

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>NOMBRE DEL ESPACIO</b><br>Lenguas Adicionales: Inglés- Nivel PRE A1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>NOMBRE DEL PLAN: This is Me!</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>DURACIÓN 1 BIMESTRE UBICACIÓN TEMPORAL DEL PLAN 1er BIMESTRE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>SINOPSIS:</b></p> <p>¡Comenzamos con este plan de aprendizaje PRE A1: <b>This is Me!</b></p> <p>En este plan desarrollaremos las nociones básicas para que, de manera progresiva, logren afianzar tus capacidades y una vez finalizado el recorrido, al terminar el bimestre, puedas presentarte, formular preguntas sencillas, contarnos algo sobre vos y sobre alguien que conozcas. Este plan va a contar con distintas propuestas que estimulen tu interés y te permitan explorar, mediante diversos abordajes, los contenidos que pensamos para esta instancia.</p> <p>Algunas actividades serán grupales, otras en pares y algunas individuales. Te invitamos a que con la ayuda de tus docentes y pares, avances en este plan y no dudes en consultar tantas veces sea necesario. Equivocarse es parte del proceso así que no te sientas mal si alguna actividad te cuesta más que otra.</p> <p>¡Empecemos!</p> <p><b>Tema: This is Me</b></p> <p>A lo largo de este plan aprenderás a:</p> <ul style="list-style-type: none"> <li>• Identificar información en textos breves</li> <li>• Expresarte con oraciones cortas</li> <li>• Formular preguntas sencillas</li> <li>• Recolectar información personal de otros</li> <li>• Crear un poster para compartir con tu clase datos sobre vos.</li> <li>• Trabajar colaborativa y creativamente en grupos para compartir información con el resto de la clase</li> </ul> <p>Comprensión</p> <ul style="list-style-type: none"> <li>• Identificar la idea general y las ideas principales</li> <li>• Identificar información específica.</li> <li>• Inferir el significado de una palabra o frase no conocida a partir del contenido del texto</li> </ul> <p>Expresión</p> <ul style="list-style-type: none"> <li>• Utilizar el vocabulario aprendido para hablar sobre vos mismo y sobre otros.</li> </ul> |

- Utilizar palabras sencillas/os, signos de comunicación no verbal y gestos para dar tu opinión y justificarla.

#### Interacción

- Mantener un intercambio con palabras simples y expresiones no verbales, invitando a otros/as a hablar.
- Intercambiar información con tus pares a través de la formulación de preguntas y respuestas de forma respetuosa.
- Indicar que no entiende con palabras/signos sencillas/os, con la entonación y con gestos.

#### Mediación

- 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
  - Descripciones breves
  - Posteo de Instagram
- Actividades de comprensión oral y expresión oral
  - Descripciones breves
  - Videos cortos (Tik Tok)
  - Presentaciones personales
- Actividades de expresión escrita y oral
  - Poster informativo
  - Vlog

#### Producto final:

- Elaboración y presentación de un póster (en formato papel o digital) que contenga información relevante sobre sí mismos.

#### Contenidos y capacidades:

- Descripción de características personales propias.
- Opiniones personales y su justificación.
- Presentaciones.
- Formulación de preguntas.

#### Evaluación:

- Formativa: se evaluará tu progreso a lo largo de todo el plan de aprendizaje.
- Desarrollo de la capacidad de autoevaluación.

Referencia adicional:

**Fast Finishers:** Estas actividades están pensadas para quienes suelen finalizar las tareas antes que sus compañeros. Si ya terminaste, podés elegir una o todas las opciones para continuar aprendiendo mientras los demás terminan.

