

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL	
NOMBRE DEL ESPACIO Lenguas Adicionales: Inglés- Nivel 1-A1	
NOMBRE DEL PLAN: Cities	
DURACIÓN 1 BIMESTRE	UBICACIÓN TEMPORAL DEL PLAN 4TO BIMESTRE
SINOPSIS: Durante esta unidad, vamos a explorar fascinantes ciudades de todo el mundo, el turismo y los viajes. Descubrirás destinos increíbles, desde grandes ciudades hasta pueblos con encanto, y aprenderás sobre diferentes culturas y formas de explorar nuestro planeta. A través de videos, lecturas sencillas e imágenes sorprendentes, conocerás lugares emblemáticos, actividades turísticas populares y cómo las personas se mueven por el mundo. Como proyecto final, en grupo, crearán una guía de viaje digital sobre un destino que les gustaría visitar o recomendar, destacando sus principales atracciones, datos curiosos y consejos de viaje. ¡Luego, lo compartirán con el resto de la clase!	
Tema: Ciudades Majestuosas A lo largo de este plan aprenderás a: • Elaborar un vlog en el que describirás de forma sencilla ciudades y lugares turísticos • Colaborar de manera creativa y respetuosa en actividades grupales para intercambiar ideas e información con tus compañeros/as. <i>Comprensión</i> • Identificar la idea general y las ideas principales de un texto oral/escrito • Identificar la estructura de un texto oral y/o escrito. • Identificar el propósito comunicativo del texto. • Inferir el significado de una palabra o frase no conocida a partir del contenido del texto <i>Expresión</i> • Utilizar palabras sencillas, signos de comunicación no verbal y gestos para dar tu opinión y justificarla. • Utilizar el vocabulario trabajado para describir ciudades y lugares turísticos de forma oral y escrita . • Trabajar colaborativamente en grupos y compartir información con el resto de la clase. <i>Interacción</i> • Mantener un intercambio con palabras simples y expresiones no verbales, invitando a los otros/as a hablar. • Indicar que no entendés con palabras/signos sencillas/os, con la entonación y con gestos. <i>Mediación</i> • Colaborar entre pares para la búsqueda de información y para la mejora de sus producciones. • Monitorear y mejorar su comunicación a partir de la reflexión metalingüística, metacognitiva e intercultural.	

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

- Actividades de comprensión de textos escritos
 - Guía de viaje
- Actividades de comprensión oral y expresión oral
 - Vídeo
 - Vlog
- Actividades de expresión escrita y oral
 - Guía de viaje

-Producto final:

- Elaboración y presentación de una guía de viaje digital

- Contenidos y capacidades:

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

Evaluación:

Se evaluará:

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

OBJETIVOS:

En cada etapa de este plan se espera que puedas:

Punto de Partida (Starting point)	Indagación (Inquiry)	Producción (Production)	Evaluación (Assessment)
-Usar el inglés para compartir tus ideas. -Relacionar vocabulario sobre viajes, objetos, y lugares -Interactuar en conversaciones cortas. -Comprender instrucciones simples. -Expresar opinión y preferencias.	-Responder preguntas sencillas sobre ciudades y lugares turísticos. - Reconocer información global en textos orales. - Explorar información de tu interés sobre el tema -Explorar y profundizar sobre aspectos del inglés que te resulten desafiantes y/o relevantes para incrementar tus conocimientos. -Expresarte a través de textos orales y/o escritos utilizando una serie de frases y oraciones simples conectadas con enlaces básicos.	- Crear una guía de viaje digital sobre ciudades asombrosas. -Hacer una breve presentación oral basada en tu guía de viaje digital. - Usar herramientas digitales sencillas para complementar la información que consideres relevante. -Ayudar a tus compañeros/as a encontrar información y practicar sus presentaciones.	-Elaborar una Guía de Viaje Digital sobre distintos tipos de casa: raras, graciosas, originales, siguiendo la estructura y el contenido correspondiente. -Presentar oralmente el póster o la infografía realizada de manera clara y adecuada según los contenidos trabajados en esta unidad de trabajo y siguiendo los criterios pautados. - Identificar qué hiciste bien en tu presentación y qué puedes mejorar. -Evaluar la claridad y precisión de la información presentada en el póster, así como su organización y diseño visual. -Trabajar de manera colaborativa. -Reflexionar sobre tu propio desempeño, identificar tus fortalezas y debilidades, y evaluar tu proceso de aprendizaje. -Evaluar tu desempeño en la presentación oral.
2 weeks - 8 hours <i>Tiempo Estimado para Escuela con 4hs semanales</i>	3 weeks - 12 hours <i>Tiempo Estimado para Escuela con 4hs semanales</i>	2 weeks - 8 hours <i>Tiempo Estimado para Escuela con 4hs semanales</i>	1 week - 4 hours <i>Tiempo Estimado para Escuela con 4hs semanales</i>

