

SITUACIONES DE APRENDIZAJE

Inglés

Lengua Extranjera · English

1.º ESO

10 situaciones de aprendizaje completas

Con secuencia didáctica, evaluación, rúbricas y anexos listos para usar

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PRESENTACIÓN

Un cuaderno para comunicarse en inglés con propósito

Este cuaderno reúne **10 situaciones de aprendizaje** completas de Inglés para 1.º ESO, con un total de **70 sesiones**. Cada situación parte de una pregunta esencial y un reto comunicativo real, y culmina en un producto que se comprende, se produce, se negocia y se media en inglés.

Sobre este volumen

El Real Decreto 217/2022 formula conjuntamente los criterios de evaluación y los saberes básicos de Lengua Extranjera para 1.º y 2.º ESO. Este cuaderno ofrece una secuenciación didáctica propia para 1.º ESO. La gramática, el léxico y la pronunciación del Language Toolkit son concreciones didácticas al servicio de las funciones comunicativas y no una distribución estatal cerrada por curso.

El eje de la colección es comunicativo y orientado a la acción. Las situaciones integran comprensión, producción, interacción y mediación; la reflexión sobre las lenguas y la interculturalidad se incorporan de forma transversal. El producto final no sustituye el aprendizaje lingüístico: lo hace visible en una situación con propósito, audiencia y contexto.

Lengua de trabajo

En la versión final, los materiales dirigidos al alumnado se plantean prioritariamente en inglés. El español puede aparecer como apoyo estratégico, especialmente en mediación, reflexión plurilingüe, accesibilidad o aclaración puntual, evitando convertirlo en la lengua habitual de la tarea.

Cómo está organizada cada situación

Reto
Pregunta esencial, reto comunicativo y producto.

Currículo
Competencias, criterios y saberes oficiales.

Language Toolkit
Funciones, gramática, léxico, pronunciación, mediación.

Sesiones
Siete sesiones con una evidencia cada una.

Evaluación
Instrumentos, rúbrica y DUA.

Los diez anexos de cada situación

Los anexos del alumnado están en inglés, listos para imprimir o proyectar, con cabecera para nombre, grupo y fecha; el español aparece solo como apoyo estratégico (mediación, reflexión plurilingüe o accesibilidad). La guía docente incluye soluciones, respuestas modelo y los *scripts* completos de los *listenings*.

1. Challenge Launch · Lanzamiento del reto
2. Input Pack · Dossier de textos y materiales (Input Pack)
3. Student Worksheets · Fichas del alumnado
4. Final Product Template · Plantilla del producto final
5. Useful Language & Final Check · Lenguaje útil y lista de comprobación
6. Printable Rubric · Rúbrica imprimible

7 Self & Peer Assessment · Autoevaluación y coevaluación

8 Support · Apoyo y refuerzo

9 Extension · Ampliación

10 Teacher's Guide & Answer Key · Guía docente y solucionario

Claves de lectura: competencias y bloques

COMPETENCIAS ESPECÍFICAS DE LENGUA EXTRANJERA (REDACCIÓN OFICIAL, RD 217/2022)

CE1 Comprender e interpretar el sentido general y los detalles más relevantes de textos expresados de forma clara y en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias como la inferencia de significados, para responder a necesidades comunicativas concretas.

CE2 Producir textos originales, de extensión media, sencillos y con una organización clara, usando estrategias tales como la planificación, la compensación o la autorreparación, para expresar de forma creativa, adecuada y coherente mensajes relevantes y responder a propósitos comunicativos concretos.

CE3 Interactuar con otras personas con creciente autonomía, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos concretos en intercambios respetuosos con las normas de cortesía.

CE4 Mediar en situaciones cotidianas entre distintas lenguas, usando estrategias y conocimientos sencillos orientados a explicar conceptos o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable.

CE5 Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando de forma crítica sobre su funcionamiento y tomando conciencia de las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas.

CE6 Valorar críticamente y adecuarse a la diversidad lingüística, cultural y artística a partir de la lengua extranjera, identificando y compartiendo las semejanzas y las diferencias entre lenguas y culturas, para actuar de forma empática y respetuosa en situaciones interculturales.

BLOQUES DE SABERES BÁSICOS

A Comunicación

B Plurilingüismo

C Interculturalidad

Los códigos de los saberes (A1, B3, C3…) son internos de este cuaderno y siguen el orden del Real Decreto.

Base normativa: LOMLOE y Real Decreto 217/2022. El RD formula conjuntamente criterios y saberes para 1.º y 2.º ESO; esta secuenciación es una propuesta adaptable al currículo autonómico. Criterios y saberes se reproducen con su redacción oficial.

ORIENTACIONES DE LA COLECCIÓN

- Mantener el material del alumnado fundamentalmente en inglés; el español se reserva como apoyo estratégico cuando mejore accesibilidad, mediación o reflexión.
- No convertir las SdA en listas de gramática: la gramática, el léxico y la pronunciación deben aparecer integrados en funciones y géneros comunicativos.
- Cada SdA final debe incluir comprensión, producción, interacción y al menos una evidencia de mediación.
- Todos los listening scripts deben aparecer completos en la guía docente. Si hay audios externos, deben ser prescindibles para que el recurso siga siendo utilizable de forma autónoma.
- Los textos creados para el cuaderno se identificarán como materiales originales o ficticios. Las obras/textos de terceros deberán utilizarse respetando propiedad intelectual y licencias.
- Evitar presentar países o comunidades como homogéneos; distinguir ejemplos culturales concretos de generalizaciones y trabajar activamente contra estereotipos.
- En 1.º-2.º y 3.º-4.º, conservar la nota de que la separación por curso es una propuesta de secuenciación didáctica dentro de los tramos establecidos por el RD 217/2022.

Plan general del curso

10 situaciones
70 sesiones en total

3 bloques
comunicación · plurilingüismo · interculturalidad

1 Welcome to Our School!
7 sesiones · greeting and introducing people; asking for and giving basic personal information
🏆 Welcome Pack for new students

2 This Is Me
7 sesiones · describing identity, appearance and personality; expressing likes and dislikes
🏆 Multimodal personal profile + partner introduction

3 A Day in My Life
7 sesiones · talking about routines; telling the time
🏆 Teen Routine Diary and comparison infographic

4 My Dream Home
7 sesiones · describing rooms and objects; locating things
🏆 Dream-home floor plan and oral tour

5 Join the Club!
7 sesiones · expressing likes and interests; talking about ability
🏆 School Clubs Fair: poster + live pitch

6 Eat Well, Feel Good
7 sesiones · talking about food and preferences; asking about quantity
🏆 Healthy café menu + ordering role-play

7 Lost in Town!
7 sesiones · asking for and giving directions; locating places
🏆 Mini city guide + directions challenge

8 Weather Watch
7 sesiones · describing current weather; talking about seasonal patterns
🏆 Class weather forecast

9 What Happened Yesterday?
7 sesiones · narrating completed events; asking about the past
🏆 Mini mystery timeline + past-event report

10 Our English-Speaking World
7 sesiones · describing places and traditions; giving simple factual information
🏆 Intercultural fair stand

01

SITUACIÓN DE APRENDIZAJE

Welcome to Our School!

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we help a new student feel confident on their first day?

CURSO 1.º ESO	**SESIONES** 7 sesiones
BLOQUES DE SABERES A · B · C	**COMPETENCIAS ESPECÍFICAS** CE1, CE2, CE3, CE4, CE5, CE6
PRODUCTO FINAL Welcome Pack for new students	**CRITERIOS DE EVALUACIÓN** 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 5.3, 6.1

Contexto, reto y producto final

Cada curso llegan al instituto alumnos y alumnas nuevos, a veces desde otros países y sin dominar todavía el español. En esta situación, el grupo de 1.º ESO recibe un correo de **Liam**, un chico de Cork (Irlanda) que se incorpora a la clase la semana que viene y está nervioso: no conoce el centro, no sabe cómo es el horario y le preocupa no entender a nadie. Su pregunta es sencilla: *«What do I need to know on my first day?»*

Para responderle, el alumnado lee y escucha textos breves y reales en su forma (un correo, un plano, un horario, avisos del tablón y diálogos), practica cómo **saludar, presentarse, deletrear y pedir aclaraciones**, intercambia información personal en un *information gap* y representa situaciones típicas del primer día. En la tarea de **mediación**, explica en inglés sencillo un aviso del centro escrito en español. Con todo ello elabora un **Welcome Pack** para Liam y otros recién llegados, lo presenta oralmente y demuestra individualmente lo aprendido respondiendo al mensaje de otra alumna nueva.

Reto comunicativo

Create a Welcome Pack for new students so that Liam, and anyone who arrives at our school, feels confident on their first day: clear information, a labelled map, useful phrases and the school rules explained in simple English.

Producto final

Welcome Pack for new students.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE5 Ampliar y usar los repertorios lingüísticos personales y reflexionar sobre su funcionamiento y sobre las propias estrategias.

CE6

Valorar y adecuarse a la diversidad lingüística, cultural y artística, actuando con empatía y respeto en situaciones interculturales.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Interpretar y analizar el sentido global y la información específica y explícita de textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos, de relevancia personal y próximos a la experiencia del alumnado, propios de los ámbitos de las relaciones interpersonales, del aprendizaje, de los medios de comunicación y de la ficción expresados de forma clara y en la lengua estándar a través de diversos soportes.

1.2 Seleccionar, organizar y aplicar de forma guiada las estrategias y conocimientos más adecuados en situaciones comunicativas cotidianas para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; interpretar elementos no verbales; y buscar y seleccionar información.

2.1 Expresar oralmente textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa sobre asuntos cotidianos y frecuentes, de relevancia para el alumnado, con el fin de describir, narrar e informar sobre temas concretos, en diferentes soportes, utilizando de forma guiada recursos verbales y no verbales, así como estrategias de planificación y control de la producción.

2.2 Organizar y redactar textos breves y comprensibles con aceptable claridad, coherencia, cohesión y adecuación a la situación comunicativa propuesta, siguiendo pautas establecidas, a través de herramientas analógicas y digitales, sobre asuntos cotidianos y frecuentes de relevancia para el alumnado y próximos a su experiencia.

3.1 Planificar y participar en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximos a la experiencia del alumnado, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

3.2 Seleccionar, organizar y utilizar, de forma guiada y en entornos próximos, estrategias adecuadas para iniciar, mantener y terminar la comunicación; tomar y ceder la palabra; y solicitar y formular aclaraciones y explicaciones.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por interlocutores e interlocutoras y por las lenguas empleadas, e interés por participar en la solución de problemas de intercomprensión y de entendimiento en el entorno próximo, apoyándose en diversos recursos y soportes.

5.3 Identificar y registrar, siguiendo modelos, los progresos y dificultades de aprendizaje de la lengua extranjera, seleccionando de forma guiada las estrategias más eficaces para superar esas dificultades y progresar en el aprendizaje, realizando actividades de autoevaluación y coevaluación, como las propuestas en el Portfolio Europeo de las Lenguas (PEL) o en un diario de aprendizaje, haciendo esos progresos y dificultades explícitos y compartiéndolos.

6.1 Actuar de forma empática y respetuosa en situaciones interculturales construyendo vínculos entre las diferentes lenguas y culturas y rechazando cualquier tipo de discriminación, prejuicio y estereotipo en contextos comunicativos cotidianos.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A1	Autoconfianza. El error como instrumento de mejora y propuesta de reparación.
A2	Estrategias básicas para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A3	Conocimientos, destrezas y actitudes que permitan detectar y colaborar en actividades de mediación en situaciones cotidianas sencillas.
A4	Funciones comunicativas básicas adecuadas al ámbito y al contexto comunicativo: saludar, despedirse, presentar y presentarse; describir personas, objetos y lugares; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y emociones básicas; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición.
A5	Modelos contextuales y géneros discursivos básicos en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A7	Léxico de uso común y de interés para el alumnado relativo a identificación personal, relaciones interpersonales, lugares y entornos cercanos, ocio y tiempo libre, vida cotidiana, salud y actividad física, vivienda y hogar, clima y entorno natural, tecnologías de la información y la comunicación.
A8	Patrones sonoros, acentuales, rítmicos y de entonación básicos, y significados e intenciones comunicativas generales asociadas a dichos patrones.
A10	Convenciones y estrategias conversacionales básicas, en formato síncrono o asíncrono, para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, pedir y dar aclaraciones y explicaciones, reformular, comparar y contrastar, resumir, colaborar, debatir, etc.

Código	Saber básico
B1	Estrategias y técnicas para responder eficazmente a una necesidad comunicativa básica y concreta de forma comprensible, a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.
B3	Estrategias y herramientas básicas de autoevaluación y coevaluación, analógicas y digitales, individuales y cooperativas.
C3	Aspectos socioculturales y sociolingüísticos básicos relativos a la vida cotidiana, las condiciones de vida y las relaciones interpersonales; convenciones sociales básicas; lenguaje no verbal, cortesía lingüística y etiqueta digital; cultura, costumbres y valores propios de países donde se habla la lengua extranjera.

Language Toolkit · concreción didáctica

Communicative functions
greeting and introducing people; asking for and giving basic personal information; giving simple instructions; asking for clarification

Grammar in context
be: affirmative, negative and questions; subject pronouns; possessive adjectives; imperatives; basic question words

Vocabulary
school places and subjects; classroom objects; personal information; days and timetable

Pronunciation / phonology
alphabet and spelling; sentence stress in introductions; intonation in wh- and yes/no questions

Mediation focus
Explain a short school notice or timetable in simpler English and, if needed, use the learner's other languages strategically.

Intercultural focus
Compare greetings, forms of address and first-day routines in different English-speaking contexts without presenting one culture as the norm.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Understand simple school signs, timetables and introductions.
- Introduce oneself and another person using a simple model.
- Ask and answer basic questions politely.
- Mediate essential school information for a newcomer.
- Reflect on strategies that help when a word is unknown.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Decode a first-day message, school map and timetable

Evidence: Worksheet 1: diagnóstico, comprensión del correo de Liam (F1) y búsqueda de información en el plano y el horario (F2, F3).

Worksheet: Annex 3 · 1

2

SESSION 2

Build a survival phrase bank and practise spelling names

Evidence: Worksheet 2: banco de frases de supervivencia y dictado de nombres deletreados (listening 1).

Worksheet: Annex 3 · 2

3

SESSION 3

Information-gap: find classmates and exchange personal information

Evidence: Worksheet 3: information gap con las fichas de alumnado (F6) y preguntas con be y question words.

Worksheet: Annex 3 · 3

4

SESSION 4

Role-play school situations: classroom, office, corridor and break time

Evidence: Worksheet 4: guion de un role-play del primer día y lista de estrategias de interacción observadas.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation task: explain key school rules and locations to a fictional newcomer

Evidence: Worksheet 5: mediación del aviso del centro (F7) a inglés sencillo para Liam, con indicaciones en el plano.

Worksheet: Annex 3 · 5

6

SESSION 6

Create and peer-review the Welcome Pack

Evidence: Worksheet 6: borrador del Welcome Pack (Anexo 4) revisado por otro equipo con la lista de comprobación.

