

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).

⚠ IMPORTANTE ⚠

PARA EDITAR ESTE DOCUMENTO, CREÁ TU PROPIA COPIA DESDE EL MENÚ “ARCHIVO/CREAR UNA COPIA”, Y GUÁRDALO EN TU PROPIO DRIVE.

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL

NOMBRE DEL ESPACIO: Lenguas Adicionales: Inglés- Nivel 4- B1.1

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

NOMBRE DEL PLAN: Inspiring People

DURACIÓN: 1 BIMESTRE

SYNOPSIS:

During this plan, you will explore the topic ***“Inspiring people, everyday superheroes.”***

When we are children, we admire different superheroes, their acrobatics, superpowers, and abilities. As we grow up and our interests change, we begin to ask ourselves: *Do you need superpowers to be a hero? What makes us admire someone?* Throughout this unit, we will look at examples of people who, for different reasons, can be admired and become real-life superheroes.

As we move forward in this unit, you will discover interesting facts about Stan Lee, the creator of many superheroes we usually see in comics, movies, or books. Next, we will learn about Chris Hadfield, who helps train candidates to become astronauts. Then, we will listen to the story of Jade Chapman, who, through a petition, proposed that secondary schools in the UK include Sign Language in the curriculum to raise awareness in her community and help her sister, who is deaf and mute. Towards the end of the unit, it will be time to reflect on the people who inspire us and for you to tell us, in a short video, who inspires you.

Shall we start? 🚀

➔ **TOPIC: Inspiring people, everyday superheroes.**

Throughout this plan, you will learn to:

- Produce short texts in *prompt* format to express your preferences when creating a superhero with the help of AI.
- Share your experiences and preferences by writing a short script for the later creation of a VLOG.
- Describe experiences, events, wishes, and aspirations, as well as briefly justify your opinions.
- Identify the general idea and main ideas of a short written text with a higher degree of autonomy (Instagram post, article).
- Identify specific information in a short written text with a higher degree of autonomy (Instagram post).
- Identify specific information in an audiovisual news report.
- Identify the general idea and specific information in an oral text (TV interview and radio interview).
- Summarize what has been said in order to help focus the discussion.

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

→ **WRITTEN TEXT COMPREHENSION ACTIVITIES**

- Article
- Instagram post

→ **LISTENING COMPREHENSION AND SPEAKING ACTIVITIES**

- News report
- Radio interview

→ **WRITTEN AND ORAL PRODUCTION ACTIVITIES**

- Vlog
- Prompt

Final Task:

Creation of a video that shows the guided reflection process carried out during the Plan, in which an inspiring person is mentioned and each student justifies their choice.

Contents and skills:

- Description of aspects related to personality and physical characteristics.
- Description of skills and superpowers.
- Personal opinions and their justification.
- Expression of likes and preferences.
- Reflection on personal likes and preferences.

Assessment: the following will be assessed:

- Your progress throughout the entire learning process.
- The final task as the outcome of the work in this Learning Plan.
- Your ability to self-assess and peer-assess your classmates.

⚠ **IMPORTANT** ⚠

At the end of this plan, in the “ASSESSMENT” section, you will find the peer-assessment and self-assessment rubrics. We recommend that you read them carefully before you begin working. Don’t forget to ask your teacher if you have any questions.

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.

APPROXIMATE DURATION: 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

**Tiempo Estimado para Escuela con 4hs semanales.*



PUNTO DE PARTIDA

In this first stage, we will explore together different activities related to superheroes, their abilities, the characteristics that make them special, and we will also learn about Stan Lee, the creator of many superheroes you surely know!

ESTIMATED DURATION OF THE STAGE: 8 hours / 7 hours

ACTIVITIES

1. Get in pairs! Click on [this presentation](#) and discuss with a peer the following questions:

Tip for activating previous knowledge ✓

Activate what you already know about superheroes.

- What is a Superpower? What Superpowers do you know?
- Would you like to have any superpowers? In which situations would you find them useful?
- Do you know any superhero who has them?
- Is there any superpower not mentioned in the presentation that you think should be included?
- Do you recognize anyone in slide #2? Are they special somehow? If so, why? Why not?
- Do you consider Superheroes an Inspiration? Why? Why not?
- Did you admire any superhero when you were little?
- Why do you think little children look up to Superheroes?
- Are there "real life" superheroes? Why? Why not? Do you know any?

2. In pairs: Read [this Article about Superheroes](#) and then answer the questions below.

Skill: Understanding the general idea ✓

When you read long texts, you will probably find words you don't know. First, focus on understanding the general idea of the text before looking at details.

Tips for inferring the meaning of unknown words ✓

Read the whole sentence and look at the words before and after the unknown word.

- Look for clues such as examples, synonyms, opposites or connectors.
- Identify the type of word (noun, verb, adjective, adverb).
- Make your best guess about the meaning.
- Check with a dictionary (English–English) only to confirm your idea. You can use [Word Reference](#), for example.

- Which Superheroes are mentioned in the article?
- Are they all considered "good guys"? Why?

- According to the article, where can we learn more about them?
- Do all Superheroes get their powers in the same way? Explain
- What does the text refer to when it mentions the "big screen"?
- What information from the article surprised you the most?
- After reading the article, how would you describe these characters?



3. Here's a list of difficult words that appeared in the text. Do you know the meaning of all of them?

a- evil

b- modesty

c- pride

d- mutants

e- selfishness

f- jealous

g- scheming

h- nasty

Now, pair up and try to work out the meaning of all these words as you put them in context.

E.g: - An EVIL person is someone who

- SCHEMING means to...
- If we say someone is JEALOUS we mean that...

Were there any other words you don't know the meaning of? Which ones? (*You can add them to the list*)

- Individually, try to find all the words [in this wordsearch](#). What do all those words have in common? Are they nouns, verbs or adjectives? What are these words used for? What do we use them for?
- Individually, you are going to watch and listen to the story of Stan Lee, the man who invented most of the superheroes you know.

What kind of information do you think will be mentioned?

Do you know what a news report is? **Check the information [in this link](#):**

Do you know who Stan Lee is? In case you don't, what do you think they mean when they say "*The man who invented superheroes*"?

5.a. [Click here to see the News Report on Stan Lee](#).

Tip for understanding (Listening comprehension) ✓

If you can't hear well or you need a little help to understand what the reporter says, you can activate the subtitles or slow down the speed of the speech (for example x0.9 /0.8)

5.b. Now you have watched the news report, were you right about Stan Lee?

6. In pairs, Watch the clip again and answer these questions:

Skill: Identifying specific information ✓

Understanding specific information: dates, names, places, opinions, facts, etc.

Tip for understanding ✓

Read the questions before watching so you know what information to look out for.

Listen for names, examples and explanations.

Separate main ideas from supporting details.

-Can you mention at least five of his creations? Which one(s) do you like best? Least?

-What is a “cameo”? Why do you think Stan liked them so much?

-According to critics, what made Stan Lee’s superheroes different from others?

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

FAST FINISHERS EXTRA ACTIVITIES:

- Are there any movie fans in the classroom? In pairs, listen to [the soundtracks](#) and try to guess the movie. You can get bonus points if you can briefly explain the plot of these movies!

Clue: they are all Superhero-themed!

INDAGACIÓN

In this stage, we will focus on analyzing the text genres to be studied: in this case, an Instagram post and two interviews—one accompanied by video and images, and another radio interview that includes audio only. We will work on the specific additional-language skills needed to carry out our final production and explore transversal skills that we will put into practice during the process, such as communication and reflection. 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 in order to strengthen your knowledge.

ESTIMATED DURATION OF THE STAGE: 12 hours

On this occasion, we will begin this stage with an Independent Learning Guide. This guide aims to help you discover and put into practice strategies to learn English autonomously, connecting with your interests and preferences, and helping you evaluate the aspects you need to work on further. You may use all the resources you find convenient, appropriate, and engaging, in addition to those suggested. Start creating your own portfolio of this learning journey. At the end of the term, share it with a classmate and exchange experiences.

Independent Learning Guide – ⚡ B1 Level

Create your own Superhero!

Exploring Your Interests: Let's pretend to be Stan Lee for a while, shall we?

♦ STEP 1: Imagine your Superhero

AI can be a great tool to help out in the process but first we need to provide it with the necessary prompt to create an accurate outcome.

As you need to imagine the outline of your character...

1. Define powers to describe his/her/their abilities.
2. Decide what he/she/they are going to look like. Define physical traits.
3. Will he/she/they wear a costume or plain clothes?
4. Add attributes or personality details (If nothing comes to your mind, you can include some of the adjectives used in Punto de partida)
5. Is there anything else you would like to add? tools? a fellow partner? a heroic pet friend? a specific nationality? Is your hero human?...

IT'S UP TO YOU AND YOUR IMAGINATION SO THE SKY'S THE LIMIT!

♦ STEP 2: Create a prompt

It's time to put all the information above in *black and white**

*Do you know this idiom? An IDIOM is an expression. When we say we **put something in black and white** we mean that we write it down

1. Create a text (prompt) in which you mention the answers to all the questions you went through in **Step 1**.
Here you have a sample beginning: I would like to create a Superhero who can...



2. Once your prompt is ready, click here to use [Ideogram](#). (If you know of any other AI tools that might be interesting to use, please share with your teacher and peers!)
3. If you've decided to use Ideogram, once you are on the site, you'll find this:

What will you create?

4. Copy-paste your prompt and GENERATE your superhero.
5. You'll get an outcome after a moment. If there's something you don't quite like about your final product, modify your prompt as many times as you wish until you fully like your superhero!
6. Don't forget to save as .jpg as you may need it later! 😊

♦ **STEP 3:** Create a Comic Strip, just like Stan!

1. You are going to create a Comic Strip to share with your friends. You can use [Storyboard That](#), [Canva](#), or any other digital tool you consider interesting to fit your purpose.
2. Are you a really talented artist and want to freestyle draw your Comic Strip? You can also give it a go!
3. Explore the settings, create a short dialogue and include your own superhero. Explore the digital tools to upgrade your comic strip to your preference!
4. Make sure you include dialogues, your superhero with amazing powers and a situation which needs to be solved.

Final Reflection

Once it's done, get ready to present it to your peers and explain your choices.

✅ What did you enjoy learning about?

❓ What was difficult? How can you improve?

🌍 Do you think we need superheroes? How would they help? What would they do? Is it necessary to have superpowers to be someone's hero?

ACTIVITIES

1. Many people consider that superheroes can serve as a source of inspiration, but they are not the only ones! As we've been discussing in this unit everyday people like firefighters, nurses, or even astronauts can fit that purpose, too.
Have you ever heard about the TV series "Astronauts: Do you have what it takes?"
2. **In pairs:** Go over [this Instagram Post](#) to learn more about it!.
3. After reading the post, answer these questions in pairs:
 - What personal qualities do you think are important for the winner?
 - Would you like to participate in this show? Do you think the physical and mental training shown in the clip is easy?
4. Read the comments and check the meaning of the words in **bold**.

Discuss in pairs: Who do you think is the best candidate? Why? Justify your answer!

Skill: Identifying explicit information ✓

Focus on identifying information that is clearly stated in the post.

Tip for understanding ✓

Infer meaning from examples and descriptions.

Connect information with what you already know.

5. Complete the definitions with personality adjectives from the Ig post.

- 1) A (...) person can wait for a long time without getting angry or upset.
- 2) A (...) person gives more of their time and money to others than most people.
- 3) A (...) person is very interested in learning more about something.
- 4) A (...) person is very reasonable and practical.
- 5) A (...) person always puts a lot of effort into their work.
- 6) You can trust a (...) person to do what they say they will do.
- 7) A (...) person loves meeting new people.
- 8) A (...) person is very good at something.

- Can you think of someone you know for each adjective?

6. Now, write definitions for the other six words which were not used in the activity above.

For example: A confident person believes in his or her own abilities and doesn't feel worried or frightened.

7. **APPLY... WHAT ARE YOU LIKE?**

Pay attention to sentence structure.

Notice the difference between to be like, to look like and to like. Follow the link.

Complete the sentences using personality adjectives.

- 1) I'm (...) but I'm not (...) .
- 2) My best friend is (...) .
- 3) My brother/sister is (...) . My mother/father is (...) .

Take into consideration that **“to be like”**, **“to look like”** and **“to like”** may seem similar, but do not mean the same!

- **to be like...** What is Sam like? He's generous and confident.
- **to look like...** What does Sam look like? He's tall with brown hair.
- **to like...** What does Sam like? He likes football and films.

8. **Individually**, you are going to watch part of an interview to Chris Hadfield. [Watch this video](#) and discuss the following questions.

Skill: Identifying specific information ✓

Find precise details in the interview.

Tip for understanding ✓

Listen for information related to the speaker's experience.

Pay attention to examples and explanations.

Use context to help you understand the information.

- a. What have you learnt from the video?
- b. According to Chris Hadfield, what life skills are necessary to work in space?
- c. Do you think these skills are essential for life? If not, which ones?
- d. Do you learn these skills at school?

9. Now, watch the [video interview](#) once again and answer the following questions.

Tip for understanding ✓

- Read all the options first
- Pay attention to reasons and examples that explain the idea.
- Be careful: all options may be mentioned, but only one matches the speaker's idea.
- Focus on explanations and examples; they help you choose the correct option.

a. **What is Chris' nationality?**

-Spanish

-Australian

-Canadian

-American

b. **How long has he been an astronaut for?**

-21 years

-31 years

-10 years

-3 years

c. **Chris says there's no point in visualizing success. Why?**

- Things always go wrong and it's important to prepare for failure
- Communication is not important
- It's bad luck

d. **Hadfield says it's important to be a "+1", but also warns that trying too hard to be a +1 can cause problems. What does he mean? What is the role of being a "0" first?**

10. Now, you are going to learn about another Inspiring person. In this opportunity, you will go over a radio series on inspiring people - ordinary people who can change society for the better.

[Click here](#) to start

11. After listening to the radio interview, put these events in order. If necessary, listen to it more than once.

(...) a. Jade won an award.



- (...) b. Students and teachers at Jade's school did a sign language course.
- (...) c. Jade wanted to help her sister.
- (...) d. Jade called her campaign 'Let Sign Shine'
- (...) e. Jade appeared on TV and in a national newspaper.
- (...) f. Thousands of people signed Jade's online petition.

12. . Listen again and complete the sentences with a number.

Skill: Identifying specific information from oral texts ✓

Identify numbers and factual details.

- a. There are about (...) deaf people in Britain.
- b. Sign language became an official language in (...).
- c. (...) % of deaf children and teenagers attend ordinary schools.
- d. Jade won a prize of £ (...). The language course lasted (...) weeks.
- e. There were (...) places on the sign language course at Jade's old school.

13. Get in pairs or small groups. Reflect upon these questions and try to justify your answers.

Tip for understanding ✓

Connect ideas from the listening with your own beliefs.

- Why is Jade's campaign considered inspiring?
- Why do you think so few people learn sign language?
- Would you be interested in learning it?
- Would you start a petition on something? What for?

14. Final Thoughts...

After going over this stage...

- Explain in your own words: what do we refer to when we say "inspire"?
- Who inspires you? Why?
- Would you like to be an inspiration to someone? Why?
- Do you need to be famous to be an inspiration? Do you need superpowers to be an inspiration to someone?

