

TRAYECTOS FORMATIVOS
PARA LA ACREDITACIÓN
DE APRENDIZAJES

4° y 5° año
Ciclo Orientado

Comunicación, expresión y reflexión intercultural

LENGUAS ADICIONALES
INGLÉS



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Eugenio Visiconde

Dirección General de Planeamiento Educativo (DGPLEDU)
Gerencia Operativa de Currículum (GOC)

Eugenio Visiconde

Asistente técnico pedagógica: Marcela Marchesano.

Equipo de especialistas en didáctica del Nivel Secundario: Bettina Bregman (coordinación), Cecilia Bernardi, Ana Campelo, Daniel Gentile, Marta Libedinsky, Adriana Vanin.

Especialistas: Mariana Burzio (coordinación), María Laura Sebastiano.

Equipo Editorial de Materiales y Contenidos Digitales (DGPLEDU)

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Edición y corrección: Ana Premuzic.

Corrección de estilo: Vanina Barbeito.

Diseño gráfico y diagramación: Marcela Jiménez.

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Presentación general

En el contexto educativo actual, la transformación de la escuela secundaria adquiere una importancia cada vez mayor. El propósito de mejorar la calidad, la permanencia y la inclusión de los/as estudiantes en el sistema educativo nos desafía a construir nuevos acuerdos y poner en práctica renovadas estrategias.

En este sentido, el Nuevo Régimen Académico vigente en la Ciudad de Buenos Aires, establecido por la Resolución 970/2022, prevé el funcionamiento de una Red de Fortalecimiento y Acreditación de los Aprendizajes, cuyos objetivos principales son fortalecer las trayectorias educativas de los/as estudiantes y lograr, a través del trabajo articulado y colaborativo, promover la acreditación de las asignaturas pendientes y la consecuente titulación.

En este marco nos es muy grato presentar los TRAYECTOS FORMATIVOS PARA LA ACREDITACIÓN DE APRENDIZAJES destinados a la formación general del Ciclo Orientado de la escuela secundaria. Estos Trayectos ofrecen un marco común respecto de las capacidades y contenidos priorizados en las áreas o espacios curriculares, que resultan indispensables para la construcción de los aprendizajes en los años siguientes y constituyen una estrategia de planificación secuenciada de la enseñanza con el objeto de alcanzar los objetivos y desarrollar las capacidades esperadas.

Los TRAYECTOS FORMATIVOS PARA LA ACREDITACIÓN DE APRENDIZAJES organizan la enseñanza en torno a núcleos centrales de cada área o espacio curricular y contribuyen al aprendizaje de un cuerpo significativo de saberes, a la vez que promueven el desempeño autónomo de los/as estudiantes, el desarrollo de habilidades vinculadas al pensamiento crítico, al trabajo reflexivo y colaborativo, la apropiación de recursos digitales y la participación en espacios formativos en interacción con otros/as jóvenes.

Este documento es un aporte a la tarea docente e incluye actividades y consignas enriquecidas con diversos recursos dirigidas a estudiantes, que pueden desarrollarse de manera individual o grupal.

Nos complace compartir este material con toda la comunidad educativa de la ciudad y continuar trabajando día a día con el compromiso de que cada joven pueda transitar propuestas formativas enriquecedoras y proyectar un futuro mejor.



Mag. Javier José Simón
Director General
de Planeamiento Educativo



Prof. Fabián Capponi
Director General de Educación
de Gestión Estatal

Acerca de este trayecto

El Diseño Curricular de la Nueva Escuela Secundaria (NES) postula el aprendizaje de lenguas adicionales —en este caso, el inglés— como clave en los procesos de socialización e inclusión social. Este aprendizaje propicia el desarrollo de las capacidades comunicativas de los/as estudiantes, fomenta la ampliación de su universo cultural y favorece la integración con otras culturas. Formar estudiantes en lenguas adicionales implica trabajar para que lleguen a constituirse en personas críticas y creativas, que puedan utilizar la lengua adicional tanto en el aspecto lingüístico como en el pragmático-discursivo. Esta capacidad les permitirá la comprensión y producción de diversos textos en situaciones que les provean contexto y significado reales. A través de distintas propuestas, en este trayecto se busca que los/as estudiantes se constituyan en interlocutores/as en diferentes prácticas de comprensión, producción e interacción. A medida que se avanza en el aprendizaje de la lengua adicional, se espera que adquieran mayor autonomía en la búsqueda, organización y exposición de la información, y aborden textos cada vez más complejos, tanto en la escucha y la lectura como en la producción oral o escrita.

En el Ciclo Orientado, se espera que los/as estudiantes logren adquirir conocimiento de distintos grupos sociales y sus culturas, y puedan comunicarse e interactuar de manera efectiva entre grupos y entre culturas. La reflexión intercultural en la enseñanza de lenguas adicionales promueve que los/as estudiantes tomen conciencia de la existencia del otro y que aprendan a convivir con la diferencia. Al tomar conocimiento de la organización de los distintos estilos de vida, de las características de los espacios en los que el otro desarrolla su vida y de los aspectos de su identidad cultural, se fomenta el respeto a las diferencias culturales y el desplazamiento de estereotipos y prejuicios.

Este trayecto es una oportunidad valiosa para lograr que los aprendizajes mencionados previamente se concreten y se afiancen, exponiendo a los/as estudiantes a diversas instancias de uso de la lengua y de reflexión acerca del funcionamiento del lenguaje. También se los/as invita a reflexionar acerca de ciertos aspectos interculturales a partir del encuentro con otras culturas. Cada instancia del trayecto tiene como objetivo el ir construyendo un itinerario que recupere el sentido de enseñar y de aprender inglés.

El recorrido del trayecto está organizado en tres módulos. En el primero, la introducción, se presenta el trayecto junto con las capacidades nodales a desarrollar; también se incorporan, a modo de sugerencia, estrategias de aprendizaje para que el/la docente promueva y algunas actividades introductorias para estudiantes. En el módulo de desarrollo se proponen ocho secciones con distintas actividades sobre la base de temáticas centrales y prioritarias, que están atravesadas por las capacidades a desarrollar; además, se invita a los/as estudiantes a reflexionar acerca de ciertos aspectos interculturales relacionados con las temáticas propuestas a

partir del encuentro con otras culturas. Por último, en el módulo de recapitulación y cierre, se detallan algunos criterios de evaluación, si bien será el/la docente quien decida tomarlos o proponer otros para buscar evidencias concretas de aprendizaje. Asimismo se incluyen algunos recursos en línea para que los/as estudiantes puedan complementar las actividades propuestas en los encuentros y así enriquecer el aprendizaje de la lengua adicional.

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Módulo introductorio

Este primer módulo tiene como finalidad detallar las capacidades que se trabajarán durante el desarrollo del trayecto, así como sugerir a la/el docente una serie de orientaciones didácticas para el abordaje de las actividades en los encuentros. Se recomienda comunicar a los/as estudiantes cuáles serán los criterios de evaluación. La formulación y la selección quedarán a cargo de cada docente.

El Diseño Curricular de la Nueva Escuela Secundaria propone una serie de capacidades que desarrollar. Desde la enseñanza de la lengua adicional inglés se focalizará en las siguientes:

- **Comunicación:** esta capacidad resulta fundamental en el aprendizaje del inglés ya que permite a los/as estudiantes leer, escribir, escuchar y hablar en una variedad de situaciones comunicativas utilizando la lengua adicional como un medio de expresión y de comunicación.
- **Análisis y comprensión de la información:** se hará hincapié en esta capacidad para que los/as estudiantes puedan identificar, seleccionar, analizar y realizar conexiones a partir de la información que obtengan de los textos escritos y orales propuestos con el fin de facilitar su comprensión.
- **Interacción social y trabajo colaborativo:** esta capacidad cobra suma importancia en el aprendizaje de una lengua ya que, al encontrarse e interactuar con sus pares, el/la estudiante toma conciencia de la existencia de la otra persona. Eso garantiza el respeto y el reconocimiento de las diferencias.
- **Cuidado de sí mismo, aprendizaje autónomo y desarrollo personal:** durante el trayecto se sugiere generar instancias para el aprendizaje autónomo y la reflexión acerca de la importancia del cuidado de sí mismo/a y del desarrollo personal.
- **Ciudadanía responsable:** es importante que los/as estudiantes comiencen a ejercer la ciudadanía como una práctica social fundada en el reconocimiento de la persona como sujeto de derechos y obligaciones, y como ciudadano/a del país y del mundo. Por eso, en este trayecto, se sugiere generar instancias de reflexión para que tomen conciencia de las implicancias del daño ecológico y puedan propiciar acciones responsables para conservar y preservar el medio ambiente.
- **Pensamiento crítico, iniciativa y creatividad:** es la aptitud que habilita la adopción de una posición personal respecto de una problemática determinada, a través del análisis y comprensión de la información y del intercambio de ideas y de opiniones.
- **Valoración del arte:** el arte es un constitutivo esencial de la cultura; por lo tanto, a través de la valoración del arte, se promoverá el respeto hacia la cultura de otros pueblos.
- **Resolución de problemas y conflictos:** esta aptitud implica enfrentarse a situaciones problemáticas desde una perspectiva positiva para poder buscar formas de resolución.

A continuación, se recomienda promover el desarrollo de las siguientes estrategias de aprendizaje:

- **Para el desarrollo de la lectura:** activación de conocimientos previos, identificación del género textual, uso de pistas que brindan los textos y sus paratextos, confirmación o modificación de las anticipaciones formuladas, búsqueda de palabras transparentes, entre otras.
- **Para el desarrollo de la escucha:** contextualización de la escucha, activación de conocimientos previos, formulación de anticipaciones a partir de pistas, confirmación o modificación de las anticipaciones formuladas, identificación de palabras transparentes, entre otras.
- **Para el desarrollo de la producción oral:** pedido de ayuda del interlocutor cuando sea necesaria (por ejemplo, solicitar repetición), autocorrección y monitoreo de su propia producción, participación en actividades comunicativas que promuevan el uso de los contenidos correspondientes, entre otras.
- **Para el desarrollo de la producción escrita:** uso de textos que puedan servir de modelo; consideración del destinatario, el tema que abordar y el propósito con que se escribe; uso de recursos lingüístico-discursivos adecuados al propósito comunicativo; división de la producción escrita en distintas etapas para la revisión y reformulación de los textos a partir de las devoluciones de la/el docente, entre otros.

Durante el recorrido del trayecto, se recomienda guiar a los/as estudiantes para ayudarlos/as a organizar de manera sistemática la información que irán recopilando a partir de las actividades propuestas, así como sus producciones parciales y finales.

Para monitorear el intercambio oral entre los/as estudiantes, el/la docente podría tomar nota de sus producciones para, luego, brindarles retroalimentación valorando sus avances y sugiriendo aspectos que mejorar. Para ello, se recomienda crear una lista de cotejo, por ejemplo, *grammar range and accuracy, vocabulary range and accuracy, task fulfilment, fluency and pronunciation*.

Para realizar las actividades propuestas, es posible plantear distintos recorridos y hacer un uso flexible de los tiempos y de los materiales. El/la docente tendrá la posibilidad de decidir cómo y cuándo utilizar las actividades sugeridas y cómo optimizar los recursos ofrecidos teniendo en cuenta la situación particular de cada estudiante. Por ejemplo, si lo considera necesario, podría alterar el orden de algunas actividades, adaptar las consignas propuestas, agregar otros materiales y actividades para profundizar, enriquecer el proceso de aprendizaje, etcétera.

Para algunas de las actividades del trayecto, podría implementarse la metodología conocida como “aula invertida”. En el sitio web [The Flipped Classroom](#) se la define como “un modelo pedagógico que transfiere el trabajo de determinados procesos de aprendizaje fuera del aula, y utiliza el tiempo de clase, junto con la experiencia docente, para facilitar y potenciar otros procesos de adquisición y práctica de conocimientos dentro del aula”.

Teniendo en cuenta esta metodología, se podría proponer, para este trayecto, la anticipación del uso de algunos recursos, focalizando la atención en el desarrollo de estrategias de aprendizaje. Por ejemplo, en los primeros encuentros, el/la docente podría trabajar en clase las actividades de comprensión lectora y oral, haciendo hincapié en el desarrollo de las estrategias para facilitar la comprensión de los textos escritos y orales. Luego los/as estudiantes pueden realizar las actividades de comprensión lectora y oral de los siguientes encuentros en sus hogares y revisar su trabajo en los encuentros posteriores, teniendo en cuenta las explicaciones y sugerencias de la/el docente para resolver las actividades propuestas. Esta misma metodología de trabajo se podría aplicar también para la resolución de otras actividades, por ejemplo, aquellas relacionadas con el aprendizaje de vocabulario.