Worksheet: Annex 3 · 6

7

SESSION 7

Present the pack and complete an individual first-day challenge

Evidence: Welcome Pack final presentado y Worksheet 7: respuesta individual al mensaje de una nueva alumna.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión del sentido global y la información específica del correo de Liam, el plano, el horario y los avisos del tablón (F1-F4).	Worksheet 1 / lista de comprobación
1.2	Uso de estrategias de comprensión (palabras clave, apoyo visual del plano, inferencia de significados) y comprensión del dictado de nombres.	Worksheets 1 y 2 / observación
2.1	Presentación oral del Welcome Pack: saludo, presentación del equipo y explicación de dos lugares y dos normas con pronunciación comprensible.	Presentación (sesión 7) / rúbrica
2.2	Redacción del Welcome Pack y de la respuesta individual: frases breves, organizadas y adecuadas al destinatario, con be, posesivos e imperativos.	Anexo 4 y Worksheet 7 / rúbrica
3.1	Participación en el information gap y en el role-play del primer día con preguntas y respuestas breves, cortesía y apoyo no verbal.	Worksheets 3 y 4 / observación sistemática
3.2	Uso de estrategias para iniciar, mantener y cerrar la conversación y para pedir aclaraciones (Can you repeat that? How do you spell…?).	Worksheet 4 / lista de observación
4.1	Explicación en inglés sencillo de la información esencial del aviso en español (F7), sin añadir ni omitir datos importantes.	Worksheet 5 / rúbrica de mediación
5.3	Registro de progresos y de una estrategia útil cuando no conoce una palabra; comparación de fórmulas de saludo en sus lenguas.	Anexo 7 / autoevaluación
6.1	Comparación respetuosa de saludos, tratamientos y rutinas del primer día en distintos contextos, sin presentar una cultura como norma.	Worksheet 2 (F9) y Welcome Pack / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The pack answers all of Liam's questions and adds extra useful tips; a new student could use it alone on day one.	The pack answers Liam's main questions with clear, useful information.	The pack answers some questions; some information is missing or confusing.	The pack does not help a new student; key information is missing.
Organisation & language	Clear sections, correct use of be, possessives and imperatives; very few errors and some variety (and, but, because).	Clear sections and short sentences; a few errors that do not stop understanding.	Some sections are mixed up; frequent errors sometimes make reading difficult.	Hard to follow; errors often stop understanding.
Interaction / delivery	In the presentation and role-play I greet, ask and answer questions, spell names and ask for repetition naturally.	I take part, answer questions and use some clarification phrases.	I take part with help; I need prompts to ask or answer.	I rarely speak or I only read from paper.
Mediation & audience	The school rules are explained in simple, accurate English for a newcomer, with nothing important missing or added.	The main rules are explained clearly, with one small detail missing.	Some rules are unclear, translated word for word or partly wrong.	The rules are copied in Spanish or the meaning changes.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Intercultural / ethical use	Greetings and customs are compared with respect; the pack welcomes everyone and avoids stereotypes.	Respectful and welcoming, with simple comparisons.	Some general ideas (all English people…) need revising.	Uses stereotypes or excludes some students.

Input Pack y recursos

School map, timetable, short welcome email, noticeboard messages, mini-dialogues and a fictional student's profile.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Sentence frames, labelled school map, model dialogue, audio transcript and reduced vocabulary bank.

Extension

Anexo 9

Add a QR-style script for an audio welcome and adapt the pack for an international visitor with accessibility needs.

ANNEX 1

Challenge Launch

Learning situation 1 · Welcome to Our School!

STUDENTS

Next week a new student is joining our class. His name is Liam, he is 12 and he comes from Cork, in Ireland. He is excited… and a bit nervous: he doesn't know where the classrooms are, he doesn't understand the timetable and he only speaks a few words of Spanish. Your mission is to help him (and any other new student) feel confident on day one. You are going to read his email, explore our school map and timetable, practise useful phrases, explain the school rules in simple English and create a Welcome Pack. Ready?

> *How can we help a new student feel confident on their first day?*

Your challenge

Create a Welcome Pack for new students so that Liam, and anyone who arrives at our school, feels confident on their first day: clear information, a labelled map, useful phrases and the school rules explained in simple English.

Audience: Liam and other new students who don't speak Spanish yet.

What you will create

Welcome Pack for new students

Roadmap · 7 sessions

1. We read Liam's email and explore the school map and timetable.
2. We build a survival phrase bank and practise spelling names.
3. We meet new classmates in an information-gap activity.
4. We act out first-day situations: classroom, office, corridor, break time.
5. We explain the school rules to Liam in simple English.
6. We write our Welcome Pack and review another team's pack.
7. We present our pack and answer a new student's message.

Success criteria

- ✓ I can greet people, introduce myself and spell my name.
- ✓ I can find information in a map, a timetable and short notices.
- ✓ I can ask and answer simple personal questions.
- ✓ I can explain school rules in simple English for a newcomer.
- ✓ I can ask for help when I don't understand.

Working together

- Speak English in your team: try first, ask for help second.
- Everyone has a role: writer, designer, language checker, presenter.
- Mistakes are OK: we use them to improve.

ANNEX 2

Input Pack

Learning situation 1 · Welcome to Our School!

STUDENTS

Everything you need to help Liam: his email, our school map, the class timetable, the noticeboard, first-day dialogues, student profiles for the information gap, a school notice in Spanish to explain, survival phrases and how greetings work in different places.

F1 An email from Liam

TEXT

From: liam.oconnor@mailbox.ie **To:** 1b.class@iesrioverde.es **Subject:** Hello from Ireland!

Hi everyone!

My name is Liam O'Connor. That's L-I-A-M, O-apostrophe-C-O-N-N-O-R. I'm 12 years old and I'm from Cork, a city in the south of Ireland. My mum is a nurse and she has a new job in a hospital here, so we are moving to Spain. I'm in your class from next Monday!

I'm really excited, but I'm a bit nervous too. My Spanish is very basic: I only know *hola*, *gracias* and *¿dónde está el baño?* I have some questions:

- What time do classes start?
- Where is the library? I love reading.
- Is there a canteen at school?
- Do I need a uniform? In my old school I wore a green jumper and a tie!
- Who can help me if I'm lost?

My favourite subjects are Science and PE. I play the tin whistle and I like football and video games.

See you on Monday!

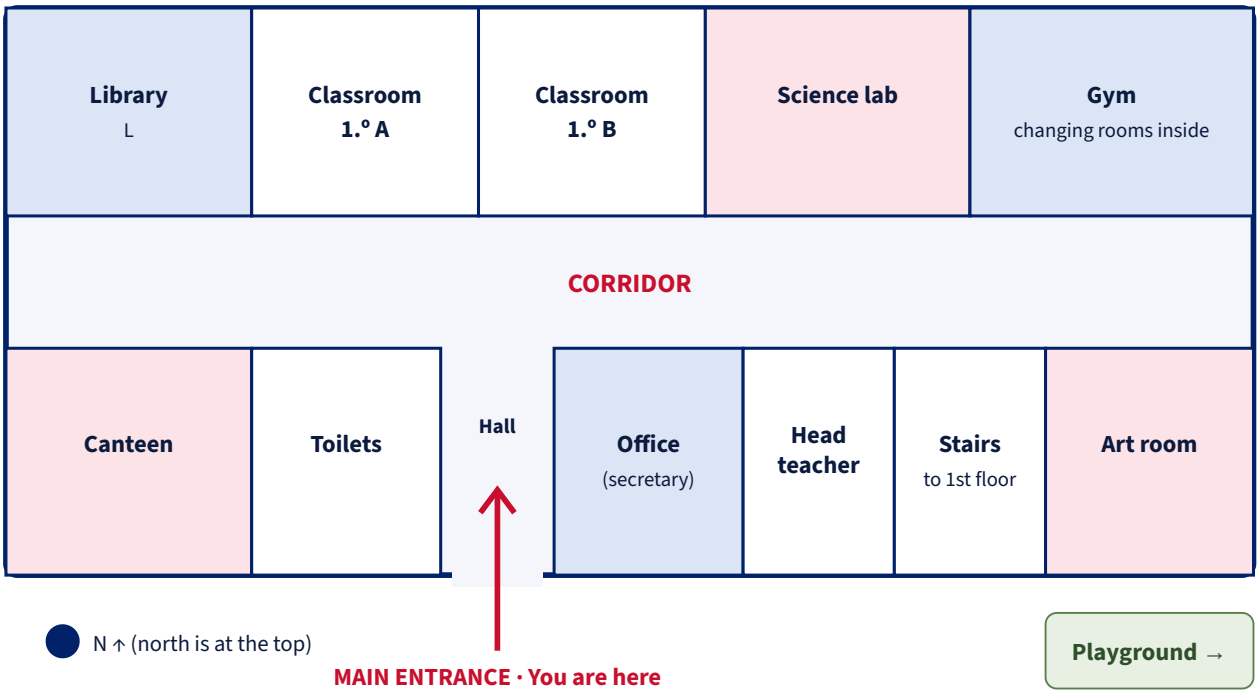
Liam

Source: Original text written for this notebook. Liam and the school are fictional.

Underline Liam's questions. Which ones can you answer with the map (F2) and the timetable (F3)?

F2 IES Río Verde · ground floor

DIAGRAM



Source: School plan created for this notebook (fictional school).

Practise: «The library is next to classroom 1.º A.» «The office is opposite the classrooms.»

F3 Class 1.º B · weekly timetable

DATA

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 – 9:10	Maths	English	Spanish	Science	PE
9:10 – 10:05	Spanish	Science	Maths	English	Music
10:05 – 11:00	Geography and History	PE	English	Maths	Spanish
11:00 – 11:30	BREAK	BREAK	BREAK	BREAK	BREAK
11:30 – 12:25	Science	Art	Geography and History	Spanish	Maths
12:25 – 13:20	English	Maths	Technology	Music	Geography and History
13:20 – 14:15	Tutorial	Spanish	Science	Art	English

Classes start at **quarter past eight** (8:15) and finish at **quarter past two** (14:15). Break time is from 11:00 to 11:30.

Source: Timetable created for this notebook. Subjects are written in English.

F4 The noticeboard

TEXT

- **LIBRARY** · Open every day at break time. You can borrow two books for two weeks. Please be quiet!
- **CANTEEN** · Lunch is at 14:15 for students who stay in the afternoon. Monday's menu: pasta, chicken and fruit.
- **LOST PROPERTY** · Lost something? Go to the office (secretary) before 14:00.
- **CHESS CLUB** · Tuesdays in the library, 14:20 – 15:00. Beginners are welcome!
- **BUDDY PROGRAMME** · New students get a buddy: a classmate who helps them in their first two weeks. Ask your tutor.
- **PE** · Bring trainers and a T-shirt on PE days. You can change in the changing rooms in the gym.

Source: Notices written for this notebook.

Which notices answer Liam's questions? Which one is the most useful for a new student? Why?

F5 First-day dialogues

CASE

A · In the classroom
Teacher: Good morning! Are you the new student?
Liam: Yes, I am. I'm Liam.
Teacher: Welcome, Liam! I'm Ms Ruiz, your English teacher. Please sit here, next to Paula.
Paula: Hi, Liam! Nice to meet you.
Liam: Nice to meet you too.

B · At the office
Secretary: Hello. Can I help you?
Liam: Yes, please. I need my student card.
Secretary: What's your surname?
Liam: O'Connor. O-apostrophe-C-O-double N-O-R.
Secretary: Thank you. Here you are!

C · In the corridor
Liam: Excuse me, where is the library?
Hugo: It's next to classroom 1.º A. Come with me!
Liam: Sorry, can you repeat that, please? Speak slowly, please.
Hugo: Next to classroom 1.º A. Follow me!
Liam: Thanks a lot!

Source: Dialogues written for this notebook. The teacher can read them aloud (listening).

Find two ways to say hello, two ways to ask for help and one way to ask someone to repeat.

F6 Information gap · student profile cards

DATA

	Name	Age	From	Languages	Favourite subject	Hobby
Card A	Paula	12	Zaragoza	Spanish, English	?	?
Card A	Yusuf	?	Tangier, Morocco	Arabic, French, Spanish	Maths	?
Card A	?	13	Kraków, Poland	?	Art	drawing manga
Card B	Paula	?	?	Spanish, English	Music	skateboarding
Card B	Yusuf	12	?	?	?	basketball
Card B	Zofia	?	?	Polish, English, Spanish	?	?

Ask your partner questions to complete the **?** on your card: *What's her name? How old is he? Where is she from? What languages does he speak? What's her favourite subject? What's his hobby?*

Source: Fictional profiles created for this notebook. Student A uses card A and Student B uses card B; do not show your card to your partner!

F7 Mediation · a school notice in Spanish

TEXT

IES RÍO VERDE · INFORMACIÓN PARA EL ALUMNADO NUEVO

- Las clases empiezan a las **8:15**. Si llegas tarde, pasa por **conserjería** antes de ir al aula.
- **No es obligatorio llevar uniforme**, pero en Educación Física necesitas ropa deportiva y zapatillas.
- El **móvil** debe estar apagado y guardado en la mochila durante todo el horario escolar.
- En el **recreo** (11:00-11:30) puedes ir al patio o a la biblioteca. No se puede salir del instituto.
- Si te sientes mal, avisa a tu profesor o profesora y ve a **secretaría**.
- Durante las dos primeras semanas tendrás un **compañero o compañera guía** (*buddy*) de tu clase.

Source: Notice written for this notebook (fictional school). Liam can't read it yet: you are going to explain it to him in simple English.

Don't translate word by word! Choose the most important information and explain it with short, simple sentences.

F8 Survival phrases for the first day

GLOSSARY

Hi! / Good morning!	Greeting someone (informal / more formal).
I'm... / My name's...	Introducing yourself.
This is... He's / She's from...	Introducing another person.
Nice to meet you.	Answer: Nice to meet you too.
How do you spell that?	Asking someone to spell a name or word.
Sorry, can you repeat that, please?	When you don't understand.
What does ... mean?	Asking about a new word.
Excuse me, where is the ...?	Asking for a place.
It's next to / opposite / near ...	Saying where a place is.
Can I go to the toilet, please?	Polite request in class.

Source: Phrase bank written for this notebook.

F9 Greetings and first days in different places

DATA

Place	How students often address teachers	First-day or school routines
Many schools in England and Ireland	Sir, Miss, or Mr / Ms + surname (Ms Brown)	Many schools have a uniform; registration with the form tutor in the morning.
Many schools in the USA	Mr / Ms + surname (Mr Lee)	Uniforms are less common; students often move to the teacher's classroom.
Many schools in Spain	Often the teacher's first name	Uniforms are rare in state schools; the class group usually stays in its classroom.
Your other languages or countries	?	?

Different is not better or worse: it's just different. When you are not sure, **ask politely**: *How do I call you, Miss or Ms Ruiz?*

Source: General information for the classroom; customs change from school to school and from person to person.

Complete the last row with a language or country you know. What is similar? What is different?

ANNEX 3

Student Worksheets

Learning situation 1 · Welcome to Our School!

STUDENTS

WORKSHEET 1 Welcome, Liam!

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read Liam's email (F1) and look at the map (F2) and the timetable (F3).