## OBJETIVOS:

En cada etapa de este plan se espera que puedas:

| Punto de Partida<br>(Starting Point)                         | Indagación (Inquiry)                                                                        | Producción<br>(Production)                                                         | Evaluación<br>(Assessment)                                                                                                                                     |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leer y encontrar datos básicos sobre una persona.            | Comprender y responder preguntas sencillas sobre distintas personas.                        | Crear un Vlog sobre vos mismo/a.                                                   | Elaborar un Vlog Personal siguiendo la estructura y el contenido correspondientes.                                                                             |
| Interactuar en conversaciones cortas.                        | Comprender el significado general de distintos tipos de textos, tanto escritos como orales. | Hacer una breve presentación oral basada en tu Vlog.                               | Presentar oralmente el Vlog realizado de manera clara y adecuada según los contenidos trabajados en esta unidad de trabajo y siguiendo los criterios pautados. |
| Comprender instrucciones simples.                            | Explorar información de tu interés.                                                         | Usar herramientas digitales sencillas para buscar información.                     | Identificar qué hiciste bien en tu presentación y qué puedes mejorar, con ayuda de tu profe.                                                                   |
| Elaborar preguntas sencillas.                                | Expresarse utilizando una serie de frases y oraciones simples.                              | Ayudar a tus compañeros/as a encontrar información y practicar sus presentaciones. | Trabajar de manera colaborativa.                                                                                                                               |
| Manifestar de manera verbal o no verbal si no comprendes.    | Crear un póster sobre una persona que elijas con información obtenida.                      |                                                                                    | Reflexionar sobre tu propio desempeño, identificar tus fortalezas y debilidades y evaluar tu proceso de aprendizaje,                                           |
| Comenzar a construir frases que permitan expresar tus ideas. |                                                                                             |                                                                                    | Evaluar tu desempeño en la presentación oral.                                                                                                                  |
| 2 WEEKS- 8 HOURS                                             | 3 WEEKS- 12 HOURS                                                                           | 2 WEEKS- 8 HOURS                                                                   | 1 WEEK- 4 HOURS                                                                                                                                                |

## PUNTO DE PARTIDA

En esta primera etapa, exploramos juntos diferentes propuestas en las que, en pares, de manera grupal y a veces individualmente, vas a poder desarrollar herramientas que te permitan comprender información personal de diferentes personas y hacer una breve descripción de algunos de sus rasgos físicos.

Comenzaremos con vocabulario sencillo y algunas frases que te van a servir para acompañar las actividades. Si sentís que hay consignas o actividades que no entendés, podés intercambiar ideas con tus compañeros y compañeras pero recordá apoyarte en tus docentes, quienes estarán para acompañarte a lo largo de todo este plan.

DURACIÓN ESTIMADA DE LA ETAPA 8 horas

### RESOURCES

- Warm up game: [Find someone who](#)
- Game: [Who is who](#)
- Written presentation: [Leo Messi](#)
- Instagram [Fake Profile](#)
- Games for fast finishers: [Game 1](#), [Game 2](#), [Game 3](#) & [Game 4](#)
- [Thinking Routine](#)

### ACTIVITIES

1. Let's play FIND SOMEONE WHO... In this game you are going to ask your questions to your classmates so that you can find someone in the class that matches the sentences. [Open the boxes](#) to find some examples to ask around the classroom.

For example,

|                                                     |                                      |
|-----------------------------------------------------|--------------------------------------|
| "... who loves to sing..."                          | "Do you like singing?"               |
| "... whose birthday is from October to December..." | "When is your birthday?"             |
| "...whose favourite food is pasta..."               | "What's your favourite food?"        |
| "...who has more than five pets..."                 | "How many pets have you got?"        |
| "...who doesn't like fruits..."                     | "Do you like fruits?"                |
| "...who is good at Maths..."                        | "Are you good at Maths?"             |
| "...who likes spiders..."                           | "Do you like spiders?"               |
| "...who likes superhero movies..."                  | "Do you like superhero movies?"      |
| "... who has got pets?"                             | "Do you have pets?"                  |
| "...who goes to the beach every year..."            | "Do you go to the beach every year?" |
| "...who is allergic to something..."                | "Are you allergic to something?"     |

|                                          |                                    |
|------------------------------------------|------------------------------------|
| "...whose favourite season in Spring..." | "What's your favourite season?"    |
| "...who has brothers or sisters..."      | "Do you have brothers or sisters?" |
| "...whose favourite colour is orange..." | "Is orange your favourite colour?" |
| "...who likes to draw..."                | "Do you like to draw?"             |

2. After you ask everyone, complete this chart with the information you got.

..... loves to sing  
 ..... 's birthday is from October to December  
 ..... favourite food is pasta  
 ..... has more than 5 pets  
 ..... doesn't like fruits  
 ..... is good at Maths  
 ..... likes spiders  
 ..... likes superhero movies  
 ..... has no pets  
 ..... goes to the beach every year  
 ..... is allergic to something  
 ..... 's favourite season is Spring  
 ..... has brothers or sisters  
 ..... 's favourite colour is orange  
 ..... likes to draw.

