDADES

 **ACTIVITY:** 🌱 *Final task – Oral Presentation*

 **STEP 1 – Create your presentation** with [CANVA](#).

 **STEP 2 – Practise** your oral presentation with your group.

 **STEP 3 – Share** your presentation with the class.

 **ORAL PRESENTATION – Choose One Option**

♦ A. AI PRESENTER

 Write the script and **present it with AI**. You can use [NATURAL READERS](#) and your Canva presentation.

♦ B. VOICE-OVER

 **Record your voice** and add the audio to your Canva presentation.

♦ C. LIVE PRESENTATION

 Present your blog post **orally in front of the class**.

 **Rate your presentation and your classmates' with this chart**

	Good	Improvement Possible	Needs Some Improvement	Needs a lot of Improvement
Eye Contact	Good eye contact	You can make eye contact with the audience most of the time.	You can sometimes make eye contact with the audience.	No eye contact with the audience.
Language Use	Uses the simple present correctly most of the time. Uses basic vocabulary related to school life and daily routines. Errors do not block	Uses the simple present with some mistakes. Uses limited but appropriate vocabulary related to school and routines.	Has frequent mistakes in the use of the simple present. Vocabulary is very limited. Errors sometimes make communication	Has serious difficulties using the simple present. Uses very little or inappropriate vocabulary. Errors block communication.

	communication.	Communication is generally clear, but needs some support.	difficult.	
Organization	Your presentation is very prepared and well organized. The information is relevant.	Your presentation is mostly prepared and well organized. The information is mostly relevant.	Your presentation is somewhat prepared and organized. The information is almost relevant.	Your presentation is not very prepared or organized. The information is not relevant.
Clear Presentation	Your presentation is clear.	Your presentation is mostly clear.	Your presentation is sometimes clear.	Your presentation is not clear.
Correct Information & Task Achievement	The structure of the text is appropriate and effective. You follow instructions correctly.	The structure of the text is mostly appropriate and effective. You follow most of the instructions correctly.	The structure of the text is somewhat appropriate and effective. You follow some of the instructions correctly.	The structure of the text is not appropriate. The information included is incorrect.

◆ **SELF ASSESSMENT TIME!**

Reflect on the objectives of this unit. How do you think you did? Tick the correct box.	Yes, I can!	I'm working on it.	I need to work harder
I can understand a text and a conversation about daily routines and school life.			
I can describe daily routines and talk about school subjects.			
I can identify differences and similarities between schools in Argentina and schools in Britain.			
I can ask and answer questions about routines, habits, subjects at school.			
I can write a blog post and share it with my classmates.			
I can watch and understand videos about schools in other countries.			
I can work in groups/pairs and share information with others.			

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL

NOMBRE DEL ESPACIO: Lenguas Adicionales: Inglés- Nivel 2-A2.1

Pre A1	Nivel 1 - A1	Nivel 2 - A2.1	Nivel 3 - A2.2	Nivel 4 - B1.1	Nivel 5 - B1.2

NOMBRE DEL PLAN: SPORTS

DURACIÓN: 1 BIMESTRE

UBICACIÓN TEMPORAL DEL PLAN: 3 BIMESTRE

SINOPSIS: Durante este plan, abordaremos el tema “Sports”.

A través de conversaciones, textos, párrafos breves, juegos y otros recursos dinámicos, podremos desarrollar oraciones (orales o escritas) con descripciones sencillas utilizando vocabulario relacionado a deportes, disciplinas deportivas y artes marciales. Mencionaremos deportes tradicionales, algunos menos conocidos, como así también a sus protagonistas. Diseñaremos, con ayuda de la IA una camiseta que represente a tu propio equipo, planearemos un evento deportivo y finalmente después de todo el recorrido, podrás presentar frente a tus pares, información relevante sobre un deporte que te convoque y apasione.

→ **TEMA: SPORTS**

A lo largo de este plan aprenderás a:

- Producir Prompts para dar **indicaciones precisas** a la AI
- Expresar tus preferencias personales sobre deportes y/o disciplinas **justificando tu respuesta**
- Pensar creativamente y desarrollar una propuesta de un evento deportivo.
- Colaborar de manera respetuosa en actividades grupales para intercambiar ideas e información con tus compañeros/as.
- Expresarte de **manera autónoma** para comunicar información relevante de un deporte que te interese.
- Identificar la idea general y las ideas principales de textos orales y/o escritos sobre distintos deportes y disciplinas.
- Identificar información específica en textos orales y/o escritos con mayor grado de **autonomía**.
- Inferir el significado de una palabra o frase no conocida a partir del contenido del texto.
- Describir particularidades de cada disciplina utilizando el vocabulario aprendido.
- Generar un texto breve con información específica y pertinente (Prompt)
- Utilizar palabras y frases sencillas, signos de comunicación no verbal y gestos para dar su opinión y **justificarla**.
- Elaborar un póster informativo siguiendo el formato sugerido y presentarlo oralmente.
- Intercambiar información a través de la formulación de preguntas y respuestas de forma respetuosa.
- Producir e interactuar en conversaciones cortas
- Indicar que no se comprende un mensaje y solicitar repetición o aclaración mediante palabras simples, entonación y gestos.
- Monitorear y mejorar tu comunicación a partir de la reflexión metalingüística, metacognitiva e



intercultural.

- Parafrasear ideas principales con tus propias palabras para facilitar la comunicación.
- Utilizar los recursos a tu disposición para comunicarte oralmente y por escrito, utilizando estrategias de compensación: palabras y frases sencillas, signos de comunicación no verbal y gestos.

EVALUACIÓN / COEVALUACIÓN / AUTOEVALUACIÓN

- Evaluar la claridad y precisión de la información presentada, así como su organización y diseño visual.
- Reflexionar sobre tu propio desempeño, identificar tus fortalezas y debilidades, y evaluar tu proceso de aprendizaje.

Géneros textuales trabajados en este plan:

→ **COMPRENSIÓN LECTORA**

- Website
- Artículo
- Párrafos breves de opinión personal

→ **COMPRENSIÓN ORAL**

- Conversaciones cortas
- Shorts

→ **EXPRESIÓN ESCRITA Y ORAL**

- Prompt
- Trivia

Producto final:

- Poster informativo.

Contenidos y capacidades:

- Descripción de características deportivas e información relacionada.
- Opiniones personales y su justificación.
- Reflexión sobre aspectos sociales y culturales que envuelven al deporte en distintas partes del mundo.
- Desarrollo gradual del pensamiento crítico y creativo.

Evaluación: se evaluará:

- Tu progreso a lo largo de todo el proceso de aprendizaje.
- La tarea final como producto del trabajo de este Plan de Aprendizaje.
- Tu capacidad de autoevaluación y coevaluación de tus compañeros.
- Evaluar la claridad y precisión de la información presentada, así como su organización y diseño visual.
- Reflexionar sobre tu propio desempeño, identificar tus fortalezas y debilidades, y evaluar tu proceso de aprendizaje.

⚠ IMPORTANTE ⚠

Al final de este plan, en el apartado “EVALUACIÓN”, encontrarás la rúbrica de coevaluación y la de autoevaluación. Te recomendamos que las mires con detenimiento antes de comenzar a trabajar. No te olvides de consultar tus dudas con tu profesor/a.



Referencias adicionales:

⚡ **A2+:** Actividad sugerida por tus docentes para aquellos estudiantes que necesiten un mayor nivel de dificultad y un enfoque más profundo en tu proceso de aprendizaje.

Si sentís que podés resolver actividades con mayor exigencia, podés abordar estas opciones para ampliar tus conocimientos.

FAST FINISHERS: Estas actividades están pensadas para quienes suelen finalizar las tareas antes que sus compañeros. Si ya terminaste, podés elegir una o todas las opciones para continuar aprendiendo mientras los demás terminan.

OBJETIVOS: en cada etapa de este plan se espera que puedas:

Punto de Partida (Starting point)	Indagación (Inquiry)	Producción (Production)	Evaluación (Assessment)
2 weeks - 8 hours	3 weeks - 12 hours	2 weeks - 8 hours	1 week - 4 hours

* Tiempo estimado para escuela con 4hs semanales

PUNTO DE PARTIDA

En esta primera etapa, exploraremos juntos el tema “**Sports**” a través de propuestas dinámicas y material audiovisual. Comenzaremos tirando los dados, avanzando y retrocediendo algunos casilleros mientras que interpretaremos las descripciones de deportes o disciplinas propuestas. Luego leeremos un artículo sobre Ice Hockey (Hockey sobre hielo) y conoceremos al equipo Argentino de Ice Hockey. Más adelante, compararemos algunos aspectos del Hockey sobre césped y sobre hielo. Finalmente, diseñaremos nuestra propia camiseta mediante la generación de un Prompt y la ayuda de la IA.

¿Empezamos? Ready... Steady... Go!.

DURACIÓN ESTIMADA DE LA ETAPA: 8 horas / 7 horas

RECURSOS

- Olympics [Board Game](#)
- [Sport Article](#): History of Ice Hockey
- Argentinian Ice Hockey Team [Website](#)
- [Ideogram](#)
- [Wordsearch](#) (Fast finishers)
- Thinking Routine- [Rutina de Pensamiento](#)

ACTIVIDADES

- Get in pairs, groups of 3 or 4 but not more than that as we're going to play a [BOARD GAME](#).
 - As you move forward you will find a description AND a picture which makes reference to the sport described. Use the picture to guide you. Images are always a useful tool.
 - First, choose the country you want to represent to take the Olympic torch until its final destination. Throw the digital dice and move forward by placing the colour chip in the squares. To be able to move forward you'll need to read a brief description and NAME THE SPORT which is being described.
 - Once you are done, try to list down all the sports and disciplines mentioned in the board game. Can you remember them all?
- In pairs, create a glossary using any collaborative app or site you like, for example, [Padlet](#). There, you should include all the meaningful words you found in the boardgame. List them down and then compare them to other groups to see if you are missing out on anything.
- Most countries could be associated with a particular sport, in the same way Argentina is famous for football, Canada is famous for Ice Hockey. Individually, click [this presentation](#) to learn a little bit more about this sport.

Tips for general comprehension: Activating prior knowledge

Before we start, let's activate your prior knowledge!

What do you know about ice hockey? Write 3-5 words or ideas. (For example: cold, team, etc.) Share with a classmate any facts you know about the sport. These ideas can give you clues about the topic and help you understand the text better.



- Individually, answer these questions about the article you've just read.
- a) How many players are there in each team?
- b) Mention 5 countries where Ice Hockey is popular.
- c) How did the game change in time?
- d) What is a "puck"? What is it used for?
- e) By looking at the Gifs included, can you mention some of the elements needed to play?

Skill: Identify specific information ✓

When you read to identify specific information, you focus on particular details such as names, numbers, objects or actions. You don't need to understand everything.

Tips for comprehension: How to identify specific information ✓

Read the questions carefully and highlight the key words that show you what information to look for.

Go back to the text and find the words or phrases related to what you highlighted.

This will help you know what information you need to complete the chart.

- Follow up activity in pairs: What are the main differences between Field Hockey and Ice Hockey? Find out information about both to complete this chart. (You can use a search engine if necessary)

	ICE HOCKEY	FIELD HOCKEY
Number of players		
Name of the surface they play in		
Equipment required		
Game length / periods		
Any other difference you can think of?		

- Explore in pairs: Did you know that Argentina has male and female Ice Hockey Teams? Find out more about them [here](#). **Surf their website** to answer the following questions:
 - a) Name the 3 different positions in the field (they are similar to the ones used in football)
 - b) Describe the Jerseys they wear to play the matches. (Do they have any special color?, symbol?, etc)
 - c) How many players are there in the team?
 - d) If you want to buy an official jersey, how much is it?
 - e) Name at least one Championship they have won (female or male)

- Now that you know more about the Ice Hockey National Team, mention **IN YOUR OWN WORDS** 3 facts you can remember.



