

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 GUARDALO EN TU PROPIO DRIVE.

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL

NOMBRE DEL ESPACIO: Lenguas Adicionales: Inglés- Nivel 5 - B1.2

NOMBRE DEL PLAN: The Arts

DURACIÓN: 1 BIMESTRE

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

SINOPSIS

During this plan, we will explore the theme “THE ARTS.” We will reflect on questions such as: *What is art for you? What kind of art do you enjoy? How can art express feelings or ideas?* Throughout this journey, you will work with different textual genres, especially articles about the world of art, which will help you understand new ideas, expand your vocabulary, and enrich your perspective. At the same time, you will put your expression and creativity into practice through two projects: an art tour (individual, as an intermediate task) and an art zine (in groups, as the final project). In these projects, you will be able to share your interests and your personal and collective ways of understanding art. Shall we begin?

→ **TOPIC: The Arts**

Throughout this plan, you will learn to:

- Design an art zine with information about an art form, style, or artist.
- Express emotions and discuss preferences through group discussions about different artistic expressions. Briefly justify your opinions.
- Develop the ability to describe experiences and events related to art.
- Identify the main idea and specific information in texts related to art and its different forms of expression.
- Recognize who is speaking, where and when the communication takes place, and the purpose of the text or the speaker.
- Read carefully to determine whether the information is reliable and to understand both explicit messages and implied meanings, such as jokes or hidden ideas.
- Explain the main ideas of oral and written texts in your own words, even when they are slightly more complex.
- Take part in structured debates, responding to counterarguments respectfully, using the necessary new vocabulary.

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



- **READING COMPREHENSION ACTIVITIES:** article
- **LISTENING COMPREHENSION ACTIVITIES:** tutorial
- **WRITTEN AND ORAL PRODUCTION:** tutorial
- **WRITTEN PRODUCTION:** Art zine

Final Task:

- Design an art zine that showcases an artistic technique, resource, form of expression, or artist.

Contents and Skills:

- Artistic self-awareness: Identify and describe your own abilities, talents, and skills related to the arts.
- Reflection on artistic practice: Analyze your past experiences in artistic activities, valuing what you have already done and what you still want to develop.
- Justifying personal opinions: Express your artistic tastes, preferences, and choices with clear reasons.
- Evaluating strengths and areas for improvement: Reflect on your personal abilities in relation to artistic practice and plan actions to develop them.

Assessment: *you will be assessed on:*

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

⚠ 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	2 weeks - 8 hours	2 weeks - 8 hours	2 weeks - 8 hours

**Tiempo estimado para escuela con 4h semanales*



STARTING POINT

At this starting point, we will begin by activating our prior knowledge and reflecting together on what we consider art, the different forms it can take, and why it can be important in our lives and in society.

Estimated time for this stage: 8–7 hours.

ACTIVITIES

1. In pairs. Art is all around us — in museums, in the streets, on our screens. It can be beautiful, strange, confusing, or inspiring. Different artists use different styles, materials, and techniques to share ideas, emotions, or tell stories. But... Can we always understand what they meant? Art isn't always easy to understand — sometimes you need to imagine what the artist wanted to express. Click [here](#) to test your eyes, ideas, and imagination. Look carefully, think creatively and have fun!

Tip! Look at each image and focus on these questions:

- 1** What type of artwork is it? (portrait, landscape, sculpture, abstract art, etc.)
- 2** Who or what is represented?
- 3** Then add specific details (colors, emotions, background, materials).

2. In pairs/groups. Click [here](#) and check out how much you know about some famous artists and their artwork.

 **Think, pair & share! After the Art Quiz – Share with your classmates:**

- How many questions did you get right?
- Did you already know something about one of the artists? What?
- What is one new thing you learned from the quiz?
- Which artist or artwork was the most interesting for you? Why?

3. In groups. Before we explore different ways to analyse art, let's warm up by sharing our thoughts and experiences. There are no right or wrong answers — just your thoughts! Discuss the following questions:

- What kind of art do you like? Why?
- Do you think art always has a message? Give an example.
- Can art change how people feel or think? Why/why not?
- Have you ever seen a piece of art that surprised you? What was it?

Here are some sentence starters/connectors to help you express your ideas more clearly and in a more organized way..

 I like... (e.g., paintings / street art / sculpture / digital art) because... (e.g., it's colourful / it tells a story / it makes me feel calm / it's interesting to look at).

 The message could be about... (e.g., peace / nature / feelings / history).

 Yes, because art can make people feel... (e.g., happy / sad / surprised / inspired).

 Yes, I saw... (e.g., a big sculpture / a painting in a museum / something online). It surprised me because... (e.g., it was very different / it looked real / I didn't understand it).

 Although I first thought ... (e.g. the painting was about sadness) now I think ... (e.g. it may represent loneliness and reflection) ... because ...

👉 This piece of art reminds me of... (e.g., a place / a memory / another painting / a personal experience) because ...

4. In pairs. Let's explore how to understand a work of art! Sometimes when we look at a painting or sculpture, we just say "I like it" or "I don't get it." But there are *tools* that can help us see more, think more, and understand more. Look at the art concepts (1–6) and the definitions (a–f). *Can you agree on which definition goes with each concept?*

1. Form	a) A category within a form (e.g., portraits, landscapes) __
2. Genre	b) The materials used to make the artwork (e.g., oil paint, marble) __
3. Style	c) The time and important events that were happening in the world when the artwork was made. __
4. Medium	d) The society, customs, and beliefs that influence the artist: __
5. Historical Context	e) The way the artist expresses ideas (e.g., abstract, realistic) __
6. Cultural Context	f) The type of art (e.g., painting, sculpture) __

4.a. In pairs. Now, read the [Presentation "Ways to analyse artwork"](#) (slides 1 to 7) and check out your answers.

Skill: Scanning for Specific Information ✓

The ability to quickly identify and extract specific details from a text by focusing on key words and relevant sections, rather than reading for general understanding.

Tips for the comprehension task ✓

- Activate your background knowledge about art to get a first idea.
- Underline keywords in each concept and definition.
- Use transparent words to help you (e.g., form, genre, medium).
- Look quickly at the text to find key words.
- Don't read everything: focus only on the words you need to decide

4.b. In pairs. Read like an art detective! Now that you are familiar with the key art concepts, let's look more closely at how the text is organised.

Skill: Identifying text organisation and locating specific information ✓

This skill helps you understand how a text is organised into different sections and headings, and how ideas are distributed across paragraphs. It allows you to recognise where specific information is developed within

the text and use the structure of the text to support comprehension.

Tips for comprehension ✓

First, read each statement carefully and underline the key clues that tell you what to look for (for example: materials, society, events, style). Use these clues to predict which section of the text may contain the information. Then scan the headings and paragraphs to confirm your answer. Remember: the text may use synonyms or explain the same idea in different words.

Read the text again. Which paragraph says this? 🔍

Read the statements below and decide which section of the text contains each idea. Write the correct section name.

- a) The same society can influence the way artists see the world. _____
- b) Artists from the same movement may share recognisable features. _____
- c) The term may refer both to type and material. _____
- d) The world events around the artist are important. _____

5. 🎨 Let's Analyse a Powerful Work of Art.

5.a. Before we begin, work in pairs and discuss:

- Have you ever heard of Pablo Picasso?
- What do you already know about him?
- Have you seen any of his artworks before?
- What words come to your mind when you think of his art?

5.b. Now, let's learn a little about the artist.



Pablo Picasso (1881–1973) was a Spanish painter, sculptor, and one of the most influential artists of the 20th century. He created many styles, including Cubism, and used his art to express deep emotions and powerful messages.

6. Let's explore one of Pablo Picasso's most famous works of art: *Guernica* (see Slide 8 in the presentation).

A. Individually. Take a few moments to observe it carefully. (Tip: You can also view a high-quality version of *Guernica* and get some information here: [Link to Museo Reina Sofia](#))

B. In pairs. Use the questions on **slide 8** to guide your analysis. The following sentence frames below can guide you to organise the information for the answers.

- This is a (sculpture/painting / mural/ piece of modern art.)

- It belongs to the style of ... (modern art, surrealism, cubism).
- It shows ... (people, animals, destruction, emotions) so it is not a portrait or landscape, but ...
- Picasso used
- It was created in , during ...
- The painting is a reaction to ... (the destruction / the violence / the suffering of people ...).

C. In pairs. Compare your answers with another pair. Check out the following questions:

Research & Sources

- ☞ Where did you find the information about the artwork?
- ☞ Was the information easy or difficult to understand? Why?
- ☞ Did you use sources in English or Spanish? Why?
- ☞ How do you know the information is reliable?
- ☞ What new vocabulary did you learn while searching?

D. In pairs. Reflect on the questions on **slide 9**. Then, share with another pair.

These phrases can guide you to get your message across: *The artist wanted to show..., He wanted people to feel..., He wanted to make us think about....*

FAST FINISHER ACTIVITY – Say what you see

If you finish early, try this challenge!

1. Go to the following link:
<https://artsandculture.google.com/experiment/say-what-you-see/jwG3m7wQShZngw>
2. Look carefully at the image that appears on the screen.
3. Write a short description (1–3 sentences) explaining what you see in the image. Try to include details such as: objects, colors, actions, position (in, next to, behind, in front of, etc.)

For example: *A woman wearing a blue dress is standing in a garden full of flowers. There are many pink and yellow flowers around her. The sky is clear and the sun is shining.*

4. Check if your description helps the system create an image similar to the original one.
5. Try at least two different images.

INQUIRY

In this stage, we will work on the specific additional language skills needed to carry out our final production and explore cross-curricular skills that will be part of the process: communication and reflection. Throughout this stage, we will engage in activities rich in vocabulary to expand our lexical repertoire, while also putting our communicative abilities and critical thinking into practice through debate and reflection. There will also be moments of **independent work**, allowing you to explore topics that you find interesting or relevant in greater depth in order to strengthen your knowledge.

Estimated time for this stage: 3 weeks-12 hours

ACTIVITIES

1. In Groups. Kahoot Activity (Group). Today we are going to play a Kahoot to review and discover vocabulary about the world of art. This activity is about exploring different types of art and artists, and also checking how much you already know and remember about the topic. Open the Kahoot app or go to kahoot.it from your browser. Enter the game code that your teacher will share. Choose or create your nickname and wait in the lobby. When the game starts, answer each question from your device. Pay attention! The winner is not only the one who answers correctly, but also the one who answers the fastest. 🖱️ Link to the game: [Kahoot! Game](https://kahoot.it)

2. You will read an [online article](#) about art. Before reading in detail, you will use strategies to anticipate the topic, understand the main idea, and identify important information. Then, you will discuss your ideas with classmates and reflect on different artistic expressions

2.1. Before reading, look at the title, images, and section headings of the online article. With a partner, discuss:

- What do you think the article will be about?
- What types of art do you think the text might mention?

2.2. First reading – General understanding (Skimming)

Read the article individually and quickly. Don't worry about every word. Answer these questions and then compare your answers with a partner:

- What is the purpose of the text?
- What is the text about? Write 1–2 sentences.
- Why did the author write this text?
- Who is this text for?

2.3. Second reading – Specific information

Read the article again and look for specific information. You don't need to read every section. Answer the following questions and compare your answers with a classmate:

- A. What are the seven forms of art mentioned?
- B. Is art easy to define? Why/Why not?
- C. Which form of art is considered the most ancient?
- D. What is the difference between theatre and cinema?
- E. What is the difference between painting and sculpture?

2.4. Understanding the genre – What makes an article?



Skill: Identifying Text Type (Genre Awareness) ✓

Understanding what type of text you are reading (e.g., article, story, blog, instructions) by recognising its purpose, structure and typical features. This helps you understand the text more easily, know what kind of information to expect, and choose the best reading strategy.

Tip: How to identify the genre of a text ✓

- Look at the title → What is the topic?
- Check the layout → Are there headings, sections or paragraphs?
- Think about the purpose → Is it to inform, tell a story, or give instructions?
- Notice the content → Are there facts, examples, opinions or steps?
- Ask yourself: *Who is this text for?*

Look at the text again and choose the correct options. What are typical characteristics of an online article? Choose all the options that apply.

1. It has a title that introduces the topic. ☐
2. It includes sections or headings to organize information. ☐
3. It gives examples or explanations. ☐
4. It tells a fictional story with characters and a plot. ☐
5. It provides information for readers about a topic. ☐
6. It gives step-by-step instructions to complete a task. ☐

2.5. Let's focus on vocabulary.

PART 1. Useful Expressions. Individually, find and underline these expressions:

- A. is a form of art that...
- B. is used to...
- C. includes...
- D. has been around since...
- E. is considered...

Then, write your own sentences using these expressions to describe another art form (for example, dance, photography, or architecture).

PART 2. Vocabulary Synonyms. Individually. Find words in the article that mean the same as these:

- A. Create → _____
- B. Performance → _____
- C. Story → _____
- D. Express → _____
- E. Idea → _____

2.5. Reflection and discussion.

In pairs, discuss:

- ★ Choose three art forms from the article.
- ★ Which one do you think is the most popular today? Why?

3. In pairs. Find something in common. You will meet one partner at a time and have 3 minutes to talk. Your goal is to discover at least one thing you have in common about art. Use these questions to help your conversation:

- Do you like music, painting, movies, or theater? Which one?
- What is your favorite song, movie, or artwork?
- Have you ever been to an art gallery, concert, or theater?
- What do you enjoy about this art form?
- ★ When you find something in common, say it aloud: **"We both like ____!"**

Useful Phrases for the Conversation

Starting the conversation: • Hi! Do you like art? • What kind of art do you like? • Do you prefer music, painting, movies, or theater?	Talking about preferences: • I like ____ the most. • My favorite song/movie/artwork is ____. • I really enjoy ____ because ____. • I love going to concerts/museums/theater.	Asking for more information: • What about you? • Do you like ____ too? • Have you ever been to a concert/gallery? • Why do you like that?
Finding something in common: • Oh, I like that too! • Really? Me too! • We both like ____. • That's my favorite as well!	Responding to new info: • That sounds fun! • I've never tried that, but it sounds interesting. • Cool! I want to learn more about it.	If you don't understand or want to repeat: • Sorry, can you say that again? • What does ____ mean? • Can you explain that, please?

4. Art Connections: What Do We Have in Common? Individually, write down on a sheet of paper the names of the people you talked to and what you discovered you have in common with each of them. Then, on the same sheet of paper write a short reflection explaining why you think sharing interests is important.

5. Individually: We're about to finish this stage so let's go over the **3-2-1 Thinking Routine**

FAST FINISHERS - Extra activities

- a. How much do you know about graffiti art? Please do the following quiz to find out. Check your understanding. Compare your answer with your classmate. Click in the following link
- b. Do this quiz for an extra challenge!

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.

INTENSIFICACIÓN

Independent Learning Guide – ⚡ B1+

Create Your Art Gallery Tour!

In this project, you will become a tour guide for an art gallery. Your mission is to choose three works of art and create a short guided tour that you can present to your classmates. This is a chance to explore your favorite artists, learn about different styles, and share your perspective on what makes art powerful and interesting. We all see art differently, and this project will help you explain why certain pieces of art speak to you.

Ready to become an art expert? Let's start!

♦ STEP 1: Choose Your Art

You will choose three works of art to feature in your tour. They can be from a museum you know, from online galleries, or from books. They can be paintings, sculptures, photographs, or street art.

✦ Questions to guide you:

- What style of art do you like? (e.g., impressionism, surrealism, pop art, photography, street art).
- What three works of art will you choose?
- Who is the artist for each one?
- What do you know about the history of the art or the artist?

Tip! 📺 Watch the first 5 minutes of the following [virtual museum tour](#). This will give you ideas on how a tour guide talks about art. Pay attention to how they describe what they see and why the art is important.

🧠 What do you think of the way they describe the art? How can you make your descriptions more personal?

♦ STEP 2: Research and Plan Your Tour

For each of the three works of art you have chosen, do some research and make notes.

✦ Information to collect for each artwork:

- Title of the work:
- Artist's name:
- Year it was created:
- Medium: (e.g., oil on canvas, bronze sculpture, photograph).
- What you see: Describe the colors, the objects, the people, and the general feeling.
- Your personal connection: Why did you choose this piece? What emotions does it make you feel?
- One fun fact: Find one interesting piece of information about the artwork or the artist.

♦ STEP 3: Design Your Tour

Think about how you will present your tour. A tour guide needs clear and interesting language.

✦ Your tour should have:



- *An introduction:* Welcome your audience and explain what they will see.
- *A main body:* Spend a few minutes talking about each of the three artworks. Use your notes from Step 2.
- *A conclusion:* Thank your audience and ask for questions.

Tips!

- Add photos of the artworks to a presentation (like a PowerPoint or a Canva document) or print them out.
- Use phrases like: *"Here, we have a famous painting called..."*, *"This artwork makes me feel..."*, *"An interesting fact about this is..."*, *"If you look closely at the details..."*
- Break up your text with headings and bullet points to help you remember the key information.

◆ **STEP 4:** 📄 Write Your Tour Script

Use your notes to write a complete script for your tour.