If you feel you need some help to express yourself, use [these phrases](#)

15. Finally, complete the [Thinking Routine](#), individually.

FAST FINISHERS EXTRA ACTIVITY:

- If you are curious to learn more about Jade Chapman's campaign, click here to expand your Reading. You'll find a [BBC article](#) and on her and her campaign.

PRODUCCIÓN

In this stage, we are going to design a VLOG. You will work on creating a video in which you talk about an inspiring person in your life and justify your choice. This person can be a celebrity, a teacher, a family member, etc. It is important that you use everything you have learned, especially by explaining why this person inspires you using the adjectives and structures we have been working on.

ESTIMATED DURATION OF THE STAGE: 8 hours

ACTIVITIES

Let's Explore Vlogs!

In this section, we're going to work with a very popular text type: the vlog, or *video blog*. A vlog is a form of digital storytelling where people share their experiences, opinions or advice through short, informal videos. Vlogs are often personal, creative and engaging—and they're a great way to practise real-world English.

You'll now explore the features of vlogs, discover how ideas are organised, and learn useful expressions to talk about personal experiences and give opinions. Let's dive in and get started with the first activities!

 Watch the [VIDEO](#) WHO INSPIRES YOU?

Watch a video of students talking about people who inspire them.

Who do they mention?

FINAL TASK: Create a video about an inspiring person.

♦ **STEP 1:** Think

What makes someone inspiring? Think about the people in this lesson...

Read the video presentation notes in the [Model project](#).

Which one piece of information **do they NOT include**?

- ★ the names of the people ✓ ✗
- ★ who the people are and what they are like ✓ ✗
- ★ their achievements ✓ ✗
- ★ why the speaker thinks they are inspiring ✓ ✗
- ★ where the people were born and their complete life history ✓ ✗
- ★ the speaker's opinion about things/people ✓ ✗

♦ **STEP 2:** Plan. Now you are ready to plan your vlog.

- Choose your inspiring person. It can be a famous person or someone you know. Research him/her and make notes. Use the list in the previous exercise to help you.
- Decide how to organise your information. Try to include appropriate grammar and vocabulary.

- ◆ **STEP 3:** Create - Here are some tips to help you create your video

 HOW TO MAKE A VIDEO - Checklist

- ★ Write your script
- ★ Organise your equipment - a smartphone / a video camera / a webcam
- ★ Sit facing the light and speak loudly and clearly
- ★ Watch the recording. What can you improve? If necessary, record it again with improvements.
- ★ Use an editing tool, like [CapCut](#) (mobile or computer) or [Edits](#) (in your mobile phone), or similar, to add music, images and effects.

- ◆ **STEP 4:** Get ready

 Record your video

Here are some tips about verbal and non-verbal communication:

- **Verbal:** Speak directly to the audience. Speak clearly and vary your tone and speed.
- **Non-verbal:** Have good eye contact, smile and don't cross your arms. Use gestures and facial expressions to help show meaning.

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 covered during this term. Let's reflect and keep learning!

ESTIMATED DURATION OF THE STAGE: 4 hours

 **ACTIVITY: Present Your VIDEO to the rest of the class**

- Answer your classmates' questions about it.
- Peer review - Watch your classmates' videos and think...
-Who did you think was the most inspiring person? Why?

AI optional help:

If you don't want to record your video, you can also use AI to do it for you. In that case, you can use [ANIMAKER](#), or other similar AI for video creation.

This is an example of an animation created with Animaker.-What did you like about your classmates' videos? Why?

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

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

	Good	Improvement Possible	Needs Some Improvement	Needs a lot of Improvement
Language Use	Clear and accurate use of language. Vocabulary is varied and appropriate.	There are some language errors. It is mostly clear.	Language is unclear and contains frequent grammatical errors.	Language is difficult to understand. Vocabulary is limited.
Organization	Your presentation is very prepared and well organized. The information is relevant.	Your presentation is mostly prepared and well organized. The information is mostly relevant.	Your presentation is somewhat prepared and organized. The information is almost relevant.	Your presentation is not very prepared or organized. The information is not relevant.
Clear Presentation	Your presentation is clear.	Your presentation is mostly clear.	Your presentation is sometimes clear - pacing or delivery affects understanding.	Your presentation is not clear - Hard to follow; delivery seriously affects comprehension.
Correct Information & Task Achievement	The structure of the text is appropriate and effective. You follow instructions correctly.	The structure of the text is mostly appropriate and effective. You follow most of the instructions correctly.	Some inaccurate information. Structure is partially appropriate. Some instructions are not followed.	The structure of the text is not appropriate. Information is inaccurate. Instructions are not followed.

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 written articles			
I can describe people's personality			
I can listen to Interviews / Vlogs/ News Reports and understand the global idea.			
I can give my opinion and justify my answer			
I can make a video presentation about someone who inspires me.			
I can work in groups/pairs and share significant information with others			

⚠ **IMPORTANTE** ⚠

PARA EDITAR ESTE DOCUMENTO, CREÁ TU PROPIA COPIA DESDE EL MENÚ “ARCHIVO/CREAR UNA COPIA”, Y GUÁRDALO EN TU PROPIO DRIVE.

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL

NOMBRE DEL ESPACIO: Lenguas Adicionales: Inglés- Nivel 4- B1.1

NOMBRE DEL PLAN: Hidden Talents

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:

During this plan, we will explore the topic “*Hidden Talents*.” We will reflect on questions such as: *What things can you do? What are you good at? What activities have you done throughout your life? What would you like to learn to do that you haven’t tried yet?*

Throughout this unit, you will work with different text genres such as a podcast, an online review, a vlog, and a tutorial, which will allow you to express yourself and share your talents. In addition, you will learn useful vocabulary related to skills and abilities that will help you communicate your ideas more effectively. Shall we begin?

→ **TOPIC:** Hidden talents

Throughout this plan, you will learn to:

- Create a tutorial to teach a personal skill or talent, deciding what to show, how to explain it, which resources to use, and justifying its value in order to share it with others.
- Describe experiences, strengths and weaknesses, wishes and aspirations, and briefly justify your opinions.
- Identify the general idea and main ideas -throughout the text- in a written or oral text with a greater degree of autonomy.
- Identify specific information in a written or oral text with a greater degree of autonomy.
- Interpret the meaning of an unknown word or phrase from the context, using clues from the text and prior knowledge, and confirm understanding to maintain comprehension, and/or by using digital tools (WordReference – English–English).
- Summarize what has been said in order to help focus the discussion.
- Paraphrase ideas using your own words to facilitate communication with other classmates.

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

→ **READING COMPREHENSION ACTIVITIES**

- Online review

→ LISTENING COMPREHENSION AND SPEAKING ACTIVITIES

- Vlog
- Informative Video
- Tutorial: “Break it down”

→ WRITTEN AND ORAL PRODUCTION ACTIVITIES

- Blog
- Tutorial: How to prepare the perfect “mate 🍷”, Argentinian style

Final Task:

- Design a tutorial about a skill or talent and present it in class.

Contents and skills:

- Describe skills and talents in some detail, giving examples and explaining how they are used in real-life situations.
- Talk about past experiences and life events, expressing what they have or have not done, and adding simple reflections or reactions.
- Express personal opinions on familiar topics and give reasons or examples to support them.
- Express likes, preferences, skills and abilities, comparing options and explaining choices in familiar contexts.
- Reflection on personal preferences, likes, strengths, and areas for improvement.

Assessment: the following will be assessed:

- Your progress throughout the entire learning process.
- The final task as the outcome of the work in this Learning Plan.
- Your ability to self-assess and peer-assess your classmates.

⚠ IMPORTANT ⚠

At the end of this plan, in the “ASSESSMENT” section, you will find the peer-assessment and self-assessment rubrics. We recommend that you read them carefully before you begin working. Don’t forget to ask your teacher if you have any questions.

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.



APPROXIMATE DURATION: 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

**Tiempo Estimado para Escuela con 4 h semanales.*

PUNTO DE PARTIDA

At this starting point, we will begin by reflecting on and discussing some of the skills and abilities you have learned or developed throughout your life.

Estimated duration: 8 hs / 7 hs

ACTIVITIES

1. Let 's debate! We're going to talk about two important types of skills that will help you in school, work, and life— **SOFT SKILLS** and **HARD SKILLS**. Both are super important, and today, we're going to explore which might matter more in different situations.

"Think for a moment about the terms SOFT SKILLS and HARD SKILLS... Just out of curiosity, do you know the difference in meaning?"

Decide which definition below represent SOFT SKILLS and HARD SKILLS

..... are skills that relate to a person's personality and social skills and ability to communicate, for example: emotional intelligence, time management, critical thinking, etc

.....: refer to specific knowledge and abilities, such as digital marketing, 3D modelling, cybersecurity, etc

Watch this [informative video](#) and check your answers.

Activating previous knowledge and/or experience

Connect the following questions with your own experiences or previous knowledge.

1.a. After watching the video, let's answer some multiple choice questions to make sure you got the gist of it!

Tip: Going over multiple choice questions.

First, read the questions carefully, making sure you understand what is being asked.

Then, look at all the options before choosing. Eliminate clearly wrong answers first.

After that, reread the question after selecting an answer to double-check.

If time, revisit the questions at the end.

• What are the two types of work skills mentioned in the text?

- a) Technical skills and creative skills
- b) Hard skills and soft skills
- c) Leadership skills and technical skills
- d) Physical skills and mental skills

• How are hard skills different from soft skills?

- a) Hard skills are more subjective



- b) Soft skills are specific to your job
- c) Hard skills are concrete and learned through training
- d) Soft skills are easy to measure

• **Which of the following is an example of a hard skill?**

- a) Communication
- b) Teamwork
- c) Cooking as a Chef
- d) Adaptability

• **Why are soft skills harder to evaluate?**

- a) They can be measured by tests
- b) They appear clearly in a resume
- c) Employers see them only during interviews or after some time on the job
- d) They are learned in school

• **What does the text suggest about being successful in a job?**

- a) You only need hard skills
- b) You only need soft skills
- c) You need both hard and soft skills
- d) Hard skills are more important than soft skills

1.b. After watching the video, answer these questions in pairs while **supporting your ideas using evidence from the text (Video)**

TIP: Expressing your point of view with a sound argument.

When we **DEBATE**, we are interested in hearing you out. There are no right or wrong answers as long as you can **support your point of view**.

The following are personal questions, so provided you support your argument soundly, it will be alright. It is **highly recommended** that you include phrases or examples seen in the video to show your understanding of what was seen.

You can use phrases such as:

- "As we saw in the video, ..."
- "According to the video, ..."
- "This reminds me of something we talked about in class, which was ..."
- "In the video, it is mentioned that ... and I think that also shows ..."
- "We discussed earlier that ..., so this is another example of that."
- "In class, we learned that hard skills are important, this supports that idea because ..."
- "Just like we mentioned before, soft skills can be practiced by ..."
- "From the video, we know that is vital, and I agree because ..."
- "As we discussed, is something we all need"

- What is a soft skill that you think is important, and why?
- Can you think of a situation at school where you relied on both a hard skill and a soft skill? What was the outcome?

- How do you usually learn a hard skill—through school, practice, or something else?

1. Get in pairs! Think about the following questions:

SKILL: Formulate coherent and appropriate responses ✓

Think about your own experiences before speaking. Plan what you want to say and organize your ideas by using expressions such as:

The best hard/soft skill I have ...

I have never

Teaching soft skills is harder than/ easier than ...

Learning hard skills can't be / must be / could be...

- ★ WHAT IS THE BEST SOFT SKILL YOU HAVE EVER ACQUIRED?
- ★ WHAT IS THE BEST HARD SKILL YOU HAVE EVER LEARNT?
- ★ HOW CAN YOU TEACH IT TO OTHERS?
- ★ HAVE YOU EVER TRIED TO TEACH THOSE SKILLS TO ANYONE?

Share your ideas with the rest of the class.

2. Look at the activities mentioned in the poster below and think about which ones are TRUE FOR YOU. If you want to see it bigger , you can click here:

[Resource](#)

Note

DIY: an abbreviation for “do-it-yourself” - the activity of making or repairing things yourself, especially in your own home. (*putting up a shelf, painting chairs, etc*)



3. Now, you will listen to Jessica answer ten questions related to soft skills and hard skills.

How many activities has she done? Which of the following activities can you identify as she speaks?

SKILL: Understand specific information of varying complexity ✓

Listen carefully and focus on the activities Jessica mentions. Try to identify how many she has done and which ones are new to her.

TIP: Identify key words and common expressions ✓

Listen for repeated words or phrases that indicate important activities Jessica mentions. Bear in mind that

the TENSES may be different as the person who asks the questions will say “HAVE YOU EVER...”

4.a. Tick the activities mentioned AND make notes about whether she performed them or not.

LISTEN

- | | |
|--|-----------------------------------|
| • <i>bake bread</i> | • <i>learn a foreign language</i> |
| • <i>build a robot</i> | • <i>learn to sew</i> |
| • <i>catch a fish</i> | • <i>ride a quad-bike</i> |
| • <i>climb an indoor climbing wall</i> | • <i>sing in a choir</i> |
| • <i>design your own clothes</i> | • <i>swim 20 lengths</i> |
| • <i>do DIY</i> | • <i>write computer code</i> |
| • <i>drive a vehicle</i> | |

4.b. Share your ideas with the rest of the class.

4.c. Have you ever tried any of them? Would you like to try any of them? Share with a classmate.

Let 's practise!

1. In this activity, you will try to remember the vocabulary you have learnt so far about skills and abilities. Follow this [link](#) and play a MEMORY GAME.
2. Watch Sophie's [VIDEO](#). What three things does Sophie want to do that she has never done before? Does she do all of them?

SKILL: Identify the main idea and specific informatio in short videos on familiar topics. ✓

Watch the **whole video** first to understand the general message.

Then, **watch it again** and take notes on the speaker's main ideas and supporting details (what she did or did not do, and why).

Focus on **key information** and ignore parts that are not essential.

Use your notes to organise the main ideas and supporting details clearly.

TIP: Use images, text and resources available during the video.

Sophie has a bit of a German accent so some words may sound a little different. However, you have the opportunity of having everything she says accompanied by images, her expressions and even written words. Make the most of them!

- | | | |
|---------|---|---|
| • _____ | ✓ | ✗ |
| • _____ | ✓ | ✗ |
| • _____ | ✓ | ✗ |

3. Work in pairs. Discuss the questions.

SKILL: Recognize the speaker's communicative intention ✓

Focus on why Sophie is making this video. Think about her purpose and what she wants the audience to feel or learn.

- Why do vloggers make this type of video?
- What makes the video interesting and attractive?
 - Think about music, images, colour, light, and the vlogger.
 - Share your conclusions with the class.

Remember!

When we want to talk about our **life experiences or recent events**, we can use the **PRESENT PERFECT TENSE**:



I've **been** to Rome.



I've **already been** to Rome.



We can talk about things that didn't happen.

I haven't seen this movie. / I've never seen this movie.

We form the **PRESENT PERFECT** with **HAVE/HAS + the PAST PARTICIPLE** of the verb.

