

**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 3 - A2.2

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

**NOMBRE DEL PLAN:** Cities

**DURACIÓN:** 1 BIMESTRE

**SINOPSIS**

Durante esta unidad, vamos a explorar fascinantes ciudades de todo el mundo, el turismo y los viajes. Descubrirás destinos increíbles, desde grandes ciudades hasta pueblos con encanto, y aprenderás sobre diferentes culturas y formas de explorar nuestro planeta. A través de videos, lecturas sencillas e imágenes sorprendentes, conocerás lugares emblemáticos, actividades turísticas populares y cómo las personas se mueven por el mundo. Como proyecto final, en grupo, crearán una guía de viaje digital sobre un destino que les gustaría visitar o recomendar, destacando sus principales atracciones, datos curiosos y consejos de viaje. ¡Luego, lo compartirán con el resto de la clase!

→ **TEMA:** Majestic Cities

**A lo largo de este plan aprenderás a:**

- Elaborar una guía de viaje en la que describirás de forma sencilla ciudades y lugares turísticos.
- Colaborar de manera creativa y respetuosa en actividades grupales para intercambiar ideas e información con tus compañeros/as.
- Identificar la idea general y las ideas principales de un texto oral/escrito (*vlog/travel guide*)
- Identificar información específica de un texto oral/escrito (*brochure/vlog*)
- Identificar la estructura de un texto escrito (*travel guide*)
- Identificar interlocutores, ejes de espacio y tiempo, el propósito del autor y el propósito comunicativo del texto (*travel guide*)
- Inferir el significado de una palabra o frase no conocida a partir del contenido del texto (*travel guide*)
- Expresar tu opinión de forma clara sobre temas familiares utilizando frases conectadas, vocabulario variado y apoyos como gestos, expresiones faciales y ejemplos simples para justificar tu punto de vista.
- Utilizar el vocabulario aprendido para describir ciudades y lugares turísticos de forma oral y escrita.
- Trabajar colaborativamente en grupos y compartir información con el resto de la clase.
- Participar activamente en intercambios breves sobre temas cotidianos, utilizando frases simples pero conectadas, expresiones no verbales y turnos de habla adecuados para invitar a otros/as a participar y mantener la conversación.
- Indicar que no entendés con palabras/signos sencillas/os, con la entonación y con gestos.
- Extraer y compartir información relevante de textos breves para ayudar a otros a comprender su contenido.

- Facilitar la comprensión de un texto visual dando indicaciones claras y realizando aclaraciones mediante lenguaje verbal y no verbal.
- Monitorear y mejorar su comunicación a partir de la reflexión metalingüística, metacognitiva e intercultural.

These are the **text types** present in this plan:

→ **READING COMPREHENSION**

- Folleto
- Guía de viaje

→ **LISTENING COMPREHENSION**

- Vídeo
- Vlog

→ **SPEAKING & WRITING**

- Guía de viaje

**Producto final:**

- Elaboración y presentación de una guía de viaje digital.

**Contenidos y capacidades**

- Descripción de ciudades y lugares de interés turístico.
- Opiniones personales y su justificación.
- Reflexión sobre aspectos interculturales.

**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.**

**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, exploramos juntos diferentes ciudades alrededor del mundo, increíbles vistas y paisajes a través de actividades dinámicas y material audiovisual. Conoceremos cómo referirnos a distintas actividades turísticas, formas de viajar, describir ciudades y lugares de interés que podemos encontrar en ellas.

**DURACIÓN ESTIMADA DE LA ETAPA:** 8 horas / 7 horas.

### RECURSOS

- [Game](#): *Air Travel*
- [Video](#): "Where's Wally?"
- [Virtual Window](#)
- [Presentation](#): *Useful phrases*
- [Presentation](#): *Describing the World*

### ACTIVIDADES

1. **In pairs.** Do you like visiting new places? Have you ever travelled by plane? How many words/expressions connected with **air travel** do you know in English? Make a list with a classmate then click [here](#) to play a vocabulary game. Compare your list before and after playing the game.
2. **In pairs.** Have you ever played *Where's Wally?* Watch the [video](#) and try to find him.

#### ♦ STEP 1: Find Wally

The first student who sees Wally describes where he is and what is happening around him.

#### Examples:

- Wally is standing next to (the dog).
- Wally is walking behind (the tree).
- Wally is in front of (the house with many people around.)
- Wally is sitting under (a table).
- Wally is between (two children).

#### ♦ STEP 2: Help your classmate find Wally!

If you find Wally first, give simple instructions or clarify information to help your partner locate him.

✓ **Strategies:** use one of these:

#### 1. Give simple instructions

- Look on the left/right side of the screen.
- Go a bit up / down.
- Focus near the tree / the boat / the street.
- Check the group of people in the corner.

#### 2. Describe the area

- He is in a busy place with many people.
- He is near the market, close to the entrance.
- He is next to a tall building.

#### 3. Use a quick sketch or gesture



- Draw a simple map showing *left/right, near/far*.
  - Use hand gestures to show *behind, between, across*.
3. **In pairs.** Have you ever played Where's Wally? Watch the [video](#) and find him as he travels around the globe. Let's see how your observation skills are doing! You can help a classmate to spot him. Use some of these phrases as a guide:
- Wally is next to/beside (a dog).
  - He is behind (a tree).
  - Wally is in front of (a house).
  - Wally is under (a table).
4. **Individually.** Do you enjoy travelling just like Wally? Let's go for a virtual trip! Open this [Random Windows](#) to visit all sorts of locations around the world. Choose one to describe to your classmates. Focus on the questions in the table below. The sentence starters on the right can help you frame the answers :

• Where are you?	<i>I think I'm in .../This place looks like ...</i>
• What can you see?	<i>In the background/foreground I can see ...</i>
• What's the weather like?	<i>It looks... (sunny / cloudy / rainy, etc.)</i>
• Are there any people around? • If so, what are they doing?	<i>Some people are (walking, talking, etc.) There are no people. It looks quiet, etc.</i>
• What's the landscape like?	<i>The landscape is full of.../I can see a lot of ...</i>
• What time of the day is it?	<i>I think it's... (morning / afternoon / night).</i>
• Do you like what you see?	<i>I really like it because.../Not really. It's a bit ...</i>
• Would you like to visit that place?	<i>I'd love to go there because.../ I don't think I'd visit .... It's too ...</i>
• What activities do you think you could do there?	<i>I think you can... (go hiking / take photos /swim / visit museums / eat local food, etc.)</i>

5. **Individually or In pairs. Vocabulary Challenge: Describing the World!** Learn new vocabulary and practice using adjectives to describe various aspects of travel and sights.
6. **Individually: Use new words to describe places and experiences.**

Imagine you're writing a short post for a travel blog. Describe your favourite place to visit so readers feel inspired to go there. Use at least three of the new words in your description.

**For example:**

"My favourite place to visit is Calafate in Santa Cruz, Argentina. It is popular for hiking and tourism. There you can visit the **impressive** Perito Moreno Glacier. In my opinion, it is one of the most **stunning** glaciers in the world. It is not very **affordable**, but it will be an **unforgettable** experience."



1. Write two or three sentences about your favorite place for a travel blog.
2. Use at least three of the new vocabulary words (affordable, vibrant, scenic, etc.).
3. Share your “blog post” with your partner. What does he/she think of your favourite place?

**For example:**

“My favorite place to visit is "Necochea". It's a small, vibrant city by the sea. It has breathtaking sunsets, stunning beaches, and an unforgettable atmosphere.”

**Tip!** You can check vocabulary in an [online dictionary](#) and use these [useful phrases](#) to organise your ideas.

**FAST FINISHERS EXTRA ACTIVITY**

How much do you know about your country and other countries in the world? Click [here](#) to play a geography game. Good luck!

[Guess the Country by the Landmark Quiz](#) | [Guess the Monuments Challenge](#)



## INDAGACIÓN

En esta etapa, nos centraremos en el análisis de los géneros textuales a trabajar, en este caso el **vlog** (bitácora audiovisual que combina imágenes, narración y reflexiones personales) y el **folleto turístico** (texto informativo y persuasivo que presenta las características de un lugar con el objetivo de atraer visitantes). A través de estos géneros, abordaremos las temáticas de los viajes y las ciudades del mundo, ya que nos invitan a ampliar nuestra mirada, reconocer la diversidad cultural como una riqueza y reflexionar sobre cómo las personas viven, piensan y se relacionan en distintos contextos. Mediante el análisis de estos géneros y la producción de textos propios, exploraremos formas de comunicar nuestras ideas con claridad y creatividad, desarrollando tanto capacidades lingüísticas como transversales. Estas últimas no son exclusivas del aprendizaje de las lenguas, sino que son útiles y aplicables en distintas áreas de conocimiento, como, por ejemplo, el *compromiso y la participación*, el *pensamiento reflexivo y crítico*, entre otras. También habrá instancias de trabajo autónomo para profundizar en los aspectos que más te interesen y enriquecer tu producción final.

**DURACIÓN ESTIMADA DE LA ETAPA:** 3 semanas. 12 horas

### RECURSOS

- [Folleto](#)
- [Vlog](#): "Multicultural England"
- [Presentation](#) "How would you describe these cities?"

### ACTIVIDADES

1. **In pairs.** Have you ever heard of any spooky travel destinations around the world? Which ones? In the following [brochure](#), you'll find some of these places advertised by a travel agency that specialises in this kind of tourism.
  - **BEFORE READING.** Look at the pictures and read the titles. What do you know about these places? Why are they strange?

#### Skill: Identifying main ideas

Focus on the main point or general message of the text. You don't need to understand everything, use the pictures and the titles to help you.

#### Tip for Reading Comprehension: Using pictures, titles and activating Prior Knowledge

Look at the pictures and read the titles and use what you already know about the topic to predict the ideas of the text and to understand why the places might be unusual or interesting.

- **READING TIME!** Read the text and find the answers.

#### Skill: Identifying specific information (Reading)

Focus on finding particular details in a text to understand precise facts or answers.



**Tips for Reading Comprehension: Setting a reading goal**

1. Read the questions to know what information you need.
2. Underline or highlight key words in the questions so you know what to look for in the brochure.
3. Read the text and find the details that answer those questions.

1. Which of the three locations is connected to religion?
2. Which location looks like a ghost town?
3. Which location would be the most suitable setting for a Dracula film?
4. Which location would be perfect for investigating deformed animals?
5. Which location is related to a part of the mouth?

• **AFTER READING**, discuss with a classmate:

**Skill: Interpreting implicit information (Reading) ✓**

Focus on understanding ideas that are not stated directly by using context and examples from the text.

**Tip for Reading Comprehension: Paraphrasing and connecting ideas ✓**

Restate the information in your own words and connect it with your own experiences or other places you know.

- Would you like to visit any of these spooky places? Why or why not?
- Which one do you think is the scariest?
- Have you ever visited a strange or mysterious place? What was it like?
- Would you recommend any other spooky place in Argentina to the travel agency? Which one/s?

2. **Individually.** Imagine you're visiting one of the spooky destinations from the brochure. Write a whatsapp/text message to a friend describing your experience. Include details about the place, how you feel, and what you see. Write 4–6 lines. You can add emojis if you want!

**Use these sentence starters to help you write your message:**



*Hi! You won't believe where I am...*  
*This place is so weird/creepy/amazing because...*  
*I just saw...*  
*I feel a bit scared/excited because...*  
*The guide told us that...*  
*Would you ever come here?*

3. **Listening Comprehension.** You're going to watch a vlog about a popular place in an iconic city.

**Skill: Identifying main ideas** ✓

When you listen to understand the main message, you don't need to know every word. Focus on familiar words and ideas to get the general meaning.

**Tip for Listening Comprehension: Activating prior knowledge** ✓

Before you listen, look carefully at the picture and read the questions. These elements give you clues about the topic and help you imagine what the vlog will be about.



4. **Individually.** Now, watch the [vlog](#) "Multicultural Britain" and check your answers to the questions in activity 2.

5. **In pairs.** Find Borough Market on [Google Maps](#).

- Where is it?
- How can you get there?
- Is there anywhere like it in Argentina? Where?

6. **In pairs.** Do you know what these signs mean? Can you find them on Google Maps? Find some equivalent signs in Buenos Aires/Argentina.



7. **Individually.** Watch the [vlog](#) again and tick the correct option/s to answer the questions and complete the sentences about multicultural London:

**Skill: Identifying specific information** ✓

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

**Tips for Listening Comprehension: How to complete a multiple-choice task** ✓

1. Read the questions and options carefully before you listen. They give you clues about what you will hear. Underline or highlight key words to recognize them more easily.
2. Watch the vlog and try to connect the words or phrases you hear with the ones in the questions or options.
3. Listen again and choose the correct option(s).

- a. **What kind of food or drinks can you find in Borough market? (You can tick more than one option)**

- *ceylon teas*
- *dulce de leche*
- *chimichurri sauce*

- b. **The market opens at ..... in the morning.**

- *one o'clock*
- *two o'clock*
- *three o'clock*

- c. **What can you find in the West End of London?**

- *Little Italy*
- *Indian shops*
- *Chinatown*

- d. **Banglatown is popular for its ...**

- *expensive houses*
- *cheap restaurants*
- *antique shops*

8. **In pairs.** Discuss the following questions about the video:

- Can you speak different languages in London? Why?
- How do you think speaking different languages can help people live together in a big city like London?

9. **In pairs,** go over the [presentation](#) and try to fill in the sentences with new vocabulary. Can you think of any other words to describe what you see? Then, check your answers with another pair.



## 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 - ⚡ A2.2 LEVEL

#### Cities Around the World: Global Exploration

#### Exploring Your Interests

##### ♦ STEP 1: Choose Your Destination or Travel Theme

We're going to dive into the fascinating world of global cities and the diverse experiences of travel. This is your chance to explore places that genuinely interest you and imagine yourself there!

#### What is a Travel Theme?

A **Travel Theme** means exploring a **specific type of travel experience, activity, or characteristic of a destination**, rather than just one particular city or country.

Instead of asking "Where do I want to go?", you're asking "What kind of travel experience am I interested in learning about?".

#### Think of it like this:

- **If you choose a city:** You might pick "Paris" or "Tokyo."
- **If you choose a travel theme:** You might pick "Ancient Cities," "Adventure Travel," or "Foodie Destinations."

#### Here are some examples of Travel Themes:

- **Adventure Travel:** Learning about trips that involve hiking, climbing, rafting, or extreme sports.
- **Foodie Destinations:** Exploring cities or regions famous for their unique cuisine, street food, or culinary traditions.
- **Historical Journeys:** Learning about trips that involve visiting ancient ruins, historical battlefields, or famous museums.
- **Art & Culture Trips:** Discovering cities renowned for their art galleries, theaters, music scenes, or architectural masterpieces.

If you are choosing a city, think about what truly makes a place or a journey special. Here are some ideas:

- **A famous capital city** you've always dreamed of visiting.
- **A city known for a specific characteristic** (a city with a modern or ancient building, a green city).
- **A unique type of travel** (an adventurous road trip, a relaxing cruise, backpacking).



