

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL

NOMBRE DEL ESPACIO

Lenguas Adicionales: Inglés- Nivel A2.1

NOMBRE DEL PLAN: CHANGING PLACES

DURACIÓN 1 BIMESTRE UBICACIÓN TEMPORAL DEL PLAN 1er BIMESTRE

INTRODUCTION

Hi! How are you? We are going to start learning together about "CHANGING PLACES". This is a new journey and we hope you like it!

Here, we will read a short comic and you will create your own with a partner. All the explanations are easy to understand. You can learn by yourself. But if you get stuck, or you don't understand, ask your teacher! 😊

We have some activities and challenges for you. These will help you understand the story. You can practice working with others and being respectful! Try to understand the ideas without looking for all the answers in a dictionary. You can guess using the information and then, if you want, you can check your answers. At the end of each part, there is a link. You will find more activities and games. These will help you practice more.

You will work in pairs to reach a goal: create a new story. It will be very important to share ideas and help each other. You will use everyone's strengths. Together, you can do more than alone. Let's learn to make good teams and do great things!

Topic:

- Read a story (Comic)
- Create your own story (Comic)

Achievement Indicator:

- To create a simple story.

Contents and Abilities:

- Giving information about the routine
- Reading and understanding a short story (Comic)
- Telling stories
- Expressing routines and specific activities done in a day

Text Genres:

- Comic
- Short Story

Throughout this plan, you will learn:

- 📖 General and/or specific understanding of comics and short stories.
- 🗣️ Speaking and writing about short stories.
- 🤝 The importance of being respectful with the others.
- 📖 Vocabulary related to routines and every day activities.

OBJECTIVES:

In every stage of this plan, you are expected to be able to:

Starting Point	Inquiry	Production	Assessment
Read and understand simple information about the story.	Understand the general meaning of different text types, both spoken and written.	Write a short story / comic, including the routine of the characters.	Create a short story,
Use English to share your ideas.	Give information about the routine.	Create two main characters and describe them.	Say what you did well in your story and what you can improve.
Interact in short conversations.	Understand the structure of a story: beginning, climax and resolution.	Use simple digital tools to find information.	Reflect upon your own performance, identifying their strengths and weaknesses and evaluating your learning process.
Understand simple instructions.			
2 WEEKS- 8 HOURS	3 WEEKS- 12 HOURS	2 WEEKS- 8 HOURS	1 WEEK- 4 HOURS

STARTING POINT

Hello! How are you?

Let's start this new project. We meet again in this challenge of learning new things using the English language to communicate.

IMPORTANT:

This document is here to guide you and help you. you. If you don't understand something or if you need help, remember that your teachers and your classmates are with you along the way. Keep in mind that you can comment or consult with them.

ESTIMATED DURATION: 2 weeks/ 8 hours

RESOURCES

- Warm up game: "Zoo Worker and Movie Star for a day"
- Game: "Who would you like to change places for a day with an actor/ actress?"
- Written text: Comic [Changing Places](#)
- Games for fast finishers: [Let's play!](#) / Who is it?
- [Thinking Routine](#)

ACTIVITIES

1. Predict how a day is being a Zoo Worker or a Movie Star. Write a tick ☒ or a cross ☐.



ZOO WORKER



MOVIE STAR

You wake up very early in the morning.

Every day is a different day.

It is a dirty work.

You can make a lot of money.

People always look at you.

You have to cook everyday.

You don't make too much money.

People take photos with you.

It is sometimes boring.

2. Imagine you could be any famous actor or actress for a day. Who would you like to be?



I would like to be _____ because he/she is _____.

3. Read Chapter 1 of the Comic "[Changing Places](#)" and complete the chart. Write a tick ☒ or a cross ☐.

	 HAL	 TIM
He works in a zoo.	☒	
He is a movie star.		
Nothing exciting happens in his life.		
He wants to marry Sophie.		

He is unhappy because he does not have a normal life.

He is making a movie at the zoo.

He is eating a sandwich when they meet.

He says: "Let's change places".

He says: "All right!".