4. Do you set yourself monthly/weekly/daily goals like Sophie?
5. Write about things you already have and/or haven't done yet.

Try to remember all the vocabulary we have been working on. You can use some of the verbs below:

- climb design drive learn make ride sing swim
- ✓ I have already _____.

- ☒ _____.
- ☒ _____.
- ☒ I haven't _____ before.
- ☒ _____.
- ☒ _____.

FAST FINISHERS - Extra activity

Discover

Your

Talents!

Howard Gardner's theory says we all have different kinds of intelligence — like musical, logical, or social — and everyone shines in their own way. Take this [quiz](#) to find out which intelligences are strongest in you! Read each question, choose the answer that best describes you, and see your results at the end.



INDAGACIÓN

In this stage, we will work on the specific additional-language skills needed to carry out our final production and explore transversal skills that we will put into practice during the process, such as communication and reflection. We will continue engaging with vocabulary-rich activities to expand our lexical repertoire while putting our communicative skills and critical thinking to the test through debate and reflection.

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 in order to strengthen your learning process.

ESTIMATED DURATION OF THIS STAGE: 3 weeks / 12 hours

ACTIVITIES

1. A **review** is a short text where you give your opinion about something, like a book, a movie, or a place. In a review, you say what you liked or didn't like, give some reasons, and sometimes you suggest whether others should try it or not.

In the following activity, you are going to read Online Reviews on different skills.

SKILL: Distinguish between facts and opinions ✓

Focus on identifying which parts of the review are factual information and which express the author's personal opinion or experience.

Tip: You can listen to the audio version of all the reviews included in this activity.

Think about one or two skills that you would like to learn. Where can you find information about it/them? Where can you learn these things? Do you care about the opinion of other people on the Internet?

2. Now, read the following [ONLINE REVIEW](#).

Identify the following in the text:

- What is the purpose of the text?
- Who is the text for?
- What kind of language is used? (formal / informal, personal / impersonal)

You can use the following clues:

*personal experiences / opinions / feelings/recommend / young people / teenagers /
learning / new skills / activity courses*

Check your answers with your teacher and classmates.



SKILL: Identify main and specific information ✓

Focus on scanning the text quickly to locate specific details (age, number of days, and activities). Don't worry if you don't understand every word.

TIP: Skimming & Scanning

For skimming, try to read the text quickly, focusing on titles, headings, first sentences of paragraphs, and any keywords. That way, you get the general idea. For scanning, decide what specific information you need first—like a date or a name—and then move your eyes quickly over the text until you find it. Practice using both techniques so you know when each one will help you the most!

- a. First, you will SCAN the text. Read it to find specific information, it doesn't matter if you don't understand all the words.
- b. When you scan the text, try to find information about the activities to complete the table:

Activity Week	1	2	3
<i>Suggested Age</i>			
<i>Number of days</i>			
<i>Activity learnt</i>			
<i>Score given</i> ★			

- c. Share your answers with the rest of the class.
3. Read and/or listen to the **ONLINE REVIEWS** again. Make a list of at least three new skills that Alice, Ben and Cora have learnt during the activity weeks.
 - a. Alice: how to drive,
 - b. Ben: how to
 - c. Cora: how to
4. Read the REVIEWS again, and answer the following questions:

ORAL SKILL: Formulate coherent and appropriate responses ✓

Focus on sharing your answers clearly and in a logical order so your classmates can understand the information.

- a. Why hasn't Alice passed her test yet?
- b. What other activities did Alice try?
- c. Did Ben stay in a hotel?
- d. What did Ben do after the cookery course?
- e. How did Cora test her robot?
- f. What other Fire Tech courses are there?

5. **Get in pairs.** Create more questions to get more information about Alice, Ben and Cora. Start with the words in brackets.

- a. **(What kind ...)**
She drove a Mini Cooper.
- b. **(How old ...)**
She 's 14.
- c. **(Can Ben ...)**
Yes, he can. He learnt on the course.
- d. **(Could Ben ...)**
No, he couldn't. There wasn't any Wi-Fi.
- e. **(What ...)**
She learnt to design and build robots.
- f. **(Did Cora ...)**
Yes, she did. She had a great week!

6. CRITICAL THINKING

- Get in groups of four.
- Think about the courses mentioned in the ONLINE REVIEW.
- Which one sounds most interesting to you? Write sentences.
-I'd like to ...
-I'm not sure about ...
-I don't fancy ...
- According to your preferred options. What are the advantages and disadvantages?
- Decide which courses sound more interesting to you. Explain your reasons and how you reached your decision.
I'd like to do the (...) course because (...).
- Summarise your group's main ideas using your own words, to help others understand and focus the class discussion.

7. METACOGNITION

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

FAST FINISHERS - Extra activities

Test yourself

You can now test yourself on what you've learnt so far by playing this [UNJUMBLE](#) game.

[BRAIN TEASER](#) - Read the puzzle and try to answer the questions:



Jill, Phil and Will are triplets who all love running, and have just turned 16. Jill and Phil have just joined an Athletic Club, although they've enjoyed running since they were 12. Will hasn't joined the club yet, but he's already been a runner for six years. They often run 5 k races together, but Jill and Phil have just run a 10 k race, too. None of them has run a marathon yet, but Jill has already won a half-marathon!

1. Who started running first?

2. Who has run the furthest? _____

Find the answers [HERE](#).

INTENSIFICACIÓN

Independent Learning Guide – ⚡ B1+

Design your Unique Talent blog!

In this part of the learning process, you will create a **blog post** about your **unique talent or skill**. This is your chance to reflect on what makes you special, share your story, and inspire others! We all have something we're good at — something we've learned, practiced, and enjoyed. Maybe it's drawing, dancing, cooking, skating, storytelling, fixing things, or even something unusual. In this project, you'll think about how you discovered your skill, what challenges you faced, and why it's meaningful to you.

Ready to share your story? Let's start!

♦ STEP 1: Plan

Before you write, think about what you want to share.

📌 Questions to guide you:

- What is your *unique skill or talent*? (e.g., cooking, drawing, knitting, playing an instrument, fixing things, storytelling, etc.)
- How did you learn it?
- Why do you like it? Why is it special to you?
- What challenges did you face when learning?
- What advice would you give to someone who wants to learn it?

Tip!

📺 Watch [Teen Talk: Gifts and Talents](#) to help you get inspired. This video is part of the Teen Talk series, a platform that gives teenagers a chance to share their thoughts and experiences on important life topics. One participant, Bear, is passionate about audiovisual production. He explains how he began experimenting with filming and editing videos as a hobby, which evolved into a meaningful way to express himself and connect with others creatively.

💭 What do you think of his message about **recognizing and valuing your own talents**, even if others don't always tell you that you're good at something?

♦ STEP 2: Choose the style and tools

Think about how your blog post will look and what tools you can use.



✦ Decisions to make:

- Will it include photos or drawings?
- Will you use a free blogging platform (like Padlet, Blogger, Canva, etc.) or just write it on paper/digital document?

💡 Example titles for your blog post:

- “How I Learned to Play Guitar – And Why You Should Too!”
- “My Secret Talent: Cooking Delicious Desserts”
- “Crocheting: Tangled Yarn and Beautiful Results”

♦ STEP 3: Design your blog

Now it's time to think about the structure and design.

✦ A blog post usually has:

1. Title – catchy and clear.
2. Introduction – explain what the post is about.
3. Main body – tell your story: how you learned, challenges, why you love it.
4. Conclusion or tips – inspire your readers or give advice.

Tips! Here are some ideas to make your blog more engaging:

- Add **photos** of you practicing your skill or of your finished work (e.g., a drawing, a crochet piece, a screenshot from a video you made).
- Include **short videos or clips** if possible (e.g., you playing guitar, skating, editing a video).
- Use **colors, fonts, and layouts** that reflect your personality.
- Break up text with **headings, bullet points, or emojis** so it's easier to read.

Remember... What is the **purpose** of a podcast?

- A podcast is used to **share ideas, information or stories** with an audience.
- It can also **inform, entertain or give opinions** about a topic.
- Podcasts are usually **personal and engaging**, and they are made to connect with listeners.

♦ STEP 4: 📝 Write your blog post

Use your notes to write a complete post.

- Write at least 3 paragraphs: introduction, main body, conclusion
- Use new vocabulary you learned about skills and abilities.
- Check your grammar and spelling.
- Add some personality — it's your story!

💡 You can use these sentence starters if you wish:

- I discovered I was good at ... /I liked ... when I was...
- At first it was difficult because...
- What I enjoy most about it is...
- If you want to learn to, my advice is:

♦ STEP 5: Present Your blog

Once your blog is ready, it's time to share it!

- Show your classmates and teacher.
- Be ready to answer questions like:
 - How long did it take you to learn this skill?
 - Who inspired you?
 - What's your next goal?

Checklist before presenting:

- ✓ Did I describe my skill clearly?
- ✓ Did I explain how I learned it?
- ✓ Did I use at least 3 paragraphs?
- ✓ Did I include some new vocabulary?
- ✓ Did I check grammar and spelling?
- ✓ Did I make it interesting and personal?

FAST FINISHERS - Extra activity:

⚡ B1+: Create a list of new vocabulary found in the extra activities and produce a brief list to start incorporating those new words in the upcoming assignments.

PRODUCCIÓN

In this stage, you will demonstrate your creativity by designing and presenting a tutorial about a talent or skill that you consider interesting and valuable. It can be a skill you already master or one you would like to explain to others to inspire them to try it. The tutorial should be clear, motivating, and easy to follow, showing how to learn or practice that talent step by step.

You will work in groups to plan the content, organize the steps, and include some audiovisual support if you wish (such as objects, gestures, drawings, real materials, music, etc.). The **final product** will be a short video or a live presentation in front of the class, where you explain and demonstrate the chosen skill

Estimated duration: 2 week / 8 hs

ACTIVITIES

“Teach Us Something New!”

◆ STEP 1: Discover Your Talent

Get into groups and decide what talent or skill you will teach in your tutorial. It should be something you all find interesting and fun to explain and that could be useful or entertaining for your classmates.

💬 **Use these questions to guide your conversation:**

- “What are you good at?”
- “Is there something you’ve learned recently that you could teach someone else?”
- “What would you like to show or explain in a fun way?”
- “Do you know a simple trick, game, recipe, or technique others would enjoy?”

👉 **If you and your partner(s) have different ideas, try to convince each other respectfully!**

Listen to your partner’s opinion, explain your idea clearly, and work together to reach an agreement.

Remember: respecting different opinions and finding common ground makes your teamwork stronger.

Think of 3–5 reasons why your idea is a good choice for the tutorial. You can use these sentence starters to help you explain your idea:

- *I think this idea is better because...*
- *One advantage of this idea is...*
- *This would work well because...*
- *Our classmates would enjoy this because...*

◆ STEP 2: Let’s check out some tutorials!

You’re going to watch a [tutorial video](#) where a dance instructor teaches teens a fun, beginner-friendly hip-hop choreography step by step. Even though you may not choose dancing as your talent, this video will serve as a **model** for creating your own tutorial: notice how the instructor...

- ★ Explains the steps clearly,
- ★ Uses simple language, demonstrates each part, and;
- ★ Motivates the audience

You can use the following guide to **apply to your own tutorial** on a different talent or skill:

HOW TO CREATE A GREAT VIDEO TUTORIAL - Guide

1. Define Your Purpose and Audience

Before you press "record," ask yourself: **What am I teaching, and who is it for?** The purpose of a tutorial is to help someone perform a specific task or learn a new skill.

- **Keep it simple:** Choose a topic you know well (e.g., drawing a character, a gaming trick, or a recipe).
- **Watch the experts:** Look at the examples your teacher shared. Notice how they explain things step-by-step without rushing.

2. Plan Your Script (The "Storyboarding" Phase)

Don't just improvise! Write a short outline or script. A good tutorial follows this structure:

- **Introduction:** Say hello and state clearly what you are going to teach. ("Hi everyone! Today, I'm going to show you how to...")
- **Materials/Requirements:** Tell your viewers what they need before starting.
- **The Steps:** Break the process into 4–6 logical steps.
- **Conclusion:** Show the final result and say goodbye.

3. Your Language Toolkit

To make your instructions easy to follow:

- **Imperatives:** Use direct verbs to give orders.
*Example: **Click** the button, **mix** the ingredients, **draw** a circle.*
- **Sequencers:** These help the listener follow the order of actions.
First... / Then... / Next... / After that... / Finally...
- **Giving Advice/Tips:** "Make sure you..." / "Be careful not to..." / "I recommend using..."
- **Audio:** Speak clearly and at a moderate pace. If your environment is noisy, you can record the video first and add a **voiceover** later.

Before Watching

1. Prediction:

- What kind of dance moves do you think the instructor will teach?
- Which part of the body do you think will move the most?

2. **Vocabulary Preview:** Specific dance vocabulary

Match the words (1–10) with their correct definitions (A–J).

WORD/EXPRESSION	DEFINITION
1. KICK	a. To turn your body while keeping one foot in place
2. BREAK DOWN	b. Individual steps or actions in a dance
3. HIPS	c. to move quickly back and forth or side to side
4. MOVES	d. To quickly move your foot forward or upward
5. ROUTINE	e. To jump lightly on one foot or both feet
6. STEP OUT	f. A complete sequence of dance steps
7. HOP	g. To explain or show step by step
8. SHAKE	h. The part of the body below the waist, above the legs
9. PIVOT	i. To step and smoothly glide the other foot along the floor
10. SLIDE	j. To move one foot outward from your body

Now, [watch the video](#) and do the following tasks:

A. Choose the right option to answer the following questions:

Tip: How to answer Multiple choice tasks

Avoid careless mistakes! How? It is very common to find tricky sentences in multiple choice activities, First, eliminate obviously incorrect answers

Then, read all options before choosing, don't jump too quickly.

Finally, look for distractors—those wrong options that seem correct but aren't.

You can watch the video as many times as needed and remember you can slow down its pace and/or add subtitles.

1. Which part of the body is used at the beginning of the routine?

a) upper part

b) lower part

c) hips

2. How many counts (time structure) does the instructor teach in this routine?

a) three

b) six

c) eight

3. Which move focuses on the hips?

a) shake

b) pivot

c) slide

4. What's optional in the last move?

a) singing

b) clapping

c) hopping

Tip: Tackling True or False sentences.

When dealing with True or False sentences, read **each sentence** carefully and look for keywords—like dates, numbers, or specific details.

If needed, you can paraphrase the sentence in your own words to ensure understanding.

Finally, underline or highlight important parts, like key words.

B. Write T or F

- a) The routine starts with a hop and a kick. _
- b) The instructor breaks down each move slowly before adding music. _
- c) The elbows don't move at all during the choreography. _
- d) The pivot comes in the last move. _
- e) The instructor encourages you to shake your shoulders during the last move. _

After watching:

In pairs or small groups, discuss the following:

- Which part of the routine did you find most challenging?
- Would you like to learn more TikTok-inspired dance routines? Why or why not?

Challenge!

Without watching the video, try to remember and describe the choreography steps in order. Remember to use the specific vocabulary from the tutorial. You can also perform the routine if you want! Then watch the video again to check how many steps you remembered correctly.

