

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL
NOMBRE DEL ESPACIO Lenguas Adicionales: Inglés- Nivel A2.2 (A2+)
NOMBRE DEL PLAN: EXPERIENCE
DURACIÓN 1 BIMESTRE UBICACIÓN TEMPORAL DEL PLAN 2do BIMESTRE
SINOPSIS: ¡Comenzamos con este plan de aprendizaje A2 +: EXPERIENCE 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 crear tu propio folleto sobre un lugar que hayas conocido . 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. 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. ¡Empecemos!
Tema: Experience. A lo largo de este plan aprenderás a: • Identificar información en textos breves. • Expresarte con oraciones cortas. • Formular preguntas sencillas. • Crear un folleto para compartir con tu clase sobre un lugar que hayas conocido. • Trabajar colaborativa y creativamente en grupos para compartir información con el resto de la clase. Comprensión • Identificar la idea general y las ideas principales. • Identificar información específica. • Inferir el significado de una palabra o frase no conocida a partir del contenido del texto. Expresión • Utilizar el vocabulario aprendido para hablar sobre aventura, deportes, comida, bebidas, música, danzas, hobbies, etc. • 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
- Actividades de comprensión oral y expresión oral
 - Descripciones breves
 - Videos cortos (Youtube)
- Actividades de expresión escrita y oral
 - Folleto informativo
 - Canva

Producto final:

- Elaboración y presentación de un folleto (en formato papel o digital) que contenga información sobre un lugar que conozcas para invitar a los/as demás a conocerlo.

Contenidos y capacidades:

- Descripción del lugar y sus tradiciones.
- 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/as. 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 (Starting Point)	Indagación (Inquiry)	Producción (Production)	Evaluación (Assessment)
Conocer sobre vocabulario relacionado con las experiencias.	Comprender y responder preguntas sencillas sobre distintas experiencias.	Crear un folleto en CANVA sobre un lugar que conozcas.	Elaborar un folleto 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 folleto.	Presentar oralmente el folleto 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.			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 sobre habilidades que pueden realizar los robots en la actualidad. 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: [ORDER THE PHRASES ABOUT EXPERIENCE](#)
- Game: [MATCH THE EXPERIENCES AND THE VERBS](#)
- Game: MATCH THE PAIRS (TWO GAMES)
- Game in pairs: [ANSWER SOME QUESTIONS ABOUT EXPERIENCES.](#)
- Games/Activities for fast finishers: [Game 1](#) & [Game 2](#).
- [Thinking Routine](#)

ACTIVITIES

1. Let's play [Order the phrases about Experience...](#) In this activity you are going to order the words to create phrases about experience.

Example:

0:03
1 movimientos para el bono
✓ 0

record break a

1 de 14

Once you have played, divide the phrases into positive or negative:

POSITIVE FEELING ✓	NEGATIVE FEELING ☹️

2. Let's play [Match the Experiences and the Verbs](#). In this activity, you have to match the words with the correct verb. Then, complete the chart in your folder/ notebook.

Example:



GO	PLAY	DO	DYE	HAVE

3. Let's play two matching games. Match the words and the drawings.

- Game 1: [Match the pairs](#)
- Game 2: [Match the pairs](#)

4. Let's play in pairs! [ANSWER SOME QUESTIONS ABOUT EXPERIENCES.](#)

Example:

Question	Answers
Have you ever met someone famous?	☒ Yes, I have. ☐ No, I haven't.
Have you ever driven a car?	☒ Yes, I have. ☐ No, I haven't.
Have you ever travelled to another country?	☒ Yes, I have. ☐ No, I haven't.

Individually: Take a minute to reflect on what you've learnt so far and go over this [Thinking Routine](#).

Fast finishers extra activities:

Try these games on experience vocabulary. Choose one or two to practise and answer.

[Game 1](#): Divide the photos into the correct category: places, activities and characteristics.

[Game 2](#): Read the options, look at the photo and select the correct phrase.

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: MEET JENK, THE FOUNDER OF ICOOLKID.
- Youtube Video: [EXPERIENCES](#).
- Reading Comprehension Activities.
- Watch a [Youtube Video](#).
- Watch a Video about [Unusual Experiences](#).
- Independent Learning Guide.
- Fast Finishers: [EXPERIENCES](#).
- Thinking Routine- [Rutina de Pensamiento](#).

ACTIVITIES

1.  Pre Reading: MEET JENK, THE FOUNDER OF ICOOLKID.
Before reading, match some verbs and noun phrases.



Read the profile of Jenk Oz, the tech entrepreneur and find some of the phrases.