Con esta propuesta se espera que los/as estudiantes puedan, en un principio, adquirir o fortalecer las estrategias de aprendizaje con ayuda de la/el docente para luego implementarlas de forma autónoma en sus hogares. Es importante destacar el rol docente como guía para ayudarlos/as a reflexionar acerca de su propio proceso de aprendizaje y recordarles que, a través de un proceso de transferencia, podrán implementar estas estrategias con otras actividades y en otros contextos, haciendo cambios o adaptaciones en caso de ser necesario. De esta manera, durante la clase se podría destinar más tiempo al desarrollo de la producción oral y escrita. También se sugiere que el/la docente trabaje en clase las estrategias para el desarrollo de la producción escrita y que los/as estudiantes realicen el trabajo en sus hogares para luego entregar sus producciones parciales en los encuentros siguientes e iniciar intercambios con el/la docente hasta llegar a las producciones finales.

En el trayecto se incluyó una serie de imágenes como recursos didácticos específicos relacionados con el aprendizaje de la lengua adicional inglés: activación del conocimiento previo, uso de imágenes como disparadores para el desarrollo de la producción oral, contextualización y anticipación de algunas actividades, asociación de imágenes con experiencias personales, aprendizaje de vocabulario relacionado con la temática propuesta y ampliación del vocabulario a partir de las imágenes seleccionadas, asociación de imágenes con textos escritos para facilitar su comprensión, uso de imágenes para incentivar la imaginación y la creatividad, etcétera. Es decir que las imágenes incluidas en el trayecto constituyen un recurso didáctico significativo y cumplen distintas funciones en el diseño y desarrollo de las actividades así como en el proceso de aprendizaje. El/la docente también podría utilizar otras imágenes para profundizar y enriquecer el aprendizaje de la lengua adicional inglés.

Al finalizar cada encuentro del trayecto, se recomendará a los/as estudiantes que realicen algunas actividades del encuentro siguiente a modo de anticipación para que se familiaricen con la temática propuesta y puedan aprovechar el tiempo

en clase para adquirir o fortalecer estrategias de comprensión oral y lectora; así contarán con más tiempo para el desarrollo de la producción oral y escrita. De esta manera también se los/as incentiva a adoptar una actitud responsable frente a su propio proceso de aprendizaje.

En el primer encuentro los/as estudiantes podrían confeccionar una lista de funciones comunicativas de uso cotidiano en el ámbito escolar: saludar, despedirse, agradecer, pedir disculpas, preguntar significado, solicitar repetición, pedir y ofrecer ayuda, etcétera. Ejemplos: *Can you repeat that, please? What's the meaning of...? Can you help me, please? Thank you. I'm sorry. Good morning/afternoon. Good bye. See you next class.* Podrían tener este vocabulario como referencia al momento de interactuar con sus pares o con el/la docente.

Las actividades que se sugieren a continuación tienen como finalidad generar un espacio de encuentro y familiarización. En la actividad 1, los/as estudiantes completan las preguntas y las revisan junto con el/la docente. Luego, en las actividades 2 y 3, trabajan en pares para intercambiar preguntas y tomar nota de las respuestas de sus compañeros/as. Con la información que obtienen de estos intercambios, en la actividad 4, se los invita a escribir dos párrafos sobre sus compañeros/as para luego compartir la información con el resto de la clase y, de esta manera, comenzar a conocerse entre sí. Finalmente, en la actividad 5, se les propone escribir dos párrafos sobre ellos/as mismos/as utilizando las preguntas de las actividades anteriores como guía. Si los/as estudiantes se conocen entre sí, pueden reemplazar algunas preguntas. A continuación se propone otra alternativa para realizar las actividades. Podrían ir cambiando de compañeros/as para hacer las preguntas sin anotar las respuestas (solamente podrían anotar los nombres) y de esta manera poner a prueba su memoria. También podrían agregar otras preguntas mientras realizan el intercambio. Luego, tendrían que escribir la mayor cantidad de oraciones que recuerden sobre sus compañeros/as y finalmente intercambiar la información con el resto de la clase.



Actividades para estudiantes

Getting to know your classmates

1. **Complete** the following questions. Then **check** them with your teacher.

Student A

a. What / your name?

..... ?

b. How old / you?

..... ?

c. Where / you / live?

..... ?

d. Where / you / go to school?

..... ?

e. What / your favourite subjects at school?

..... ?

f. What / you / like to study / when you / finish / secondary school?

..... ?

g. What kind of music / you / like?

..... ?

h. you / enjoy going to concerts?

..... ?

i. Who / your favourite singer?

..... ?

j. you / play / any musical instruments?

..... ?

k. you / like going to art galleries or museums?

..... ?

l. What / TV programmes / you / watch?

..... ?

m. What / TV programmes / you / watch / when you / a child?

..... ?

n. What games / you / play / when you / a child?

..... ?

o. What / you / like doing in your free time?

..... ?

Student B

2. **Ask** the questions to a classmate and **write** down his/her answers next to the questions. You can **ask** extra questions. Then **exchange** roles.

3. Now **think** about the last time you went out with friends. **Get together** in pairs with the same classmate and **ask** him/her the questions below. **Ask** 2 or 3 extra questions. Then **exchange** roles.

a. Where / you / go?

b. Who / you / go / with?

c. How / you / get there?

d. What / you / do?

e. What / you / eat and drink?

f. you / meet anyone interesting?

g. What time / you / get home?

h. you / have / a good time?

4. With the information from the previous activities **write** two paragraphs about your classmate. **Look** at the examples below. Then **read** the paragraphs out loud to share the information with the rest of the class.

Santiago goes to Liceo N.º 9 “Santiago Derqui”. His favourite subjects are maths and chemistry. When he finishes secondary school, he would like to study medicine. In his free time, he likes watching sitcoms and going out with his friends. He is a huge fan of *Friends* and *The Big Bang Theory*. When he was a child, he liked playing computer games such as *Minecraft* and *Lego Star Wars*, but he doesn’t play computer games anymore.

Last Saturday, Santiago went to the cinema with his friends. They watched *Thor: Love and Thunder*. They enjoyed the film a lot. After that, they went to Santiago’s house and ate pizzas and drank smoothies. They cooked the pizzas and prepared the smoothies themselves. After dinner, they played their favourite board games: *Dixit*, *Clue* and *Masterpiece*. They had a lot of fun!

5. Finally, **write** two paragraphs about yourself. **Use** the questions from activities 1 and 3 as a guide. You can also **include** more information.

Homework

Do activities **2** and **7** from the next lesson: **Education**.

You’re going to check your answers next class. It’s very important that you do these activities in advance so that you can have more time in class to improve your language skills with the help of your teacher.

Módulo de desarrollo

1. Education

Se espera que, a lo largo del encuentro, los/as estudiantes puedan pedir y dar consejo, expresar obligación, prohibición y ausencia de obligación, leer y producir textos escritos, producir textos orales y desarrollar las siguientes capacidades:

Comunicación	Análisis y comprensión de la información	Interacción social	Ciudadanía responsable
Trabajo colaborativo	Resolución de problemas y conflictos	Aprendizaje autónomo	Desarrollo personal
Pensamiento crítico, iniciativa y creatividad		Valoración del arte	Cuidado de sí mismo/a

Orientaciones para docentes

Para realizar la actividad 1, los/as estudiantes podrían trabajar en pares o en grupos y luego compartir la información del intercambio con el resto de la clase. Antes de realizar la actividad 2, es importante recordarles que en el texto encontrarán espacios para completar con indicaciones que figuran en la actividad 3. Igualmente, pueden resolver la actividad 2 sin necesidad de completar los espacios. Antes de realizar la actividad 8, se recomienda explicar el concepto de **palabra transparente**, ya que identificar estas palabras en un texto en inglés facilita su comprensión. Son aquellas que comparten significado, pronunciación y ortografía parecidas en distintos idiomas, en este caso inglés y castellano. Reconocer estas palabras en un texto es una estrategia que facilita su comprensión e incentiva a los/as estudiantes a adoptar una actitud positiva a la hora de abordarlo ya que pueden asociar estas palabras con su lengua materna o de escolarización. Se sugiere promover la práctica de esta estrategia en distintos momentos de los encuentros y con diferentes materiales que se estén utilizando. Luego del encuentro, podrían elegir y leer textos en inglés acerca de sus propios intereses de manera autónoma, y subrayar o resaltar las palabras transparentes. La producción escrita formará parte del [portfolio](#) de cada estudiante. En este encuentro, se recomienda invitar a los/as estudiantes a reflexionar acerca de los beneficios del aprendizaje del inglés para el desarrollo personal y profesional así como reflexionar acerca de la importancia del cumplimiento de las reglas y normas de una institución para lograr una convivencia respetuosa y armónica.



Actividades para estudiantes

- Let's **talk** about education! What are the benefits of learning English? Would you like to participate in an exchange programme to study English abroad? Which of the following English-speaking countries would you choose to study English? Why? **New Zealand - Australia - UK - USA - Ireland - Canada.**

Agustina is a 16-year-old student from Caballito. She's going to participate in an exchange programme to study English abroad. Last week, she wrote the following message in an online forum for students.

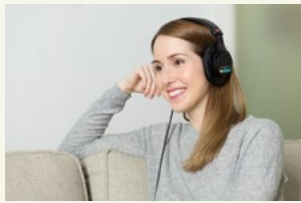


Hi, there! My name is Agustina and I'm from Argentina. Next year, I'm going to travel to the UK to participate in an exchange programme. I'm so excited! I'd like to improve my English before I go there. Can you give me some advice, please? 😊

- Read** the following comments and **answer** this question: Who gives advice to Agustina to improve the different language skills? **Write** the names in the gaps **(a-d)** under the pictures. **Look** at the example.



(a) **Sofía**



(b)



(c)



(d)



Hello, Agustina! I'm Luke and I'm French. To improve your speaking skills, you **should** **(a)** record yourself speaking English with your friends. You can talk about the things that you have in common such as hobbies, sports, musical interests, etc. Then you **(b)** listen to the recording carefully and take down notes about the aspects that you need to improve. Enjoy your trip to the UK! ✈️



Hi, there! I'm Miguel. I live in Mexico. Here are a few tips for improving your listening skills. **(c)** watch films or TV series with subtitles in Spanish. That's not a good idea! To get started, I think you **(d)** choose a sitcom and watch some episodes with subtitles in English. A few days later, you **(e)** watch the same episodes without subtitles to check your understanding. Listening to podcasts in English is another useful tip. You **(f)** listen to podcasts in Spanish. Take every opportunity to practise your English! 👍



Hi, Agus! I'm Sofía and I'm from Spain. (g) keep a diary in English. This can help you improve your writing skills. As regards reading, you (h) worry if you don't understand all the words in a text. I think you (i) try to identify some key words or phrases to get a general idea of the text. Have fun in the UK! 😊

- 3. Read** the comments again and **complete** the gaps with these options: **should** (x5) - **shouldn't** (x2) - **If I were you, I would** - **If I were you, I wouldn't**. **Look** at the example.
- 4. Write** a comment to Agustina to give her other pieces of advice to improve her English skills: listening, speaking, reading and writing. **Use** the expressions from the previous activity.
- 5. Make** a list of some situations in which you would like to get some advice from your classmates. Then **get together** in groups, **read** the sentences out loud and **ask** your classmates for advice. **Use** these questions: **What should I do? Can you give me some advice, please? What's your advice? Look** at the exchange below. Then **exchange** roles.

Student A: I usually don't finish my homework because I get distracted very easily. What should I do?

Student B: I think you shouldn't watch TV or listen to music while you're doing your homework.

Student C: If I were you, I would turn off your mobile phone. I think it's the best way to avoid distractions.

- 6.** You're going to read an extract from an article about schools in the UK. Before reading, **look** at the following pictures. Then **follow** the instructions below the pictures.



A



B



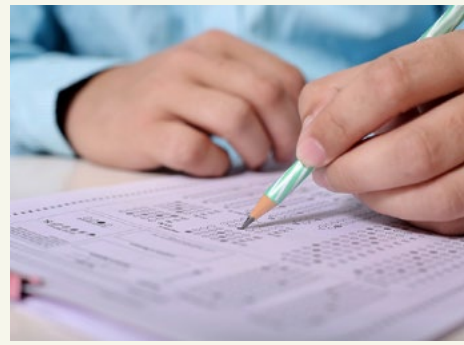
C



D



E



F

Get together in groups and **answer** these questions. Then **share** your ideas with the rest of the class.

- a. What can you see in the pictures? What school aspects are reflected in the pictures?
- b. What do the people in the pictures look like? Where are they? What are they wearing? What are they doing?
- c. Look at picture **A**. What similarities and differences can you find with your school syllabus? What are your favourite subjects?
- d. What time do you start and finish your school day? Do you do any extracurricular activities?
- e. Do you have online lessons at your school? What are the advantages and disadvantages of online learning?
- f. Do you get nervous before an exam? When was the last time you took an exam? What was the result?
- g. Would you like to work as a teacher in the future? Why? Why not?

7. Read the following article about schools in the UK and **write** these titles in the correct gaps. **Look** at the example on the next page.