4. Find 10 words from the story and complete the sentences:

CHANGING PLACES- CHAPTER 1

R	W	I	D	E	A	Z	Y	D	N	N	C	J	U	T	N	O	G
T	Q	C	J	X	M	K	B	J	E	D	H	M	X	N	R	G	W
H	C	N	H	K	M	J	W	J	R	P	R	E	A	O	H	C	D
I	Y	F	A	M	O	U	S	J	V	I	B	E	I	R	T	C	D
U	G	F	I	L	M	I	N	G	O	X	F	A	A	Q	R	Z	H
G	I	L	J	H	S	M	N	W	U	E	B	Y	U	M	E	Y	X
E	A	Q	A	M	E	L	B	O	S	Q	D	P	A	K	S	A	E
S	O	I	L	S	N	N	B	I	R	Y	O	M	K	H	B	Q	Y
U	R	B	T	X	S	F	D	F	B	M	N	T	C	K	G	U	H
Y	H	D	O	F	E	E	D	S	E	Q	A	T	S	W	C	C	B
L	L	Y	D	I	J	P	S	S	D	P	U	L	N	X	U	Q	E
Z	A	E	F	U	N	Q	X	N	V	O	K	R	R	R	H	D	R

Find the following words in the puzzle.
Words are hidden →, ↓, and ↘.

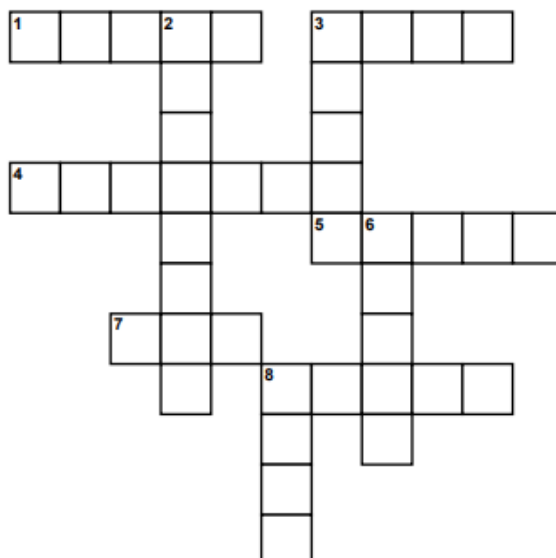
- Every morning, Hal _____ his dog, Freddie.
- Sophie wants to _____ Hal.
- Tim is _____ in Hal's zoo one day.
- Tim is a _____ movie star.
- Hal has a very _____ life.
- Hal has interesting _____ at night.
- In his new film, Tim wears _____.
- Hal must marry Sophie in two days and he feels _____.
- Tim has an interesting _____ when he sees Hal.
- Changing places with somebody can be a lot of _____.

5. Read Chapter 2 of the Comic "Changing Places" and put the sentences in order.
Number 1-8:

- A zoo worker calls Tim "Hal". _____
- Tim goes to the monkey house. _____
- Hal and Tim agree to change places for one day. _____
- Hal tells Tim about a TV talk show and party that evening. _____
- Hal and Tim change their hair. **1**
- Everyone looks at Hal in the movie. _____
- The crew says nice things to Hal. _____
- Hal's boss comes to speak to Tim. _____

6. Complete the following crossword with one word from the story:

CHANGING PLACES- CHAPTER 2



Across

- [1] Tim has to go to a ... after a Tv show.
- [3] Hal's ... sends Tim to the monkey house.
- [4] Tim likes ...
- [5] At first, Tim and Hal are very ...
- [7] Hal likes Tim's ...
- [8] The crew loves the ... with Hal.

Down

- [2] Tim does not want to be on a ...
- [3] Tim and Hal ... their hair.
- [6] Hal and Tim ... to change for one more day.
- [8] They are ... their mothers could not recognize them.

7. 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, [let's play](#) a game. You have to choose a number and answer the question about "Changing Places". You can use the book to help you!
- Let's play: Who am I? In pairs, write three clues to describe a character and guess who I am.

Example:

- CLUE 1: I have got brown hair.
- CLUE 2: I am small.
- CLUE 3: I am Hal's dog.

INQUIRY

In this stage, we are going to focus on learning new tools and specific abilities to create your final production. We are going to read some chapters of the story and work on its specific vocabulary. In this stage, you are going to have to work alone to discover which points are more interesting to you to strengthen your written and oral skills.

ESTIMATED DURATION: 3 weeks/ 12 hours

RESOURCES

- Written text: Comic [Changing Places](#)
- Thinking Routine: [Thinking routine](#).