Meet Jenk, the founder of iCoolKid

Jenk Oz is a tech entrepreneur. He's met a lot of celebrities, including Adele. He's appeared in documentaries and music videos, and he's acted in a play in a London theatre. The amazing thing is, he's still a teenager!

Jenk's company, a digital platform called iCoolKid, is a guide to all things cool to see and do. It's designed for eight- to 15-year-olds, and focuses on pop culture, tech and events. It has stories on everything from baking a cake with a 3D printer to doing a bungee jump on skis. You can even sing karaoke there. Jenk describes it as a place for young people to hang out and never get bored.

'It's a place where young people can hang out and never get bored.'

The idea for the site came to Jenk when he was eight. Every Monday morning, his teacher asked about their weekend. He realised that he always did different things from his classmates. They sometimes saw a football or rugby match, but he went to musicals or other different events. His friends started to ask, 'Can I come with you?' Jenk's mother decided to send them an email every week with ideas about what to do. Jenk presented the email as a school project, and the website grew from there.



Jenk's own hobbies are a big part of his research. In his free time, he records music and takes dance classes. He sings and plays four musical instruments well. He loves extreme sports; he's been go-karting and sky-diving. He's a big fan of fashion too.

Jenk hasn't written all the stories on his site. He has a team who help him, but he decides what's cool. And he's got big plans for the future. iCoolKid has between 1,000 and 2,000 hits a day, and he wants to increase that to a million. He also plans to go global and write articles for people around the world.

Why not check out iCoolKid.com and find out about events near you?



Comprehension Activities

A) Read the text again and write TRUE or FALSE. Justify the false ones.

- The website is only for teenagers. T / F
- It has stories about things that are interesting for teens. T / F
- When he was younger, Jenk went to sports matches every weekend. T / F
- His friends at school wanted to go with him to fun events. T / F
- His mother gave information to his friends about things to do and see. T / F

B) Match the definitions and the words in **bold**.

- Finding new facts or information.
- Visits to a website.
- Concentrates on, pays attention to.
- Reach the whole world.
- Organized activities, such as sports competitions.
- Sports or activities that are exciting and dangerous.

2. Read the text again and find some sentences that talk about Jenk's experiences and write them down:



Jenk's Experiences
<u>Example:</u> He's met a lot of celebrities.

3. Watch the [Youtube Video](#) and complete the missing information in the different conversations:

CONVERSATION 1:

- I have been to _____, _____ and _____.
- I haven't been to _____.

CONVERSATION 2

- I have _____ lots of Japanese food.
- I have eaten _____, _____ and _____.
- I haven't _____ neto because it is disgusting.

CONVERSATION 3

- Have you seen the new _____ movie?
- Have you _____ the Spiderman's movies?

CONVERSATION 4

- I haven't _____ time to try the new café.
- I have only _____ there once.
- They've done a nice _____.

4. Look at this photo and imagine you have travelled a lot. Mention your experiences:



Example:

I have been to Egypt. I have seen the Piramyds. They are amazing.

5. He is Mark. He is an adventure man and he has had a lot of experiences.

Here you can see some of his ideas. Create complete sentences:

- I/ not eat/ meat.
- I/ swim/ in the sea.
- I/ travel/ around the world.
- I/ write/ a memory book.
- I/ live/ in the mountains.



6. Watch a video about [UNUSUAL EXPERIENCES](#) and answer the questions:

Example:

Question	Answers
Have you ever stayed in an underwater suit?	☒ Yes, I have. ☐ No, I haven't.
Have you ever seen a volcano?	☒ Yes, I have. ☐ No, I haven't.
Have you ever gone mountain biking?	☒ Yes, I have. ☐ No, I haven't.

Independent Learning Guide – ⚡ A2.2.

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/a 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 ABOUT A PLACE I HAVE VISITED

You are going to **describe** a place you have visited and you liked it. You are going to create a brochure to share relevant information about your place. You will **look for** information, organize it and **create** a poster to **present** in class. You can use WH-questions to guide your research and present the information in English.

♦ Step 1: Create your brochure

You will investigate and collect information about the place you have visited. You need to find 5 relevant items of information to mention to your class.

♦ Step 2: Discover and Learn

Look for information in English about your place. 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:

- What is its name?
- Where is it located?
- What can you do there?
- How much is it?
- When is it opened?

Here you have some help!