- Now, think of 5 questions (and their possible answers) you would like to ask the Argentinian National Ice Hockey players.
If you want to, then, role-play the answers with a partner.
- Let's get creative. You are going to create a **prompt** to help AI design a T-shirt (or Jersey) for you. In pairs decide:

a- What colour will it be?

b- Will it have any symbol on it?

c- Will it have a name or a number?

d- Will it have stars?

e- Will it have an animal? shape? logo?

f- Does your team have a name? Do you want it to be included in the T-shirt?

- Once you have decided, go to [Ideogram](#) and write your **Prompt**.
- Here you have a suggestion: "A red and black basketball t-shirt with a lion logo, number 10 on the back, and the name Thunder Team."
- You can change colors, animals, numbers, or names. Be creative! 
- Finally, create a "*Hall of Fame*" for all the t-shirts created with AI in the class in any collaborative site, like [Padlet](#)
- Individually: Take a minute to reflect on what you've learnt so far. Go over this [Thinking Routine](#).

FAST FINISHERS:

- Find 15 sports and disciplines in this [Wordsearch](#). You have 5 minutes, can you find them all? List down the ones you found. Were they mentioned before in this Unit?



INDAGACIÓN

En esta etapa seguiremos enriqueciendo nuestro vocabulario mientras recorremos temas relacionados a todo tipo de deportes y disciplinas como así también quienes los practican. Pondremos en práctica nuestra capacidad de escucha y comprensión lectora, participaremos de conversaciones para expresar preferencias y por último, planearemos un evento deportivo poniendo en práctica todo lo aprendido durante este recorrido.

DURACIÓN ESTIMADA DE LA ETAPA: 3 semanas. 12 horas

RESOURCES

- Conversation ([with](#) and [without subtitles](#))
- 5 [short conversations](#)
- [Spin the Wheel](#) (Sports questions)
- [Opinion paragraphs](#) Presentation
- [Short](#) (Dibu Martinez) - For fast finishers
- [Listening](#) multiple choice - For fast finishers
- Online [Game](#)
- [Thinking Routine](#)

ACTIVITIES

1. Do you practise any sports? Have you ever tried any non-conventional sport? If so, what do you like about it/them? What don't you like about it/them? Do you think it is better to play a team sport or do you prefer individual sports? [Spin the wheel](#) and discuss in pairs or groups of 3. You can use any of these phrases. (If you can think of another one, you can add it to the list!) 😊

Ways to say you like something:

- I like playing because it's fun.
- I enjoy..... in the summer.
- I love playing with my friends.
- My favorite sport is because I'm good at it.
- I really like because it makes me happy.

Ways to say that you don't like something:

- I don't like because it's tiring.
- I hate It's not my thing.
- I'm not very good at ..., so I don't enjoy it.
- I don't enjoy It's boring for me.
- I don't like team sports. I prefer doing things alone.

Give reasons:

- because it's fun
- because I'm good at it
- because I can do it with my friends
- because it helps me relax
- because it's exciting
- because I (don't) like being outside
- because I prefer calm activities
- because I like to move a lot
- because I feel strong when I do it
- because I enjoy learning new skills

Saying what you prefer:

- I prefer tennis to football.
- I'd rather swim than run.
- I like team sports more than individual sports.
- I think is more exciting than
- I prefer doing sports indoors / outdoors.

2. Individually, you are going to listen to a [conversation](#) of Tyler talking to his sister Sandra about the

sports their friends want to try. As you listen, you will have to match his friends' names to the sports. You can listen as many times as you need.

Tip: activating prior knowledge ✓

Let's activate your knowledge with a word association task. Before you listen, think of words you associate with the sports on the list below.

For example: sailing / sea - water. Let's go on with the rest of the Sports!

Once you think you are done, you can check your answers as a whole class.

⚡ **A2+**: Listen to the activity [WITHOUT subtitles](#).

Example	People	Sports
0 Tyler <input checked="" type="checkbox"/> D	21 Daniel <input type="checkbox"/>	A skateboarding
	22 Barbara <input type="checkbox"/>	B table tennis
	23 Hasan <input type="checkbox"/>	C cycling
	24 Ingrid <input type="checkbox"/>	D riding
	25 Charles <input type="checkbox"/>	E sailing
		F skiing
		G snowboarding
		H windsurfing

Tips for oral comprehension: How to identify specific information ✓

1. Read the list of names and sports first. This helps you know what words to expect.
2. Listen carefully when you hear each friend's name.
3. Don't choose too fast: sometimes they mention many sports, but only one is correct. Wait until they say which one they want to do.
4. Listen to the audio more than once. Pause when you need to, and use the subtitles to check the key words.

3. Now, you are going to listen to [5 short conversations](#). In those conversations you will have to answer one question by ticking the correct option: **a, b** or **c**.

Before you begin, make sure you know all these words:

⚡ **A2+**: Listen to the activity without subtitles. (CC)

- 1) *bargains - tennis racquets - sports wear - shorts - football boots - don't miss out*
- 2) *a cold - fever - sprained wrist - reschedule*
- 3) *training day - goggles - swimming caps - swimming costumes*
- 4) *get fit - fitness classes - membership - yoga - karate*
- 5) *go jogging - hockey - membership fees - free training - hobby - volleyball*

Skill: Identify specific information ✓ (Multiple Choice)

The following activities aim to help you understand specific information and details mentioned in the texts. Look at the options first to know what information you will be asked for and then read/listen to the texts again to choose the right option.

Tips for oral comprehension: How to identify specific information (Multiple Choice) ✓

- Read the questions and look at the options before listening.
Read the questions and look at the options to know what to listen for.
- Don't choose too fast.
You may hear all the options. Wait until the end to decide.
- Listen for meaning, not only words.
Sometimes the same words appear, but the idea is different.
- Think and tick carefully.
Choose the option that really matches the information

4. Do you think athletes are inspiring? [Click here](#) to read 3 short personal opinion paragraphs where people explain how they find some Athletes inspiring.

What information surprised you the most?

Did you know these athletes?

5. Now that you've read the presentation. Can you match the words on the left to their definitions on the right?

Tips for comprehension: Identify transparent words to complete a matching activity ✓

Transparent words are words that are similar to Spanish (for example: professional, medical, competition). They can help you understand the meaning and make matching easier.

- | | |
|------------------------|---|
| ● inspiring | ● a health problem |
| ● the Paralympic Games | ● a person who someone admires and whose behaviour they try to copy |
| ● a medical condition | ● when you win a game or competition |
| ● professional | ● a competition like the Olympics for athletes with disabilities |
| ● a role model | ● something very good and difficult that you have succeeded in doing |
| ● an achievement | ● an ability to do something well especially because you have practised |
| ● a skill | ● making you feel hopeful or encouraged |
| ● a victory | ● doing something as a job that is usually done as a hobby |

6. After reading the presentation, complete the sentences with words from the box below.

<i>role models</i>	<i>professional</i>	<i>medals</i>	<i>believe</i>
<i>greatest</i>	<i>achieve</i>	<i>youngest ever</i>	<i>inspiring</i>

Skill: Inferring the meaning of an unknown word or phrase from context ✓

Inferring means guessing the meaning of a word or phrase you don't know by using clues from the text. These clues can be other words, images, the topic, or the general idea of the text.

Tips for comprehension: How to complete "Fill in the blanks" activities ✓

1. Read the whole sentence before choosing a word and look for nearby clues. The words before or after can help you discover what kind of word is missing (for example: after CAN there is usually a VERB; after THE a NOUN).
2. If one sentence is difficult, don't get stuck. Complete the easier ones first and then go back to the others. In the end, you can use elimination to find the best option.
3. Use your background knowledge. If you know the person (Messi, Venus, Serena...), think about which word makes sense in their story.
4. Read all the sentences again at the end. Check that each one sounds logical and grammatically correct.

- a. Ellie Simmonds was the British swimmer to compete in the Paralympic Games.
 - b. She went on to win eight Olympic
 - c. She shows that everyone can great things if they work hard.
 - d. Serena and Venus became by the time they were 14.
 - e. They have been for many young players.
 - f. Venus said 'Just in yourself'.
 - g. Lots of people think Messi is the of all time.
 - h. He's for young people
7. We're half way through this unit so it's a great time to reflect on what we've done so far. Click here to go over this [Thinking Routine](#)

INTENSIFICACIÓN

Independent Learning Guide - ⚡ A2

Independent learning guide - Esta guía tiene el propósito de ayudarte a descubrir y poner en práctica estrategias para aprender inglés de manera autónoma conectándote con tus intereses, preferencias y ayudándote a evaluar aquellos aspectos que tenés que profundizar. Podés utilizar todos los recursos que te resulten convenientes, apropiados y atractivos. Empezá a armar tu propio archivo con el recorrido. Al final del bimestre compartilo con algún compañero e intercambiá experiencias.

Esta guía puede resultarte un poco más difícil, pero creemos que ya podés trabajar en actividades un poco más desafiantes. Cualquier duda, siempre contás con el apoyo de tus profes. ¡¡Adelante!!

INDEPENDENT LEARNING GUIDE - ⚡ A2 LEVEL

Create Your Own Sports Event or Club!

Sports are fun and good for you! They help us stay healthy and make new friends.

In this activity, you will **imagine** and **make** your own special **sports event** or a **sports club**. It's a place for people to play and have fun! Work with a partner or in a small group.

♦ STEP 1: Plan Your Sport Event/Club

You and your group will **design** a new sports event or club. Think about what makes it special.

Talk and decide these things together:

- **What is the name of your event/club?**
 - *Examples: "Super Sports Day," "Happy Football Club," "Play Together Games"*
- **What sport(s) will people play?**
 - Choose **1 or 2 sports**. (e.g., football, basketball, running, dancing)
 - Tell **why** you chose them.
- **Who can play or join?**
 - Is it for kids, teenagers, or adults?
 - Is it for boys, girls, or everyone?
- **What makes your event/club special?**
 - Is it for fun? To be healthy? To meet friends? To win?
- **What things do you need to play?**
 - *Examples: a ball, special shoes, a net*
- **What are 1 or 2 important rules?**
 - *Examples: "Be friendly," "Play fair," "Help your team"*

♦ STEP 2: Find a Place and Time

- **Where will your event/club be?**
 - Think of a place. *Examples: a park, a school gym, a big field*



- **When will it happen?**

- What day? What time? How often? *Examples: "Every Saturday," "Next month," "After school"*

- **Draw a simple map** of the place. Show where people play, where they sit, where they can get water.

- ◆ **STEP 3: Design a Logo and Poster!**

- **Create a logo** for your event or club. This is a small picture with the name.
- **Make a poster** to invite people. Use your ideas from Step 1. What important things do you want people to know? (Name, sport, when, where, why join!)

- ◆ **STEP 4: Write About Your Event/Club** 

Write **a few sentences** about your sports event or club. You can start your sentences like this:

- "Our event/club is called..."
- "We play/do [sport]..."
- "It is for [people]..."
- "It is special because..."
- "We need [equipment] to play."
- "People can [do an activity] here."
- "We want people to feel [an emotion] when they play."

Remember to use words you learned in this "Plan de Aprendizaje" and from our talks about sports

- ◆ **STEP 5: Show Your Event/Club!**

Each group will **present** their sports event or club to the class. Tell us about:

- Your event/club's **name** and **why** it's special.
- The **sport(s)** and **who** can play.
- **Where** and **when** it will be.
- What people **do** there.
- Show your **map, logo, and poster!**
- Say **WHY** you made those choices, do you have any special reason for them?