- **What people do in a particular city** (traditional festivals, famous landmarks, local cuisine).

 **Questions to help you decide:**

- What makes a city attractive to you? Is it its history, its food, its architecture or its natural surroundings?
- If you could go anywhere tomorrow, where would it be and why?
- Do you prefer exploring big cities or quieter, charming towns?
- What's the most exciting way to travel, in your opinion?

♦ **STEP 2: Discover and Learn**

Now it's time to become a travel researcher! Look for information in English about your chosen city or travel theme. Focus on finding interesting facts and details that you could share with someone else. You can watch short travel vlogs, read simple articles on travel websites or blogs, and look at pictures and short posts on social media.

 **Try this:**

**Find:**

- **1 short video or clip:** (a video tour highlighting a city's main attractions, a travel vlogger describing their experiences, or a clip explaining a specific type of transport).
- **1 short article or post:** (a description of a city's unique culture, a blog post offering "top tips for traveling by train," or historical facts about a famous landmark).
- **1 social media post or image with text:** (a stunning photo of a cityscape with a traveler's caption, a post about local food, or an infographic about travel safety).

**As you research, take notes. Write down 5-7 key facts or descriptive adjectives from each source. For example:**

- **Selected City: Kyoto:** "ancient temples," "peaceful gardens," "traditional tea ceremony," "beautiful autumn leaves." "the heart of Japan".
- **Means of Transport: Train Travel:** "comfortable seats," "scenic views," "eco-friendly," "no airport stress," "can eat on board."
- **Selected City: Reykjavik:** "colorful houses," "Northern Lights," "hot springs," "unique volcanic landscape," "friendly people."

♦ **STEP 3: Create Your Travel Snapshot**

Now, use the information you've gathered to create a short digital travel guide or a presentation for your chosen city or travel theme. Your goal is to make it appealing to others!

- Include pictures and images.
- Write clear, descriptive captions and short paragraphs using the vocabulary and adjectives you've learned.
- You can use online tools like PADLET or CANVA (if you know how), or simply organize your ideas and pictures on a few slides in a presentation software or even on paper.

**REMEMBER TO:**

- Describe the place or experience.
- Explain *why* it's interesting or appealing.
- Use simple comparisons or superlatives if appropriate (e.g., "It's the most beautiful city," "It's more relaxing than flying").



◆ FINAL REFLECTION

 Your Learning Journey

- What new and interesting facts did you discover about cities or different ways of traveling?
- How did this activity change your perspective on global destinations or travel experiences?
- What skills did you practice most during this task (e.g., researching, note-taking, describing, using new vocabulary, reading, choosing information, checking sources)?
- What was challenging about finding information, organizing your ideas, or describing your chosen topic in English? How could you approach it differently next time?
- What insights did you gain about people and cultures by exploring different cities and travel methods?

**FAST FINISHERS EXTRA ACTIVITY:**

- [MATCHING NAMES: Cities and Countries](#)
- [GUESSING GAME: Famous City](#)
- [GUESSING GAME: Famous City II](#)
- [DESCRIBING CITIES](#)

## PRODUCCIÓN

En esta etapa, vamos a diseñar una GUÍA DE VIAJE DIGITAL en la cual vas a incluir información sobre distintas ciudades y lugares para visitar. Vas a investigar y buscar información. Te vas a encontrar con diferentes ideas.

**DURACIÓN ESTIMADA DE LA ETAPA:** 2 semanas / 8 horas

### RECURSOS

- [Thinking Routine- Rutina de Pensamiento](#)
- Canva / genially / similar para creación de Guía de Viaje digital
- [VIDEO 1](#)
- [VIDEO 2](#)
- DIGITAL TRAVEL GUIDES: [Brazil](#) (A2.1) & [Salta](#) (A2.2)

### ACTIVIDADES

#### Let's Explore Cities & Travel!

#### Exploring Famous Places

##### ♦ STEP 1: BRAINSTORM & DISCOVER

*Individual Reflection / Pair Discussion:*

- What makes a city *iconic* or a *must-visit destination*? Think about its history, culture, architecture, or natural beauty.
- Can you recall any famous cities you've seen in movies, read about, or dreamt of visiting? What makes them memorable?
- Describe one significant landmark or point of interest in your own city. What's its story or importance?
- Watch a short video about "[London Sightseeing](#)"

#### Skill: Predicting content

When you predict content, you use titles, images and your prior knowledge to anticipate what you are going to hear. This helps you focus your listening.

#### Tips for Listening Preparation

Read the title of the video and look at the images. Think about what kind of information might appear (places, landmarks, descriptions). Activate what you already know about the city

- As you watch, pay attention to the details. After viewing, complete the following:
  - List 3-4 prominent landmarks.
  - Identify 3-4 adjectives used to describe London.

- Choose the THREE words that are NOT mentioned or visually represented in the video:  
*castle - square - tower - wheel - temple - statue - station - clock - theatre - museum - cathedral - bridge - park - monument - gallery - palace*
- Write a short description of the city of London.

◆ **STEP 2:** listening comprehension to identify specific information - "A glimpse into Rio de Janeiro"

**Skill: Identifying specific information** ✓

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

- Watch the [VIDEO](#) "Rio de Janeiro Vacation Travel Guide" (up to 2:23) twice.
- Based on the video, complete the sentences below by choosing the correct option or filling in the blank with no more than three words.

**Tip for Listening Comprehension: Completing Fill-in-the-Blanks** ✓

1. Read the sentences before you listen. This helps you identify what information you need to find.
2. Look at the words before and after the blank. Use them to predict the type of word needed (a noun, an adjective, a place, a number, etc.)
3. Underline key words in each sentence. They help you focus your listening on the details that matter.
4. Listen for matching words or ideas, not necessarily identical phrases. The audio may use synonyms or paraphrasing.
5. Listen again to check accuracy, especially for numbers, proper names, and short phrases.

1. Rio is often described as a city that is anything but \_\_\_\_\_ or \_\_\_\_\_.
2. Approximately \_\_\_\_\_ million people call Rio home.
3. Besides its urban areas, Rio is also famous for its stunning \_\_\_\_\_.
4. People born in Rio are affectionately known as \_\_\_\_\_.
5. The Metropolitan Cathedral has a very \_\_\_\_\_ architectural design, unlike traditional churches.
6. Christ the Redeemer is a renowned statue representing \_\_\_\_\_.
7. To reach Christ the Redeemer, you can take a scenic \_\_\_\_\_ ride lasting about \_\_\_\_\_ minutes.
8. This iconic statue is situated on the summit of \_\_\_\_\_ Mountain.
9. From its high vantage point, the statue offers a panoramic view of \_\_\_\_\_.

**SECOND LISTENING** - Global Understanding. Listen again and answer:

What is the overall impression of Rio de Janeiro?  
Is the video informative, descriptive or persuasive?

◆ **STEP 3:** Post-Watching Reflection- Explore a [TRAVEL GUIDE](#) about [BRAZIL](#).



**Skill: Identifying the purpose of a text** ✓

When you read to identify the purpose of a text, you focus on what the author wants to do: inform, describe or persuade.

**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.

**Let's review what a *travel guide* is!**

**1. A travel guide is...**

- a text that describes a person's daily routine
- a text that gives practical information about a place

**2. The purpose of a travel guide is to...**

- help visitors learn what they can see, do, or experience in a place
- entertain readers with a fictional story

**3. A travel guide usually includes...**

- instructions for completing a puzzle or game
- descriptions of attractions, activities, and useful tips for visitors

**4. A travel guide often uses...**

- clear sections, headings, and photos to organize information
- long paragraphs with personal opinions and emotions

- **Look at the provided [TRAVEL GUIDE about BRAZIL](#). Discuss in pairs or small groups:**

**Tip for Reading: Global Understanding** ✓

When you read the travel guide, focus on the main ideas and the overall feeling of the text. Look at the pictures, titles, and key ideas to understand what the destination is like and what experiences it offers.

- Beyond the famous landmarks, what aspects or cultural experiences of Brazil/Rio sound most appealing to you? Why?
- Which activities would you prioritize if you visited this country/city? Justify your choices with details from the guide.
- What kind of atmosphere or feeling does this travel guide convey about the destination?

- ◆ **STEP 4:** design your dream travel guide - Planning phase

**In pairs. Imagine you are creating a digital travel guide for tourists.**

- Choose TWO cities from anywhere in the world that you find most fascinating or would love to introduce to others.
- Complete the following chart with detailed information for each city. Think about what a tourist would

really want to know. Use descriptive adjectives and varied sentence structures.

### TRAVEL GUIDE

In pairs. Choose **2 cities** you like the most. Write your Top 2 list. Say why you like each city. Use these questions to help you make your choice: Write the information down here in this CHART.

	CITY 1	CITY 2
<b>LOCATION</b> (Country, Continent, maybe a specific region if relevant)		
<b>WHY IS IT FAMOUS OR SPECIAL?</b> (historical significance, unique cultural traditions, innovative architecture, natural wonders, specific events)		
<b>MUST-DO ACTIVITIES</b> (visit specific museums/galleries, explore vibrant markets, experience local cuisine, attend a festival, outdoor adventures)		
<b>OVERALL IMPRESSION</b> (vibrant, tranquil, bustling, charming, futuristic, historic, romantic – explain why you'd recommend it)		

♦ **STEP 5:** explore travel guides

- Review this DIGITAL TRAVEL GUIDE about Salta.
- Analyze its structure and content.
- Tick the names of the sections you can identify in the example guide.
  - Language
  - Highlights / Must-Sees
  - Accommodation Options
  - Local Cuisine / Food & Drink
  - Climate / Best Time to Visit
  - Transportation Advice
  - Cultural Immersion
  - Adventure Sports
  - Safety Tips
- Based on the example, what are the key elements that make a digital travel guide effective for potential visitors?

Now, let's read some sentences from the *travel guide* tick (✓) the option that makes sense.

**Skill: Inferring the meaning of unfamiliar words** ✓

When you read a travel guide and find a new word, you can use the section topic, the images, and the words around it to predict its meaning.



**Tip: Use the context to understand new words** ✓

1. Look at the section where the word appears. This gives you clues about the topic (views, food, activities, places).
2. Check the words before and after. Identifying their part of speech helps you guess what kind of word the unknown word is (adjective, noun, verb).
3. Use the images. Pictures help confirm if the word suggests something positive, negative or descriptive.
4. Remember the purpose of a travel guide. Most unknown words will be positive because the guide highlights the best of the destination.
5. Ask: "What word makes sense here?" Choose the meaning that fits the context.

**Example:**

*"the panoramic view is absolutely **stunning**"* (Destination Highlights – San Bernardo Hill)

- view = noun
- The unknown word follows *is* → likely an **adjective**
- Image + context = a beautiful, impressive view  
→ *stunning* = a positive adjective describing a very beautiful view.

**1. "Guest houses are a very affordable lodging option."**

**affordable means...**

- very expensive
- not too expensive
- very modern

**2. "The panoramic view is absolutely breathtaking."**

**breathtaking means...**

- very surprising or impressive
- windy and cold
- difficult to reach

**3. "San Bernardo Hill is a prominent natural landmark."**

**landmark means...**

- a type of transportation
- an important or famous place
- a small object

- Do you think Salta sounds like an appealing destination? Why or why not, based on the guide?

♦ **STEP 6:** Create your digital travel guide

- Choose ONE of the two cities from your planning chart (Step 4).
- Using a digital tool (e.g., Google Slides, Canva, a simple poster-making app), design a one-page digital travel guide.
- **Your guide should include:**

- Catchy Title: Grab your reader's attention!
- Images: At least 3-4 relevant photos.
- Short Descriptions: Use the information from your chart, but elaborate slightly with more descriptive language and varied sentence structures.
- Key Sections: Incorporate at least 3-4 relevant sections from the list in Step 5 (for example: Highlights, Food, Transport, Why Visit?).
- Call to Action: A short phrase inviting people to visit.

◆ **STEP 7:** Peer feedback - present & review

- In pairs, present your digital travel guide to a classmate.
- As you listen to your partner, provide constructive feedback using these questions:
  - What was the most interesting fact you learned about their city?
  - What made you want to visit (or not visit) this city?
  - Was the information clear and easy to understand?
  - Were the images helpful and attractive?
  - Do you have any suggestions for improvement (for example: more details, different vocabulary, better organization)?

◆ **STEP 8:** share with the class!

- Present your digital travel guide to the class.
- In your presentation, briefly introduce your chosen city, explain the reasons why someone should visit it, and share one interesting fact or activity.
- Be prepared to answer simple questions from your classmates or teacher.

**FAST FINISHERS EXTRA ACTIVITY:**

- [GUESS THE COUNTRY BY THE LANDMARK - QUIZ](#)



## 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

♦ **STEP 1:** It's time to share your Project.

Watch other students present their productions. What do you think? Are they good presentations?

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

	Good	Improvement Possible	Needs Some Improvement	Needs a lot of Improvement
<b>Eye Contact</b>	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.
<b>Language Use</b>	Good and clear use of language. Varied 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.
<b>Organization</b>	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.
<b>Clear Presentation</b>	Your presentation is clear.	Your presentation is mostly clear.	Your presentation is sometimes clear.	Your presentation is not clear.
<b>Correct Information &amp; Task Achievement</b>	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.

◆ **STEP 2: THINKING ROUTINE**

**THINKING ROUTINE**

◆ **STEP 3: SELF-ASSESSMENT**

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 text (travel guide and brochure)			
I can understand specific information in a brochure			
I can use contextual cues to guess the meaning of words (e.g., nearby words, section topic, pictures, and overall sentence meaning).			
I can describe different cities and mention interesting facts about them			
I can describe my travelling experiences using new words and expressions.			
I can give my opinion and justify my answer			
I can create a digital travel guide about amazing places around the world.			
I can listen to Vlogs and understand the global idea.			
I can listen to Vlogs and understand detailed information.			
I can identify famous landmarks around the world.			
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 3-A2.2

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

**NOMBRE DEL PLAN:** Teamwork makes the dream work

**DURACIÓN:** 1 BIMESTRE

**INTRODUCTION:**

Hi! How are you? We are going to start learning together about TEAMWORK. This is a new journey! Here, we will learn what teamwork is and why it's important. All the explanations are easy to understand. You can learn by yourself. But if you get stuck, or you don't understand, ask your teacher! 😊

We have some challenges for you. These will help you understand teamwork. You can even practice working with others! Try to understand the ideas without looking for all the answers in a dictionary. Try to guess using the information. Then, if you want, you can check your answers. At the end of each part, there is a link. You can see the answers there. You will also find more activities and games. These will help you practice more.

Teamwork means working with other people. You share ideas and help each other. You work together to reach a goal. You learn to understand different people. You use everyone's strengths. Together, you can do more than alone. Let's learn to make good teams and do great things!