1 Warm-up quiz. Tick the correct answer.

Liam ___ 12 years old.
☐ am ☐ is ☐ are

___ are you from? — I'm from Ireland.
☐ What ☐ Where ☐ Who

This is Paula. ___ is my friend.
☐ He ☐ She ☐ It

Liam and ___ mum are moving to Spain.
☐ his ☐ her ☐ their

2 Read F1. True (T) or false (F)?

	T	F
Liam is from Dublin.	☐	☐
He speaks a lot of Spanish.	☐	☐
He likes reading.	☐	☐
His favourite subjects are Science and PE.	☐	☐
He plays an instrument.	☐	☐

3 Use the map (F2) and the timetable (F3) to answer Liam's questions.

Liam's question	Answer
What time do classes start?	
Where is the library?	
Is there a canteen?	
What is the first class on Monday?	
When is break time?	

WORKSHEET 2 Survival phrases and spelling

Session 2

Use the dialogues (F5) and the phrase bank (F8). Then listen to your teacher.

1 **Match each situation with a useful phrase.**

1 You meet a new classmate. ●	● a Excuse me, where is the gym?
2 You don't understand the teacher. ●	● b Hi! I'm… What's your name?
3 You need to find the gym. ●	● c Nice to meet you too.
4 You want to know how to write a name. ●	● d Sorry, can you repeat that, please?
5 Someone says «Nice to meet you». ●	● e How do you spell that?

2 **Listening. Your teacher spells six names. Write them.**

1	2	3	4	5	6

3 **Tricky letters! Write the letter you hear in each pair.**

a) _____ or i? b) _____ or g? c) _____ or y? d) _____ or r?

4 **Look at F9. Write one thing that is similar and one thing that is different in your school.**

_____

_____

WORKSHEET 3 Meet your new classmates

Session 3

Work in pairs. Student A uses card A and Student B uses card B (F6). Ask questions; don't look at your partner's card!

1 **Before you speak: complete the questions with a question word.**

_____ is her name?

_____ old is he?

_____ is she from?

_____ languages does he speak?

_____ is her favourite subject?

2 **Ask and answer. Complete the missing information.**

Name	Age	From	Languages	Favourite subject	Hobby

3 **Write three sentences to introduce one classmate from the cards to Liam.**

WORKSHEET 4 First-day role-plays

Session 4

Read the dialogues in F5 again. In groups of three, prepare a role-play for one situation.

1 **Choose a situation and write your mini-dialogue (6-8 lines): classroom, office, corridor or break time.**

2 **Watch another group. Tick the strategies you hear.**

- ☐ They greet and say goodbye.
- ☐ They introduce themselves or another person.
- ☐ They spell a name.
- ☐ They ask someone to repeat or speak slowly.
- ☐ They use please and thank you.
- ☐ They use gestures or the map to help.

WORKSHEET 5 Explain the rules to Liam

Session 5

Mediation. Liam can't read the notice in Spanish (F7). Explain the important information in simple English. Don't translate word by word!

1 **Choose the key information and explain it for Liam.**

Topic	Key information (in your words)	Simple English for Liam
Time		
Uniform and PE		
Mobile phones		
Break time		
If you feel ill		
Buddy		

2 **Liam is at the main entrance (F2). Write directions to the office and to the library.**

WORKSHEET 6 Our Welcome Pack: draft and review

Session 6

Write your draft in the template (Annex 4). Then swap packs with another team and review it with this list.

1 **Peer review. Tick what the other team's pack does well.**

- ☐ It answers Liam's questions (F1).
- ☐ The map has labels and it is easy to read.
- ☐ The rules are in simple English and nothing important is missing.
- ☐ It includes survival phrases.
- ☐ The sentences are short and clear.
- ☐ It is friendly and welcoming for everyone.

2 Write two stars (good things) and one wish (one improvement) for the other team.

WORKSHEET 7 Individual challenge: a message from Amira

Session 7

Work on your own. Read the message and answer it.

1 Read Amira's message: «Hi! I'm Amira. I'm from Bristol, in England. I'm 13. Tomorrow is my first day in your school. What time does school start? Where can I go at break time? Do I need special clothes for PE? Thanks!» Write a reply (50-70 words). Greet her, introduce yourself and answer her questions.

2 Write one phrase you can use if you don't understand Amira when she speaks.

ANNEX 4

Final Product Template

Learning situation 1 · Welcome to Our School!

STUDENTS

Name: Class: Date:

Our Welcome Pack. Write in English, with short and clear sentences. Make it friendly!

Welcome message

Greet the new student, introduce your team and say why this pack is useful.

Our school in five facts

Name, times, break, canteen, library…

Who can help you?

Tutor, buddy, office… where they are and how to ask.

Map of the school

Draw or paste the map and label the key places.

School rules made simple

Five rules from F7 in simple English.

Survival phrases

At least six useful phrases.

Did you know?

One fact about greetings or schools in another place (F9), without stereotypes.

ANNEX 5

Useful Language & Final Check

Learning situation 1 · Welcome to Our School!

STUDENTS

Name: Class: Date:

Functions and model sentences

Greeting and saying goodbye	Hi! / Good morning! / See you tomorrow!
Introducing yourself	I'm Liam. I'm 12. I'm from Cork.
Introducing someone	This is Paula. She's from Zaragoza.
Asking for personal information	What's your name? How old are you? Where are you from?
Spelling	How do you spell that? — L-I-A-M.
Giving instructions	Go to the office. Don't run in the corridor.

Grammar in context

be (+)	I'm / you're / he's / she's / we're / they're
be (–)	I'm not / he isn't / they aren't
be (?)	Are you new? — Yes, I am. / No, I'm not.
Possessive adjectives	my, your, his, her, our, their
Imperatives	Sit here. Please be quiet. Don't use your phone.
Question words	What? Where? Who? How old? When?

Vocabulary bank

School places: library, canteen, gym, office, science lab, art room, toilets, playground, corridor, stairs

School subjects: Maths, English, Spanish, Science, Geography and History, PE, Music, Art, Technology

Classroom objects: desk, chair, board, pen, pencil case, notebook, timetable

Days: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Pronunciation tips

- Tricky letters: A /eɪ/ and I /aɪ/; E /iː/ and I /aɪ/; G /dʒiː/ and J /dʒeɪ/.
- Stress the important word: I'm **Liam**. I'm from **Cork**.
- Wh- questions go down at the end (Where are you from? ↘); yes/no questions go up (Are you new? ↗).

When I get stuck (clarify & repair)

Sorry? | Can you repeat that, please? | Can you speak slowly, please? | How do you spell that? | What does … mean? | How do you say … in English?

Final check before you hand in: Welcome Pack for new students

- ☐ Our pack answers all of Liam's questions.
- ☐ The rules are explained in simple English (not translated word by word).
- ☐ We use imperatives for instructions (Go…, Don't…).
- ☐ The pack is friendly and welcoming for everybody.
- ☐ The map has labels for at least six places.
- ☐ We use be correctly (I'm, he's, they're…) and capital letters for names and days.
- ☐ We include at least six survival phrases.
- ☐ We checked spelling with the toolkit and a dictionary.

ANNEX 6

Printable Rubric

Learning situation 1 · Welcome to Our School!

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Welcome Pack for new students**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The pack answers all of Liam's questions and adds extra useful tips; a new student could use it alone on day one.	The pack answers Liam's main questions with clear, useful information.	The pack answers some questions; some information is missing or confusing.	The pack does not help a new student; key information is missing.	
Organisation & language	Clear sections, correct use of be, possessives and imperatives; very few errors and some variety (and, but, because).	Clear sections and short sentences; a few errors that do not stop understanding.	Some sections are mixed up; frequent errors sometimes make reading difficult.	Hard to follow; errors often stop understanding.	
Interaction / delivery	In the presentation and role-play I greet, ask and answer questions, spell names and ask for repetition naturally.	I take part, answer questions and use some clarification phrases.	I take part with help; I need prompts to ask or answer.	I rarely speak or I only read from paper.	
Mediation & audience	The school rules are explained in simple, accurate English for a newcomer, with nothing important missing or added.	The main rules are explained clearly, with one small detail missing.	Some rules are unclear, translated word for word or partly wrong.	The rules are copied in Spanish or the meaning changes.	
Intercultural / ethical use	Greetings and customs are compared with respect; the pack welcomes everyone and avoids stereotypes.	Respectful and welcoming, with simple comparisons.	Some general ideas (all English people…) need revising.	Uses stereotypes or excludes some students.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 1 · Welcome to Our School!

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can greet people, introduce myself and spell my name.	◯	◯	◯	◯
I can explain school rules in simple English for a new student.	◯	◯	◯	◯
I can ask for clarification and repair my message when communication breaks down.	◯	◯	◯	◯
I can use feedback to improve my work.	◯	◯	◯	◯

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 1 · Welcome to Our School!

STUDENTS

Name: Class: Date:

Extra help: a model introduction, a labelled map and a short word bank.

Model: introduce yourself

Hi! I'm **Marta**. I'm **12** years old and I'm from **Huesca**. I'm in class **1.º B**. My favourite subject is **Music**. Nice to meet you!

Where is it?

- **next to** = al lado de
- **opposite** = enfrente de
- **near** = cerca de
- The library is **next to** classroom 1.º A.

1 **Complete your introduction with the model.**

Hi! I'm _____. I'm _____ years old and I'm from _____. I'm in class _____. My favourite subject is _____. Nice to meet you!

2 **Look at the map (F2). Complete with next to or opposite.**

a) The library is _____ classroom 1.º A.

b) The toilets are _____ the canteen.

c) The office is _____ classroom 1.º B.

3 **Write the place: where do you go…?**

Situation	Place
…to borrow a book?	
…to have lunch?	
…to do PE?	
…to get your student card?	

ANNEX 9

Extension

Learning situation 1 · Welcome to Our School!

STUDENTS

Name: Class: Date:

An audio welcome for everyone

Many schools use QR codes on posters so that visitors can listen to information. Write the **script** for a 45-second audio welcome for new students. Then adapt one part for an international visitor who **can't see well** and needs clear spoken directions.

Steps

1. Write the script: greeting, three key facts, two rules and where to find help (60-80 words).
2. Add clear spoken directions from the main entrance to the library (use first, then, next to, opposite).
3. Record it or read it aloud to your class. Ask a classmate to follow the directions on the map with their eyes closed and a partner guiding them.
4. Improve one sentence after the test.

What to hand in

The final script (and the recording, if possible) with one improvement marked.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 1 · Welcome to Our School!

TEACHER

Worksheet 1

1. Quiz: is; Where; She; his.
2. F (Cork); F (very basic); T; T; T (the tin whistle).
3. Classes start at 8:15 (quarter past eight); the library is next to classroom 1.º A, on the ground floor; yes, there is a canteen (lunch at 14:15); Monday: Maths; break time is from 11:00 to 11:30.

Worksheet 2

1. Match: new classmate → Hi! I'm… What's your name?; don't understand → Sorry, can you repeat that, please?; find the gym → Excuse me, where is the gym?; write a name → How do you spell that?; «Nice to meet you» → Nice to meet you too.
2. Listening 1 (see script): ZOFIA, YUSUF, HUGO, JACK, GEMMA, RACHEL.
3. Tricky letters (teacher reads the first letter of each pair): a) e; b) j; c) u; d) a. Accept a self-corrected answer after a second reading.
4. Open answer. Model: «Similar: we also have a timetable with break time. Different: we call teachers by their first name.» Accept any respectful comparison.

Worksheet 3

1. What; How; Where; What; What.
2. Completed cards: Paula, 12, Zaragoza, Spanish and English, Music, skateboarding. Yusuf, 12, Tangier (Morocco), Arabic, French and Spanish, Maths, basketball. Zofia, 13, Kraków (Poland), Polish, English and Spanish, Art, drawing manga.
3. Model: «This is Zofia. She's 13 and she's from Kraków, in Poland. She speaks Polish, English and Spanish, and her favourite subject is Art.»

Worksheet 4

1. Open answer. Check: greeting, at least one question and answer, one clarification phrase and a polite ending. Model (break time): «Hi! Are you new? — Yes, I'm Liam. — I'm Hugo. Do you want to play football? — Sorry, can you repeat that? — Football! Come with us! — Great, thanks!»
2. Observation list: open; useful for feedback in session 6.

Worksheet 5

1. Model mediation: Time → «Classes start at 8:15. If you are late, go to the reception desk first.» Uniform/PE → «You don't need a uniform, but bring sports clothes and trainers for PE.» Phones → «Switch off your phone and keep it in your bag all day.» Break → «At break (11:00-11:30) you can go to the playground or the library. You can't leave the school.» Ill → «If you feel ill, tell your teacher and go to the office.» Buddy → «A classmate is your buddy for two weeks: he or she helps you.»
2. Directions model: «Go in and walk straight through the hall to the corridor. The office is on your right, next to the hall. For the library, turn left and go to the end of the corridor: it's on your right, next to classroom 1.º A.» Accept other clear routes that match the map.

Worksheet 6

1. Peer review: open. Stars and wishes should refer to concrete parts of the pack (e.g. «Your map is very clear»; «Explain the phone rule in simple English»).

Worksheet 7

1. Model reply (about 60 words): «Hi Amira! I'm Lucía, I'm 12 and I'm in class 1.º B. Welcome to our school! School starts at 8:15. At break time you can go to the playground or the library. For PE you need sports clothes and trainers. You don't need a uniform. Ask me if you need help! See you tomorrow, Lucía.» Assess with the rubric: purpose, answers to the three questions, be/imperatives, greeting and closing.
2. Sorry, can you repeat that, please? / Can you speak slowly, please?

Support (Annex 8)

1. Open personal answers following the model.
2. a) next to; b) next to (on the plan the toilets are beside the canteen); c) opposite.
3. Library; canteen; gym; office.

Extension (Annex 9)

1. Open answer. Check: clear structure, simple sentences, accurate directions that match the map and adapted language for the visitor (short steps, landmarks, no «over there»).

Listening script · Worksheet 2 · Spelling names (Listening 1)

Read each name twice at a natural speed, then spell it slowly.

1. Zofia: Z-O-F-I-A.
2. Yusuf: Y-U-S-U-F.
3. Hugo: H-U-G-O.
4. Jack: J-A-C-K.
5. Gemma: G-E-double M-A.
6. Rachel: R-A-C-H-E-L.

Tricky letters (task 3): read «e … i», «j … g», «u … y», «a … r»; the student writes the first letter of each pair.

Listening script · F5 · First-day dialogues

If you do not have recordings, read the three dialogues of F5 aloud with two students. First listening: Where are they? Second listening: Which phrases do they use to ask for help?

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40 minutes each; leave 15 minutes of session 7 for the individual challenge.
- Mediation (Worksheet 5): value selection and simplification, not literal translation. Students may use Spanish to discuss the notice in their teams, but the final product is in English.
- Differentiation: give the support worksheet (Annex 8) and the phrase bank (F8) to students who need it; ask fast finishers to add a «Did you know?» box with another school system.
- Intercultural note: F9 talks about «many schools», not all; encourage students to add examples from their own languages and families without generalising.

Likely errors

- Omitting be: «He 12 years old» instead of «He's 12 years old».
- Confusing his/her (Spanish su): «Liam and her mum» instead of «his mum».
- Spelling the letters E/I and G/J with Spanish names.
- Translating word by word in mediation («Pass for the conserjería»).
- Lower-case days and nationalities: «monday», «irish».

Accepting alternative answers

- Accept any answer that communicates the meaning clearly, even with minor errors that do not affect understanding.
- In mediation, accept different wordings if the key information is correct and nothing important is added.
- In directions, accept any route that is correct according to the map.