- **It's very unusual to repeat a year**
- **British school students usually wear uniforms**
- **A school day lasts from 9 am until 3:30 pm**
- **You study fewer subjects than in many other countries**
- **Teachers are treated respectfully**
- **Almost everything you need for school is provided for you**

Six Fascinating Differences Between British Schools and Schools Abroad

The impression of what British schools are really like can vary widely around the world. In this article, we've looked at how schools in the UK differ from their counterparts in other countries.

1.

This is probably the most noticeable difference between British schools and the majority of their counterparts abroad. While students in most other countries can wear more or less what they want, students in Britain are usually required to wear a uniform.

2. *Almost everything you need for school is provided for you*

For German students, a crucial part of the back-to-school routine is going to different shops to buy textbooks, exercise books and school supplies. In the UK, it's somewhat different. Students are expected to buy their own uniforms, school bags, pens, pencils and other school supplies, but that's all. Textbooks and exercise books are provided for free by the school. During the first three years of primary school, all students get free school lunches as well.

3.

The length and timings of a school day can vary considerably around the world. Chinese school days can be very long, from 7:30 am to 5 pm or even later. French school days last longer than British ones, running from 8 am to 4 pm. British school days start at 9 am and finish at 3:30 pm.

4.

In the UK, it is very unusual to repeat a year. In other countries, if students don't have the required level in a particular school year, they have to attend all the subjects again the following year in the company of a new set of classmates a year younger than them. In Britain this is exceptionally rare.

5.

In general, British students are respectful, quiet and disciplined in class because school rules are very strict in the UK. However, outside the classroom, students may criticise their teachers unless the teachers have earned the students' respect (which most do). In some other countries, school rules are not as strict as in the UK.

6.

At the start of secondary school, a British student studies at least twelve subjects. So far, this number is more or less the same as the number of school subjects in most other countries. However, after the age of 16, British students usually take three or four subjects of their own choice, so they can focus entirely on sciences, and never study humanities again, or vice versa.

Adapted version from "[10 Fascinating Differences Between British Schools and Schools Abroad](#)",
Oxford Royale Academy.

8. **Read** the article again and **write** 10 transparent words from the text. Examples: **student** and **uniform**.

9. **Read** the article once more and **complete** the gaps in the following sentences with these options: **mustn't - have to - has to - don't have to - doesn't have to**. **Look** at the example. **Underline** the information in the text to justify your answers.

- While Chinese students **have to** (a) arrive at school at 7.30 am, British students (b) arrive at 9 am.
- In the UK, students usually (c) wear uniforms. In most other countries, students (d) wear uniforms.
- In Germany, students (e) buy their school books. In the UK, students (f) buy their school books. However, they (g) buy their uniforms and school supplies.
- In the first years of primary school, a British student (h) pay for school lunches.
- In all countries around the world, students (i) be disrespectful towards their teachers. Moreover, they (j) be aggressive or hostile in any school situation.
- In the first three years of secondary school, a British student (k) study at least twelve subjects.

10. Now **think** about your school and **make** a list of the classroom rules and school regulations. Example: *In my school, you don't have to wear a uniform*. You can **use** the information from the previous activities as a guide. Then **get together** in groups and **compare** the lists. What similarities and differences can you find? Finally, **share** the information with the rest of the class.

Homework

Do activities **2, 3, 4, 5** and **7** from the next lesson: **Travelling**.

You're going to check your answers next class. It's very important that you do these activities in advance so that you can have more time in class to improve your language skills with the help of your teacher.



2. Travelling

Se espera que, a lo largo del encuentro, los/as estudiantes puedan pedir y dar información acerca de lugares, dar y seguir indicaciones, relatar una experiencia personal, expresar sentimientos, describir actividades, escuchar textos orales, leer y producir textos escritos y orales, y desarrollar las siguientes capacidades:

Comunicación	Análisis y comprensión de la información	Interacción social	Ciudadanía responsable
Trabajo colaborativo	Resolución de problemas y conflictos	Aprendizaje autónomo	Desarrollo personal
Pensamiento crítico, iniciativa y creatividad		Valoración del arte	Cuidado de sí mismo/a

Orientaciones para docentes

Los/as estudiantes podrán realizar con anticipación algunas de las actividades propuestas en sus hogares para, luego, revisarlas en este encuentro. Para resolver la actividad 1, se sugiere que trabajen en pares o en grupos y luego compartan la información del intercambio con el resto de la clase. A medida que vayan trabajando con el vocabulario de las actividades propuestas en los encuentros, podrían diseñar un **diccionario** o **glosario** de manera autónoma en una planilla de cálculos, en Padlet, en una plantilla de Canva o en su cuaderno o carpeta. El diccionario o glosario podría organizarse en categorías e incluir imágenes o dibujos. Para resolver las actividades 7, 8 y 9, el/la docente podrá comentarles que no es necesario comprender todas las palabras del video. Solamente tienen que concentrarse en resolver las consignas que se proponen. Pueden ver el video las veces que lo consideren necesario y hacer pausas. La producción escrita formará parte del [portfolio](#) de cada estudiante. En este encuentro, se recomienda invitar a reflexionar acerca del respeto por el patrimonio cultural de una ciudad.



Actividades para estudiantes

1. Let's **talk** about travelling! Do you like travelling? Where do you usually go on holiday? What do you enjoy doing when you're on holiday? What countries would you like to visit? What are the advantages of travelling?
2. How much do you know about Australia and New Zealand? **Test** your knowledge!

a. Complete the gaps in the following paragraph with these words: **Sydney - Canberra - Wellington - Melbourne - Auckland.**

Australia is one of the largest countries on Earth. Its capital city is (a), which is located in the southeast between two important cities: (b) and (c). New Zealand is also an island country. It is made up of two main islands – the North and the South Island – and a number of small islands. The capital city is (d) and the largest urban area is (e).

Adapted version from “Australia” and “New Zealand”, *Encyclopaedia Britannica*.

b. Match the following flags with these countries: **Australia - New Zealand**



a.



b.

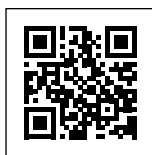
3. Paul is an American journalist who is on holiday in Sydney, Australia. **Read** an entry from his personal diary and **underline** the word that best describes how he felt when he saw an iconic building of the city: **nostalgic - shocked - marvelled - envious.** Use the following dictionaries to check some vocabulary.

Cambridge Dictionary



<http://bit.ly/3FrM9On>

Macmillan Dictionary



<http://bit.ly/3zqnUMz>

WordReference



<http://bit.ly/3DIqK6K>

Scan the QR codes to access the contents.

December 21st, 2022

Sydney is pretty cool! You can do lots of fun and cultural activities in this beautiful city. And there are also many amazing buildings. Yesterday afternoon, I was walking along the coast when I saw the most impressive building in the city: the Sydney Opera

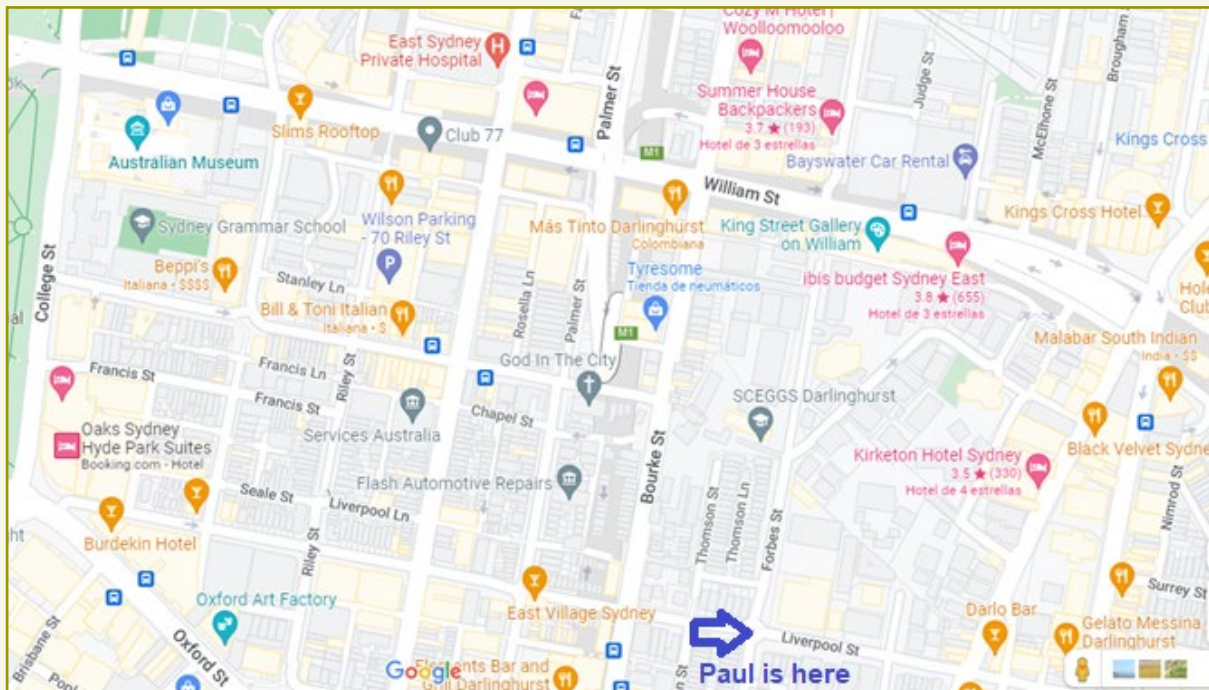


House. The architecture of this building was stunning. While I was taking pictures of the Opera House, it started to rain. It was late in the afternoon and I was a bit tired, so I went back to the hostel. As soon as I arrived at the hostel, I sent the pictures of the building to my best friend. He couldn't believe it!

4. Read Paul's entry again and **answer** these questions:

- Why does Paul like Sydney?
- What was Paul doing when he saw the Sydney Opera House?
- Was Paul sending pictures to his best friend when it began to rain?
- Did Paul visit the Sydney Opera House?
- What did Paul do when he got to the hostel?

Today Paul wants to visit the Australian Museum. He is on the corner of Liverpool and Forbes Streets. His mobile phone has run out of battery, so he can't use Google Maps.



5. Read the following dialogue between Paul and a passer-by and **complete** the gaps with these options:

opposite - on the corner of - turn right - turn left - Go straight on - Is the museum open on Sundays? - Can you help me, please? - How much is the entrance ticket? - Is there a gift shop in the museum? - Thanks again for your help - Can you tell me how to get to the Australian Museum, please?

There are two extra options. **Use** the map above to complete the gaps.

Paul: Excuse me. (a)

Sam: Yes, sure.

Paul: (b)

Sam: Yes. It's just a few blocks from here. Walk along Liverpool Street and (c) on Bourke Street. (d) until you get to William Street and then (e). Walk five blocks and you'll find the museum. It's (f) William and College Streets. You can't miss it.

Paul: Great! Thanks a lot. Just a few more questions. (g)

Sam: Yes, it is. Visitors can go there every day. I'm a tourist guide and I work there on weekdays.

Paul: Really? What a coincidence! (h)

Sam: The general admission to the permanent exhibitions is free, but you have to pay to have access to the special exhibitions.

Paul: OK. (i)

Sam: You're welcome! Enjoy your visit!

6. Read the following entry in Paul's personal diary and **complete** the gaps with the correct form of the verbs in brackets. **Look** at the examples.

December 22nd, 2022

Yesterday morning, I (go) (a) to the Australian Museum when my mobile phone (run) (b) out of battery, so I couldn't use Google Maps. Fortunately, a cool guy in the street (tell) (c) me how to get there. He (be) (d) a tourist guide and (work) (e) at the museum on weekdays. He (give) (f) me some useful information about it. I (be) (g) just a few blocks from the museum, so I (get) (h) there in five minutes. While I *was looking for* (look for) (i) my wallet in my backpack to buy the tickets for the special exhibitions, an employee *said* (say) (j) that visitors didn't have to pay to have access to the special exhibitions. It (be) (k) a special offer for that day only. I couldn't believe my luck! So I (visit) (l) a lot of interesting exhibitions on science, culture and nature; and I (not pay) (m) anything at all. While I (take) (n) a virtual tour of the history of Australia, another employee (announce) (o) through a loudspeaker that every Sunday night the museum's rooftop restaurant offered a special show with live bands. I (not want) (p) to miss this opportunity. So what did I do? I (stay) (q) in the museum until the evening and (have) (r) dinner at the rooftop restaurant. I also (enjoy) (s) the spectacular panoramic views of the city.



7. Before you do activities 8 and 9, **watch** the following video about Sydney and **make** a list of the transparent words that you can identify in the video. Examples: **spectacular - ocean - coast - cities - capital**.



Sydney Vacation Travel Guide.
<https://bit.ly/3Llk1bb>

Scan the QR code to watch the video.

8. **Watch** the video from **0:00** to **2:00** and **underline** the correct option in the following sentences.