Could you get all the information?

It is possible that nobody "likes superhero movies" or nobody "goes to the beach every year"... in that case, you can write "NOBODY likes superhero movies", "NOBODY goes to the beach every year"

Get in small groups and share your answers.

3. Now, in pairs create 3 sentences to ask around. Here you have more examples:

Find someone who is from another country

Find someone who likes the same colour as you

Find someone who can say "Hello" in another language

4. Now, you are going to listen and read a [short presentation](#) about Leo Messi. -🎧 You may need headphones for this activity-

✓ **Identifying the main idea** - the first time, read the entire text quickly to get the main idea.

What are the main ideas in this Article about Messi?

Pinpoint 5 facts that you can recall:

- ★
- ★
- ★
- ★
- ★

5. Now listen again and answer these questions.

- Where does Leo live?
- What does Leo do in his free time?
- What's Leo's favourite food?
- When does he feel happy?

6. In pairs, have a look at [Leo's \(fake\) Instagram Profile](#).

Think together what information can you add to his profile JUST by looking at the pictures he has. Think of 5 things to mention.

- ★
- ★
- ★
- ★
- ★

7. Finally, is there any important information about him that is NOT included in this fake profile? Do you know anything about him that should be mentioned?

-Include 2 more facts about him and add two pictures in Padlet to illustrate that information or create your own with your class.

8. Individually: Take a minute to reflect on what you've learnt so far and go over this

[Thinking Routine](#).

**Fast finishers extra activities:**

- In pairs, read the short descriptions and [match them](#) to the people in the picture to know “who is who”. Before you start, make sure you know the meaning of these words:

|             |                |            |            |
|-------------|----------------|------------|------------|
| -Curly hair | -Straight hair | -Glasses   | -Moustache |
| -Fair hair  | -Black hair    | -Big teeth | -Beard     |

- Try these games on personal questions. Choose one or two to practise.

[Game 1](#): Asking for personal questions.

[Game 2](#): Matching questions to their answers

[Game 3](#): Put the sentence in the correct order

[Game 4](#): Complete the missing words in these paragraphs.

## INDAGACIÓN

En esta etapa, nos centraremos en adquirir herramientas y capacidades específicas de la lengua adicional necesarias para llevar adelante tu producción final. Trabajaremos en la formulación de preguntas que nos ayuden a recabar información acerca de personas de tu interés y, también en esta etapa, tendrás momentos de trabajo autónomo para que explores en mayor profundidad cuestiones que te resulten interesantes o relevantes para afianzar tus conocimientos logrando expresarte por escrito y de manera oral.

DURACIÓN ESTIMADA DE LA ETAPA 3 semanas. 12 horas

### RESOURCES

- [Reading Activity](#)
- Independent Learning Guide
- Thinking Routine- [Rutina de Pensamiento](#)
- Tik Tok [video](#)
- Youtube video: [Misheard](#)
- Pick a box: [Introduction questions](#)

### ACTIVITIES

1.  Reading: Meet My Friends! - Read the texts and work on the comprehension activities

Hi! My name is Lucas.

I am 14 years old. I am from Argentina. I am Argentinian. I am tall and I have short brown hair. I usually wake up at 7:00 a.m. and go to school. My favourite hobby is playing football. In the afternoon, I play football with my friends in the park. I live with my mum, dad, and my little sister.

Hello! I'm Sarah.

I am 13 years old. I am from the United Kingdom. I am British. I have long blonde hair and green eyes. I usually ride my bike to school and read in the evening. I live with my mum and my grandmother in a small house near the park. I love reading books.

Hi! I'm Kenji.

I am 12 years old. I am from Japan. I am Japanese. I have black hair and glasses. Every morning, I help my dad prepare breakfast, then I go to school. After school, I enjoy drawing anime characters. I live with my parents and my twin brother.



#### Comprehension Activities

You can work alone on the activities in this [LINK](#). Or work on the activities below and check your answer with your teacher.