02

SITUACIÓN DE APRENDIZAJE

This Is Me

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we present who we are without reducing people to stereotypes?

CURSO 1.º ESO	**SESIONES** 7 sesiones	**BLOQUES DE SABERES** A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5, CE6	**PRODUCTO FINAL** Multimodal personal profile + partner introduction	**CRITERIOS DE EVALUACIÓN** 1.1, 2.1, 2.2, 2.3, 3.1, 4.1, 5.1, 5.3, 6.1

Contexto, reto y producto final

La clase de 1.º ESO es invitada a «This Is Me», una galería de perfiles que intercambia con un grupo de **Year 8** de un centro de Leeds (Inglaterra; centro ficticio). Su profesora, Ms Patel, les pide algo concreto: que los perfiles muestren **personas reales** y no etiquetas del tipo «los españoles siempre…» o «los australianos surfean». Es el reto de la situación: *¿cómo presentar quiénes somos sin reducir a las personas a estereotipos?* Además, cada alumno o alumna presentará a un compañero o compañera ante el grupo de Leeds, así que hay que preguntar con respeto y decidir qué se cuenta y qué es privado.

El alumnado lee tres perfiles de adolescentes ficticios de lugares y familias muy distintos, construye vocabulario de aspecto y personalidad, **rechaza tarjetas con estereotipos** y las convierte en frases sobre una persona concreta, escucha y realiza una **entrevista** con preguntas de seguimiento, y revisa en una *language clinic* el uso de *have got*, *be* y el presente simple. En la tarea de **mediación** transforma unas notas de entrevista en una presentación breve y accesible, sin datos privados, y explica en inglés sencillo unas normas de la galería escritas en español. Con todo ello elabora un **perfil multimodal** (imagen, iconos y texto), ensaya la presentación de su compañero o compañera, la expone en una *gallery walk* y demuestra individualmente lo aprendido con un mensaje a un nuevo amigo o amiga por correspondencia.

Reto comunicativo

Create a multimodal "This Is Me" profile and introduce a classmate to our partner class in Leeds, so that they meet real people, not stereotypes: clear information, a friendly voice and respect for privacy.

Producto final

Multimodal personal profile + partner introduction.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE5 Ampliar y usar los repertorios lingüísticos personales y reflexionar sobre su funcionamiento y sobre las propias estrategias.

CE6

Valorar y adecuarse a la diversidad lingüística, cultural y artística, actuando con empatía y respeto en situaciones interculturales.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Interpretar y analizar el sentido global y la información específica y explícita de textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos, de relevancia personal y próximos a la experiencia del alumnado, propios de los ámbitos de las relaciones interpersonales, del aprendizaje, de los medios de comunicación y de la ficción expresados de forma clara y en la lengua estándar a través de diversos soportes.

2.1 Expresar oralmente textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa sobre asuntos cotidianos y frecuentes, de relevancia para el alumnado, con el fin de describir, narrar e informar sobre temas concretos, en diferentes soportes, utilizando de forma guiada recursos verbales y no verbales, así como estrategias de planificación y control de la producción.

2.2 Organizar y redactar textos breves y comprensibles con aceptable claridad, coherencia, cohesión y adecuación a la situación comunicativa propuesta, siguiendo pautas establecidas, a través de herramientas analógicas y digitales, sobre asuntos cotidianos y frecuentes de relevancia para el alumnado y próximos a su experiencia.

2.3 Seleccionar, organizar y aplicar de forma guiada conocimientos y estrategias para planificar, producir y revisar textos comprensibles, coherentes y adecuados a las intenciones comunicativas, a las características contextuales y a la tipología textual, usando con ayuda los recursos físicos o digitales más adecuados en función de la tarea y las necesidades de cada momento, teniendo en cuenta la personas a quienes va dirigido el texto.

3.1 Planificar y participar en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximos a la experiencia del alumnado, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por interlocutores e interlocutoras y por las lenguas empleadas, e interés por participar en la solución de problemas de intercomprensión y de entendimiento en el entorno próximo, apoyándose en diversos recursos y soportes.

5.1 Comparar y contrastar las semejanzas y diferencias entre distintas lenguas reflexionando de manera progresivamente autónoma sobre su funcionamiento.

5.3 Identificar y registrar, siguiendo modelos, los progresos y dificultades de aprendizaje de la lengua extranjera, seleccionando de forma guiada las estrategias más eficaces para superar esas dificultades y progresar en el aprendizaje, realizando actividades de autoevaluación y coevaluación, como las propuestas en el Portfolio Europeo de las Lenguas (PEL) o en un diario de aprendizaje, haciendo esos progresos y dificultades explícitos y compartiéndolos.

6.1 Actuar de forma empática y respetuosa en situaciones interculturales construyendo vínculos entre las diferentes lenguas y culturas y rechazando cualquier tipo de discriminación, prejuicio y estereotipo en contextos comunicativos cotidianos.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A1	Autoconfianza. El error como instrumento de mejora y propuesta de reparación.
A2	Estrategias básicas para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A4	Funciones comunicativas básicas adecuadas al ámbito y al contexto comunicativo: saludar, despedirse, presentar y presentarse; describir personas, objetos y lugares; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y emociones básicas; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición.
A5	Modelos contextuales y géneros discursivos básicos en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A6	Unidades lingüísticas básicas y significados asociados a dichas unidades tales como la expresión de la entidad y sus propiedades, cantidad y cualidad, el espacio y las relaciones espaciales, el tiempo y las relaciones temporales, la afirmación, la negación, la interrogación y la exclamación, relaciones lógicas básicas.
A7	Léxico de uso común y de interés para el alumnado relativo a identificación personal, relaciones interpersonales, lugares y entornos cercanos, ocio y tiempo libre, vida cotidiana, salud y actividad física, vivienda y hogar, clima y entorno natural, tecnologías de la información y la comunicación.
A8	Patrones sonoros, acentuales, rítmicos y de entonación básicos, y significados e intenciones comunicativas generales asociadas a dichos patrones.
A9	Convenciones ortográficas básicas y significados e intenciones comunicativas asociados a los formatos, patrones y elementos gráficos.

Código	Saber básico
B2	Estrategias básicas para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, etc.) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.
B3	Estrategias y herramientas básicas de autoevaluación y coevaluación, analógicas y digitales, individuales y cooperativas.
C5	Estrategias básicas de detección y actuación ante usos discriminatorios del lenguaje verbal y no verbal.

Language Toolkit · concreción didáctica

Communicative functions
describing identity, appearance and personality; expressing likes and dislikes; asking follow-up questions; introducing another person respectfully

Grammar in context
have got; be + adjectives; present simple for likes; like/love/hate + noun or -ing (introductory); and/but

Vocabulary
appearance and personality; hobbies and interests; family/friends vocabulary with inclusive options; countries and languages

Pronunciation / phonology
third-person -s awareness; word stress in personality adjectives; friendly rising intonation in follow-up questions

Mediation focus
Transform a partner's notes into a short, accessible introduction, selecting what is relevant and respecting privacy.

Intercultural focus
Discuss names, multilingual identities and varied family structures through fictional profiles.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Understand short personal profiles.
- Write a clear profile using a model.
- Interact to discover information about a partner.
- Introduce a partner accurately and respectfully.
- Detect stereotyped descriptions and replace them with neutral language.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Read three contrasting teen profiles and identify useful structure

Evidence: Worksheet 1: diagnóstico, comprensión de tres perfiles (F1), tabla de datos por persona y análisis del modelo multimodal (F9).

Worksheet: Annex 3 · 1

2

SESSION 2

Build vocabulary for interests and personality; reject stereotype cards

Evidence: Worksheet 2: relación de adjetivos con definiciones, acento en adjetivos, clasificación de tarjetas «hecho / estereotipo» (F3) con reformulación neutra y preguntas sobre nombres (F5).

Worksheet: Annex 3 · 2

3

SESSION 3

Prepare questions and interview a partner

Evidence: Worksheet 3: listening de una entrevista (notas completadas), preguntas preparadas con ayuda de F6 y notas de la entrevista a un compañero o compañera.

Worksheet: Annex 3 · 3

4

SESSION 4

Language clinic: have got, be and present simple choices

Evidence: Worksheet 4: language clinic: test de have got / be / presente simple, texto con errores corregido, frases sobre una tarjeta de F2 y comparación inglés-español.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: turn notes from the interview into a clear profile for another audience

Evidence: Worksheet 5: mediación: selección de datos de las notas de F7 (qué se incluye y qué es privado), presentación redactada y explicación en inglés de las normas de F8.

Worksheet: Annex 3 · 5

6

SESSION 6

Create the profile and rehearse the partner introduction

Evidence: Worksheet 6: borrador del perfil (Anexo 4), guion de palabras clave de la presentación y coevaluación con estrellas y deseo.

Worksheet: Annex 3 · 6

7

SESSION 7

Gallery walk, oral introductions and self-assessment

Evidence: Perfil expuesto en la gallery walk, presentación oral de la persona compañera y Worksheet 7: mensaje individual a un amigo o amiga por correspondencia de Leeds.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión del sentido global y de datos concretos de los tres perfiles (F1), de las tarjetas (F2) y de la entrevista escuchada (listening 1).	Worksheets 1 y 3 / lista de comprobación
2.1	Presentación oral de la persona compañera: saludo, 5-6 datos con he/she y -s, voz amable y pronunciación comprensible, sin datos privados.	Presentación (sesión 7) / rúbrica
2.2	Perfil escrito (Anexo 4) y mensaje individual: frases breves con have got, be y gustos, unidas con and / but, adecuadas al grupo de Leeds.	Anexo 4 y Worksheet 7 / rúbrica
2.3	Planificación con palabras clave, revisión del borrador con la lista de cotejo y uso del toolkit y del diccionario para mejorar el texto.	Worksheet 6 y borrador del Anexo 4 / lista de cotejo
3.1	Entrevista en parejas: preguntas preparadas, preguntas de seguimiento, turnos, ritmo pausado y respeto por lo que la otra persona decide contar.	Worksheet 3 y ensayo (sesión 6) / observación sistemática
4.1	Selección y reformulación de las notas de F7 para otro público, omitiendo lo privado, y explicación en inglés sencillo de las normas de F8 (en español).	Worksheet 5 / rúbrica de mediación
5.1	Comparación inglés-español: posición del adjetivo, sujeto obligatorio, -s de tercera persona, have got frente a tener, y orden de los apellidos (F5).	Worksheet 4 (tarea 4) y Worksheet 2 / corrección y observación
5.3	Registro de un objetivo lingüístico logrado y de una estrategia útil; corrección autónoma de los errores de la tarea 2 de la Worksheet 4.	Anexo 7 / autoevaluación
6.1	Distinción entre hechos sobre una persona y estereotipos sobre grupos (F3), reformulación neutra, respeto por nombres y lenguas (F5) y cuadro «Not a stereotype!» del perfil.	Worksheet 2 y Anexo 4 / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The profile and the introduction give clear, interesting information about a real person (name, home, looks, personality, likes) and include a surprising detail; the Leeds class can really get to know the person.	The profile and the introduction give clear information about the person with most of the required parts.	Some parts are missing or too general; the audience gets only a few facts about the person.	The profile does not say who the person is, or the purpose is not clear.
Organisation & language	Clear sections; correct have got, be and present simple (-s); likes and dislikes with nouns or -ing; and / but used well; very few errors.	Clear sections and short sentences; a few errors (e.g. -s, have got) that do not stop understanding.	Parts are mixed up; frequent errors (no subject, no -s, I no like) sometimes make reading difficult.	Hard to follow; errors often stop understanding.
Interaction / delivery	In the interview I ask questions and follow-up questions with friendly intonation and in the introduction I speak clearly with key words, not reading everything.	I ask and answer the interview questions and I speak clearly, using my key words with some help from my notes.	I need prompts to ask questions; I read most of my introduction and speak very fast or very quietly.	I hardly speak or I only read from the paper.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Mediation & audience	I turn the notes into a clear introduction for the Leeds class, choose what is useful, leave out private information and explain the Spanish rules in simple English.	The introduction uses the main information from the notes and leaves out private data; the rules are mostly clear.	Some notes are copied word for word or one private detail is included; some rules are unclear.	The notes are copied or translated word for word, or private information is shared.
Intercultural / ethical use	The profile and the introduction are respectful, avoid every stereotype, spell and say names correctly and show a surprising or personal detail.	Respectful and welcoming; names and languages are treated with care; one general idea may need revising.	Some group generalisations (all boys, all Spanish people…) appear and need to be changed.	Uses stereotypes or jokes about people, or shares a photo or private data without permission.

Input Pack y recursos

Fictional teen profiles, identity cards, interview notes, stereotype/non-stereotype statements and model multimodal profile.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Choice boards, adjective visuals, optional fictional identity, sentence starters and model profile.

Extension

Anexo 9

Write two versions of the profile for different audiences and justify changes in register/content.

ANNEX 1

Challenge Launch

Learning situation 2 · This Is Me

STUDENTS

Our class has a new international friend: a Year 8 class in Leeds, in England. Their teacher, Ms Patel, wants to start a gallery called "This Is Me" and she has one rule: no stereotypes! She doesn't want to read "Spanish people always…" or "Australians love…". She wants to meet real people, and that means you. You are going to read teen profiles, learn words to describe people, interview a classmate and create your own profile with pictures, icons and words. Then you will introduce your classmate to the Leeds class. Ready to say: This is me?

"How can we present who we are without reducing people to stereotypes?"

Your challenge

Create a multimodal "This Is Me" profile and introduce a classmate to our partner class in Leeds, so that they meet real people, not stereotypes: clear information, a friendly voice and respect for privacy.

Audience: A Year 8 class in Leeds (England), our classmates and visitors to the "This Is Me" gallery.

What you will create

Multimodal personal profile + partner introduction

Roadmap · 7 sessions

1. We read three teen profiles and look at a model profile.
2. We learn words for looks and personality and reject stereotype cards.
3. We prepare questions and interview a partner.
4. We hold a language clinic: have got, be and likes.
5. We turn interview notes into a clear introduction for the Leeds class.
6. We make our profile, rehearse the introduction and get feedback.
7. We walk around the gallery, introduce our partner and reflect.

Success criteria

- ✓ I can describe myself and other people (looks, personality, likes).
- ✓ I can ask follow-up questions in an interview.
- ✓ I can use have got, be and the present simple (he likes).
- ✓ I can introduce a partner and leave out private information.
- ✓ I can say why a statement about a group is a stereotype.

Working together

- Always ask first: your partner decides what to share.
- Describe people, not groups. Avoid "all girls…", "all boys…", "all Spanish people…".
- Use English first. If you get stuck, ask for help.

ANNEX 2

Input Pack

Learning situation 2 · This Is Me

STUDENTS

Everything you need to create your profile: three teen profiles, identity cards from the Leeds class, stereotype cards, word and name banks, interview questions, interview notes to mediate, gallery rules in Spanish and a model multimodal profile.

F1 Three teen profiles

TEXT

Priya · 12 · Leicester, England

Hi! I'm Priya. I'm 12 and I live in Leicester, in England. I live with my mum, my dad, my brother Dev and my grandparents. At home we speak English and Gujarati. I've got long black hair and brown eyes, and I'm tall for my age. I'm funny and a bit noisy, but I'm also very kind. I love drumming, maths and swimming. I don't like getting up early and I hate spiders!