- Write at least 3 paragraphs (one for each artwork).
- Use vocabulary about art and emotions (e.g., masterpiece, portrait, landscape, bold, vibrant, mysterious).
- Remember to write in a clear, friendly tone, as if you are really talking to your friends.
- Check your grammar and spelling.

◆ **STEP 5:** Present Your Tour

Once your script is ready, it's time to become a tour guide!

- Present your tour to your classmates and teacher.
- Be ready to answer questions like:
 - *Where can we see this artwork in real life?*
 - *What other works by this artist do you recommend?*
 - *What do you think is the best part of this artwork?*

Checklist before presenting:

- ✓ Did I choose three artworks?
- ✓ Did I write a script for my tour?
- ✓ Did I use clear language to describe the art?
- ✓ Did I include some new vocabulary?
- ✓ Did I check grammar and spelling?
- ✓ Did I make my presentation 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. Share your list with your classmates!

PRODUCTION

In this stage, you will work in groups to create an art zine that visually and creatively communicates a technique, resource, artistic expression, or artist related to the theme *The Arts*. First, you will watch some tutorials to get inspired and gather ideas. Then, you will plan the content, making sure your proposal is clear, attractive, and coherent. You can include text along with images, illustrations, collage, or creative typography. The final product can be handmade (using paper, cardboard, cut-outs, markers, watercolors, fabrics, etc.) or digital (using tools such as Canva, Book Creator, or similar platforms). Finally, you will present your art zine in class, explaining your creative process and the decisions you made when designing it.

Estimated time for this stage: 2 weeks / 8 hours

ACTIVITIES

“Unfold Your Creativity: The Art Zine Showcase”

♦ STEP 1. Discovering the art of making zines

a. Get into groups to design and create your art project. But first, let's quickly review what a **zine** is: A zine is a small, self-made **magazine** where people share their art, ideas, or personal stories. *Have you ever seen one before? Where? What was it about?*

b. You're going to watch the first part of a [video](#) featuring a zine-maker talking about his art. Before watching, look at the list of words and expressions below. Tick the ones you think he will mention in the video segment (from the beginning until 1:55). There are some extra words that won't be mentioned.

self-published ✓ illustration career pop culture poetry sports
fold hand-made swipe expensive passions audience

• Choose the best phrase that summarizes the first segment of the video.

In this first part of the video Greg talks about ...

- 1) how he became a zine-maker
- 2) the basic characteristics of a zine
- 3) the challenges of making zines

c. Now, watch the segment from 1:55 till the end of the video and answer True (T) or False (F)

1. Greg shared a special event from his life in the 90's in one of his zines. __
2. He says you can't use social media to get inspiration for your zines. __
3. Some zine-makers have used all kinds of materials, even rubbish! __
4. He mentions that you could even make money from your zines. __
5. He has been making zines recently. __
6. He doesn't think he will make more videos about zines. __

Before Listening: Skill and Tips!



Skill: Identifying specific information ✓

When you listen for specific information, you focus on particular facts or ideas, such as: names, places, numbers, examples, reasons, descriptions, etc. You don't need to understand every word. Instead, listen carefully for the key information that helps you complete the task.

Tips for identifying specific information and task completion (T or F) ✓

Go over the **T** or **F** statements carefully and try to anticipate the answers. Think about the following strategies to help you understand better:

- **Inference:** Use what you already know about zines and the context to guess the meaning
- **Synonyms:** Listen carefully for different words or phrases that mean the same or almost the same thing. For example, what other words could the speaker use instead of "rubbish"?
- **Association:** Try to connect key words to examples or categories you know. For example, when the speaker says "*social media*", what platforms come to your mind? Can you think of specific apps or websites that fit this term?
- **Prediction:** Try to imagine what the speaker's opinion might be about making more videos or earning money with zines.

d. Think, Reflect and Share

In pairs/groups, discuss:

- Why do you think physical zines can be more valuable than social media posts?
- What kind of message or content would you like to share through a zine?

💬 Use these phrases to help you express your ideas/opinions/emotions:

I believe physical zines matter because.../ Unlike digital media, hand-made zines are... /Through a zine, I can show how I feel about ___ by ___./Making a zine helps me share my emotions because ___./My zine can show how ___ (form of art, style, etc.) makes me feel ___.

e. Have you ever made a zine yourself? Individually, you're going to learn how to make a zine from a single sheet of paper! Watch the video tutorial and put the steps below in the right order. Then compare your answers with a partner:

Skill: Listening for Sequence (Following Instructions) ✓

This skill helps you understand the order of actions when someone explains how to do something step by step. You listen for details that show the sequence of the process so you can follow the instructions correctly.

Tips for comprehension ✓

Before listening:

- Read the steps first.
- Try to predict the possible order of the actions.

While listening:

- Listen for linking words and key words/phrases that show order. Examples: *first, then, after that, finally, again, one more time*

After listening:

- Check your answers with a partner and compare the sequence.

- Unfold it and fold it lengthwise. _
- Push it this way and fold it down. _
- Fold it over one more time. _
- Take a piece of typing paper. **1**
- Fold the edges down with your finger with the bone folder and you've got this little booklet and that's all. **10**
- Stick your finger on the edge and tear this one panel right down the middle. _
- Use a bone folder to make the creases roll sharp. **4**
- Fold it over once. _
- When that's torn to the edge there, unfold it again. _
- And then you fold it over one more time. _

Extra challenge! Now it's your turn! Try to follow the steps and make your own prototype zine from a single sheet of paper. What was the easiest part? What was the most difficult? You can take a photo of your finished zine.

Let's reflect: 🎯 **Genre Focus – What makes a tutorial?**

Tick ✓ **the correct option:**

- In tutorials, verbs are usually in...**
 - Past tense (*folded, used*)
 - Imperative form (*Fold, Use*)
 - Future tense (*will fold, will use*)
- Tutorials organize the steps with...**
 - Random sentences
 - Sequence words
 - Questions only
- The main purpose of a tutorial is...**
 - To tell a story
 - To explain personal opinions
 - To teach how to do something step by step

♦ **STEP 2.** Choose the topic of your art zine

In your groups, decide what topic your art zine will focus on. Remember, your zine should showcase a form of art, style, artistic expression, art figure, etc. connected with *The Arts*.

Tip! Use what you explored before! You have already watched tutorials, learned about the general characteristics of zines, and explored the theme of The Arts in previous activities. All these experiences can now serve as reference and inspiration for your project. Think about what ideas, examples, or techniques could help you create a clear, attractive, and creative zine.

Then, plan the content carefully. You can combine text with images, illustrations, collages, or creative typography. Your final zine can be:

- Handmade: using paper, cardboard, cut-outs, markers, watercolors, fabric, etc.
- Digital: using tools like Canva, Book Creator, or similar.

 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. Respecting different opinions and finding common ground will make your teamwork stronger.

Think of 3–5 reasons why your idea is a good choice for the zine. These sentence starters can help you explain your idea:

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

 Use these questions to guide your conversation:

- What art form, genre, style, or medium do we enjoy and want to share?
- Is there an artist or art movement we find interesting and want to talk about?
- Can we explain or represent this idea in a fun, clear, and creative way?
- Will our classmates understand and enjoy it? Why?

◆ **STEP 3.** Share your zine with the class

- Present your work to your classmates, whether it's on paper or digital.
- Explain why you chose this topic, what you learned, and what you want others to discover.

 **You can use these sentence starters to help you express your ideas/opinions/decisions/feelings:**

- *We chose this topic because...*
- *We're interested in this art form/style/artist because...*
- *We learned/discovered that...*
- *Something new we learned is...*
- *We want others to know that...*
- *We hope people will discover...*
- *We want you to understand that...*

◆ **STEP 4.** Gallery walk of zines

In groups. Display all the zines around the classroom (on walls, tables, or desks). Then move around and, at each zine, answer one of the following guiding questions:

- What do you like most about this art form/style/artist?
 (For example: the pictures, the colors, the topic, the words, the creativity).
- What new idea/word did you learn?

👉 (For example: a new expression, a drawing technique, a theme).

● Would you like to try/learn more about this art/artist? Why/Why not?

👉 (For example: Yes, because it looks fun / creative / easy to do. No, because it is difficult / I prefer other art).

After the walk, be ready to share:

👉 The most inspiring zine for me was ____ because..... /What I liked was .../What I found most interesting was

FAST FINISHERS- Extra Activity

Do you doodle in the margins of your notebooks? Do your friends tease you for staring into space all the time? You might be destined to become an artist! Try this [quiz](#) and find out.

ASSESSMENT

Throughout this plan and during its different stages, you have had several opportunities to take part in self-assessment and peer-assessment activities. At this stage, you are invited to present your work and listen to the feedback from your teacher and classmates. In addition, you will complete a self-assessment checklist to reflect on everything you have worked on during this term. Let's reflect and keep learning!

ESTIMATED TIME FOR THIS STAGE: 1 week - 4 hours

 **ACTIVITY: Present Your ART ZINE to the rest of the class and provide feedback**

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

Listen to your classmates presenting their Art Zine and pay attention to how they explain the art form/style or artist, their pronunciation, and how clearly they share their ideas

Write **two things you liked** (*stars*) about one or more zines and one thing you think could be improved (*wish*).

 Be respectful and constructive!

Example:

★ I liked how clearly they presented the information./The information was simple but powerful, it made me think.

★ 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' zines.

 **Use these guiding questions to help you:**

- What new idea, word, or fact did you discover? (e.g. *mural, recycling, hip hop*)
- Did you learn about a new artist, style, or cultural aspect? (e.g. *Frida Kahlo, manga, street art*)
- What surprised you or caught your attention? (e.g. *colors, symbols, traditions*)
- Why do you think it is interesting? (e.g. *creative, original, different from my culture*)

Tip! Sentence starters you can use:

- I learned that...
- I discovered...
- I didn't know that...
- It was surprising that...
- I found it interesting because...

Example:

I **discovered** manga style in one zine, and it looks very creative. I **found it interesting because** it is very different from my culture.

◇ **STEP 3. Rank Your Top 3**

Write the names of the 3 zines 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?

  **Rate the presentation of your classmates' art zine and your own 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 according to the characteristics of the genre. You follow instructions correctly.	The structure of the text is mostly appropriate and effective according to the characteristics of the genre. You follow most of the instructions correctly.	The structure of the text is somewhat appropriate and effective according to the characteristics of the genre. You follow some of the instructions correctly.	The structure of the text is not appropriate according to the characteristics of the genre. The information included is incorrect.

1. 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 about art .			
I can produce sentences using vocabulary related to art.			
I can listen to vlogs/tutorials and understand the global ideas.			
I can listen to vlogs/tutorials and understand detailed information.			
I can give my opinion and justify my answer.			
I can create a simple zine to share art content.			
I can create a guided tour about my favourite works of art.			
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 GUARDALO EN TU PROPIO DRIVE.

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL

NOMBRE DEL ESPACIO: Lenguas Adicional “A”: Inglés- Nivel 5 - B1.2

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

NOMBRE DEL PLAN: Health and Well-being

DURACIÓN: 1 BIMESTRE

→ **TOPIC:** Health and Well-Being

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, Letters, campaigns).
- Identify the general idea and the main points of a written text (articles, letters, campaigns).
- Infer the meaning of unknown words from context in written texts.
- Research into health, well-being and some of the different ways of sharing advice and taking care of one another through by selecting relevant information and discussing it, expressing and supporting opinions clearly.
- Participate in discussions about healthy habits, adapting your language to express opinions, preferences, and feelings about different ways of taking care of ourselves, sharing personal experiences and everyday habits, make suggestions, and respond to different points of view in a clear and respectful way.
- Create a school campaign to promote health and well being, and present it orally to the rest of the class, explaining your ideas, decisions, and the well-being message you want to communicate.
- Mediate and adapt your language so everyone can clearly understand the messages, promoting inclusion and participation in the group.

TEXT TYPES

→ **READING COMPREHENSION**

- Articles
- Comments on social media platforms
- School Campaign Posters
- “Agony Aunt” Letters

→ **LISTENING COMPREHENSION**

- Interviews



- Campaign

→ **ORAL PRODUCTION**

- Presentations
- Discussions and Debate

→ **WRITTEN PRODUCTION**

- Presentations
- Comments on social media platforms
- School Campaign Posters
- “Agony Aunt” Letters
- Mind Map

Final Task: create a school campaign based on promoting health and well-being.

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 4h semanales.*

STARTING POINT

Health and well-being are important parts of our daily lives. What do you think when you think about health? We often think about our bodies: not being sick, having energy, or feeling strong. However, being healthy is not only about the body. It is also about our emotions, our habits, and the way we connect with other people.

In this first part of the unit, we will begin by activating our previous knowledge about health. Through games, discussions, and a short film, we will explore different health problems, talk about our experiences, and think about what it really means to feel “ok.” Sometimes people say “I’m ok” even when they are not feeling well. By watching the short film “Are You Ok?”, we will reflect on emotional well-being, empathy, and the importance of caring for others. We will also discuss how small actions—such as asking someone how they feel—can make a big difference.

Finally, we will work collaboratively in small groups to create a mini-poster called “Caring is Powerful.” This activity will help us think about simple actions that support well-being and will also serve as inspiration for our final project: a School Campaign about Health and Well-being.

ESTIMATED DURATION: 2 weeks / 8 hours

ACTIVITIES

1.a. (In groups) Let’s make connections! How much do you know about health and well-being? Work in pairs in this [thinking routine](#) to activate your ideas.

1.b. Answer these questions: What does “HEALTH” mean to you? What about “WELL-BEING”? Then, create your own mind maps with Health and Well-Being in the centre of your graphic organizer. Finally, share your ideas with your teachers and the rest of the class.

Use this [MIND MAP](#) template to complete with words or phrases that you consider relevant or that are connected to each category. You will find an example [HERE](#). Click the link to see it!

1.c. Share your mind maps with the rest of the class. How many words do you have in common? Highlight or underline those words.

Tips for Oral or Written Production: Organizing ideas with a Mind Map

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

A mind map helps you:

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

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

You can create a Mind map before a speaking or writing activity including ideas and information you will include in your spoken or written production.

2. In pairs, play this Wordwall game: [Health Problems](#). Match the words with the pictures and practise saying them aloud (*earache, headache, sore throat, stomachache, cough...*). You can check the pronunciation [here](#). What other words related to health can you say in English?



👉 Share with your partner: *Which of these problems have you had recently?*

Use these frames:

- *I had a ... last week / yesterday / two months ago.*
- *I sometimes have ... when I ... (don't sleep / eat too much / play sports, etc.).*
- *I've never had*

3. When we talk about health, we usually think about our body: having energy, not being ill, feeling strong. But health is also about how we feel inside. In this activity, we will watch a short film called "*Are you ok?*". The video shows the power of simple questions and how they can change the way we connect with others.

4. Before watching the video, let's discuss in pairs:

- *What does being ok mean for you?*
- *When do you usually answer "I'm ok"? Do you always mean it?*

Use these sentence frames to express your ideas:

- *For me, being ok means ... (happy / relaxed / not worried, etc.)*
- *I feel ok when ... (I spend time with friends / I sleep well, etc.)*
- *I usually say "I'm ok" when ... (my teacher asks me / a friend says hello, etc.)*
- *Sometimes I say "I'm ok" but really ... (I feel nervous / I feel sad, etc.)*
- *When I really mean "I'm ok", I feel ... (relaxed / good with myself, etc.)*

5. In pairs, look at the title: **Are you ok?** and choose the option you think the video will focus on. Be ready to explain why.

- a) Physical health → (headache, sore throat, stomachache...)
- b) Emotional wellbeing → (sad, worried, stressed, lonely...)
- c) Both physical and emotional health

👉 Use the vocabulary from the previous activity and these sentence frames:

- *I believe the video might be about ..., as it seems to suggest that ...*
- *It is likely to explore / focus on ..., possibly showing ...*
- *The title leads me to think that ..., which could imply that ...*

6. In pairs, watch [the video](#) and then read the sentences below.

SKILL: Identify global ideas ✓

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

Then, **watch it again** and take notes on what the video is about.

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

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

Can you guess the best summary of the story? You can also choose two if you explain your reasons. Finally, compare your choice with another pair.

- a) "Are you ok?" can be a powerful question that helps someone share how they really feel.
- b) The video shows different health problems and how to solve them.
- c) People sometimes hide their feelings, so it is not always easy to know if they are ok.
- d) The video suggests that it is better not to ask personal questions because people may feel uncomfortable.

 Use these sentence frames to explain your choice:

Choosing one option

- We think option ___ is the best because in the video we see ...
- The character/s show/s that ...

Choosing two options

- We think both options ___ and ___ are possible because ...
- Option ___ is true because ... but option ___ also makes sense because ...

Disagreeing politely

- We don't agree with option ___ because ...
- Option ___ is not a good summary because ...