💡 Sentence starters to help you:

- First, you... /Then, you.../Next, you.../After that, you.../Finally, you...
- The move I remember best is...
- I think after the hop/kick/pivot.... comes...



Here's another [tutorial video](#) (without spoken narration; just subtitles) that shows, step by step, how to prepare the perfect mate.

Predict & discuss: Look at the title “How to prepare the perfect mate, Argentinian style” and discuss these questions in pairs:

- What ingredients and utensils do you think you will need? Write down 3–4 words you expect to find in the tutorial. Do you know those words in English?
- How many different ways to prepare mate do you know? Do you think there is really an “Argentinian style”?

Specific Vocabulary focus:

Watch the [tutorial video](#) and write down 5–7 key words you see from the video, about ingredients, utensils, and actions. How many did you predict?

Step order:

The steps are scrambled here. **Number them in the correct order.**

Add yerba to the gourd (mate cup)	1
Cover and shake	
Pour hot water slowly	
Enjoy and refill	
Pour a little warm water	
Insert the straw	

☒ **Reflection & creativity**

Individually reflect on these questions and then share with a partner and/or another pair :

If you created your own tutorial for this same topic, what would you do differently?

- Would you add your voice to explain? What would you say to introduce the tutorial?
- Would you show your face/body? Why?/Why not?
- Would you use more specific vocabulary?
- What strategies or ideas from the previous tutorial (the dance choreography) would you use if you had to make your own tutorial?

☐ **For example:** Would you use spoken instructions, show the steps slowly, repeat them, add music, or invite others to try? Explain your choice.

Tip! Here's an example to express your ideas:

In my/our version, I would explain the steps with my voice, smile at the camera, and show how to hold the gourd properly because it's more personal and clear.

- ◆ **STEP 3:** Write your tutorial script & rehearse!

👉 Once you and your partner(s) have decided what skill or talent you are going to explain, it's time to write your **script** for the tutorial. Your script will help you organize your explanation and make sure you include all the steps clearly. You don't need to write every word — just the key sentences and steps you want to say.

📋 **Your script should include:**

- ✓ A short introduction: Say what you're going to teach and why.
- ✓ A list of materials or things you need, if necessary.
- ✓ The steps of the skill or talent, explained clearly and in order.
- ✓ A short conclusion to encourage your audience to try it!

Useful phrases for your tutorial:

✦ **Introduction:**

- *Hi everyone! Have you ever ...? Today I'm/we're going to show you how to...*
- *In this tutorial, you'll learn how to...*
- *This is a fun/easy/useful skill because...*
- *You only need a few things to get started...*

✦ **Explaining steps:**

- *First, you.../Then, you.../Next, you.../After that, you.../Finally, you...*
- *It's important to...*
- *Don't forget to...*
- *Make sure you...*

✦ **Encouraging your audience:**

- *Now it's your turn to try it!*
- *See? It's easy!*
- *Have fun and keep practising!*
- *I hope you enjoyed this tutorial!*

Tips for rehearsing your tutorial

- ✓ **Practise out loud** — don't just read silently. This helps you get used to saying the words and sounding natural.
- ✓ **Check your timing** — make sure your tutorial isn't too short or too long.
- ✓ **Practise with a partner or in front of a mirror** — this helps you feel more confident and notice your gestures or body language.
- ✓ **Focus on clear pronunciation** — Make sure your pronunciation is clear — speak slowly and clearly. For any difficult words, check their pronunciation using an [online dictionary](#) before your presentation.
- ✓ **Smile and enjoy it!** — a positive attitude makes your audience more interested and comfortable.

◆ **STEP 4: Reflection**

Class Vote

 After everyone has presented their tutorial, you will participate in a class vote.

☒ Vote for the **most effective** and **inspiring** tutorial.

☒ Criteria to consider:

- Clarity of explanation
- Pronunciation & fluency
- Creativity of the skill
- Use of materials
- Motivation (how much it made you want to try it!)

You can say:

 I vote for ___ because... (remember to justify your choice mentioning the criteria you considered above)

FINAL EXTRA ACTIVITY

Did you know that **social skills can also be a hidden talent**? Some people are naturally good at making others feel comfortable, solving conflicts, or working in a team; but everyone can develop and improve these skills with practice. Here's a fun [game](#) to help you reflect on your social skills and discover how you would act in different situations. Maybe you'll find out that this is one of your hidden talents too!

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 covered during this term. Let's reflect and keep learning!

Estimated duration: 1 week / 4hs

ACTIVITY: Present Your TUTORIAL to the rest of the class and provide feedback

After everyone presents their tutorial, it's time to reflect on what you saw and on your own work.

Watch your classmates' tutorials carefully and pay attention to how they explain the steps, their pronunciation, and how clear their instructions are.

◇ **STEP 1: Two Stars and a Wish**

Write **two things you liked** (*stars*) about one or more tutorials and one thing you think could be improved (*wish*). ☒ Be respectful and constructive!

Example:

★ I liked how clearly they explained the steps.

★ The materials were very creative.

☾ I wish they spoke a little more slowly.

◇ **STEP 2: What I Learned**

Write 2–3 sentences about something new you learned from your classmates' tutorials.

Example:

I learned how to make (a simple bracelet with string). I also learned how to (juggle), and it's easier than it looks.

◇ **STEP 3: Rank Your Top 3**

Write the names of the 3 tutorials you liked best in order, and explain briefly why you chose each one.

◇ **STEP 4: Share Your Feedback**



Before you reflect on your own work, take a few minutes to share your feedback with the classmates you evaluated.

- ☒ Choose one person or group you gave a *star* and tell them what you liked.
- ☒ If you have a *wish*, say it politely and explain how they can improve.

Useful phrases for sharing feedback:

- *I really liked how you...*
- *One thing you did very well was...*
- *One thing you could improve is...*
- *Next time, you could try to...*

◇ **STEP 5: Self-Reflection**

Now, think about your own presentation and answer the questions:

-  What went well?
-  What was challenging?
-  What would you do differently next time?

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

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

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 online reviews			
I can produce sentences using vocabulary related to skills and talents			
I can listen to interviews/vlogs/tutorials and understand the global idea.			
I can listen to interviews/vlogs/tutorials and understand detailed information.			
I can give my opinion and justify my answer			
I can create a simple tutorial to teach a skill			
I can create a blog post about your unique talent or skill and inspire others.			
I can work in groups/pairs and share significant information with others			



⚠ IMPORTANTE ⚠

PARA EDITAR ESTE DOCUMENTO, CREÁ TU PROPIA COPIA DESDE EL MENÚ “ARCHIVO/CREAR UNA COPIA”, Y GUÁRDALO EN TU PROPIO DRIVE.

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL

NOMBRE DEL ESPACIO: Lenguas Adicional “A”: Inglés- Nivel 4 - B1.1

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

NOMBRE DEL PLAN: Online Safety

DURACIÓN: 1 BIMESTRE

→ **TOPIC:** Digital Citizenship and internet Safety

Throughout this plan you will learn how to:

- Give clear and detailed oral descriptions of images, organising ideas logically and interpreting visual information to express opinions and possible meanings.
- Identify and understand specific information in oral and written texts (articles, diary entries).
- Identify the general idea and the main points of a written text (articles, diary entries).
- Infer the meaning of unknown words from context in written texts.
- Understand and communicate information about life online and its consequences.
- Research into cybersafety and through selecting relevant information and discussing it, expressing and supporting opinions clearly.

Genre Types

→ **READING COMPREHENSION**

- Diary Entry
- Infographic
- Article

→ **LISTENING COMPREHENSION**

- Vlog

→ **ORAL PRODUCTION**

- Presentations
- Debate

→ **WRITTEN PRODUCTION**

- Diary Entry

Final Task:

- Create a book called **“The Diary of a Teenager Online”** with a collection of Diary Entries.

Contents and Skills:

- Description of different types of problems and ways of sharing advice with others.
- Personal opinions and justification.
- Reflection upon social, cultural and linguistic aspects of well-being and taking care of ourselves.
- Critical thinking and creativity.

Assessment:

- Your progress will be assessed throughout the whole plan. This will include your participation in class and in your final tasks.
- You will also develop your capacity to evaluate your own work as well as your classmates’.

⚠ **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.*

STARTING POINT

Today, the internet is part of our everyday lives. We use it to study, communicate, play, and share information. But have you ever asked yourself: *Is everything online safe? or How can we protect ourselves and others on the internet?*

Throughout this unit, we will learn vocabulary connected to online safety and how to stay safe in digital spaces. We will explore questions like: *What is personal information? Why is privacy important? How can we recognize online risks such as scams or cyberbullying?*

As we move forward, you will discover practical tips for creating strong passwords and protecting your accounts. You will also learn about respectful online communication and how to act responsibly on social media. In addition, we will look at real-life situations where young people had to make safe and smart decisions online.

Towards the end of the unit, you will reflect on your own online habits and create a short project to share advice on how to stay safe on the internet.

Shall we start?  

ESTIMATED DURATION: 2 weeks / 8 hours

ACTIVITIES

1. IN PAIRS. Think - Pair - Share: Read and discuss these questions.

- What do you do online every day?
- Name 5 things you do online.
- Is the internet always safe? Why / Why not?
- What can you do to stay safe online?

2. ON YOUR OWN. Vocabulary Preview: Match the words with their meanings.

⚠ There is **ONE extra definition** you do not need.

Words	Definitions
1. password 2. private information 3. block (someone) 4. respectful 5. post	a. stop communication with someone b. something you write online c. a secret word to protect your account d. being polite and kind e. personal details (address, phone number) f. a person you don't know
1. ____ 2. ____ 3. ____ 4. ____ 5. ____	

3. ON YOUR OWN. Infographic: Take a look at this infographic: [TOP 6 ONLINE SAFETY RULES](#).

- According to the infographic, what should you do if someone is mean to you online?
- Which rule is most important for you? Why?
- Which 2 tips would you add to the infographic? Write them down and explain why.
- Why is an infographic a good format for talking about online safety for teenagers? Give at least two reasons. **Think about:** titles and headings, short sentences, colours / icons, key words, organisation of information.

4. ON YOUR OWN/ IN PAIRS. Vocabulary Games: In the following activities, you will explore different aspects of cybersafety through interactive games. You will start by identifying safe and unsafe online behaviors, then learn key vocabulary, and finally reflect on your own habits through discussion.

4.a. Game 1: Safe or Not Safe? Click on the [link](#) and complete the activity. Decide if each online action is safe or not safe.

💡 *Tip: Think about what you already know about staying safe online.*

4.b. Game 2: Key Cybersafety Vocabulary. Click on the [link](#) and match each definition with the correct concept (e.g. VPN, carding, cybersquatting).

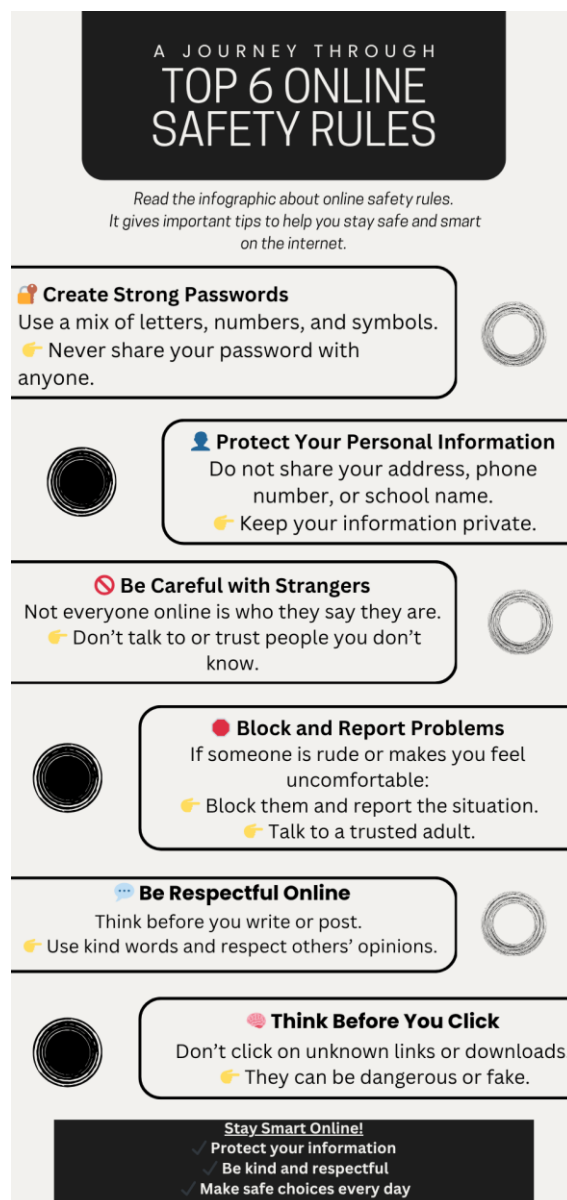
💡 *Tip: Look for key words in each definition. You can use an online dictionary like [WordReference](#) when needed.*

4.c. Game 3: Let's Talk! (Cards Game). Click on the [link](#), shuffle the cards and answer the questions. Share your ideas with a partner or the class. Then, discuss:

- ❖ Which question did you find the most surprising or valuable?
- ❖ Was there any idea you did not agree with? Why?

💡 *Tip: Try to give complete answers. Expand your ideas, explain your opinions, and give examples whenever possible.*

5. ON YOUR OWN/ IN PAIRS. The words you need: Keep on learning about Online Safety Tips and Advice. Here you will find activities that present useful vocabulary you will need for your productions and that you will



read in future texts. Let 's begin!

Match the words with their meanings:

1. network	a. to enter your account
2. authentication	b. to leave your account
3. harassment	c. personal space or information you keep safe
4. privacy	d. permission to do something
5. consent	e. bad messages or repeated online bullying
6. scams	f. tricks to get your money or information
7. catfish	g. a system that connects people or computers
8. grooming	h. a person who pretends to be someone else online
9. log out	i. checking your identity (for example: password or code)
10. sign in	j. when someone builds trust online to harm or manipulate

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___ 9. ___ 10. ___

Complete the sentences with the correct word:

*network / authentication / harassment / privacy / consent / scams /
catfish / grooming / log out / sign in*

1. Always _____ before you use your account.
2. Don't forget to _____ when you finish using a public computer.
3. A _____ is someone who lies about their identity online.
4. Be careful of _____ that try to steal your money.
5. You need _____ before sharing someone's photo.
6. Protect your _____ and don't share personal information.
7. Online _____ can make people feel sad or unsafe.
8. _____ helps check that it is really you (for example, a code).
9. Social media is a type of _____.
10. _____ is when someone tries to build trust to harm another person.

6. Possible Situations or Unlikely Situations. How to express these actions and consequences talking about Cybersafety. Let 's begin! Read this paragraph sharing the opinions of four teenagers.

Many teenagers think online safety is very important.

Sofía says that (1) **if she sees a strange link, she will not click on it** because it could be dangerous.

Tomás explains that (2) **if someone sends him a friend request and he does not know the person, he will ignore it**.

Martina believes that if teenagers share too much personal information, strangers will use it in the wrong way.

Lucas says that people should be kinder online because (3) **if everyone wrote respectful comments, social media would be a safer place**. He also thinks that if someone received cyberbullying messages, they should talk to a trusted adult.