Jack · 13 · Perth, Australia

I'm Jack. I'm 13 and I'm from Perth, in Australia. I live with my mum and her partner, Chris. I haven't got any brothers or sisters, but I've got a dog called Milo. I've got short brown hair and glasses. I'm quiet and a bit shy, and I'm very organised. Some people think all Australians surf. I don't! I like reading, chess and drawing comics. I don't like loud music.

Mei Ling · 12 · Singapore

Hello! My name's Mei Ling, but my friends call me Mei. I'm 12 and I live in Singapore. I live with my parents, my grandmother and my two sisters. We speak English and Mandarin at home, and my grandmother also speaks Hokkien. I've got a cat called Mochi and I've got straight black hair. I'm energetic and creative. I love skateboarding, painting and cooking with my aunt. I don't like waiting in queues.

Source: Original texts written for this notebook. Priya, Jack and Mei Ling are fictional; they show three very different lives, not what "everybody" in a country is like.

Which profile is the most similar to you? What surprises you in each profile?

F2 Identity cards · Year 8, Leeds

DATA

	Omar	Ella	Kasia	Kofi
Age	12	12	13	12
Languages	English, Arabic	English, French (at school)	Polish, English	English, Twi
Family	mum, two brothers	two dads, a sister	mum, stepdad, little brother	mum, grandmother
Looks	medium height, short curly black hair, glasses	red hair, freckles, blue eyes	tall, long blonde hair	tall, short black hair
Personality	calm, funny	adventurous, loud	serious, organised, kind	friendly, energetic
Loves	football, cooking	climbing, comics	coding, volleyball	dancing, basketball
Doesn't like	scary films	rainy days	mushrooms	long car journeys

These cards are in **note form**. To introduce a person you need complete sentences: *Omar is 12. He speaks English and Arabic. He loves football.*

Source: Fictional identity cards written for this notebook (partner class and school are fictional).

F3 Stereotype or fact? · Cards

DATA

Card	Statement
1	Jack is from Australia, so he loves surfing.
2	Priya lives with her parents, her brother and her grandparents.
3	Girls are quiet and boys are noisy.
4	Spanish people are always late.
5	Mei speaks English and Mandarin at home.
6	Teenagers only use their phones all day.
7	Maths is for boys.
8	Kasia is tall and she has got long blonde hair.

A **fact** is about one real person. A **stereotype** is a simple idea about a whole group of people. Stereotypes are often wrong and they can hurt. Use words like *always*, *all*, *never* with great care!

Source: Statements written for this notebook. Some describe one person (a fact); others describe a whole group (a stereotype).

F4 Word bank · looks, personality and hobbies

GLOSSARY

tall / short / medium height	How high a person is: ***Priya is tall.***
long / short / curly / straight hair	***I've got long straight hair.***
brown / blue / green eyes; glasses; freckles	***Ella has got blue eyes and freckles.***
funny	You make people laugh.
shy	You are not confident with new people at first.
quiet / noisy	You don't talk much / you talk loudly.
kind	You help other people and you are nice to them.
creative	You have lots of ideas and you make things.
organised	You like plans and you keep your things tidy.
energetic	You have lots of energy and you like to move.
hobbies	drumming, chess, painting, climbing, coding, dancing, cooking, reading, drawing comics, skateboarding
like / love / hate + noun or -ing	***I like chess. I love swimming. He hates spiders.***

Source: Word bank written for this notebook.

F5 Names and languages · say it right

DATA

Fictional student	What to know	What to ask
Siobhán (Ireland)	An Irish name. It sounds like *shi-VAWN*, not like it is written in English.	How do you say your name?
Nguyen Van An (Vietnam)	In Vietnam the family name usually comes first: *Nguyen* is the family name, *An* is his first name.	What is your first name? And your family name?
Lucía García López (Spain)	In Spain many people have two surnames, one from each parent. On English forms there is often only one space.	How do you spell your surname?
Oluwaseun, called Seun (Nigeria)	Many people use a short name or a nickname with friends.	What do you like to be called?

A name is part of who we are. **Say it, spell it and write it the way the person prefers.**

Source: Information for the classroom about names (examples are fictional students). Customs change from family to family: always ask the person.

F6 Interview questions and follow-up questions

GLOSSARY

How old are you?	Really? When is your birthday?
Where are you from? / Where do you live?	Is it a big city? What do you like about it?
Which languages do you speak?	Cool! Who do you speak it with?
Have you got brothers or sisters? Have you got a pet?	What is his / her / its name?
What do you look like? What are you like?	Do your friends say the same?
What do you like doing? What do you love?	Really? How often do you do it? What do you like about it?
Is there anything you don't like?	Why? (Only ask if the person is happy to answer.)

Source: Phrase bank written for this notebook.

F7 Mediation · notes from an interview

DATA

Topic	Notes (Leo, interviewed by Carmen)
Name	Leo Fischer
Age	12 (birthday: 3 March)
From	Berlin (Germany). Lives in Valencia since 2023
Languages	German, Spanish, English
Family	mum, dad, sister Mia (8); dog Bruno
Looks	short brown hair, green eyes, glasses, tall
Personality	funny, shy at first, very curious
Loves	basketball, sci-fi films, pizza
Doesn't like	spiders, loud crowds
Address	Calle Mayor 14, 3.º B (private!)
Phone	6xx xx xx xx (private!)
Other	Sad about his bad mark in the English test

Source: Notes written for this notebook. Leo is a fictional student. These are a student's quick notes: they are not for sharing in full.

Which notes are useful for the Leeds class? Which notes are private or too personal to share?

F8 Mediation · gallery rules in Spanish

TEXT

GALERÍA «THIS IS ME» · NORMAS

- Cuenta solo lo que **quieras compartir**. No es obligatorio contar cosas personales.
- **No pongas** tu dirección, tu teléfono ni los datos de tu familia.
- Usa una foto **tuya** o un dibujo. No uses fotos de otras personas **sin su permiso**.
- Antes de presentar a un compañero o compañera, **pregúntale** qué quiere que cuentes.
- Nada de bromas ni etiquetas sobre cómo es una persona por su país, su género o su aspecto.

Source: Rules written for this notebook (fictional school). Leo can't read Spanish yet: you are going to explain the rules to him in simple English.

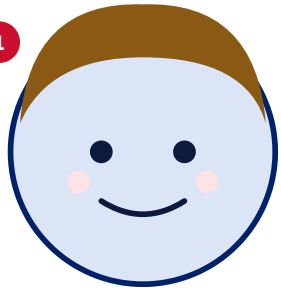
Don't translate word by word! Choose the most important idea of each rule and say it in short, simple sentences.

F9 Model multimodal profile · Zara

DIAGRAM

THIS IS ME — **Zara · 12 · Cardiff, Wales**

1



my drawing (or a photo that is mine)

2

I speak: English and Welsh

I've got: a twin brother, Ioan, and a rabbit called Biscuit

I'm: creative, curious and a bit shy

I love: drawing, baking and climbing

I don't like: loud music

3



drawing — baking — climbing

1 picture
2 key facts
3 icons
4 "Not a stereotype!"

4 **Some people think I'm quiet. But I love talking about my drawings!**

Source: Model created for this notebook. Zara is a fictional student; Wales has two official languages, English and Welsh.

A multimodal profile uses words, pictures and icons. Find the four parts numbered 1-4 in the list.

ANNEX 3

Student Worksheets

Learning situation 2 · This Is Me

STUDENTS

WORKSHEET 1 Three teens, three profiles

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read the three profiles (F1) and look at the model profile (F9).

1 Warm-up quiz. Tick the correct answer.

My brother ___ two cats.
☐ have got ☐ has got ☐ is got

I ___ tall and funny.
☐ am ☐ have ☐ has

Priya ___ drumming.
☐ love ☐ loves ☐ is love

I ___ like spiders.
☐ don't ☐ doesn't ☐ no

2 Read F1. True (T) or false (F)?

	T	F
Priya lives only with her parents.	☐	☐
Jack has got glasses.	☐	☐
Jack loves surfing.	☐	☐
Mei Ling speaks English and Mandarin at home.	☐	☐
Mei has got a dog.	☐	☐
Priya doesn't like getting up early.	☐	☐

3 Complete the table with information from F1.

Name	Looks	Personality (two words)	Loves / likes	Doesn't like
Priya				
Jack				
Mei Ling				

4 Look at the model profile (F9) and answer.

Question	Answer
Which languages does Zara speak?	
What has Zara got?	
What do some people think about Zara?	
Which part of the profile is your favourite? Why?	

WORKSHEET 2 Words for me, not stereotypes

Session 2

Use the word bank (F4), the stereotype cards (F3) and the names table (F5).

1 **Match each adjective with its meaning.**

1 shy	a You make people laugh.
2 funny	b You are not confident with new people at first.
3 organised	c You like plans and keep your things tidy.
4 energetic	d You have lots of energy and like to move.
5 kind	e You help other people and you are nice to them.
6 creative	f You have lots of ideas and make things.

2 **Word stress. Say the adjectives aloud. How many syllables? Which one is stressed (1st, 2nd, 3rd…)?**

Word	Syllables	Stressed syllable
funny		
friendly		
organised		
creative		
energetic		

3 **Read the cards in F3. Write F (fact about one person) or S (stereotype about a group). Then choose two stereotype cards and rewrite each one as a sentence about one real person, like this: *Jack is from Perth. He likes chess.***

Card	F or S?	Card	F or S?
1		5	
2		6	
3		7	
4		8	

4 **Names (F5). Complete the polite questions. Then write one similarity or difference between names in F5 and names in Spain or in your family.**

a) How do you _____ your name?

b) How do you _____ your surname?

c) What do you like to be _____ ?

WORKSHEET 3 Interview a partner

Session 3

Listen to an interview, prepare your questions with F6 and interview a classmate. Remember: your partner decides what to share.

1 **Listening 1. Ana interviews Nadia for the gallery. Listen twice and complete the notes.**

Topic	Notes about Nadia
Age	
Home	
Languages	
Family	
Looks	
Personality	
Loves	
Doesn't like	

2 **Which follow-up question does Ana ask about baking? Write it. Then read it aloud with friendly, rising intonation.**

3 **Prepare your interview. Complete the questions.**

1. _____ old are you?
2. Where _____ you from?
3. Which _____ do you speak?
4. _____ you got any brothers or sisters?
5. What are you _____ ?
6. What do you like _____ ?

4 Interview your partner. Write notes (not complete sentences) and ask at least two follow-up questions.

Topic	Notes about my partner
Name	
Age and home	
Languages	
Family and pets	
Looks	
Personality	
Loves	
Doesn't like	
Something surprising	

5 Self-check. Tick what you did.

- ☐ I asked at least two follow-up questions.
- ☐ I used a friendly voice and spoke slowly.
- ☐ I asked for repetition when I didn't understand.
- ☐ I didn't ask for private information (address, phone…).
- ☐ My partner could say: "I'd rather not say".

WORKSHEET 4 Language clinic

Session 4

Check the grammar you need for your profile: have got, be and the present simple.

1 Choose the correct option.

Priya ___ long black hair.
☐ have got ☐ has got ☐ is

We ___ a cat called Mochi.
☐ has got ☐ have got ☐ are

Jack ___ shy.
☐ is ☐ has ☐ does

My sister ___ skateboarding.
☐ love ☐ loves ☐ is love

Kofi ___ like long car journeys.
☐ don't ☐ doesn't ☐ isn't

___ you got any brothers or sisters?
☐ Have ☐ Do ☐ Are

Kasia is serious ___ she is very kind.
☐ and ☐ but ☐ or

Omar is calm ___ funny.
☐ and ☐ but ☐ or

2 Sara's text has six mistakes. Find them and write the text correctly. "Hi! I Sara and I have 12 years old. My brother have short hair and he is funny. My mum like painting. I no like spiders but I love swim."

3 Use the card for Kofi in F2. Write four or five sentences about him (have got, be, loves, doesn't like). Use ***and*** or ***but*** at least once.

4 English and Spanish. Translate the sentences into English. Then tick what you notice.

Spanish	English
Tiene el pelo corto y rizado.	
Mi hermana es muy graciosa.	
A Pablo le gusta dibujar.	
A Marta no le gustan las arañas.	

- [ ] In English the adjective goes before the noun: "short hair".
- [ ] English sentences always need a subject: "He is shy".
- [ ] In the 3rd person we add -s ("she likes") but not after doesn't ("he doesn't like").
- [ ] To say what we have (pets, looks) we often use have got: "I've got a cat".

WORKSHEET 5

From notes to profile

Session 5

Mediation. Turn the notes in F7 into a short introduction for the Leeds class and explain the gallery rules (F8) to Leo, who can't read Spanish.

1 **Read the notes in F7. Which notes can you include in an introduction for the Leeds class? Complete the table.**

Note	Include? (yes / no)	Why?
Address and phone		
Languages: German, Spanish, English		
A bad mark in the English test		
Hobbies: basketball, sci-fi films		
A dog called Bruno		
Date of birthday (3 March)		

2 **Write Leo's introduction for the Leeds class (40-50 words). Use complete sentences with he, and don't copy the notes word for word.**

3 **Explain the rules in F8 to Leo in simple English. Choose the key idea of each rule.**

Rule in F8 (key idea)	Simple English for Leo
Share only what you want	
Private information	
Photos	
Ask your partner first	
Respect: no labels	

WORKSHEET 6

My profile: draft and rehearsal

Session 6

Write your draft in the template (Annex 4). Then plan and rehearse the introduction of your partner.

1 **Plan your partner introduction. Write only key words, not complete sentences.**

Part	Key words
Hello and name	
Age and home	
Looks	
Personality	
Loves / doesn't like	
Ending (a question for the class?)	

2 **Rehearse in groups of three (speaker, listener, observer). The observer ticks what the speaker does.**

- ☐ The speaker greets the audience and says the partner's name correctly.
- ☐ The speaker uses he / she and the -s of the third person.
- ☐ The speaker uses key words and does not read everything.
- ☐ The speaker uses a friendly voice and speaks slowly.
- ☐ There is no private information and there are no stereotypes.

3 **Write two stars (good things) and one wish (one improvement) for the speaker.**

WORKSHEET 7

Individual challenge: a message to Leeds

Session 7

Name: Class: Date:

After the gallery walk, work on your own.

1 **Gallery walk. Visit three profiles and complete the table.**

Profile	One thing I learned	A follow-up question I want to ask

2 **Write a message (60-80 words) to Ms Patel's class in Leeds: your name, age and home, your looks and personality, two things you love and one you don't like. Finish with "Some people think… but I…".**

3 **Write one phrase you can use if you don't understand a message from Leeds.**

ANNEX 4

Final Product Template

Learning situation 2 · This Is Me

STUDENTS

Name: Class: Date:

Our "This Is Me" profile and partner introduction. Write in English, with short sentences. Use your own drawing or photo. No address, phone or private information!

Audience and purpose

Who will read this profile? What do you want them to know about you?

Me in a picture

Draw yourself or stick a photo that is yours. Add three icons for things you love.

The basics

Name, age, home, languages. Add how to say your name (for example: shi-VAWN).

I've got… I'm…

Family, pets, looks and personality: four sentences.