7. After watching the video, answer these questions. Choose the **best answer (A, B, C, or D)**.

1. What is the main theme of the short film? A. School rules B. Physical health C. Emotional wellbeing and bullying D. Friendship games	2. Why does Raquelle decide to act? A. She wants to be popular B. She feels empathy for Noah C. A teacher tells her to help D. She is bored
3. What happens after Raquelle helps Noah? A. The problem disappears B. She becomes the new target C. Noah leaves the school D. Teachers solve everything	4. What does the phrase "I'm okay" represent in the film? A. Real happiness B. A way to hide true feelings C. A joke between friends D. A sign of confidence
5. What is one important message of the film? A. Ignore problems B. Bullying is not serious C. Small actions can make a difference D. Only adults can help	

8. The short film "**Are you ok?**" doesn't have many dialogues, but the few words and expressions are very real. Teenagers often use them at school or in online chats. Let's look at some examples you saw in the video and that are also common in social media. In pairs, **match** the slang expressions (1-4) with their meanings (a-d).

Slang expression	Definition
1. gross	a) a person who tells secrets about others
2. LMAO	c) to tell a teacher/adult about someone's bad behavior
3. snitch on (someone)	b) very unpleasant or disgusting

4. rat

d) internet slang: laughing a lot / laughing very hard

9. CLOZE: Complete the sentences with ONE or TWO words.

- A. The story focuses on a student who is being _____ at school.
- B. Raquelle tries to _____ Noah when she sees what is happening.
- C. As a result, she becomes a _____ of bullying herself.
- D. The film shows that people often hide their _____ from others.
- E. Asking "Are you okay?" can help people feel more _____ and supported.

10. Post-watching reflection: In small groups, discuss these questions:

- A. What do you think the violet slime represents in the story?
- B. What can we learn from Noah and Raquelle about caring for each other?
- C. How can a small action, like asking "Are you ok?", make a big difference?

Here are some sentence phrases you can use to express your ideas, feelings and opinions:

- I think the violet slime shows ... /It represents
- We can learn that caring is /means
- A small action can .../When we ask "are you ok?", we .../This question is powerful because...

11. In small groups, design a mini-poster (either on paper or digitally with apps like Padlet, Canva, or Google Slides) with the title: "Caring is powerful". Include examples of small caring actions (listening actively, helping a friend, etc) You can add images, colours or symbols to represent the feeling of caring. Share it with the class!

Keep your mini-poster safe, as it will serve as inspiration and material for your **final project: a School Campaign on "Health & Wellbeing."**

12. Let's click [here](#) to reflect on what we've learnt so far!

FAST FINISHERS - EXTRA ACTIVITIES

If you finish early, try this quick quiz: **"What Kind of Friend Are You?"**. It will make you think about friendship and how you care for others. 🙌 [Click here to find out!](#)



INQUIRY

In this stage, we will work on the language skills and 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, critical thinking and reflection.

During these activities, we will continue learning new vocabulary related to health and well-being to expand our lexical repertoire. At the same time, we will practise our communication skills and critical thinking 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 strengthen your knowledge.

ESTIMATED DURATION: 3 weeks / 12 hours

ACTIVITIES

1. (In groups) 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	What habits help us live a healthy life?
GROUP 2	How can we make our school a healthier place?
GROUP 3	What causes stress? What can we do to feel less stressed at school?
GROUP 4	Discuss how often and why they use their phones. Can we live without our phones for one day?

(All together) Share all your ideas. Which ideas could work for you? Create a **“Well-being Wall”** with phrases, pieces of advice, reflections. You can create posters to stick in a classroom wall or a padlet to share the link with all your school.

Use phrases such as: *Why don't you...? You should try... You should ... You shouldn't...*

2. (In pairs) Word Detectives: You are going to have a look at a [presentation](#) which has four slides.

Read these two definitions from the dictionary. Think for a moment and answer these questions:

What would you add or change to the definitions? Would you extract information from the definitions to include in your mind maps?

3. 🧑 (In pairs or in small groups) Discussion Questions – Healthy Habits & Well-being: Look at the [CANVA](#) with a selection of pictures. Each group or pair will select one or two pictures.

1. What can you see in the picture?
2. How do you think the people in the picture are feeling? Why?
3. What healthy habits can you identify in this image?
4. Do you think this activity helps your body, your mind, or both? Why?
5. Would you like to do this activity? Why or why not?

Strategies for Speaking - Describe What You See (Start Simple)

Begin with a **clear description** of the picture.

- Describe what you can see in the picture, including **people, actions, and the setting**.
- Explain what the people are doing and, if possible, **suggest how they might be feeling**.
- You can also **make reasonable guesses** about the situation or context.
- Don't worry about using perfect vocabulary — try to **express your ideas clearly in your own words**.

Useful phrases:

- *In the picture, I can see...*
- *It seems that... / It looks like...*
- *The people appear to be...*
- *They might be... (+ -ing / adjective)*
- *This could be... / This might be happening because...*
- *In the background / foreground, there is / are...*
- *The setting looks like...*

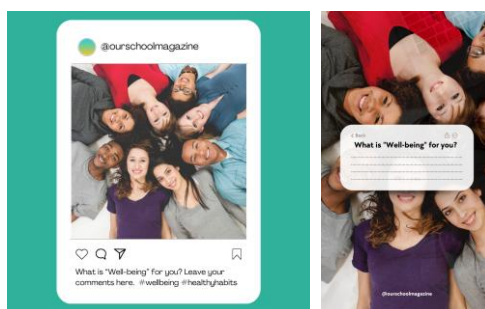
Example:

In the picture, I can see two people who appear to be running in a park. It looks like they are exercising together, possibly in the morning. They seem focused and energetic, which suggests they might be enjoying the activity. In the background, there are trees and open space, so it could be a quiet, natural environment.

4. (On your own) Instagram Comments: You are going to read [5 Instagram Comments](#) that were published in a school's online magazine.

A. Do you agree with any of the comments? Which one? Why?

B. Write your own comment to the Instagram Post.



5. (On your own) What is Well-Being?

Well-being is a commonly used term that can mean different things to different people. Listen to this definition of “Well-being” created by an Australian Non-profit Organization (NGO).

LISTENING ACTIVITY: You will hear a person talking about children's well-being. Choose the four true

statements. Tick the correct ones. [✓] Justify your answers by saying why they are correct.

- A. Children's well-being includes being healthy in body and mind. _____
- B. There are six important parts of well-being. _____
- C. Having clean water and healthy food is part of well-being. _____
- D. Children don't need time to rest and relax. _____
- E. Feeling part of a culture and community helps children. _____
- F. Having fun and learning are not part of well-being. _____
- G. Good relationships with adults help children feel safe. _____
- H. Well-being never changes, even in difficult times. _____
- I. Everyone can help support children's well-being. _____
- J. Well-being only depends on what happens at school. _____

6. (On your own) **Magazine Article:** Read the following [Magazine Article](#).

A. Complete the headings of each section of the article.

- 1) 🧘 The Power of Rest and Sleep _____
- 2) 🍔 Eat Fast Food Regularly _____
- 3) 🏃 Move Every Day _____
- 4) 📱 Find Balance with Technology _____

Reading Comprehension Strategy: Reading for the General Idea (Skimming)

Before reading in detail, do a quick reading of the text to identify what it is about overall and what its main message is. You should not stop at every word; instead, focus on the titles, subtitles, and the first sentences of each paragraph.

Why it helps: This strategy allows students to understand the general topic and prepares them to answer questions about the main idea of the text.

B. Understanding the Main Idea

Choose the best answer.

What is the main idea of the text?

- a) You must go to the gym every day to be healthy.
- b) Health is about balance and small daily habits.
- c) Technology is bad for our health.
- d) Sleep is more important than exercise.

What is the purpose of the text?

- a) To explain why going to the gym is the best way to stay healthy
- b) To give advice on simple habits to improve your health and well-being
- c) To describe the writer's daily routine in detail
- d) To warn about the dangers of using technology

C. True or False: Write T (True) or F (False). Correct the false ones. (If a sentence is false, write the correct version.)

1. You need to exercise for hours every day to stay healthy. _____
2. Moving your body can help your mind stay clear. _____
3. It's good to sit for a long time without moving. _____
4. Technology can sometimes take too much of our time. _____
5. Sleeping well helps you feel better and have more energy. _____

 Reading Comprehension Strategy: Looking for Specific Information (Scanning)

After the general reading, go back to the text to find specific details or phrases that answer the questions (for example: "When does it recommend stopping screen use before going to sleep?"). You can underline or highlight key words.

Why it helps: This strategy helps students locate information without needing to reread the entire text, improving both efficiency and accuracy.

D. Multiple Choice – Details in the Text

1. What is one example of a small healthy habit mentioned in the text?

- a) Drinking a glass of water in the morning.
- b) Watching TV before bed.
- c) Using your phone during meals.
- d) Skipping sleep to study.

2. What can help you create a digital balance?

- a) Checking your phone every 10 minutes.
- b) Avoiding screens before bed.
- c) Using more social media.
- d) Sleeping with your phone next to you.

3. Why is rest important?

- a) It helps your body and mind recharge.
- b) It makes you lazy.
- c) It's a waste of time.
- d) It helps you use more technology.

4. What does the text suggest about being healthy?

- a) It means being perfect and strong.
- b) It's about feeling good and making small changes.
- c) It's about following strict diets.
- d) It's only for people who love sports.

8. (On your own) Vocabulary in Context: Match the words to their meanings

Word	Meaning	
------	---------	--

1. flexible	a) to make less active or bright	1 ____
2. recharge	b) to stop something completely	2 ____
3. balance	c) to become full of energy again	3 ____
4. turn off	d) able to move easily	4 ____
	e) to have a healthy mix or proportion	

9. (On your own) In your Own Words: Answer these questions.

1. What are two small habits you could start doing to be healthier?

2. How can too much technology affect your life?

3. What are two things you can do to sleep better?

4. Why is balance important for a healthy life?

10. (🔊 LISTENING ACTIVITY - On your own) Let's talk about Healthy Habits! You will hear a person talking about their **daily healthy habits** and how they take care of their body and mind.

A. Answer the following questions.

1. What is the first thing the speaker does after waking up?
.....
2. What drink helps the speaker wake up in the morning?
.....
3. What activity helps the speaker feel more focused and calm?
.....
4. What kind of books does the speaker like to read?
.....
5. Name one example of healthy food the speaker usually eats.
.....
6. What does the speaker always carry during the day?
.....

B. Choose the correct answer.

1. How long does the speaker usually walk in the morning?

- A. About an hour
- B. 10 to 15 minutes
- C. 30 minutes

2. What does the speaker say about sugar in the morning?

- A. It gives them more energy.
- B. It helps them concentrate.
- C. It makes them feel tired later.

3. What does the speaker think about healthy eating?

- A. It's about balance, not perfection.
- B. It means never eating sweets.
- C. It's only for people on strict diets.

4. How does the speaker feel about their healthy habits?

- A. They are difficult to follow.
- B. They make life more stressful.
- C. They make life calmer and happier.

11. (In pairs or Small Groups) Reflection / Discussion: Discuss these three questions in pairs or in small groups. Then, share your ideas with the rest of the class. Do you agree with your classmates? Why?

- 1. What healthy habits do you already have?
- 2. Which one would you like to improve?
- 3. How can you help your friends or family live healthier lives?

12. (Whole-class) What are Agony Aunt Letters?:

An **agony aunt column** is a section in a magazine or website where people **write about their problems** and ask for advice.

The agony aunt reads the message and **gives suggestions to help solve the problem**.

Useful expressions for giving advice:

- You **should**...
- You **shouldn't**...
- You **could try**...
- **Why don't you**...?
- **It might help to**...
- **It's important to**...

13. (In pairs or Small groups) Take a look at these [Agony Aunt Letters](#)?:

Match the Problems with the Topics. There's one extra topic that you don't need to use.

Write the correct letter.

Topic	Letter
Sleeping problems	—
Unhealthy eating habits	—
Lack of exercise	—
Stress before exams	—

14. (In pairs or Small groups) Giving Advice: Imagine you are the Agony Aunt. Write two or three pieces of advice for each student.

LETTER 1 – Sleepy Student

1. You should _____
2. It might help to _____
3. Why don't you _____

LETTER 2 – Junk Food Teen

1. You should _____
2. You could try _____
3. It's important to _____

LETTER 3 – Stressed Before Exams

1. You should _____
2. It might help to _____
3. Why don't you _____

15. (In pairs or Small groups) Speaking Activity: Work with a partner.

Student A: Choose one problem and explain it.

Student B: Give advice using the expressions.

EXAMPLE:

Student A: *I feel very stressed before exams.*

Student B: *You should try to organise your study time.*

Then **change roles**.



Oral Production - Tips for Speaking ☒

1. Speak Clearly and Keep It Simple: Use short, clear sentences to explain your ideas.

- Don't try to say everything → say **one idea at a time**
- Speak **slowly and clearly**
- Use **language that you know**

2. Connect your ideas: Use basic connectors to make your speech more natural.

3. Use gestures and examples

4. Ask a follow-up question.

For example: Why don't you try to sleep earlier? Do you use your phone at night?

16. (On your own) Writing Activity: Write Your Own Letter

Write a short **Agony Aunt message (60–80 words)** about a health or wellbeing problem.

Possible ideas:

- | | |
|---|--|
| <ul style="list-style-type: none"> • sleeping problems • stress • unhealthy habits | <ul style="list-style-type: none"> • too much screen time • lack of exercise |
|---|--|

Dear Agony Aunt,

What should I do?

Written Production - Tips for Writing ☒

Write about **one clear problem** and explain it simply.

- Don't include too many ideas → focus on **one situation**
- Answer these questions:
 - What is the problem?
 - When does it happen?
 - How do you feel?

Useful sentence starters:

- *I have a problem with...*
- *Recently, I have been...*
- *This usually happens when...*
- *I feel... because...*

☒ Reflection

What advice do you think is the **most useful** in this activity?



⚡ **Bonus Task:** Go back to the [Agony Aunt Presentation](#)

Write an answer to the Letter in the last slide.

FAST FINISHERS - KAHOOT!:

Let's play [Kahoot](#) and check how much you know now about Health & Well-being.

INTENSIFICACIÓN

INDEPENDENT LEARNING GUIDE – ⚡ B1+ LEVEL

Design your Own Well-being Challenge!

In this project, you will design a **Well-being Challenge** for your classmates. Your mission is to create simple, fun, and healthy activities that improve both social well-being (how we connect with others) and physical well-being (how we take care of our bodies).

This is a chance to think about good habits, teamwork, and healthy lifestyles—and to share your ideas with others.

♦ STEP 1: Choose Your Focus

Decide on two activities:

- One for social well-being (e.g., team games, group volunteering, a “kindness challenge”).
- One for physical well-being (e.g., exercise routines, a healthy snack plan, better sleep habits).

♦ Questions to guide you:

- What activities help you feel connected to other people?
- What activities make you feel healthy and strong?
- Why are these activities important for teenagers?

💡 **Tip!** Think of challenges that are **easy to try at school or at home**.

♦ STEP 2: Research and Collect Ideas

For each of your chosen activities, do some quick research and make notes.

♦ Information to collect:

- The activity: (for example: “Morning stretches before school”).
- Benefits: How does it help your body or social life?
- Materials or preparation needed: (none, or simple things like paper, water, or a ball).
- Your personal connection: Have you tried it before? How did it make you feel?
- One fact or piece of advice: (for example: “Stretching for 10 minutes can reduce stress and improve focus”).

♦ STEP 3: Design Your Challenge

Now, plan how your Well-being Challenge will look.



 Your challenge should include:

- A name: (For example: "The Smile & Move Challenge").
- Instructions: How to do it, step by step.
- Time frame: How long does it take? (5 minutes? 1 week?)
- Benefits: What will people gain from it?

 Tips!

- Make the challenge short, simple, and realistic.
- Add pictures or drawings to explain the activity.
- Use positive, motivating words like: "Try it!", "It's fun!", "You'll feel better!"

 STEP 4: Write Your Challenge Poster

Imagine you are making a poster or flyer to invite classmates to join your challenge.

It should include:

- A catchy title.
- A short introduction.
- Step-by-step instructions.
- A fun fact or piece of advice.
- A closing line like: "Join us and feel the difference!"

Use vocabulary about health and social life (for example: active, energy, teamwork, relax, support, strong, connect).

 STEP 5: Present Your Challenge

Once your poster and script are ready, present your Well-being Challenge to the class.

 Be ready to:

- Explain why you chose these activities.
- Show your poster/flyer.
- Invite your classmates to try the challenge for one day or one week.

Checklist Before Presenting:

- ✓ Did I choose one activity for social well-being and one for physical well-being?
- ✓ Did I explain the benefits of each?
- ✓ Did I make a clear, simple plan?
- ✓ Did I write my poster/flyer in English?
- ✓ Did I check grammar and spelling?
- ✓ Did I use positive and encouraging language?

FAST FINISHERS - EXTRA ACTIVITIES:

-  **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.

PRODUCTION

In this stage, you will work in groups to create a school campaign that visually and creatively promotes an aspect related to Health and Wellbeing.

First, you will look at some examples of campaigns to get inspiration and collect ideas. Then, you will plan your campaign, making sure your message is clear, attractive, and well organized.

You can include text, images, illustrations, slogans, infographics, or creative typography to communicate your ideas.

The final product can be handmade (using paper, cardboard, cut-outs, markers, watercolours, fabrics, etc.) or digital (using tools such as Canva, Book Creator, or similar apps).

Finally, you will present your campaign to the class, explaining your creative process and the decisions you made when designing it.