Many teens agree that (4) **if we use strong passwords and think before posting, we will stay safer online**.

They also say that (5) **if more schools taught cybersafety, young people would make smarter decisions on the internet**.



Let's take a look at these two charts!

1 First Conditional

☒ When do we use it?	We use the first conditional to talk about: - real or possible future situations - things that can really happen
☒ Form:	If + present simple, will + verb 👉 If I see a strange link, I will not click it. 👉 If someone sends me a scam message, I will report it.
☒ Examples	- If you share your password, someone will use your account. - If we use strong passwords, our accounts will be safer.

2 Second Conditional

☒ When do we use it?	We use the second conditional to talk about: - imaginary situations - unlikely situations - giving advice - hypothetical situations now or in the future
☒ Form:	If + past simple, would + verb 👉 If I were you, I would block that user. 👉 If I received a strange message, I would ignore it.
☒ Examples	- If I saw cyberbullying, I would report it. - If someone asked for my password, I would say no. - If I were a teacher, I would teach online safety.

Challenge Time! Which sentences in the text above (Activity 6) are conditional sentences?

Read and match the sentences with their correct conditional type: 1st or 2nd conditional. **Write 1st or 2nd.**

- (1) *If she sees a strange link, she will not click on it* because it could be dangerous. ____
- (2) *If someone sends him a friend request and he does not know the person, he will ignore it.* ____
- (3) *if everyone wrote respectful comments, social media would be a safer place.* ____
- (4) *if we use strong passwords and think before posting, we will stay safer online.* ____
- (5) *if more schools taught cybersafety, young people would make smarter decisions on the internet.* ____

7. Possible Situations or Unlikely Situations. Read and match the halves. Then, add one more example of your own. Then, decide: is it a possible situation or an unlikely situation? Explain your answer.

1. If I see a suspicious profile,
2. If I were a teacher,
3. If someone steals my password,
4. If I got a mean comment,
5. If we think before posting,

- a. I would teach online safety.
- b. I will change it immediately.
- c. I would block the user.
- d. I will report it.
- e. we will make safer decisions.

1. ____ 2. ____ 3. ____ 4. ____ 5. ____

8. Possible Situations or Unlikely Situations. Write the sentences using the correct conditional and say whether they are possible or unlikely situations.

1. You see a fake link. You don't click it.
If
2. You are in my position. What do you do?
If
3. We use private accounts. We stay safer.
If
4. I receive cyberbullying messages. I report them.
If

9. Possible Situations or Unlikely Situations. Speaking and Writing.

(In pairs) **Complete with your own ideas.** Share with another pair. Do you agree with them?

1. If I receive a strange message, I will
.....
2. If I were an app designer, I would
.....
3. If someone bullied a classmate online, I would
.....
4. If my friend shares too much online, I will
.....

10. READING COMPREHENSION. Staying Safe Online. Before reading this article, what do you think?

Tip for comprehension: Using Background Knowledge (Reading) ✓

- Think about what you already know about the topic (e.g. online safety, social media, risks).
- Look at the statements: What ideas are familiar? Which ones surprise you?
- Ask yourself: "Have I seen or experienced something similar?"
- Use your knowledge to expect possible ideas in the text (e.g. advice, dangers, real situations).
- Be ready to confirm or change your ideas when you read.

Read the article carefully, check your predictions, decide if the statements are True (T) or False (F) according to the text, and justify your answers with information from the article.

1. Teenagers know everything about online safety. ____
2. Fake profiles can be dangerous. ____
3. What you post online can disappear forever. ____
4. Teachers can help students stay safe online. ____

(In pairs or small groups) Discuss these questions:

1. How often do you use social media?
2. Have you ever seen something strange or suspicious online?

11. Staying Safe Online. Read this article:

Skill: Identifying Genre Characteristics and Audience (Reading) ✓

Good readers identify the characteristics of a text and who it is written for. Recognising different text features helps readers identify the purpose and main ideas of a text and locate relevant information more efficiently.

Tips for comprehension ✓

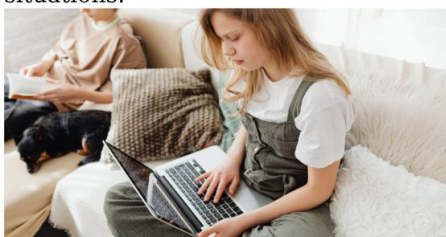
- Look at the title, images, subtitles and layout.
- Use subtitles to predict topics and locate information more easily.
- Identify features of the text such as advice, testimonies or examples.
- Think about the purpose of the text: to inform, advise, warn readers, etc.
- Ask yourself: Who is this text written for? How do you know?



STAYING *SAFE* ONLINE

ADVICE FROM TEENS

Today, social media is part of our daily lives. We use it to chat with friends, share photos, watch videos, and learn new things. However, being online is not always safe. Many teenagers say it is important to think before you post, click, or share. So, how can we stay safe online? Let's hear from some teens and learn from real situations.



"Be Careful with Links" - Sofia, 14

Sofia says: *"If a link looks strange, I don't click it."*

This is a smart decision. Many scams use fake links. These links can steal your information or damage your device. You should always check links carefully, especially if they come from unknown people or look *"too good to be true."*

"Be Kind and Respectful" - Lucas, 15

Lucas says:

"I don't write negative comments. Words can hurt."

This is a smart and responsible decision. When we communicate online, our words can affect other people, even if we don't see them face to face.

TESTIMONIES BY TEENS

Negative comments can lead to cyberbullying and make others feel sad, angry, or excluded.

Being kind and respectful helps create a safer online community. Before you post or comment, think carefully: Is this kind? Is this necessary? If you see something inappropriate, you can block or report the user and talk to a trusted adult.

"Think Before You Share" - Martina, 15

Martina says: *"I never share my personal information online. Not my address, school, or phone number."*

This is very important. Sharing private information can be dangerous because strangers or scammers can use it. Experts also say you should keep your personal details private and control who can see your profile.

STAYING *SAFE* ONLINE

"Not Everyone Is Who They Say They Are" - Tomás, 16

Tomás explains: *"If I don't know the person, I don't accept their request."*

Some people create fake profiles to trick others. They may try to become your friend and later ask for money or information. This is called a scam. Scammers often pretend to be friendly or even fall in love quickly to gain trust.

Smart Tips for Staying Safe

Here are some simple tips you can follow:

- ✓ Use strong passwords with letters, numbers, and symbols
- ✓ Keep your accounts private
- ✓ Do not share your password with anyone
- ✓ Think before you post (your digital footprint stays online)
- ✓ Block and report suspicious users
- ✓ Talk to a trusted adult if something feels wrong
- ✓ **Remember:** What you write online stays there. Always choose your words wisely.

WHAT CAN TEACHERS DO?

1. Teach digital safety clearly

Teachers can explain what personal information is and why it should be protected. They can also show examples of safe and unsafe online behavior.

2. Create a safe classroom environment

Students need to feel comfortable asking questions or sharing problems. If something happens online, they should know they can talk to their teacher.

3. Use real-life situations

Teachers can discuss simple, real examples (like fake messages or cyberbullying) and ask students: What would you do? This helps students think before they act.

4. Teach respectful communication

Teachers can remind students to be kind online, just like in real life. Activities about positive comments and empathy are very useful.

FINAL THOUGHTS

Being online is fun, but it also comes with responsibility. Teenagers agree on one thing: stay alert, think carefully, and protect yourself and others.

Before you click, post, or reply, ask yourself:

- ☞ Is this safe?
- ☞ Is this message real?
- ☞ Do I trust this person?

Making smart decisions online can help you enjoy the internet safely.

12. Staying Safe Online. Choose the correct answer. Always justify your answers by referring to information from the text.

Tips for comprehension ✓

- Read the questions and options carefully before answering.
- Underline key words in the question.
- Look for ideas, not only the exact same words. The text may use synonyms or paraphrases.
- Use subtitles and paragraphs to help you locate information quickly.
- Eliminate options that are partially correct or too extreme.
- For “main idea” questions, think about the overall message of the text, not only one paragraph.
- Re-read the relevant part of the text before choosing your final answer.

1. What is the main idea of the article?

- a) Social media is only dangerous
- b) Teenagers should not use the internet
- c) How to stay safe and make smart decisions online
- d) How to become famous online

2. What does the expression “too good to be true” probably mean in the text?

- a) Very expensive
- b) Difficult to understand
- c) Probably fake or dishonest
- d) Very popular online

3. Why is it dangerous to share personal information?

- a) Because it is boring
- b) Because strangers can use it
- c) Because friends don't like it
- d) Because it takes time

4. What should you do if you receive a friend request from a stranger?

- a) Accept it quickly
- b) Ignore it or delete it
- c) Send them your information
- d) Meet them

5. What is a sign of a scam?

- a) A message from a teacher
- b) A normal conversation
- c) An offer that is “too good to be true”
- d) A message from a friend

6. What did the student do in the cyberbullying situation?

- a) Joined the group
- b) Ignored it
- c) Left the group and reported it
- d) Sent more messages

7. What can we infer from the article about online safety?

- a) Staying safe online depends only on technology
- b) Young people can help create safer online spaces through their actions
- c) Only adults know how to deal with online problems
- d) Reporting online problems usually makes situations worse

(On your Own) What Would You Do? Complete with your own ideas:

1. If I received a message from a stranger, I would.....
...
2. If I saw cyberbullying online, I would.....
...
3. If someone asked for my personal information, I would.....
...

Discussion

- What would you do if a stranger sent you a message?
- Have you ever seen something unsafe online? What happened?
- Why is it important to be respectful on social media?

FAST FINISHERS EXTRA ACTIVITIES: Game Review – Interland

[Interland](#) is an online game where players explore different worlds and learn how to stay safe on the internet by making decisions and solving challenges. Try to play the game for a few minutes. Then, write a short comment as if you were posting on social media.

👉 Include:

- What the game is about
- What you liked / didn't like
- If it was easy or difficult
- One thing you learned about online safety

💬 Write 3–5 sentences.

💡 *Tip:* Give your opinion, explain why, and give examples if possible.

INQUIRY

In this stage, we will work on the language skills needed to carry out our final production, while also exploring transversal skills such as communication, critical thinking, and reflection.

To do this, we will engage with different text types related to *cybersafety*. We will analyse a video about *Safer Internet Day* and a presentation focused on cyberbullying as sources of information to build our understanding of the topic. These texts will help us explore key ideas, perspectives, and vocabulary, while also allowing us to reflect on how messages are communicated in different formats.

During these activities, we will continue expanding our vocabulary related to cybersafety and strengthen our communication skills through discussions, debates, and reflection.

There will also be moments of independent work, where you will be able to explore topics that you find interesting or relevant. This will help you deepen your understanding and further develop your knowledge and language skills.

ESTIMATED DURATION: 3 weeks / 12 hours

ACTIVITIES

1. (In groups) Quick warm-up - Diving into the topic: Each group will make a list answering one of these questions to start investigating and exploring this plan's topic.

- **Group 1:** A list of 5 benefits of using the internet and social media
- **Group 2:** A list of 5 dangers or risks teenagers can find online
- **Group 3:** A list of 5 reasons why it is important to protect personal information online
- **Group 4:** A list of 5 things that may happen if someone shares too much information on social media.
- **Group 5:** A list of 5 ways of recognizing fake profiles, scams, or suspicious messages.
- **Group 6:** A list of 5 actions teenagers should take if a stranger contacts them online.

2. Individually, watch the [video](#) about online behaviour and digital decisions. This video is part of Safer Internet Day, a global event that promotes safer and more responsible use of digital technology, especially among young people. In the video, students play a "moral compass" game. They listen to different statements and move to show if they **agree**, **disagree**, **are not sure**, or **I think it depends**. This means that people have different opinions about the same topics.

Skill: Identifying Main Ideas (Viewing) ✓

When watching a video, it is important to focus on the main ideas people express rather than trying to understand every single word. This skill involves identifying opinions, general messages, and key points, and connecting them to real-life situations. It also helps you recognize how different speakers present their ideas about a topic.

Tips for identifying key ideas ✓

- Read the statements before watching and anticipate your answers.
- Remember that the statements are not always expressed in the same words as in the video.
- Listen for key words and repeated ideas.
- Confirm or change your predictions while watching.

- Don't try to understand every word, focus on the main ideas.
- Use subtitles if needed to check your understanding.

2.a. Read the statements and decide if each one is an idea that could be expressed by one of the speakers in the video (✓ / ✗).

👉 **Then watch the video and:**

- ✓ confirm your ideas
- ✗ or change them if necessary

👉 In pairs, choose 3 statements and write a word, phrase or short sentence you hear to justify how it supports your answer.

1. Social media is a good way to make new friends.
2. Some people use social media to influence others' opinions.
3. Online behaviour is not always as negative as people think.
4. It is becoming harder to know what information is true online.
5. AI can be useful in some work situations.
6. Social media should be completely banned for teenagers.

2.b. Post-Viewing: Moral Compass Discussion

Work in small groups. You are going to play a "moral compass" game like in the video. Read each statement and decide your position: *I agree, I disagree, It depends, or I'm not sure*. Be ready to justify your opinion.

1. Social media can make society better
2. It is getting harder to know what to trust online
3. Artificial intelligence will make life fairer for all

Skill: Expressing and Justifying Opinions ✓

Expressing and justifying opinions involves clearly stating your ideas, giving reasons, and supporting them with examples. It also includes listening to different points of view, comparing perspectives, and responding appropriately in conversations.

Tips for Speaking ✓

Before speaking, take a few seconds to think about your position. Decide if you agree, disagree, or if your answer depends on the situation. Try to organize your ideas clearly by following this structure: opinion → reason → example. You can also write a few key words to help you plan what you want to say. 👉 Useful expressions:

- *In my opinion,...*
- *I agree / I disagree because...*
- *I think it depends because...*
- *For example,...*

- I see your point, but...
- I'm not sure because...

👉 **Example:** I think it depends because technology can be helpful, but it can also be distracting. For example, students can use their phones to study, but they can also spend too much time on social media instead of doing their homework.

2.c. Post-Game Reflection: Think About Your Learning

Think about your participation and choose the option that best describes you:

- ★ I could express my ideas clearly and give examples.
- ★ I could give my opinion, but I need more support.
- ★ I found it difficult to express my ideas.

👉 **Now add one goal:**

- Next time, I want to...

3. Individually, read the [article](#) about cyberbullying. It answers common questions and gives advice based on real-life online situations.

3.a 👉 Read the text and decide which section (1–4) contains the information.

Sections:

- A. Understanding the difference between humour and harm.
- B. Asking for help.
- C. Staying safe online.
- D. Definition of a concept.

3.b. Match each idea to the correct section (1-4). Some sections may be used more than once. Justify your answers with words, phrases or ideas from the text. Compare your answers with a classmate.

Example:

Statement: The text suggests that feelings are important to understand a situation → **2. Justification:** The section explains that if a joke makes you feel hurt or upset, it may be bullying.