A) Choose the correct answer.

1. Who has green eyes?
  - a) Lucas
  - b) Sarah
  - c) Kenji
  
2. Who lives with a twin brother?
  - a) Lucas
  - b) Sarah
  - c) Kenji
  
3. What does Lucas do in the afternoon?
  - a) Draw anime characters
  - b) Play football
  - c) Read books

B) True or False?

4. Sara lives with her grandmother.
5. Kenji wakes up at 7:00 a.m.

C) Complete the sentences.

6. Lucas has short \_\_\_\_\_ hair.
7. Kenji has black hair and \_\_\_\_\_.
8. Sara rides her \_\_\_\_\_ to school.

**2.** Watch the following [video](#) and pay attention to the tips for introducing yourself.

- Introducing yourself can sometimes be difficult, but you can think about the most important information to say about yourself:
  - 1) Start with your NAME and HOMETOWN.
    - My name is... / I'm...
    - I'm from...
  - 2) Then, you can mention your AGE and your OCCUPATION
    - I'm ... (13/14/...)
    - I'm ... (a student / a teacher)
  - 3) Next, you can talk about your FAVOURITE THINGS / HOBBIES / INTERESTS
    - My favourite ... (colour / subject / type of music / free time activity ) is...

**3.** Let's try and write down the information you can use to introduce yourself:

Hello!

---

---

---

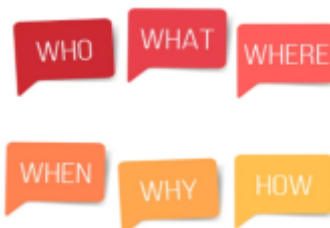
Now, you can practice reading your presentation aloud to a partner.

**4. Asking for information:**

Have you ever played "Misheard"? Watch this [video](#) and see how Chung Ha does.

Can you identify the questions in the video? Let's write them down.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**5.** Let's play "MISHEARD" with your partners and teacher. Think about one or two questions you want to ask your partner. Take turns to put on your headphones to play "MISHEARD"

**6.** Let's revise. Get in pairs or small groups. Click here to [pick a box and answer the questions](#) in them. If you don't understand or don't know how to answer some questions, ask for help or go over your notes.

**Independent Learning Guide – ⚡ A1**

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

**Esta guía puede resultarte un poco más difícil, pero creemos que ya podés trabajar en actividades un poco más desafiantes. Cualquier duda, siempre contás con el apoyo de tus profes. ¡¡Adelante!!**

 **TEN THINGS I KNOW ABOUT...**

You are going to **choose** a person to create a presentation to share relevant information about someone you want. You will **look for** information, organize it and **create** a poster or a digital presentation to **present** in class.

You can use WH-questions to guide your research and present the information in English.

♦ Step 1: Choose a Topic

You will investigate and collect information about a person you admire or find interesting (an artist, athlete, historical figure, family member, or someone from your community).

You need to find 10 relevant items of information to mention to your class.

♦ Step 2: Discover and Learn

Look for information in English about your person. You can watch videos, read short texts, listen to songs, or check social media posts.

Think of WH questions to guide you to collect the information.

Here you can see some examples:

- Who is this person?
- Where is she/he/they from?
- When was she/he/they born?
- What does she/he/they do?
- Why is she/he/they important?
- Which important things did she/he/they do?
- How did she/he/they become famous/successful?
- What is one interesting fact about her/him/them?
- What is one thing she/he/they like or enjoy?
- What do you like about this person?

Write short sentences using the answers and include them in your poster.

♦ Step 3: Create

Make a poster/digital presentation with the information you collected.

Remember to include:

- A picture of the person
- 10 sentences about them
- Keywords and simple visuals

Here you can find a model poster:



◆ Step 4: Practice

Practice your presentation with a partner. Ask each other questions and help out if necessary.

◆ Step 5: Present

Present your poster speaking for 1–2 minutes about your chosen person, answering the WH-questions in English.

Before your presentation, check:

- I can say the name of my person.
- I can answer 10 WH-questions.
- I wrote 10 sentences in English.
- I prepared a poster/slideshow.
- I practiced speaking with a partner.