→ **TEMAS**

- *The Importance of Teamwork*
- *Teamwork in Sports*

**A lo largo de este plan aprenderás a:**

- Identificar ideas generales y específicas en textos informativos.
- Elaborar una ficha informativa (fact file) sobre un deporte, sus reglas y su historia.
- Comprender información e instrucciones sencillas sobre los aspectos positivos y negativos del trabajo en equipo.
- Expresarte de manera escrita y oral utilizando frases y oraciones simples, conectores textuales y vocabulario relacionado con los alimentos saludables y actividades buenas para tu salud.
- Relatar historias, eventos y experiencias pasadas de tu vida y la vida de los demás.
- Colaborar de manera respetuosa en actividades grupales para intercambiar ideas e información con tus compañeros/as.
- Identificar qué hiciste bien en tu presentación y en qué tenés que mejorar.
- Identificar la idea general e información específica.
- Reconocer vocabulario relacionado con deportes, sus reglas y su historia.
- Ubicar información específica apoyándote en imágenes, audio y palabras clave.
- Inferir el significado de palabras desconocidas usando imágenes y contexto.

Actividades de comprensión de textos orales y escritos, y de expresión oral y escrita, a partir de los siguientes géneros textuales:

→ **ACTIVIDADES DE COMPRENSIÓN DE TEXTOS ESCRITOS**

- Memes
- Quotes
- Fact files

→ **ACTIVIDADES DE COMPRENSIÓN ORAL Y EXPRESIÓN ORAL**

- Vídeos informativos

→ **ACTIVIDADES DE EXPRESIÓN ESCRITA Y ORAL**

- Fact files

**Producto final:**

- Elaboración y presentación de una ficha técnica sobre un deporte a elección

**Contenidos y capacidades:**

- Descripción de las reglas de diversos deportes y su evolución histórica.
- Opiniones personales y su justificación
- Descripción de un deporte a elección.
- Reflexión sobre aspectos interculturales.

**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.
- 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.**

**Extra References**

**What are Fast Finishers activities?**

These activities are designed for students who finish a task before their classmates. If you have already finished, you can choose one or all of the options to continue learning while the others complete their work.

**What does the ⚡ symbol mean in some activities?**

These activities are suggested for students who need a higher level of difficulty and a deeper approach to the learning process. If you feel ready to tackle more challenging tasks, you can choose these options to expand your knowledge.

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

Te invitamos a comenzar este recorrido sobre el trabajo en equipo. En este apartado, comenzaremos con aquellas ideas que ya sabés sobre el trabajo en equipo partiendo de algunos videos y memes conocidos.

### RESOURCES:

- Carpeta o cuaderno del estudiante.
- [Video Friends](#)
- [Video F1](#)

#### Tip: Activating prior knowledge

Before you start the activities, think about the words you know to talk about **teamwork**.

Think about some big teams you know and what they do.

Do you remember any words in English that can help you?

Share your ideas with a classmate.



**THINK - PAIR - SHARE:** What does teamwork mean? Can you think of a great team you know? Why is it good at what they do?



**IN GROUPS:** Place the word "TEAMWORK" in the middle and brainstorm ideas to create a mind map. Share it with your class.



#### Tip: Think BEFORE YOU ANSWER

Read the questions and look at the memes.

Think about the answers you might hear.

This will help you understand your classmates better.

**TEAMWORK:** take a look at these memes:



What do you think these memes are about?

Do you think teamwork makes the dream work?  
Why?

What type of team is it? How do you know?



**Tip for comprehension:**

**Think BEFORE YOU WATCH...**

Before you start, let's activate what you already know!  
What do you know about **teamwork**?

**Predicting from images** ✓

Look at the thumbnails of the two videos.  
Do you know this scene from **FRIENDS**?  
Do you know why teamwork is important in **F1 pit stops**?

**COMPARING TEAMS**

**Skill: Identifying the main ideas** ✓

Identify the main ideas of each scene in the videos with the help of the questions.  
Connect the ideas with the topic of the plan.

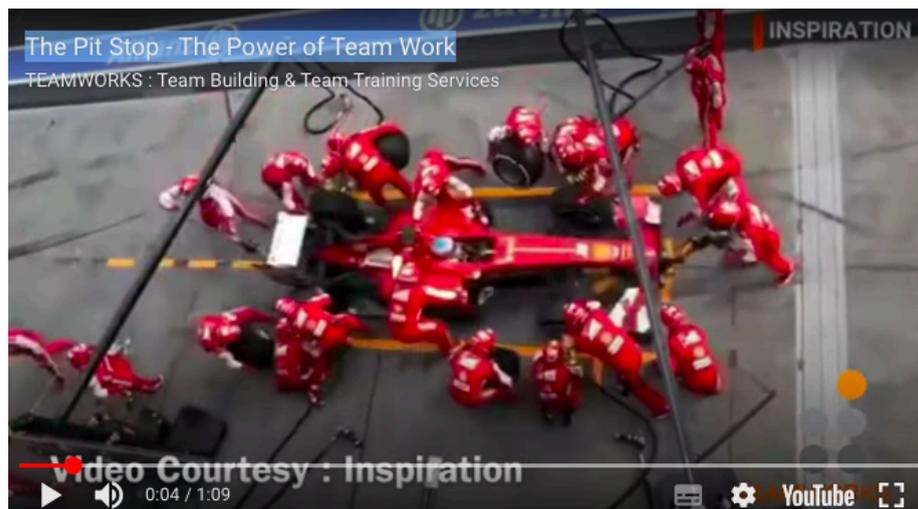
**LISTENING/WATCHING VIDEOS**

Watch this video: [Friends - Ross' New Couch PIVOT!! Scene](#)



- What do you think went wrong in this situation?
- What's everyone's role in this task?
- What would you do differently?
- What type of team is it? How do you know?

Watch the next video: [The Pit Stop - The Power of Team Work](#)



- What do you think about this team?
- What makes this team work so well?
- What type of team is it?
- How do you know?

**Skill: Identifying main ideas** ✓

Focus on understanding the main point or general message of the listening activity.

**Tip for understanding: Watching videos to get the general idea** ✓

First, watch both videos until the end.

You don't need to understand every word — just try to get the **general idea**.

If there are words you don't know, keep watching anyway.

Focus on the **positive** and **negative** aspects of each team.

**COMPARING VIDEOS**

Complete the table with information from both videos.

	Positive aspects of the Team	Negative aspects of the Team
FRIENDS - PIVOT		
THE PIT STOP		

## INDAGACIÓN

### TEAMWORK MAKES THE DREAM WORK

En esta parte del plan vamos a trabajar a fondo sobre el trabajo en equipo en relación al deporte, con un artículo sobre un equipo de basketball de mujeres. Partiendo de ese texto, continuaremos trabajando sobre la historia del basketball, para pasar luego por otros deportes, como el fútbol, el tenis, el squash y el rugby.

#### RECURSOS:

- [PRESENTATION](#)
- [VIDEO](#)
- [FOUR SPORTS](#)
- [FACT FILE](#)



Watch this [PRESENTATION](#)

Look at the pictures carefully.

*What is the connection between the title and the photos of the players in the last slide?*

#### Tip for understanding: Predicting from images

Look carefully at the images in the presentation.

What information do you think you will find?

#### ORAL WORK:

1. Describe the photos. Can you make predictions about the text? Share them with your teacher and classmates.
2. In small groups discuss the meaning of the words highlighted in the [presentation](#).

#### Skill: Identifying specific information (Reading)

Focus on finding particular details in a text to understand precise facts or answers.

#### Tip for understanding: Finding specific information and details

We recommend that you read the questions first. This helps you know what information you need. Then, read the presentations again to answer.

A very useful strategy is to underline key words in the questions and options (names, places, times, actions, quantities). After that, look in the text for the words or ideas that match each question.

**READING COMPREHENSION:**

1) After reading the text in the presentation, let's answer these questions together...

- What is the WNBA?
- How many teams are in the WNBA?
- When did the WNBA start?
- How many games do the teams play each season?
- Can you mention two teams?
- How many players are in each team?
- What team was the winner last year?

2) Get together in pairs. Read the players' quotes about teamwork (page 6 of the [presentation](#)). Choose your favourite one and explain the reason to your partner.

**Skill: Identifying specific information** ✓

Focus on finding particular details in a text to understand precise facts or answers.

**Tip for understanding: Finding specific information and details** ✓

We recommend that you read the questions first. This helps you know what information you need. Then, read the presentations again to answer.

1) Self-Work Time! **Read the text again!** Choose the best option (A, B or C). Write a tick (✓) next to it.

1. The text is

- A. a story.
- B. a poem.
- C. an informational text.

2. The text is about ...

- A. the importance of reading
- B. the importance of teamwork
- C. the importance of dreaming

3. The WNBA started...

- A. in 1976
- B. in 1986
- C. in 1996

4. The WNBA is the short form for...

- A. Women's National Baseball Association
- B. Women's National Basketball Association
- C. Women's National Badminton Association

5. According to the players....

- A. winning is the most important
- B. working together is part of playing the game
- C. having a healthy diet helps to win the championship

6. The players' dream is to

- A. work hard
- B. win the championship next year
- C. make new friends

Let's learn more about basketball and its history... (CLICK ON THE IMAGE TO WATCH THE VIDEO)



[VIDEO](#)



What do you know about basketball and its history?  
Watch the video and check your answers.

**Skill: Identifying specific information** ✓

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

**Tip for Understanding: Pause the video to find information** ✓

If you need to, you can pause the video as many times as necessary to identify the answers to the questions.

Watch the video again and say if these statements are True (T) or False (F).

- A long time ago ancient African civilizations played a sport similar to basketball. \_\_\_\_
- An English teacher invented basketball as we know it today. \_\_\_\_
- At the very beginning the baskets didn't have holes at the bottom. \_\_\_\_
- At the very beginning of the game it had a lot of rules. \_\_\_\_
- Basketball is one of the most popular sports in the world. \_\_\_\_

Get in pairs - Watch the video again and spot four differences between the sport the ancient civilizations played and the sport invented by the PE teacher. Then write them down together and share them with the class.

Four sports invented in Britain

This is a follow up activity to work on a FACT FILE about sports in the past.

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.

Get in pairs.

**Student A** will read about FOOTBALL and TENNIS

**Student B** will read about RUGBY and SQUASH

Ask and answer the questions to each other to complete the information in the table.

Use this [link](#) to get a closer look

Skill: Identifying specific information

Focus on finding particular details in a text to understand precise facts or answers.

Tips for Reading Comprehension: Setting a reading goal

1. Read the questions in the tables below to know what information you need.
2. Underline or highlight key words in the questions so you know what to look for in each fact files.
3. Read the text and find the details that answer those questions.

What sports do you play at school?  
Which are the most popular in your country?  
Do you have a favourite?

**Four sports that were invented in Britain**

**Football**  
The modern game of football was created in the 1800s on a flat area of grass in Birmingham, England. One or two players stand on each side of a net and they have to use rackets to hit the ball. A player wins a point when the other player can't return the ball in the correct area of the court. In the 16th century, an earlier type of tennis was played indoors in a big room.

**Tennis**  
Modern football was invented in English schools in the 18th and 19th centuries. It became incredibly popular, but people in different parts of the country all played a bit differently. So, in 1863, all the football clubs met in London to finally decide the rules. They also agreed that the players could never use their hands to touch the ball. Before that, football was a very rough street game that was banned for hundreds of years!

**Rugby**  
Rugby used to be football! The story is that, in 1823, at Rugby School in England, pupils were playing football. Then, one boy called William Webb Ellis broke the rules. He picked up the ball and ran with it! The school started playing the game this way. The rules of rugby were decided by the Rugby Football Union in 1871. You have to use your hands to get the ball and throw the ball backwards.

**Squash**  
The modern game of squash was invented at Harrow School, England, in the 19th century. The school built the first squash courts. You have to hit a small ball against a wall. A player wins a point when the other player can't return the ball to the correct area of the wall. Squash was based on an earlier game called "racketts". Bored prisoners invented it in Fleet Street Prison in London.

STUDENT A	When was it invented?	Where was it invented?	How is it played?	How did people play before?
Football				
Tennis				
STUDENT B	When was it invented?	Where was it invented?	How is it played?	How did people play before?
Rugby				
Squash				

What do you think...?

**Tip: Anticipating before watching the videos** ✓

Read the questions in the next section. Think about the answers. They will help you anticipate the content of the video.

- Did you know there is a Football Academy?
- What do you think they do there?
- What do they learn in it?
- What's the timetable?
- Where do you think it is? Who is it for?

**Skill: Identifying main ideas (Listening comprehension)** ✓

When you listen to understand the main message, you don't need to know every word. Focus on familiar words and ideas to get the general meaning.

**Tip for understanding: Watching videos** ✓

Watch the video until the end. You don't need to understand every word — just try to get the general idea. If there are words you don't know, keep watching anyway.

Watch this short video to find the answer to these questions. Were you right?  
Click on the IMAGE to watch the video.



**AFTER WATCHING THE VIDEO...**

- Reflect on your guesses. Were you right about the content of the video?
- Are there sports academies in your country?
- What would you enjoy or not enjoy about studying at a sports academy?
- Use these [useful phrases](#), and if you need some help, ask your teacher.

**Skill: Identifying specific information** ✓

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

**Tips for Listening Comprehension: How to answer questions** ✓

1. Read the questions and options carefully before you watch/listen. They give you clues about what you will hear. Underline or highlight key words to recognize them more easily.
2. Watch the video and try to connect the words or phrases you hear to work out the answers to the questions. Make notes with the information required.
3. Listen again and write the answers to the questions.

Let's work on the following questions ORALLY to check comprehension:

- Where do many young people in the UK play sports outside school?
- Which two British football teams have fans all over the world?
- Name two things you have to do to become a successful athlete.
- Students at the Oxford United Football and Education Academy are doing a science project. What are they studying?
- You need strong calf muscles and good lungs to be a fit footballer. Name one more physical condition you need.
- What do the students do before they start playing football?

Watch the VIDEO again but this time do this activity on your own

Mark the sentences true (T) or false (F). Correct the false sentences.

1. Millions of people watch rugby in Britain every week. \_\_\_\_
2. Students at the Oxford United Football and Education Academy have to study every day. \_\_\_\_
3. Students can't talk or listen to music in class. \_\_\_\_
4. The students have to do special exercise plans in the gym. \_\_\_\_
5. The students train inside before lunch. \_\_\_\_
6. While they're playing football, the students work with trainers to practise their football skills. \_\_\_\_

**A SPORTS FACT FILE**

Read the Fact File about HOCKEY and think about the missing topics in the fact file.

Click on the image to zoom in



Tip for Reading: Global Understanding ✓

When you read the fact file, focus on the main ideas of each topic and the general idea of the whole text. Look at the pictures, titles, and key phrases to understand what the information included in a fact file.

Sport fact file

Hockey

1

I love hockey and can play it quite well. I play **every week** with the school team. We **often** play against other schools. We're training hard so that we'll be able to play well in the next tournament. We might win this year! I also like watching hockey. I loved watching **the last Olympics**.

3

Dhyan Chand is one of the greatest hockey players of all time. He was born in India in 1905. His nickname was the Wizard, because he could control the ball with his stick like magic! He scored more than 1,000 goals in his career and helped India to win three Olympic gold medals.

2

The rules of hockey are similar to football. There are 11 players in each team and you can score points **when** you hit the ball into the goal. Players have to use hockey sticks to hit the ball. They can't touch the ball with their hands or feet.