PUNTO DE PARTIDA

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

DURACIÓN ESTIMADA DE LA ETAPA 8 horas / 7 horas

RECURSOS

- [Game](#): Travelling
- [Video](#): "Where's Wally?"
- [Virtual Window](#)
- [Presentation](#): Useful phrases

ACTIVIDADES

1. In pairs. Do you like visiting new places? How many words/expressions connected with **travelling** do you know in English? Make a list with a classmate then click [here](#) to play a vocabulary game. Compare your list before and after playing the game.

2- In pairs. Have you ever played Where's Wally? Watch the [video](#) and find him as he travels around the globe. Let's see how your observation skills are doing! You can help a classmate to spot him. Use some of these phrases as a guide:

- ❖ Wally is next to (the dog).
- ❖ He is behind (the tree).
- ❖ Wally is in front of (the house).
- ❖ Wally is under (the table).

3. Individually. Do you enjoy travelling just like Wally? Let's go for a virtual trip! Open this [Random Windows](#) to visit all sorts of locations around the world. Choose one to describe to your classmates to practise sharing information with others. Focus on the questions in the box:

OBSERVE and THINK

- Where are you?
- What can you see?
- What's the weather like?
- Are there any people around? If so, what are they doing?
- What's the landscape like?
- What time of the day is it?
- Do you like what you see?
- Would you like to visit that place?
- What activities do you think you could do there?



If you need help, ask your teacher.

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

Fast finishers extra activity:

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

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

INDAGACIÓN

En esta etapa, nos centraremos en el análisis de los géneros textuales a trabajar, en este caso el **vlog**, (like YouTube or TikTok) una bitácora audiovisual que combina imágenes, narración y reflexiones personales. Abordaremos las temáticas de los viajes y las ciudades del mundo, ya que nos invitan a abrir la mirada, reconocer la diversidad cultural como una riqueza y reflexionar sobre cómo las personas viven, piensan y se relacionan en distintos contextos. A través del análisis del género y de producciones propias, exploraremos formas de comunicar nuestras ideas con claridad y creatividad, desarrollando tanto capacidades lingüísticas como transversales. También habrá instancias de trabajo autónomo para profundizar en los aspectos que más te interesen y enriquecer tu producción final.

DURACIÓN ESTIMADA DE LA ETAPA 3 semanas. 12 horas

RECURSOS

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

ACTIVIDADES

1. **In pairs.** Monuments and landmarks shape how people understand space, memory, and cultural heritage. What monument/landmark do you associate with the city of Buenos Aires? You are going to explore more examples worldwide to design a tour of a particular city. Choose the kind of tour you want to make (walking, driving, etc) and a [place to visit](#). Use the following questions to think about your "tour".

OBSERVE and THINK

- | | |
|---|---|
| -Where are you? | -What can you see? |
| -What's the weather like? | -Are there any people around? If so, what are they doing? |
| -What's the landscape like? | -What time of the day is it? |
| -Do you like what you see? Why? | -Are there any sounds in particular? |
| -Would you like to visit that place? Why? | -What activities do you think you can do there? |

Let 's reflect!

- 🔍 What did you learn about the city or place?
- 📷 What did you like about your tour?
- ✅❌ What was easy? What was difficult?
- 💡 Did you use new words? Which ones?
- 👏 What did you like about working with your partner? Think about the positive things about working in pairs.
- 🔄 What would you change in your tour?

2. **With the class and your teacher.** You´re going to watch a vlog about a popular place in an iconic city. Look at the picture and try to guess the answers to the questions.



What is this place?

What do you think you can do here?

Where do you think it is?

Is it crowded? Why?

What is a "melting pot"? What does it refer to? Is it a literal term or a metaphor?

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

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

-Where is it?

-How can you get there?

-Is there anywhere like it in Argentina? Where?