◆ Step 6: Reflect

Final Reflection:

- ✓ What did you enjoy learning about?
- ? What was difficult? How can you improve?
- 🌐 Do you have anything in common with the person you chose?

- We are half way through this Plan. So let's take a minute to reflect on what we've done so far. Take this [Thinking routine](#).

### **FAST FINISHERS**

- "Guess the Person"

Choose a photograph of a famous person (singer / sports person / actor or actress / etc) and write down THREE things about that person but DON'T MENTION his/her name. Get in groups and play "Guess the person". Can your classmates guess your famous person?

- Improve your listening skill: Follow the [LINK](#) and work on the listening activity. You will practise vocabulary connected with sports, prepositions of place and time.

👍 If you like this listening activity, you can keep practising and improving your English [on this site](#). Choose the skill you want to practise, the level, and the time you want to spend. Your teacher can help you choose the best for you.

## PRODUCCIÓN

En esta etapa, vas a realizar un video sobre “10 things about me”. Ya aprendiste a decir mucha información personal en inglés, como tu nombre, tu nacionalidad o país de origen, tu edad, cosas que te gustan, con quién vivís... Ya estás listo para dar un paso más y mostrar lo que sabés a otras personas.

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

### RESOURCES

- Video editor [Capcut](#) or any other you know how to use
- Computer
- Your notes on your personal information
- [Padlet](#)

### 10 things about Me - My Personal VLOG

Now you are ready to talk about yourself! Let's work on that and share your video with the rest of the class.

#### STEP 1 – THINK

 Think about the information that you want to include in your video

For example:

- Name:
- Age:
- Nationality:
- Occupation:
- Hometown:
- Family:
- Free time activities:
- Likes:
- Favourite sport / type of music / singer / colour / ....

#### TIP!

You can watch these two videos to help you get inspired! [VIDEO 1](#) and [VIDEO 2](#). They are two different levels of English and they can help you with ideas to make your video.

## **STEP 2 – PREPARE**

 Organize your answers into **10 sentences**.

 Write the sentences and show them to you teacher and classmates.  
Are they correct?

## **STEP 3 – MAKE YOUR VIDEO**

 Practise your presentation several times and make your video.

 You can use CAPCUT or CANVA or a similar app to edit your video.

You can record yourself in the video, or record your voice and use an avatar.

## **STEP 4 - SHARE**

And you can use PADLET to post your VIDEOS and share them in a  
dashboard.

### **- Thinking Routine - Final Reflection**

 Did you enjoy learning about how to say your personal information?

 What was difficult? How can you improve?

 Did you enjoy making the video 10 THINGS ABOUT ME? (You can share this in Spanish!)

## 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 tu poster, 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

#### RECURSOS

- Oral Presentation Rubrics
- Self assessment guide for the Plan

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

**Your teacher can help you** use this chart properly.

|              | Very Good                                         | Good                                            | Not very good                                                      | Need to work harder                                                          |
|--------------|---------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------|
| Content      | Includes all 10 sentences correctly.              | Includes 8 or 9 sentences correctly.            | Includes 6 or 7 sentences correctly. Some sentences have mistakes. | Includes 6 or less sentences. There are a lot of mistakes in the production. |
| Clarity      | Speech is clear and easy to understand.           | Some parts are not very clear.                  | Some parts are difficult to understand.                            | Many parts are difficult to understand.                                      |
| Creativity   | Uses images, editing or avatar in a creative way. | Uses less resources, but they add to the video. | Very few resources. Needs to improve.                              | No extra resources, only reading.                                            |
| Presentation | Shows practice and enthusiasm.                    | Shows practice and enthusiasm.                  | Shows little practice or enthusiasm.                               | Needs some more practice.                                                    |

2. Self assessment time!

| Reflect on the objectives of this unit.<br>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 paragraphs.                           |             |                    |                        |
| I can mention facts about people.                                                          |             |                    |                        |
| I can watch Tik Tok / short Youtube videos and understand the main ideas.                  |             |                    |                        |
| I can understand written paragraphs and the specific information in them.                  |             |                    |                        |
| I can ask questions to my partners                                                         |             |                    |                        |
| I can speak about myself for one minute.                                                   |             |                    |                        |
| I can work in groups/pairs and share information with others.                              |             |                    |                        |