- A. The text suggests that feelings are important to understand a situation. **2.**
- B. The text gives examples of harmful online behaviour. _
- C. The text explains that adults may need help understanding online problems. _
- D. The text warns that leaving the internet is not a long-term solution. _
- E. The text suggests choosing the right moment to talk. _
- F. The text explains that online bullying can leave evidence behind. _
- G. The text explains that online actions can affect many people. _
- H. The text encourages people to think about their behaviour online. _

3.c. Post reading. In pairs or small groups, look at the ideas/information presented in the text and choose:

- one idea you found the most surprising.
- one piece of information you found the most useful.
- one idea teenagers should talk about more often.

👉 Remember to use some of the speaking tips from Task 2b to organise and support your ideas.

💡 Useful expressions

- I chose this idea because...
- I found this surprising/useful because...
- One example from the text is...
- The text mentions that...
- This could be a problem since...
- Although..., I think...

FAST FINISHERS:

-Watch the [video](#) and answer:

- What is the main message of the campaign?
- Why do you think anonymous accounts can be dangerous?
- Do you think this campaign is effective for teenagers? Why / Why not?

👉 Then choose **ONE** of these options:

- Create a mini poster or slide in Canva to raise awareness about the topic.
- Record a short audio/video sharing your opinion about the campaign.

👉 Your production should:

- Summarise the main message.
- Include your opinion.
- Give one example or recommendation for teenagers.

INTENSIFICACIÓN

INDEPENDENT LEARNING GUIDE – ⚡ B1+ LEVEL

🌐 My Digital Life: Safe & Smart Online (B1.1) 🌐

In this part of the learning process, you will create a **blog post about your digital life** and how you stay **safe and respectful online**. This is your chance to **reflect on your habits**, share your experiences, and help others become better digital citizens. We all use the internet every day — for chatting, studying, watching videos, or playing games. But it is important to **stay safe and be kind online**.

In this project, you will think about your online habits, challenges, and how to improve them.

Ready to share your ideas? Let's start!

♦ **STEP 1. Plan**

Before you write, think about what you want to share.

✦ **Questions to guide you:**

- What do you usually do online? (social media, games, videos, school work)
- How do you stay safe online?
- How do you behave with others online? (Are you kind? respectful?)

- Did you ever have a bad or difficult online experience? What happened?
- What advice can you give to other teenagers?

💡 Think about **good and bad habits**. Be honest and reflective.

- Is it easy or difficult to be safe online? Why?
- Why is digital respect important?

♦ STEP 2. Choose the Style and Tools

Think about how your blog post will look.

- Will you add **images or drawings**?
- Will you write it on **paper** or use a **digital tool** (Padlet, Canva, Google Docs, etc.)?

💡 Example titles:

- “How I Stay Safe Online”
- “My Digital Life: Good Habits and Mistakes”
- “Think Before You Click!”
- “Be Kind Online: My Experience”

♦ STEP 3. Design Your Blog

Plan the structure of your blog post.

✚ A blog post usually has:

- **Title** – clear and interesting
- **Introduction** – what is your post about?
- **Main body** – your habits, experiences, challenges
- **Conclusion / Advice** – tips for others

💡 Tips to make it interesting:

- Add **examples** (real or imaginary situations)
- Use **emojis** or simple headings
- Add **images** (e.g., a phone, social media icons)
- Keep sentences **short and clear**

◊ STEP 4 📝 Write Your Blog Post

Use your notes to write your post.

Write **at least 3 paragraphs**:

- Introduction
- Main body
- Conclusion

✓ Use vocabulary about:

- online, internet, password, private.
- safe, protect, share.
- kind, respect, message, post.

✓ Check grammar and spelling

💡 You can use these sentence starters:

- I usually use the internet to...
- I stay safe online by...
- One problem I had online was...
- I think it is important to be kind because...
- My advice is...
- Always remember to...

Tip! Before writing, look at the example blog post. This is a mentor text: a model that can help you organise your ideas and design your own post. You can use it as inspiration for your own blog post.

MY BLOG ❤️ HOME ABOUT CONTACT

STAYING SAFE ONLINE

My tips and experiences to stay safe on the internet ❤️

BY LUCY ❤️

1. INTRODUCTION

Hi everyone! I usually use the internet to watch videos, chat with friends, and do homework. I think the internet is very useful, but it is important to stay safe online.

2. MAIN BODY – MY HABITS & EXPERIENCES

- I stay safe online by using strong passwords and keeping my personal information private.
- I never share my address or phone number online.
- One problem I had online was receiving a mean message from a fake account.
- I blocked the user and told an adult.

3. CONCLUSION / ADVICE

- I think it is important to be kind and respectful online because words can hurt people.
- My advice is: think before you post and never share private information with strangers.
- Always remember to protect yourself and others online!

QUICK TIPS

- ✓ Use strong passwords.
- ✓ Keep your personal information private.
- ✓ Be kind, respect others and their opinions.
- ✓ Think before you post.
- ✓ Ask an adult if something makes you feel unsafe.

BE KIND ONLINE ❤️

Let's make the internet a safe and friendly place for everyone! ❤️

♦ STEP
Your Blog

5.

Present

Now share your blog with the class! Your teacher will create a Padlet to upload and share all your productions. Leave comments on your classmates' work.

 Be ready to comment and answer:

- What is one good habit you have?
- What advice do you give to others?

 Show your blog and explain your ideas.

☒ Checklist Before Presenting

- ✓ Did I describe my digital habits?
- ✓ Did I explain how I stay safe?
- ✓ Did I include advice?
- ✓ Did I write at least 3 paragraphs?
- ✓ Did I use English correctly?
- ✓ Did I make it clear and interesting?

FAST FINISHERS EXTRA ACTIVITIES:

 **B1+:** Create a short quiz for your classmates about online safety and digital habits.

 Include:

- 3 to 5 questions

- different question types:
 - multiple choice
 - true or false
 - advice questions

- at least 5 words from the unit vocabulary

 You can create your quiz:

On paper

In Canva

In Wordwall or Google Forms

PRODUCTION

In this stage, you will explore the genre of DIARY ENTRIES, especially those related to teenagers' lives online, social media experiences, emotions, friendships, and digital identity.

First, you will read and analyse different examples of diary entries to identify their main characteristics, such as audience, purpose, structure, tone, vocabulary, and verb tenses. You will also explore useful informal expressions and phrases commonly used in diary writing to help make your texts more personal, natural, and expressive.

Then, you will plan and write your own diary entry inspired by topics connected to online life and teenage experiences. You should include personal reflections, emotions, and descriptions of events in a clear and organized way.

You can write your diary entry by hand or create it digitally using tools such as Canva or Google Docs, or similar apps. You may also include creative elements such as drawings, emojis, screenshots, colours, or decorative typography to reflect the writer's personality and emotions.

Finally, you will share and discuss your diary entry with classmates, explaining the ideas, feelings, and writing choices you included in your text.

ESTIMATED DURATION: 2 weeks / 8 hours

ACTIVITIES:

◇ STEP 1. What is a Diary Entry?

A diary entry is a **private or semi-private text** where the writer reflects on daily life, emotions, or significant moments. It often includes:

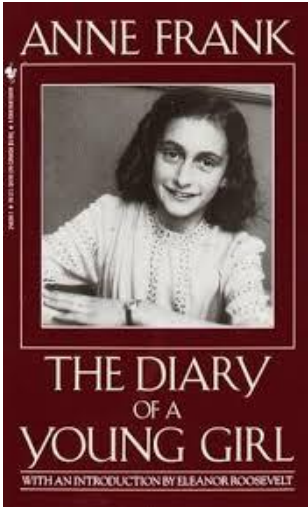
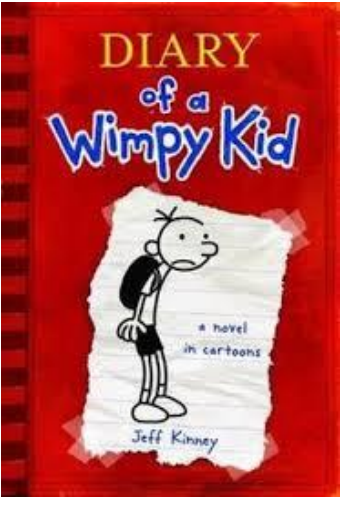
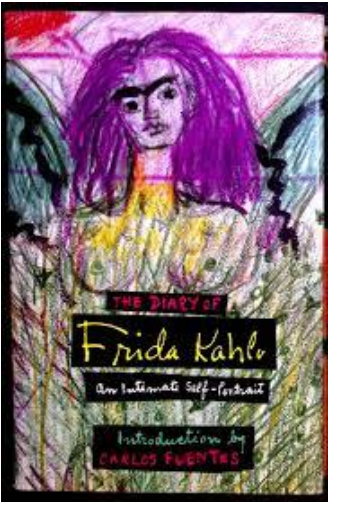
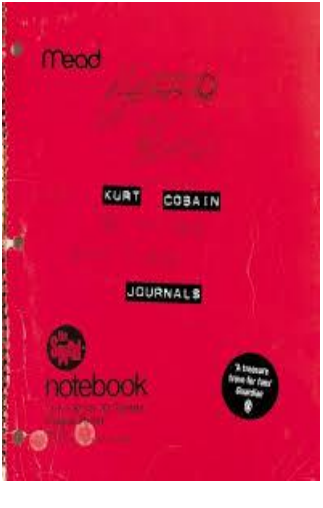
- A **date**
- A **greeting** (e.g., *Dear Diary,*)
- A description of events
- Personal thoughts and feelings
- A closing or final reflection

Have you ever seen or read a **diary entry**?

Do you know any famous diaries?

Take a look at these titles:



The Diary of a Young Girl - Anne Frank	The Diary of a Wimpy Kid - Jeff Kinney	The Diary of Frida Kahlo	The Diary of Kurt Cobain
			
Type: Real diary Written by a teenager Focus: Daily life in hiding, fears, hopes, identity Why it works: Emotional, relatable voice + powerful historical context (Second World War, Holocaust)	Type: Fictional diary (graphic/illustrated) Topics: Humor, school life, friendships Focus: Everyday problems of a middle schooler Why it works: Very accessible, visual + funny	Type: Real diary (visual + written) Topics: Art, identity, emotions Focus: Thoughts, pain, creativity, politics, self-expression Why it works: Combines images + words	Type: Personal journals Topics: Music, identity, rebellion Focus: Thoughts on fame, art, personal struggles Why it works: Raw, authentic voice (good for discussion)

- Which diary feels the most “real” to you? Why?
- Which diary would you like to read? Why?
- Which one sounds closest to how YOU would write?

◇ **STEP 2.** Diary of a Teenager Online

Imagine you are reading a diary “Diary of a Teenager Online: My Life Online”. What would a typical day be like? Which issues or problems would this teenager encounter? Any challenges? What about possible solutions? Would they solve their problems alone or would they ask for help? Who would they go to for some helpful

advice?

Complete this chart below:

Possible issues, problems or challenges online	Possible solutions	Got any help? Who helped?

◇ **STEP 3.** Diary of a Teenager Online

a. Take a look at the title of this Diary Entry. What do you think the diary entry will be about?

DIARY ENTRY - MY LIFE ONLINE

DATE: APRIL 16TH

Dear Diary,

Today I was thinking about how much I use the internet in my daily life. I watch videos, chat with my friends, and do my homework online. It's such an important part of my routine, and I really enjoy it. However, I also know that it's important to be careful and stay safe.

I always try to protect myself online. For example, I use strong passwords and I never share personal information like my address or phone number. I also check my privacy settings on social media to make sure my information is safe.

Something happened some time ago that made me more aware of online safety. A person I didn't know sent me a message. At first, I felt a bit uncomfortable, so I decided not to reply. Instead, I blocked the person and told an adult about it. After that, I felt much better and safer.

Another thing I try to do is be kind to others online. I usually write positive comments and I avoid saying anything mean. I believe that respect is very important, even when we are communicating through a screen.

In the end, I think the best advice is to always think before posting or sharing something. It's important to protect our information and treat others well. The internet can be a great place if we use it in a smart and respectful way

SEE YOU TOMORROW,
ME

◇ **STEP 4.** Answer these questions. Choose the correct option A, B, C or D.

1. What is the purpose of the text?

- a) To entertain with a funny story
- b) To share a personal experience about online safety
- c) To sell a product
- d) To describe a place

2. Who is the audience of the text?

- a) Teachers only
- b) Young people / teenagers

- c) Scientists
- d) Parents only

3. What is the main idea of the text?

- a) The internet is boring
- b) Teenagers should not use social media
- c) It is important to use the internet safely and respectfully
- d) Homework is difficult

Read the Diary Entry carefully, check your predictions, decide if the statements are **True (T)** or **False (F)** according to the text, and justify your answers with information from the Diary Entry.

1. The writer uses the internet for school and fun. ____
2. The writer shares personal information online. ____
3. A stranger sent the writer a message. ____
4. The writer replied to the stranger. ____
5. The writer believes it is important to be kind online. ____

Now, answer these questions.

1. What does the writer do to stay safe online?
2. What happened when a stranger contacted the writer?
3. How did the writer feel after blocking the person?
4. Why is it important to be respectful online?

◇ **STEP 5.** Your course is writing a book called “The Diary of a Teenager Online”. Create your main character all together. Check this chart to create your protagonist.

NAME / AGE	What are their names? How old are they?
FAMILY	Describe their family. Do they have any brothers or sisters? Big or small family? Who do they live with?
FRIENDS	Think about their friends. How many friends? Are they from school or online friends?
SCHOOL	Do they like school or not? Favourite subject? Life at school.
LIFE ONLINE	Favourite apps? Hours online per day? Sleeping habits? Problems, challenges your character may encounter. Solutions?

LEARNING MATES

Mediation strategies:

1. **Checking Understanding.**
2. **Making sure that everyone has a chance to speak and participate.**

As you share your ideas to create your character, remember to adapt your language. Explain your ideas clearly. Check if your teammates understood your suggestions.

Be ready to rephrase or adapt your words if a classmate is confused.



◇ **STEP 6.** In pairs, you will choose one of these prompts and write a DIARY ENTRY. Each pair should pick a different prompt. (If there aren't enough prompts, tell your teacher. Create your own prompt. Don't forget that everybody is writing about the same teenager.

PROMPT 1: My Online Life vs. My Real Life	PROMPT 2: A Message I Wish I Had Never Sent	PROMPT 3: A Day Without Internet
Write a diary entry comparing who your main character is online and who they are in real life. - Are they the same person? - Do they act differently on social media? - Why?	Describe a moment when your main character sent a message, comment, or post that caused a problem or misunderstanding. - What happened? - How did they feel afterward? - What did they learn?	Imagine the internet stopped working for 24 hours. Write about: - your main character's reactions, - what changed in their routine, - and whether the experience was positive or negative.
PROMPT 4: Feeling Left Out	PROMPT 5: An Online Friendship	PROMPT 6: Think about Before you Post
Write about a time when social media made your main character feel excluded, insecure, or different from others. - What did they see online? - How did it affect their mood? - Did they talk to anyone about it?	Describe an online friendship or interaction that became important to your character. - How did they meet? - Why was this person meaningful? - What are the advantages and risks of online friendships?	Write a diary entry after posting something personal online that many people reacted to. - Were the reactions positive or negative? - Would your main character post it again? - What advice would they give to other teenagers?

Check out this [DIARY ENTRY WRITING TOOLKIT](#) where you will find useful phrases, expressions and vocabulary that will help you to write your own diary entries. You can also find an example.