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



6. **Individually.** Listen again and tick the correct option/s to answer the questions and complete the sentences about multicultural London:

- a. What kind of food or drinks can you find in Borough market? (You can tick more than one option)
 - *ceylon teas*
 - *dulce de leche*
 - *chimichurri sauce*
- b. The market opens at in the morning.
 - *one o'clock*
 - *two o'clock*
 - *three o'clock*
- c. What can you find in the West End of London?
 - *Little Italy*
 - *Indian shops*
 - *Chinatown*
- d. Banglatown is popular for its ...
 - *expensive houses*
 - *cheap restaurants*
 - *antique shops*

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

- a. Can you speak different languages in London? Why?
- b. After hearing people talk, what's a "melting pot"?

8. **In pairs,** go over the [presentation](#) and try to fill in the sentences with new vocabulary. Can you think of any other words to describe what you see? Look at the board and the words that your teacher writes to help you.

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

Independent Learning Guide – A1 Level

Cities Around the World & Traveling

Exploring Your Interests

Step 1: Choose a Topic

We are going to learn about interesting cities around the world and what it's like to travel.

Think about places you know or want to know. Here are some ideas:

- A famous city you want to visit
- A type of place you like (for example: beach cities, mountain cities, old cities, big cities).
- Your favorite type of travel (by plane, by train, by car).
- What people do in a specific city (eat, visit museums, go to parks).

Questions to help you decide:

- What famous cities do you know? Which one looks interesting?
- Where do you want to go on your next trip? Why?
- Do you like big cities or small towns?

Step 2: Discover and Learn

Look for simple information in English about your chosen city or travel idea. You can watch short videos, read simple texts, or look at pictures and short posts on social media.

Try this:

1. Find:

- **1 short video or clip** (a short video tour of a city, a travel vlog about a famous place, or someone talking about their favorite city).

- **1 short article or post** (a simple description of a city on a travel website, a blog post about a famous landmark, or information about a type of transport).
- **1 social media post or image** (a picture of a city with a short description, a traveler's photo from a famous place).

2. **Write 3–5 key words/ideas** from what you found. For example:

- **Video (Paris):** *Eiffel Tower, city, lights, walk.*
- **Article (New York):** *Big Apple, tall buildings, busy, yellow taxis, Statue of Liberty.*
- **Social Media (Travel by Train):** *Relaxing, comfortable, slow, journey.*

◆ Step 3: Share and Reflect

Create a simple collage with the information you have collected. Try to include pictures and images with simple captions. You can use **PADLET** or **CANVA** (if you know how), or simply **draw on paper** and add words.

◆ Final Reflection

✓ What did you enjoy learning about cities or travel?

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

🌍 What can you learn about the world by learning about different cities and how people travel? (you can share this in Spanish!) *For example: Aprendí que cada ciudad es diferente y que hay muchas formas de conocer el mundo. También que la gente viaja por muchas razones.*

Fast finishers extra activity:

- [MATCHING GAMES: Cities and Countries](#)
- [WORD SEARCH PUZZLE: Trips](#)
- [GUESS THE SOUND QUIZ](#)

PRODUCCIÓN

En esta etapa, vamos a diseñar una GUÍA DE VIAJE DIGITAL en el cual vas a incluir información sobre distintos tipos de casas raras, graciosas, originales. Vas a investigar y buscar información. Te vas a encontrar con diferentes ideas.

DURACIÓN ESTIMADA DE LA ETAPA 2 semanas / 8 horas

RECURSOS

- [Thinking Routine- Rutina de Pensamiento](#)

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

ACTIVIDADES

Let's Explore Cities & Travel!

Exploring Famous Places

♦ STEP 1: THINK

We are going to learn about interesting cities around the world and what it's like to travel to them.

- What makes a city famous?
- Can you remember any famous cities?
- What is one famous place in your city?

Think about cities you know or want to visit: New York, London, Rome, Tokyo, Río de Janeiro, etc.

In pairs, watch a short video about "[Landmarks of the World](#)."

Look for this information:

- Name 3 countries _____
- Name 3 cities _____
- Name 3 landmarks _____

Which words appear in the video?

Circle the 3 words that do NOT appear in the video:

castle - pyramids - tower - hospital - temple - statue - station - memorial - church - museum - palace

♦ STEP 2: TRUE or FALSE?

Listening Activity: Hello from Rio de Janeiro

Activity 1: True or False?