- a. Sydney has **more than / less than** 4,000,000 inhabitants.
- b. Sydney's most important feature is **the beach / the harbour**.
- c. **Victorian / Edwardian** architecture can be found in Sydney.
- d. Paddington is a beautiful **city suburb / small town**.
- e. **The Sydney Opera House / The Sydney Tower** offers 360-degree views of the city.

9. Now **watch** the video from **2:00** to **4:00** and **decide** if the following sentences are true or false.

- a. The Royal Botanic Gardens are behind the Sydney Opera House.
- b. The Australian actor Paul Hogan played the guitar on the Sydney Harbour Bridge.
- c. There is a special tour to climb the Sydney Harbour Bridge.
- d. In Darling Harbour there aren't any bars or restaurants.
- e. The Sydney Sea Life Aquarium is near the Pyrmont Bridge.

10. **Think** about two or three experiences in the past that made you feel **amazed - embarrassed - confident - lonely - bored - marvelled - nostalgic - glad - disappointed - angry - excited - confused**. (**Choose** two or three feelings).

Get together in pairs and **ask** your classmate the following questions: Where were you? Who were you with? What were you doing? What happened? What exactly made you feel that way? You can also **ask** extra questions. Then **exchange** roles. **Use** the online dictionaries from activity 3 to check some vocabulary.

11. **Imagine** that you have a personal diary and you want to write about the experiences from the previous activity. **Write** two or three entries in your personal diary. **Use** the questions from activity 10 as a guide. You can also **add** extra information.

Homework

Do activities **1**, **2** and **5** from the next lesson: **Customs and Traditions**.

You're going to check your answers next class. It's very important that you do these activities in advance so that you can have more time in class to improve your language skills with the help of your teacher.



3. Customs and Traditions

Se espera que, a lo largo del encuentro, los/as estudiantes puedan describir actividades y eventos, comparar, escuchar y producir textos orales, leer y producir textos escritos y desarrollar las siguientes capacidades:

Comunicación	Análisis y comprensión de la información	Interacción social	Ciudadanía responsable
Trabajo colaborativo	Resolución de problemas y conflictos	Aprendizaje autónomo	Desarrollo personal
Pensamiento crítico, iniciativa y creatividad		Valoración del arte	Cuidado de sí mismo/a

Orientaciones para docentes


Los/as estudiantes podrán realizar con anticipación algunas de las actividades propuestas en sus hogares para, luego, revisarlas en este encuentro. También podrán incluir parte del vocabulario en el diccionario o glosario que se recomendó que realizaran previamente. La producción escrita formará parte del [portfolio](#) de cada estudiante. Los/as docentes podrán compartir la siguiente lista de verbos irregulares: [Irregular verbs](#). Antes de realizar la actividad 1, se recomienda explicar el concepto de paratexto y por qué su análisis puede resultar útil para comprender un texto. Antes de realizar la actividad 5, es importante recordarles que en el texto encontrarán espacios para completar con indicaciones que figuran en la actividad 6. Igualmente pueden resolver la actividad 5 sin necesidad de completar los espacios. Para las actividades 10, 11 y 12, el/la docente puede comentarles que no es necesario comprender todas las palabras del video. Solamente tienen que concentrarse en resolver las consignas que se proponen. Pueden ver el video las veces que lo consideren necesario y hacer pausas. Se sugiere incluir actividades para que los/as estudiantes también practiquen el uso del presente perfecto con *just/yet/already*. En este encuentro, se recomienda invitarlos/as a reflexionar acerca del respeto por las costumbres y tradiciones de una comunidad y de qué manera viajar puede convertirse en una experiencia enriquecedora.



Actividades para estudiantes

1. Paul is still on holiday in Sydney. Yesterday afternoon, while he was surfing the Internet to find some cool activities to do on New Year's Eve, he found an interesting blog post published on a website. **Look** at the paratext of the blog post and **answer** these questions:

- What is the name of the website?
- What are the different sections of the website?
- What is the title of the blog post?
- What are the titles of the different paragraphs?
- What can you see in the picture?
- Can visitors send messages to the website?

WorldStrides			
I want to travel to ...	I am interested in ...	Blog	Resources
			
<h3>New Year's Traditions From Cultures Around the World</h3> <p>Around the world, people from different cultures welcome the change of the calendar with unique New Year's traditions of their own. Here are some of our favorite New Year's traditions.</p> <p>Spain In Spain, it is customary to eat 12 grapes, one at each stroke of the clock at midnight on New Year's Eve. Each grape represents good luck for one month of the coming year. In Madrid and Barcelona, people gather in main squares to eat their grapes together.</p> <p>Colombia In Colombia, it's very common to see people in the streets carrying empty suitcases at midnight. This is thought to promise a new year full of travel and adventures. When Colombians see people taking their luggage for a stroll, they often wish them good luck with their travel plans.</p> <p>Scotland During Scotland's New Year's Eve celebration of Hogmanay, Scots hold bonfire ceremonies where people parade while swinging giant fireballs on poles. These fireballs symbolize the sun and are used to purify the coming year.</p> <p>Philippines If you travel to the Philippines to celebrate New Year, you'll find round shapes all over the country on New Year's Eve. These shapes represent coins, which symbolize prosperity in the coming year. Many people also wear clothes with polka dots for good luck.</p> <p>Denmark In Denmark, people greet the New Year by throwing old plates and glasses against the doors of family and friends to banish bad spirits. They also stand on chairs and jump off of them together at midnight to "leap" into January in hopes of good luck.</p>			
<p>LEAVE YOUR COMMENT How do people celebrate New Year in your country?</p>			

Adapted version from "[9 New Year's Traditions From Cultures Around the World](#)", *WorldStrides*.

2. **Read** the article and **choose** the correct option (**a**, **b** or **c**) to complete the following sentence:

The purpose of the article is ...

- a. to describe some New Year's traditions.
- b. to tell stories about some New Year's traditions.
- c. to explain the origins of some New Year's traditions.

3. **Read** the article again and **decide** if the following sentences related to **New Year's traditions** are true or false. **Underline** the information in the text to justify your answers.

- a. In Spain, eating grapes is a symbol of happiness.
- b. Colombians usually pack suitcases to celebrate New Year.
- c. Fireballs represent power and prosperity in the celebration of Hogmanay.
- d. In the Philippines, round shapes are related to money.
- e. Danish people believe in evil spirits.

4. **Go back** to activity 2 and **answer** the question that appears at the bottom of the blog post: How do people celebrate New Year in your country?

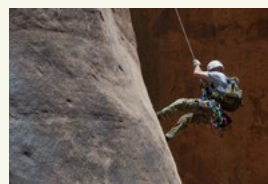
5. Mary is Paul's best friend. She has a special Instagram account about the places she has visited around the world because she loves travelling. **Read** the extracts from Mary's IG below and **match** these pictures (**A-H**) with the **outdoor activities** mentioned in the texts. **Look** at the example.



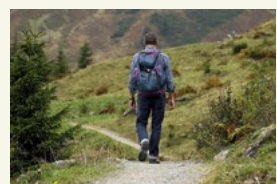
A.



B.



C.



D.



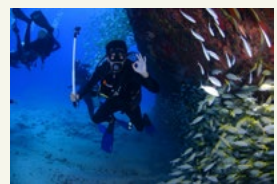
E.



F.



G.



H. *scuba diving*

Australia is **(be) (a)** one of my favourite holiday destinations in the world! I have been **(be) (b)** to Sydney, Melbourne and Perth. You can do lots of fun and interesting activities in these cities. I **(not be) (c)** to Canberra, the capital city, because it **(not be) (d)** as interesting as the other cities.

If you enjoy nature, you can take many tours to explore some of the most amazing places in the world: the Great Barrier Reef Marine Park, the Kangaroo Island and the Pink Lakes. I **(do) (e)** lots of adventurous and thrilling activities in these tourist spots such as trekking, kayaking, climbing, scuba diving and horseback riding. I **(not do) (f)** rafting or mountain biking. I also **(stay) (g)** at campsites because I **(love) (h)** camping. Besides, camping **(be) (i)** much cheaper than staying at a hotel. The landscapes in these special places **(be) (j)** out of this world!

The diversity of wildlife in Australia **(be) (k)** awesome! I **(see) (l)** kangaroos, sea lions, penguins and koalas. Unfortunately, I **(not see) (m)** any wallabies*.

.....
* wallaby: small kangaroo
.....

6. Read the texts again and **complete** the blanks with the correct form of the verbs in brackets. **Look** at the examples.

7. Mary wants to make new posts related to travel experiences on her Instagram account. To get some ideas, she has posted some stories with questions for her followers. **Complete** Mary's questions with the correct form of the verbs in brackets.

Travel experiences

- a.** Have you ever **(travel)** by plane?
- b.** Have you ever **(swim)** in the sea?
- c.** Have you ever **(ride)** a horse?
- d.** Have you ever **(take)** an excursion?
- e.** Have you ever **(buy)** a souvenir?
- f.** Have you ever **(eat)** something unusual?
- g.** Have you ever **(get)** lost?
- h.** Have you ever **(miss)** a flight/train/bus?
- i.** Have you ever **(meet)** a famous person?
- j.** Have you ever **(lose)** your mobile phone/passport/identity card?

8. In activity 9, you're going to talk about some travel experiences. Before you do this activity, **read** the following dialogue between Mary and one of her followers and **complete** the gaps with the correct form of the verbs in brackets. **Look** at the examples.

Mary: Have you ever **travelled (a)** by plane?

Harry: Yes, I have.

Mary: Where **did** you **go (b)**?

Harry: I **(go) (c)** to Rio de Janeiro.

Mary: Cool! Rio **(be) (d)** a fantastic city! When you **(go) (e)** there?

Harry: Two years ago. I **(go) (f)** with my mum and dad.

Mary: How long you **(stay) (g)** in Rio?

Harry: For two weeks. And we **(be) (h)** pretty lucky because the weather **(be) (i)** sunny and warm almost every day.

Mary: you **(have) (j)** a good time?

Harry: Yes, I did. I **(enjoy) (k)** going to the beach a lot.

Mary: Well, I can imagine! Brazil **(have) (l)** some of the most beautiful beaches in the world!

9. Get together in pairs and **follow** these instructions:

- a. Ask** your classmate the questions from activity 7. If your classmate's answer is affirmative, **ask** extra questions to get more information. Then **exchange** roles.
- b. Choose** two experiences from your classmate and **share** the information with the rest of the class.

10. Mary has a linktree with some interesting videos on her Instagram account. Here is one of them: "Why it's important to travel". Before you **watch** the video, **read** the following sentences and **make** some predictions about the topics that Sophia is going to mention in the first part of the video. **Tick** ✓ your answers.

- a.** Travelling is an excellent way to learn about different cultures.
- b.** Travelling can improve your communication skills.
- c.** Travelling is good for your health and well-being.
- d.** Traditional food is part of the cultural identity of a country.
- e.** Learning languages is one of the advantages of travelling.
- f.** Sharing your opinions and ideas with other people is a wonderful learning experience.

11. Watch the video from **0:00** to **1:00** to check your predictions.

12. Now **watch** the video from **1:00** to **3:00** and **choose** the right option (**a, b** or **c**) to complete the sentences below.



Why it's important to travel.
<https://bit.ly/3HMNQGz>

Scan the QR code to watch the video.

- Sophia talked about with an Iranian philosopher.
 - a. magic
 - b. storytelling.
 - c. philosophy.

- Sophia had visited before she moved to Sicily.
 - a. Spain
 - b. Italy
 - c. France

- Sophia moved to Sicily because she wanted to
 - a. learn Italian
 - b. get a job.
 - c. study at university.

- Sophia and her friends in Pisa.
 - a. took the wrong train
 - b. couldn't find any taxis
 - c. didn't take the right bus

13. Paul is in the USA now. He wants to write an email to his friend Mary to tell her about his holidays in Australia. **Write** Paul's email. **Use** the information from the previous activities and **include** some comparisons. You can also **add** extra information.

Homework

Do activities **1b, 2, 3, 4,** and **5** from the next lesson: **Life in the Future.**

You're going to check your answers next class. It's very important that you do these activities in advance so that you can have more time in class to improve your language skills with the help of your teacher.

4. Life in the Future

Se espera que, a lo largo del encuentro, los/as estudiantes puedan describir actividades, pedir y dar información acerca de objetos, invitar, planificar y sugerir actividades, leer textos escritos, producir textos escritos y orales, y desarrollar las siguientes capacidades:

Comunicación	Análisis y comprensión de la información	Interacción social	Ciudadanía responsable
Trabajo colaborativo	Resolución de problemas y conflictos	Aprendizaje autónomo	Desarrollo personal
Pensamiento crítico, iniciativa y creatividad		Valoración del arte	Cuidado de sí mismo/a

Orientaciones para docentes

En este encuentro se propone a los/as estudiantes reconstruir un texto en una serie de etapas a partir del análisis y comprensión de la información. Para diseñar el mural digital de la actividad 6, se podrían utilizar las siguientes herramientas digitales: [Padlet](#) o [Canva](#). Es importante recordarles que en el mural deben incluir imágenes con licencia Creative Commons o de dominio público. También pueden incluir dibujos propios o imágenes diseñadas por ellos mismos. En este encuentro se recomienda generar una instancia de reflexión acerca de la importancia de comenzar a capacitarse para adquirir habilidades relacionadas con la educación digital que les serán útiles en futuros ámbitos académicos y laborales, y acerca de cómo la tecnología influirá en nuestras vidas y en futuras generaciones.