ESTIMATED DURATION: 2 weeks / 8 hours

ACTIVITIES:

“Teach Us Something New!”

♦ STEP 1: Discovering School Campaigns

A. Group Work. Get into groups to design and create your school campaign. But first, let's quickly review what a school campaign is: A school campaign is a set of activities, posters, videos, or messages created by students to promote a specific idea, habit, or message in the school community. *Have you ever seen a school campaign before? What was it about? What did you like or find interesting?*

B. You're going to watch the first part of a video showing students presenting a school campaign on health and wellbeing. Before watching, look at the list of words and expressions below. Tick the ones you think will be mentioned in the video. Some words are extra and won't be mentioned. List of words:

Social life Mental Health Wellbeing Healthcare
Students Basic Needs Resources Stress Prevention
Activities

C. Now, watch the [Segment](#) (0:00 – 1:19) to check your prediction. Then, choose the best phrase that summarizes the first segment of the video.



1. What healthy habits the students promote
2. Why looking after our wellbeing matters
3. How the school supports health campaigns

D. Watch the second part of the video and decide if the statements are True (T) or False (F):

1. The campaign shares ideas about staying healthy. ____
2. Wellbeing integrates both physical and mental health. ____
3. The video says health and wellbeing are important only for adults. ____
4. Students use posters/messages as part of the campaign. ____
5. The campaign aims to improve wellbeing in the school community. ____

E. After Watching. In small groups, discuss:

1. What surprised you about the campaign?
2. What impact do you think this campaign has on their school?

F. In pairs/groups, discuss:. Why do you think a school campaign can be more effective than just sharing information online? What kind of message or content would you like to promote in a school campaign?



Use these phrases to help you express your ideas/opinions/emotions:

- *I believe a school campaign matters because...*
- *Unlike social media posts, a school campaign can...*
- *Through a campaign, I can show how important ____ is by ____.*
- *Making a campaign helps me share my ideas because...*
- *My campaign can show how ____ (habit, idea, health topic, etc.) affects students because...*

G. Pair Work. Work in pairs. Have you ever created a school campaign before? Think about your experience.

Strategies and Tips for Writing: Focus on One Clear Message

Choose **one main idea** for your campaign.

Tips:

- Don't include too many topics
- Make your message **easy to understand in seconds**

✓ *Sleep well to feel better every day*



Sleep, eat well, exercise, relax, and drink water (too many ideas)

Strategies and Tips for Writing: Think About Your Audience

Write for **other students**.

- Use friendly and known vocabulary from this Plan de Aprendizaje
- Make it relatable
- Give advice to your classmates. Include useful phrases from the Agony Aunt Letters.
- Persuade them to take action

Example:



✓ Have you ever felt like *taking a break from your phone*?

TAKE A LOOK AT THIS EXAMPLE. CLICK [HERE](#).

H. Look at the exercise below. Match each item in Part A with the correct description in Part B. Write the letter of the correct match.

PART A – Step in the Campaign	PART B – Description
1. Decide the main message or health habit.	A. Everyone knows what they need to do, and the work is organized.
2. Brainstorm creative ideas for slogans, images, or activities.	B. Think about the goal of the campaign and what healthy habit you want to promote.
3. Assign roles and responsibilities in the team.	C. Evaluate how successful the campaign was and discuss improvements.
4. Plan where and how to reach students.	D. Use classrooms, social media, or school events to show your message.
5. Create materials like posters, infographics, or videos.	E. Make posters, videos, or other materials to communicate your message.
6. Share the campaign with the school community.	F. Generate creative ideas to make the campaign interesting.
7. Reflect on the campaign's impact.	G. Present the campaign and gather feedback from students and teachers.

♦ **STEP 2:** Choose the topic of your school campaign

In your groups, decide what topic your school campaign will focus on. Remember, your campaign should promote a health or wellbeing habit in your school.

Tip! Use what you explored before! You have already watched tutorials, learned about school campaigns, and discussed health and wellbeing habits in previous activities. These experiences can serve as reference and inspiration for your project.

Think about what ideas, examples, or techniques could help you create a clear, attractive, and creative campaign. Then, plan the content carefully. You can combine text with images, posters, infographics, videos,

or digital tools. Your final campaign can be:

- **Handmade:** using paper, cardboard, markers, colors, cut-outs, etc.
- **Digital:** using Canva, Book Creator, or similar tools.

👉 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. Respecting different opinions and finding common ground will make your teamwork stronger.

Think of **3–5 reasons** why your idea is a good choice for the campaign. These sentence starters can help you explain your idea:

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

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

- Which health or wellbeing habit do we want to promote?
- Can we explain or show this idea in a clear, fun, and creative way?
- Will our classmates understand and enjoy it? Why?

♦ **STEP 3:** Share your campaign with the class.

Present your campaign to your classmates, whether it's handmade or digital. Explain why you chose this topic, what you learned, and what you want others to discover.

💬 You can use these sentence starters to help you express your ideas/opinions/decisions/feelings:

- *We chose this topic because...*
- *We're interested in promoting this habit because...*
- *We learned/discovered that...*
- *Something new we learned is...*
- *We want others to know that...*
- *We hope people will discover...*
- *We want you to understand that...*

♦ **STEP 4:** Gallery walk of campaigns

In groups, display all the campaigns around the classroom (on walls, tables, or desks). Then move around and, at each campaign, answer one of the following guiding questions:

- **What do you like most about this campaign?**
👉 (For example: the colors, images, message, creativity).
- **What new idea or word did you learn?**
👉 (For example: a new health tip, a slogan, a visual idea).
- **Would you like to try this habit or learn more about it? Why/Why not?**
👉 (For example: Yes, because it looks fun / easy / healthy. No, because I prefer other habits).

After the walk, be ready to share:

- The most inspiring campaign for me was ____ because...
- What I liked was ...
- What I found most interesting was

Thinking Routine: Final Reflection

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

Before you start, make sure you understand **the steps of the routine** and **what the goal is**. If you are not sure, ask questions.

Don't rush your answers. Use the quiet time to **think carefully** before you speak or write. It's okay to change your idea after listening to others.

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

FAST FINISHERS - EXTRA ACTIVITY:

Choose one part of your campaign (slogan, tip, image, or idea) and make it bigger or more creative. You can create:

- A **fanzine or brochure** with new illustrations or colors,
- A **digital post** for a school social media page or
- A **short comic or storyboard** showing your campaign in action.

Add at least **3 new words or phrases** you learned from the campaign.

Guiding questions: *How can I make this campaign more fun or attractive? Can I explain the habit clearly in just a few words?*



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!

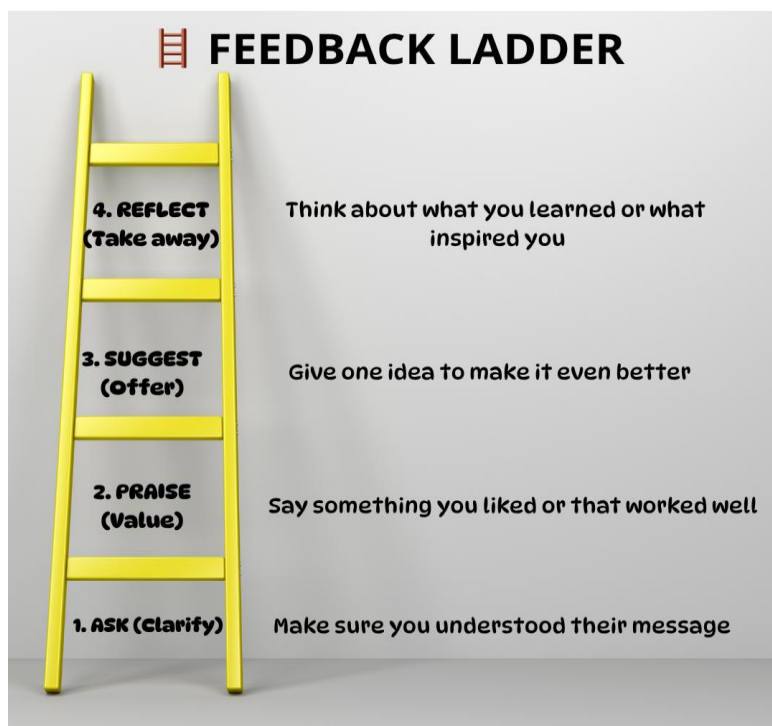
ESTIMATED DURATION: 1 week - 4 hours

◆ STEP 1

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

After everyone presents their campaign, it's time to reflect on what you saw and on your own work. Listen and watch your classmates' campaigns carefully and pay attention to the ideas they share, their pronunciation, and how clear their message is.

Then, use the **Feedback Ladder** below to give them helpful and respectful feedback about their *Health & Wellbeing* campaign.



Check out the following sentence tips for Each Step!

1. ASK (Clarify)

Use questions to make sure you understood the message.

Do you mean that...? / What do you mean by...? / Are you saying that...?

2. PRAISE (Value)

Start with something positive about ideas, visuals, or pronunciation.

I liked how you... / Your message was clear because... / I enjoyed your examples about...

3. SUGGEST (Offer)

Give one idea to help your classmate improve.

Maybe you could... / It would be even better if... / You could add...

4. REFLECT (Take away)

Say what you learned or what made you think.

I learned that... / Your campaign made me think about... / It inspired me to...

◆ **STEP 2:** Rate your presentation and your classmates' with this chart 

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

◆ **STEP 3: 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 health and wellbeing.			
I can produce sentences using vocabulary related to health and wellbeing.			
I can listen to a podcast and understand the global idea.			
I can listen to a podcast and understand detailed information.			
I can give my opinion and justify my answer.			
I can complete a mindmap to record concepts related to health and wellbeing.			
I can create a simple school campaign to promote health and wellbeing.			
I can write an Agony Aunt Letter based on a problem.			
I can answer an Agony Aunt Letter and give a piece of advice.			
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 - B1.2

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

NOMBRE DEL PLAN: Music: The Soundtrack of My Life

DURACIÓN: 1 BIMESTRE

→ **TOPIC:** Music: The Soundtrack of My Life

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, informative video, interview, vlog)
- Identify the general idea and the main points of a written text (articles, short paragraphs).
- Infer the meaning of unknown words from context in written texts.
- Mediate and adapt your language so everyone can clearly understand the messages, promoting inclusion and participation in the group.
- Write an article basing your statements on well developed arguments and your personal experiences.

Text Types

→ **READING COMPREHENSION**

- Article

→ **LISTENING COMPREHENSION**

- Informative Video
- Interview
- Vlog

→ **ORAL PRODUCTION**

- Music Review Vlog
- Round Table

→ **WRITTEN PRODUCTION**

- Note
- Article
- Poster

Final Task: create a written article based on evidence collected through the Learning Plan and being able to reflect upon the process of writing while justifying the choices made.

Contents and Skills:

- Providing personal opinions and justification with clear use of expressions and connectors.
- Reflection upon the relation between everyday actions and music
- Article Writing

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

In this part of the learning plan, we will explore the rich world of music and how it connects to our emotions, culture, and identity. We'll begin with a fun challenge, testing our song recognition skills, and then dive into vocabulary and idioms tied to music. After that, we'll compare and contrast two iconic musical styles listened to in Argentina —folklore and cumbia. By the end, you'll have expressed your musical preferences, deepened your vocabulary, and developed a clearer sense of how music shapes Argentine culture.

ESTIMATED DURATION: 2 weeks / 8 hours

ACTIVITIES

1. We'll begin this new Learning Plan with a Challenge. If you are into music, this one is for you!

1.a. The objective of the challenge is to get as many correct songs as possible by just listening to ONE second of them. Get in pairs or very small groups, and let's see who is the fastest at guessing (and getting correct answers, too!).

The answer to [each tune](#) comes right after, so pay attention!

1.b. How many answers did you get? Were the songs to your liking? Do you know any other musical styles that were not mentioned?

Try [this Wordsearch](#) to test your knowledge as you find 9 Musical Genres hidden.

1.c. Are you into any of the styles mentioned in the word search? What Genre are you into the most?

Discuss with a partner your musical preferences as you use some of the following sentence starters.

Share your preferences and try to see if your partner and you have the same likings!

Skill: Expressing meaningful opinions (Oral Production)

When you express yourself, (in this case, your musical preferences) it's really helpful to say how you feel, for example, 'I feel energized by rock music.' At the same time, give a reason or example, like 'I prefer rock because it helps me stay focused when I study.'

Also, use linking words like 'on the other hand' or 'however' to introduce contrasts, and enrich your vocabulary so your opinions sound clear.

- 🎵 I'm really into because it's so...
- 🎵 I love listening to when I'm feeling...
- 🎵 My favorite genre is since it gives me a sense of...
- 🎵 I often listen to while I'm doing things like...
- 🎵 In contrast to, I find much more...
- 🎵 Whenever I feel relaxed, I turn to because...
- 🎵 I really enjoy as it reminds me of...
- 🎵 I tend to listen to when I'm traveling because it gives me a sense of...
- 🎵 One of the reasons I like is that it makes me feel...

- ♪ I find really uplifting, especially when I'm...
- ♪ On the other hand, I don't enjoy as much because it feels too...
- ♪ I listen to mostly in the evening because it calms me down...
- ♪ Although I used to prefer, now I find more ...
- ♪ I think is perfect for working out because it really energizes me...

2. Now that you've played, let's go deeper and work on some vocabulary.

There are words often related to music. As you play Tic Tac Toe, you'll have to use the words properly in a sentence to show you know its meaning. If the sentence is correct, move the chips so as to create a [Tic Tac Toe](#).

List down the words you don't know and find their meaning later on!

3. An IDIOM is a fixed expression or phrase whose meaning isn't predictable from the individual words. In other words, the phrase has a figurative meaning that's understood, even though it might not make sense literally.

Skill: Inferring

To INFER means to draw a conclusion or understand something that is not directly stated, based on evidence or reasoning. In other words, when you read the sentences below, you should infer the meaning of each idiom from the context of how it's used.

3.a. Read the sentences to provide context to the idioms. Shall we give it a go?

→ Strike a chord:

When she sang that old lullaby during the concert, it struck a chord with everyone in the room, as many had childhood memories tied to that song, and you could feel the emotion in the air.

→ Call the tune:

In our family business, my father calls the tune, deciding what new products we develop and how we market them, so he has the final say on all big decisions.

→ Change your tune:

At first, she was completely against the idea of remote work, but after a few weeks of trying it, she changed her tune and now prefers it to the office.

→ In the same key:

After a long discussion, all the members of the committee were in the same key, agreeing that the new policy would benefit both students and teachers equally.

→ Face the music:

He had been avoiding his boss after missing a big deadline, but eventually, he had to face the music and explain what happened during the meeting.

→ Music to my ears:

When they told me that the project was approved and would get funding, it was like music to my ears because I'd worked so hard on it.

→ Hit the right note:



Her speech at the conference really hit the right note, as it balanced both the technical details and a personal, inspiring story.

→ **Fine-tune:**

Before we submit the app to the store, we need to fine-tune the user interface to ensure it's intuitive and easy to navigate for everyone.

3.b. Match numbers 1 - 8 to letters a - h to match the Idiom to its meaning.

- 1- strike a chord
- 2- call the tune
- 3- change your tune
- 4- in the same key
- 5- face the music
- 6- music to my ears
- 7- hit the right note
- 8 fine-tune

- a- something pleasant to hear
- b- to confront consequences
- c- to be in agreement
- d- to resonate emotionally
- e- to alter your attitude or opinion
- f- to be in control of decisions
- g- to do something perfectly
- h- to make small adjustments

4. Comparing and Contrasting Argentine Musical Styles: Cumbia and Folklore.

Skill: Comparing and Contrasting pictures and information.

First, look at the images below: some representing Cumbia and others representing Folklore.

Do they have anything in common? What makes them different? Start thinking about similarities and differences at the same time you begin to think of interesting vocabulary to express your ideas.

Then, as you read the paragraphs that accompany the pictures, make sure you underline any meaningful vocabulary you might use later on in the upcoming activities.





4.a. In your own words, describe what you see in the images. Pay attention to details like the setting, clothing, instruments, and performers.

4.b. After that, list three things that both styles have in common. Think about how both styles connect to Argentine culture.

4.c. Then, list three differences between them. Consider the mood, setting, and instruments they use.

4.d. Read the paragraphs below.

Compare the information you have thought of while looking at the pictures to the information you are going to read. Does it connect?

Folklore: Argentina's Cultural Heritage in Song

Folklore is one of the most cherished musical styles in Argentina, with deep roots in the country's rural history. Originating in the countryside, folklore is often performed with acoustic instruments like the guitar, bombo drum, and charango. The music is rich with stories of daily life, love, and nature, and each song carries a sense of nostalgia and pride. Today, folklore remains a symbol of Argentine identity, keeping the spirit of the past alive in every performance.

Cumbia: The Rhythmic Heartbeat of Argentina

Cumbia is a vibrant and deeply rooted musical style in Argentina, with origins in the northern regions and strong African and Indigenous influences. Characterized by its steady, infectious rhythm, cumbia blends traditional percussion, like the bombo, with modern instruments such as synthesizers and electric guitars. Over time, cumbia has evolved, becoming a symbol of celebration and community gatherings. Today, cumbia is one of the most beloved genres in Argentina, bringing people together on dance floors across the country.