FAST FINISHERS:

- Listen to this [SHORT from Dibu Martinez](#) and answer the following questions:
 - a. What was Dibu's dream?
 - b. How old was he when he played his official game for Argentina?
 - c. What country did he play against on his debut?
 - d. He mentions that during his first match, after 25 minutes playing, he had a problem... What happened?
- [Game](#): Classify the sports into Water, Extreme, Olympic, etc
- Listening [Multiple choice](#)



PRODUCCIÓN

¡Es increíble la cantidad de palabras nuevas que ya vimos en esta unidad, es hora de ponerlas en práctica! Desde que empezamos con el juego de mesa, pasando por las actividades de comprensión lectora y escucha fuimos incorporando muchísimo léxico a nuestro repertorio, así que llegó el momento de que te luzcas! Elegí el deporte, disciplina o arte marcial que más te haya gustado. Si no lo mencionamos en esta unidad, no hay problema, lo importante es que sea algo que te interese y tengas ganas de compartir con la clase.

Vas a seguir las instrucciones que abajo se detallan para crear un póster, digital o en formato papel que te sirva de soporte para presentar oralmente datos importantes acerca del deporte elegido. Acordate de sumar expresiones, vocabulario, datos curiosos y cualquier otro ítem que enriquezca tu presentación!

DURACIÓN ESTIMADA DE LA ETAPA: 2 semanas / 8 horas

RECURSOS

- Notas y apuntes con vocabulario aprendido durante esta unidad.
- Cartulinas para Pósters en papel o recursos online como Canva para Pósters digitales.

ACTIVITY: 🏆 CREATE A SPORT POSTER OR PRESENTATION

🎯 Your Goal:

Choose a sport you like and create a poster or digital presentation in English with the most important information. You will **write, find pictures**, and **present** your work to the class.

📌 You must include:

1. Name of the sport
2. Where it is played (place or field)
3. Basic rules (at least 3)
4. Objects or equipment (balls, rackets, nets, etc.)
5. Famous player (name, country, one or two facts)
6. One fun or surprising fact
7. Photos or drawings (can be printed or digital)
8. Your opinion: Why do you like it? Why is it fun or interesting?

📁 Suggested Structure:

- **Title:** The name of the sport.
- **Picture section:** Add at least 2 pictures.
- **Rules:** Write 3–5 simple rules.
- **Equipment:** List the things you need (include the specific vocabulary here! 😊)
- **Famous player:** Name, country, and one fact.
- **Fun fact:** Something curious about the sport.
- **Your opinion:** Short paragraph with your personal thoughts.

⚠ **Useful phrases you can use to present to your class:**

- This sport is called...
- It is played on a...
- You need a... to play it.
- One important rule is...
- Another rule is...
- A famous player is... He/She is from...
- I like this sport because...
- It is fun/exciting/difficult/different because...
- One fun fact is that...

Finally, **present your POSTER** to the rest of the class.



EVALUACIÓN

A lo largo del plan y durante las distintas etapas tuvimos varias oportunidades para realizar actividades de reflexión sobre nuestros aprendizajes, autoevaluación y evaluación entre pares. En esta etapa te invitamos a presentar tus producciones, escuchar la devolución que te dan tu docente y compañeros y a realizar una autoevaluación sobre todo lo trabajado en este bimestre. ¡A pensar y seguir aprendiendo!

DURACIÓN ESTIMADA DE LA ETAPA: 1 semana- 4 horas

RECURSOS

- Notas y apuntes con vocabulario aprendido durante esta unidad.
- Cartulinas para Pósters en papel o recursos online como Canva para Pósters digitales.
- [Sample organizer](#)

Now, you are going to present your poster (paper based or digital) to your class and listen to your peers, too.

- Answer your classmates' questions about it.
- Peer review - Watch your classmates' presentations and think...
 - Which do you think was the most creative presentation? Why?
 - Which do you think was the most colourful poster? Why?
 - Which do you think was the most interesting sport presented? Why?

You can use these checklist questions to reflect on all presentations.

- Do the presentations have a clear beginning, middle, and end?
- Are slides clean and balanced, or are they cluttered?
- Are the main ideas easy to understand and remember?
- Are visuals meaningful?

SUGGESTED EXTRA ACTIVITY:

While you listen to your peers presenting, you can create a **Vocabulary Organizer** with the most relevant items of vocabulary mentioned. It will help you summarize important new words. You can create something like this → [Sample Organizer](#)

PEER-ASSESSMENT

	Good	Improvement Possible	Needs Some Improvement	Needs a lot of Improvement
Language Use	Good and clear use of language. Accurate vocabulary.	There are some language errors. It is mostly clear.	Language is unclear and contains frequent grammatical errors.	Language needs a lot of improvement. Vocabulary is limited.
Organization	Your presentation is very prepared and well organized. The information is relevant.	Your presentation is mostly prepared and well organized. The information is mostly relevant.	Your presentation is somewhat prepared and organized. The information is almost relevant.	Your presentation is not very prepared or organized. The information is not relevant.

Clear Presentation	Your presentation is clear.	Your presentation is mostly clear.	Your presentation is sometimes clear.	Your presentation is not clear.
Correct Information & Task Achievement	The structure of the text is appropriate and effective. You follow instructions correctly.	The structure of the text is mostly appropriate and effective. You follow most of the instructions correctly.	The structure of the text is somewhat appropriate and effective. You follow some of the instructions correctly.	The structure of the text is not appropriate. The information included is incorrect.

SELF ASSESSMENT TIME!

Reflect on the objectives of this unit. How do you think you did? Tick the correct box.	Yes, I can!	I'm working on it.	I need to work harder
I can understand the most important ideas in written articles, websites or short paragraphs			
I can understand general and specific ideas when listening to short conversations.			
I can express my opinion about sports and justify my answers			
I can use appropriate language from this unit.			
I can describe what people are wearing in a photo.			
I can create a poster including relevant information.			
I can follow instructions in the tasks without help.			

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL

NOMBRE DEL ESPACIO: Lenguas Adicionales: Inglés- Nivel 2-A2.1

Pre A1	Nivel 1 - A1	Nivel 2 - A2.1	Nivel 3 - A2.2	Nivel 4 - B1.1	Nivel 5 - B1.2
■	■	■			

NOMBRE DEL PLAN: Dressing up

DURACIÓN: 1 BIMESTRE

SINOPSIS:

Durante este plan, explorarás el tema *Dressing Up* y descubrirás cómo la ropa puede reflejar la identidad, los gustos personales y las tradiciones culturales. Conocerás cómo se visten o disfrazan los participantes de eventos culturales y de entretenimiento en distintas partes del mundo, y reflexionarás sobre tus propias elecciones de vestimenta. Como trabajo final, seleccionarás algunas fotos tuyas en las que tu ropa represente algo significativo para vos —ya sea un recuerdo, una celebración especial o simplemente un estilo que te identifica— y las compartirás junto al resto de la clase.

→ **TEMA:** Dressing up

A lo largo de este plan aprenderás a:

- Realizar un **photo blog** para describir vestimenta y accesorios, tanto propio como el de otras personas.
- Expresar tus preferencias personales sobre tu estilo al vestir.
- Colaborar de manera creativa y respetuosa en actividades grupales para intercambiar ideas e información con tus compañeros/as.

Comprensión:

- Identificar el tipo de texto (personal photo blog)
- Identificar la idea general y las ideas principales de texto escrito breve con mayor grado de autonomía. (personal photo blog)
- Identificar información específica en un texto escrito breve con mayor grado de autonomía.
- Inferir el significado de una palabra o frase no conocida a partir del contenido del texto
- Identificar la idea general de un texto oral (video)
- Identificar y reconocer información específica en un texto oral. (video)

Expresión:

- Utilizar el vocabulario aprendido para describir ropa y accesorios
- Utilizar palabras y frases sencillas, signos de comunicación no verbal y gestos para dar su opinión y justificarla.

Interacción:

- Intercambiar información a través de la formulación de preguntas y respuestas de forma respetuosa.
- Interactuar en conversaciones cortas utilizando conectores sencillos
- Indicar que no entendés con palabras/signos sencillos, con la entonación y con gestos.

Mediación:

- Monitorear y mejorar tu comunicación a partir de la reflexión metalingüística, metacognitiva e intercultural.
- Utilizar los recursos a su disposición para comunicarte oralmente y por escrito, utilizando estrategias de compensación.
- Colaborar con pares para facilitar la comunicación oral en situaciones simuladas, ofreciendo apoyo simple (palabras clave, gestos o frases modelo) cuando sea necesario.

Géneros textuales trabajados en este plan:

→ **COMPRENSIÓN LECTORA**

- Personal photo blog

→ **COMPRENSIÓN ORAL**

- Video informativo (*Cosplay Fashion Show*)
- Video (*Shopping for clothes*)

→ **EXPRESIÓN ESCRITA Y ORAL**

- Personal photo blog

Producto final:

- Elaboración de un **photo blog** con tus fotos preferidas y sus descripciones.

Contenidos y capacidades:

- Descripción de vestimenta y accesorios.
- Opiniones personales y su justificación.
- Uso de estrategias de compensación (palabras clave, gestos, frases modelo).
- Reflexión sobre aspectos sociales y culturales respecto a la vestimenta y estilos de moda.
- Desarrollo gradual del pensamiento crítico y creativo.

Evaluación: se evaluará:

- Tu progreso a lo largo de todo el proceso de aprendizaje.
- La tarea final como producto del trabajo de este Plan de Aprendizaje.
- Tu capacidad de autoevaluación y coevaluación de tus compañeros.

⚠ **IMPORTANTE** ⚠

Al final de este plan, en el apartado “EVALUACIÓN”, encontrarás la rúbrica de coevaluación y la de autoevaluación. Te recomendamos que las mires con detenimiento antes de comenzar a trabajar. No te olvides de consultar tus dudas con tu profesor/a.

Referencias adicionales:

⚡ **A2 +:** Actividad sugerida por tus docentes para aquellos estudiantes que necesiten un mayor nivel de dificultad y un enfoque más profundo en tu proceso de aprendizaje.

Si sentís que podés resolver actividades con mayor exigencia, podés abordar estas opciones para ampliar tus conocimientos.

Fast Finishers: Estas actividades están pensadas para quienes suelen finalizar las tareas antes que sus compañeros. Si ya terminaste, podés elegir una o todas las opciones para continuar aprendiendo mientras los demás terminan.

DURACIÓN APROXIMADA:

Se espera que cada etapa de este plan tenga la siguiente duración:

Punto de Partida (Starting point)	Indagación (Inquiry)	Producción (Production)	Evaluación (Assessment)
2 weeks - 8 hours	3 weeks - 12 hours	2 weeks - 8 hours	1 week - 4 hours

* Tiempo Estimado para Escuela con 4hs semanales.

PUNTO DE PARTIDA

En esta primera etapa, exploraremos juntos el mundo de la moda cotidiana a través de propuestas dinámicas y material audiovisual. Descubriremos cómo se visten los adolescentes en distintas partes del mundo y qué accesorios utilizan para expresar su identidad. Empezarás a describir tu propio estilo, tus prendas preferidas y cómo usás la ropa y los accesorios para expresar tu personalidad.

DURACIÓN ESTIMADA DE LA ETAPA: 8 horas / 7 horas

RECURSOS

- Warm up [game](#)
- [Video](#): "Cosplay Fashion Show"
- Thinking Routine- Rutina de Pensamiento [3-2-1 Thinking Routine](#).

ACTIVIDADES

1. Get in pairs - We're going to have a look at some images. They feature clothes and accessories people wear. Click [here](#) to play the matching game. What other words do you know? **Tip:** You can write them down in a collaborative clothes & accessories glossary (canva/padlet/etc.).
2. **Individually**, look at Alex's photos. *Alex loves fashion and photography. She is creating a personal photo blog to show different sides of her personality.*



2.a. Read the words in the box. Make sure you know all the words. Which ones can you see in the pictures? Tick (✓) them.

- jeans
- boots
- wig
- belt
- hat/beanie
- jacket
- T-shirt
- cap
- cardigan
- dress

2.b. Individually, read the descriptions (1–6). Match them to the photos (A–F). Then, check your answers with a classmate.