I love… I don't like…

Three likes and one dislike. Use and / but.

Not a stereotype!

"Some people think… But I…"

Partner introduction: key words

Partner's name and key words for: age and home, looks, personality, likes, ending.

ANNEX 5

Useful Language & Final Check

Learning situation 2 · This Is Me

STUDENTS

Name: Class: Date:

Functions and model sentences

Describing identity	I'm Priya. I'm 12 and I live in Leicester.
Describing looks	She's tall. He's got short curly hair and glasses.
Describing personality	I'm funny and a bit shy.
Likes and dislikes	I love drumming. I don't like spiders.
Follow-up questions	Really? What do you play? How often do you play?
Introducing someone	This is Omar. He speaks English and Arabic.

Grammar in context

have got	I've got / She's got a cat. Have you got a pet? — Yes, I have. / No, I haven't.
be + adjective	He is funny. They aren't shy. I'm not noisy.
Present simple (+/ –)	He likes chess. She loves art. I don't like loud music. He doesn't like spiders.
like / love / hate	I like pizza. I love swimming. He hates waiting.
and / but	I'm shy but I'm funny. She likes dancing and singing.

Vocabulary bank

Looks: tall, short, curly / straight / long / short hair, brown / blue / green eyes, glasses, freckles

Personality: funny, shy, quiet, noisy, kind, creative, organised, energetic, calm, friendly

Hobbies: drumming, chess, painting, climbing, coding, dancing, cooking, reading, skateboarding

Family: mum, dad, parents, brother, sister, grandparents, stepdad, partner, pet

Pronunciation tips

- Third-person -s: likes /s/, loves /z/, dances /ɪz/.
- Word stress: **FUN**-ny, **OR**-ga-nised, cre-**A**-tive, e-ner-**GET**-ic.
- Show interest with a rising voice: Really? ↗ Cool! ↗

When I get stuck (clarify & repair)

- Sorry, can you repeat that, please?
- How do you spell that?
- What does … mean?
- How do you say … in English?
- Can you speak more slowly, please?
- I'd rather not say, thanks.
- Do you want me to say it again?

Final check before you hand in: Multimodal personal profile + partner introduction

- [ ] The profile has a name, age, home and languages.
- [ ] We use I've got and I'm to describe looks and personality.
- [ ] We write -s in the third person (he likes) and don't like / doesn't like.
- [ ] The “Not a stereotype!” box is about one real person.
- [ ] There is no private information (address, phone, family details).
- [ ] Names are written and said the way the person prefers.
- [ ] The picture is ours (or a drawing) and the icons match the text.
- [ ] We checked spelling with the toolkit and a dictionary.

ANNEX 6

Printable Rubric

Learning situation 2 · This Is Me

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Multimodal personal profile + partner introduction**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The profile and the introduction give clear, interesting information about a real person (name, home, looks, personality, likes) and include a surprising detail; the Leeds class can really get to know the person.	The profile and the introduction give clear information about the person with most of the required parts.	Some parts are missing or too general; the audience gets only a few facts about the person.	The profile does not say who the person is, or the purpose is not clear.	
Organisation & language	Clear sections; correct have got, be and present simple (-s); likes and dislikes with nouns or -ing; and / but used well; very few errors.	Clear sections and short sentences; a few errors (e.g. -s, have got) that do not stop understanding.	Parts are mixed up; frequent errors (no subject, no -s, I no like) sometimes make reading difficult.	Hard to follow; errors often stop understanding.	
Interaction / delivery	In the interview I ask questions and follow-up questions with friendly intonation and in the introduction I speak clearly with key words, not reading everything.	I ask and answer the interview questions and I speak clearly, using my key words with some help from my notes.	I need prompts to ask questions; I read most of my introduction and speak very fast or very quietly.	I hardly speak or I only read from the paper.	
Mediation & audience	I turn the notes into a clear introduction for the Leeds class, choose what is useful, leave out private information and explain the Spanish rules in simple English.	The introduction uses the main information from the notes and leaves out private data; the rules are mostly clear.	Some notes are copied word for word or one private detail is included; some rules are unclear.	The notes are copied or translated word for word, or private information is shared.	
Intercultural / ethical use	The profile and the introduction are respectful, avoid every stereotype, spell and say names correctly and show a surprising or personal detail.	Respectful and welcoming; names and languages are treated with care; one general idea may need revising.	Some group generalisations (all boys, all Spanish people…) appear and need to be changed.	Uses stereotypes or jokes about people, or shares a photo or private data without permission.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 2 · This Is Me

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can describe myself and another person (looks, personality, likes).	◯	◯	◯	◯
I can introduce a partner and leave out private information.	◯	◯	◯	◯
I can ask for clarification and repair my message when communication breaks down.	◯	◯	◯	◯
I can use feedback to improve my work.	◯	◯	◯	◯

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 2 · This Is Me

STUDENTS

Name: Class: Date:

Extra help: a model profile, sentence starters, a choice board and faces for adjectives. You can use your real information or an imaginary identity.

Model profile and sentence starters

Hi! I'm **Marta**. I'm **12** and I live in **Huesca**. I speak **Spanish and English**. I've got **a brother and a dog**. I've got **long dark hair**. I'm **funny and a bit shy**. I love **drawing** but I don't like **spiders**.

- I'm … and I live in …
- I've got … / He's got … / She's got …
- I'm … and … / I'm … but …
- I love … / I like … / I don't like …

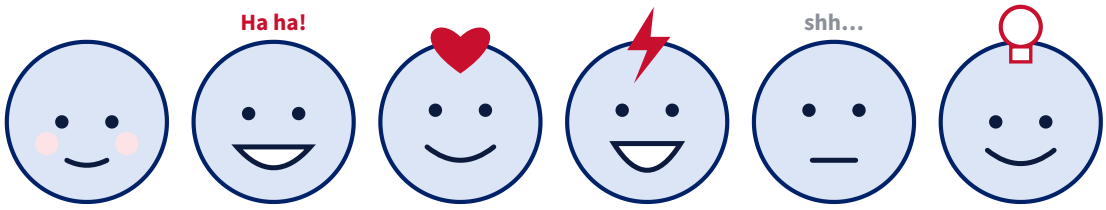
Mini-glossary

- **funny** = gracioso/a
- **shy** = tímido/a
- **quiet** = callado/a
- **kind** = amable
- **hair** = pelo · **eyes** = ojos
- **I've got…** = tengo…

1 **Choice board. Tick ONE way to do each part of your profile.**

- ☐ Looks: draw and label myself / use a photo with captions / write a list of words.
- ☐ Personality: choose three adjectives from F4 / choose from the faces below.
- ☐ Likes: draw three icons / write three sentences.
- ☐ Presenting: read my profile aloud / record a 30-second voice message.

2 **Look at the faces. Write the adjective under each face: shy, funny, kind, energetic, quiet, creative.**



1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____

3 **Complete your own card. Use the model.**

Hi! I'm _____. I'm _____ and I live in _____. I speak _____. I've got _____. I'm _____ and _____. I love _____ but I don't like _____.

ANNEX 9

Extension

Learning situation 2 · This Is Me

STUDENTS

Name: Class: Date:

One profile, two audiences

People change what they say and how they say it for different readers. Write **two versions** of your profile: one for a **friendly voice message** to a new pen friend in Leeds and one for the **school website**, which a headteacher and other adults will read. Then explain what you changed and why.

Steps

1. Plan your two versions: what to include and what to leave out for each audience.
2. Write Version A (informal, friendly: contractions, exclamations, 50-60 words) and Version B (a bit more formal: *I am*, *I would like to*…, 50-60 words).
3. Underline three changes between the two versions (words, sentences or information).
4. Write a justification for each change: who is reading and why?

1 Plan your changes.

	Version A: pen friend (informal)	Version B: school website (more formal)
Greeting		
Information I include		
Information I leave out		
Language (contractions? exclamations?)		

What to hand in

Both versions, with three changes underlined, and a short justification ("I changed … because …").

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 2 · This Is Me

TEACHER

Worksheet 1

1. Quiz: has got; am; loves; don't.
2. F; T; F (he doesn't surf, he likes chess); T; F (she has got a cat, Mochi); T.
3. Priya: long black hair, brown eyes, tall; funny and noisy (also kind); drumming, maths, swimming; getting up early, spiders. Jack: short brown hair, glasses; quiet and shy (also organised); reading, chess, drawing comics; loud music. Mei Ling: straight black hair; energetic and creative; skateboarding, painting, cooking with her aunt; waiting in queues.
4. Zara speaks English and Welsh; she has got a twin brother, Ioan, and a rabbit called Biscuit; some people think she is quiet but she loves talking about her drawings; the last answer is open (accept any reason).

Worksheet 2

1. shy → You are not confident with new people at first; funny → You make people laugh; organised → You like plans and keep your things tidy; energetic → You have lots of energy and like to move; kind → You help other people and you are nice to them; creative → You have lots of ideas and make things.
2. funny 2, 1st (FUN-ny); friendly 2, 1st (FRIEND-ly); organised 3, 1st (OR-ga-nised); creative 3, 2nd (cre-A-tive); energetic 4, 3rd (e-ner-GET-ic).
3. F3: 1 S; 2 F; 3 S; 4 S; 5 F; 6 S; 7 S; 8 F. Models for the rewriting: «Jack is from Perth. He likes chess.» / «Marta is quiet. She likes drawing.» / «Lucas is good at maths. He loves it.» Accept any sentence about ONE person without always, all or never.
4. a) say; b) spell; c) called. Open comparison. Model: «In Spain I have two surnames, but in Vietnam the family name comes first.» Accept any respectful comparison.

Worksheet 3

1. Listening 1 (see script): Age 12; Birmingham (England); English and Bengali; two older brothers; long wavy brown hair, brown eyes, quite short; shy at first, then funny (and a bit crazy); baking (cakes and bread with her grandmother), volleyball; getting up early, tomatoes.
2. «What cakes do you bake?» (follow-up question with rising intonation on the first words: Really? ↗).
3. How; are; languages; Have; like; doing.
4. Open notes. Check: notes (not full sentences), at least two follow-up questions and the partner's consent for what is written.
5. Self-check: open; the last tick (about «I'd rather not say») is a respect strategy, praise it.

Worksheet 4

1. Quiz: has got; have got; is; loves; doesn't; Have; but; and.
2. Corrected text: «Hi! I'm Sara and I'm 12 years old. My brother has got short hair and he is funny. My mum likes painting. I don't like spiders but I love swimming.» (6 mistakes: I Sara; have 12 years old; brother have; mum like; I no like; love swim).
3. Model (Kofi): «Kofi is 12. He speaks English and Twi. He is tall and he has got short black hair. He is friendly and energetic. He loves dancing and basketball but he doesn't like long car journeys.» Accept any complete, correct sentences.
4. Translations: «She has got short curly hair.» (also He) / «My sister is very funny.» / «Pablo likes drawing.» / «Marta doesn't like spiders.» Noticing: all four are true (the adjective goes before the noun; the subject is compulsory; -s in 3rd person and no -s after doesn't; have got for physical possession and appearance).

Worksheet 5

1. Include: no (private); yes; no (too personal); yes; yes; ask the person first (a birthday can be useful, but the date can be left out). Accept reasonable reasons.
2. Model (about 45 words): «This is Leo. He is 12 and he is from Berlin, but he lives in Valencia. He speaks German, Spanish and English. He is tall and he has got green eyes and glasses. He is funny and very curious. He loves basketball and sci-fi films.» No address, phone, test mark or sister's age.
3. Model rules: Share only what you want. → «You choose what to say about yourself.» Private information → «Don't write your address or phone number.» Photos → «Use your own photo or a drawing. Ask before using a photo of other people.» Ask first → «Ask your partner first: what can I say?» Respect → «Don't make jokes or use labels about people from a country, a gender or looks.»

Worksheet 6

1. Open key words. Model (Omar): Omar / 12, Leeds / medium height, short curly black hair, glasses / calm, funny / football, cooking / «Do you like cooking?».
2. Observation: open; use it with the rubric (Annex 6) for the oral introduction.
3. Stars and wishes should be concrete (e.g. «You say the name correctly»; «Say the -s in likes»).

Worksheet 7

1. Open answers (check that there is a real follow-up question, e.g. «What do you like about drumming?»).
2. Model (about 70 words): «Hello Ms Patel and Year 8! I'm Lucía, I'm 12 and I live in Zaragoza. I've got long dark hair and brown eyes. I'm funny and a bit shy. I love drawing and swimming, but I don't like spiders! Some people think shy people don't talk. But I love talking about my ideas! I speak Spanish, English and a little French. Nice to meet you!» Assess with the rubric: purpose, have got / be / -s, and / but, privacy and no stereotypes.
3. Sorry, can you repeat that, please? / How do you say … in English?

Support (Annex 8)

1. Open: the choice board has no right answers; check that the student ticks one way per part.
2. 1 shy; 2 funny; 3 kind; 4 energetic; 5 quiet; 6 creative.
3. Open personal card following the model; accept an imaginary identity.

Extension (Annex 9)

1. Open answer. Check: two versions with clearly different register (contractions and exclamations vs full forms and polite phrases), information adapted to the audience, three underlined changes and justifications that mention the reader.

Listening script · Worksheet 3 · An interview (Listening 1)

Read the dialogue twice at a natural speed. Two students (or the teacher and one student) read the parts of Ana and Nadia.

Ana: Hi, Nadia! Can I ask you some questions for the gallery?
Nadia: Sure!
Ana: How old are you?
Nadia: I'm twelve.
Ana: And where are you from?
Nadia: I'm from Birmingham, in England.
Ana: Which languages do you speak?
Nadia: I speak English and Bengali. My grandparents speak Bengali with me.
Ana: Cool! Have you got brothers or sisters?
Nadia: Yes, I've got two older brothers.
Ana: What do you look like?
Nadia: I've got long, wavy brown hair and brown eyes. I'm quite short.
Ana: And what are you like?
Nadia: Well, my friends say I'm shy at first, but then I'm funny and a bit crazy!
Ana: Ha, ha! What do you like doing?
Nadia: I love baking. I bake cakes and bread with my grandmother. And I like volleyball.
Ana: Really? What cakes do you bake?
Nadia: Lemon cake! It's my favourite.
Ana: Mmm! And is there anything you don't like?
Nadia: I hate getting up early and I don't like tomatoes.
Ana: Thank you, Nadia!

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40 minutes each; interviews in pairs, 15 minutes (session 3); presentations, 3 minutes each (session 7, groups of four can rotate).
- Privacy: nobody has to answer; photos must be the student's own or a drawing; an imaginary identity is allowed (Annex 8). Check the profiles before sharing them with the partner class.
- Mediation (Worksheet 5): value selection (useful vs private) and reformulation, not word-for-word translation. Teams may discuss F8 in Spanish; the explanation for Leo is in English.
- Intercultural: F1 and F5 show individuals, not countries. If a student says «all Indian people…», ask «Is that true for Priya? For everybody?» and rewrite the idea about one person. Respect the name each person prefers.

Likely errors

- Omitting be or using have for age: «I have 12 years old», «I no like».
- Forgetting the -s: «My brother like football»; adding it after doesn't: «He doesn't likes».
- Spanish adjective order: «hair long» or «a girl funny».
- Mixing have got and has got: «She have got», or answering «Yes, I do» to «Have you got…?».
- Dropping the subject: «Is shy» (Es tímido) instead of «He is shy».
- Pronunciation: adding /e/ before s (*espider*) and stressing organised on the second syllable (or-GAN-ised).