4.e. Share your ideas with a partner. In case you need help, here you have some sentence starters to **COMPARE**:

1. Both folklore and cumbia are important parts of Argentine music because...
2. Both styles use traditional rhythms and instruments, for example...
3. Folklore and cumbia both express the emotions of Argentine people, such as...
4. Both genres tell stories about ...
5. They both bring people together through dance and music. For example...
6. Similarly, both styles are danced in...

And now, for **CONTRAST**:

1. Folklore is more traditional, while cumbia is
2. Cumbia often uses instruments, but folklore sticks to
3. Folklore tends to be slower and more reflective, while cumbia is
4. Folklore focuses on storytelling, but cumbia is more about
5. Unlike folklore, cumbia
6. Although both are traditional, folklore, whereas cumbia

4.f. Finally, write a short paragraph explaining:

- How each style expresses a different part of Argentine identity
- You can reflect personally: describe how you feel when you listen to or see each style. Do you enjoy one more than the other? Why or why not?
- Use examples from the images and your own experiences to make your answer personal and meaningful.
- You can also include vocabulary seen in this section of the Learning Plan and expressions from previous activities.

5. Thinking Routine:

We're almost finishing this stage. As an **EXIT TICKET**, we're going to reflect on what we've seen so far by creating a [collaborative playlist on Spotify](#). As a group (2 or 3 students) you will choose 5 to 10 songs that you love, enjoy, help you relax, use for studying, etc.

For each song, share why it means something to you and how it makes you feel. Once you have your playlists, you can listen to them together in class and talk about the emotions and connections you feel with each track.

- As you explain your choices orally, remember to include vocabulary & expressions seen so far.

At the same time, we'll take this opportunity to reflect on your learning so far.

Please share :

- One thing you've learned that's been really valuable to you
- One thing you still find challenging
- Something you'd like to keep working on

FAST FINISHERS

Now you'll play short clips of different songs. See if you can figure out what musical genre each one belongs to. Think about the instruments, the rhythm, the mood—trust your ears! After each clip, discuss with a peer what gave it away. Let's dive in! : [Guess The musical Genre](#) Quiz



INQUIRY

In this stage, you'll explore how music has an impact on us, from emotions to learning. You'll read an article about music as a study tool, create a summary, and watch a video on how music affects the brain. Then, you'll reflect on your learning: what you've gained, what's been challenging, and what you still want to improve. Finally, you'll get ready to present a musical genre. Let's *strike the right chord* and get started!

ESTIMATED DURATION: 3 weeks / 12 hours

ACTIVITIES

1. As we've been talking about music, you will read an article which goes over how useful music is when studying.

⚠️ An Article is a short piece of writing that talks about a specific topic. It usually gives information, shares ideas, or explains something clearly, in a friendly tone. Articles often have a title, a beginning, a middle, and an end, and they help the reader understand a subject better by giving examples or details.

1.a. **BEFORE READING:** *The Soundtrack of My Study.*

👤 **Pair- Share:** Opinion Trackers

Work with a partner and take turns reading the statements aloud. Place your token (a small object/ a pen/coin/or point at) to show your opinion using the opinion tracker scale below. Compare your answers and discuss your ideas using the Language Tool Box until you cover all the statements.

STRONGLY AGREE	AGREE	NOT SURE / IT DEPENDS	DISAGREE	STRONGLY DISAGREE
●	●	●	●	●

STATEMENTS

1. ***"I sometimes listen to music when I study or do homework at home."***

➤ Do you do this for every subject or only for some subjects?

2. ***"Music with lyrics is more distracting than instrumental music."***

➤ Does it change if the lyrics are in English or Spanish?

3. ***"Total silence is always the best environment for studying."***

➤ Is silence relaxing or boring for you?

4. ***"Different people need different conditions to concentrate and hit their stride."***

➤ Do you and your partner study in similar ways?

5. ***"Slow, calm music can help people melt away stress before exams."***

➤ Have you ever tried listening to music before a test?

💬 **LANGUAGE TOOL BOX** (Keep the conversation in English!)

• **To state your position:**

- "I place my token on 'Agree' because..."
- "For me, this statement is completely true/false..."

• **To compare with your partner:**

- "I see your token is on 'Disagree'. Why do you think that?"
- "We are in the same position! In my experience..."
- "I am in the middle (Not Sure) because it depends on..."

1b. Now that you have discussed your own study habits and opinions about music, read the first lines of the article below. 📄 💬

As you read, think about this question:

🧐 **Does the writer agree or disagree with the idea that music can help people study? Why?**

"The Power of Music in Studying" 🎧 ✍️

"Music is a potent tool 🛠️🚀 that can significantly enhance 📈 our focus when we're studying. Many students don't fully appreciate how the right kind of music can sharpen 🎯 their concentration, elevate their mood, and keep them driven." 🔥💪

IN PAIRS: 👤 Turn to your partner and share your answer to the question before unlocking the rest of the text!

🎧 📖 **Let's read the full article in pairs!**

1.c. Read the article *The Power of Music in Studying* with your partner, paragraph by paragraph. The text includes idioms, phrasal verbs, and some challenging vocabulary, so read carefully and discuss your ideas together.

🔍 As you read, focus on two things:

- the main idea of each paragraph.
- the overall message of the article

🚀 **TIP! HOW TO WORK IN PAIRS:**

1. Paragraph by Paragraph: Read the full article "*The Power of Music in Studying*" with your partner. Student A reads paragraph 1 aloud, and Student B reads paragraph 2 aloud.

2. Identify the Core: After each paragraph, stop for 30 seconds and agree on the main topic (e.g., *Paragraph 1 is about the benefits of classical music*).

3. Analyze the Statements: Read sentences 1 to 8 below. Scan the text to find the exact line that matches each sentence.

4. Negotiate the Answer: Discuss with your partner whether the answer is T, F, or DS. Write your final choice in the brackets.

1.d. Read the article carefully and, as you go, decide if each statement is: **TRUE (T)/ FALSE (F)/ DOESN'T SAY (DS)**

💡 **DOESN'T SAY (DS):** The article does not give us this information—even if you think it might be true in real life! Don't guess; stick strictly to what is written. 🔍

1. Classical and ambient music are examples of soothing music. []

2. Listening to music always helps every student study better. []
3. Songs with recognizable lyrics can distract some students. []
4. Students who listen to music get better exam results than those who don't. []
5. Music that is too repetitive or monotonous can make you feel tired over time. []
6. The article mentions a specific scientific study about music and the brain. []
7. The writer suggests that you should try different types of music and genres. []
8. The article says fast, energetic music is the best choice for studying. []

1.e. We've created a  SUMMARY of the Article. However, it is not an ordinary summary as you will practice forming new words by using a given base word.  

For each sentence, you will see a gap where a word is missing. You need to transform the base word given CAPITAL LETTERS  to form the correct word that fits the meaning and grammar of the sentence.  

Tip: Word Formation

First, identify the root word -this is the base form from which other words come.

Next, determine the part of speech you need—look at the sentence to see if you need a noun, verb, adjective, or adverb.

Then, review common prefixes and suffixes—these help transform the root word.

After that, check your answer by reading the sentence and ensuring it makes sense.

Be sure to pay attention to the part of speech and the correct form. Write your complete sentence after filling in the gap. The first one is an example:

EXAMPLE: *The article discusses how music can be a (0) powerful aid for students when they study...*

(POWER →POWERFUL) 

The article discusses how music can be a powerful.... aid for students when they study, as it can improve focus, reduce stress, and keep them, especially when the music is calming and..... . However, it also acknowledges that music isn't for everyone; for some, lyrics or upbeat tracks can be a, and silence or white noise may work better.
The author students to experiment and find what suits them best, that, ultimately, music can be a helpful companion —if chosen wisely— in creating a study environment.

POWER
MOTIVATE
INSTRUMENT
BENEFIT
DISTRACT
ENCOURAGE
EMPHASIS
PRODUCE

1.f. More than words: Understanding Vocabulary in Context

Here's a list of vocabulary included in the article. Go back to the text to find the words *YOU* find challenging, and see if context helps you grasp the meaning.

Let's start!

 First, tick the words you already know in the list. You may also add your challenging words.

 Not so sure about their meanings? You may also use a [Dictionary](#) (English-English) to get some examples and further clarification.

Skill: Guessing the meaning of unknown words

When you face difficult vocabulary make sure you place it within a context. Isolated words may seem harder to understand.

Avoid focusing on isolated words. Instead, look at the context: the sentences around it often provide clues about its meaning, tone, and use. By paying attention to examples, connectors, contrasts, and the general topic of the text, you can *infer* meaning more effectively and remember vocabulary more naturally.

Potent tool	Subtle backdrop	Upbeat tune	Stumble upon
Enhance	Steady rhythm	White noise	Pursuit
Fully appreciate	In the zone	Drawback	Ally
Sharpen	Off course	Monotonous	Figure out
Keep driven	Outcomes	Lift us up	Well-being
Soothing	Melt away	Wear us down	Find your rhythm
Tackle	At ease	Thrive	Hit their stride

1.g. In an educational context, MEDIATION refers to the process by which one person helps others understand concepts, bridges gaps in knowledge, or clarifies meaning. A mediator doesn't simply give the answer but actively guides their peers by rephrasing, giving examples, and asking questions. This **collaborative** exchange ensures deeper learning for both the helper and the recipient.

 In pairs, try to explain in your own words the meaning of the words or phrases your partner does not understand. Use these sentence starters, if necessary.

"I think this word means..."

- "In my opinion, this concept is similar to..."
- "I'm not sure, but maybe it relates to..."
- "Could this word be an example of...?"
- "I feel like this is / isn't important because..."
- "I think it connects to what we discussed earlier about..."

1.h. Discuss with a peer how relevant those words were within the context of the article. Which were actually relevant and which ones were just adding details?

2.  **The Power of Music in Studying:** Have you noticed that each paragraph has a number and a dotted line on top? Create a title for each paragraph. It should include *the gist* of the paragraph. Take into consideration that by reading the title, anyone should be able to know what it's about quickly. Share ideas with a partner so as to work collaboratively.

3. AFTER READING the article, answer the following questions

Skill: Inference: Reading between the lines

When answering questions, you should remember that not all the answers will be found in a single

paragraph. Instead, you need to read the entire text, looking for clues in different sections. By connecting ideas across the text, you will uncover implied meanings and subtle hints that help you form a full answer.

Another key strategy is to pay close attention to word choice -how certain adjectives or verbs carry emotional weight or what's left unsaid.

**This tip will help you answer all three activities below.*

Skill: Interactive speaking, fluency & discourse management

When you provide your own opinion, make sure that it's done based on the global idea, not just a single paragraph. Therefore, your answer will be meaningful and fully informed.

Whenever possible, include complex structures which contain contrast

E.g:

Although most people might find that....., I consider that

Even though many claim that is effective, I believe it

While some argue that is, I think it still lacks

- Why does the author believe music can help students stay motivated while studying?
- In what situations does the author suggest music might be distracting instead of helpful?
- What does the author mean by "finding your rhythm," and why is it important in studying?
- How does the author balance the positive and negative aspects of using music for studying?
- What is one approach you might try to improve your own study habits?

4. True or False: Make sure you can justify your answers by highlighting the evidence in the text, make notes, etc.

- The article suggests that music is always beneficial for everyone during study sessions.
- The article claims that all types of music have the same calming effect on every student.
- The writer's main aim is to convince every student to listen to music while studying.

5. Multiple Choice: Choose one but make sure you can explain your choice to your partner.

→ **According to the author, what is one positive outcome of listening to music while studying?**

- A) It guarantees perfect exam results
- B) It reduces stress
- C) It helps students memorize vocabulary faster
- D) It always improves handwriting

→ **What is one suggestion the author gives to help students discover the best sound environment for them?**

- A) Always listen to upbeat pop music
- B) Try different genres or white noise
- C) Stick to one playlist every time
- D) Avoid listening to any music at all

6. Did you know that music actually has an impact on us?



In pairs look at the title of the video "How music affects your brain"

6.a.  Work with a partner and discuss:

1. How does music affect your mood?
2. Do you think music can help you learn? Explain.
3. What parts of your brain do you think are activated when you listen to music? Does the type of music matter? Have a look at the [following diagram](#) and share your ideas with the class."

6.b. Before watching the video, in pairs match the words (1–4) with their meanings (a–d):

1. affect	a. to remember something
2. recall	b. to change or influence something
3. reduce	c. to focus attention
4. concentrate	d. to make something smaller or less

Skills: Identify main ideas and supporting details in complex texts.

Focusing on the overall purpose of the speaker's message will be as important as getting specific information in this activity. You can ask yourselves, "What is the speaker's key point?" Also, take into consideration that the same idea can be expressed in different words (that's called paraphrasing)

Tip: How to tackle academic vocabulary in listenings

- Preview the questions before listening to know what to focus on.
- The speaker may not use the same words as the questions
- Be careful with words like: *always, only, all*
- Listen for ideas, not just words

6.c.  Now, [watch the video](#) and choose the best answer:

1. What is the speaker's main point?

- a. Music is only entertainment.
- b. Music affects the brain in different ways.
- c. Only scientists understand music.
- d. Music is only useful in therapy.

2. What does the speaker say about music and emotions?

- e. Music creates the same feelings in everyone.
- f. Only fast music affects emotions.
- g. Music can influence emotions, but reactions vary.
- h. emotions are not related to music.

3. What is one effect of relaxing music?

- i. It increases heart rate
- j. It helps the body relax
- k. It makes people more active
- l. It replaces medical treatment

4. What does research say about music and dopamine?

- m. Music stops the brain from producing dopamine.
- n. Music can make the brain release dopamine, a chemical linked to pleasure.
- o. Dopamine is only produced when people study.
- p. Music has no connection to dopamine.

5. According to a 2008 study about children and musical training, what was found?

- q. Musical training had no effect on children.
- r. Only adults benefit from musical training
- s. Children with more years of musical training showed better brain development in many skills and areas.
- t. Children with more years of musical training only performed better at fine motor skills.

6.d. 📄 Your Notes - Effects of Music: Watch the video again and complete the table using keywords about the effects of music.

Effects	What happens to your brain?	One detail or example
😬 Emotions		
🧠 Memory		
😞 Stress		
🎯 Concentration		

6.e. 📝 Write the Science Card

Spotify is launching a brand new feature: a short "Did you Know? science card that pops up while you're listening. The card changes weekly and this week's topic is:

🎧 "Did you know music changes your brain?"

Your English class has been selected to write it. The card needs to be clear, interesting, and short — millions of people will read it while their favourite song plays in the background.

YOUR MISSION:

Write the text for the card in 60-80 words.

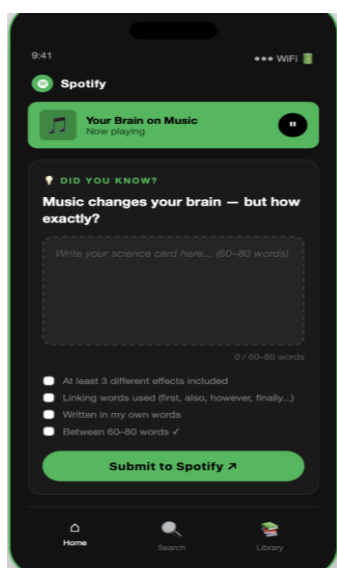
Your summary must include:

- ✅ At least 3 different effects
- ✅ Linking words to connect your ideas (e.g. first, also, however, finally)
- ✅ Your own words — not copied from the video

Think about the last song that gave you the chills, made you cry, or got you moving. That wasn't random- that was your brain responding to music. You've listened, you've taken down notes, you've thought about it. Now put it all together in your own words: *How does music affect your brain?*

TIP: Stuck on how to start? Try one of these:

- "You probably listen to music every day — but do you know what it's doing to your brain?"
- "Scientists have discovered that music is more powerful than we think..."
- "Next time you press play, remember: your brain is already changing."



Before you submit check:

- Did you mention at least 3 effects?
- Did you use linking words?
- Is it between 60–80 words?
- Does it sound like *you*?
- Would a stranger find it interesting?

🎵 Whole- Class activity: Now You Feel It — Does Science Hold Up?

You've watched the video *How Music affects your brain* and you've written your Spotify card. Now let's test it.

You will listen to two different songs. After each song, think about how it makes you feel and write down your emotions.

- [Song 1](#) 🎧
- [Song 2](#) 🎧

👉 Listen- don't speak. Just notice what happens inside.

Song 1 made me feel:

Song 2 made me feel:

Before you share — reflect for 30 seconds: *Did what you just felt match anything you wrote in your Spotify card?*

 Now, it's time to share your ideas as whole class. You may organize your ideas using the following questions.

1. How did each song make you feel?
2. Was it the same for everyone?
3. Which song helped you relax more?
4. Which one gave you more energy?
5. Does this match what we learned about music and the brain?
6. Can music really change emotions?