1. She's wearing a denim jacket, jeans and a cap. She looks confident and energetic. _
 2. She's wearing a red hat and sunglasses. She looks cool and relaxed. _
 3. She's wearing a hat and a striped T-shirt, and she is carrying a handbag. She looks surprised and a bit angry. _
 4. She's wearing a salmon cardigan and a purple wig. She looks playful and fun. _
3. In pairs, you're going to read some comments from Alex's friends. They are talking about the clothes and accessories they wear in different situations.

Skill: Identify specific information ✓

When you read to identify specific information, you focus on particular details such as clothes, accessories, places, seasons or actions.

Tips for comprehension: How to complete a gap-filling task ✓

First, read the **words in bold**. Then, read all the comments. Think about the context, for example winter, summer, the gym or a special event. Choose the word that best fits each sentence and read again to check your answers.

Complete the sentences with the following words:

sandals – warm – wig – comfortable – belt – beanie – leggings – boots

- a) "In winter, I usually wear a _____ and _____. They keep me _____."
- b) "In summer, I prefer _____. They are light and _____."
- c) "For the gym, I always wear _____ because they are very _____"
- d) "For a special event, I sometimes wear a _____. It's fun and helps me dress up."

e) "I often wear a _____ with big trousers. It helps my clothes fit better."

LET'S REFLECT! What clothes and/or accessories make you feel confident and energetic? Share your answers with a classmate. You can use these sentence frames:

- I feel confident when I wear...
- I feel energetic when I wear...
- I feel confident and energetic when I wear...

4. In pairs. **You're going to watch a short video of a cosplay fashion show.** Watch carefully and think about the clothes and accessories people are wearing.

BEFORE WATCHING: Answer the following questions:

1. What characters do people dress up as in cosplay?
2. What clothes or accessories are typical in cosplay?

Tip! You can think about:

superheroes – film characters – cartoon characters – video game characters

You can start like this:

- People dress up as...
- They wear clothes from...

Read the words on the list. Make sure you know all the words. Watch the video and tick (✓) the items you can see. (There are 2 incorrect items on the list.)

- boots
- wig
- mask
- belt
- football jersey
- hat
- costume
- cape
- scarf
- dress
- sword

Language focus. The speaker uses different expressions to give his opinion about the show. Let's check them out!

a. Match the expressions with their meaning.

- | | |
|----------------------------|--|
| 1. "performances were fun" | a- original outfits |
| 2. "super nice" | b- people look kind and welcoming |
| 3. "friendly faces" | c- enjoyable to watch |
| 4. "unique dresses" | d- really cool |

b. Slang expressions. Look at these expressions from the video to describe the show:

“Super legit”

“It was sick”

- These expressions are **slang** (informal language people use with friends). Do you think they mean cool or boring?

 **Tip! Think about the video:**

The man sounds very positive about the show. (Remember the expressions in  **Language focus**.) So, are these slang expressions positive or negative? What do you think they mean?

- Are there similar expressions in Spanish that people your age use with friends? Discuss with a classmate.

After watching, talk with a classmate and answer:

Would you like to wear a cosplay outfit? Why / Why not? You can use these examples:

*I would like / wouldn't like to wear a cosplay outfit **because** it is... fun / creative / interesting / different.*

*I would / wouldn't wear it **because** it shows / doesn't show my style / personality.*

5. **Think - pair - share.** What did you learn about fashion, personal style, and the choices people make? Create a [collaborative Padlet](#) or a [mindmap](#) so you can all share! Remember to use the vocabulary you've learned so far!
6. Individually: We're about to finish this stage so let's go over the [3-2-1 Thinking Routine](#).

FAST FINISHERS EXTRA ACTIVITIES:

- Check out how much you know about parts of the body with this [game](#)

INDAGACIÓN

En esta etapa exploramos distintos tipos de textos y materiales audiovisuales vinculados a la ropa y los accesorios como formas de expresión personal. Analizamos la vestimenta cotidiana y la utilizada en ocasiones especiales, reflexionando sobre cómo las elecciones de ropa pueden comunicar gustos e intereses, y nos acercamos a situaciones reales de la vida cotidiana relacionadas con la búsqueda y compra de prendas, que luego ponemos en práctica a través de un role play en un negocio de ropa.

DURACIÓN ESTIMADA DE LA ETAPA: 3 semanas. 12 horas

RESOURCES

- [Online Game "Guess Who?"](#)
- [Photo blog](#)
- [video "Decora Fashion"](#)
- [video "Shopping for clothes"](#)
- [Thinking Routine](#)

ACTIVITIES

1. In pairs/groups, you are going to play [Guess Who?](#). Each of you chooses a character. You are going to ask each other yes/no questions about appearance and accessories to guess your partner's character. At the same time, your partner will ask you questions to guess yours.

◆ FIRST ROUND:

Use the question bank on the screen. Read the questions carefully and say them out loud before clicking. For ex.: "Is your character wearing glasses?"

◆ SECOND ROUND (challenge):

Play again, but this time don't use the question bank. Ask your own questions.

2. In pairs, you're going to read a [text](#) about Emi, a girl with her own style.

Skill: Identify the type of text ✓

When you read, it is useful to know what kind of text it is. This helps you understand the purpose of the text and anticipate information.

Tips for comprehension: How to identify the type of text ✓

Before reading, look at the title and the photos. Ask yourself: Is the text personal or informative? Is it about one person or general information?

Before reading the text, look at the **first slide**. and guess. Tick (✓).

- a. I think this text is...

a weather report



- a personal photo blog
- an advertisement

b. Now, look at the title “**Welcome to my Decora world**”. What do you think the text is about? Complete the following sentence:

I think the text is about _____.

You can choose ideas like:

- clothes and personal style
- fashion and accessories
- photos and identity
- decorating a room
- cake decoration

c. **Go to slide 2. Read the first sentence.** Was your idea correct?

- Yes
- No

Skill: Identifying the main idea/s ✓

When you read, you can read the **first sentence** to understand **what the text is about**.

Tips for comprehension: How to identify the main idea/s ✓

Read the first sentence. If you need, read one or two more lines. Underline or notice words that repeat or connect to one main idea. **Example:** “My name is Emi and I love fashion and taking photos.” → The text is about **Emi, fashion and photos**.

3. Now read the full text and decide if the sentences are true (T) or false (F). If it is false, write the correct sentence using information from the text.

Skill: Identifying specific information ✓

When you read, you look for specific details in the text. These details can be places, actions, preferences or words with a similar meaning.

Tips for comprehension: How to complete a True or False activity ✓

First, read the sentences (T / F) before reading the text. Underline or notice key words (for example: *Harajuku, rules, random, outfits*). Then, read the text and mark the part of the text where you find the answer. (You can underline, **highlight** or copy the sentence). **Remember:** sometimes the text uses different words with the same or similar meaning.

a) Harajuku is a popular place for senior citizens in Japan.	T	F
b) People in Harajuku want to follow fashion rules.	T	F
c) Decora style includes many accessories and bright elements.	T	F
d) Decora is a Japanese style only for young girls.	T	F
e) Emi prefers random photos for her digital photo blog.	T	F
f) In the text, the word <i>outfits</i> is similar to <i>clothes</i> .	T	F

Think • Pair • Share

Think about Emi and about you. Then talk with a partner about this question: *How do clothes, photos, objects, etc. help show your personality?*

You can use these ideas:

- clothes
- photos
- accessories
- objects
- music
- feelings
- art
- poetry
- other?

You can start like this:

- *In Emi's case, help/s her show*
- *In my case, I use..... to show who I am/my personality/identity*

4. In pairs, you're going to watch a [tik tok video](#) featuring a decora fan answering a question by one of her followers.

4.a. Before watching, let's recap what you know about this Japanese trend. **Complete the following sentences with these words.** (There are 2 extra words): *identity-expensive-boy-girl-Harajuku-colourful-country*

- a. Decora is a fashion trend from _____ in Tokyo.
- b. People who like Decora wear _____ clothes.
- c. Accessories are very _____ in Decora style.
- d. Decora fashion helps people express their _____.
- e. Anyone can wear Decora, no matter if you are a _____ or a _____.

4.b. Now, **watch the video and choose the correct answer:**

- a. The follower's question shows **surprise / irritation** about Decora being a type of fashion.
- b. Decora fashion became trendy **at the beginning / at the end** of the 90's.



- c. Decora fans love **reusing objects / buying expensive clothes**.
- d. Decora clothes **have never changed/ are now different from the 90's**.
- e. Decora is **only popular in Japan / popular in different countries**.

Skill: Identifying specific information ✓

When you watch, listen or read, you can focus on specific information. This means looking for dates, ideas, attitudes, facts, etc., not every detail.

Tips for comprehension: How to identify specific information ✓

First, read the options before watching the video. Notice key words or ideas that help you focus and anticipate information. While watching, use different clues: the words you hear, the subtitles, and visual details (for example, emojis or facial expressions).

4.c. Check your answers and reflect with a classmate. What helped you the most to choose the correct option? Check your answers with a partner. Then rank the strategies from 1 to 5.

1 = 😊 = helped me a lot

5 = 😞 = helped me a little

Write a number (1–5) next to each strategy.

- | | |
|--|--|
| | <input type="checkbox"/> listening to the girl |
| | <input type="checkbox"/> reading the subtitles |
| | <input type="checkbox"/> pausing the video |
| | <input type="checkbox"/> looking at emojis or facial expressions |
| | <input type="checkbox"/> reading the options first |
| | <input type="checkbox"/> using the dictionary |
| | <input type="checkbox"/> |

5. Just like Emi chooses clothes and accessories that show who she is, we also make choices when we go shopping. Sometimes we go to a shop, and sometimes we explore online stores to look for clothes we like. Now let's talk about shopping habits and how we choose clothes and accessories. In pairs, answer the questions and share your ideas.

- Do you like going shopping or shopping online?
- What kind of items do you usually shop for?
- Do you prefer shopping online or going to a shop? Why?

- Who do you usually shop with?
- Do you have a favourite shop or online store?

You can start like this:

- *I like shopping...*
- *I usually shop for...*
- *I prefer shopping online / going to a shop because... (it is fast / easy / comfortable/you can touch the clothes)*

Helpful words & phrases: *easy – fast – fun – comfortable – cheap – expensive – try on*

- see/touch the clothes
 - Do you know what “window shopping” is? Can you infer the meaning? Try to work out the meaning and check your answer [here](#)
6. Now that we know what window shopping is, let’s go for it! We’ll take a virtual tour into some clothes shops in Italy. Explore the places and the items they sell. Click on the links below!

[Vivas Store Outlet](#) in Bergamo

[Super Glamorous](#) in Milan

[Palazzi Boutique](#) in Albino

6.a. **Discuss in pairs:** Is there any shop you like more than others? Why? What would you like to buy?

Tip! 😊 I prefer .../I’d like to buy ...

⚡ A2+ WE’RE GOING ON A SHOPPING SPREE!

Create an imaginary shopping cart and fill it in with the items you find most interesting. You need to select at least 5 things -from the shops above- to buy and justify your answer. When would you wear them? Are these everyday clothes or would you wear them for a special occasion? How would you describe these items? Would you buy them for you or for somebody else? Why? As there’s no limited budget, you can pick what you want!

7. Now, we’re about to watch a [short video](#) with three dialogues in a clothes shop. These dialogues are models to help you understand how people talk when they buy clothes or accessories. Later, you will use these models to create and act out your own role-play.

7.a. **Before watching** . In pairs, look at these sentences and tick (✓) the ones you think people use in a clothes shop.

- Can I help you?
- I’m just looking.
- I’m looking for a black jacket
- What size are you looking for?
- What colour are you looking for?
- Do you have this in another size?
- Can I try it on?
- How much is it?
- See you at school
- Eat in or take away?
- Here you are.

The fitting rooms are over there.

7.b. **Watch the three parts of the video** and underline the sentences you hear. There are two extra sentences.

7.c. Now, watch **Part 1** of the video and put the conversation in the right order.

Assistant: Good afternoon **1**

Customer: Good afternoon **2**

Assistant: Black ... OK. And what size are you looking for? _

Customer: That's nice! _

Assistant: Can I help you? _

Customer: Medium. I'm looking for a medium. _

Assistant: Yes! _

Customer: I'm looking for a black jacket.