Actividades para estudiantes

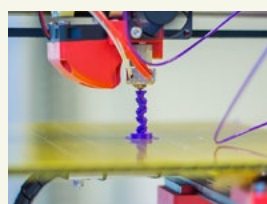
- Let's **travel** to the future! **Get together** in pairs, **answer** these questions and **follow** these instructions. Then **share** your ideas with the rest of the class.
 - Associate** the following pictures with these technological devices: **wearable digital devices / VR* headset / AI* robots / 3D* printers.**



a.



b.



c.



d.

.....
*VR: virtual reality / AI: artificial intelligence / 3D: three dimensional
.....

- b. Will technology make our lives easier or more difficult in the future? **Give** some examples.
- c. Which of the devices above will have the greatest impact on our lives in the future? Why?

2. Here is an extract from an article about life in the future. **Read** the text and **write** the titles of the paragraphs in the correct gaps **(1-3)**: **3D robots - Helpful robots - 3D printed food - Space tourism - Space colonization**. There are 2 extra options.

Life in the future: Technology that will change the way we live

Technology has the power to do many things, and changing the world is one of them. Here is a list of some technologies that will probably change our lives forever.

1.

Nowadays, we can travel to any country in the world without any trouble, but what if we could all one day see the earth from space? Many companies want to make this dream a reality in the near future. They **(a)** spaceships to take us into orbit and **(b)** tickets to get seats aboard. Tickets **(c)** cheap, but some companies **(d)** virtual tours that **(e)** very expensive.

2.

Do you enjoy doing the **house chores**? If you are among those people who would love to spend less time doing the house chores, you may find the following prospects very interesting. We already have robot **vacuum cleaners** and smart home **appliances**. In the future, robots **(f)** in our houses and **(g)** us with the house chores. Therefore, we **(h)** more free time to do the activities that we like.

3.

We're not in a world where Star Trek replicators exist and we can make things appear out of thin air. But 3D printing technology is **coming along** quickly and companies are already experimenting with printing food. So **running out of** food **(i)** a problem in the future. With these new 3D printing devices, people **(j)** print cakes, vegetables or even pizzas.

Adapted version from "[Life in the future: Tech that will change the way we live](#)", *Pocket-lint*.

3. **Read** the article again and **complete** the gaps **(a-k)** with these options: **won't be (x3) - will live - will build - will help - will sell - will have - will organize - will be able to.**
4. **Read** the article once more and **match** the expressions in **bold type** with the definitions below. **Look** at the examples.

Definitions

- a. **come along** : to arrive, or to become available
- b. **run out of** : to use up or finish a supply of something
- c. : a job such as cleaning that has to be done around the house.
- d. : a piece of electrical equipment that cleans floors by sucking up dirt.
- e. : a machine or piece of equipment that you have in your home, for example, a washing machine or refrigerator.

5. The previous article is published on a website that gives information about technological products. The articles are written by American and British journalists. Paul is an American journalist and usually writes articles for the website. He is a techno buff and has just bought a VR headset. **Read** the following dialogue between Paul **(P)** and his grandfather, John **(J)**, and **complete** the gaps with these options: **device (x3) - experience - computer - headphones - games - mobile phone - movies - world - goggles. Look** at the example below.

P: What are you wearing, Paul? You look like a secret agent from a science fiction movie.

J: I'm wearing a VR headset, a Virtual Reality headset.

P: Wow! What can you do with this **(a)**?

J: Well, basically, you can watch **(b)** and play **(c)**.

P: And how does it work?

J: You connect the headset to a **(d)** or **(e)** to run apps and games. As you can see, the headset is like a thick pair of **(f)**. You also need a pair of **(g)**.

P: And what is the purpose of the **(h)**?

J: It offers you the opportunity to have a simulated **(i)**. When you wear this headset, you have the feeling you're in another **(j)** and you can interact with the characters in the films and games. Would you like to try the **device (k)**?

P: Mmm I'm not sure. I'll think about it. Thanks anyway.



Source: "[The complete guide to virtual reality](#)". *The Guardian*.

6. Get together in groups and **design** a digital mural taking into account this question: What will life be like in the future? **Make** predictions about these topics: food, sports, social media, entertainment, education, tourism, work and games. You can also **make** predictions about other topics. **Include** pictures and drawings in the mural.

7. Mary is Paul's best friend. **Read** the following phone conversation between them and **underline** the correct option.

M: Hello?

P: Hi, Mary. This is Paul.

M: Hi, Paul. How are you?

P: I'm fine, thanks. And you?

M: I'm OK, thanks.

P: Do you have any plans for the weekend?

M: On Saturday, **I'll meet / I'm going to meet (a)** some friends at a bar. We haven't decided on the bar yet. What about you?

P: I think **I'll stay / I'm going to stay (b)** at home and watch a TV series. How about Sunday night?

M: **I'm having / I'll have (c)** my mum's birthday party. My brothers and I have organized a surprise birthday party. We've hired a DJ to play music. Would you like to come to the party? My mum likes you a lot.

P: I'd love to! I love surprise birthday parties! Thanks for the invitation.

M: You're welcome. Hey! Are you free tonight?

P: Yes, I am. How about going to the cinema?

M: That's a good idea. Do you have any suggestions?

P: Why don't we watch "The Return of the Cyborgs"? Is that OK with you?

M: Sure. I like science fiction films.

P: Great. The movie **starts / will start (d)** at 9:00 pm. **Will I / Shall I (e)** pick you up at 8:00?

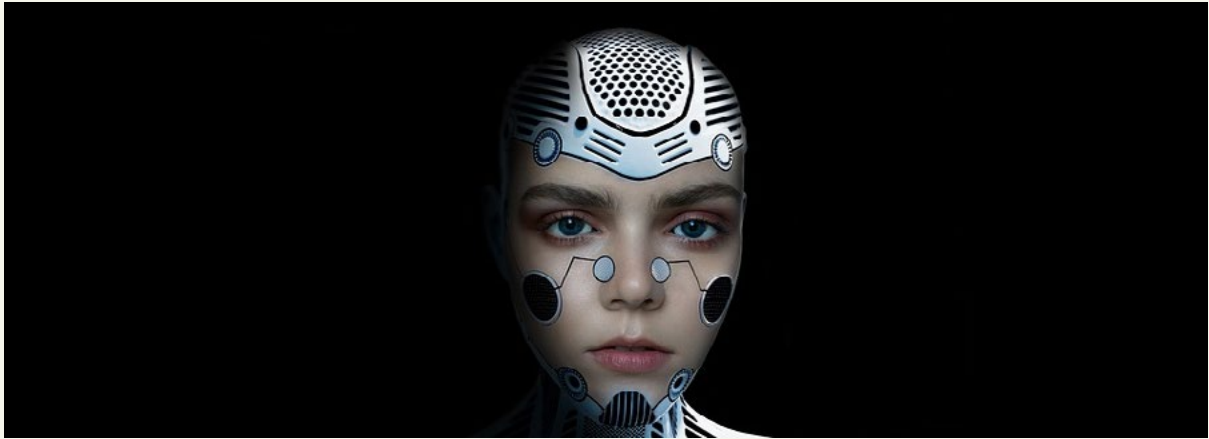
M: Okey dokey. But do you promise to pick me up on time?

P: Don't worry! **I'll be / I'm going to be (f)** at your house at 8:00 o'clock. I promise! Listen, there's someone ringing the doorbell. **Shall I call / I'll call (g)** you back later.

M: OK. Bye bye!

P: Bye!

- 8. Read** the previous dialogue again, **find** the word that describes the picture below and **write** the word in the gap to complete the definition.



A is a creature in science fiction stories that is part human and part machine.

- 9. Imagine** that you want to go out with one of your classmates next weekend. **Get together** in pairs, **talk** about your plans and **make** suggestions. You can **use** some expressions from the dialogue in the previous activity.

Homework

Do activities **2a**, **2b** and **2c** from the next lesson: **Art and Entertainment**.

You're going to check your answers next class. It's very important that you do these activities in advance so that you can have more time in class to improve your language skills with the help of your teacher.

5. Art and Entertainment

Se espera que, a lo largo del encuentro, los/as estudiantes puedan expresar y preguntar por gustos y preferencias, describir actividades, pedir y dar información acerca de personas, expresar opiniones, leer textos escritos, producir textos escritos y orales y desarrollar las siguientes capacidades:

Comunicación	Análisis y comprensión de la información	Interacción social	Ciudadanía responsable
Trabajo colaborativo	Resolución de problemas y conflictos	Aprendizaje autónomo	Desarrollo personal
Pensamiento crítico, iniciativa y creatividad		Valoración del arte	Cuidado de sí mismo/a

Orientaciones para docentes

Los/as estudiantes podrían realizar con anticipación algunas de las actividades propuestas en sus hogares para luego revisarlas en este encuentro. Para realizar la actividad 1, los/as estudiantes pueden trabajar en pares o en grupos y luego compartir la información del intercambio con el resto de la clase. La producción escrita formará parte del [portfolio](#) de cada estudiante. En este encuentro, se invita a reflexionar acerca del respeto hacia la cultura de otros pueblos.



Actividades para estudiantes

- Let's **talk** about art and entertainment! What do you like doing in your free time? Do you enjoy going to art galleries or museums? Have you ever been to an art exhibition? Do you prefer going to the cinema or watching films at home? When was the last time you went to the cinema? What film did you see? What kind of music do you like? Have you ever been to a concert?
- Below the pictures there is an extract from an article published on the website of a painter. **Read** the text and **follow** these instructions:
 - Make** a list of the cultural and artistic expressions mentioned in the article.
 - Associate** some of the cultural and artistic expressions with the following pictures. **Look** at the example.
 - These pictures can be associated with some hobbies. **Underline** the hobbies that you would like to take up and **explain** why you're interested in these hobbies in particular.



a.



b. **engineering**



c.



d.



e.



f.

REN

Creative Works

About

Adrian Reynolds 'Ren' is a contemporary artist/designer based in Dublin, Ireland. He has lived in Ireland for ten years. He was born in Luton, England, so he has both English and Irish heritage.

Blog

The Influence of Cultural Identity on the Creation of Art

Cultural identity is defined by a person's conscious acceptance of cultural norms, patterns of behaviour, values, and language. People need a certain level of regulation in their lives and they can only find it in their own communities. This is what determines the existence of cultural identity.

The preservation of cultural identity is important in order to maintain a sense of belonging among members of a particular cultural group. Poetry, traditions, dance forms, songs, rituals, and language are all examples of cultural heritage that our ancestors passed down to the present generation.

I believe it is obvious that art reflects our way of life, our environment, and our world. Engineering, design, drawing, and painting are examples of art structures, and our predecessors chose how to communicate their craft as well.

Art is an expression of culture as a whole. When we study history or are inspired by it, we are influenced by the way of life that existed previously. Art is a medium that can allow people to express their cultural identities and goals.

Adapted version from "[The Influence of Cultural Identity on the Creation of Art](#)",

Ren Creative Works.

3. Read the information in the different sections of the website and **choose** the right option (**a**, **b** or **c**) in the sentences below. **Underline** the information in the text to justify your answers.

- Which sentence is true?
 - a. Adrian Reynolds was born in Ireland.
 - b. Adrian Reynolds lives in Luton, England.
 - c. Adrian Reynolds is from the United Kingdom.

- Cultural identity is important because ...
 - a. it organizes our daily routines.
 - b. it makes us feel part of a community.
 - c. it influences our feelings and emotions.

- In the article, the author ...
 - a. tells a personal experience about his early career as a painter.
 - b. gives his opinion about the relationship between art and culture.
 - c. explains the influence of the Irish and English cultures on his own paintings.

4. Visit [Adrian Reynolds's website](#) and **discuss** the following questions with a classmate: Do you like Ren's paintings? Why? Why not? What are your favourite paintings? Would you like to take painting or drawing lessons? Then **share** your ideas with the rest of the class.

5. Agustina is a 16-year-old student from Caballito. **Read** the following paragraphs she wrote for a school project and **complete** the gaps with the correct form of the verbs in brackets. **Look** at the examples.

My cousin Mateo was born in Mendoza in 1991. He **(go) (a)** to a commercial secondary school but he **(not like) (b)** it very much because he wasn't interested in subjects like maths, accountancy, commercial law, etc. In the last two years of his secondary school, he **(take) (c)** some coding and programming courses at an institute near his house. In 2010, he **(move) (d)** to the City of Buenos Aires because he **(want) (e)** to study graphic design at the UBA.