4

The first hockey club was created in England in 1849, but **before that** the word 'hockey' was used by the English King Edward III in 1363! **Nowadays**, hockey is popular all over the world, especially in Australia, India and Pakistan.



✓ Look! TIME EXPRESSIONS

These are many different expressions to tell us *WHEN* things happen.

Look at the words in bold in the text. Add them to the correct groups.

- A point in time, e.g. today, last year, the next week, **the last Olympics**, **nowadays**
- Frequency (definite), e.g. every day, every year, \_\_\_\_\_
- Frequency (indefinite), e.g. always, sometimes, \_\_\_\_\_
- Relationship in time, e.g. after, next, already, \_\_\_\_\_
- Linkers, e.g. while, as, \_\_\_\_\_

Check your answers with your partner, and then share your answers with your TEACHER.

**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 – ⚡ A2.2 LEVEL

**RESPECTING AND CELEBRATING DIVERSITY**

We are all different! This is what 'diversity' means. We live in communities where people have different strengths and abilities, different beliefs, are different ages and have different skin colours.

To live as a community, or to work in teams, we need to accept all people and respect and celebrate their differences.

1 Think about a good friend or a brother or sister. Write down how you're similar and how you're different.

How we're similar

---

How we're different

---

2 Do the differences make your relationship more or less interesting? Why?

3 Read the following article and put photos in the order that they appear in the article.

**Two great ways of celebrating diversity!**

**WOMAD - enjoying other cultures through music**

WOMAD is a very special festival. The letters stand for the World of Music, Arts and Dance and WOMAD shows how people around the world can communicate through music and movement. The most important part of each WOMAD festival is the music. There are concerts from groups from around the world. While you're there, you can also buy food and clothes at stalls that promote international cooperation.

WOMAD was created by the British singer and musician Peter Gabriel. He says that the festival lets people discover music and cultures that are different from theirs. In Gabriel's opinion, music brings people together and it also helps to show that racism is stupid.



### Football - for everyone!

Football began as a sport for men, but women's football is now more popular than ever. In the UK, 28.1 million people watched coverage of the Women's World Cup on TV and online in 2019. That's 47% of the UK population. Football is also providing opportunities to people with different physical disabilities.

People who cannot use their legs play 7-a-side powerchair football in electric chairs on wheels. And there is a version of football for blind people, too. The ball contains very small metal balls so the players can hear it when it is kicked. The crowd must keep quiet because the players need to hear the ball and each other. Playing and watching football can bring people of different backgrounds, skills and abilities together.

- Number the pictures in the order they appear. Share your answers with the rest of the class and your teacher.



4- Do you agree or disagree with these opinions, or are you not sure?

1 It's good to discover different music and cultures.

Agree / Disagree / Not sure

2 Music from some countries is better than others.

Agree / Disagree / Not sure

3 Racism is stupid.

Agree / Disagree / Not sure

4 Men's football is more interesting than women's.

Agree / Disagree / Not sure

5 Read the text below and match words and phrases 1-6 with the definitions in the box.

form an opinion about - in danger - interested in -

not liking a group of people who are different - share understand how they think

How to respect diversity in your daily life.

It's easy to see what makes you different from some people, but try to find things that you 1 have in common. If you do this, you won't feel 2 threatened by them. Be 3 curious about other people, ask questions and listen to them. This will help you to 4 see things from their point of view. Don't 5 judge other people by their appearance or where they're from. In other words, don't be 6 prejudiced.

6 Think and tick the answers that are true for you.

1. I try to find things in common with other people.
  - always
  - usually
  - not very often
2. I am curious about other people and like to ask them questions and listen to them.
  - always
  - usually
  - not very often
3. I try to see things from other people's point of view.
  - always
  - usually
  - not very often
4. I'm not prejudiced and I don't judge other people by their appearance or where they're from.
  - always
  - usually
  - not very often
5. I feel threatened when I'm with people who are very different to me.
  - always
  - usually
  - not very often
6. I behave towards people in the same way as I would like them to behave towards me.
  - always
  - usually
  - not very often

7 Is it easy to become friends or form a team with people who you think are very different from you? Why?

Write a short paragraph and share your thoughts with your classmates and teacher.



## PRODUCCIÓN - Your turn!

En esta etapa, vamos a diseñar una FICHA INFORMATIVA en la cual vas a incluir información sobre algún deporte que te interese o practiques, o simplemente te guste. Vas a investigar y buscar información.

**DURACIÓN ESTIMADA DE LA ETAPA: 2 semanas / 8 horas**

### Tip for Writing a Fact File

The purpose of a fact file is to give facts or information about a topic.

When you write a fact file, focus on 3 or 4 subtopics that you think are important to mention.

Make notes about the topics and then write a paragraph for each topic, using your notes. It should be short, and to the point.

Find photos or draw pictures that are connected to each topic.

### CREATE A FACT FILE

- 1) Get in groups of 3 or 4 people.
- 2) Choose an interesting sport and find facts and photos of the chosen sport.
- 3) Think about 3 or 4 subtopics to talk about. Start making notes and organizing the information under the topics. Write a paragraph for each topic.
- 4) Use time expressions and present tenses and past simple tense.
- 5) Make a first draft of your fact file with your groups.
- 6) After your teacher has given you some feedback and given drafts back, create your final version.

Remember, you can use different time expressions to refer to:

- A point in time: last year, today...
- Frequency: every day, always
- Sequence: after, next...
- Linkers: while, as...

**NOW IT'S YOUR TURN TO PRESENT YOUR WORK TO YOUR CLASS!!**

### EXIT TICKET

Let's play [TIC-TAC-TOE!](#)

Click on the game to play as a whole class!



**EXIT TICKET- TIC TAC TOE**  
METACOGNITION EXERCISE

Mention 3 things you learnt from this project	Explain what "Teamwork" is in your own words	Mention a new piece of information/fact you've learnt about Squash, Football, Tennis or Rugby.
What caught your attention the most about WNBA?	Mention 5 items of vocabulary you learnt in this unit.	Do you prefer watching a sport or playing it? Why?
Describe your favourite sport. What makes it special?	Tell the class which activity you enjoyed the most and which one the least.	Explain the saying "Teamwork makes the dream work"?

**EVALUACIÓN**

**ORAL PRESENTATION**

Each group presents their **FACT FILE** to the class.

	<b>Good</b>	<b>Improvement Possible</b>	<b>Needs Some Improvement</b>	<b>Needs a lot of Improvement</b>
<b>Eye Contact</b>	You make good eye contact	You make eye contact with the audience most of the time.	You sometimes make eye contact with the audience.	You do not make eye contact with the audience.
<b>Language Use</b>	Good and clear use of language. Vocabulary is varied.	Language can be improved. It is mostly clear. Vocabulary is mostly varied.	Language is somewhat clear. It needs some improvement. Language is unclear and contains frequent grammatical	Language needs a lot of improvement. Vocabulary is limited.
<b>Organization</b>	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.
<b>Clear Presentation</b>	Your presentation is clear and very easy to understand.	Your presentation is mostly clear and fairly easy to understand.	Your presentation is sometimes clear and quite easy to understand.	Your presentation is not clear and quite difficult to understand.
<b>Correct Information &amp; Task Achievement</b>	The structure of the type is appropriate and effective. You follow instructions correctly.	The structure of the type is mostly appropriate and effective. You follow most of the instructions correctly.	The structure of the type is somewhat appropriate and effective. You follow some of the instructions correctly.	The structure of the type is not appropriate. The information included is incorrect.

After reading the rubric, describe your presentation.

Was it clear to the rest of the class? Was the information correct? Did you make eye contact with your classmates?



**NOW IT'S YOUR TURN TO REFLECT ON THE OBJECTIVES FOR THIS UNIT!**

How well can you do now on each of them? Put a tick...	 Yes, I can!	 I'm working on it!	 I need to work harder.
I can understand nonfiction informational texts.			
I can talk about past experiences.			
I can understand information about basketball and its history, and other sports.			
I can talk about the importance of teamwork.			
I can make a fact file and write about different aspects of a sport.			
I can work in groups and share ideas with others.			

**TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN: ASIGNATURA TRONCAL**

**NOMBRE DEL ESPACIO:** Lenguas Adicionales: Inglés- Nivel 3-A2.2

**NOMBRE DEL PLAN:** Healthy Body, Healthy Mind

**DURACIÓN:** 1 BIMESTRE

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

**SYNOPSIS:**

In this plan, you will explore the topic “Healthy Body, Healthy Mind”

You will create a Menu for your own food truck, choosing the theme you like the most: Vegan, Pescatarian, Fast Food, Italian, Asian, Brazilian, Argentinian -or any other you feel you can relate to.

You will also take part in fun activities that will help you develop your critical thinking skills. Using what you learn throughout the plan, you will be able to share your opinions, explain your ideas, and support your answers.

Together, we will discover typical dishes from different countries around the world and think about healthy eating habits.

→ **TOPIC:** Healthy Body, Healthy Mind

**Throughout this plan, you will learn to:**

- Provide a basic description of foods, drinks, and flavors.
- List the steps in a simple preparation.
- Work collaboratively and creatively in groups to share information with the rest of the class.
- Express your likes and preferences regarding food.
- Understand the general meaning of different types of texts, both written and oral.
- Infer the meaning of an unknown word or phrase from the context of the text.
- Use simple words, nonverbal communication, and gestures to give and justify your opinion.
- Maintain an exchange using simple words and nonverbal expressions, inviting others to speak.
- Indicate when you do not understand by using simple words/signs, intonation, and gestures.
- Monitor and improve your communication through metalinguistic, metacognitive, and intercultural reflection.
- Reflect on social and cultural aspects related to flavors, traditions, and food both in everyday situations and special gatherings.
- Read and find basic information about different types of foods and drinks, as well as different eating habits.
- Understand simple instructions.
- Express yourself through oral and/or written texts using a series of simple phrases and sentences

connected with basic linking words and the vocabulary learnt.

- Present the poster you created orally in a clear and appropriate way, according to the contents covered in this unit and following the established criteria.

*Activities for the comprehension of oral and written texts, and for oral and written expression, based on the following **text genres**:*

→ **READING COMPREHENSION ACTIVITIES:**

- Article
- Trivia
- Interactive Website

→ **LISTENING COMPREHENSION ACTIVITIES:**

- Informative Report
- Short dialogues
- Anecdote

→ **WRITTEN AND ORAL PRODUCTION ACTIVITIES:**

- Menu

**Final Task**

- Design and present a themed menu centered around a specific topic (culture, special date, communities, etc.) for a food truck.

**Contents:**

- Description of foods and drinks
- Personal opinions and their justification
- Description of elements used in food preparation (utensils, condiments, etc.)
- Creation of brief dialogues applying the vocabulary learned

**Assessment:**

- Your progress will be evaluated throughout the entire learning process.
- Your final task as the outcome of the work in this Learning Plan will be assessed.
- You will develop the ability to self-assess and peer-assess your classmates.

**Extra References**

**What are Fast Finishers activities?**

These activities are designed for students who finish a task before their classmates. If you have already finished, you can choose one or all of the options to continue learning while the others complete their work.

**What does the ⚡ symbol mean in some activities?**

These activities are suggested for students who need a higher level of difficulty and a deeper approach to the learning process. If you feel ready to tackle more challenging tasks, you can choose these options to expand your knowledge.

**Each stage of this plan is expected to have the following duration:**



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**

In this first stage, we will explore together different types of foods, drinks, and condiments through dynamic activities and audiovisual material. We will learn about your likes and preferences regarding flavors and customs. We will discover typical foods from other regions of the world. We will classify foods according to the times when they are usually eaten and also according to what they are made of.

**Estimated duration:** 2 weeks / 8 hours

**RESOURCES**

- Warm Up Games (2)
- What do you prefer -[Canva Presentation](#)
- Food around the World [video](#)
- [Padlet](#)
- [Article](#): Do you skip breakfast?
- Thinking Routine- [Rutina de Pensamiento](#)
- Fast finishers Extra activities: [Wordsearch](#), [Drag and drop](#) & [Food Quiz](#)

**ACTIVITIES**

1. In pairs, watch this short video about "[Food around the World](#)". Guess the name of the 10 different traditional dishes and where they are from.  
**While watching activity:** Complete [this chart](#) in your folder.  
Don't forget to complete in the chart if you would like to try them or not!
2. Do you have a **Sweet or Salt tooth**? Do you know these expressions? If you really like sweet things you can say you have a Sweet Tooth, if you're into salty flavours, you can say you have a Salt Tooth. Are there any expressions like this in Spanish?  
Now, get **in pairs** and [have a look at this presentation](#). What do you prefer? Why? Try to explain your preference to your classmate.
3. Now that we have discussed our preferences. Let's see what we have in the fridge\*.  
[Click here](#) to match the food and drinks to the correct word. You can work in pairs and share your prior knowledge together!  
When you finish, click on SUBMIT to self check your answers. How many did you get right?  
If it isn't so good the first time, remember you can try again any time!

**\*These are the words you'll find in the activity:**

*STRAWBERRIES - APPLE - CUCUMBER - AVOCADO - MILK - YOGURT - PEPPERS - CARROTS JUICE - PARSLEY - EGGPLANT - BROCCOLI - TOMATOES - ORANGE - WATER*

**To reflect upon your learning process, classify the words in this activity:**

*The words you knew before the activity*

*The words you learnt*

● .....  
● .....

● .....  
● .....



- -----
- -----
- -----
- -----
- -----
- -----

4. It is said that breakfast is the most important meal of the day. Do you know what people eat in different parts of the world for breakfast?

**Before the activity:** Do you have breakfast in the mornings? Share with a classmate what you generally have for breakfast. Write down your partner's and your own's so that you can compare them later on.

5. You are going to surf an **Interactive website** with information on food around the world.

**Tip: Do not stop for every unknown word.**

In this activity you are **not** going to be asked for specific information. The objective is to learn about typical dishes in other countries and classify them according to their type, so don't panic if there are words you don't understand. The activity allows many tries -don't be afraid of making mistakes, they are part of the process!

**Skill: Inferring the meaning of some unknown words from context.**

Some of the words you will find in this text will look very difficult or strange. Why? Because they will refer to typical food and dishes from countries which have different traditions from ours. It is important that you use all the information available to tackle this activity. For example, pay attention to the **drawings** next to the texts. You may not know all the words, but you can **deduce** a lot of information from the context, images or the ingredients mentioned.

[Click here](#) to find out a typical breakfast in Colombia, Lebanon, Ghana, South Korea, The Uk, Jamaica, Japan & Sweden. After you find these countries in the map, **drag and drop** food as you classify them into **Dairy, Grains, Protein, Fruit and Vegetables**.

6. **After Reading activity:** Think of what you liked the most of each of these breakfasts and plan your own ideal breakfast with a partner. Are any of those items typical in Argentinian breakfasts?

You can have a collaborative [Padlet](#) with the rest of the class to have a look at everyone's breakfast.

7. We've been talking and discussing breakfasts for a while now... but have you ever wondered why it is considered such an important meal?