ACTIVITIES

1. Read Chapter 3 of the Comic "Changing Places" and guess who says so:

- ✓ "I don't recognise him." _____
- ✓ "This is wonderful." _____
- ✓ "She is beautiful." _____
- ✓ "Tim climbs up to help the people in it." _____
- ✓ "She isn't breathing." _____
- ✓ "He likes the idea of making a home with her." _____

2. Unscramble the words from the story:

a) D _ _ _ _ _



b) S _ _ _



c) F _ _ _ _ A _ _



d) C _ _ _ _



e) G _ _ _ _ _ _ _



f) B _ _ _ _ _



g) R _ _ _ _



h) A _ _ _ _



i) T _ _ _ _



j) A _ _ _ _



3. Read Chapter 4 of the Comic "[Changing Places](#)" and compare this text with the story.
Correct the mistakes:

It's the morning before Hal marries Sophie. Tim walks for Freddie but he never comes. Tim is getting nervous. He calls Hal, but Hal does not answer the door. Then Hal's brother, David comes to help him. In the desert it is sunny. The crew waits to film. Everybody listens to Hal when he says "I must leave!". Tim leaves when someone is looking and goes to his house. But then the police sees him there, and he must walk away from them.

4. Complete the sentences with some words from the photo:

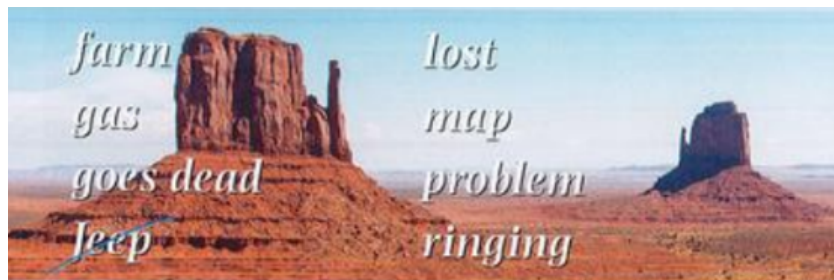
- When you have a _____ you can phone people when you want.
- Before you do something important for the first time, it's a good idea to have some _____.
- The _____ want to find the killer.
- My father is forty today and we are having a big _____ for him tonight.
- Where can I _____? I don't want people to find me.
- I can't go into the garden. The _____ isn't open.
- Are you going to Tony and Sarah's _____?



5. Read Chapter 5 of the Comic “Changing Places” and correct one mistake in each sentence:

- When the police run after Hal, he hides.
- Hal runs across to Tim’s Jeep.
- He drives away into the hills.
- The Jeep stops slowly.
- Sophie phones Hal.
- When Hal asks “Where am I?” Tim can tell him.
- Tim wants to marry Sophie.
- Some zoo workers take Tim in the truck.

6. Read Chapter 5 of the Comic “Changing Places” and complete with one word:



- Hal drives away in Tim’s _____.
- “The phone is _____”. Can you answer it?
- “Where are we? I don’t know. We’re _____!”
- “The Jeep isn’t working. It needs some _____.”
- Suddenly the cell phone _____. Hal can’t call Tim”.
- Good friends help you when you have a _____.
- “Can you see the next town on the _____? It’s ten kilometres from here”.
- “There were apple trees and lots of animals of the _____.

7. Read Chapter 6 of the Comic “Changing Places” and write some sentences using the images:



a) _____ comes to get
FOR THE WEDDING.



_____ for the wedding. → DAVID COMES TO GET TIM

- b)  is wearing a beautiful  . →
- c) Suddenly  says "Stop everything!" →
- d) Then people hear a  through the window. →
- e) The  doors open and  comes in with some  . →
- f)  feels ill when she sees  and  in front of her. →
- g) In the end,  marries  and  goes to the wedding. →

8. Read Chapter 6 of the Comic "[Changing Places](#)" and complete with one word from the photo:



- Lots of _____ come to Hal and Sophie's wedding.
- All the people there are _____ to Tim.
- Sophie and Hal marry in a _____.
- When the _____ begins, Sophie comes in.
- Sophie _____ when she sees Tim and Hal in front of her.
- The people at the wedding suddenly hear the farm workers' music.