He **(study) (f)** at the UBA for six years and **(graduate) (g)** as a graphic designer in 2016. That same year, he **(get) (h)** a job at an IT company. He **(develop) (i)** software for banks and financial organizations. He found this job dull and boring, so he **(decide) (j)** to quit in December 2019. Now he works for a company called Digital Media. He is very pleased with his new job because it's creative and challenging. Besides, his workmates are kind and outgoing. He **(work) (k)** for Digital Media since 2020.

My cousin is really good at learning languages. He **has studied (study) (I)** English since 2016. He has English classes twice a week at Liverpool Language Institute. He also speaks French, but he doesn't take lessons anymore. He **studied (study) (m)** French at a private institute in Mendoza for four years.

In his free time, Mateo loves drawing and painting. Abstract art and cubism are his favourite art movements. Last year, while he **(surf) (n)** the Internet to find out information about painting techniques, he came across Ren's website, and he **(be) (o)** a fan of this British painter since then. He thinks his paintings are colourful, vibrant and original.

6. Read the paragraphs again and **answer** these questions:

- a. Where does Mateo study English? How long has he studied English?
- b. Where did Mateo take French lessons? How long did he study French?
- c. Where does Mateo work? How long has he worked there?
- d. Where did Mateo work after finishing university? How long did he work there?
- e. What art movements does Mateo like? How long has he been a fan of Ren?

7. Let's play a game! *Am I telling the truth?* **Follow** these instructions:

- a. **Make** ten true and false sentences about yourself and some people close to you using present perfect + for/since.
- b. **Write** T (true) or F (false) next to each sentence. **Look** at the examples:

Am I telling the truth?

- I have studied Portuguese for three years. (F)
 - My best friend has lived in Flores since 2010. (T)
- c. **Read** one sentence out loud. Your classmate asks extra questions to find out if the sentence is true or false. Then he/she says: "Your sentence is true/false".
 - d. If your classmate's answer is correct, write 1 point next to the sentence. **Take turns** to read the sentences.
 - e. The student that **gets** the most points is the winner.

8. Read the following extract from an article written by a teenager and **answer** these questions:

- a. What can you express through art?
- b. Why does Safah look up to* Pablo Picasso?

.....
* look up to: admire
.....

Teen opinion: why art is so important

Art is an important aspect in my life. I've been passionate about art since I was a child. In my first ever art class my teacher talked about how using different mediums could create different effects. I believe that art is a medium in itself. It's a medium for expression, passion and emotion. Art has been used to present opinions and challenge authority. It's been used to record iconic moments in history and it has captured the imagination of some of the most outspoken individuals.

My favourite artist is Pablo Picasso. I admire him a lot because of his courage to "think outside the box". Rather than painting pretty pictures of lakes and shores he came up with cubism, a new, strange and mad art style that involved fragmented subjects and abstract outlines. Picasso once said, "The world does not make sense, so why should I paint pictures that do?" In my opinion, he was a brave and smart artist.

Safah

Adapted version from "[Teen opinion: why art is so important](#)", *The Guardian*.

9. Match the following pictures with these art movements: **cubism - abstract art - surrealism**



a.



b.



c.

10. Imagine that Adrian Reynolds wants to write a new article about teenagers' views on art. To get some ideas, he has posted these questions on his website: Why is art important in our lives? Who is your favourite artist? Why do you admire him/her? **Write** a comment to answer Ren's questions. **Use** the following expressions: *In my opinion...*, *I think...*, *I believe...*, etc. You can also **search** for information on the Internet.

Homework

Do activities **1, 2, 3, 4, 5** and **6** from the next lesson: **The World of Imagination.**

You're going to check your answers next class. It's very important that you do these activities in advance so that you can have more time in class to improve your language skills with the help of your teacher.

6. The World of Imagination

Se espera que, a lo largo del encuentro, los/as estudiantes puedan citar o contar lo dicho, indicar u omitir agente, leer y producir textos escritos, producir textos orales y desarrollar las siguientes capacidades:

Comunicación	Análisis y comprensión de la información	Interacción social	Ciudadanía responsable
Trabajo colaborativo	Resolución de problemas y conflictos	Aprendizaje autónomo	Desarrollo personal
Pensamiento crítico, iniciativa y creatividad		Valoración del arte	Cuidado de sí mismo/a

Orientaciones para docentes

En este encuentro se les propone a los/as estudiantes leer un cuento. El proceso de lectura está organizado en distintas etapas para que los/as estudiantes puedan interactuar con el texto de distintas maneras y así facilitar su comprensión. También se les propone trabajar junto con el/la docente y de manera autónoma; se describen los pasos a seguir para que puedan organizarse durante este proceso. Algunos ejercicios se pueden realizar de [forma online](#) o en [formato papel](#) en un documento PDF. El/la docente también podría seleccionar otros cuentos para que lean en sus hogares y compartan las historias en los encuentros siguientes. En las actividades 9 y 10 se los/as invita a escuchar una canción y analizar su letra (pueden buscarla en Internet) para luego pensar en posibles conexiones entre la letra de la canción y el cuento, y reflexionar sobre la temática propuesta. Luego pueden practicar la canción y cantarla todos juntos en algún momento del trayecto. La producción escrita formará parte del [portfolio](#) de cada estudiante. Se recomienda invitarlos/as a reflexionar acerca del valor de las producciones culturales de una comunidad como fuente de riqueza personal y social.

Actividades para estudiantes

In this lesson, you're going to read a short story. The reading process is organized in different stages to help you improve your reading skills.



"First star I see tonight"
<https://bit.ly/41jerlx>

Scan the QR code to read the story.

1. **Look** at the picture published on the website of the British Council and **read** the epigraph* below the picture. Then **answer** these questions.

- a. What can you see in the picture?
- b. What problems are mentioned in the epigraph?
- c. What associations can you make between the picture and the epigraph?

.....
* epigraph: a saying or a part of a poem, play, or book put at the beginning of a piece of writing or a film, to give the reader some idea of what the piece is about.

(Source: *Cambridge Dictionary*)

2. **Do** the preparation task: **Match** the words with the definitions. Then **click** on “Finish” to check your answers.

3. **Associate** some of the words from the definitions with the pictures below.



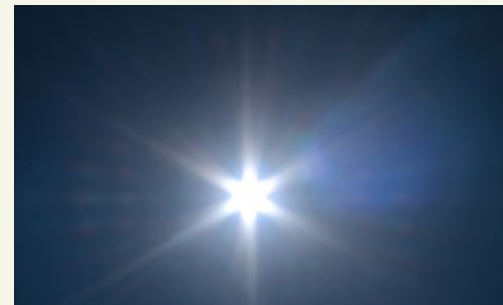
a.



b.



c.



d.

4. **Read** the story and **answer** these questions.

- a. What is the title of the story?
- b. Who are the characters in the story?
- c. Where does the story take place?

5. **Do** task 1: **Put** the events from the story in the correct order. Then **click** on “Finish” to check your answers.

6. **Do** task 2: Are the sentences true or false? Then **click** on “Finish” to check your answers.

7. **Read** the writer’s notes before writing the story and **rewrite** them as in the example below. **Pay attention** to the words in **bold type** to rewrite the sentences.

a. Dr Tomas Streyer pressed some buttons to carry out the experiment. A few minutes later, the lights went out in the room.

The lights went out in the room after Dr Tomas Streyer had pressed some buttons to carry out the experiment.

b. The sun, the moon and the stars disappeared. A few minutes later, the lights went on in the room.

When the lights **the sun, the moon and the stars**

c. Dr Tomas Streyer read the information and numbers from his experiment. Then he went outside and joined the rest of the team.

Dr Tomas Streyer..... **after he**

d. The sun appeared in the sky. A few seconds later, everyone started laughing and dancing around.

Everyone **because the sun**

e. Dr Tomas Streyer lived in Switzerland. Then he moved to Chile to work at the Extremely Large Telescope in Paranal.

Dr Tomas Streyer **before he**

f. Dr Tomas Streyer saw the first star in nine years. Then he made a wish.

Dr Tomas Streyer **after he**

8. **Get together** in pairs and **discuss** the following questions: Did you like the story? Do you think Tomas’s punishment was fair? Why? Why not? What happened to Tomas after he had made a wish upon a star? Did he go back to Switzerland? Did he stay in Chile? Did he carry out another experiment? Did he get married? **Use** your imagination! Then **share** your ideas with the rest of the class.

9. **Listen** to the song *Rocket Man* by Elton John. Then **listen** to the song again and **underline** the correct option in the sentences below.

a. The singer compares the flight with a **kite / rocket**.

b. The singer is **single / married**.

- c. The singer feels **lonely / scared**.
- d. The singer says that Mars is **hot / cold**.
- e. The singer works **four / five** days a week.



Elton John - Rocket Man
(Official Music Video)
<https://bit.ly/42EH9OT>

Scan the QR code to watch the video.

10. **Read** the lyrics of the song while you listen to it again. Then **answer** this question: What connections can you make between the song and the story “First star I see tonight”? **Share** your ideas with the rest of the class.
11. Camila is a 16-year-old student from Floresta. Last week, she wrote the following story for her English class. **Read** the story and **complete** the gaps with the correct form of the verbs in brackets. **Look** at the examples.

A short story

It was Katia’s 20th birthday and she was looking forward to seeing her friends. They were meeting at Mamma Mia’s, her favourite Italian restaurant, for a special birthday dinner. Katia **was** **(be) (a)** excited and **got** **(get) (b)** to the restaurant at 7 o’clock, the time they **(arrange) (c)** to meet. She looked around for a familiar face, but no one **(arrive) (d)** yet. So she **(decide) (e)** to wait outside and stood patiently in the warm evening sunshine.

The restaurant quickly filled up with customers, but none of them were Katya’s friends. “Where are they?” she thought. At half past seven she **(wait) (f)**, so she called her friend Isa. “Why doesn’t she answer her phone?” Katia asked herself. Then she called Jonty, Alex and Yoko, but they **(not answer) (g)** either. “What’s going on?” she wondered.

At 8 o’clock Katia **(go) (h)** home. Her friends **(forget) (i)** her birthday, and she felt lonely and miserable. She **(open) (j)** the front door and **(walk) (k)** into the dark house. The living room door **(be) (l)** closed. “How strange,” she thought, because she always left it open. Nervously, she **(open) (m)** the door. Suddenly, the lights went on and all her friends jumped up and **(shout) (n)** “Surprise!”. So they **(not forget) (o)** and in the end it was the best birthday ever.

Adapted version from “[A short story](#)”, British Council.

12. You’re going to **write** a short story. **Use** the following questions as a guide to get organized.

Title: A day out

- Who are the characters in the story?
- Where did the characters go and why?
- How did they get there?
- What did they do first?
- What happened next?
(Think about something surprising/exciting/amusing/frightening, etc.)
- How did the characters feel?
- What happened in the end?

Homework

Do activities **1a**, **1b**, **1c**, **2**, **7** and **9** from the next lesson: **Technology**.

You're going to check your answers next class. It's very important that you do these activities in advance so that you can have more time in class to improve your language skills with the help of your teacher.

7. Technology

Se espera que, a lo largo del encuentro, los/as estudiantes puedan formular hipótesis, dar y seguir instrucciones, leer y producir textos escritos, producir y escuchar textos orales, y desarrollar las siguientes capacidades:

Comunicación	Análisis y comprensión de la información	Interacción social	Ciudadanía responsable
Trabajo colaborativo	Resolución de problemas y conflictos	Aprendizaje autónomo	Desarrollo personal
Pensamiento crítico, iniciativa y creatividad		Valoración del arte	Cuidado de sí mismo/a

Orientaciones para docentes

Los/as estudiantes podrán realizar con anticipación algunas de las actividades propuestas en sus hogares para luego revisarlas en este encuentro. Para la actividad 1, se sugiere que los/as estudiantes realicen las consignas de forma individual y luego comparen sus respuestas con un/a compañero/a. Se sugiere indicarles que, durante este intercambio, pueden formular preguntas para obtener más información acerca de sus compañeros/as y luego compartir esta información con el resto de la clase. Para resolver las actividades 7 y 8, el/la docente puede comentarles que no es necesario comprender todas las palabras del audio. Solo tienen que concentrarse en resolver las consignas que se proponen. Pueden escuchar el audio las veces que lo consideren necesario. En este encuentro se recomienda invitarlos/as a reflexionar acerca de la importancia de la adopción de hábitos saludables relacionados con el uso de la tecnología a partir de una serie de actividades relacionadas con el cuidado de la salud.



Actividades para estudiantes

- Let's **talk** about technology! **Follow** the instructions **(a-c)** below. Then **get together** with a classmate and **compare** your answers. What do you have in common with your classmate?
 - Answer** this question: How often do you use the following technological devices? **Write** below each device: **always - usually - often - sometimes - hardly ever - never**.



computer/laptop:



portable music player:



mobile phone:



tablet:



camera:



TV:

b. Here are some statistics about Americans' cell phone usage and habits. The survey was carried out in 2022. **Read** the statistics and **complete** the blanks with these options: **a date - battery - at home - waking up - possession - addicted - notification. Look** at the example.