**Skill: Reading for understanding globally AND for specific information.**

As you may have noticed by now, you should always **start by reading the questions** you will be asked. When you do so, you will notice that in this particular activity, you will be asked to get not

only **specific information**, but **also** the **intention/purpose of the text** (question 5). This is to say that when you go over the article, you need to pay attention to details AND as you read, consider the general aim of the text. Finally, go back to the questions, read them once more and get ready to answer them.

### Tips: Skimming and Scanning

- Do you know what these words mean?
- **Scanning** is reading carefully, aiming at finding **specific information** in the texts.
- **Skimming** is reading the text globally, aiming at understanding **the general idea**, its purpose, the intention, etc.

Go over [this Article](#) on the importance of having breakfast and then answer the following questions.

#### 1. According to the text, when can you feel tired and hungry if you skip breakfast?

- A. In the morning.
- B. In the afternoon.
- C. In the evening.

#### 2. What does eating breakfast do to your brain?

- A. makes you think better.
- B. helps you do better at school.
- C. fuels your brain.
- D. All of them are correct.

#### 3. What advice does it give if you don't have time for breakfast?

- A. skip it and wait for lunch.
- B. have a drink at home and then a snack at school.
- C. make a sandwich to eat at school.

#### 4. What advice does it give if you don't like breakfast?

- A. have some fast food.
- B. have a sugary fruit drink.
- C. choose any healthy food.
- D. have ultra processed food.

#### 5. Why has someone written this text? What's the purpose of it?

- A. to answer questions about skipping breakfast.
- B. to tell people about the benefits of having breakfast.
- C. to make people know what people's breakfast habits are.

8. Before we move on... Answer [these questions](#) to reflect on what we've done so far.



**FAST FINISHERS EXTRA ACTIVITY**

 Find the food in the [wordsearch](#) and then match it to its picture

 Drag and drop these items of vocabulary to see how you do! [Click here](#) to give it a go!

 Try this [Food Quiz](#)



## INDAGACIÓN

In this stage, we will work on the specific additional-language skills needed to carry out our final production and explore the transversal skills we will put into practice during the process, such as communication. There will also be moments of independent work in this stage so that you can explore in greater depth topics that you find interesting or relevant to strengthen your knowledge.

**Estimated duration:** 3 weeks / 12 hours

### RESOURCES

- [Taste Atlas](#)
- [Video](#): Meatless Monday
- [Canva](#)
- [Audio](#): Retelling of an anecdote
- [Padlet](#)
- [Mind Map](#)
- [Thinking Routine- Rutina de Pensamiento](#)

### ACTIVITIES

1. Still curious about food around the world?

**TasteAtlas** is a world food website. On this website, you can see local dishes and drinks from many countries. You can explore the world map and click on places to find traditional food and ingredients. The website also has photos and short descriptions of dishes. TasteAtlas helps people learn about local food and find what to try when they travel.

**a. Before reading:** Mention 5 countries AND the food you think will be included in this Taste Atlas (you can mention some of the traditional dishes that have been mentioned in the “Food around the world video”)

**Eg: Perú - Huancaína-style Potatoes**

*Argentina - Asado (Barbecue)*

*Venezuela - Arepas*

*Paraguay - Bori Bori*

#### Tip: Activate prior knowledge

Think: What do I already know about this topic? Use your notes and/or all the content you’ve been learning so far in this Plan.

**b. Surf this Taste Atlas.** Take your time to have a look at dishes and/countries that call your attention. Though there’s no need to go over them all, try to click on as many as possible to appreciate the different food mentioned.

**Skill: Find specific, predictable information**

**START** by reading the questions you will find below 📌 (7.c).

You will notice that all the questions are **PERSONAL**, so there's no "right or wrong" answers here. BUT you will need to **JUSTIFY** your answers. Find countries you feel curious or close to and their dishes.

Explore the ingredients and see which ones you can relate to best. **USE** the already made phrase to help you out.

**c. After reading:** Get in pairs to ask these questions to your partners:

- Do you feel like trying any in particular? Why?
- Have you tried any of the food on the **Website**?
- How good are you at cooking? If you had the recipe, would you give them a try?
- Explore the ingredients used in each dish, does anything call your attention?

**Need some help? You can use some of these phrases:**

<p> <b>1. Giving opinions about food (general)</b></p> <ul style="list-style-type: none"> <li>• In my opinion, this dish is...</li> <li>• I think this food is...</li> <li>• For me, it's very...</li> <li>• I would say it 's...</li> <li>• It tastes... / It smells... / It looks...</li> </ul>	<p> <b>2. Talking about likes</b></p> <ul style="list-style-type: none"> <li>• I really like...</li> <li>• I enjoy eating...</li> <li>• I'm a big fan of...</li> <li>• One of my favourite dishes is...</li> <li>• I like it because it's...</li> <li>• I usually eat it when...</li> <li>• I prefer it with...</li> </ul>
<p> <b>3. Talking about dislikes</b></p> <ul style="list-style-type: none"> <li>• I don't like...</li> <li>• I'm not very keen on...</li> <li>• I don't enjoy eating...</li> <li>• I don't like it because it's too...</li> </ul> <p> <b>Common reasons:</b></p> <ul style="list-style-type: none"> <li>• too spicy / too sweet / too greasy / too strong</li> <li>• the texture is strange</li> <li>• the smell is too strong</li> </ul>	<p> <b>4. Talking about strange or unusual food</b></p> <ul style="list-style-type: none"> <li>• This ingredient is strange for me.</li> <li>• I'm not used to eating...</li> <li>• It looks strange, but it tastes...</li> <li>• At first, I didn't like it, but now...</li> <li>• I've never tried..., but I would / wouldn't like to.</li> </ul>
<p> <b>5. Talking about typical dishes</b></p> <ul style="list-style-type: none"> <li>• This is a typical dish from...</li> <li>• People usually eat it in...</li> <li>• It's popular because...</li> <li>• The main ingredients are...</li> <li>• It's similar to..., but it's...</li> </ul>	<p> <b>6. Comparing food</b></p> <ul style="list-style-type: none"> <li>• I prefer... to...</li> <li>• This dish is more / less ... than...</li> <li>• It's similar to..., but...</li> <li>• Both dishes are..., but...</li> </ul>

- ⚡ Some can be quite difficult to pronounce. If you would like to explore how to say them in English, visit this [Online Dictionary](#). Write the word and click on the **UK**  or **US**  symbol to hear out loud their pronunciation.
- You are going to watch an Informative Video but first, we are going to work on your prior knowledge and make sure you know some KEY WORDS that will help you understand the meaning of the whole video.

**Tips: Working on prior knowledge & anticipating the topic**

The following activities will help you build your vocabulary and come closer to the idea of the video you are going to watch and listen to. It is important that you do them consciously and start creating an idea of what the **Informative Video** will be about. Can you try to predict what they will say?

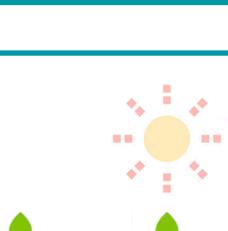
The video will include pictures and some phrases as they are being mentioned to help you out as well.

Remember that if necessary, you can always modify the speed -so that the audio is slower, add subtitles. or even pause and go back as many times as you want to.

**Before Watching** the video:

- 3.a.** Match the names with the picture. Write the names under each photo. There are TWO extra words. There may be more than one possible answer.

*Monday - Serving - Meat - Eat - Healthy - Planet - Water - Global - Crops - Cattle - Fruits and Vegetables - Cut out - intake*

**3.b.** Discuss with a peer:

- Do you eat meat?
- What types of meat do you know? What's your favourite?
- Do you know how to cook them? (Are you good at it?)
- Do you think not eating meat can help reduce pollution?
- What's the relation between use of water and eating meat?
- Are you concerned about the environment?
- Are you concerned about the way you eat and what you eat?

 **Suggested phrases**

*(Remember to incorporate vocabulary related to types of food so far!)*

Yes, I do. I eat meat.

No, I don't. I am a vegetarian.

I know .....

My favourite is ..... because it is .....

I know how to cook .....

I don't know how to cook ..... well

I am good at cooking .....

I need more practice to cook .....

**3.c.** Anticipating and Predicting: Choose the best answer **BEFORE** watching the video. Then check how many correct answers you have got.

**1. Meatless Monday is a global...**

- a) party
- b) movement
- c) sport

**2. Meat and dairy production accounts for what percentage of greenhouse gas emissions?**

- a) 5%
- b) 10%
- c) 15%

**3. What can you eat instead of meat?**

- a) Only fruit
- b) Only grains and vegetables
- c) Only meat substitutes

**4. Starting a new routine on which day helps people sustain healthy behaviors?**

- a) Sunday
- b) Monday
- c) Friday

**5.** Watch this [INFORMATIVE VIDEO](#). Check your answers to the quiz 🙌

**SKILL: Listening for Global understanding**

Now that you have enough background information and vocabulary related to the video, you'll watch it on your own - focus on getting the main ideas.

In the next activity you are NOT going to be asked for specific information so there's **no need to focus on small details**. You should **read the questions first**, so you know what to expect.

**5.a.** In pairs, **AFTER WATCHING** the video, answer these 3 questions:

- a) What is Meatless Monday?
- b) Write down TWO positive effects of Meatless Mondays.
- c) Do **you** think it is useful to participate?

**SKILL: Listening for specific information**

The next activity aims at recognizing specific and explicit information within the audio and using it to complete the gaps in the sentences.

First you should **read the sentences** -so as to have an idea of what to expect

Then, try to identify what **type of word** is missing in the gaps. Do you need a verb? a noun? a name? a number?

Then, as you have already watched the video at least once, it is possible that you remember or have an idea of the possible answers, so write them down in pencil.

Finally, as you hear the video again, you can **check or correct** your answers.

**5.b.** Watch the video again and fill in the missing words.

- One day a week, don't eat \_\_\_\_\_.
- Eating less meat improves your \_\_\_\_\_ and the health of the \_\_\_\_\_.
- Meat and dairy production accounts for 15% of the world's \_\_\_\_\_ gas emissions each year.
- It takes about 425 \_\_\_\_\_ of water to make one quarter pound of beef.
- Eating a diet low in meat and high in \_\_\_\_\_ can lead to reduced incidence of heart disease.

**5.c. Meal Planning:** In pairs or small groups, plan a meal people could eat on **Meatless Monday**.

Create a [Canva](#) poster of the meal and write down the ingredients.

**5.d.** Present your meal plan to the class using this simple sentence: "For Meatless Monday, we can eat...".

**We highly recommend using any of the items of vocabulary seen so far!-**



6. ⚡ In the video there are many celebrities who follow Meatless Mondays. Do you know any other celebrities who practise Meatless Mondays around the world? What about Argentina?

Discuss in pairs: Do you think that celebrities sharing the way they eat makes an impact on teenagers? Why? Why not? How?

7. Pretend it's Monday. You are going to listen to a woman ordering food at a restaurant. Does she follow Meatless Monday?

**SKILL: Listen for specific information (With distractors!)**

This listening will be a bit more challenging than others you've done. You are going to answer just some simple questions but you will have to pay extra attention to the audio as some answers might be confusing. Don't write the first words you hear.

1. First, Read the questions.
2. Then, listen to the **whole audio** and finally, choose your answers.
3. In this audio you will find "Distractors". Distractors are words that may seem correct at first, because they sound similar or they are simply mentioned in a suitable context. In these type of activities it is extremely important that you get the meaning of the whole audio, not just parts of it.
4. Remember there's always the option of slowing down the speed and/or including subtitles.

7.a. **Before** you listen to this woman [retelling an anecdote](#), read the questions.

**After** you've heard the anecdote once or twice, choose the correct answer

**1. Where is the woman sitting?**

- a) Far from the window.
- b) Near the window.
- c) Near the kitchen.

**2. Why does she look at the menu for a long time?**

- a) She is not hungry.
- b) There are many choices.
- c) The waiter is late.

**3. Why doesn't she choose pizza?**

- a) She doesn't like pizza.
- b) Pizza is too expensive.
- c) She ate pizza yesterday.

**4. Why doesn't he choose fish?**

- a) The waiter doesn't recommend it.
- b) He doesn't really like fish.
- c) There is no fish on the menu.

**5. What does the waiter say is very popular?**

- a) Pizza

- b) Chicken
- c) Steak

**6. What comes with the steak?**

- a) Rice and potatoes
- b) Potatoes and carrots
- c) Bread and carrots

**7. What does the woman order to drink?**

- a) Water
- b) Juice
- c) Cola

**8. How does she feel at the end?**

- a) Angry
- b) Happy
- c) Tired

**7.b.** In your opinion, discuss in pairs:

- Did she choose the healthiest option? Why?
- According to what she ordered, could she follow Meatless Mondays?
- What would you have ordered? Why?

**8.** [Thinking Routines](#) help you be involved in your learning process. So take a few minutes to reflect on what we've seen so far.

**INDEPENDENT LEARNING GUIDE**

This guide is intended to help you discover and implement strategies for learning English independently by connecting with your interests and preferences and helping you evaluate the areas you need to deepen. You can use all the resources that are convenient, appropriate, and appealing to you. Start creating your own portfolio of the journey, and at the end of the term, share it with a classmate and exchange experiences.

**Eat Well: What does it mean to eat well?**

**Exploring Your Interests**

♦ **STEP 1:** Choose a Topic

Eating well means eating food that is good for your body. What kinds of food do you think are good for you? Are the foods people eat the same everywhere? Think about something related to the unit we've been going over that you want to explore. Here are some ideas:

- Your favorite healthy food
- A healthy meal you like
- Fruits or vegetables from Argentina
- Foods from a different country

**Questions to help you decide:**

- What healthy foods do you like to eat?



- Is there a fruit or vegetable you find interesting?
- Consider that eating varied food, mixing colours and types of food will help you perform better everyday. So what makes a nutritionally rich dish? Is there food that provides more energy / vitamins than others?

♦ **STEP 2:** Discover and Learn about Eating Well

Look for information in English about your topic. You can watch videos, look at pictures, read short words, or see social media posts.

**Try this - Find:**

- 1 short video showing someone eating healthy food (e.g., eating a banana, drinking water). Describe what they are eating and drinking. Justify why it is healthy.
- Pictures of healthy food with their name written next to it (e.g., a picture of an apple with the word "apple"). Make a poster with different food that helps you eat well.
- 1 social media post (e.g., an Instagram post with a picture of healthy food and a very short sentence like "Healthy lunch!").

**Eating well around the World**

Watch this [VIDEO](#) up to 2:50

**SKILL: Listen for Global Comprehension**

In this video, you are going to watch what people in different countries have for lunch.

You are not going to be asked for specific information. The goal will be to watch the video (until minute 2.50) and be able to provide **YOUR OWN OPINION on some of the meals** you will see.

- First **READ** the information you will be asked for 📌
- Then, **WATCH** the video to what is being mentioned and look at the images carefully.
- Finally, **CHOOSE** -according to your own personal opinion- and answer the task below.

Remember there's always the option of slowing down the speed and/or including subtitles.

You will learn about 10 school lunches around the world.