 The real question behind all of this: *You felt it. Science explained it. Do they match?*

7. Now, you are going to [Listen to an Interview](#). Nick is the Lead Singer of the band “Crispy”.

Tips: Listening for specific information (with paraphrased sentences)

- Read the sentences quickly first to understand the general topic.
- Underline key words in each sentence before listening to the interview.
- Look for synonyms and paraphrases, not only the exact same words from the audio
- Identify who or what the sentence is talking about before searching in the interview.
- Pay attention to numbers, dates, ages, and quantities because they are often important clues.
- Make sure the missing word or phrase fits grammatically in the sentence.
- Use context to predict the type of information you need (person, place, number, adjective, etc.).
- After completing the task, read the full sentence again to see if it sounds natural and logical.

Listen to the interview and complete the sentences with the missing information. Use words or short phrases from the text.

- Nick and his sister began performing music together when they were about years old.
- Their father encouraged their interest in music because he was a himself.
- Nick's mother worried about them becoming professional musicians because she believed the lifestyle was very
- Nick started creating his own songs at the age of
- Although Nick preferred rock music, Mel was especially interested in music from
- The members of Crispy first met while Nick and Mel were performing at a concert.

- At first, Nick and Mel hesitated to join the band because the other musicians were much than them.
- Before becoming famous, the band spent a year rehearsing and new music.
- A music company offered Crispy a contract after hearing songs they had recorded.
- Nick and Mel's parents insisted that they complete before becoming full-time musicians.
- The band now travels so often that they rarely stay in the same place for more than a few
- Nick says the older members of the band help him and Mel relax and make sure they eat
- So far, three of the band's have reached number one in the charts.
- Crispy's first album sold more than copies.
- The release of the band's second album was delayed because Nick had recently been

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.

INTENSIFICACIÓN

INDEPENDENT LEARNING GUIDE – ⚡ B1+ LEVEL

🎵 Music to my ears 🎵

Let's begin!

You are going to watch [very short Vlogs](#) from people who enjoy LIVE EVENTS. Some include listening to music live (but not all the events mentioned are related to music).

Skill: Listening for global understanding

Match these phrases to the speakers.

⚠ Do not expect to find the exact same phrases. Below, you'll read paraphrased versions of what you will hear in the videos. That's why it is important that you listen for the main idea. It might be helpful to take some notes on isolated words you hear (Eg: Football, Jazz, Festival, etc)

Can you mention what they enjoy doing?

Speaker 1 (Girl from Nottingham, UK) enjoys →

Speaker 2 (Woman from Tokyo, Japan) enjoys →

Speaker 3 (Man from Birmingham, UK) enjoys →

Speaker 4 (Boy from Tours, France) enjoys →

Speaker 5 (Girl from London, UK) enjoys →

- Attending musical performances in clubs
- Camping at huge music festivals



- Watching Live Plays
- The atmosphere at live sportive events
- Going to live comedy performances

→ **Now that you've seen what a short Vlog looks like, it's your turn!**

Music Vlog Project

You are going to create a music review vlog and record yourself presenting it. This will help you practise your English while you dive into a musical genre. Some genres may be familiar, while others might be completely new—so part of the fun is exploring new sounds and cultures. Let's make your vlog engaging and enjoyable!

STEP 1: Choose Your Genre

Pick the musical genre you will review.

- If you already have a genre in mind, go with that one.
- If you're undecided, [use a random scratch card](#) to select a style.

Try to make sure no one else chooses the same genre so each vlog is unique.

STEP 2: Research Your Genre

Gather information about your chosen genre:

- When and where did it begin?
- Who are the most famous artists or bands?
- What instruments are used to create its sound?
- What makes this genre special or unique?
- How is it linked to culture, emotion, or history?

Use these guiding questions in your vlog script:

- "The genre I chose is _____. I picked it because _____."
- "This genre began in _____."
- "Some famous artists in this genre are _____."
- "The instruments used are _____."
- "This genre is often linked to _____."
- "I think it's important because _____."

Also, mention how this genre affects you—how it makes you feel or what impact it has on your body or mind.

STEP 3: Organize Your Ideas & Record Your Vlog

Plan your vlog by structuring your ideas. Start with a brief introduction, dive into your main points, and conclude with your personal reflections.

After presenting the facts, add your opinions:

- "Do I enjoy this genre? Why or why not?"
- "I think it's making a comeback because..."
- "Last week, I listened to this genre, and it made me feel..."
- "I would recommend this genre to anyone who likes _____, because it is _____"

STEP 4: Time to record yourself!

Once your script is ready, record yourself confidently presenting. Be expressive, keep your energy up, and

speak clearly so your viewers can connect with your passion.

****If you prefer avoiding recording yourself, you can create an avatar version with AI. Here's a sample Music [Vlog](#) done with AI, you can use it as a model or create your own style!. Take into consideration that you'll have to support your answers in class, regardless the recording ****

Extra tips! 🧐

- ✓ Choose a quiet, well-lit space so you're clearly visible and your voice is easy to hear.
- ✓ Speak slowly and naturally—take pauses so your points are clear.
- ✓ Practice your key phrases ahead of time so you feel more comfortable.
- ✓ Look at the camera, as if you're talking directly to a friend, and smile so your energy stays warm and inviting.
- ✓ Finally, check your timing (keep it around 2 to 3 minutes) and ensure you covered all your key points.

✓ Once you're happy, share your vlog!

💡 Thinking Routine!

We're about to begin the Production Stage of this Learning Plan, so before we move on we'll take a few minutes to reflect on what has been learnt and what's still to come!

- First, write down 3 things you already know about Music, something you feel you know and could even explain to others.
- Then, list 2 things you want to learn or understand better.
- Finally, think about what activities or skills you feel you have improved in, and what you might do differently next time.

FAST FINISHERS EXTRA ACTIVITY:

• Create your own tune!

- Open [Chrome Music Lab's](#) Song Maker (or a similar tool).
- Choose a theme or mood for your piece (e.g., calm, energetic, mysterious).
- Create a short musical composition that reflects that theme, using at least three different sounds or patterns.
- Once finished, save your piece and be ready to share it.
- Prepare a brief explanation (1 minute) for the class, describing how you chose your sounds and patterns and how they match your theme.
- Think of 5 more questions you would add to the [Interview](#) on activity 7. What would you like to know?

PRODUCTION

In this next part of the Plan, you'll take all the arguments you've been gathering—whether from articles, videos, or class discussions—and shape them into a full article. You'll organize your points, practice your writing, and present your perspective with confidence, using a model text.

This will be a chance to showcase your reasoning and communication skills. Afterward, we'll reflect as a group on what strategies worked best.

ESTIMATED DURATION: 2 weeks / 8 hours

ACTIVITIES:

1. Get into groups of three and discuss these questions. Give reasons for your answers.

Let's get into groups of three and discuss these questions. Give reasons for your answers.

-Do you listen to music when you study? What kind? Does it help you?

-Do you think some subjects are easier to study with music than others? Give examples

-Do you prefer silence, music, or background noise (like a coffee shop) when you are studying for a test?

Useful language:

"In my opinion, songs with lyrics are..."

"When I study maths / English, I prefer..."

"I disagree with my partner because..."

 **Wrap-up:** write ONE thing you agreed on:

We agreed that

.....

.....

.....

Analyze the following recent research findings. Which fact surprises you the most? Why?

Finding	What it means
51%	16–24-year-olds say TikTok is their main source of music discovery — but does that music help them study?
Stanford University	found that classical music activates areas of the brain linked to memory and attention.
Lyrics = distraction	Research shows that music with lyrics reduces performance on reading and writing tasks because the brain tries to process two sets of words at the same time.
Dopamine effect	Music you enjoy releases dopamine — the "feel-good" chemical — which reduces stress and increases motivation.
Silence wins for memory	Studies show silence is generally better than music for memorising

information.

2. Now read the article '[Does Music Help you Study?](#)'. Decide if the following statements are **True (T)** or **False (F)**. You must justify your answer using information from the text.

a) Music directly improves your memory and makes you smarter. []

Justification: _____

b) Listening to songs with lyrics is fine as long as you like the artist. []

Justification: _____

c) Classical music and lo-fi hip-hop are recommended because they lack lyrics. []

Justification: _____

d) Silence is more effective than music when solving complex math problems. []

Justification: _____

3. Read & Reflect

Find these four elements and write your answers below.

a.  **THE TITLE.** The title is a question. Read it carefully.

Write the title here:

Why is it a good title? What question does it ask the reader?

b.  **THE INTRODUCTION.** Read the first paragraph. The writer describes a common situation to hook the reader.

What do many students do while they study?

What does the writer say the answer depends on? Find TWO things.

1. _____ 2. _____

c.  **THE SUBHEADINGS.** The article has four subheadings. Find them and write them below.

	Subheading	What is this section about? (1 word)
1		
2		
3		
4		

Why did the writer use subheadings? Tick one:

☐ To make the text look longer

☐ To help the reader find information quickly

☐ Because it's a rule in English

d.  **THE CONCLUSION.** Read the last paragraph. The writer gives a final message.

Is music a "magic solution" for studying? What does the writer say?

What is the writer's advice to the reader?

 Discuss with your partner: Do you agree with the writer's conclusion?

4. The writer uses specific connectors to move between ideas. Find them in the text and categorize them:

I. Addition: e.g *and* _____

II. Contrast: _____

III. Example: _____

Final Task: Writing an Article Based on Evidence

Objective: You will write an article for an international student website explaining your study habits, using what you learned about music, brain science, and connectors. Your task is to show clear organization and reasoning backed up by findings/ ideas mentioned before.

You see this notice on an international student website.

Articles Wanted!

The Soundtrack of my Life

-What kind of music do you listen to?

-Does music help you concentrate, work out, or is it a distraction?

-Is it better to study in silence or with background noise?

-Do you travel, fall asleep or do other activities with music? Which moments do you tune in?

Write an article answering these questions. Write your article in 100–120 words.

 **STEP 1.** Decide Your Opinion

Before you write anything, answer these questions for yourself:

☐ When does music help YOU- and when is it a distraction?

☐ What kind of music do you listen to when you work out/travel or fall asleep? (lyrics / instrumental / silence/ genres)

☐ What is your main message for the reader?

Your opinion will be the bread — it opens and closes your article! 

 STEP 2. Build Your Sandwich

Fill in each layer before you write your full article.

 TOP BREAD - Your Introduction (2–3 sentences)

Start with a hook — a question, a surprising fact, or a situation the reader recognises. Then state your opinion clearly.

From [the article](#), the writer hooks us with:

"Many students listen to music while they study. But does it really help?"

Now write YOUR hook and opinion for *The Soundtrack of My Life*:

My hook: _____

My opinion: _____

 FILLING 1 - The Benefits (2–3 sentences)

Give ONE reason why music can help as it will help you for your article entitled: *The Soundtrack of my Life*. Use evidence from the article/ research/ info seen in class.

For example, in the article the author states the following benefits:

 "When you listen to a song you like, your brain releases dopamine — a chemical that makes you feel good and reduces stress."

 "A study from reveals....."

 "Music can make studying feel less difficult."

My benefit: _____

My evidence (in my own words): _____

Tip: You can use these useful connectors to link your idea and evidence: because / for example / according to research / this means that

 FILLING 2 - The Drawbacks (2–3 sentences)

Give ONE reason why music can be a problem. Use evidence from the article or include info discussed in class. In the article, the author states that drawbacks are:

 "Music with lyrics can be especially distracting — your brain has to process two sets of words at the same time."

 "For complex tasks — like writing an essay or solving a maths problem — silence often works better than music."

 "Fast and loud music is more likely to pull your attention away from your work."

My drawback: _____

My evidence (in my own words): _____

Tip: you may include these useful connectors: however / on the other hand / although / but

 BOTTOM BREAD - Your Conclusion (2–3 sentences)

Summarise both sides in ONE sentence. Then give the reader a clear recommendation.

In the article *Does Music Help You Study?*, the writer concludes:

"Music can be a useful study tool, but it is not a magic solution. The most important thing is to choose your music carefully."

Now write YOUR summary and recommendation for *The Soundtrack of My Life*:

My summary: _____

My recommendation: _____

Useful connectors: to sum up / in conclusion / I would recommend / it depends on

⚙️ STEP 3. Write Your Article

Now, it's time to use your sandwich plan, the ideas you mentioned above and write your full article below.

Remember to include subheadings (100–120 words)

You see this notice on an international student website.

Articles Wanted!

The Soundtrack of my Life

-What kind of music do you listen to?

-Does music help you concentrate, work out- or is it a distraction?

-Is it better to study in silence or with background noise?

-Do you travel, fall asleep or do other activities with music? Which moments do you tune in?

Write an article answering these questions.

Write your article in 100–120 words.

 **A great article is like a great sandwich — every layer matters!**

⚙️ STEP 4. ☒ Check Your Article

Before you hand it in, tick every box:

- ☐ I have a hook in my introduction.
- ☐ I stated my opinion clearly.
- ☐ I included ONE benefit with evidence from the article.
- ☐ I included ONE drawback with evidence from the article.
- ☐ I used at least 3 different connectors.
- ☐ I gave a recommendation in my conclusion.
- ☐ My article is between 100 and 120 words.
- ☐ I checked my spelling and punctuation.
- ☐ I included subheadings

⚙️ STEP 5. Before handing in, share your article with a partner.

Use the checklist to review each other's pieces. Make sure you offer some positive feedback and/or suggestions as it will be taken into account in the next feedback stage.

 STEP 6. Get Ready to Explain Your Decisions

Prepare to explain the decisions you made while writing and revising your article. During the round table discussion, you should be ready to tell your classmates:

- why you chose certain ideas or examples
- how you improved your vocabulary or sentence structures
- which feedback helped you the most
- what changes you decided to make after reflecting

Remember to speak clearly and respectfully, and listen carefully while your classmates share their own writing process.

ASSESSMENT

As we conclude our Learning Plan on music, we've explored how different genres shape emotions, how music impacts the brain, and how it supports learning. Throughout the lessons, you engaged in creative tasks, from analyzing musical patterns to explaining your preferences to others. Now, as we round up, you will reflect with a self-evaluation, give peer feedback, and receive a teacher evaluation as you share a **ROUND TABLE**. This final assessment will help you see your growth and the ways music has enriched your learning journey.

ESTIMATED DURATION: 1 week - 4 hours

Today, you'll be presenting the final version of your articles. After you read your piece aloud, your partner(s) will give you general feedback. We'll focus on vocabulary, sentence structures, and the overall flow of your ideas. After this, you'll reflect on the feedback and revise if needed. Then, we'll conclude with a brief class discussion on common strengths and patterns we observed.

Let's break down the approach step by step.

First, let's talk about a **ROUND TABLE discussion**. A round table is a format where everyone sits together, and each person takes a turn speaking. In this format, every voice is equally valued, and you'll follow the same order so each person can share without interruption.



 STEP 1. Reflecting on & Sharing Your Process (Round Table)

As a class or in small groups, we will sit in a round table arrangement (and follow the established order). Share the steps you took, the decisions you made, and any strategies that guided your writing. Compare your

experiences and then read your articles aloud to the group.

 STEP 2. Practising Feedback: “Three Stars and a Wish” (Round Table)

Next, we’ll practice giving feedback using the round table format again. Each person will take a turn and use the “Three Stars and a Wish” method. Identify three specific things they did well and one constructive suggestion for improvement. For example, you might say, “Your introduction was really engaging” or “You could add more detail in the conclusion.” Keep your language positive and kind, ensuring your feedback supports your partners’ growth. By sticking to the round table format, we ensure everyone’s voice is heard, and everyone has an equal opportunity to grow as a writer.

 STEP 3. Rate your process and your classmates' with this chart

	Good	Improvement Possible	Needs Some Improvement	Needs a lot of Improvement
Language Use	Good and clear use of language. Accurate vocabulary.	There are some language errors. It is mostly clear.	Language is unclear and contains frequent grammatical errors.	Language needs a lot of improvement. Vocabulary is limited.
Organization	Your presentation is very prepared and well organized. The information is relevant.	Your presentation is mostly prepared and well organized. The information is mostly relevant.	Your presentation is somewhat prepared and organized. The information is almost relevant.	Your presentation is not very prepared or organized. The information is not relevant.
Clear Layout	Your layout is clear.	Your layout is mostly clear.	Your layout is sometimes clear.	Your layout 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 4. 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 Articles about music			
I can produce sentences using vocabulary and idioms related to music			
I can listen to an informative video and understand the global idea.			
I can listen to an interview and understand detailed information.			
I can give my opinion and justify my answer.			
I can write an Article based on evidence following instructions			
I can create a poster about a musical genre of my preference			
I can deliver an oral presentation based on a poster using adequate vocabulary.			
I can explain vocabulary in my own words so as to explain it to others			
I can work in groups/pairs and share significant information with others			
I can share personal experiences with others including meaningful structures and vocabulary			

⚠ IMPORTANTE ⚠

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

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL

NOMBRE DEL ESPACIO: Lenguas Adicionales: Inglés- Nivel 5- B1.2

NOMBRE DEL PLAN: AI, friend or foe?

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:

This Plan will explore the role of artificial intelligence (AI) as either a helpful tool or a potential threat. We will examine AI's impact on fake news, its benefits in everyday tasks, and the risks it can bring. By the end, it is expected that you will be able to discuss when AI is useful and when it should be treated with caution. We'll foster our critical thinking skills and put them into practice as we debate Pros and Cons in the use of technology. Let's start!