Assistant: All right. A black jacket in medium. Here you are. _

Customer: Black. I'm looking for a black jacket. _

Assistant: OK. What colour are you looking for? _

8. Let's roleplay! In pairs, create your own dialogue (you can act it out just like in the video or read it out loud!) Use the items and key phrases in activity 7 as a reference. Let's have some fun!

Tip! Try not to read the full script. One student can be the *helper* (prompter). The helper does not act, but helps the speakers when they need support. If you forget a word or a sentence, they can help you by:

- saying the first word,
- giving a short prompt,
- pointing to key phrases

9. We're half way through this unit so it's a great time to reflect on what we've done so far. Click here to go over this [Thinking Routine](#)

Independent learning guide - Esta guía tiene el propósito de ayudarte a descubrir y poner en práctica estrategias para aprender inglés de manera autónoma conectándote con tus intereses, preferencias y ayudándote a evaluar aquellos aspectos que tenés que profundizar. Podés utilizar todos los recursos que te resulten convenientes, apropiados y atractivos. Empezá a armar tu propio archivo con el recorrido. Al final del bimestre compartilo con algún compañero e intercambiá experiencias.

INTENSIFICACIÓN

Independent Learning Guide – ⚡ A2.1 Level

Traditional Costumes from Around the World

Exploring Your Interests

♦ STEP 1: Choose a Topic

We are going to learn about traditional costumes from different countries and communities. These are special clothes people wear for holidays, dances, or important events. They tell a story about culture! You will later share your ideas in a creative format (for example, a mini-book, a digital photo album, a short presentation, or a photo blog).

Think about what makes clothes special. Here are some ideas:

- A costume from a country you like or want to visit (e.g., Japan, India, Scotland, Mexico).
- A costume for a special dance or festival (e.g., flamenco, samba, folk dances).
- Clothes that are very colorful or have special designs.
- Clothes that tell something about history or nature.

 **Questions to help you decide:**

- What countries do you know? Do they have special clothes?
- Have you seen any traditional dances or festivals? What did people wear?
- Do you like clothes that are colorful? Or very old?
- What materials can clothes be made of? (e.g., cotton, silk, wool)

♦ **STEP 2: Discover and Learn**

1. **Work in pairs.** Choose a region of your country or another country. Look for simple information in English about your chosen traditional costume. You can watch short videos, read simple texts, or look at pictures and short posts on social media.
2. Make notes about the following:
 - Where is the region or country?
 - What are the traditional clothes for men and for women?
 - When do people wear these clothes?
3. Take a look at these ideas:



Kimono - Japan

Beautiful / silk / long dress / special belt



Sari - India

Colorful, woman, long cloth, many ways to wear



Kilt - Scotland

Men, skirt, wool, patterns, bagpipes

✓ **Based on the region of your country or another country you have chosen, find:**

- **1 short video or clip:** (for example: a video showing a traditional dance, a person explaining their national costume, or a travel video showing people in traditional clothes).
- **1 short article or post:** (for example: a simple description of a costume on a cultural website, a blog post about a festival, or facts about a country's traditional dress).
- **1 social media post or image:** (for example: a picture of a traditional costume with a short description, someone sharing a photo from a cultural event).

♦ **STEP 3: Share and Reflect**

Using your notes and sources, create a small project to present your traditional costume.

You can choose the format:

- a mini-book
- a digital presentation
- a photo blog

Exchange your project with another pair. As you explore it, answer:

- What new things do you learn about traditional clothes?
- Does the project include information about the country/region and the clothes?
- Is the project interesting or attractive? Why?
- What elements does the project include? (photos, descriptions, colours, details)

♦ **FINAL REFLECTION**

-The Task: Does your project clearly describe the region and the traditional clothes?

-Super Skill: How interesting and attractive is your project? Is there anything in particular that calls your attention?

-Language: Do you use language from the unit? Give examples.

-Your personal reflection: What did you enjoy learning about traditional costumes?

? What was difficult about finding information or thinking about this topic? How can you try to do better next time?

🌍 **In pairs/groups, discuss:** What can you learn about people and cultures by looking at their traditional costumes? You can talk about:

- history
- celebrations
- weather
- materials
- traditions

FAST FINISHERS EXTRA ACTIVITIES:

- [CLOTHES - MATCHING ACTMITY](#)
- [CLOTHES - WORD SEARCH PUZZLE](#)

PRODUCCIÓN

¿Te gusta sacarte selfies o fotos? En esta etapa, vas a trabajar con algunas fotos que te gusten, en la que estés con amigos, familiares, o solo/a... lo importante es que esas fotos representen algo significativo para vos —ya sea un recuerdo, una celebración especial o simplemente un estilo que te identifica— y que puedas describir tu vestimenta ese día/esos días, lo que están usando las demás personas en esas fotos, y lo que está sucediendo. Crearás un **photo blog** y lo compartirás junto al resto de la clase.

DURACIÓN ESTIMADA DE LA ETAPA: 2 semanas / 8 horas

RECURSOS

-Thinking Routine - Final reflection

ACTIVITIES

Photo Descriptions. These activities can help you create your own photo blog

-In pairs, look at Laura's favourite selfie below and describe the photo together. *Where are they? What are the people wearing? What are they doing? How do they feel?*

- ★ *They are (at home/in the school/outside ...)*
- ★ *S/he's wearing ... /They are wearing*
- ★ *They look/feel*

MY FAV SELFIE



This is a photo of me with my friends. We don't go to the same class, so we usually meet after school or at the weekend. We're standing outside, in the park near my house, and we're smiling at the camera. I'm wearing a green jumper. My friends are wearing casual clothes, like sweaters and T-shirts, and we look relaxed.

I like this photo because it shows a nice moment with my friends. We're together and enjoying our time.




- Individually, read the description of the photo. As you read, find this information. **Remember to use the tips for comprehension from previous activities!:**

1. Do they go to the same class?
2. When do they usually meet?
3. Where are the people in the photo?
4. Why does the writer like this photo?

→ Check your answers with your partner.

 **Writing tips for your final task!**

 **Connecting ideas: BECAUSE**

Look at this sentence from the text:

*I like this photo **because** it shows a nice moment with my friends.*

- The writer uses **BECAUSE** to explain the **reason** why he/she likes the photo.
- You can do the same in your description. When you want to say **why** you like a photo, you can use **because**.

 **Connecting ideas: SO**

Now look at this sentence from the text:

*We don't go to the same class, **so** we usually meet after school or at the weekend.*

- The writer uses **SO** to express a **result**.
- You can use **so** to show what happens as a result of a situation.

◆ **STEP 1:** Think

- Choose TWO photos that you want to describe and that that you feel connected to and describe them. The photos you select should represent something **meaningful to you**—it could be a **special memory**, a **celebration**, a **place you love**, or simply a **style or moment that reflects who you are**.

◆ **STEP 2:** Prepare

Make notes about the photos. You can use the following questions as a guide to help you:

PHOTO 1	PHOTO 2
<ul style="list-style-type: none"> ○ Where are you? ○ Why are you there? ○ What are you wearing? ○ Who are you with? ○ What are the others wearing?/doing? ○ Why do you like the photo? ○ Are there any items you would like to add to the outfits? 	<ul style="list-style-type: none"> ○ Where are you? ○ Why are you there? ○ What are you wearing? ○ Who are you with? ○ What are the others wearing?/doing? ○ Why do you like the photo?

Organize everything and get ready to write.

◆ **STEP 3:** Write

Write your descriptions. You can use these sentence starters:

In this photo, I'm sitting in my room... with... We are (listening to music/chatting with friends)

I'm wearing...

*I like this photo **because...***

◆ **STEP 4:** Share and Reflect

Share your photos and descriptions in a collaborative dashboard. You can use [CANVA](#) to create your task.

And you can use [PADLET](#) to post your descriptions.

Thinking Routine - Final Reflection

✓ What did you enjoy learning about?

? What was difficult? How can you improve?

🌍 How does learning about different styles and fashion trends help you understand other cultures?

How can talking about clothes and personal style help you connect with other students around the world?

(You can share this in Spanish!)

FAST FINISHERS EXTRA ACTIVITY:

-[Shopping for clothes](#)



EVALUACIÓN

A lo largo del plan y durante las distintas etapas tuvimos varias oportunidades para realizar actividades de reflexión sobre nuestros aprendizajes, autoevaluación y evaluación entre pares. En esta etapa te invitamos a presentar tus producciones, escuchar la devolución que te dan tu docente y compañeros y a realizar una autoevaluación sobre todo lo trabajado en este bimestre. ¡A pensar y seguir aprendiendo!

DURACIÓN ESTIMADA DE LA ETAPA: 1 semana- 4 horas

RESOURCES:

- Computer
- Internet connection

ACTIVITY: Present Your PHOTO BLOG to the rest of the class

- Answer your classmates' questions about it.
- Peer review - Explore classmates' photo blogs and think...
 - Which do you think was the most creative blog? Why?
 - Which do you think was the most colourful blog? Why?
 - Which do you think was the most fashionable blog? Why?
 - What do you like about your classmates' photo blogs? Why?

✚ Helpful language for your answers

You can say:

- *I think ___'s blog was the most creative because...*
- *I liked ___'s blog because...*
- *It was fashionable because...*
- *My favourite photo was...*

PEER-ASSESSMENT

	Good	Improvement Possible	Needs Some Improvement	Needs a lot of Improvement
Language Use	Good and clear use of language. Accurate vocabulary.	There are some language errors. It is mostly clear.	Language is unclear and contains frequent grammatical errors.	Language needs a lot of improvement. Vocabulary is limited.
Organization	Your presentation is very prepared and well organized. The information is relevant.	Your presentation is mostly prepared and well organized. The information is mostly relevant.	Your presentation is somewhat prepared and organized. The information is almost relevant.	Your presentation is not very prepared or organized. The information is not relevant.
Clear Presentation	Your presentation is	Your presentation is	Your presentation is	Your presentation is

	clear.	mostly clear.	sometimes clear.	not clear.
Correct Information & Task Achievement	The structure of the text is appropriate and effective. You follow instructions correctly.	The structure of the text is mostly appropriate and effective. You follow most of the instructions correctly.	The structure of the text is somewhat appropriate and effective. You follow some of the instructions correctly.	The structure of the text is not appropriate. The information included is incorrect.

SELF ASSESSMENT TIME! ✓

Reflect on the objectives of this unit. How do you think you did? Tick the correct box.	Yes, I can!	I'm working on it.	I need to work harder
I can understand the most important ideas in written texts			
I can understand specific information in photo blogs			
I can understand the most important ideas in oral texts			
I can describe what is happening in a photo.			
I can describe what people are wearing in a photo.			
I can use appropriate language from this unit.			
I can create a visual project about traditional clothes			
I can describe traditional clothes from another country or region.			
I can use my imagination to present information in an attractive way.			

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL

NOMBRE DEL ESPACIO: Lenguas Adicionales: Inglés- Nivel 2 - A2.1

Pre A1	Nivel 1 - A1	Nivel 2 - A2.1	Nivel 3 - A2.2	Nivel 4 - B1.1	Nivel 5 - B1.2
■	■ ■ ■ ■ ■	■ ■ ■ ■ ■			

NOMBRE DEL PLAN: EXTREMES

DURACIÓN: 1 BIMESTRE

SINOPSIS:

Durante este plan, explorarás el tema *Extremes* y descubrirás cómo el clima afecta la manera en que vivimos, nos organizamos y nos relacionamos con nuestro entorno. Conocerás las características de diferentes climas en distintas partes del mundo y cómo las personas se adaptan a ellos. Como trabajo final, producirás en grupo un Vlog con consejos prácticos sobre un destino de tu elección, en el que darás recomendaciones a visitantes sobre cómo prepararse para las condiciones climáticas de ese lugar. Este producto final les permitirá integrar lo aprendido y compartir con sus compañeros estrategias útiles para estar preparados para las diferentes condiciones climáticas en el país y en el mundo.