◆ **STEP 7.** Diary Entry Template. Take a look at this template. It can help you and your partner write your DIARY ENTRY for the book *"The Diary of a Teenager Online"*

Date: _____

Dear Diary,

✿ **Opening** - Use these guiding questions: How was your character's day? What happened?

Today was _____

I felt _____

The best/worst part of the day was _____

⌚ **What happened?** - Describe the events in order.

First, _____

Then, _____

After that, _____

Later on, _____

In the end, _____

 **Thoughts & Feelings** - Explain your character's emotions and reactions.

I was really _____

I couldn't believe _____

To be honest, _____

Looking back, _____

 **Reflection** - What did your character learn? What will they do next?

Today taught me that _____

Next time, I will _____

I hope tomorrow _____

 **Closing**

- Anyway, I should get some sleep now.
- Let's see what tomorrow brings.
- What a crazy day!
- Good night, Diary.

Signature: _____

♦ **STEP 8.** Diary Entry Reminders!

USEFUL REMINDERS

A diary entry should:

- ☒ sound personal
- ☒ include emotions and reactions
- ☒ describe experiences and reflections
- ☒ use informal language

Avoid:

- ☒ very formal language
- ☒ writing only facts with no feelings
- ☒ copying expressions without context

FAST FINISHERS EXTRA ACTIVITY:

How much do you know about Diary Entries?

- Challenge N° 1: <https://wordwall.net/resource/52956070>
- Challenge N° 2: <https://wordwall.net/es/resource/18435400>
- Challenge N° 3: <https://wordwall.net/es/resource/11930327>

ASSESSMENT

Throughout this unit and its different stages, you had several opportunities to take part in self-assessment and peer assessment activities.

In this final stage, you are invited to present your work, listen to the feedback from your teacher and classmates, and complete a self-assessment about everything you worked on during this term.

This is a moment to reflect on your learning, your progress, and the skills you developed during the unit.

Let's think, reflect, and keep learning!

ESTIMATED DURATION: 1 week - 4 hours

♦ **STEP 1.** Diary entry checklist.

Use this checklist before submitting your diary entry.

	Criteria	Yes 	Not Yet 
1	I included the date.		
2	I started with a greeting such as "Dear Diary,".		
3	I wrote in the first person (<i>I, my, me</i>).		
4	I described events in a clear order.		
5	I used past tenses to describe what happened.		
6	I included my thoughts and feelings.		
7	I used informal diary expressions.		
8	I used connectors such as <i>first, then, later, finally</i> .		
9	I included personal reflections or opinions.		
10	I used appropriate vocabulary related to the topic.		
11	I checked spelling and punctuation.		
12	I ended the diary entry with a closing sentence.		

♦ **STEP 2.** Make all the necessary changes to your DIARY ENTRIES.

♦ **STEP 3.** Present Your "DIARY OF A TEENAGER ONLINE" diary entries to the rest of the school.

♦ **STEP 4.** Rate your diary entry and your classmates' diary entries with this chart ☒

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

♦ **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 social media posts about online safety.			
I can identify the main idea of an article about the online world or cybersecurity.			
I can understand specific information in a text about online dangers or digital wellbeing.			

I can talk about hypothetical/unlikely situations			
I can recognize useful vocabulary related to online safety, social media, and wellbeing.			
I can produce sentences using vocabulary related to health, wellbeing, and cybersafety.			
I can understand the general idea of a video or podcast about online safety.			
I can discuss the dangers of the online world respectfully and clearly.			
I can give cybersafety tips and recommendations.			
I can give my opinion and justify my ideas with reasons or examples.			
I can complete a mind map to organize ideas and concepts.			
I can read and analyse examples of diary entries.			
I can identify the structure, purpose, audience, and language of a diary entry.			
I can use informal expressions and feelings vocabulary in my writing.			
I can write a diary entry about life online or a personal experience following a checklist.			
I can share ideas and important information with classmates.			

I can work respectfully in pairs or groups.			
I can create a character with my class to be the protagonist of our book.			
I can revise and improve my writing after feedback.			
I can organize my ideas clearly when writing.			

♦ **STEP 6. EXIT TICKET** ✓

Finish this Plan de Aprendizaje reflecting on your own learning process. Thinking Routine Time!

**THINKING ROUTINE
EXIT TICKET** 

**EXIT
TICKET**

The activity I enjoyed the most was:

**EXIT
TICKET**

One important thing I learned about online safety:

**EXIT
TICKET**

One cybersafety tip everyone should remember:

**EXIT
TICKET**

Something I improved in English:

⚠ IMPORTANTE ⚠

PARA EDITAR ESTE DOCUMENTO, CREÁ TU PROPIA COPIA DESDE EL MENÚ "ARCHIVO/CREAR UNA COPIA", Y GUÁRDALO EN TU PROPIO DRIVE.

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL

NOMBRE DEL ESPACIO: Lenguas Adicionales: Inglés- Nivel 4- B1.1

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

NOMBRE DEL PLAN: Our planet, a call to action

DURACIÓN: 1 BIMESTRE

SYNOPSIS:

During this plan, you will explore the topic *"Our planet: a call to action."*

We will learn about Greta Thunberg, a young figure known for her work in environmental causes and conservation. Then, we will question the role of human beings in nature and develop the language tools needed to debate the role of zoos today. In addition, we will work in groups to imagine the creation of a protected area to preserve the biodiversity of an endangered habitat. Finally, we will create an awareness campaign as a group.

Shall we begin? 

→ **TOPIC:** *Our planet: a call to action*

Throughout this plan, you are expected to be able to:

- Maintain fluent interaction in conversations that include your personal interests and experiences.
- Participate in simple discussions by adapting your language to express opinions or make suggestions clearly and with simple arguments.
- Act as a mediator among peers, facilitating mutual understanding in situations where someone has
- Produce short texts in a poster or flyer, justifying the choices involved in the creation of a protected area as you link words or groups of words using connectors to create greater complexity.
- Create an awareness campaign following the structure studied and including the appropriate content.
- Understand the importance of social commitment.

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

→ **WRITTEN TEXT COMPREHENSION ACTIVITIES**

- Article

→ **LISTENING COMPREHENSION AND SPEAKING ACTIVITIES**

- News report
- TV Interview

- Vox Pop
- Story

→ **WRITTEN AND ORAL PRODUCTION ACTIVITIES**

- Pitch
- Group Debate
- Poster or Flyer

Final Task

- Design a poster or flyer promoting a campaign to support, defend, or raise awareness about a cause you consider important.
- Present a “pitch” to convince your classmates that your campaign deserves to be voted for.

Contents and skills:

- Description of aspects related to personality and physical characteristics.
- Personal opinions and their justification.
- Expression of likes and preferences.
- Reflection on personal likes and preferences.

Assessment

Throughout this plan you will be assessed on:

- Your progress throughout the entire learning process.
- The final task as the outcome of the work in this Learning Plan.
- Your ability to self-assess and peer-assess your classmates.

⚠ **IMPORTANT** ⚠

At the end of this plan, in the “ASSESSMENT” section, you will find the peer-assessment and self-assessment rubrics. We recommend that you read them carefully before you begin working. Don’t forget to ask your teacher if you have any questions.

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
* Tiempo Estimado para Escuela con 4hs semanales			

PUNTO DE PARTIDA

At this starting point, we will begin by reflecting on how informed we are about global issues. We will learn about Greta Thunberg, a young woman who, from an early age, felt she could not remain indifferent to the climate crisis and became an activist and a global reference in climate causes during her adolescence. We will listen to an interview, read a news article, and start becoming familiar with specific vocabulary as we go through this unit. Let's begin!

Estimated duration: 8 hs / 2 weeks

ACTIVITIES

1. Let's debate! Think for a moment in the world that surrounds you... Just out of curiosity, do you follow the news? Are news around the world important to you? Do you think it is relevant to know what's going on? Are there any types of news that seem more interesting to you? Why? Why not? How do you get informed?

Tip for Oral Production: Include meaningful vocabulary ✓

When augmenting it is super important to support your ideas with interesting expressions and rich vocabulary. Here you have some examples you can include:

"In my opinion, I am quite **informed** about the news because..."

"I think I don't **follow the news** as closely because..."

"I believe it is important to stay **updated** on world events because..."

"Sometimes I feel the news is too **overwhelming** so ..."

"I find news about **local issues** more relevant to me than **international news** because..."

"I only see **headlines** sometimes..."

"I often feel confused by **fake news**, so ..."

2. Get in pairs! You are going to have a look at [a presentation](#) which has two slides. Just by having a look at the first slide, answer these questions:

Skill: Identifying explicit information ✓

Identify visible elements such as the headline, images and type of publication.

Tips for understanding ✓

Look carefully at images, titles and layout before reading details and ask yourself: What can I imagine without reading the full text?

-What *type* of text can you see in the presentation?

a) magazine b) newspaper c) review d) advertisement

-What kind of information is included?

-What's a *front cover*? Who 's in it?

-What is the *headline*? What does it say?

3. Now, have a look at [the whole presentation](#). You'll meet Greta Thunberg, a Swedish girl who takes world wide environmental issues very seriously. After reading... How much do you remember?

In pairs, pinpoint any fact about the article you can remember by writing it in your own words.

Tips for understanding ✓

Focus on information about *who*, *what* and *why*.

Do not try to remember everything; choose the most relevant facts.

Use your own words instead of copying sentences.

4. Answer the following questions based on the newspaper article:

- How old is Greta now? How old was she when she started her first strike?
- What is a strike? Why do you think she used this form of protest?
- Can you mention small actions to help the environment?
- Do you think what she does is important? Why?
- Greta believes that anyone can make a difference. Do you agree or disagree with that statement?

5. Now, you are going to watch and listen to a short clip from a [TV interview](#) Greta gave to the BBC when she was 19 years old. Listen for specific information. Complete with one word, number or short phrase.

⚡ **B1+**: Listen without subtitles

- Greta says that when she started "campaigning" to her parents she started
- To save energy at home she
- When Greta noticed her parents changed it gave her to move on to striking.
- She says that one of the things that helps her deal with the pressure is
- Greta says she crochets frog hats. How many does she say she has made so far?
- How many people have collaborated with Greta to write her book?
- Greta says that her mission is to

- Greta says that climate crisis is about:

a) the planet heating up b) droughts c) floods d) famines
e) displacement of millions of people f) all are correct.

6. In the interview, Greta recommends connecting with other people to make a difference. Why?
Do you agree with that statement? Why?

Skill: Make inferences and interpret tone ✓

Understand ideas that are suggested but not said directly. Focus on meaning, not on difficult words.
→ Infer meanings and interpret implicit information.

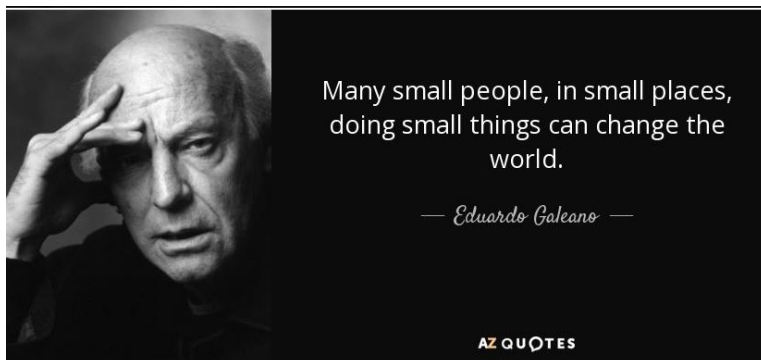
Tips for understanding ✓

Think about *why* Greta says “connecting with others is important”.
Pay attention to how she speaks, not only to what she says.
Use examples to explain your opinion.

7. Some years ago, Eduardo Galeano, an Uruguayan writer and journalist provided the quote you can see below. In pairs work out the meaning and think whether you can come up with an example of how this could be applied. What do you think he meant? Why? Do you agree? Is his idea aligned with Greta’s?

Tips for understanding ✓

Read the quote slowly.
Ask yourself: Is this literal or symbolic?
Try to explain the idea using simple language.



8. In pairs, do a brief research for quotes related to the environment. Select 2 or 3 that call your attention

the most or seem meaningful. You can use any search engine or AI when browsing.

- Be ready to mention them out loud in class and explain their meaning.
- Share the meaning with your peers. If you don't understand what it says, ask a partner to explain it to you in his/her/their own words.
- As a whole class, select the ones that have a bigger impact and create small posters to use as inspiration for the rest of this unit. You can put up the posters in your classroom.

♦ **Final Reflection**

✓ What did you enjoy learning about?

? What was difficult? How can you improve?

Fast finishers extra activities:

Do you know what "oil spill" is? What about "deforestation"? "Air or water pollution"? [Play this matching game](#) to check your knowledge on this vocabulary - You can click on the 🔊 to listen to the correct pronunciation, too.

INDAGACIÓN

In this stage, we will work on the specific additional language skills needed to carry out our final production and explore transversal skills that we will put into practice during the process, such as communication and reflection. We will continue engaging with vocabulary-rich activities to expand our lexical repertoire while putting our communicative skills and critical thinking to the test through debate and reflection.

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 in order to strengthen your knowledge

Estimated duration: 3 weeks / 12 hs

ACTIVITIES

1. In pairs or small groups, [click on this link](#) to have a look at a poster that contains KEY WORDS - you'll need them for the coming up activity.

Tip: Use context clues to understand vocabulary ✓

- Look at the images and surrounding words before asking for a definition.
- Ask yourself: Is this word positive, negative or neutral?
- Use what you already know to guess the meaning.

- Do you know the meaning of all of them?
 - What do they refer to?
 - Help your peers deduce the meaning of the words or expressions, if necessary.
2. You are going to watch [a short video](#) called #NatureNow. It is narrated by Greta Thunberg and activist George Monbiot. It serves as a call to action to protect, restore and fund.

Remember you can use the subtitles in English for better understanding. Once you've finished watching it, share with a peer your thoughts on it. What did you understand? What's the main reason Greta created this short?
 3. Now watch the video again and answer these questions:
 - What are fossil fuels? Why is it important to stop burning them?
 - What is the simplest solution, right in front of us that we should try?
 - What is the "magic machine" George talks about?
 - Why do you think more money is spent on fossil fuel than in natural resources?
 - Why is it so important to protect, restore and fund?
 4. All these words have been taken from the #NatureNow video. Are there any words that you'd like to add

to this Word bank?

Tips for understanding ✓

Group words by meaning (actions, problems, solutions).

Add only words you understand or want to learn better.

Ask peers how they understand a word before checking a dictionary.

<i>drill</i>	<i>burning</i>	<i>ground</i>	<i>subsidies</i>	<i>extinction</i>	<i>lack</i>	<i>massive</i>	<i>tackle</i>
<i>give up</i>	<i>carbon</i>	<i>tool</i>	<i>savings</i>	<i>fix</i>	<i>enough</i>	<i>spend</i>	<i>tax</i>
<i>species</i>	<i>cut down</i>	<i>soil</i>	<i>damage</i>	<i>share</i>	<i>join</i>	<i>bounce back</i>	<i>movements</i>

In pairs, play this vocabulary [Tic Tac Toe](#) with a peer. You can only place your X or O if you can explain the meaning of the word/expression and/or use it in a sentence.