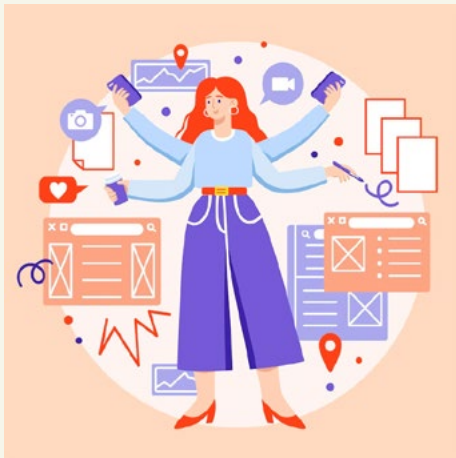
Americans' cell phone usage and habits in 2022

- 74% of Americans feel uneasy leaving their phone **(a)**.
 - 71% of Americans say they check their phones within the first 10 minutes of **waking up** **(b)**.
 - 70% of Americans check their phones within five minutes of receiving a **(c)**.
 - 48% of people say they feel a sense of panic or anxiety when their cell phone **(d)** goes below 20%.
 - 47% consider themselves **(e)** to their phones.
 - 45% say that their phone is their most valuable **(f)**.
 - 43% use or look at their phone while on **(g)**.
- On average, Americans check their phones 344 times per day. That's once every 4 minutes!

Source: *Reviews.org*

c. Do you feel identified with any of these statistics? **Tick** ✓ your answer/s.

2. Here is an extract from an article about technology. **Read** the article and **follow** the instructions below.



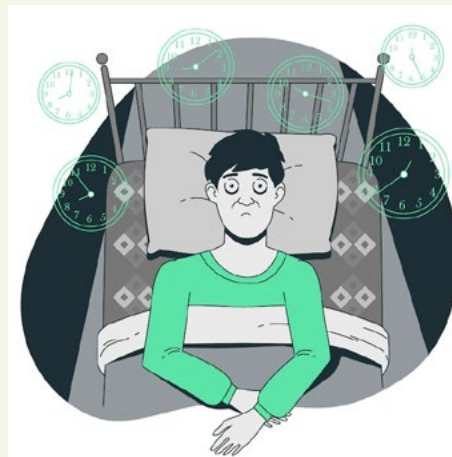
a.
a. **Find** a word associated with this picture.



b.
b. **Find** a phrase associated with this picture.



c.
c. **Find** a word associated with this picture.



d.
d. **Find** a sentence associated with this picture.

Tips for having a healthier relationship with technology

The advancement of technology in today's world is unstoppable. Even though technology has a lot of advantages, it's important to understand the impact that technology can have on different areas of our lives, such as social connections, productivity and emotional health. For example, we may become victims of comparing ourselves to other people on social media, suffer from a lack of focus or productivity due to chronic multitasking, become emotionally numb to the daily news and experience the "FOMO" feeling (FOMO = fear of missing out). Here are three useful tips for having a healthier relationship with technology.

Limit phone time

One of the first things many people do in the morning is to check their mobile phones. And it's also one of the last things they do before they go to bed. It's crucial to limit your time on your mobile phone. You can organize a schedule to limit your screen time to specific hours of the day. Most smartphones have settings that will allow you to do this. If you set rules to limit your phone use, you will spend more time with your family and friends, and build better relationships with your loved ones.

Take breaks from technology every few hours

Get your eyes off a screen every few hours. It's important to spend time away from digital devices during the day. You can take short walks, walk the dog, go to the supermarket, etc. These short breaks will help you to recharge your batteries and maintain your concentration when you get back to your online work or study.

Don't use digital gadgets before bedtime

Using smartphones and other digital devices before going to bed can have a negative impact on our sleep. Melatonin is a hormone that makes us ready for sleep. The production of melatonin is reduced by the blue light that digital devices emit. That's why you will sleep better if you don't use your digital devices before bedtime.

Adapted version from "[Four Steps To A Healthier Relationship With Technology](#)", *Forbes*; and "[Technology & Sleep](#)", *Sleep Health Foundation*.

3. Read the text again and **answer** the following questions:

- a. What is the possible consequence of chronic multitasking?
- b. What does FOMO stand for? Have you ever experienced this feeling?
- c. What can you do to reduce the amount of time you spend using your mobile phone?
- d. Why is it important to turn off your digital gadgets before bedtime?
- e. What can you do to take some breaks from digital devices during the day?
- f. Which tip/s for having a healthier relationship with technology would you follow? Why?

4. Read the text once more and **write** the following sentences expressing the ideas mentioned in the article.

- a. Your brother / sleep / better / **if** / he / not use / his digital devices / before bedtime.
-

b. You / have / better relationships with your friends / **if** / you / not use / your mobile phone when you hang out with them.

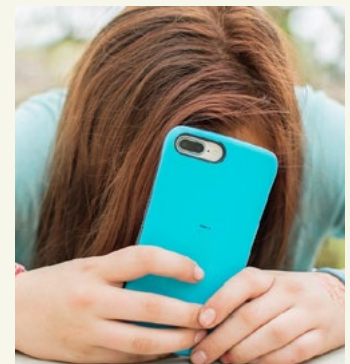
.....

c. **If** / your sister / take / short breaks from technology during the day, / she / maintain her concentration / when she gets back to her online work or study.

.....

5. **Read** the following comment written by a teenager after reading the previous article and **complete** the gaps with the correct form of the verbs in brackets.

I think a lot of teenagers feel that if they **(not check)** **(a)** their social media very often, they **(miss out)** **(b)** on important matters. They are afraid of being left out. I have some friends who can't control the "FOMO" feeling. They check their social media every few seconds. They know this is not a healthy habit, but they can't help it. I always tell them that if they **(turn off)** **(c)** their mobile phones for a couple of hours during the day, they **(not lose)** **(d)** all their friends. In fact, I switch off my mobile phone for a few hours and I still hang out with all my friends.



Pablo, 17

6. **Get together** in groups and **discuss** this question: What are the benefits of having a healthy relationship with technology? **Take** into account the following technological devices and social media: mobile phones, computers/laptops/tablets, streaming platforms, Instagram/TikTok/YouTube/Twitter/Facebook, etc. Example: If you turn off your mobile while you're doing your homework, you won't get distracted easily.

7. Todd and Jen are talking about their habits and preferences as regards technology and entertainment. **Listen** from **0:00** to **3:40** and **underline** the right option in the following sentences:



Media addiction.
<https://bit.ly/42hyaDq>

Scan the QR code to listen to the dialogue.

- a. Todd usually checks the time with his **computer** / **mobile phone**.
- b. Todd has **two** / **three** mobile phones.
- c. Jen listens to music to **learn English** / **to reduce stress**.
- d. Jen has a lot of **old** / **modern** songs on her playlist.

8. Now **listen** to the dialogue again and **choose** the right option (**a**, **b** or **c**) in the following sentences:

- Which sentence is true?
 - a. Jen checks her mobile phone very often.
 - b. Todd checks his mobile phone every five minutes.
 - c. Jen and Todd don't check their mobile phones before bedtime.

- Jen doesn't have ...
 - a. a smart TV.
 - b. a personal computer.
 - c. a portable music player.

- Todd mentions a comparison between ...
 - a. brains and computers.
 - b. mobile phones and brains
 - c. computers and mobile phones.

- Which sentence is false?
 - a. Todd likes the 80's music.
 - b. Jen and Todd are not big fans of music.
 - c. Jen and Todd love listening to music in their free time.

9. **Read** the following instructions to limit the use of mobile phones and **complete** the gaps with these options: **Scroll down - Head - Select - start - confirm - look - set up - enter** (x2). **Look** at the example.

Setting up Screen Time is really easy. Follow these steps:

Step 1: *Head* (a) to your *Settings* app.

Step 2: (b) and hit *Screen Time*

Step 3: (c) *Turn on Screen Time*, followed by *Continue*.

Step 4: You'll be asked to (d) whether this is your own phone or whether it's a child's phone.

Step 5: That's it. *Screen Time* is on, and it'll (e) monitoring your usage from this point on.

If you want to (f) a passcode for your *Screen Time* settings, head back to *Settings > Screen Time*, then scroll down and tap *Use Screen Time passcode*. Then (g) a four-character numeric code. You'll then need to (h) the code to change any limits you set.

If you want to (i) at your *Screen Time* data, open *Screen Time* from *Settings*, and then tap *See all activity* to open the full report on your stats. From here, you can see when you used your phone, on which apps, and for how long.

Adapted version from "[How to use Screen Time on iOS to cut down on your phone use](#)",

Digitaltrends.

10. Last week, Pablo's teacher, Luciana, sent an email to her students with the following instructions:

Imaginary situations

- Write sentences describing imaginary situations related to technology.
- Think about situations related to you or someone close to you. Use your imagination!
- Send your sentences by email.

Here are some of the sentences written by Luciana's students. **Complete** the gaps with the correct form of the verbs in brackets. **Look** at the example.

- If I had **(have) (a)** a telescope at home, I would take **(take) (b)** pictures of the moon and the stars. I love astrophotography!
- If I **(be) (c)** an IT engineer, I **(create) (d)** an interactive platform to learn languages.
- My brother **(organize) (e)** campaigns to raise money for charity if he **(reach) (f)** 1,000,000 followers on his Instagram account.
- If I **(not have) (g)** a TV in my bedroom, I **(not go) (h)** to sleep so late on weekdays.
- My best friend **(design) (i)** an app to use online dictionaries efficiently if she **(know) (j)** how to code and programme.

11. Now it's your turn to **use** your imagination! **Follow** these instructions:

- Write** 8 sentences following Luciana's instructions.
- Turn** the sentences into questions. You can also **add** other questions. **Look** at the examples.
 - What would you do if you didn't have a mobile phone?
 - What would you do if you were a graphic designer?
 - What would you do if you had 1,000,000 followers on your Instagram account?
 - What would you do if you became famous on the Internet?
 - What would you do if a celebrity followed you on TikTok?
- Ask** the questions to your classmate. Then **say** what you would do in those situations.
- Exchange** roles. Finally, **share** your ideas with the rest of the class.

Homework

Do activities **2, 3,** and **4** from the next lesson: **The Environment.**

You're going to check your answers next class. It's very important that you do these activities in advance so that you can have more time in class to improve your language skills with the help of your teacher.

8. The Environment

Se espera que a lo largo del encuentro los/as estudiantes puedan describir actividades, leer textos escritos, producir y escuchar textos orales y desarrollar las siguientes capacidades:

Comunicación	Análisis y comprensión de la información	Interacción social	Ciudadanía responsable
Trabajo colaborativo	Resolución de problemas y conflictos	Aprendizaje autónomo	Desarrollo personal
Pensamiento crítico, iniciativa y creatividad		Valoración del arte	Cuidado de sí mismo/a

Orientaciones para docentes

Los/as estudiantes podrían realizar con anticipación algunas de las actividades propuestas en sus hogares para luego revisarlas en este encuentro. Para realizar la actividad 1, podrán trabajar en pares o en grupos y luego compartir la información del intercambio con el resto de la clase. Antes de realizar la actividad 2, es importante recordarles que en el texto encontrarán espacios para completar con indicaciones que figuran en la actividad 3. Igualmente pueden resolver la actividad 2 sin necesidad de completar los espacios. Para resolver la actividad 5, se sugiere indicarles que presten atención a las palabras subrayadas. En este encuentro, se recomienda generar un espacio de reflexión acerca de las implicancias del daño ecológico y de la importancia de promover acciones para conservar y preservar el medio ambiente personal y social.



Actividades para estudiantes

1. Let's **talk** about the environment! Are you worried about environmental pollution? Why is it crucial to raise awareness about the importance of protecting the environment? What's the difference between renewable and non-renewable sources of energy? What renewable sources of energy do you know?
2. **Go** to activity **3**, **read** the article about renewable energy, and **match** the following pictures with some of the sources of renewable energy mentioned in the text.



a.



b.



c.



d.

3. Read the article once more and **complete** the gaps with these options: **climate policies - heating system - renewable energy - geo-energy - electricity generation - production statistics - greenhouse gas emissions - renewable sources of energy**. Look at the examples.

Renewable Energy

Finland is one of the world leaders in the utilization of **renewable sources of energy (a)**, especially bioenergy*. The aim of promoting renewable energy is to reduce **(b)** and move away from an energy system based on fossil fuels.

The use of renewable energy is influenced by Finland's own energy and **(c)**, and the obligations and policy decisions under European Union climate and energy legislation.

Some of the most important forms of **(d)** used in Finland are bioenergy and hydropower, wind, geothermal and solar energies. Bioenergy is generated from biodegradable** waste of agriculture and industrial production and from municipal waste.

Hydropower* energy:** Emission-free electricity generated by hydropower presented 22 percent of the total share of **electricity generation (e)** in 2021.