→ **TEMA:** Extremes

OBJETIVOS DEL PLAN

Al final de este plan, se espera que puedas:

- Colaborar de manera creativa y respetuosa en actividades grupales para intercambiar ideas e información con tus compañeros/as.
- Leer descripciones sobre tipos de clima en un mapa de diferentes ciudades e identificar vocabulario relacionado con la temática.
- Expresar opinión, preferencias y emociones sobre las estaciones del año, condiciones climáticas, vestimenta, etc. que afectan la vida cotidiana de las personas.
- Realizar descripciones orales y/o escritas breves sobre condiciones climáticas y sus efectos en la vida diaria.
- Identificar y comprender información específica de textos orales y escritos (**informes de clima/artículo de revista online/vlog**)
- Interactuar en conversaciones cortas para compartir preferencias, opiniones y emociones sobre el clima y temáticas derivadas.
- Identificar la idea general y las ideas principales de un texto escrito (**informes de clima/artículo de revista online**)
- Inferir el significado de una palabra o frase no conocida en un texto escrito.
- Utilizar el vocabulario aprendido para describir el clima en diferentes estaciones y lugares turísticos.
- Crear un vlog para describir las características del clima en un lugar de interés y ofrecer consejos sencillos para los visitantes y con instrucciones claras y simples sobre cómo preparar el equipaje para un viaje.

- Transmitir información sencilla de un texto escrito usando palabras propias y recursos simples para favorecer la comunicación entre pares.

Géneros textuales trabajados en este plan

→ **COMPRENSIÓN LECTORA**

- **Informes** de clima
- **Artículo** de revista

→ **COMPRENSIÓN ORAL**

- **Video**
- **Instrucciones** sobre cómo empacar

→ **EXPRESIÓN ESCRITA Y ORAL**

- **Vlog**

Tarea final:

- Elaboración de un **video en un travel vlog** con consejos prácticos sobre un destino de tu elección con recomendaciones a visitantes sobre cómo prepararse para las condiciones climáticas de ese lugar y sobre cómo armar una mochila/valija para el viaje

Contenidos y capacidades:

- Descripción de climas.
- Opiniones personales y su justificación.
- Reflexión sobre aspectos sociales y culturales respecto al clima.
- Desarrollo gradual del pensamiento crítico y creativo.

Evaluación:

- Se va a evaluar tu progreso a lo largo de todo el plan de aprendizaje, la realización de las actividades y de las tareas finales.
- Desarrollo de la capacidad de evaluación del trabajo propio y del trabajo de tus compañeros. autoevaluación

⚠ IMPORTANTE ⚠

Al final de este plan, en el apartado “EVALUACIÓN”, encontrarás la rúbrica de coevaluación y la de autoevaluación. Te recomendamos que las mires con detenimiento antes de comenzar a trabajar. No te olvides de consultar tus dudas con tu profesor/a.

Referencia adicional:

¿Qué son las actividades para Fast Finishers? Estas actividades están pensadas para alumnos que terminan alguna actividad antes que sus compañeros. Si ya terminaste, podés elegir una o todas las opciones para continuar aprendiendo mientras los demás terminan.



¿Qué significa el símbolo ⚡ en algunas actividades? Estas actividades serán sugeridas para aquellos estudiantes que necesiten un mayor nivel de dificultad y un enfoque más profundo en el proceso de aprendizaje. Si sentís que podés resolver actividades con mayor exigencia, podés abordar estas opciones para ampliar tus conocimientos.

DURACIÓN APROXIMADA: se espera que cada etapa de este plan tenga la siguiente duración:

Punto de Partida (Starting point)	Indagación (Inquiry)	Producción (Production)	Evaluación (Assessment)
2 weeks - 8 hours	3 weeks - 12 hours	2 weeks - 8 hours	1 week - 4 hours

*Tiempo Estimado para Escuela con 4hs semanales.

PUNTO DE PARTIDA

En esta primera etapa, vamos a descubrir cómo los diferentes **climas** influyen en nuestra vida diaria, a través de propuestas dinámicas y material audiovisual. Descubriremos cómo es el clima en distintas partes del mundo, qué características lo hacen único y qué precauciones deben tomar las personas que viven o viajan allí. También reflexionarás sobre tus propias experiencias relacionadas con el clima, tanto en tu ciudad como en otros lugares que conozcas. Empezarás a describir y hablar sobre diferentes condiciones climáticas, a identificar las precauciones necesarias en cada caso y a escuchar cómo se vive en lugares con climas extremos.

DURACIÓN ESTIMADA DE LA ETAPA: 8 horas / 7 horas

RESOURCES

- Warm up [game 1](#)
- Warm up [game 2](#)
- [Canva](#)
- [Weather map](#)
- [Popular Science Video](#)
- Thinking Routine- Rutina de Pensamiento [3-2-1 Thinking Routine](#).

ACTIVITIES

1. Get in pairs to create a list of words you can use to describe the weather. First, ask your partner and check which weather words you both remember or already know. See if you have the same words or if you can share new ones. Next, play the [matching game](#). You will look at different images of weather and match each one with the correct weather description.
2. Now, click [here](#) to check how many words/expressions you can identify. Get in pairs to play with a partner.
3. Read the words in the box and write them in the correct category. *Are the words the same as the ones from the warm-up games? Can you find any new words/expressions?* Check with a classmate.

cold	cool	fall/autumn	hot	rain	snow
spring	summer	sun	warm	winter	

Four seasons: spring

Four adjectives to describe temperature: hot

Three words to talk about weather: rain

4. **In pairs.** Answer the following questions: *Which is your favourite season? Why?*

Tip! You can use the following sentence frames and questions to help you express your ideas/opinions/emotions and interact with your partner:



- My favourite season is ___ because it is (hot / cold / sunny / ...).
- I like ___ because I can (go swimming / stay at home / play football / ...).
- In ___, the weather is usually (sunny / windy / cold / ...) and I feel (happy / sad / bored ...).
- What's your favourite season?
- Do you like hot or cold weather?
- How do you feel in winter/summer?
- What can you do when it's rainy/sunny?

5. Individually. Click on the [weather map](#) with 8 places in the USA. Then click each icon to see the weather conditions. In your opinion, which place has the most extreme weather? Why?

6. Read the words **1-6** and match them with definitions **a-f**. Compare your answers with a classmate.

1. ICE
2. FREEZING
3. WET
4. THUNDERSTORM
5. SHOWERS
6. DRY

- a. short periods of rain
- b. with a lot of rain
- c. with little or no rain
- d. very, very cold
- e. water that is solid because it's cold
- f. a storm with lightning and heavy rain

7. **Individually.** Complete the table below with the correct forms of words connected with the weather. What letter do we often add to make adjectives? Can you add three more words to the table? Compare your answers with a partner.

👉 **Tip:** When you check your answers, look carefully at the **spelling changes**.

- What happens with words like **fog** or **sun**?
- What happens with words like **ice**?

NOUN	ADJECTIVE
1	icy
sun	2
cloud	3
4	windy
fog	5
6	frosty

8. **In pairs.** You're going to read [two texts](#) describing two places in the USA: Arizona and New York.



Before reading: Do you know anything about these places? What can you predict about them by looking at the pictures?

Skill: Identifying main ideas ✓

Focus on understanding the main point or general message of the text.

Tip for Reading Comprehension: Using pictures and activating prior knowledge ✓

Look at the pictures and use what you already know about the topic to predict the main ideas of the text.

👉 **Your reading task:** In each paragraph, you will find some words in **bold** with two possible options (for example: *fog / foggy, rain / rains, wet / dry*). Read carefully and decide which option fits best in the sentence and circle the correct option.

Tips for Reading task: How to choose the correct option ✓

Look at the words before and after the bold options. Ask yourself: *Do I need a noun or an adjective here? / Does the verb fit the subject?* This will help you choose the correct word.

After reading: Go back to your predictions from the “**Before reading step**”. What new information about Arizona and New York did you learn?

9. **In pairs.** Discuss with a partner the following questions:

What's the weather like where you live ... ?

- a. in the spring
- b. in the summer
- c. in the fall/autumn
- d. in the winter

What's the weather like in the north, south, east and west of your country?

What's the weather like today?

Here's a list of possibilities you can use:

- | | | | |
|------------------|-------|-----------|-------------------|
| -hot | -warm | -cool | -cold |
| -very cold | -mild | -freezing | -high temperature |
| -low temperature | | | |

Tip! You can use the following sentence frames:

- In (spring), the weather is usually (warm / rainy / sunny).
- In the (north/south/east/west), it is colder / hotter ...) than here.
- Today 's/today isn't (try to use new words/expressions from this Plan)

10. With the class. You're going to watch a **"Popular Science Video"** describing Extreme Weather events.

Tip: Making predictions based on pictures ✓

Take into consideration the list of words seen before, and these pictures to "predict" the weather events you will hear about, so you are more prepared to listen to the information in the video.

a. **Before watching:** Here's a list of the main vocabulary you will find in the video and some pictures below that represent 5 of the items mentioned on the lists. Can you try to guess which ones? *Some have been mentioned before in this Plan, so you can go back to your notes and revise that information!*

 Weather	 Precipitation	 Wind & air	 Extreme weather events
warm sunny rainy windy cold storm lightning	rain heavy rain precipitation snow sleet hail / hail stones	strong winds rotating rotating storm rotating column of air upward movement of air	thunderstorm hurricane tornado floods blizzard snow storm



b. Now, watch the [video](#) and check your predictions. Did you guess what the pictures represent?

c. **After watching** the video. **Tick** the boxes with the events that **have been mentioned**.

-There are some extra ones. -

- | | | | |
|-----------------------------------|---------------------------------------|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Blizzard | <input type="checkbox"/> Earthquake | <input type="checkbox"/> Floods | <input type="checkbox"/> Droughts |
| <input type="checkbox"/> Hail | <input type="checkbox"/> Thunderstorm | <input type="checkbox"/> Heat wave | <input type="checkbox"/> Heavy rain |

d.  **WHILE WATCHING** Go back to the video and complete the sentences with the specific information found. (You can use words from the video.)

Skill: Listening for specific information. ✓

When you're listening for specific information the audio and the text will not necessarily say the exact same words. Pay attention to the context and words that may have a similar meaning.

Focus on finding particular details in the audio to understand precise facts or answers.

- How can the weather be different from one day to another? → It can beor
- What three things usually happen during a thunderstorm? → There are, and
- Where does a hurricane form? → Over the
- What can hurricanes cause? → They can cause
- Where does a tornado occur? → On.....
- What kind of precipitation can fall during a tornado? →
- What can snow cover during a blizzard? →..... and

e.  About YOU - Personal opinion. In pairs answer these questions, remember there is no *right or wrong answer*.

- **Which extreme weather event do you think is the most dangerous?**
→ I think is the most dangerous because
- **Do extreme weather events happen in your area?**
→ Yes / No. In my area, we have
- **What can people do to reduce the impact of extreme weather?**
→ People can

11. **Think-pair-share.** Let's talk! *What have you learnt about the weather so far?* Create a Collaborative [Padlet](#) or a [mindmap](#) so you can all share! Remember to use the vocabulary you've learnt so far and help a classmate understand any idea or word/s he/she does not understand by using other simpler words, for example.

12. Individually: We're about to finish this stage so let's go over the [3-2-1 Thinking Routine](#).

FAST FINISHERS EXTRA ACTIVITIES:

Imagine you had to create a **horror story or a short radio play** using weather sounds. Try to reproduce some of the sounds yourselves (thunder, wind, rain, etc.) with your voice, hands, or objects. Then, invent a short scene where the sounds help create a scary atmosphere.

If you want to use a digital version, use royalty-free sound effects in [Epidemic Sound](#), [Sound Image](#) or any website you may know.