**IN YOUR OPINION which country has:**

- The most **healthy** lunch: \_\_\_\_\_
- The most **colourful** lunch: \_\_\_\_\_
- The most **delicious** lunch: \_\_\_\_\_
- The most **interesting** lunch: \_\_\_\_\_
- The most **different** lunch: \_\_\_\_\_
- Why? Think of a reason why you decided on those countries
- Which one is your favourite lunch from the video? \_\_\_\_\_

♦ **STEP 3:** Share and Reflect

Tell a classmate why you chose that lunch. You can say one simple sentence.

♦ **Final Reflection**

-What did you enjoy learning about eating well?

-Did it help you to eat better?

-Are you making any changes on your diet now?

-Name 2 things you are incorporating to your diet after reading about eating well.

1. \_\_\_\_\_

2. \_\_\_\_\_

How does learning about food in other places help you? (you can share this in Spanish!)

### FAST FINISHERS EXTRA ACTIVITY:

#### My Favourite Meal

Match the pictures to the correct item of vocabulary in [this worksheet](#).

⚡ Write a short paragraph in [Padlet](#) to describe your favourite meal.

#### Restaurant Menu

With a classmate, [read this menu](#) and discuss:

Do you think that the food on the menu is healthy?

What changes would you make? Justify your answer.

## PRODUCCIÓN

In this stage, we are going to design a MENU in which you will include the foods and the prices of the dishes for a food truck with the theme you prefer: Vegan? Pescatarian? Asian? Argentinian? Asian? You decide!

Then you'll have some follow up activities to roleplay with your peers as if you were to order food from any of the Foodtrucks shown previously and share with your class your thoughts on your Ideal Meal.

**Estimated duration:** 2 weeks / 8 hours

### RESOURCES

- Canva / genially / OpenAI
- [Sample Menus](#)
- [Sample Mind Map](#)

### ACTIVITIES

1. A Menu's checklist: Have a look at this [Presentation](#). It has 5 different menus. Have a look at them and then check below the items you can find.

Prices: <b>Not mentioned</b>	Vegan Options: <b>Not mentioned</b>
Food from a specific country: <b>Not mentioned</b>	Kids' Menu: <b>Not mentioned</b>
Drinks: <b>Not mentioned</b>	Today's Special: <b>Not mentioned</b>
Starters: <b>Not mentioned</b>	Desserts: <b>Not mentioned</b>
Coffee: <b>Not mentioned</b>	Opening hours: <b>Not mentioned</b>
Website/ Instagram account: <b>Not mentioned</b>	QR to access to info: <b>Not mentioned</b>
Description of the dishes: <b>Not mentioned</b>	Gluten-free options: <b>Not mentioned</b>
Elaborate dishes: <b>Not mentioned</b>	Fast food: <b>Not mentioned</b>
Healthy options: <b>Not mentioned</b>	Meatless Mondays options: <b>Not mentioned</b>
Something you would like to eat: <b>Not mentioned</b> (what?)	Something you would definitely not order: <b>Not mentioned</b> (what?)

#### ◆ STEP 1: Think

You are going to create a full menu for a Food truck of your choice.

To begin with, do you know what a Food truck is? If not, Google a picture of one to see its characteristics. Have you ever eaten in one? If so, did you like it? If not, would you like to?

- What do Food Trucks sell?
- Where can you find them?
- Are there seats or waiters/waitresses in a Food truck?
- Do you need to eat with your hands (sandwiches or finger food) or do you need any type of cutlery?
- Do they have any specific theme? Do they have any decorations? Is there live music?
- What can you find in their menu?
- Think about all the types of food seen in this unit, was there one of any kind that called your attention the most? If so, which one? If none, which one would you care to include now?



- ◆ **STEP 2:** Plan - Now you are ready to plan your MENU.
  - Make a list of all the food and drinks you would like to include
  - Is there a common topic? For example, Vegetarian, Fast Food, Healthy, Gluten Free, etc.
  - Has it got a theme? For example, a football team, food from a particular country (Mexican food).
  - You may want to include different options of food and drinks
  - Do your dishes have special names? Do you need to include a list of the ingredients used?
  - How much do they cost? Include the price
  - Are there discounts or a "Today's Special" in your menu?
  - Is your menu on paper or do I need a QR code to access it?
  - Is your food truck decorated with any colours? Which colours? Does it have graffities? Why?

Remember you can use the ones we've seen before as a model.

### 1. Now, begin to design!

- ◆ **STEP 3:** Design your Menu - **Not done yet**
- ◆ **STEP 4:** Share your draft with another peer - **Not done yet**
- ◆ **STEP 5:** Create a poster with AI or any digital tool you find interesting - **Not done yet**

-Share your draft with another peer and ask for their opinion

#### -Poster design with AI:

- ◆ **STEP 6:** Find the KEY information to create the PROMPT for the AI you decided (Chat Gpt / Ideogram, etc) - **Not done yet**
- ◆ **STEP 7:** If the result the AI generated is not what you wanted, work on a better prompt to get a different result - **Not done yet**
- ◆ **STEP 8:** Save the prompt to share with your classmates and teacher - **Not done yet**

-Share your Food trucks with your school! Upload your projects to a school blog or padlet.

-Practise the presentation several times with a peer.

#### Follow up: Ordering food

- Imagine you are going out with friends!
- In groups of 3 decide which Food Truck (of the ones presented by you and your peers in class) you are going to choose to eat.
- Discuss the best option and say why you make that choice.

*Variety?*

*Friendly vibes?*

*Prices?*

*Healthy options?*

*Interesting Menu?*

*Gluten free options?*

*Location?*

*Any other reasons?*

Then, select 3 items for your order.

Practice together how to do that as you role play your order.

 **Suggested phrases** 

<p>"I would like a ..... , please."</p> <p>"Can I have some ..... with that?"</p> <p>"How much is the .....?"</p> <p>"I prefer the ..... option because it's healthier."</p> <p>"Can I have a ..... too?"</p>	<p>"I would like a portion of ....."</p> <p>"What do you recommend?"</p> <p>"I love this dish because it's ....."</p> <p>"Can I get a combo meal, please?"</p> <p>"How much does ..... cost?"</p>	<p>"I would like a ..... with extra toppings."</p> <p>"Can I have a dessert as well?"</p> <p>"I'm ordering ..... because it's my favorite."</p> <p>"What does the daily special include?"</p>
---	---	---

"The ..... is \$3000.

"It costs \$3000 and it comes with ..... and ....."

"I recommend the ..... ; it's very popular.

"Our special today is ..... , they come with a side of ....."

**2. Your ideal meal!**

- What's your favourite food?
- Think about your favourite person to share it with
- Where would you like to have it? In a park or a fancy restaurant? At the beach or next to the Great Chinese Wall... Anything goes!

A **mind map** is a visual tool that helps organize information. It usually starts with a central concept in the middle, and then branches out into related ideas or themes. It's a great way to brainstorm, plan, and visualize topics.

Create a **mind map** that includes all these items and explain your choices to the rest of the class.

Follow [this design](#) and ideas, ADD YOUR OWN answers. If you want to, you can include more questions or relevant ideas!

**FAST FINISHERS EXTRA ACTIVITY:**

[Click here](#) to see the menu of a restaurant called "The Boat". Check all the food, drinks and useful information included and then answer some True or False statements.

## EVALUACIÓN

Throughout the plan and during the different stages, we had several opportunities to carry out self-assessment and peer assessment activities. In this stage, we invite you to present your work, listen to the feedback from your teacher and classmates, and complete a self-assessment on everything worked on during this term. Let's reflect and keep learning!

**Estimated duration:** 2 weeks / 8 hours

### RESOURCES

- Canva / Genially / or other AI tools to create digital posters
- [Thinking Routine- Rutina de Pensamiento](#)

### ACTIVITIES

#### **My Food truck – Menu and poster presentation Project**

It's time to share your food truck project.

Watch other students present their Menus. What do you think? Are they good presentations?

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

	Good	Improvement Possible	Needs Some Improvement	Needs a lot of Improvement
<b>Eye Contact</b>	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.
<b>Language Use</b>	Good and clear use of language. Varied 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.
<b>Organization</b>	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.
<b>Clear Presentation</b>	Your presentation is clear.	Your presentation is mostly clear.	Your presentation is sometimes clear.	Your presentation is not clear.
<b>Correct Information &amp; Task Achievement</b>	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.

**2. 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			
I can surf interactive websites and get the global idea of the information mentioned			
I can watch videos about meals around the world and understand the main ideas.			
I can give my opinion and justify my answer in friendly conversations			
I can ask and answer questions about local food in my country.			
I can create the menu of my own food truck.			
I can order food in a restaurant or food truck.			
I can listen to audios and understand its purpose and global meaning			
I can listen to audios and identify specific information requested.			
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 3-A2.2

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

**NOMBRE DEL PLAN:** Vacations

**DURACIÓN:** 1 Bimestre

**INTRODUCTION:**

In this learning plan, we will explore the topic of **Vacations** and think about what makes a vacation “good” for different people. We will study different types of vacations, such as relaxing holidays, adventurous trips, cultural visits, nature trips, and city breaks. We will also discuss how personal, cultural, and social preferences influence the choice of destinations and activities. Through reading articles, watching videos, and sharing opinions, you will learn about different ways of traveling and organizing free time.

As a final task, you will work in groups to create dialogues in different travelling contexts. In the dialogues, you will present two different situations where there is a problem to be solved and present the solution. This final project will help you use everything you learned, express your personal opinions, and share different ideas and points of view around travelling as a tourist and how to face real life situations.

→ **TOPIC:** Vacations

**A lo largo de este plan aprenderás a:**

- Trabajar de manera creativa y respetuosa en grupos para compartir ideas, experiencias e información sobre viajes y vacaciones con tus compañeros.
- Expresar opiniones, preferencias y sentimientos sobre diferentes tipos de vacaciones, actividades, destinos y experiencias de viaje.
- Realizar descripciones orales y/o escritas breves de un destino turístico, el clima, las actividades y el tipo de experiencia que ofrece (Guía de Aprendizaje Autónomo).
- Identificar y comprender información específica en textos orales y escritos (artículos de viajes, diálogos, menús).
- Participar en conversaciones breves para compartir preferencias, gustos y opiniones sobre viajes y vacaciones.
- Reflexionar sobre las decisiones y actividades que ayudan a crear unas vacaciones placenteras.
- Identificar la idea general y las ideas principales de un texto escrito (artículo de revista, carta de reclamo).
- Inferir el significado de palabras desconocidas a partir del contexto en textos escritos.
- Utilizar el vocabulario aprendido para describir destinos turísticos, tipos de vacaciones y actividades.
- Crear un **video** con recomendaciones para disfrutar de unas excelentes vacaciones (Independent

Learning Guide).

- Crear **diálogos** en distintos contextos de viaje donde se presenta un problema a solucionar.
- Escribir **una carta de reclamo** a un hotel, restaurante, aerolínea o empresa de viajes describiendo una experiencia desagradable o un problema con el servicio.
- Compartir información sencilla de textos escritos utilizando tus propias palabras y un lenguaje simple para facilitar la comunicación con tus compañeros.

**Géneros textuales trabajados en este plan:**

→ **COMPRENSIÓN LECTORA**

- **Diálogos** en lugares turísticos (recepción de hotel, restaurante)
- **Artículo** que describe ejemplos de buenas vacaciones
- **Carta de reclamo** a un hotel

→ **COMPRENSIÓN ORAL**

- **Entrevistas** sobre vacaciones

→ **EXPRESIÓN ORAL Y ESCRITA**

- **Diálogos** en lugares turísticos (recepción de hotel, restaurante)
- **Carta de reclamo** a un hotel, tour o restaurante

**Trabajo final:**

- Elaboración y presentación de los **diálogos** creados a sus compañeros de curso.
- Elaboración y presentación de las **cartas de reclamo** escritas.

**Contenidos y Capacidades:**

- Descripción de diferentes tipos de vacaciones.
- Opiniones personales y razones.
- Reflexión sobre aspectos sociales, culturales y ambientales de las vacaciones.
- Desarrollo gradual del pensamiento crítico y creativo.

**Evaluación:**

- Tu progreso será evaluado a lo largo del plan de aprendizaje, incluyendo tu participación en las actividades y en las tareas finales.
- También desarrollarás la capacidad de evaluar tu propio trabajo y el de tus compañeros (autoevaluación y coevaluación).

⚠ **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.

**Extra References:**

**What are Fast Finishers activities?**

These activities are designed for students who finish a task before their classmates. If you have already finished, you can choose one or all of the options to continue learning while the others complete their work.

**What does the ⚡ symbol mean in some activities?**

These activities are suggested for students who need a higher level of difficulty and a deeper approach to the learning process. If you feel ready to tackle more challenging tasks, you can choose these options to expand your knowledge.

**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 explorar el tema **Vacations** y reflexionar sobre qué significa tener unas buenas vacaciones para diferentes personas. A través de propuestas dinámicas y material audiovisual, conocerán distintos tipos de vacaciones y destinos turísticos, y descubrirán cómo las preferencias personales, los intereses y el contexto influyen en la manera en que las personas eligen viajar y disfrutar su tiempo libre.

Analizaremos qué actividades se pueden realizar en distintos lugares, qué experiencias ofrece cada destino y cómo el clima, la cultura y el entorno influyen en la experiencia de viaje. También reflexionarás sobre tus propias experiencias y preferencias: qué tipo de vacaciones te gustan, qué lugares te gustaría visitar y por qué.

A lo largo de esta etapa, comenzarán a describir y expresar opiniones sobre distintos tipos de vacaciones, a comparar opciones y a compartir ideas con tus compañeros, escuchando diferentes puntos de vista sobre qué hace que unas vacaciones sean realmente buenas.

**ESTIMATED DURATION:** 2 weeks / 8 hours

### RESOURCES

- [Vocabulary Cards](#)
- [Find somebody who](#)
- [My Idea of a Good Vacation](#)
- [Six Top Tips to Have a Good Vacation](#)
- [Speaking Cards](#)
- [Thinking Routine](#)

### ACTIVITIES

1. **In pairs:** Check the following list of words you can use to describe vacations. Are there any new words? Ask your partner and check which words you both remember or already know. See if you have the same words or if you can share new ones.

#### Tip for Understanding - Activating Prior Knowledge

Think: Which words do I already know? Do any of the words look familiar? Have you seen them before?

Take notes and write down the words that are new for you.

#### Words to Describe Vacations

- |             |                 |                 |
|-------------|-----------------|-----------------|
| • relaxing  | • amazing       | • expensive     |
| • fun       | • unforgettable | • uncomfortable |
| • awful     | • adventurous   | • terrible      |
| • exciting  | • noisy         | • busy          |
| • enjoyable | • cozy          | • crowded       |
| • boring    | • peaceful      | • disappointing |
| • quiet     | • stressful     |                 |

2. These words are called **adjectives**. They are used to **describe objects, places, animals or people**. Some of these adjectives describe things positively and others negatively. Can you identify them? Complete this chart.