Wind power energy: Wind power construction in Finland began later than

in many other European countries. However, in recent years, wind power construction has gained momentum and national construction and
(f) have set new records.

Geothermal** energy:** Geothermal energy (or **(g)** as it is often called in Finland) has taken remarkable jumps forward during the last five years.

Solar energy: Solar electricity has also a growing role in the Finnish system of renewable energy. Solar heating is used as a supplement to the main **(h)**. The share of solar power generation in Finland doubled in 2020.

Adapted version from "Energy", *International Trade Administration*.

* bioenergy: energy produced from a biofuel (= a fuel that is made from living things or their waste).

** biodegradable: able to decay naturally and in a way that is not harmful.

*** hydropower: energy created from moving water that is turned into electricity.

**** geothermal: relating to the heat at the centre of the Earth.

(Source: *Cambridge Dictionary; Macmillan Dictionary*)

4. Read the text again and answer the questions below.

- a. What is the purpose of using renewable sources of energy?
- b. Does the European Union legislation have any effect on Finland's environmental policies?
- c. What energy is produced from different types of waste?
- d. What energy is generated from the heat inside the Earth?
- e. What energy is generated from the power of water?

5. For a school project, Camila has to give a presentation about environmental protection. She is going to use the information below to prepare the presentation.

Read the following extracts taken from different sources on the Internet and **complete** the gaps with the correct form of the verbs in brackets using passive voice. **Pay** attention to the underlined words to complete the blanks. **Look** at the examples.

- Using geothermal energy means using the heat from within the Earth. The heat **is carried** (**carry**) **(a)** by water or steam onto the surface. The hot water **is released** (**release**) **(b)** through geysers, hot springs, steam vents and underwater hydrothermal vents*.
- A dam **(build)** **(c)** across a river to stop the river's flow and collect the water, especially to make a reservoir** that provides water for an area. Dams also **(use)** **(d)** to generate electricity.

- Scientists and engineers are using energy from the wind to generate electricity. Wind energy **(create) (e)** using a wind turbine. Once the electricity **(generate) (f)**, it can be used or stored for future use.
- Solar cells also **(know) (g)** as photovoltaic cells (PV). They **(make) (h)** of semiconductors that absorb sunlight and then convert it into electricity. These cells **(organize) (i)** into a large frame. This frame **(know) (j)** as a solar panel. Solar panels **(use) (k)** for domestic, commercial and industrial purposes. They usually **(build) (l)** on rooftops or in large fields.
- The Kyoto Protocol **(sign) (m)** by 192 countries in Japan in 1997. The aim of this protocol was to combat climate change by reducing greenhouse gas emissions. The USA was one of the biggest producers of the greenhouse gas carbon dioxide in the 1990s. However, the document **(not sign) (n)** by the USA at that time.
- The Paris Agreement **(adopt) (o)** by 194 countries on 12 December 2015. In the agreement, all countries agreed to work to limit global temperature rise to well below 2 degrees Celsius.
- A few years ago, guidelines on how to arrange environmentally sustainable meetings **(develop) (p)** by the Finnish Ministry for Foreign Affairs. The meetings of the Finnish EU presidency in 2019 **(hold) (q)** according to sustainability guidelines.

.....
*vent: a small opening that allows air, smoke, or gas to enter or leave a closed space.
**reservoir: a place for storing liquid, especially a natural or artificial lake providing water for a city or other area.

(Source: Cambridge Dictionary)

Sources: "[Wind Energy](#)", *National Geographic*; "[Climate Action](#)" *United Nations*; "[What is the Kyoto Protocol?](#)", *United Nations*; "[Environmental Policies](#)", *Sustainable Governance Indicators*; "A complete guide to solar panels in 2022", *The Renewable Energy Hub*; "[Iceland, a world leader in clean energy, supports Africa's push for geothermal power](#)", *ONU*.

6. Here are some sentences taken from an interview given by an expert on environmental protection. Camila is also going to use this information for her presentation. **Use** indirect speech to report what the expert said as in the examples.

a. "Renewable energy use is on the rise."

The expert said that *renewable energy use was on the rise.*

b. "Some governments started to encourage environmental awareness in the late '70s."

The expert told the reporter that *some governments had started to encourage environmental awareness in the late '70s.*

c. “Renewables are the fastest growing source of energy in the world.”

The expert said that

d. “Renewable energy has many benefits.”

The expert told the reporter that

e. “Renewable energy doesn’t create greenhouse gas emissions.”

The expert said that

f. “Climate change wasn’t an important issue in the early 20th century.”

The expert told the reporter that

g. “Some governments took measures to protect the environment in the late ‘70s.”

The expert said that

h. “Industries didn’t follow any environmental policies to reduce greenhouse gas emissions in the early 20th century.”

The expert told the reporter that

7. Camila has shared a video called “5 Energy Saving Tips” on her Twitter account. Before you watch the video, **make** some predictions. **Read** the following sentences and **decide** if they’re true or false. Then **watch** the video from **0:00** to **3:00** to check your answers.

a. Brian is a member of the Higgins family.

b. The Higgins family use their thermostat effectively.

c. You could save up to 150 pounds a year by getting your heating controls just right.

d. The Higgins family don’t unplug their electronic devices when they’re not using them.

e. Halogen light bulbs are more efficient than LED light bulbs.

8. **Write** a paragraph about the benefits of using renewable sources of energy. You can **read** the articles below and **use** the information from the previous activities. You can also **search** for more information on the Internet.



5 Energy Saving Tips
<https://bit.ly/3nF8dyr>

Scan the QR code to watch the video.

- “[Top 10 Renewable Energy Questions for 2019](#)”, *N-Sci Technologies*.
- “[Benefits of Renewable Energy Use](#)”, *Union of Concerned Scientists*.

Módulo de recapitulación y cierre

Durante los encuentros sugeridos para el trayecto se ha integrado una variedad de propuestas para desarrollar capacidades estratégicas y alcanzar diferentes objetivos que se detallan en el cuadro a continuación:

Objetivos	Capacidades
<ul style="list-style-type: none"> • Escuchar textos orales descriptivos, directivos y narrativos. • Producir textos orales descriptivos, directivos, narrativos y de opinión. • Leer textos escritos descriptivos, directivos, narrativos, expositivos y de opinión. • Producir textos escritos descriptivos, directivos, narrativos, expositivos y de opinión. • Saludar/despedirse, presentarse, agradecer, pedir disculpas, pedir permiso, preguntar significado, solicitar repetición, pedir y ofrecer ayuda. • Pedir y dar información personal. • Pedir y dar información acerca de lugares, objetos y personas; comparar. • Expresar y preguntar por gustos y preferencias. • Describir actividades y eventos (presentes, pasados y futuros). • Planificar y sugerir actividades. • Dar y seguir instrucciones e indicaciones. • Pedir y dar consejo; expresar obligación, prohibición y ausencia de obligación. • Relatar una experiencia personal, la trama de un cuento (un incidente, un encuentro, etc.). • Formular hipótesis (probable/improbable). • Situar en el tiempo (antes, durante, después). • Indicar u omitir agente (voz pasiva). • Citar o contar lo dicho (estilo directo e indirecto). • Expresar opiniones y sentimientos. • Proponer algo (una actividad, una invitación). 	<ul style="list-style-type: none"> • Comunicación. • Análisis y comprensión de la información. • Interacción social y trabajo colaborativo. • Cuidado de sí mismo/a, aprendizaje autónomo y desarrollo personal. • Ciudadanía responsable. • Pensamiento crítico, iniciativa y creatividad. • Valoración del arte. • Resolución de problemas y conflictos.

La selección y formulación de los criterios de evaluación quedará a cargo de los/as docentes, quienes podrán utilizar la información obtenida en las producciones de los/as estudiantes para decidir qué objetivos y capacidades deberán retomarse

para ser evaluados en este último encuentro, teniendo en cuenta el progreso de cada estudiante en particular.

Durante el recorrido del trayecto, se recomienda a los/as docentes guiar a los/as estudiantes para ayudarlos/as a organizar de manera sistemática la información que irán recopilando a partir de las actividades propuestas, así como sus producciones parciales y finales. Se sugiere el uso del portfolio para recopilar la información y las producciones.

Un **portfolio** consiste en una colección de trabajos realizados por el/la estudiante en un tiempo determinado. Se trata de un registro de los aprendizajes que reúne los materiales elaborados durante el proceso. Es decir que constituye una colección ordenada de evidencias de aprendizaje que presenta las producciones que se fueron realizando, en este caso, a partir de una serie de actividades propuestas durante el trayecto formativo.

Cada trabajo que se incluye en el portfolio es el **resultado de un proceso de producción, revisión, corrección y actualización a partir de las sugerencias realizadas por el/la docente con el fin de incentivar a los/as estudiantes a reflexionar acerca de su propio proceso de aprendizaje**. Por este motivo, se recomienda incluir las producciones escritas finales junto con sus producciones parciales, ya que, durante el trayecto, se sugiere dividir la producción escrita en distintas etapas para la revisión y reformulación de los textos a partir de las devoluciones de la/el docente. El portfolio se podrá confeccionar en formato papel o digital. Si se elige organizar los trabajos en un e-portfolio, se sugiere utilizar Google Drive. Es importante explicar el concepto de portfolio en los primeros encuentros para que los/las estudiantes puedan familiarizarse con el uso de esta herramienta desde el comienzo del trayecto.

Se recomienda que el proceso de construcción del portfolio se realice durante todo el desarrollo del trayecto y no solamente en la etapa final. Esto les permitirá a los/as estudiantes revisar sus producciones con suficiente tiempo para poder realizar los ajustes necesarios y de esta manera mejorar o enriquecer sus producciones. Para la evaluación del portfolio, es importante tener en cuenta el punto de partida de cada estudiante para poder evaluar el proceso completo de escritura. A continuación se incluyen los siguientes artículos para que los/as docentes puedan profundizar la lectura sobre el uso de los portfolios como instrumento de evaluación: [“The Purpose of Building a Portfolio Assessment”](#), [“5 Steps to Building a Student Portfolio”](#) y [“What to Include in a Student Portfolio”](#).

Es importante realizar un seguimiento del desempeño de los/as estudiantes durante los encuentros y comunicar a cada uno/a los logros obtenidos a través de una devolución constructiva durante todo el recorrido del trayecto. De esta manera, podrán utilizar la información recibida para revisar sus producciones

y reflexionar acerca de sus logros y de los aspectos o contenidos que deberán revisar o profundizar en relación con su propio proceso de aprendizaje.

Sugerencia de criterios de evaluación

- Uso de diversos instrumentos de evaluación y retroalimentación (pruebas escritas, trabajos prácticos, portfolios, etc.). Se sugiere que los/as estudiantes confeccionen portfolios para organizar sus producciones y luego realizar una reflexión —en forma oral o escrita— acerca de su participación en esta experiencia educativa. A través de los portfolios, podrán contar con una serie de evidencias que les permitirán reflexionar acerca de sus logros, esfuerzos, aspectos por mejorar y el grado de compromiso en relación con los objetivos de aprendizaje. También se podría realizar una coevaluación de esos portfolios en grupo o en parejas.
- Diseño de un instrumento de evaluación personalizado que incluya las habilidades y competencias trabajadas en los encuentros (comprensión lectora y oral, producción escrita y oral, reflexión acerca del proceso de aprendizaje, etc.).
- Cumplimiento de los plazos de entrega.
- Compromiso de los/as estudiantes con su propio proceso de aprendizaje.

Uso de las Tecnologías de la Información y la Comunicación (TIC) para la valoración del desempeño de los/as estudiantes durante el desarrollo del trayecto

El uso de la tecnología enriquece el aprendizaje ya que aporta dinamismo y motivación. A continuación, se mencionan aplicaciones que se podrían utilizar durante el desarrollo del trayecto y se brindan algunos modelos de actividades optativas. Dichas actividades están basadas en los contenidos trabajados en los distintos encuentros del trayecto y se pueden utilizar como disparadores para valorar el desempeño de los/as estudiantes de una manera interactiva y lúdica. Estas propuestas permiten un uso flexible de los materiales, y le brindan a cada docente la posibilidad de decidir cómo y cuándo utilizar las actividades sugeridas, así como también utilizar estos recursos para diseñar otras actividades.

- Diseño de un quiz: [Interactive Quiz](#).
- Diseño de un juego de la oca virtual: [Game of the Goose](#).
- Diseño de una revista digital a través de la cual los/as estudiantes podrían compartir sus producciones: [Flipsnack](#).
- Diseño de una presentación a través de la cual los/as estudiantes podrían compartir sus producciones: [Prezi](#).

A continuación también se incluyen algunos recursos en línea para que los/as estudiantes puedan continuar aprendiendo inglés de manera autónoma.

- Vocabulary games

<https://learnenglish.britishcouncil.org/vocabulary/vocabulary-games>

- Apps

<https://learnenglish.britishcouncil.org/apps>

BA Buenos
Aires
Ciudad