Topic: AI

Throughout this plan, you will learn to:

- Read carefully to determine whether the information is reliable and to understand both explicit messages and implied meanings.
- Explain the main ideas of oral and written texts in your own words, even when they are slightly more complex.
- Take part in structured debates, responding to counterarguments respectfully.
- Express and justify your opinions, showing different points of view.
- Paraphrase and summarize paragraphs and/or key concepts to others creating meaningful and task appropriate sentences.
- Listen for the general concept and specific words.
- Make inferences by interpreting both what's stated directly and what's implied.
- Mediate the information so as to explain it to a peer in your own words.

*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

- Informal emails
- Article
- Quiz
- Video Game (Section "Fast finishers")

→ LISTENING COMPREHENSION AND SPEAKING ACTIVITIES

- Informative Video
- News Report
- Informal e-mails

→ WRITTEN PRODUCTION ACTIVITIES

- Debate
- Informal e-mail

→ ORAL PRODUCTION ACTIVITIES

- Debate

Final task: engage in a **debate** providing arguments for or against given statements while supporting your ideas soundly.

Contents and Skills:

- Personal opinions and justification based on sound evidence and/or facts.
- Analysis and reflection upon social, cultural and linguistic aspects regarding the use of AI in our daily lives.
- Critical thinking and creativity.
- Developing debating and argumentation strategies.
- Letter writing

Assessment: you will be assessed on:

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

⚠ 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	2 weeks - 8 hours	2 weeks - 8 hours	2 weeks - 8 hours

*Tiempo Estimado para Escuela con 4 h semanales

STARTING POINT

In this section, we will start exploring the possible uses of artificial intelligence (AI). We will learn how it can help us in daily life, school, and communication. We will also think about its limits and possible problems as we build essential vocabulary to discuss artificial intelligence, fake news, and their impacts.

You are going to practice key words and phrases, enabling you to express opinions and analyze different perspectives. The learning will involve both individual tasks and collaborative activities, encouraging discussions in pairs and groups so that everyone can share and refine their ideas. You will also engage in critical reading of texts, alongside more playful activities and creative tasks

Estimated time for this stage: 8–7 hours

ACTIVITIES

1. Let's begin by **BRAINSTORMING** together. Do you know what brainstorming is?

Brainstorming is a creative technique used to generate a large number of ideas around a specific topic. Typically, a group of people shares ideas openly, allowing free-flowing thought. There's no "right or wrong" answer here, so feel welcomed to speak up! Your teacher will guide you through.

1.a. You will see 10 starter questions below. Read them and think about your own opinion and personal experience (remember there's no "right or wrong answer!")

- How often do you use AI in your daily life?
- What devices do you use when you interact with AI?
- Can you name any apps or tools that use AI that you have tried?
- What do you usually use AI for—like entertainment, learning, or something else?
- Have you ever used AI to help with your homework or school projects?
- Do you think AI can make learning easier or harder for students?
- What is one AI tool you would like to try in the future?
- Do you feel comfortable using AI, or do you feel unsure about it?
- How do you think AI will change schools in the next few years?
- What are some advantages or disadvantages of using AI in everyday life?

1.b. Now, speak up and mention out loud **meaningful** words that could match those answers. As everyone participates, brainstorming will be very rich in content!

1.c. Now get in pairs, use the brainstorming created as a group and deepen your work upon it and answer the questions above.

Tips and Strategies for Oral Communication: Use Sentence starters to support and structure your arguments.

At first, some starter sentences might seem a bit difficult, but soon enough you'll get used to including them and they'll become easier to incorporate in your daily conversation.

- "In my daily life, I often use AI when I..."
- "The devices I use for AI are usually my phone or my computer because..."
- "Some apps I have tried that use AI include..."
- "I usually use AI for things like learning, entertainment, or communication because..."

- "One time, I used AI to help me with my homework, and it worked by..."
- "I think AI can make learning easier because it helps me to..."
- "In the future, I would like to try using AI for..."
- "Sometimes, I feel a bit unsure about AI, especially when I..."
- "I think AI will change schools in the future by..."
- "One advantage of AI in daily life is that it can..."

2. Have you ever heard the expression "Friend or foe"? What do you think it means? What could it be used for? If you are not sure of the meaning, click here to read what the [Cambridge Dictionary](#) says about it.

As we go over the following article, we will read FOUR experts' opinions on robots. Though they share some ideas, they disagree on other aspects, too. The following task will require you to **identify** each person's **point of view on general and specific concepts**, too.

Tip: Identify each speaker's point of view

First, preview the questions before reading. This helps you know what to look for.

Next, underline or highlight key words in the tasks, so you know what actions or details to focus on. Then, read each paragraph carefully, but one at a time, identifying the main idea of each speaker.

After that, compare small details, like how often they do something, when they do it, or why they prefer a certain approach.

Finally, go back to the text if unsure, and never rush—details often appear in subtle differences.

Skills:

- Distinguish between main ideas and supporting details—since some paragraphs will be similar, you must spot subtle differences.
- Scanning for specific information—like who does what, or when—if several speakers share similar ideas, they must rely on small, distinctive details.
- Make inferences—sometimes the answers aren't stated directly, so you must deduce them from what's implied.

2.a. Read the [Article](#): Robots: friend or foe?

2.b. Multiple choice:

After reading the Article, answer the following questions with the letters A, B, c or D.

- Which expert has a different view from the others regarding the timescale of AI becoming much more autonomous?
- Which expert has a similar view to A about the responsibility humans have for the future of AI?
- Which expert agrees with B that the negative aspects of AI far outweigh the positive aspects?
- Which expert seems to disagree with B about how fast humans can change?
- Which expert gives their opinion about what will happen with the same level of certainty as D?

⚠ **Make sure that all your answers can be supported with concrete arguments.** ⚠

2.c. Could you SUM UP / PARAPHRASE in your own words what each speaker says?

You can use some of these sentence starters to express the **contrast** in their arguments.

- "Speaker A believes that..., while Speaker B thinks..."
- "According to Speaker D,..., but Speaker B argues that..."
- "Speaker C points out..., whereas Speaker A says..."
- "On one hand, Speaker A claims..., however, Speaker D suggests..."
- "Although Speaker D states that..., Speaker C believes..."

2.d. After reading the experts' opinions... Get in pairs and discuss:

- What do YOU think about robots?
- Which expert do you agree with the most? Why?
- Which expert do you disagree with? Why?

Feel free to include any of the vocabulary from this box to support your ideas:

friendly
nervous
well-supported
indifferent

serious
relevant
optimistic
superficial

enthusiastic
calm
vague
skeptical

detailed
passionate
coherent
unconvincing

2.e. ⚡ **B1** ⚡ Create counter arguments with your peers. Acknowledge something he/she has said and present a different perspective or argument. You can use some of the following starters:

- I see your point, **but** I believe that...
- I understand what you're saying; **however**, I think...
- That's a good point, **but** in my opinion...
- I agree with you to some extent, **but** I would add that...
- You make a strong argument, **yet** I still think...
- I take your point, **but** from my perspective...
- I see what you mean, **although** I would argue that...

3. Many people would agree that AI challenges what we consider real. Nowadays, it's really hard to **tell** AI-generated videos **apart** from "real" ones. Are you good at detecting AI-generated videos?

Can we always trust videos online? Have you ever seen a video that looks fake or edited? How can you tell? (I cannot **tell them apart!**). If you are not sure of the meaning, click here to read what the [Cambridge Dictionary](#) says about this phrasal verb.

3.a. Now, get in pairs to watch the [following video](#). You will watch two videos simultaneously and will need to decide which is Fake and which is Real. After a few seconds you will get the answer. Pause them so as to get time to see them well and justify your answers.

3.b. In pairs discuss your views using the sentence starters: Which video do you think is real? How can you tell them apart? What makes you think that? Does anything look strange, unnatural or wrong?

- It looks real/fake because...
- Something is wrong with...
- It might/ could be AI because...

• Although the video on the left..., I think...

3.c. Whole-class challenge. Watch the video “[This or that Challenge!](#)” Stand up, and move to the one side of the room. *If you say the video on the right is real, move to the right.* Be ready to justify your answer!

3.d. Now, [watch and decide](#). Can you tell which video has been shot by real people? As you watch, record your answers in the following chart.

Clip	Your Guess (Real or AI)	What clues did you see? 🗣️	Final Answer
6			
7			
8			
9			
10			
11			
12			

✍️ Write short answers in the “Your Guess” column, write **AI- (R)** if you think the video on the right is AI-generated.

3.e. Listen carefully and match [the tell-tale signs of AI-generated videos](#) with the correct descriptions.

⚠️ **There is one extra sign that is not mentioned.** ⚠️

A. REPEATED EMOTIONS OR PATTERNS	1. The position of the camera (from above, below or the side)
B. CAMERA ANGLE	2. The lights and shadows do not match the scene.
C. LIGHTING AND SHADOWS	3. The skin looks too smooth or not natural.
D. BACKGROUND INCONSISTENCIES	4. Lines or borders around a person look strange.
E. FACIAL ANOMALIES	5. The face looks strange (eyes, mouth, or expression).
F. TEXTURE AND SKIN	6. The background changes or looks unreal.
G. EDGE ARTIFACTS	7. The same expression or action repeats again and again.

Thinking routine

We’ve been working for a few classes on this topic. Let’s work on “The Skill Collector”. Take a few minutes to reflect and recap on what has been done so far...

Think about:

One new word you learnt →

One new skill you practised →

One activity that helped you learn →

One thing you can do better now →

Fast Finisher Activity

Let's play a [Fakenews Detective](#) videogame to stop fake news from expanding all over the world. Follow the instructions, comply with some tasks and pay extra attention to the vocabulary mentioned.

Create a list of vocabulary -it will be useful in the upcoming activities!

For example:

- Troll
- Fake
- Password
- etc

INQUIRY

In this stage, we will work on the specific additional language skills needed to carry out our final production and explore cross-curricular skills that will be part of the process: communication and reflection. Throughout this stage, we will engage in activities rich in vocabulary to expand our lexical repertoire, while also putting our communicative abilities and critical thinking into practice through debate and reflection. There will also be moments of **independent work**, allowing you to explore topics that you find interesting or relevant in greater depth in order to strengthen your knowledge.

Estimated time for this stage: 3 weeks-12 hours

ACTIVITIES

1. Are you a music fan? Have you heard of the band called “The Velvet Sundown”? They are quite popular on Spotify. You can click here to [listen to their playlist](#).

1.a. In pairs, and as you listen to their music, look at their pictures. What can you tell your partner about them? Can you guess some facts about them? (there are no right or wrong answers here, we’re just guessing and making deductions)

-Where are they from?	- What music genre do they enjoy playing?
-How did they meet?	- Do they play any instruments?
-How long have they been playing for?	- How do they look?
-Do they remind you of any other band?	



Skill: Inferring information from pictures and justifying your answers.

Sometimes you will be required to describe a picture and also make guesses about some facts that are not totally clear while looking at a picture, this is called INFERRING or making deductions.

It is important that you connect the obvious information and use your creativity to deduce what is not so clear as you use some **sentence starters** and **modal verbs** to help you out.

Here's a list of possibilities you can include:

- There's no way they are, as ...
- I'm totally convinced that they are friends, since ...
- I'm absolutely sure that, based on
- I'm certain, given
- There's no way
- I'm fully convinced that
- They might be.....
- They could be because
- They can't be
- They must be

2. You are going to watch a real [News Report](#) on the band "The Velvet Sundown".

Tips for watching challenging videos.

"Real life" videos can sometimes be hard to follow. This News Reporter speaks rather fast. Although her English is very clear, she's very dynamic which might be a bit challenging for some students. Remember there's always the possibility of slowing down the pace of the video (x0,85 is a very good speed. Not too slow nor too fast) and/or add subtitles

It is not completely necessary for you to understand every single word of it, the key concepts are a must but not the small details, and there's always the chance of watching it again.

2.a. Matching Activity. Match each description to the correct term mentioned during the video.

- AI music generator
- Andrew Freeland
- Velvet Sundown
- Streaming revenue
- Reddit users
- AI errors

- a) A synthetic band that released multiple albums in weeks.
- b) A person who claimed to be the band's spokesperson but was also a hoax.
- c) The software used to generate the band's music.
- d) People who discussed and questioned the band's legitimacy online.
- e) Mistakes in AI-generated images, like odd hands or distorted objects.
- f) Money earned by the band from being streamed on platforms.

2.b. Now, we're going to have a look at 5 short paragraphs which **SUMMARIZE** the whole "Velvet Sundown" story. In pairs, think of possible titles for these paragraphs. Titles should reflect what happened, the intention of the paragraph or the purpose of the information. Titles can be creative, poetic, metaphoric or just descriptive, but very very brief.

For example:

A Mysterious Band Appears Online

The band Velvet Sundown, styled as a 70s folk rock group, was released on streaming platforms and quickly amassed over a million listeners. However, something unusual was that the band did not seem to be real.

After a few weeks, music journalists and Reddit users began to suspect that the band was AI-generated. All aspects of the band, from music to backstory and images, appeared synthetic.

Suspicion grew when AI errors were found in their Instagram pictures. At the same time, a person claiming to be a spokesperson for the band, Andrew Freeland, gave interviews and called it an art hoax.

Rolling Stone interviewed Freeland, but then the band clarified that they were indeed AI, not human, and that this entire saga was an artistic experiment.

As the news spread, streaming services were scrutinized, and calls arose to label AI-generated music clearly, so listeners would know what they were hearing.

2.c. Now, if you had to explain to a partner what happened with this band and the whole AI situation, what would you say?

PARAPHRASE and SUMMARIZE in your own words as if you were explaining it to a friend. Then, get in pairs and explain it to a partner. He/She/Them may ask you questions, too!

2.d. Now, it's YOUR point of view that matters... Get in pairs and choose 2 of the following questions to ask each other. Remember to answer in **your own words**:

- What surprised you most about the Velvet Sundown story?
- Why do you think AI-generated music is becoming more popular?
- What questions would you ask the creators of the band if you could interview them?
- What do you think are the risks of AI-created music on streaming platforms?
- Why do you think the band's creators chose to stay anonymous?
- If you were a journalist, how would you *fact-check* a band's authenticity online?

3. Considering all we've mentioned about the Velvet Sundown and the use of AI, we would like you to engage in a more complex task. You're going to try to think of arguments **FOR** and **AGAINST** some statements related to what we've learnt so far. It's possible that you don't fully agree with the statement and that's the catch! You'll have to support the idea for a while and think from that perspective.

In pairs, think of at least 2 reasons to **AGREE** with the statement and 3 reasons to **DISAGREE**

You have one example of each to help you get the task.

Statement	FOR (+)	AGAINST (X)
AI-generated content should be completely illegal.	AI generated content can be used to spread misinformation, harming individuals	AI tools are just instruments—people, not the technology, are responsible for misuse

Statement	FOR (+)	AGAINST (X)
Teenagers spend far too much time on their smartphones	It is damaging their ability to form real-life friendships.	Digital friendships can be just as meaningful, offering support when in-person meetings aren't possible.

Tip: Using sentence starters to **introduce more arguments or contrast** ideas.

+ Adding information

- "Furthermore, we can see that..."
- "In addition, this also suggests that..."
- "Moreover, the data shows..."
- "Also, we should consider that..."
- "Besides, another important factor is..."

— For contrasting ideas:

- "However, this is different because..."
- "On the other hand, we should remember that..."
- "In contrast, the opposite is true..."
- "But, it is important to note that..."
- "Although this seems correct, we must look at..."

4. So far we've mentioned many apps, and AI tools in this plan. Can you list them down?

- _____
- _____
- _____
- _____
- _____
- _____
- _____

5. Now, list down the apps YOU use daily or most frequently in your daily life -they may be similar to the ones mentioned in this plan.

• _____ • _____ • _____ • _____	• _____ • _____ • _____ • _____	• _____ • _____ • _____ • _____
--	--	--

5.a. What do you generally use them for? When do you use them?

5.b. For the next task, you are going to reflect upon the usage of **an App of your choice** and keep track of it by writing a few lines.

For one week, keep track of how you use a particular app (for example, a language learning app, a productivity tool, or a social media app, a gaming app, etc). Each day, answer the following questions in English:

- A. What did you use the app for today?
- B. How long did you spend on the app?
- C. What did you like about using it today?
- D. Was there anything you didn't like or that frustrated you?

After one week, you will reflect on your experiences together as a whole class with your teacher.

It can look like this:

Day	What did you use the app for?	How long did you spend?	What did you like?	What didn't you like?
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

5.c. Follow up questions to discuss as a whole class after a week:

- What patterns did you notice in how you used the app each day?
- Did the app help you meet any personal goals or tasks you set for yourself?
- Was there a day when the app didn't help as much as you expected? Why?
- How did your feelings about the app change over the week?
- Would you continue using the app after this week? Why or why not?
- If you could change one thing about the app, what would it be?

Individually: We're about to finish this stage so let's go over the **3-2-1 Thinking Routine**.

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.

INTENSIFICACIÓN

Independent Learning Guide – ⚡ B1+

Informal letter to a friend - Recommending an App or AI tool!