Accepting alternative answers

- Accept any answer that communicates the meaning clearly, even with minor errors that do not affect understanding.
- In open tasks, accept any true or imaginary information if the sentences are complete and respectful.
- In mediation, accept different wordings if the key information is correct and nothing private is added.
- In the stereotype tasks, accept different rewritings as long as they talk about one person and avoid always, all or never.

03

SITUACIÓN DE APRENDIZAJE

A Day in My Life

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can routines show both similarities and differences in young people's lives?

CURSO 1.º ESO	**SESIONES** 7 sesiones	**BLOQUES DE SABERES** A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5, CE6	**PRODUCTO FINAL** Teen Routine Diary and comparison infographic	**CRITERIOS DE EVALUACIÓN** 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1, 6.2

Contexto, reto y producto final

El grupo de 1.º ESO participa en **«Same Day, Different Lives»**, un proyecto escolar (ficticio) en el que clases de distintos países cuentan cómo es un día normal de sus vidas para una exposición del centro. La profesora de inglés, Ms Chen, ha recibido los diarios de dos adolescentes, **Aroha** (Wellington, Nueva Zelanda) y **Thabo** (Ciudad del Cabo, Sudáfrica), y propone una pregunta que organiza todo el trabajo: *¿cómo pueden las rutinas mostrar a la vez semejanzas y diferencias entre jóvenes, sin decir que unas son mejores que otras?* El producto final es un **diario de rutina** y una **infografía comparativa** que se expondrán en el pasillo y se enviarán a las clases amigas.

El alumnado lee dos diarios y horarios reales en su forma, practica la **hora**, las **preposiciones de tiempo**, los **adverbios de frecuencia** y el presente simple, ordena una cronología, hace una **encuesta en parejas** sobre rutinas y escucha el mensaje de voz de un chico con datos que faltan en su horario. En la tarea de **mediación**, describe oralmente un diagrama de rutina a un compañero o compañera que no puede verlo (como en una audiodescripción para una persona con baja visión) y aclara las horas con preguntas. Después crea su diario y una infografía que compara su día con el de otra persona, presenta una semejanza y una diferencia y reflexiona sobre su propia rutina de aprendizaje de inglés.

Reto comunicativo

Create a Teen Routine Diary and a comparison infographic that shows what is similar and what is different in the days of two young people (you and a partner, or two teens from our dossier), without saying that one way of life is better than another.

Producto final

Teen Routine Diary and comparison infographic.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE5 Ampliar y usar los repertorios lingüísticos personales y reflexionar sobre su funcionamiento y sobre las propias estrategias.

CE6

Valorar y adecuarse a la diversidad lingüística, cultural y artística, actuando con empatía y respeto en situaciones interculturales.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Interpretar y analizar el sentido global y la información específica y explícita de textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos, de relevancia personal y próximos a la experiencia del alumnado, propios de los ámbitos de las relaciones interpersonales, del aprendizaje, de los medios de comunicación y de la ficción expresados de forma clara y en la lengua estándar a través de diversos soportes.

2.1 Expresar oralmente textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa sobre asuntos cotidianos y frecuentes, de relevancia para el alumnado, con el fin de describir, narrar e informar sobre temas concretos, en diferentes soportes, utilizando de forma guiada recursos verbales y no verbales, así como estrategias de planificación y control de la producción.

2.2 Organizar y redactar textos breves y comprensibles con aceptable claridad, coherencia, cohesión y adecuación a la situación comunicativa propuesta, siguiendo pautas establecidas, a través de herramientas analógicas y digitales, sobre asuntos cotidianos y frecuentes de relevancia para el alumnado y próximos a su experiencia.

3.1 Planificar y participar en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximos a la experiencia del alumnado, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

3.2 Seleccionar, organizar y utilizar, de forma guiada y en entornos próximos, estrategias adecuadas para iniciar, mantener y terminar la comunicación; tomar y ceder la palabra; y solicitar y formular aclaraciones y explicaciones.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por interlocutores e interlocutoras y por las lenguas empleadas, e interés por participar en la solución de problemas de intercomprensión y de entendimiento en el entorno próximo, apoyándose en diversos recursos y soportes.

5.1 Comparar y contrastar las semejanzas y diferencias entre distintas lenguas reflexionando de manera progresivamente autónoma sobre su funcionamiento.

6.2 Aceptar y adecuarse a la diversidad lingüística, cultural y artística propia de países donde se habla la lengua extranjera, reconociéndola como fuente de enriquecimiento personal y mostrando interés por compartir elementos culturales y lingüísticos que fomenten la sostenibilidad y la democracia.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A2	Estrategias básicas para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A4	Funciones comunicativas básicas adecuadas al ámbito y al contexto comunicativo: saludar, despedirse, presentar y presentarse; describir personas, objetos y lugares; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y emociones básicas; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición.
A5	Modelos contextuales y géneros discursivos básicos en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A6	Unidades lingüísticas básicas y significados asociados a dichas unidades tales como la expresión de la entidad y sus propiedades, cantidad y cualidad, el espacio y las relaciones espaciales, el tiempo y las relaciones temporales, la afirmación, la negación, la interrogación y la exclamación, relaciones lógicas básicas.
A7	Léxico de uso común y de interés para el alumnado relativo a identificación personal, relaciones interpersonales, lugares y entornos cercanos, ocio y tiempo libre, vida cotidiana, salud y actividad física, vivienda y hogar, clima y entorno natural, tecnologías de la información y la comunicación.
A8	Patrones sonoros, acentuales, rítmicos y de entonación básicos, y significados e intenciones comunicativas generales asociadas a dichos patrones.
A10	Convenciones y estrategias conversacionales básicas, en formato síncrono o asíncrono, para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, pedir y dar aclaraciones y explicaciones, reformular, comparar y contrastar, resumir, colaborar, debatir, etc.
B2	Estrategias básicas para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, etc.) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.
C3	Aspectos socioculturales y sociolingüísticos básicos relativos a la vida cotidiana, las condiciones de vida y las relaciones interpersonales; convenciones sociales básicas; lenguaje no verbal, cortesía lingüística y etiqueta digital; cultura, costumbres y valores propios de países donde se habla la lengua extranjera.

Código	Saber básico
C4	Estrategias básicas para entender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos.

Language Toolkit · concreción didáctica

Communicative functions
talking about routines; telling the time; asking about frequency; comparing simple habits

Grammar in context
present simple; adverbs of frequency; prepositions of time; question forms with do/does; basic connectors: first, then, after that

Vocabulary
daily routines; time expressions; school day; chores and free time

Pronunciation / phonology
/s/ /z/ /ɪz/ in third-person -s; rhythm in time expressions; question intonation

Mediation focus
Convert a timetable or visual timeline into a short oral explanation and clarify key times for a partner.

Intercultural focus
Compare school-day structures and everyday routines from different English-speaking settings through fictional examples.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Understand routine diaries and schedules.
- Describe a typical day in chronological order.
- Ask and answer about frequency and time.
- Compare two routines without judging cultural differences.
- Use a diary to identify a personal learning routine in English.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Read two routine diaries from fictional teenagers

Evidence: Worksheet 1: diagnóstico, comprensión de los diarios de Aroha y Thabo (F1, F2), tabla comparativa y adverbios de frecuencia en contexto.

Worksheet: Annex 3 · 1

2

SESSION 2

Build a timeline and practise time/frequency language

Evidence: Worksheet 2: dictado de horas (listening 1), ordenación de las tarjetas cronológicas (F3), preposiciones de tiempo con comparación con el español y frases con adverbios de frecuencia.

Worksheet: Annex 3 · 2

3

SESSION 3

Pair survey about routines and leisure

Evidence: Worksheet 3: preguntas con do/does preparadas, encuesta en parejas sobre rutinas (F5), lectura de los resultados de F6 y lista de estrategias conversacionales.

Worksheet: Annex 3 · 3

4

SESSION 4

Listening-style script: a day with missing timetable information

Evidence: Worksheet 4: listening 2 (mensaje de voz de Ben): idea general, horario completado, respuestas a preguntas de detalle y clasificación de la -s de tercera persona.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: explain a routine diagram to a partner who cannot see it

Evidence: Worksheet 5: mediación: descripción oral de un diagrama de rutina (F7), diagrama dibujado a partir de la descripción del compañero, comprobación y audiodescripción de la infografía F9.

Worksheet: Annex 3 · 5

6

SESSION 6

Create diary + comparison infographic

Evidence: Worksheet 6: borrador del diario y de la infografía (Anexo 4), plan de datos para comparar y coevaluación con estrellas y deseo.

Worksheet: Annex 3 · 6

7

SESSION 7

Present one similarity/one difference and reflect on learning habits

Evidence: Producto final presentado (una semejanza y una diferencia) y Worksheet 7: respuesta individual a un mensaje y reflexión sobre la rutina propia de aprendizaje.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión del sentido global y de datos concretos (horas, frecuencia, actividades) de los diarios (F1, F2), los horarios (F4) y el mensaje de voz de Ben.	Worksheets 1 y 4 / lista de comprobación
2.1	Presentación oral de una semejanza y una diferencia entre dos rutinas con horas correctas, conectores y -s de tercera persona comprensible.	Presentación (sesión 7) / rúbrica
2.2	Diario de rutina y respuesta individual a un mensaje: frases breves y ordenadas cronológicamente con presente simple, horas, preposiciones y adverbios de frecuencia.	Anexo 4 y Worksheet 7 / rúbrica
3.1	Encuesta en parejas: preguntas con do/does sobre horas y frecuencia, respuestas breves, cortesía y respeto por lo que la otra persona quiere compartir.	Worksheet 3 / observación sistemática
3.2	Estrategias para iniciar, mantener y cerrar la encuesta y pedir aclaraciones de horas (Sorry, what time? Is it am or pm? Can you repeat that?).	Worksheets 3 y 5 / lista de observación
4.1	Descripción oral de un diagrama de rutina para quien no lo ve y audiodescripción de la infografía F9, con horas exactas y sin añadir ni omitir datos importantes.	Worksheet 5 / rúbrica de mediación
5.1	Comparación inglés-español: preposiciones de tiempo (a las 7 / at 7), do/does en preguntas que en español no existen, posición del adverbio de frecuencia y hora (son las siete y media / half past seven).	Worksheets 2 y 3 / corrección y observación
6.2	Comparación respetuosa de horarios y rutinas de Nueva Zelanda, Sudáfrica, Canadá, Inglaterra y España (F8) sin juzgar; «Did you know?» con un dato sobre otro lugar sin estereotipos.	Worksheet 7, Anexo 4 y presentación / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The diary and the infographic show a whole day clearly, compare two routines with correct times and give at least one similarity and one difference with a short explanation.	The diary and the infographic show a clear day and compare two routines with a similarity and a difference.	The diary has a few times and activities; the comparison is unclear or only one routine is shown.	The routine or the comparison cannot be understood.
Organisation & language	Chronological order with first / then / after that; correct times, prepositions, present simple (-s) and adverbs of frequency; very few errors.	Clear order and short sentences; some errors with -s, prepositions or times that do not stop understanding.	The order is mixed up; frequent errors in times or verbs sometimes make reading difficult.	Hard to follow; errors often stop understanding.
Interaction / delivery	In the survey and the presentation I ask and answer with do / does, ask for the time again when needed and speak clearly using my infographic, not only reading.	I take part in the survey, ask for repetition when needed and present with some support from my notes.	I need prompts to ask questions or I read most of my presentation.	I hardly speak or I only read from the paper.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Mediation & audience	I describe the diagram so well that my partner draws it almost perfectly (times and activities), and I explain the infographic clearly for someone who cannot see it.	My partner draws most times and activities correctly; the description follows a clear order.	Some times or activities are missing or wrong; the order is unclear.	My partner cannot draw the diagram from my description or I only read the numbers.
Intercultural / ethical use	The comparison is respectful (different is not better or worse), uses facts and "many / some", and respects the privacy of the people in the diary.	Respectful and neutral, with simple comparisons.	Some judgements (better, worse, strange) or generalisations (all students in…) need revising.	Uses stereotypes or judges other ways of life.

Input Pack y recursos

Two fictional routine diaries, timetables, survey grid, listening script, time-line cards and infographic model.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Clock visuals, ordered timeline, word bank and model diary with removable scaffolds.

Extension

Anexo 9

Investigate how routines change at weekends or during a cultural event and produce a contrast paragraph.

ANNEX 1

Challenge Launch

Learning situation 3 · A Day in My Life

STUDENTS

Imagine that tomorrow you can look inside the day of two teenagers: Aroha, who lives in Wellington, in New Zealand, and Thabo, who lives in Cape Town, in South Africa. What time do they get up? How do they go to school? What do they do in their free time? Are their days really so different from yours? In "Same Day, Different Lives", your job is to discover how routines can be similar and different at the same time. You will read their diaries, practise telling the time, interview a classmate, describe a diagram to someone who can't see it and create your own diary and a comparison infographic. Ready for a day in someone's life?

> *How can routines show both similarities and differences in young people's lives?*

Your challenge

Create a Teen Routine Diary and a comparison infographic that shows what is similar and what is different in the days of two young people (you and a partner, or two teens from our dossier), without saying that one way of life is better than another.

Audience: Visitors to the school exhibition (students, families) and our partner classes in other countries.

What you will create

Teen Routine Diary and comparison infographic

Roadmap · 7 sessions

1. We read two routine diaries and compare them.
2. We practise the time, time words and a time-line.
3. We interview a partner about routines and leisure.
4. We listen to a voice message and complete a timetable.
5. We describe a routine diagram to a partner who can't see it.
6. We create our diary and infographic and review another team's work.
7. We present one similarity and one difference and reflect.

Success criteria

- ✓ I can tell the time and talk about my day in order.
- ✓ I can say how often I do things (always, usually, never…).
- ✓ I can ask and answer questions about routines.
- ✓ I can describe a diagram so that someone else can draw it.
- ✓ I can compare two routines without judging them.

Working together

- Different is not better or worse: we compare, we don't judge.
- Share only what you want about your own day: nobody has to tell private things.
- Speak English first; ask for the time again if you don't understand.

ANNEX 2

Input Pack

Learning situation 3 · A Day in My Life

STUDENTS

Everything you need for the exhibition: two teen routine diaries, a school timetable for each, time-line cards, a survey question bank and survey results, two routine diagrams for the mediation task, a table of school days in different places and an infographic model.

F1 Aroha's diary · a school day

TEXT

Aroha · 12 · Wellington, New Zealand · Tuesday

I usually get up at 7:00. First, I have a shower and then I have breakfast with my mum and my little brother, Manu. We always have toast and fruit. At 8:15 I leave home and walk to school with my friend Mia. It takes about 15 minutes. School starts at 8:50 and finishes at 3:00 pm.

At lunch I sometimes practise my violin in the music room. After school I walk home. I have a snack and then I do my homework at 4:00. On Thursdays I go to orchestra practice. I never watch TV before dinner. We have dinner at 6:30 and then I read for 20 minutes. I go to bed at 9:30.