Good luck!

- Many people visit zoos to see wild animals up close. Do you know any zoos? Have you ever visited one? Where? Tell your classmates about the experience.
- Let's debate! Get in pairs or small groups. Some believe zoos help protect animals, endangered species and teach people about nature. Others think animals should live in the wild, not behind bars. **What do you think?**

Tips for understanding ✓

Ask for clarification or repetition when needed.

Here, you'll have a list with some arguments.

⚡ **B1+:** There's space left for you to add any other thoughts you may have!

Do you agree with these statements?

✓ ARGUMENTS FOR ZOOS	✗ ARGUMENTS AGAINST ZOOS
-Zoos can help animals that are in danger. -Some species are almost extinct, and zoos can protect them and help them have babies. -Zoos also teach people about animals and why we must protect them.	-Not all zoos are good. In some places, animals live in small cages and don't have enough space. They may feel bored or sad. -Some people think it's wrong to keep wild animals in zoos just for people to look at.

-In some zoos, animals live in safe, clean spaces and get good food and medical care.

.....
.....

-Animals should live freely in their natural homes.

.....
.....

Have a look at this chart to help you out.

Giving Your Opinion

- I think zoos are (good/bad) because...
- In my opinion, zoos...
- I believe that animals should/shouldn't live in zoos because...

Agreeing and Disagreeing

- I agree with you because...
- That's true, and I also think...
- I see your point, but I think...
- I'm not sure I agree. In my opinion...

Giving Reasons and Examples

- One reason is that...
- For example, some zoos...
- Another reason is... This shows that...

Useful Vocabulary (With simple explanations)

Species: a group of animals that are the same kind
 Extinct: when an animal no longer exists anywhere in the world
 Endangered: animals that are in danger of becoming extinct
 Protect: to keep safe from harm
 Habitat: the natural home of an animal
 Wild: living free in nature, not in a zoo or with humans
 Cage: a small space with bars where animals are kept
 Conservation: the act of saving and protecting nature and animals
 Bored: not having anything to do; not interested
 Freedom: the ability to live and move freely

7. Here you'll find an example of how animals live in Zoos. [Click here](#) to see San Diego Zoo's LiveCam

-What can you see?

-Does anything you see affect your perception of Zoos? Why? Why not?

-Does any particular area called your attention the most? Why?

FAST FINISHERS EXTRA ACTIVITY

You've already explored how young voices like Greta Thunberg's are raising awareness about climate change. Now, let's go one step further and look at one of its serious consequences: **natural disasters**.

As global temperatures rise, extreme weather events are becoming more frequent and more intense. Floods, droughts, wildfires, hurricanes and heatwaves are no longer rare—they're signs that the climate crisis is already here. These disasters often affect the most vulnerable communities and cause severe environmental

and economic damage.

That's why it's essential to **act now**, both individually and collectively. **The power of nature** can be overwhelming, but we still have time to make a difference. In the following radio programme called "Amazing Stories", you will listen to the story of a Spanish family who survived the Asian tsunami and were later the subject of hit film "The Impossible".

They would not have survived if others hadn't helped them.

Fact box: The Indian Ocean Tsunami

On 26th December, 2004, a huge earthquake happened deep underwater in the Indian Ocean. The earthquake caused a series of giant waves called a tsunami. The tsunami travelled across the surface of the ocean in all directions and hit the shores of fourteen countries. It caused strong currents which pulled people out to sea. Indonesia, Sri Lanka, India and Thailand were worst affected. Many people drowned and in total around 230,000 people lost their lives. Among the thousands of tragedies that day were a few incredible stories of survival. Eight years after the disaster, the dramatic story of the Belón family from Spain was made into a powerful film called *The Impossible*.



- a.
 1. Listen to the [story of the Belón family](#). Why do you think the film about them was called *The Impossible*?
 2. Can you think of another natural disaster or event that could have been called "The Impossible"? What happened? When?/Where? Share your answer with the rest of the class.
- b. Look at the following sentences:
 - The Belóns would not have survived if others hadn't helped them.
 - If Maria had been underwater any longer, she might have drowned.
 - Do the sentences talk about the past, present or future?
 - Did the Belóns survive? Did others help them?
- c. The following situations can't happen because they refer to a situation in the past. Try to match the beginnings and endings.
 1. If the Belóns had stayed at home, ...
 2. There wouldn't have been a tsunami ...
 3. If the giant wave had come at night, ...
 4. The Belóns could have run to the roof of the hotel...
 5. If Maria hadn't held onto a tree, ...
 6. Could Quique have saved his sons ...
 - a. most people would've been in bed.
 - b. if they had had more time.
 - c. if there hadn't been an earthquake.
 - d. if they hadn't called for help?
 - e. they would probably have watched the disaster on the news.
 - f. she might have drowned.
- d. If you had known years ago everything you know today, what would you have done differently?

Watch the [Vox Pop video](#). Then answer the questions yourself and write them down.

Get in pairs or groups of three and share your answers.

Tips for understanding ✓

- Listen for regrets or reflections, not exact words.
- Notice time expressions related to the past.
- Think about how this connects to your own life.

Welcome to the Independent Learning Guide. This guide aims to help you discover and put into practice strategies to learn English autonomously, connecting with your interests and preferences, and helping you evaluate the aspects you need to work on further. You can use any resources you find convenient, appropriate, and engaging, in addition to those suggested. Start building your own portfolio of this learning journey. At the end of the term, share it with a classmate and exchange experiences.

Independent Learning Guide ⚡ **B1 Level**

Create your own Conservation Wild Park!

As we learnt from Greta Thunberg it is utterly important to Protect, Restore and Fund. Therefore, we will focus this part of the learning process to imagine how it would be if we could create our own Conservation Wild Park. Get in pairs so we can begin!

♦ **STEP 1: Plan**

You and your group are going to **design your own Conservation Wild Park** that protects animals or species. Think about how your park will be different from a zoo.

Decide these characteristics together:

- **What is the name of your park?**
(Be creative – e.g., “Freedom Habitat” or “Wild Life Sanctuary”)
- **Which animals will you protect?**
 - Choose 2–3 endangered species.
 - Explain why you chose them.
 - Are they from the same place (e.g. jungle, savanna)?
- **What will their habitat look like?**
 - Natural? Large? Forest, desert, wetland?
 - How is it different from a traditional zoo?
- **How will you take care of the animals?**
 - What do they eat?
 - How do you keep them healthy and happy?



- **What will visitors learn or do in your park?**

- Will they walk through tunnels, use binoculars, or join guided tours?
- Can they touch or feed animals? Why or why not?

- **How will your park help endangered animals survive?**

- Will you have a breeding program?
- Will you work with scientists or other parks?

♦ **STEP 2:** Find the place

- Where will it be?
- Find a suitable place in [Google Maps](https://www.google.com/maps). Will it be in Argentina or anywhere else in the world?
- Attach real pictures (You can use street view or any similar app) of the chosen spot
- Draw a **simple map or plan** of the park. Label zones: animal areas, visitor center, rescue zone, education center, etc.

♦ **STEP 3:** Design

- Create a logo for your Foundation
- Include posters that contain the main spirit of your proposal (us the info from Step 1) and any other interesting information you may consider meaningful.

♦ **STEP 4:** Write

Create a short paragraph about their park. You can use these sentence starters if you wish:

- "Our park is called..."
- "We protect animals like..."
- "These animals are endangered because..."
- "They live in a habitat with..."
- "We don't use cages. Instead, we..."
- "Visitors can learn about animals by..."
- "We believe animals should..."
- "Our park is different from a zoo because..."

Remember you should use vocabulary and ideas from the debate and previous activities.

♦ **STEP 5:** Present Your Park

Each group presents:

- The name and purpose of the park
- The animals and their habitat
- How the park protects animals
- How it teaches visitors
- The main aim of its creation
- Visual aids created

FAST FINISHERS EXTRA ACTIVITY:

-There are many natural habitats around the world, [in this game](#), pick one and identify animals which live in them. Use your headset/earphones for a better experience as you'll listen to interesting facts as the game moves along.

-[Design a natural habitat](#). Click on the possible locations (Desert, Rainforest, Tundra, Savannah or Mountain) to build an ecosystem.

⚡ **B1+:** Create a list of new vocabulary found in the extra activities and produce a brief list to start incorporating those new words in the upcoming assignments.

PRODUCCIÓN

In this stage, we are going to design an awareness campaign for a cause of your choice. It should be something you find interesting and important, and you will work on it with a classmate.

The idea is for your campaign to raise awareness and gain support from other members of society through a POSTER or FLYER. Here are some ideas, but you can also use your own, which are always very valuable

Estimated duration: 2 weeks / 8 hs

ACTIVITIES

"Make a Change!" – Campaign Project

♦ **STEP 1:** Find your cause

Get in pairs to decide what you'll campaign for. It should be something you find both interesting and necessary.

- "What problems do you see in your school, community, or the world?"
- "What would you change if you could?"
- "Have you ever signed a petition or joined a cause?"
- In case you and your partner have different ideas, write 3–5 reasons why this issue is important to try to convince him/her

Here you have some ideas you can borrow. If you already have another cause, feel free to go ahead!

a. Protect the Environment

-Reduce plastic use // Plant more trees in cities // Save endangered animals

b. Animal Rights

-Stop animal testing // Promote pet adoption over buying // End animal cruelty in circuses or zoos

c. Online Safety / Cyberbullying

- Raise awareness about cyberbullying // Educate people on how to stay safe online

d. Healthy Living

-Campaign for more parks or bike lanes // Encourage eating less fast food or sugary drinks

e. Helping the Homeless or Elderly

-Create support programs for homeless people // Visit elderly people who live alone

f. Women's Rights / Equality

-Promote equal pay or education for girls // Speak out against domestic violence

g. Mental Health Awareness

-Reduce the stigma around mental health // Promote talking to someone when you're sad

♦ **STEP 2:** Look at this poster about BUILDING A GREENER HOME.



How to Write a Campaign Poster

- Use a **clear and attractive title** at the top. It should be short and catch the reader's attention.
- Add a **short slogan or subtitle** under the title. It usually gives the main idea of the message.
- Organize the information into **clear sections**. Each section has a short heading.
- Use **bullet points** to present ideas. This makes the poster easy and quick to read.
- Write **short sentences or phrases**, not long paragraphs.
- Use **simple and positive language**. The message should be easy to understand.
- Include **examples or actions** to explain the topic. This helps the reader connect with the message.
- Use **questions or direct sentences** to involve the reader.
For example: *Did you know...?*, *Let's act now!*
- Add a **call to action** at the end. Tell the reader what they can do.
- Use **icons or images** to support the text. They should match the topic of the poster.

Now, it's time to create Your Campaign. Each pair or small group creates a simple campaign to raise awareness and support their petition:

- A petition title and short description
- A poster or flyer with images/slogans (digital or paper)
- A short speech or video script (2–3 mins) to present the campaign

Optional: create a hashtag or social media post idea

◆ STEP 3: Presentation (Speaking Practice)

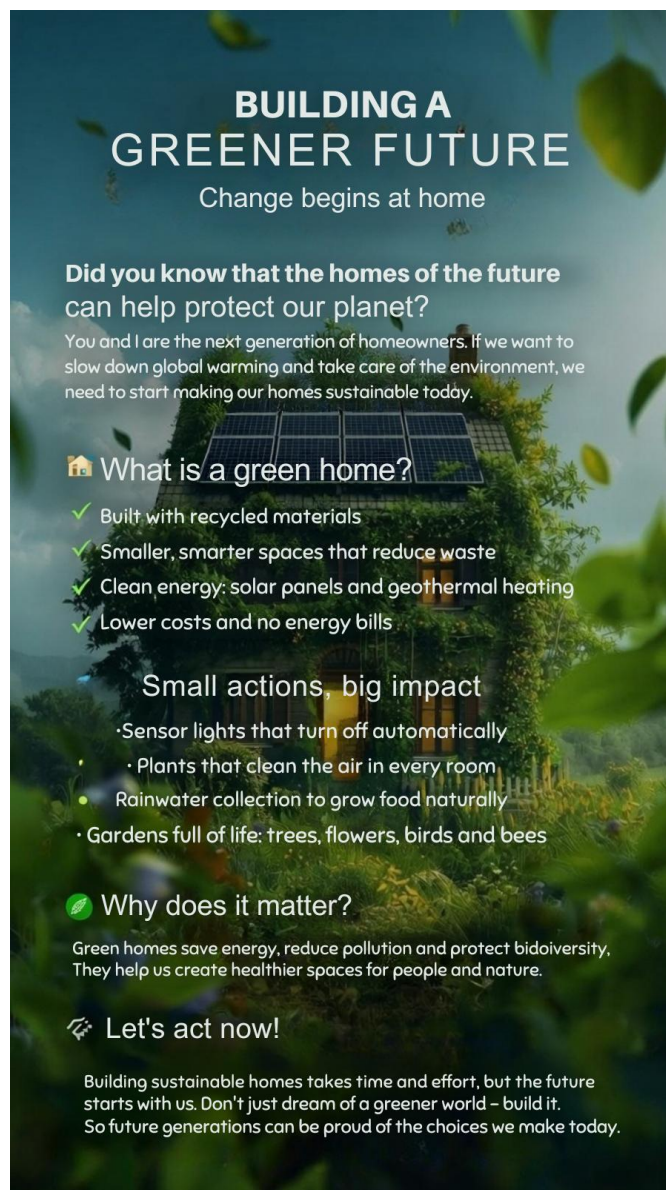
- Groups present their campaign to the class.
- Encourage classmates to ask questions or show support.

◆ STEP 4: Reflection

After watching everyone PITCH their campaigns, you will hold a class vote for the most convincing campaign.

Individually, you are going to write a short paragraph answering these two questions:

- "Which campaign did you like most and why?"
- "Would you support this cause in real life?"



 Phrases you can use to help you pitch your project.

- “We believe this issue is important because...”
- “Our campaign wants to...”
- “You can help by...”
- “If more people support this, we can...”
- “Together, we can make a change.”

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 covered during this term. Let's reflect and keep learning!

Estimated Duration: 1 week / 4hs

 ACTIVITY: Present Your POSTER / FLYER to the rest of the class

- Answer your classmates' questions about it.
- Peer review - Watch your classmates' presentation and think...
 - Was the issue important?
 - Would you support the campaign? Why/Why not?
 - What did you like about your classmates' presentation? Why?

- AI optional help:

If you don't want to record your video, you can also use AI to do it for you. In that case, you can use [ANIMAKER](#), or other similar AI for video creation. This is an example of an animation created with Animaker.

 Rate your presentation and your classmates' with this chart

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

	Good	Improvement Possible	Needs Some Improvement	Needs a lot of Improvement
Language Use	Good and clear use of language. 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.
Organization	Your presentation is very prepared and	Your presentation is mostly prepared and	Your presentation is somewhat prepared	Your presentation is not very prepared or

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

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 written articles			
I can produce sentences using vocabulary related to environment			
I can listen to Interviews / Vox pops/ News Reports and understand the global idea.			
I can give my opinion and justify my answer			
I can create a simple campaign to raise awareness and support for my petition.			
I can work in groups/pairs and share significant information with others			