WORDS FOR DESCRIBING PLACES



<u>Ancients</u>	A place that has a long history; historic
<u>Beautiful</u>	Very pleasing on the eye; attractive, lovely
<u>Boring</u>	Dull and not very interesting, uninteresting
<u>Bustling</u>	A crowded, busy place ; hectic
<u>Charming</u>	Nice and very pleasing place, delightful, quaint
<u>Contemporary</u>	Modern, very up-to-date
<u>Compact</u>	Not very big
<u>Cosmopolitan</u>	With a rich and varied mix of cultures and languages
<u>Crowded</u>	Very full of people, busy, bustling
<u>Exciting</u>	Lively and thrilling with lots of enjoyable things
<u>Expensive</u>	Costing a lot of money, pricy, costly
<u>Famous</u>	Very well-known, celebrated, notable
<u>Fantastic</u>	Wonderful, awesome, fabulous, marvelous
<u>Fascinating</u>	Very interesting, captivating, intriguing
<u>Huge</u>	Enormous, giant, sprawling, vast
<u>Lively</u>	Somewhere with lots of thing going on, vibrant
<u>Inexpensive</u>	Not costing very much, cheap
<u>Popular</u>	Liked by a lot of people
<u>Picturesque</u>	Interesting in a unique way, charming, quaint
<u>Touristy</u>	Visited by lots of tourists

SOURCE: WWW.ELTSECRETS.AJHAR.BLOG.COM BY SEBASTIAN POIRCHAI

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

♦ Step 3: Create

Make a brochure with the information you collected.

Remember to include:

- A picture of your place
- 5 sentences about it
- Keywords and simple visuals

Here you can find a model brochure:



♦ 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 city/ place.
- I can answer some WH-questions.
- I wrote 5 sentences in English.
- I prepared a brochure.
- 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?

WATCH OUT!

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 routines](#)

FAST FINISHERS

1. Read the text about [EXPERIENCES](#) and complete the activities:
 1. Complete TRUE or FALSE.
 2. Choose the correct answer.
 3. Correct the mistakes.
 4. Draw and write an experience you have had with your family or friends.

👍 If you like reading activities, you can keep practising and improving your English. Choose the skill [ON THE SITE](#) 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 póster sobre tu robot, dando información sobre sus materiales, las cosas que puede hacer, los idiomas que entiende, etc. Ya aprendiste a decir mucha información sobre robots en inglés. Con todo lo aprendido podrás contarle a tu compañero/a sobre tu robot, escuchar las ideas sobre el robot de tu compañero/a y compararlos. Ya estás listo/a. ¡A trabajar!

DURACIÓN ESTIMADA DE LA ETAPA 2 semanas / 8 horas

RESOURCES

- Canva or any other page.
- Computer
- Your notes

10 things about a place you have already visited

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

STEP 1 – THINK

 Think about the information that you want to include in your brochure:

For example:

- City/ Place's Name:
- Location:
- Activities you can do:
- Budget:
- Timetable:
- Your experience in that place/ city:
- Unusual experience:

TIP!

You can watch these two videos to help you get inspired! [VIDEO 1](#) and [VIDEO 2](#). They can help you with ideas and vocabulary to make your poster.



STEP 2 – PREPARE



Organize your information into **10 sentences**.



Write the sentences and show them to your teacher and classmates.

Are they correct?



STEP 3 – MAKE YOUR BROCHURE



Practise your presentation several times to explain to your teacher.

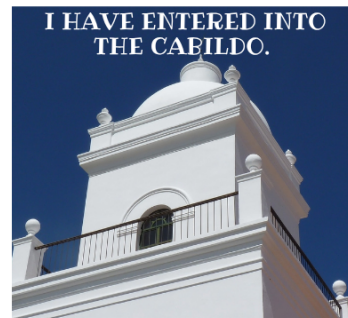


You can use CANVA or a similar app to edit your poster.



STEP 4 – SHARE

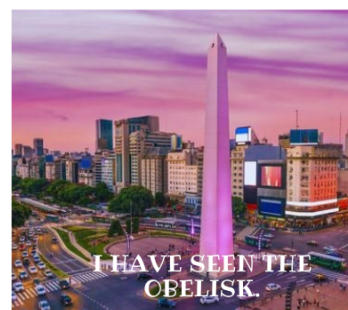
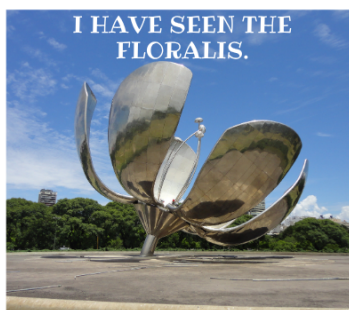
Here you can see an example:



BUENOS AIRES IS LOCATED IN

ARGENTINA

**YOU CAN VISIT CAMINITO, THE
OBELISK, AND SOME MORE PLACES.**



- 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 A ROBOT!

(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. 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 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.			