POSITIVE ADJECTIVES	NEGATIVE ADJECTIVES

**Check your answers with another pair and your teacher.**

3. Next, check these **Vocabulary Cards** . You will look at different words with an image and an example. Add five words to the list. Include a picture and write an example. You can do this on paper, too. You can create posters and stick them around your classroom.
4. **In Pairs - Talk about your vacation preferences. Answer the following questions:**
- What is your idea of a good vacation? Why?
  - Do you prefer relaxing or active vacations?
  - Do you like traveling with family or friends?
  - What kind of places do you like to visit?

 **Tip! You can use these sentence frames and questions:**

- *My idea of a good vacation is \_\_\_ because it is (relaxing / fun / exciting / quiet).*
  - *I like \_\_\_ because I can (relax / visit places / try new food / have fun).*
  - *On vacation, I usually feel (happy / relaxed / excited / calm).*
  - *What makes a vacation good for you?*
  - *Do you prefer the beach or the city?*
  - *What activities do you like to do on vacation?*
5. **Whole-class: Find somebody who.** Interview your classmates. Ask them questions. Write down the names of your classmates who answer yes to the questions.

 **Tip! You can use these question frames:**

- Do you like swimming?
  - Do you prefer summer or winter?
  - Did you go to a concert?
  - Did you visit monuments?
  - Have you ever been to the cinema?
6. **On your own:** Read the words in the box and write them in the correct category.

*hotel – beach – plane – walking tour – camping – bicycle – bridge – hostel – backpacking – boat – bus  
monument - mountain – sightseeing – train – resort – swimming – taxi – city square – apartment – hiking*

Activities	Iconic Places	Accomodation	Means of Transport

Check your answers with another pair and your teacher.

7. Follow-Up: **Are there any new words? Which ones?** Write **2–3 new words** in the [Vocabulary card dictionary](#). Include this information: word, a small drawing and an example sentence.
8. **Individually.** Now that you checked and revised useful vocabulary, let's match these words with the correct definition. CAREFUL! There are two extra words. Read the words **1–8** and match them with definitions **a–f**. When you finish, compare your answers with a classmate.

WORDS	DEFINITIONS
1. RELAX <input type="checkbox"/> 2. ADVENTURE <input type="checkbox"/> 3. CROWDED <input type="checkbox"/> 4. SIGHTSEEING <input type="checkbox"/> 5. COMFORTABLE <input type="checkbox"/> 6. LOCAL FOOD <input type="checkbox"/> 7. QUIET <input type="checkbox"/> 8. BORING <input type="checkbox"/>	a. <input type="checkbox"/> visiting famous places b. <input type="checkbox"/> calm and with little noise c. <input type="checkbox"/> many people in one place d. <input type="checkbox"/> food from a specific place or culture e. <input type="checkbox"/> doing exciting or new activities f. <input type="checkbox"/> rest and free time
A. ____ B. ____ C. ____ D. ____ E. ____ F. ____ Extra Words: _____, _____	

In pairs. Choose **two words** and make a sentence.

9.  **Listening Task: My Idea of a Good Vacation.**

**Pre-listening activity.** Look at the words below. Which words do you think you will hear?

Tick ✓ your ideas. This activity can be done individually or the whole class together.

- |  |                                       |
|--|---------------------------------------|
| • relax <input type="checkbox"/>       | • local food <input type="checkbox"/> |
| • adventure <input type="checkbox"/>   | • quiet <input type="checkbox"/>      |
| • crowded <input type="checkbox"/>     | • expensive <input type="checkbox"/>  |
| • sightseeing <input type="checkbox"/> | • sunny <input type="checkbox"/>      |

**Tip for Listening Comprehension - Predicting information** ✓

When you predict information before listening, you use clues to guess what the audio will be about. Look at the title, questions and key words to activate what you already know about the topic. Think about possible ideas, vocabulary, or situations that may appear in the audio.

**Making predictions helps you listen with a clear purpose and understand the text more easily, even if you don't understand every word.**

10. 🎧 **While Listening Task 1: [My Idea of a Good Vacation](#). Listen to Carol's idea of a good vacation and tick (✓) the words you hear. ⚠ Careful! There are two extra words.**

**Skill: Identifying the general idea** ✓

You listen to understand the *general message* of the text, not every detail.

When you listen, you do not need to understand every word.

First, try to understand the **general message** of the text. What is it about? Are any of the words familiar to you?

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> relax       | <input type="checkbox"/> local food  |
| <input type="checkbox"/> boring      | <input type="checkbox"/> quiet       |
| <input type="checkbox"/> crowded     | <input type="checkbox"/> adventure   |
| <input type="checkbox"/> sightseeing | <input type="checkbox"/> comfortable |

11. 🎧 **While Listening Task 2: Listen again to the Carol and choose the correct option.**

**1. Carol prefers a vacation that is:**

- a) crowded  
b) quiet

**2. On her vacation, she likes to:**

- a) relax  
b) study

**3. She enjoys:**

- a) local food  
b) fast food

**4. She likes:**

- a) adventure activities  
b) staying at home

**Skill: Listening for specific information** ✓

The next activity aims at recognizing specific information within the audio and choosing the right option. First, you should **read the sentences** so as to have an idea of what to expect. Then, listen to the audio carefully and focus on identifying the key words or details that match each sentence before selecting the correct option. Finally, as you hear the audio again, you can **check or correct** your answers.

12. **Follow-up:** Were your predictions correct? Is your idea of a good vacation similar or different to Carol's?
13. **Reading. In pairs.** You're going to read a text describing [Six Top Tips to Have a Good Vacation](#).

**Skill: Identifying main ideas** ✓

You read to understand the *general message* of the text, not every detail.

**Tip for Reading Comprehension: Identifying the general meaning** ✓

Read the questions first so you know what information to look for. Focus on the *main idea* of each tip, not small details. Don't worry if you don't understand every word. Try to understand the *general meaning*.

**Before reading:** Could you think of one or two tips to have a good vacation? Share your tips with a classmate. Do you agree? Are they helpful?

Use these structures:

- Remember to...
- Try to...
- It's important to...

**While reading 1:** Read the article and choose the correct answer. Circle the right option.

1. **Vacations help people to**
  - a) work more
  - b) relax and rest
  - c) stay at home
  
2. **Before a trip, it is a good idea to**
  - a) buy souvenirs
  - b) check the weather
  - c) stay flexible
  
3. **The text says you should pack**
  - a) many clothes

- b) only important things
- c) expensive items

**4. Learning about the destination means**

- a) learning the language only
- b) reading about culture and food
- c) booking hotels

**5. A good vacation is**

- a) the same for everyone
- b) always full of activities
- c) different for each person

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

- Read the question carefully before looking at the options.
- Go back to the text and find the sentence with similar ideas.
- Look for *keywords* (for example: relax, plan, pack, important).
- Choose the option that matches the **meaning of the text**, not your personal opinion.

**While reading 2:** Read the article again. Match the tip number (1–6) with the correct idea (a–e).

- a.  Take care of your body and follow rules \_\_\_\_\_
- b.  Be open to changes \_\_\_\_\_
- c.  Bring what you really need \_\_\_\_\_
- d.  Rest and enjoy free time \_\_\_\_\_
- e.  Discover local culture and food \_\_\_\_\_

**Tips for Reading task: Matching information** ✓

- Read all the ideas (a–e) first.
- Then read the tips again and look for similar words or ideas.
- Remember: the words may be *different*, but the meaning is the same.
- Some tips may not be used. That's OK!

**While reading 3:** Read the sentences and write **T (True)** or **F (False)**.

1. A good vacation is only about doing many activities. \_\_\_\_\_
2. It's important to bring documents and medicine. \_\_\_\_\_
3. The text says you should never change your plans. \_\_\_\_\_
4. Talking to local people is a good experience. \_\_\_\_\_
5. Taking photos is more important than enjoying the moment. \_\_\_\_\_

**Tip: Checking information in a text** ✓

- Read each sentence carefully.
- Look for the sentence in the text that talks about the same idea.
- If the sentence is exactly the same as the text → **True**.
- If the sentence is different or the opposite → **False**.
- Be careful with words like *only, never, always* — they often change the meaning.

**Post-Reading: Answer these questions.**

1. Which tip do you think is the most important? Why?
2. Which tip do you already follow on your vacations?
3. Is there a tip you would add to the list?

**Tip: Giving personal opinions** ✓

- There is no right or wrong answer.
- Use ideas from the text to support your opinion.
- Try to explain *why* using **because**.
- Use simple sentence frames if you need help:
  - *I think the most important tip is ... because ...*
  - *I already follow tip number ...*
  - *I would add the tip ...*

**FAST FINISHERS EXTRA ACTIVITIES:**

**Individually:** Listen again to Carol's idea of a good vacation. [My Idea of a Good Vacation](#)

Imagine you had to send an audio with your own opinion. Write down your answer and record it. Send it to your teacher or upload it to a class padlet.

**In pairs:** Check these [Speaking Cards](#). Choose 6 questions to ask each other.

## INDAGACIÓN

En esta etapa ampliaremos nuestro vocabulario y profundizaremos en el tema **Vacations**, explorando distintas experiencias de viaje y situaciones habituales durante una estadía fuera de casa. A partir del análisis de **diálogos situados** en hoteles y recepciones, comprenderemos cómo interactuar en contextos reales, cómo hacer consultas, solicitar información o expresar un problema durante un viaje. Asimismo, leeremos y analizaremos una **carta de queja**, identificando su propósito, estructura y el lenguaje utilizado para expresar una insatisfacción de manera clara y respetuosa. Estas propuestas favorecen el desarrollo de la comprensión escrita y oral a través de diversos géneros textuales vinculados al ámbito turístico, así como el intercambio de opiniones, la reflexión sobre experiencias personales y la toma de decisiones en situaciones comunicativas significativas relacionadas con los viajes y las vacaciones.

**ESTIMATED DURATION:** 3 weeks / 12 hours

### RESOURCES

- [Different Types of Accommodation](#)
- [Travel Map](#)
- [Mind Map](#)
- [Mail / Letter of Complaint](#)
- [Dialogues](#)
- [Thinking Routine](#)

### ACTIVITIES

**WARM-UP: MY LAST HOLIDAY:** Let's play a game in pairs or teams!!

1. **In pairs:** Before travelling, people usually think about where to stay and what kind of experience they want to have. Look at these types of accommodation and read the different opinions of four guests. Discuss with your partner and choose **two types of accommodation you would like to stay and why**.



**HOSTEL**



**HOTEL**



**RESORT**



**APARTMENT**

2. **In pairs.** Create a [mind map](#) for each place. Brainstorm ideas, reasons, descriptions based on your choices.

**Tip: Organizing ideas with a Mind Map** ✓

A **mind map** is a very good resource to organize information visually and brainstorm ideas because it helps you **see your ideas clearly and connect them easily**.

A mind map helps you:

- ✓ organize information
- ✓ think of new ideas
- ✓ see connections
- ✓ prepare for writing or speaking

Mind maps make learning more creative. You can use colours, drawings, arrows, and symbols.

3. **Individually.** Now, read [this text](#) and focus on the following questions.

1. **What is the main purpose of the texts?**
  - a) To explain how to book accommodation
  - b) To describe different types of accommodation and preferences
  - c) To complain about hotels
2. **How many guests talk about comfort?**
  - a) One
  - b) Two
  - c) Three
3. **Which accommodation is described as good for meeting people?**
  - a) Hotel
  - b) Apartment
  - c) Hostel

4. Who do you think this text is written for?

- a) People who want to choose accommodation for a vacation.
- b) Children learning about animals.
- c) Hotel workers only.

5. What type of text is it?

- a) A story.
- b) A news report.
- c) An online magazine text.

**Skill: Identify main ideas and specific information (Reading)** ✓

When you read texts, it is important to:

- **Identify the main purpose** of the texts (what they are for).
- **Scan for specific information**, such as reasons, preferences, or opinions.  
You don't always need to read every word carefully. Focus on the information that helps you answer the questions.

**Tip: Identify main ideas and specific information** ✓

Before you read, look at the title and think about the topic. While reading, don't worry about every word. Try to understand **what each text is mainly about** and **look for key words** that repeat, such as *comfort, people, quiet, cheap, or experience*. These words help you choose the correct answers.

4. Read the text again. Guess the guest. Write the correct name: **Anna, Lucas, Sofía** or **Tomás**.

1. \_\_\_\_\_ likes staying in a place where everything is in one location.
2. \_\_\_\_\_ prefers a quiet place and likes cooking their own food.
3. \_\_\_\_\_ enjoys meeting new people and sharing spaces.
4. \_\_\_\_\_ likes having a private room and help from staff.
5. \_\_\_\_\_ thinks accommodation should feel like home.
6. \_\_\_\_\_ chooses this place because it is cheap and social.
7. \_\_\_\_\_ likes not having to plan activities.
8. \_\_\_\_\_ prefers this accommodation for relaxing vacations.

**Challenge! Answer with a name and one reason from the text.**

9. Who likes accommodation with restaurants or breakfast included?  
👉 \_\_\_\_\_ because \_\_\_\_\_.
10. Who thinks accommodation is good for families or friends?  
👉 \_\_\_\_\_ because \_\_\_\_\_.

**5. Vocabulary Focus 1:** Fill in the blanks. Complete the sentences using words from the texts. There is ONE extra word.

**comfortable – cheap – kitchen – friends – staff – noisy**

- Hotels are \_\_\_\_\_ and clean.
- In an apartment, you usually have a \_\_\_\_\_.
- Hostels are often \_\_\_\_\_ and fun.
- Sofia likes hostels because she can meet new \_\_\_\_\_.
- In hotels, the \_\_\_\_\_ can help you if there is a problem.

Extra word: \_\_\_\_\_

**6. Vocabulary Focus 2:** Fill in the blanks. Complete the sentences using words from the texts. There is ONE extra word. **Match the word with the correct meaning.**

- comfortable
- private
- common areas
- independent

- places shared by many people
- not shared with other people
- feeling free to do things by yourself
- nice and easy to use or stay in

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

**Post-Reading Activity: Personal Response** 

**Answer the questions. There are no right or wrong answers.**

- Which guest is most similar to you? Why?
- Which accommodation would you NOT choose? Why?
- What is important for you on vacation: comfort, price, or fun?

 **Sentence starters:**

- I am similar to ... because ...
- I wouldn't choose ... because ...
- For me, a good vacation needs ...

**7. In pairs: Read these dialogues.** There are six different dialogues based on six different situations at a restaurant, at a hotel reception or at an airline front desk. Read them aloud.

**Tips for global understanding**

When you read a dialogue, you don't need to understand every word.  
First, try to understand:

-  **Where are the people?**
-  **Who are they?**
-  **What is happening?**
-  **What is the problem or purpose?**

**8. Challenge: Roleplaying.** Act out and perform two of the dialogues.

**9. Individually:** Read the dialogues and choose the right option. Check your answers with a classmate.

**Tips for identifying specific information** ✓

Read the questions first. This helps you know what information you need to find.

- 👉 Look for key words. Underline or circle important words in the question.
- 👉 Listen for signals. In dialogues, people often repeat important information.
- 👉 You don't need full sentences (unless the task says so).

**Dialogue 1 – Airline Front Desk (Complaint)**

**What is the main problem?**

- The passenger lost their suitcase.
- The flight is delayed.
- The gate is closed.