Watch the [VIDEO](#) and circle **True** or **False** for each sentence. (Watch up to 2:23)

1. Rio is a calm and quiet city. **True / False**
2. Sixteen million people live in Rio. **True / False**
3. Rio has beaches. **True / False**
4. Cariocas are people from Rio. **True / False**
5. The Metropolitan Cathedral looks like a big normal church. **True / False**

6. Christ the Redeemer is a statue of a king. **True / False**
7. You can take a 20-minute ride to Christ the Redeemer. **True / False**
8. Christ the Redeemer is on Sugarloaf Mountain. **True / False**
9. The statue looks at all of Rio. **True / False**

♦ **STEP 3: Post-Watching Activity - Look at this [TRAVEL GUIDE about BRAZIL](#).**

- What is the most interesting landmark for you? Why?

- Which activities would you like to do? Why?

♦ **STEP 4: PLAN YOUR TRAVEL GUIDE**

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

	CITY 1	CITY 2
Where is the city? (Country)		
What is famous or special there? (a famous building, a big park, good food)		
What can you do there? (visit a museum, eat a pizza, take photos)		
Do you like it? Why? (Is it beautiful, fun, interesting, big, old?)		

♦ **STEP 5: TRAVEL GUIDE!**

Do you know what a travel guide is? It's like a small book or paper that helps people know about a city for a trip. It has pictures and short texts.

Here is another example of a [DIGITAL TRAVEL GUIDE](#). Take a look!

Tick the names of the sections in the TRAVEL GUIDE:

- Language
- Highlights
- Accommodation
- Weather
- Transport
- Food
- Adventure Sports

Do you like the city of Salta?

♦ **STEP 6 - Draw or Make Your Digital Travel Guide**

Remember your TOP 2 Cities List? Use the information from the questions to create your travel guide.

- Choose **ONE OF THE CITIES** from the chart.
- Look for pictures of your chosen city. Download them.
- Now, let's start designing!

♦ **STEP 7 - Show your work to a friend**

Show your digital travel guide to a friend. Can they see what is special about that city?

♦ **STEP 8 - Share with the class!**

Show your digital travel guide to the rest of the class. Tell them the name of your city and one thing that is special or fun there.

Fast finishers extra activity:

You can revise vocabulary or learn new words!

- [PLACES IN TOWN - MATCHING GAME](#)
- [MEANS OF TRANSPORT - WORDPUZZLE](#)
- [MEANS OF TRANSPORT - RIDDLE](#)

EVALUACIÓN

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

DURACIÓN ESTIMADA DE LA ETAPA 1 semana- 4 horas

It's time to share your Project.

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

 **Rate your presentation and your classmates' with this chart. Your teacher will help you.**

	Good	Improvement Possible	Needs Some Improvement	Needs a lot of Improvement
Eye Contact	Good eye contact	You can make eye contact with the audience most of the time.	You can sometimes make eye contact with the audience.	No eye contact with the audience.
Language Use	Good and clear use of language. Varied vocabulary.	There are some language errors. It is mostly clear.	Language is unclear and contains frequent grammatical errors.	Language needs a lot of improvement. Vocabulary is limited.
Organization	Your presentation is very prepared and well organized. The information is relevant.	Your presentation is mostly prepared and well organized. The information is mostly relevant.	Your presentation is somewhat prepared and organized. The information is almost relevant.	Your presentation is not very prepared or organized. The information is not relevant.
Clear Presentation	Your presentation is clear.	Your presentation is mostly clear.	Your presentation is sometimes clear.	Your presentation is not clear.
Correct Information & Task Achievement	The structure of the text is appropriate and effective. You follow instructions correctly.	The structure of the text is mostly appropriate and effective. You follow most of the instructions correctly.	The structure of the text is somewhat appropriate and effective. You follow some of the instructions correctly.	The structure of the text is not appropriate. The information included is incorrect.

♦ STEP 5: THINKING ROUTINE

THINKING ROUTINE

♦ **STEP 6: SELF-ASSESSMENT**

Reflect on the objectives of this unit. How do you think you did? Tick the correct box.	Yes, I can!	I'm working on it.	I need to work harder
I can understand the most important ideas in written articles			
I can describe different cities and mention interesting facts about them			
I can watch videos about places around the world and understand the main ideas.			
I can give my opinion and justify my answer			
I can create a digital travel guide about amazing places around the world.			
I can listen to Vlogs and understand the global idea			
I can identify and answer simple questions about cities and places around the world.			
I can work in groups/pairs and share information with others			