Let's walk through it together. First, we'll look at some example **informal emails**. As we see a few samples, you'll identify the different parts: the greeting, the body, and the closing.

Next, we'll look closely at the structure so you see how each part flows. Then, we'll focus on the tone—how you keep it casual, yet clear. After that, you'll brainstorm which app or AI tool you want to recommend and why it's useful for you.

Finally, you'll plan and draft your own email, making sure to include those features and a personal touch. We'll also go over tips on language, structure, and how to keep it friendly. Let's get started!

Tips: Multiple choice activities.

It's not the first time you have a multiple choice activity, but let's revise some key strategies.

- Carefully read each email in the sample set to identify the purpose and details. Next, highlight or note any specific app names, features, or tasks mentioned. Then, pay attention to what each writer's goal is, whether it's recommending a learning app, a planning tool, or a language resource.
- After that, compare the details in each answer to the question prompts (ask yourself which email mentions which app or purpose).
- Finally, process the clues logically (if one email talks about English homework specifically, it's likely the answer to that question)

1. You are going to [click on this presentation](#). You will find 3 short, informal e-mails in which friends write to each other recommending apps or AI tools they've been using lately. Read them all and then, answer the following questions:

Who recommends an app for organizing school notes and planning daily tasks?

- A) Lily
- B) Sofia
- C) Emma

Who suggests an app that helps with learning Spanish?

- A) Emma
- B) Jamie
- C) Lily

Who writes to recommend an AI tool for writing practice and answering questions?

- A) Emma
- B) Sofia

C) Lily

Who mentions an app that awards points for daily language lessons?

A) Sofia

B)

C) Emma

Lily

Who is recommending a tool that helps with English homework specifically?

A)

B)

C) Sofia

Emma

Jamie

2. Now, you'll listen to 3 more letters in which friends write each other mentioning Apps.

After listening, decide **what's the main purpose** of each e-mail by choosing the correct option.

Tip: Understanding the purpose

- As you listen, look for important words or phrases that tell you what the sender's goal is or what feelings they express.
- Choose words or phrases from the emails that were especially important for understanding their purpose. (you can also write a short explanation of how it helped you understand what the email was really about.)
- Notice action words like "recommend," "ask," "share," or "invite," which hint at the sender's goal.
- Pay attention to the details: See if the email mentions an app feature, a personal benefit, or a specific action they want.
- Check for emotions: Notice if the sender is excited, calm, or urgent; emotions often signal why they're writing.

[E-mail 1](#) (Sophie)

[Email 2](#) (Liam)

[Email 3](#) (Lily)

What is Sophie trying to do in her email to Mia?

- A) To share a habit app that helps her stay on track and invite Mia to try it.
- B) To invite Mia to join a group reading club.
- C) To ask Mia for advice on setting school goals.
- D) To organize a study group about habit-building apps.

What does Liam hope to do in his email to Jake?

- A) To suggest a meditation app and see if it helps Jake relax.
- B) To invite Jake to join him at a yoga class.
- C) To ask Jake about starting a morning exercise routine.
- D) To discuss creating a new app idea about relaxation.

What is the main purpose of Lily's email to Ava?

- A) To suggest a fun app that helps practice a language and ask for feedback.
- B) To invite Ava to join a language class in person.
- C) To talk about how difficult Spanish lessons are at school.
- D) To plan a video call to discuss language learning.

3. Listen to the three emails being read. Then complete the sentences using specific words from the emails. Write one word in each blank.



Skill: Listening for specific information in an audio.

As we are going to be listening for **specific information** you will also be identifying **key vocabulary** from authentic texts and reinforcing **app-related vocabulary**.

Make sure you think of similar words (synonyms) as the speaker may use different words with the same meaning.

Email from Lily

- Lily shares an app that makes practicing languages feel like a _____.
- Students can do a few quick _____ every day.
- Lily thinks Ava will _____ the app.
- Lily asks Ava to _____ it a go and share her opinion.

Email from Sophie

- The app helps users set _____ and track their habits.
- Sophie uses the app to keep up with her _____.
- The app sends _____ to help users remember their tasks.
- Sophie asks Mia to try the app and let her know what she _____.

Email from Liam

- Liam recommends a _____ app that helps people relax.
- He uses the app for a few minutes each _____.
- The app has helped Liam feel more _____.
- Liam encourages Jake to give the app a _____.

1. We've been discussing the use of Apps, you've kept a blog, and now we've just read samples of how friends recommend Apps to friends. It's your turn to **write an informal e-mail to a friend**, recommending an App of your choice.

Here you have some tips to tackle the task adequately:

Think 🗣️: First, choose the app or AI tool you want to recommend. Write a short paragraph about what it is, what it does, and why you started using it.

Create 📝: Next, list the pros and cons. Make a simple list of the good things and the bad things. Add details or examples for each one to support your ideas. Use emojis if you like!

Explore 🔍: Research what other people say about the app. Find a review, comment, or video, and note one or two opinions from others.

Reflect 🌟: Think about your daily routine. How often do you use the app? How does it fit into your life? Write a short reflection. - If you want to, information written in your Log can be included.

Practice 🗣️: Write a few sentences stating your opinion. Do you recommend it or not? Explain why.

Produce ✨: Write your e-mail in an appropriate format! How? Read below ⬇️

✉️ **Task:** Write an informal email to a friend recommending an App of your choice!

- 1** Start with a warm greeting—like “Hi” or “Hello!”
- 2** Keep the tone friendly and relaxed, just like you're talking to a friend. Ask him/her how's him/her doing

- 3 Include what you want to say in short, simple paragraphs. Mention the App, its pros and cons and your recommendation.
- 4 Use a nice closing—like “Take care” or “Talk soon”—then sign your name.
- 5 Check your email before handing in!

FAST FINISHERS - Extra activities

- ★ Watch the video [“5 Ways to Spot Fake News”](#) and **summarise the five key tips in bullet points**. Then prepare a short 1-minute explanation for a classmate: *How can these tips help people avoid fake news online?* Finally, answer: *Which tip do you think is the most useful today? Why?*

Sentence starters:

- One important tip is...
- Another way to check information is...
- I think the most useful tip is... because...

- ★ Still curious about fake AI pictures and videos? Try [this quiz](#) and check your ability to spot fake pictures produced with AI.

PRODUCTION

In this next part of the Plan, you'll take all the arguments you've been gathering—whether from articles, videos, or class discussions—and shape them into a full debate. You'll organize your points, practice your speaking, and present your side with confidence. This will be a chance to showcase your reasoning and communication skills. Afterward, we'll reflect as a group on what strategies worked best.

Estimated time for this stage: 2 weeks / 8 hours

ACTIVITIES

1. Watch the video: [Is it Ok to use AI when studying?](#)

1.a. Create a summary of it to explain it to a friend. Then, in pairs, explain the video in a way that's easy for you and your friends to follow, using everyday words. Make sure you mention the main ideas.

-You can use bullet points, loose sentences, arrows, whatever works for you will be fine!- The idea is to get the KEY CONCEPTS.

Little help below : We're including main titles and the timing of the video for you to structure your ideas better.

00'00	<i>How AI is changing our lives</i>
00'23	<i>AI and homework</i>
01'09	<i>Benefits of pupils using AI</i>
01'45	<i>Downsides of pupils using AI</i>
02'04	<i>Tips around using AI for schoolwork</i>
03'37	<i>5 key things about using AI for learning</i>
04'52	<i>Conclusions</i>

2. Based on the video, discuss in pairs or small groups

- What do you think are the biggest benefits of using AI in education?
- What concerns do you have about students relying on AI for schoolwork? (If any)
- How can students ensure they still develop thinking skills while using AI?

3. Based on the **video and your own experience**, decide whether these sentences are **true or false**. It's important that you can say **WHY** so make sure you have enough evidence to justify your answers.

- **True or False?** AI can help students get instant feedback on their work.
- **True or False?** AI always produces correct and trustworthy information.
- **True or False?** AI can adjust learning materials to a student's pace.
- **True or False?** AI tools never reflect the biases found on the internet.
- **True or False?** Using AI to brainstorm ideas can help students improve their creativity.
- **True or False?** AI can prevent students from developing critical thinking skills if used too much.

- **True or False?** Universities are not using AI for research or study planning.
- **True or False?** AI should be used as a substitute for all school learning.

4. Before discussing whether AI is a friend or a foe, it is important to learn how to read information critically. Sometimes the information we read online is not completely objective. News headlines, social media posts, and articles may include *spin*, *bias*, or *cherry-picking* to influence how readers think or feel. In pairs, watch the first 1 minute and 30 seconds of the [video](#) and explore some key concepts.

4.a. Before watching, look at the following words:

spin *cherry-picking* *bias* *critical thinking*

In pairs, discuss:

- Have you heard any of these terms before?
- What do you think they might mean?
- Which one sounds familiar in the context of news, social media, or AI?

4.b. Watch the first 1 minute and 30 seconds and check your ideas. Were your predictions correct?

4.c. Reflect. After watching, discuss:

- Which concept was easier to understand? Why?
- Which one was new or more difficult? Why?
- Can you think of a real example related to AI, news, or social media?

5. Now that we have explored the meaning of **critical thinking**, **spin**, **cherry-picking**, and **bias**, let's see how these concepts appear in real-life situations. In pairs, read each situation carefully and think about how the information is being presented.

- Is someone trying to influence the reader?
- Is only part of the information shown?
- Could there be a personal interest behind the message?
- What does it take to become critical thinkers?

6. Now, match each situation with the correct concept.

Choose from: *spin* – *cherry-picking* – *bias* – *critical thinking*

1. A website only shows positive examples of AI helping students, but ignores cases where students copied entire assignments. _____
2. A politician says in a social media post: "AI will completely transform education for the better." Later, students discover that the politician works closely with an AI company. _____
3. A news headline says: "AI is destroying jobs everywhere!" even though the article only mentions a few isolated cases. _____
4. Before sharing an article about AI, a student checks the source, compares information, and asks if there is enough evidence. _____



Think, Rank & Reflect

Below are some actions a critical thinker can take when reading information online. Rank them from 1 to 4.

(1 = the most important / 4 = the least important) Then, add one more action of your own.

- ☐ check the source

- ☐ compare different opinions
- ☐ ask who benefits from the information
- ☐ question emotional or dramatic headlines
- ☐

Finally, discuss with a partner: Why did you choose your number 1?

7. Final Task: Organizing a Debate Argument Presentation Based on Class Evidence

Objective:

You will organize and present a structured argument in a debate, using concrete evidence from texts, videos, and activities you've engaged with in this learning plan. Your task is to show clear reasoning, **backed by** examples from what you have learned.

◆ STEP 1. Choose a Debate Topic

You will see below a list of controversial statements. Select one topic that you feel most confident about if none suits you, create your own. Write it down at the top of your page.

- AI should be completely banned from all school settings. Do you agree or disagree?
- AI is a direct threat to student creativity and originality. Do you agree or disagree?
- Students should be required to disclose if AI wrote any part of their work, with strict consequences for not being transparent. Do you agree or disagree?
- AI-generated art or writing should never be considered real student work. Do you agree or disagree?
- Schools should teach students to fear AI, as it will replace human jobs in education. Do you agree or disagree?
- AI can replace the need for human teachers in the classroom. Do you agree or disagree?

◆ STEP 2. Identify Your Position

Decide whether you agree or disagree with the topic. Write a clear thesis statement: one sentence that says exactly what your position is.

Eg.:

Statement	FOR (+)	AGAINST (X)
<i>AI should be completely banned from all school settings.</i>	Students may rely too much on AI, which can reduce independent thinking and problem-solving skills.	AI can support students with learning difficulties, offering personalised help and extra practice.
	AI makes cheating easier, because students can use it to complete homework without learning the material.	AI can help teachers save time, for example by creating materials or giving feedback.
	Too much technology can reduce attention span, making it harder for students to focus in class.	Banning AI completely would ignore its benefits, instead of teaching students how to use it responsibly.

◆ STEP 3. Perspective Switching

Once you know what your position is, you are going to try something more challenging. You are going to

support a position you may not naturally agree with. This will help you develop critical thinking skills and learn how to understand different perspectives. Watch the following [video](#) in which children are assigned a role (for or against) and discuss the topic on the spot: **Should children do chores?**

As you watch, pay attention to:

- the arguments used by each side.
- how the speakers defend their opinions,
- and the expressions they use to agree, disagree, and justify their ideas.

 After watching the video, vote for the speaker you found the most convincing.

Be ready to justify your answer by explaining:

- which arguments were the strongest,
- which examples were effective,
- and how the speaker defended their position.

This time, imagine you are speaking from someone else's perspective.

Choose or receive one of the following roles and prepare arguments from that point of view:

- a singer / musician whose work may be replaced by AI-generated songs
- a songwriter concerned about originality and authorship
- a journalist worried about AI and fake news
- a sports commentator or referee who questions AI-generated analysis
- a fan who discovers that their favourite band is AI-generated

Think about the following questions:

- What would this person think about AI?
- How could AI help them?
- How could it threaten their work, creativity, or credibility?
- Which arguments would they use in a debate?

Switching perspectives helps you understand how different people may feel and think about the same issue.

This will help you build stronger arguments and prepare for the final debate.

◆ STEP 4. Gather Evidence

List at least three pieces of evidence from class materials. These can be:

- Facts from the articles we read about AI, videos, News reports seen in class, etc
- Examples from the videos we watched on AI and fake news.
- Quotes from expert opinions in the articles we analyzed.

Write each piece of evidence and explain how it supports your argument.

◆ STEP 5. Structure Your Argument

Organize your argument clearly:

- **Introduction:** State your thesis (Idea that you want to support).
- **Point 1:** Present your first reason and evidence.
- **Point 2:** Present your second reason and evidence.
- **Point 3:** Present your third reason and evidence.
- **Counterargument:** Briefly acknowledge an opposing view and explain why your argument still stands.

- **Conclusion:** Summarize your key points and restate your point of view.

◆ **STEP 6.** Prepare to Speak

Write bullet points for your presentation. Practice speaking, so you can explain each point clearly and confidently.

◆ **STEP 7.** Final Checklist

Before presenting, check that:

- You have used at least three concrete examples from class.
- Your argument is organized logically.
- You have practiced and can present clearly.

EVALUACIÓN

In this part of the unit, we will focus on the evaluation process, reflecting on everything we've done so far. Our main task has been the development of AI-driven critical thinking skills. You will now self-evaluate your progress, co-evaluate with peers, and gather feedback from teachers. This will guide you further, helping you sharpen your critical insights and apply AI tools more effectively.

ESTIMATED TIME FOR THIS STAGE: 1 week - 4 hours

ACTIVITY: Let's Debate!

After gathering evidence on the chosen topics, you will debate standing by your position.

Before the debate takes place, bear in mind the following bullet points (so as to know what's expected from you)

- **Clarity of Argument:** Did I clearly state my position and support it with reasons?
- **Use of Evidence:** Did I provide strong, relevant examples from the texts or videos?
- **Organization:** Was my argument structured logically, with a clear introduction, body, and conclusion?
- **Engagement with Counterarguments:** Did I acknowledge opposing views respectfully and respond to them effectively?
- **Use of Language:** Did I use appropriate, persuasive, and clear language during the debate?
- **Confidence and Delivery:** Did I speak confidently, with a steady pace and good eye contact?
- **Listening and Interaction:** Did I listen carefully to others and respond thoughtfully to their points?
- **Time Management:** Did I stay within the time limits for my speaking and listening contributions?
- **Overall Strengths:** What specific aspects of my performance went particularly well?
- **Areas for Improvement:** What is one thing I could do better next time—either in preparation, argumentation, or delivery?

FINAL REFLECTION:

 What I learned	<i>What new ideas or skills about AI did I gain?</i>
 What I improved	<i>In what areas of my critical thinking or AI use have I grown?</i>
 What I achieved	<i>What goals or milestones did I reach during this unit?</i>
 Things I discovered	<i>What surprising facts or connections about AI stood out to me?</i>
 Self-reflection	<i>How has my understanding of AI changed, and how do I feel about my progress?</i>
 Next steps	<i>What goals will I set for myself now that this unit is over?</i>

 Rate the presentation of your classmates' DEBATE and your own 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 according to the characteristics of the genre. You follow instructions correctly.	The structure of the text is mostly appropriate and effective according to the characteristics of the genre. You follow most of the instructions correctly.	The structure of the text is somewhat appropriate and effective according to the characteristics of the genre. You follow some of the instructions correctly.	The structure of the text is not appropriate according to the characteristics of the genre. The information included is incorrect.

1. 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 about AI and Apps.			
I can produce sentences using vocabulary related to computer science, apps, AI and technology.			
I can listen to news reports and understand the global ideas.			
I can read articles and understand detailed information.			
I can give my opinion and justify my answer soundly.			

I can understand the purpose of informal e-mails while reading and listening to examples of them			
I can write an informal e-mail following the format and incorporating meaningful vocabulary.			
I can provide arguments based on concrete information			
I can work in groups/pairs and share significant information with others.			
I can take part in a debate providing meaningful arguments and/or counterarguments			
I can compare and contrast different points of view as I support my own perspective.			