Independent Learning Guide – ⚡ A2.1

Independent learning guide - This guide can help you discover and put into practice strategies to learn English independently by connecting with your interests and preferences. You can use all the resources that you find convenient and appropriate.

At the end of the term, share it with a classmate and start creating your story together.

This guide may be a bit difficult for you, but we believe you can do it. You can always count on me if you need some help. Go ahead!

CREATING YOUR OWN COMIC IN PAIRS.

You are going to **invent** a character to create a short story, written as a Comic. Then, you are going to work with a **partner**. Together, they are going to create a short story where the two characters **change places**.

You can use WH-questions to guide your creative process in English.

♦ Step 1: Create your character (Individual Activity):

You will invent a character to be part of a Comic. You are going to include this information:

- Name and Surname
- Origin
- Physical Description
- Profession
- Routine

You need to write 10 ideas about your character.

♦ Step 2: Find a partner and talk about your characters:

Find a partner and ask him/her some questions to know more about his/her characters:

Here you can see some examples:

- What's your character's name?
- Where is she/he from?
- When was she/he born?
- What does she/he do?
- How is her/his personality?
- What does she/he look like?
- Tell me something about your routine.

♦ Step 3: Create your story

Start thinking about the **setting** of your comic. In it, you are going to describe your characters.

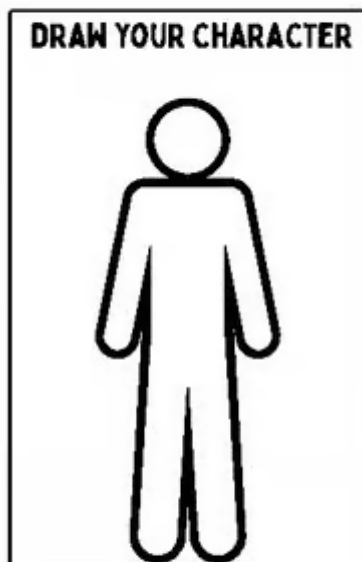
Remember to include:

- Name and Surname
- Profession
- Personality
- Routine
- A drawing of your characters

create a
Character

Name: _____

Date: _____



BASIC FACTS

Name: _____

Age: _____

CHARACTER TRAITS

1. _____

2. _____

3. _____

WHERE ARE THEY FROM?

WRITE A LITTLE BIT ABOUT YOUR CHARACTER.

♦ Step 4: Write and Draw

Create your **Chapter 1**, including the text and drawings.

♦ Step 5: Reflect

Final Reflection:

✓ What did you enjoy learning about?

? What was difficult? How can you improve?

🌍 Do you have anything in common with your characters?

- 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

- "[Character Description](#)"

You will receive a character and you have to describe him/her.

✓ You can say his/her profession, physically describe him/her.

✗ You can't mention her name/surname.

Your partner has to listen to you and guess the character. Can your classmates guess your famous person?

- Improve your vocabulary: Follow the [LINK](#) and work on this vocabulary.

👍 If you like listening activities, 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.

PRODUCTION

In this stage, you are going to write Chapters 2 and 3 of your comic. You are going to include the character's routine. You have to finish your story.

ESTIMATED DURATION: 2 weeks/ 8 hours

RESOURCES

- [Canva](#)
- Computer
- Your notes on your personal information

My Story

Now you are ready to complete the story and create your comic strip. Let's work on your digital character first.

STEP 1 – CREATE YOUR DIGITAL CHARACTER/ AVATAR

 According to your drawing, digitalize your own character/ avatar using Canva.

TIP!

You can watch this video to help you get inspired! [VIDEO 1](#).

STEP 2 – PREPARE

 Organize your ideas into **10 panels**.

 Write your bubbles of speech and create your drawings.

STEP 3 – MAKE YOUR CANVA

 Create your story and drawings.

You can use a Comic Template from CANVA to create your story.

Add your avatar to your story.

STEP 4 - SHARE

Use Classroom to share your work on the wall.

- Thinking Routine - Final Reflection



Did you enjoy creating a story?



What was difficult? How can you improve?



Did you enjoy making the comic? (You can share this in Spanish!)

EVALUATION

During all this journey and in the different stages, we had some self-assessment and peer assessment activities. At this stage, we invite you to show your comic to your partners and teachers. Continue working this way!

ESTIMATED DURATION: 1 Week/ 2 hours.

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. 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.			