INDAGACIÓN

En esta etapa ampliaremos nuestro vocabulario mientras exploramos el tema *extreme weather*. A partir del análisis de información real, compararemos condiciones climáticas en distintas ciudades del mundo y leeremos un texto sobre un lugar con características climáticas extremas. Asimismo, trabajaremos la comprensión oral a través de una conversación situada en un contexto cotidiano. Estas propuestas favorecen el desarrollo de la comprensión escrita y oral a través de distintos géneros textuales, así como el intercambio de opiniones y la toma de decisiones en situaciones comunicativas significativas.

DURACIÓN ESTIMADA DE LA ETAPA: 3 semanas. 12 horas

RESOURCES

- [Interactive weather & radar map](#)
- [Article on online](#) magazine
- [Conversation in a shop](#)
- [Thinking Routine](#)

ACTIVITIES

1. When we travel, we check the weather for the days we are going to be away to make decisions about activities and what to wear. Go to www.ventusky.com and look at the weather today in two cities from the list below. Compare temperature, rain, wind, or humidity and write four sentences using comparatives.

Choose ONE pair:

-  Mawsynram (India) & Buenos Aires (Argentina)
-  Reykjavik (Iceland) & Madrid (Spain)
-  Dubai (UAE) & London (UK)
-  Chicago (USA) & Rome (Italy)
-  Bangkok (Thailand) & Paris (France)

Examples:

Today, Mawsynram is **rainier than** Buenos Aires. (Spelling tip: rainy → rainier → change **y** to **i + er**)

Today, Bangkok is **more humid than** Paris.

Write your sentences. Then compare your descriptions with another pair. Are your examples the same or different?

1. Today, _____ than _____ .
2. Today, _____ than _____ .
3. Today, _____ than _____ .
4. Today, _____ than _____ .

Extra challenge! After checking your answers with another pair, answer:

- What's the hottest city today?
- What's the rainiest city today?



- What's the windiest city today?
- What's the most humid city today?

2. In pairs. Now, you're going to read a [text](#) about an amazing place in the world. Before reading, look at the pictures in the text. What do you think this place is like? **Clue:** Check Activity 1 to see if this place appears in the examples on the interactive map.

Tip: Predicting based on pictures & prior knowledge ✓

Once you see the article, can you predict what it will be about? Pay close attention to words highlighted, in bold and/or titles, also look at the pictures that accompany the text. What can you see? Do you know those places? Do the pictures look familiar?

 **Tip:** Use these sentence frames to help you: *I guess the weather is ... because ... // I think/I don't think it's a great tourist spot because ...*

a. Now, read the first paragraph. Then, work with your partner and answer the following questions.

Tip for Global Comprehension: Identifying the type and purpose of the text ✓

Identifying the text type and its purpose helps you activate your prior knowledge and make predictions about what you might find in it.

b. **What is the purpose of the text?**

Choose the correct option:

- To entertain the reader.
- To give information about a real place.
- To give instructions about what to do in a dangerous situation.

 **Explain your choice.**

Sentence frame: *The purpose of the text is to... because the writer...*

c. **Who do you think this text is written for?**

Choose one:

- People who want to know interesting facts about the world.
- Children learning about animals.
- Scientists studying the weather.

 **Sentence frame:** *I think the text is for... because...*

d. **What type of text is it?**

Choose the correct option:

- A story.
- A news report.
- An online magazine text.

3. Individually. Now, read all the text and focus on the following sentences to decide if they are T (true) or F (false). Underline the part of the text that supports your answer.

Skill: Identify specific information (Reading) ✓

Focus on finding particular details in a text to understand precise facts or answers. You don't need to understand every single word.

Tips for comprehension: How to justify a T or F activity ✓

- ✓ Read each sentence carefully.
- ✓ Go back to the text and find the part that talks about the same idea.
- ✓ Decide if the information matches, contradicts, or is not exactly the same.
- ✓ Always justify your answer using the text.

Example (Justification)

Sentence: *Mawsynram has heavy rain only during a short part of the year.* — **F**

Justification: This sentence is false because the text says that *the monsoon season is very long* and there is *heavy rain almost every day*.

1. Mawsynram has heavy rain only during a short part of the year. **T/F**
2. Most of the rain in Mawsynram falls during the day. **T/F**
3. The bridges made from living trees are weaker than normal bridges. **T/F**
4. People have adapted their daily life to the heavy rain in Mawsynram. **T/F**
5. People can enjoy outdoor activities all year round in Mawsynram. **T/F**
6. Krem Puri is easy to visit because it has a simple path. **T/F**

4. In pairs. Check your answers with a classmate. Then, go back to your predictions in activity 2. Were you right about Mawsynram? Follow these guided steps for your reflection:

♦ **STEP 1:** Check your answers

Compare your answers with a classmate.

- ✓ Say **one answer that is the same**.
- ✓ Say **one answer that is different**.

Useful language:

- *I got number ... the same.*
- *I have a different answer for number ...*
- *I think this one is true / false because ...*

♦ **STEP 2:** Go back to your predictions (Activity 2.a)

Look at your predictions about **Mawsynram**.

- Yes, I was right.
- No, I wasn't right.
- I was partly right.

Sentence frames:



- I was right because the text says ...
- I was wrong because I thought ... but the text says ...
- I was partly right because ...

♦ **STEP 3:** Short pair reflection

Talk to your partner.

- What surprised you about Mawsynram?
- Was any information different from your prediction?

Optional support:

- I was surprised that ... / I didn't expect (so much rain ...)

4. **In pairs.** Sometimes, before travelling, you need to check some clothes depending on the weather at your destination. Think about what clothes you usually wear in hot, cold or rainy weather and choose the options that best match each situation. Add, at least, two more items to the lists. Then, compare your answers with a partner.

 Hot weather	 Cold weather	 Rainy weather
<input type="checkbox"/> T-shirt <input type="checkbox"/> shorts <input type="checkbox"/> flip flops <input type="checkbox"/> overcoat	<input type="checkbox"/> jacket <input type="checkbox"/> sweater <input type="checkbox"/> boots <input type="checkbox"/> top	<input type="checkbox"/> trench <input type="checkbox"/> wellington boots <input type="checkbox"/> trainers <input type="checkbox"/> umbrella

Tip! Remember you can always check out words [here](#) or in another online dictionary.

5. **Individually.** You are going to listen to a [conversation](#) in a clothes shop where a woman is preparing for a short trip and buying some items to take in her suitcase.

Before listening – Tick the expressions you're likely to hear. Then, check with the dialogue.

- Can I try it on?
- Eat in or take away?
- How can I help you today?
- Enjoy your trip
- The fitting room is just over there.
- I'm looking for a jacket.

Skill: Identify specific information (Listening)

When you listen for specific information, you focus on key details to answer a question, not on understanding every word.

Tips for Listening with Distractors ✓

- ✓ Read the questions and options first to know what information to listen for.
- ✓ You may hear more than one option.
- ✓ Don't choose the first word you hear.
- ✓ Listen for speakers' changes of mind (but, so ...)
- ✓ Choose the option the speaker decides on in the end.

6. Now, listen again and choose the correct option.

1. What size jacket does the woman ask for first?

- a. Small
- b. Medium
- c. Large

2. Why doesn't she buy the blue jacket?

- a. It's too expensive
- b. It's too small
- c. They don't have it in her size

3. Which colour jacket does she finally buy?

- a. Blue
- b. Black
- c. Brown

4. Why doesn't she buy the grey cardigan?

- a. She doesn't like the colour
- b. It's too big
- c. They don't have it in her size

5. Which cardigan does she choose in the end?

- a. Black
- b. Grey
- c. Brown

6. How does she pay?

- a. By card
- b. Online
- c. In cash

⚡ **EXTRA CHALLENGE:** Listen again and complete with ONE number.

Tips for listening to numbers ✓

- ✓ Listen carefully to the ending of the number.
- ✓ **-teen** numbers: stress on the **second syllable** (*thirTEEN, fourTEEN*)
- ✓ **-ty** numbers: stress on the **first syllable** (*THIRty, FORTy*)
- ✓ If you're not sure, listen again and check the context.

1. The price of the jacket is £ _____.
2. The discount is _____ %.
3. The final price is £ _____.

7. Post-listening Reflection

Think about your listening. Answer the questions.

1. **What helped you understand the conversation?**

- Reading the questions first
- Focusing on numbers
- Recognising key words (size, colour, price)

2. **What was difficult for you?**

- Choosing the final option
- Understanding numbers
- Understanding sizes and colours
- Following the whole conversation

3. **What will you do next time to listen better?**

Sentence starter: *Next time, I will...*

4. **Compare with a classmate.**

👉 What tip was **the same**?

👉 What tip was **different**?

8. We're half way through this unit so it's a great time to reflect on what we've done so far. Click here to go over this [Thinking Routine](#)

INTENSIFICACIÓN

Independent Learning Guide - ⚡ A1

Independent learning guide - Esta guía tiene el propósito de ayudarte a descubrir y poner en práctica estrategias para aprender inglés de manera autónoma conectándote con tus intereses, preferencias y ayudándote a evaluar aquellos aspectos que tenés que profundizar. Podés utilizar todos los recursos que te resulten convenientes, apropiados y atractivos. Empezá a armar tu propio archivo con el recorrido. Al final del bimestre compartilo con algún compañero e intercambiá experiencias.

Esta guía puede resultarte un poco más difícil, pero creemos que ya podés trabajar en actividades un poco más desafiantes. Cualquier duda, siempre contás con el apoyo de tus profes. ¡¡Adelante!!

INDEPENDENT LEARNING GUIDE – ⚡ A2 LEVEL

Weather & Climate Change

♦ **STEP 1:** Choose a Topic

We are going to learn about **weather** and how **climate change** is affecting people around the world. **Climate change** means big changes in temperature and weather that last a long time. Sometimes these changes are natural, for example when the sun changes or when a big volcano erupts. But today, much of climate change is caused by **pollution** from people (cars, factories, cutting trees).

Think about what makes weather important in your life. Here are some ideas:

- Typical weather in your city or region.
- Extreme weather events (storms, floods, droughts, heatwaves).
- How weather affects your clothes, food, transport, or free time.
- How climate change is changing the weather around the world.



Questions to help you decide:

- What is the weather usually like in your city?
- Have you ever experienced very hot, very cold, or extreme weather?
- Do you know a place with unusual or extreme climate?
- What changes do you hear about because of climate change?

Tip! You can check out unknown words [here](#)

♦ **STEP 2:** Discover and Learn

1. The [video](#) “Extreme Weather: Interconnections in Extreme Weather” can provide useful information for your project.

Before Watching

👉 Look at these words: *storm – flood – drought – fire – heatwave*.

- Which ones do you know?
- Which ones do you think are connected?

While Watching

Watch the video and answer:

1. What types of extreme weather do you see?
2. How are two of them connected? (e.g. heatwave → fire).

Tip! You can create a **mini mind map**: put *climate change* in the middle and connect it with 3–4 types of weather events from the video.

Reflection Question: The video shows different kinds of extreme weather, but not solutions.

👉 *What do you think people can do to prepare for or protect themselves from extreme weather?* (e.g., carry water, stay inside, build stronger houses, plant more trees).

- ➔ **Choose a place (your country, or another country with extreme climate).** Look for simple information in English. You can watch short videos, read simple texts, or check pictures and posts on social media.

Make notes about the following:

- Where is the place?



- What is the usual weather there?
- What extreme weather events happen?
- How do people prepare or adapt?

👉 Example Ideas:

- **Sahara Desert** – very hot, dry, sandstorms.
- **Patagonia (Argentina)** – very windy, cold winters with snow in the mountains, cool and dry summers.
- **Bangladesh** – monsoon, floods.
- **Australia** – heatwaves, bushfires.

✅ Based on your chosen place, find:

- **1 short video or clip:** (e.g. a travel vlog, a news report about climate).
- **1 short article or post:** (e.g. a simple text about weather in the country).
- **1 social media post or image:** (e.g. a weather map, a post about climate action).