**Dialogue 2 – Restaurant (Complaint)**

**Why is the customer unhappy?**

- The food is expensive.
- The food is cold.
- The waiter is rude.

**Dialogue 3 – Hotel Reception (Complaint)**

**What problem does the guest have?**

- The room is dirty.
- The room is noisy.
- The room is small.

**Read again and answer the questions.**

1. In the airline dialogue, does the passenger need to pay extra?



2. What solution does the waiter offer in the restaurant?



3. What solution does the receptionist offer at the hotel?



**10. Individually: Who Says It?**

**Write the correct role.** (*Passenger – Staff – Customer – Waiter – Guest – Receptionist*)

1. "We can change your room." → \_\_\_\_\_
2. "Would you like a drink while you wait?" → \_\_\_\_\_
3. "There is another flight later today." → \_\_\_\_\_

11. **Reflection:** Answer in one or two sentences:

- Which complaint situation is the most serious? Why?
- What expression can you use to complain politely?

**Sentence starters:**

- I think the most serious problem is ... because ...
- To complain politely, I can say ...

12.  **MAIL / LETTER OF COMPLAINT:**

**Tip: What is the purpose of this type of text?**

The purpose of this text is **to complain about a problem with hotel service**. People usually write this text **after a bad experience** in a hotel, restaurant, airline, or another service.

The writer wants to **explain what went wrong**, **express how they felt**, and **ask for a solution or compensation** (for example, a refund or a discount).

The text is written in a **formal and polite way** because it is sent to a manager or customer service.

**Uses of the Text**

This type of text is used to:

- ✓ report a problem during a stay at a hotel.
- ✓ express dissatisfaction in a polite way.
- ✓ ask for help, a solution, or compensation.
- ✓ communicate with customer service or a manager.

♦ **STEP 1:** Read the [Mail or Letter of Complaint](#). Match the phrases from the letter with their function.

**A. Phrases**

1. \_\_\_ I am writing to complain about the service.
2. \_\_\_ First of all, the room was not clean.
3. \_\_\_ This situation made me feel uncomfortable.
4. \_\_\_ Another problem was the noise at night.
5. \_\_\_ I would like to ask for a partial refund.
6. \_\_\_ I look forward to your reply.

**B. Functions**

- a) Asking for a solution or compensation
- b) Introducing the reason for the letter
- c) Describing feelings
- d) Adding another problem
- e) Closing the letter politely
- f) Explaining a problem

- ♦ **STEP 2:** Complete the letter with the words or phrases from the box.

***felt uncomfortable - look forward to - not clean - because of this - writing to complain - would like to ask - another problem***

Dear Sir or Madam,

I am \_\_\_\_\_ about the service at your restaurant. I visited your restaurant last Friday evening, and I was very disappointed.

First of all, the table was \_\_\_\_\_ when we arrived. There were dirty plates and crumbs on it. I \_\_\_\_\_ because I expected a clean place to eat.

\_\_\_\_\_ was the food. It arrived cold, and the waiter did not offer any solution. \_\_\_\_\_, I did not enjoy my meal.

I \_\_\_\_\_ for a refund or a discount on my next visit.

Thank you for your time. I \_\_\_\_\_ to your reply.

Yours faithfully,

Emma Wilson

### INTENSIFICACIÓN

#### INDEPENDENT LEARNING GUIDE – ⚡ A2 LEVEL

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.

#### TOPIC: Vacations & Travel Experiences

♦ **STEP 1:** We are going to continue talking about **vacations** and what makes a good (or bad) travel experience. When people go on vacation, they travel to new places, stay in hotels or other accommodations, eat local food, and do different activities. Sometimes vacations are relaxing and fun, but sometimes problems can happen, for example in a hotel, at a restaurant, or during transport.

**Think about vacations you know or imagine. Here are some ideas you can choose from:**

- A relaxing vacation (beach, nature, quiet place).
- An adventure vacation (sports, sightseeing, new experiences).
- Staying in a hotel or hostel.
- A problem during a vacation (bad service, noisy room, dirty hotel).
- A good or bad experience with hotel staff or reception.

#### 💡 Questions to help you decide:

- What is your idea of a good vacation?
- Do you prefer relaxing or adventure holidays?
- Have you ever stayed in a hotel?
- What problems can happen on vacation?
- How can people complain politely when something is wrong?

👉 **Tip!** You can look up new words in a dictionary and write them in your vocabulary notebook or cards.

♦ **STEP 2:** 🌍 What is a Travel Map?

A **travel map** is a map that shows the places you visit or plan to visit on a trip. It helps you see **where you are going**, **how far places are**, and **how to move from one place to another**.

People use travel maps to:

- plan their trip before travelling
- organize activities and routes
- remember and share their travel experiences

✈️ **What information can a travel map include?**

A travel map can show:

- cities, towns or countries
- important places, like hotels, airports or attractions
- routes, such as roads, train lines or flight paths
- notes or symbols to explain activities

**For example:**

If you travel to Puerto Madryn, your travel map can show:

- your hotel/hostel/accommodation
- places you want to visit (Puerto Piramides, museums, Peninsula de Valdes)
- how you move between places (walking, bus, boat)

Take a look at this [travel map](#). Would you visit any of those places? Why? / Why not?

🧠 **Why is a travel map useful?**

A travel map helps you:

- save time
- plan your itinerary
- understand the geography of a place
- travel more easily and confidently

🔍 **Explore a Place**

Choose **one vacation destination** (real or imaginary).

Make notes about:

- Where is the place?
- Why do people go there?
- What activities can tourists do?
- Where do people stay (hotel, hostel, apartment)?
- What problems can tourists have?

👉 **Example ideas:**

- Rio de Janeiro – beach, hotels, hot weather.
- Santiago de Chile – sightseeing, museums, crowded places.

- A mountain town – nature, quiet, hiking.
- A big city – transport, hotels, restaurants.

♦ **STEP 3: Mini-Project**

Create a **travel map**. Include:

- The name of the place.
- Why it is a good place for a vacation.
- Two activities people can do there.
- Where tourists stay.
- One possible problem and how to solve it.
- One image or drawing.

 **Peer Exchange**

Share your project with a classmate and answer:

- Would you like to visit this place? Why / Why not?
- What did you learn about vacations from this project?
- Was the information clear and easy to understand?

♦ **STEP 4: Final Reflection**

 **Check your work:**

- Does your project describe a vacation place clearly?
- Did you include activities, accommodation, and experiences?
- Did you use vocabulary about vacations and travel?

 **Language Check:**

Did you use words like:

**vacation – hotel – reception – relax – crowded – quiet – sightseeing – complaint**

 **Your Personal Reflection:**

- What did you enjoy learning about vacations?
- What was difficult?
- What new words did you learn?
- How can you improve your English for travel situations

**FAST FINISHERS EXTRA ACTIVITIES:**

**1. PING PONG CHALLENGE:** Create a Ping-Pong Video.

Include at least 5 classmates. Ask them 10 questions related to their vacations such as:

- summer or winter?
- by bus or by car?
- Travelling or Staying at home?
- sea or mountains?
- North or South?

Invent your own questions. Share your Ping-Pong videos with the rest of the class.

## PRODUCCIÓN

En esta etapa, van a desarrollar distintas producciones orales y escritas vinculadas al tema de las **vacaciones** y los **viajes**. Primero, van a desarrollar **diálogos** que ocurren en contextos reales de viaje, como conversaciones en la recepción de un hotel, en un restaurante o con personal de una aerolínea. A partir de estos ejemplos, analizarán cómo se expresan problemas, pedidos y soluciones de manera clara y respetuosa.

Luego, van a producir **una carta o correo electrónico de reclamo**, en la que describirán una situación problemática relacionada con un viaje (por ejemplo, un problema con una habitación, un servicio del hotel o un vuelo). En esta producción, deberán explicar qué ocurrió, cómo se sintieron y qué solución esperan recibir, utilizando un registro adecuado para una situación formal.

Finalmente, compartirán y revisarán sus producciones con tus compañeros para intercambiar ideas, mejorar el uso del lenguaje y reflexionar sobre cómo comunicarse eficazmente en situaciones reales durante un viaje.

**ESTIMATED DURATION:** 2 weeks / 8 hours

### RESOURCES

- [Letter of Complaint](#)
- [Dialogues](#)
- [Vlog Video](#)
- [Menu](#)
- [Thinking Routine - Final reflection](#)

### ACTIVITIES:

**1. In pairs: Create your own dialogues.**

- ◆ **STEP 1:** Think about two different situations.

-First dialogue: Restaurant

-Second dialogue: Choose between an airport or a Hotel situation. Include a problem to be solved.

-Brainstorm ideas. Outline your dialogues.

**Tip for understanding: Reading and using examples** ✓

Use all information available in the dialogues document. Read the dialogues. Identify useful phrases.

Remember to include vocabulary related to vacations, travelling and expressing your ideas.

- ◆ **STEP 2:** Write the **dialogues** with a partner.

**2. Individually. Write a Letter of Complaint.**

Based on your second dialogue, write a letter to complain about the problem you encountered and some possible solutions. You can read the [example](#) in Indagación again and use it as a model.

✓ **Quick Student Checklist. Remember to include these:**

- ✓ 4 short paragraphs
- ✓ Clear problem(s)
- ✓ Feelings included
- ✓ Polite language
- ✓ Solution requested
- ✓ Correct closing

3. **On your Own:** [Video: Trip to Florence and Tuscany](#)

◆ **STEP 1:** Before Watching – Activating Knowledge & Predicting

Look at these words from the video:

- Florence
- sunset
- weather
- pool
- pouring
- woke up

**Answer these questions:**

1. Which of these words do you already know?
2. What kind of vacation do you think this is? (relaxing / adventure / city trip)

◆ **STEP 2:** Predicting

Answer orally or in writing:

- What activities do you think they do?
- What role do you think the weather plays in the trip?

**Sentence starters:**

- I think they will...
- Maybe they visit...
- The weather will be...

◆ **STEP 3:** While Watching – Understanding the Video

**Choose the correct answer.**

1. **How long do they stay in Florence?**
  - One day
  - Two days
  - One week
2. **What food do they really enjoy?**
  - Pizza
  - Pasta and gelato
  - Sandwiches

3. **Where do they go after Florence?**

- Rome
- Tuscany
- Milan

**Watch again and answer.**

1. Who is the audience of this video vlog?



\_\_\_\_\_

2. What special dessert do they eat in Florence?



\_\_\_\_\_

3. How do they travel to Tuscany?



\_\_\_\_\_

4. What happens with the weather during the trip?



\_\_\_\_\_

5. What do they do in the morning at the villa?



\_\_\_\_\_

◆ **STEP 4: After Watching – Order the Events**

Put the events in the correct order (1–6).

- They have breakfast on the balcony \_\_\_\_\_
- They visit Florence \_\_\_\_\_
- They see a beautiful sunset \_\_\_\_\_
- They go to the pool \_\_\_\_\_
- They drive to Tuscany \_\_\_\_\_
- They eat Italian street food \_\_\_\_\_

◆ **STEP 5: Discuss in pairs.**

1. What moment of the trip do you like the most? Why?
2. How does the weather change their plans?
3. Is this vacation more relaxing or active?

**Sentence starters:**

- My favorite part is... because...
- The weather affects the trip because...
- I think this vacation is...

◆ **STEP 6: Conclusion**

After watching the video, do you think it was a good vacation? What do you think made this holiday great? Write between 3 to 5 lines explaining why the vacation on video can be considered a good vacation.

4. **Thinking Routine: Final Reflection.**

Complete this thinking routine taking into account your work along this Plan de Aprendizaje.

- Before you start, make sure you understand **the steps of the routine** and **what the goal is**. If you are not sure, ask questions.
- Don't rush your answers. Use the quiet time to **think carefully** before you speak or write. It's okay to

change your idea after listening to others.

- There are no right or wrong answers in thinking routines. Your ideas and questions are important, even if they are different from others.



## 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!

**ESTIMATED DURATION:** 1 week - 4 hours

### RECURSOS:

- Computadora
- Conexión a internet

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

- ◆ **STEP 1:** Share your work with your classmates.
  - a) **Act out your dialogues.** You can do it in front of your class or record them as video to share in class.
  - b) Create a short activity for your classmates for them to solve after watching your performances. You can create a true or false task, a crossword, a fill in the blanks activity, a quiz or a kahoot.
- ◆ **STEP 2:** Complete this Peer-Feedback Form from at least one group.

**Name of the dialogue:** \_\_\_\_\_

**Student(s):** \_\_\_\_\_

#### 👍 What I liked:

- The dialogues were clear
- The information was interesting
- Good pronunciation
- Creative
- Interesting

**One thing I liked the most:** \_\_\_\_\_

**One suggestion to improve:** \_\_\_\_\_

#### ★ Overall opinion:

The dialogues were:

- Excellent
- Very good
- Good

- ◆ **STEP 3:** You've got mail! Exchange your **letter of complaint** with a classmate. Read each other's letter, complete the checklist and identify the problem. **Write an answer to the complaint sharing a possible solution.** Share it with your classmate.

	Yes	No	Comments
The writer includes a greeting (Dear Sir/Madam / Dear Manager...).			
The writer clearly states the reason for writing. (I am writing to complain about...)			
The writer explains the problem clearly including when and where the problem happened.			
The writer uses simple linking words (First, Then, Unfortunately, Finally).			
The writer uses polite language.			
The writer says what action is expected (refund / replacement / repair).			
The writer ends the letter politely (Yours sincerely / Yours faithfully).			

◆ **STEP 4:** Rate your presentation and your classmates' with this chart 

	Good	Improvement Possible	Needs Some Improvement	Needs a lot of Improvement
<b>Language Use</b>	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.
<b>Organization</b>	Your dialogue is very prepared and well organized. The information is relevant.	Your dialogue is mostly prepared and well organized. The information is mostly relevant.	Your dialogue is somewhat prepared and organized. The information is almost relevant.	Your dialogue is not very prepared or organized. The information is not relevant.
<b>Clear Presentation</b>	Your dialogue is clear.	Your dialogue is mostly clear.	Your dialogue is sometimes clear.	Your dialogue is not clear.
<b>Correct Information &amp; Task Achievement</b>	The structure of the dialogue is appropriate and effective. You follow instructions correctly.	The structure of the dialogue is mostly appropriate and effective. You follow most of the instructions correctly.	The structure of the dialogue is somewhat appropriate and effective. You follow some of the instructions correctly.	The structure of the dialogue is not appropriate. The information included is incorrect.

♦ **STEP 5:** 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 travelling, hotels and vacations.			
I can use vocabulary and expressions to describe different types of accommodation and vacations.			
I can talk about what makes a vacation good, and give reasons why to justify my ideas.			
I can write about places to visit, what to do, eat or visit.			
I can write an email or letter to complain about a service.			
I can read dialogues aloud and act them out.			
I can read an article to understand the main idea and look for specific information.			
I can listen to a short interview and identify useful vocabulary and phrases.			
I can write dialogues expressing a problem and including a possible solution.			
I can ask for clarification and repeat simple information to help communication in my group.			