♦ **STEP 3:** Share and Reflect

Prepare a **mini-project** (poster, mini-book, short video, Padlet post, map, etc.). Include:

- The name of the place.
- A description of normal weather.
- One example of extreme weather.
- How people adapt (clothes, activities, houses, transport).
- A picture, drawing, image, interactive map

Exchange projects with another pair and answer:

- What new things did you learn about the weather in this place?
- Did the project explain the effects of climate change clearly?
- Was the project attractive and easy to understand?

♦ **STEP 4:** Final Reflection

The Task: Does your project describe the place, the weather, and the impact of climate change?

Super Skill: How interesting and creative is your project?

Language: Did you use vocabulary about weather and climate (change)? (*sunny, stormy, heatwave, flood, adapt, protect*).

Your personal reflection:

- What did you enjoy learning about weather and climate change?
- What was difficult about finding information?
- How can you do better next time?

Big Question: *What can we learn about people by looking at how they live with their weather?*

👉 *Think about:*

- What clothes do they wear?
- What food or drinks are popular?
- What activities do they do in summer / winter?



- How do they stay safe in very hot / cold weather?

FAST FINISHERS EXTRA ACTIVITIES:

1. If you finish early, use this time to **revise clothes vocabulary**.
Go to [the link](#) and complete the activities to practise names of clothes and shopping words.
2. Click [here](#) to see how much you know about climate change vocabulary. Good luck!



PRODUCCIÓN

En esta etapa, vas a abordar una producción relacionada con el clima y los viajes. Primero vas a mirar un video modelo con tips e ideas para armar una mochila para un viaje de vacaciones, explicando qué llevar, cómo y por qué. Después, realizarás un **video para un vlog**, en el que darás recomendaciones prácticas sobre un destino que elijas, considerando las condiciones climáticas del lugar y qué precauciones deben tomar los visitantes. Finalmente, compartirás tus producciones con la clase para intercambiar ideas y aprender de tus compañeros.

DURACIÓN ESTIMADA DE LA ETAPA: 2 semanas / 8 horas

RESOURCES

- [Video](#): How to Pack light for a long trip
- Thinking Routine - Final reflection

ACTIVITY: HOW TO PACK FOR A LONG TRIP

Tip for understanding: Predicting from images ✓

Use all information available to make predictions about the text (images, task, example, etc)

BEFORE WATCHING

1. In [this video](#) you're going to watch how Tiffany packs for a three-week trip. She's going to show you what she takes and how to make lots of items fit in her backpack BUT she won't say where she's travelling to... can you make predictions according to what she packs? What kind of place is she going to? Is she going to the beach? Will it be cold? Do you think she's going to the city or the countryside? Why? Discuss with a partner.
2. **Interaction.** Write a list of, at least, 5 things you would include in your backpack for a long trip. Compare your list with a partner. Any coincidences?

👉 **Tip 1:** Remember to check vocabulary [here](#) if necessary

👉 **Tip 2:** These phrases/sentence frames and questions can help you guide your interaction:

- I wrote ... (a sleeping bag, a flashlight, water ...).
- What did you write in your list?
- I think ... is necessary because ...
- Yes, me too!/I also wrote ...
- I agree, ... is very important.
- Really? I didn't write that.
- I don't think ... is necessary because ...
- So, we both wrote ...
- We have ... in common.

3. **WHILE WATCHING:** Decide if the sentences are **True (T)** or **False (F)**. Justify your answers.
 - a. The video gives tips for packing a suitcase or backpack. ____
 - b. The video is only about travelling to cold places. ____
 - c. The person wants to pack light. ____



- d. The video says you should take many unnecessary things. ____
e. The video is about organizing your luggage better. ____

4. **AFTER WATCHING**, discuss the following questions with a partner:

- What new words did you learn from the text?
- Which packing tip do you think is the most useful? Why?
- Is there something different you would pack for your own trip?

Tip! Use these sentence frames to help you express your ideas:

- I learned the word ...
- The best tip is ... because ...
- For my trip, I would take ... because ...

MINI-PROJECT: TRAVEL VLOG POST – HOW TO PACK FOR A SCHOOL TRIP

In small groups, imagine you are part of the School Trip Organising Committee in charge of planning a holiday for your classmates to one destination in our country. Your final task is to create a short video for a travel vlog (1–2 minutes) showing what to pack for the trip and why, considering the weather and activities.



Ushuaia



Delta Islands, Tigre



La Rioja

◆ STEP 1: Plan & Decide

- Choose your destination: Will it be a city break, a beach holiday, or a mountain adventure? you can use the ones in the pictures or any of your own choice.
- Think about the challenges: limited luggage, changing weather, and one special group activity (For ex. bike tour around the city, night bonfire with music and games, Hiking / trekking day,)
- Be resourceful: decide what is really necessary to pack, what items can be shared, and what clever tips will make the trip easier.
- Consider potential problems:**
 - What problems can the weather cause? Will it be the same to go in Summer or Winter?
 - What advice can you give to solve them?

(Example: Summer is windier than spring → **Be careful at the beach.** / Winter is more dangerous than autumn → **Wear boots and don't forget your wooly hat.**)

◆ **STEP 2: Put it in writing:** Write clear instructions for other teen travelers about *how to pack smart* for this school trip.

💡 **Tip 1:** You can use [Canva](#) or [Padlet](#) to design your post. Use photos/images to make it more attractive and clear for the reader (e.g., suitcase, backpack, clothes, travel items).

 **Tip 2: Use a checklist to help you write your post!**

- **Title:** A short, catchy title (*How to Pack for a Trip!*).
- **Introduction:** A short greeting or question to the reader (*Are you going on holiday?*).
- **List of steps or tips:** Simple instructions using imperatives (*Take... / Don't forget... / Put...*).
- **Personal touch:** Add your own opinion or advice (*I always take... because...*).
- **Connectors:** Use words like *first, then, also, finally* to organize ideas.
- **Friendly style:** Write as if you are talking to friends.

◆ **STEP 3:**  **SHARE**

Once you've covered all the steps, share your instructions with another pair.

- Ask them: *What do you like about our blog post? / Is it clear? / What can we improve?*
- Give feedback to the other pair: *I like your ... because ... / Maybe you can add ...*
- Reflect together: *What was easy? What was difficult? What will we do better next time?*

◆ **STEP 4:** Create your vlog

Now it's time to **prepare your video**. Work in your group and follow these steps:

1. **Use the script** and information collected in steps 1, 2 and 3
2. **Remember** to write short sentences with **imperatives** for advice (*Bring..., Don't forget..., Be careful...*).
3. **Divide the parts:**
 - Decide who says each part.
 - Make sure everyone in the group has a role.
5. **Practise / Rehearse**
 - Read the script together 2–3 times.
 - Practise **body language** (eye contact, nodding, smiling).
 - Use **comparatives** if possible (*Spring is rainier than summer*).

Checklist before recording:

- Do we have an **introduction** (place + weather)?
- Do we give **advice for each season**?
- Do we mention **problems + tips**?
- Did we use at least **one comparative**?
- Is the place we are going to record in a **light** place?
- Is it a quiet place or is there a lot of extra noise?

◆ **STEP 5: Present your vlog**

- Show your video (or act it out in class).
- Speak clearly and confidently.
- Make sure everyone in the group participates.

THINKING ROUTINE - FINAL REFLECTION

What did you enjoy learning about?

? What was difficult? How can you improve?

 **How does learning about the weather help you understand the world?**

👉 Sentence starters:

- *Now, I understand that in some countries...*
- *I learned that people wear... / do... / eat... because of the weather.*



EVALUACIÓN

A lo largo del plan y durante las distintas etapas tuvimos varias oportunidades para realizar actividades de reflexión sobre nuestros aprendizajes, autoevaluación y evaluación entre pares. En esta etapa te invitamos a presentar tus producciones, escuchar la devolución que te dan tu docente y compañeros y a realizar una autoevaluación sobre todo lo trabajado en este bimestre. ¡A reflexionar y seguir aprendiendo!

DURACIÓN ESTIMADA DE LA ETAPA: 1 semana- 4 horas

RECURSOS:

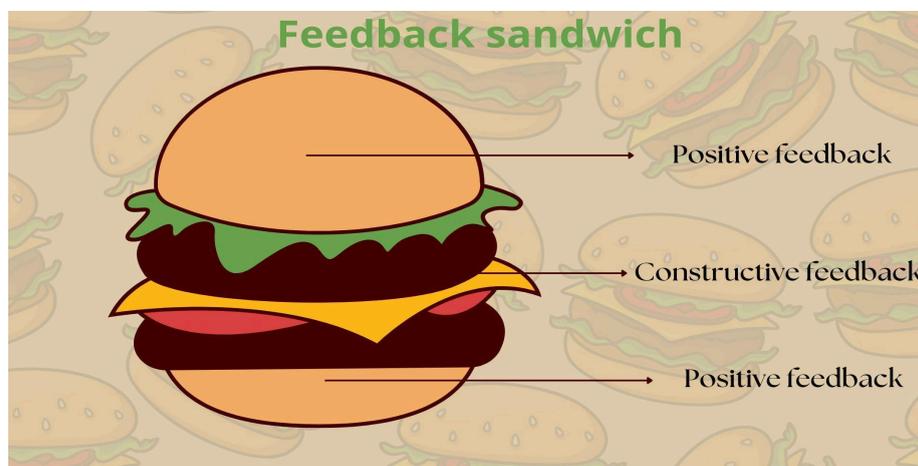
- Computadora
- Conexión a internet

ACTIVITY: Present Your VLOG to the rest of the class & provide feedback

1. After you see a group's vlog, write your feedback using the sentence starters below. Be respectful, positive, and clear. When you finish, put your note on the Feedback Wall (a board or space in the classroom). This way, each group can collect feedback from their classmates
2. **Use the "Feedback Sandwich"**

This is a simple way to give feedback. You say something good, then one idea to improve, and finally something nice again. Like a sandwich: positive – improve – positive.

- Say something good (positive feedback) → *I liked...*
- Say one idea to improve (constructive feedback) → *You can improve...*
- Say thank you or something nice (positive feedback) → *Good job! I enjoyed...*



3. Guiding questions to help you

- Were the packing tips clear and useful?
- Did the vlog describe the weather and tips for packing?
- What new things did you learn?

1. Rate your presentation and your classmates' with this chart

	Good	Improvement Possible	Needs Some Improvement	Needs a lot of Improvement
Language Use	Good and clear use of language. Accurate vocabulary.	There are some language errors. It is mostly clear.	Language is unclear and contains frequent grammatical errors.	Language needs a lot of improvement. Vocabulary is limited.
Organization	Your presentation is very prepared and well organized. The information is relevant.	Your presentation is mostly prepared and well organized. The information is mostly relevant.	Your presentation is somewhat prepared and organized. The information is almost relevant.	Your presentation is not very prepared or organized. The information is not relevant.
Clear Presentation	Your presentation is clear.	Your presentation is mostly clear.	Your presentation is sometimes clear.	Your presentation is not clear.
Correct Information & Task Achievement	The structure of the text is appropriate and effective. You follow instructions correctly.	The structure of the text is mostly appropriate and effective. You follow most of the instructions correctly.	The structure of the text is somewhat appropriate and effective. You follow some of the instructions correctly.	The structure of the text is not appropriate. The information included is incorrect.

Self assessment time!

Reflect on the objectives of this unit. How do you think you did? Tick the correct box.	Yes, I can!	I'm working on it.	I need to work harder
I can understand the most important ideas in vlogs about weather conditions in different seasons and places.			
I can use vocabulary and expressions to describe weather and extreme conditions.			
I can talk about the weather in different seasons, about activities, and give simple advice.			
I can write about the weather in different seasons, about activities, and give simple advice.			
I can use comparatives to talk about the weather.			
I can give opinions about places and weather conditions and justify my ideas			
I can make a vlog to give basic weather advice about a place of interest .			
I can ask for clarification and repeat simple information to help communication in my group.			