Source: Original text written for this notebook. Aroha is a fictional student; school times in New Zealand vary from school to school. Aroha is a Māori name.

Underline the times in the diary. What does Aroha do first? What does she do after school?

F2 Thabo's diary · a school day

TEXT

Thabo · 13 · Cape Town, South Africa · Tuesday

I get up at 6:00 because my school starts at 7:30. First, I wash and put on my uniform. Then I have breakfast with my parents: cereal and a banana. I take the bus at 7:00 and I get to school at 7:20. School finishes at 2:00 pm.

After school I go home and have lunch with my grandmother. I always do my homework before dinner. On Wednesdays I sometimes stay at school for the robotics club. We have dinner at 6:00 with the whole family. At the weekend I often play football with my friends. I usually go to bed at 9:00.

Source: Original text written for this notebook. Thabo is a fictional student; school times in South Africa vary from school to school. Thabo is a name used in Sesotho and Setswana.

What is the same in Aroha's and Thabo's days? What is different? Don't say which one is better!

F3 Time-line cards · Aroha's Saturday

DATA

Card	When	What Aroha does
A	half past eight in the evening	She watches a film with her family.
B	eight o'clock in the morning	She has breakfast with her little brother.
C	two o'clock in the afternoon	She meets her friends in the park.
D	half past seven in the morning	She wakes up and reads in bed.
E	quarter to six in the afternoon	She plays her violin for 20 minutes.
F	eleven o'clock in the morning	She helps at home: she tidies her room.
G	quarter past nine in the morning	She goes to swimming practice.
H	half past twelve in the afternoon	She has lunch with her grandparents.

Words for the time: **o'clock** (7:00), **quarter past** (7:15), **half past** (7:30), **quarter to** (7:45). **am** = morning, **pm** = afternoon / evening.

Source: Cards written for this notebook (Aroha is fictional). The cards are not in order!

F4 Two school timetables · Tuesday

DATA

Time	Aroha · Wellington	Time	Thabo · Cape Town
8:50 am	Form time	7:30 am	Registration
9:00 am	Maths	7:45 am	Maths
10:00 am	English	8:45 am	English
11:00 am	Morning tea (break)	9:45 am	Break
11:20 am	Science	10:15 am	Science
12:20 pm	Lunch	11:15 am	Geography
1:10 pm	Art	12:15 pm	Lunch
2:10 pm	Music	1:00 pm	Technology
3:00 pm	School finishes	2:00 pm	School finishes

Source: Timetables created for this notebook (fictional students). School days vary from school to school.

How many lessons does each student have? How many breaks? Is the day very different?

F5 Survey · question bank and answers

DATA

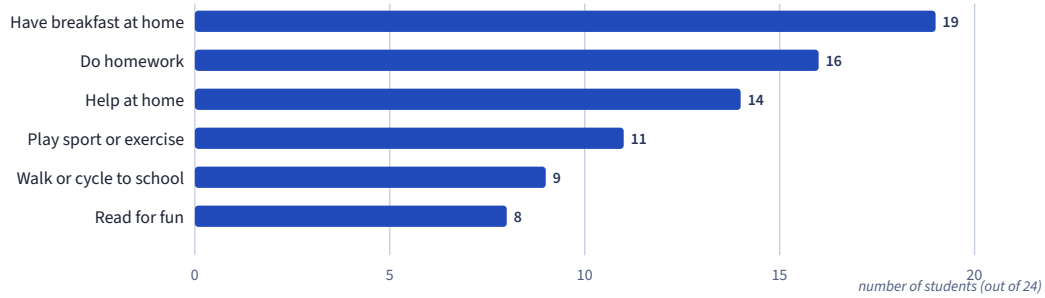
Question	Possible answers
What time do you get up on school days? And at the weekend?	I get up at 7:15. / At the weekend I get up at 10:00.
How do you go to school?	I walk. / I take the bus. / My mum takes me by car.
What time do you have lunch?	I have lunch at 2:30.
How often do you do homework?	I always / usually / sometimes do homework.
How often do you help at home?	I often help. / I never tidy my room!
Do you play sport or practise a hobby after school?	Yes, I play football on Mondays. / No, I don't.
What do you do in the evening?	I have dinner, then I read. / I sometimes play video games.
What time do you go to bed?	I usually go to bed at 10:30.

Frequency: **always** (every day) · **usually** · **often** · **sometimes** · **never** (0 days). You can say *I'd rather not say*.

Source: Question bank written for this notebook. Ask your partner and write the answers in Worksheet 3.

F6 Class survey results · every day

CHART



Source: Fictional survey invented for this notebook: 24 students of a class answered "Do you do this every day?". The numbers are illustrative.

Which activity do most students do every day? Which do fewer students do? Say it with: most / some / few.

F7 Mediation · two routine diagrams

DIAGRAM

Diagram A · Kai's Saturday

- **8:30 am** gets up
- **9:00 am** has breakfast
- **10:00 am** football practice
- **12:30 pm** lunch with his cousins
- **2:30 pm** does the shopping with dad
- **5:00 pm** plays video games
- **9:30 pm** goes to bed

Diagram B · Lina's school day

- **6:45 am** gets up
- **7:30 am** has breakfast
- **8:00 am** takes the bus
- **8:30 am** school starts
- **3:30 pm** school finishes
- **5:00 pm** does her homework
- **9:00 pm** goes to bed

Source: Diagrams created for this notebook (Kai and Lina are fictional). Student A describes Diagram A only; Student B describes Diagram B only. Don't show your diagram to your partner!

Describe it as if you were an audio guide for someone who can't see: use the times and First, then, after that.

F8 School days in different places

DATA

Place (many schools)	Often starts (about)	Often finishes (about)	Something to notice
New Zealand	8:30-9:00 am	3:00 pm	Two breaks (morning tea, lunch). Summer holiday: December-January.
South Africa	7:30-8:00 am	2:00-3:00 pm	The school year starts in January. Summer holiday: December-January.
Canada	8:30-9:00 am	3:00-3:30 pm	Times change by province. Summer holiday: July-August.
England	8:45-9:00 am	3:15-3:30 pm	Lunch break of about one hour. Summer holiday: July-August.
Spain (secondary)	8:00-8:30 am	2:00-3:00 pm	Most students go home for lunch. Classes end in June.
Your school or another place	?	?	?

Source: General information for the classroom: these are examples, not rules. Times and holidays change from school to school and from region to region.

Complete the last row. What is similar to your school? What is different? (In the southern hemisphere summer is in December and January. Different is not better or worse.)

F9 Infographic model · Aroha and Thabo

DIAGRAM

SAME DAY, DIFFERENT LIVES

Aroha · Wellington, NZ		Thabo · Cape Town, SA
7:00 am	GETS UP	6:00 am
8:50 am	SCHOOL STARTS	7:30 am
3:00 pm	SCHOOL FINISHES	2:00 pm
9:30 pm	GOES TO BED	9:00 pm

TIME AT SCHOOL

Aroha: 6 h 10 min

Thabo: 6 h 30 min

SIMILAR
Both have breakfast with their family.
Both go to school for about six hours.

DIFFERENT
Aroha walks to school, but Thabo takes the bus.
Thabo gets up an hour earlier.

Source: Model created for this notebook from the fictional diaries F1 and F2 (times and distances are illustrative).

An infographic uses numbers, clocks, colours and very short texts. Which parts show a similarity? Which show a difference?

ANNEX 3

Student Worksheets

Learning situation 3 · A Day in My Life

STUDENTS

WORKSHEET 1 Two days, two diaries

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read Aroha's diary (F1) and Thabo's diary (F2).

1 Warm-up quiz. Tick the correct answer.

Aroha ___ up at 7:00.
☐ get ☐ gets ☐ getting

School starts ___ 8:50.
☐ in ☐ at ☐ on

What time ___ you have lunch?
☐ do ☐ does ☐ are

I ___ walk to school. It takes 15 minutes.
☐ usually ☐ usual ☐ use

2 Read F1 and F2. True (T) or false (F)?

	T	F
Aroha walks to school.	☐	☐
Thabo gets up at 7:00.	☐	☐
Aroha always has toast and fruit for breakfast.	☐	☐
Thabo takes the bus to school.	☐	☐
Aroha watches TV before dinner.	☐	☐
Thabo has dinner at 6:00 with his family.	☐	☐

3 Complete the table with times and information from F1 and F2.

	Aroha	Thabo
Gets up		
School starts		
School finishes		
How she / he goes to school		
Goes to bed		

4 Frequency words in the diaries. Complete the sentences.

a) Aroha _____ gets up at 7:00.

b) She _____ has toast and fruit for breakfast.

c) She _____ watches TV before dinner.

d) Thabo _____ does his homework before dinner.

WORKSHEET 2 Time, time-line and frequency

Session 2

Use the time words in F3 and the frequency words in F5.

1 **Listening 1. Your teacher says six times. Write them in numbers (for example 7:30).**

1	2	3	4	5	6

2 **Put the time-line cards of F3 in order. Write the letter of each card and the time in numbers (add am or pm).**

Order	Card	Time (numbers)
1		
2		
3		
4		
5		
6		
7		
8		

3 **Complete with at, in or on. Then compare with Spanish: which small words are the same idea?**

a) I get up _____ 7:00. (a las 7:00)

b) We have lessons _____ the morning. (por la mañana)

c) _____ Saturdays I meet my friends. (los sábados)

d) I go to bed _____ 9:30 _____ night. (por la noche)

4 **Write four sentences about your week. Use always, usually, often, sometimes or never.**

always (100%) · **usually** · **often** · **sometimes** · **never** (0%). Put the word **before** the verb: *I usually walk to school.* After **be** it goes after the verb: *I'm never late.*

WORKSHEET 3

Survey: how do you spend your day?

Session 3

Work in pairs. Use the question bank (F5). Don't forget: your partner can say "I'd rather not say".

1 **Complete the questions. The Spanish sentence helps you. Then write: which small word do English questions need that Spanish doesn't?**

a) What time _____ you get up? (¿A qué hora te levantas?)

b) How _____ do you do sport? (¿Con qué frecuencia haces deporte?)

c) _____ you walk to school? (¿Vas andando al colegio?)

d) What time _____ your school finish? (¿A qué hora termina tu colegio?)

e) _____ she play the violin? (¿Toca ella el violín?)

2 **Interview your partner. Write short answers. Then write one similarity with your partner.**

Question	Me	My partner
Gets up (school day / weekend)		
How he / she goes to school		
Lunch time		
Homework (how often?)		
Helps at home (how often?)		
Sport or hobby		
Goes to bed		

3 **Look at the survey results in F6 (24 students). Complete with most, some or few.**

a) _____ students have breakfast at home every day.

b) _____ students walk or cycle to school every day.

c) _____ students read for fun every day.

4 **Self-check. Tick what you did in the survey.**

- ☐ I started with a greeting and closed with Thanks!
- ☐ I asked at least six questions with do / does.
- ☐ I asked for the time again: "Sorry, what time?" / "Is it am or pm?"
- ☐ I waited for my partner to answer and I didn't interrupt.
- ☐ I respected a "no comment".

WORKSHEET 4 A day with missing information

Session 4

Listen to Ben's voice message twice. Your teacher reads it aloud.

1 **Listening 2, first listening. What is Ben talking about? Tick one.**

Ben is talking about…

☐ a school day (Tuesday) ☐ a weekend day ☐ a holiday

2 **Second listening. Complete Ben's timetable.**

Time	What Ben does
	gets up
7:15 am	
	takes the school bus
	school starts
12:15 pm	
3:15 pm	
	swimming practice
6:30 pm	
	goes to bed

3 **Answer the questions about Ben.**

Question	Answer
How often does Ben have swimming practice?	
Who does he have dinner with?	
What does he sometimes do before bed?	

4 **Third-person -s. Say the verbs aloud and write them in the correct column: gets · walks · plays · goes · finishes · watches · starts · studies.**

/s/	/z/	/ɪz/

WORKSHEET 5 Describe the diagram

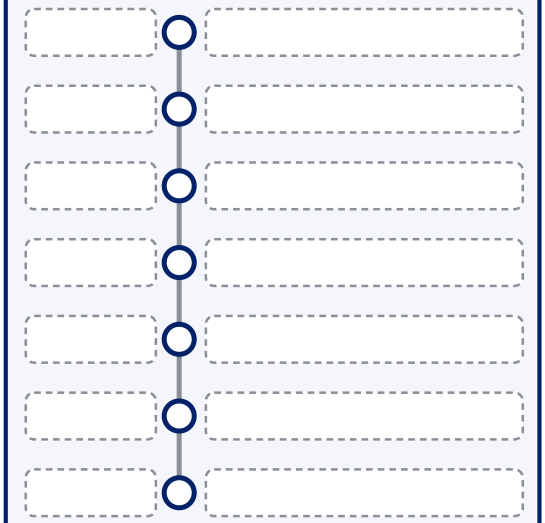
Session 5

Mediation. Student A looks at Diagram A (Kai) and Student B at Diagram B (Lina), both in F7. You can't show your diagram: describe it so that your partner can draw it.

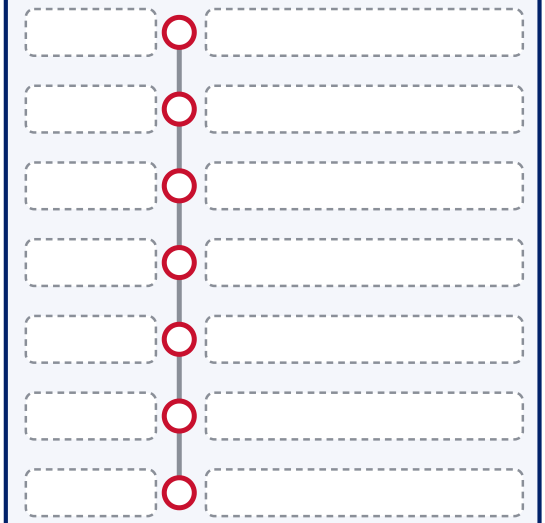
1 **Prepare. Write five or six sentences to describe your diagram. Use the times and First, then, after that, finally.**

2 **Describe your diagram aloud. Listen to your partner and complete the blank diagram. Use: Sorry, what time? Is it am or pm? Can you repeat that, please?**

Student B draws: Kai's Saturday



Student A draws: Lina's school day



3 **Compare with the original diagram in F7. Count the correct details and write one thing that helped.**

Correct times: _____ / 7. Correct activities: _____ / 7.

4 **An audio description. A visitor can't see the infographic F9. Write three or four sentences to explain what it shows. Start: *This infographic compares…***

WORKSHEET 6 My routine: draft and review

Session 6

Write your draft in the template (Annex 4). First plan your day and the comparison.

1 **Plan your diary. Write the time and an activity. Use First, then, after that.**

Time	What I do	Connector
		First
		Then
		Then
		After that
		Finally

2 **Plan your infographic. Compare your day with a partner, Aroha or Thabo.**

	Me	My partner / Aroha / Thabo
Gets up		
School starts / finishes		
Free time		
Goes to bed		
One similarity and one difference		

3 **Peer review. Tick what the other team's work does well.**

- ☐ The diary is in chronological order with times.
- ☐ There are different times, prepositions and frequency words.
- ☐ The infographic has clocks, numbers or icons and very short texts.
- ☐ There is one similarity and one difference.
- ☐ The comparison is respectful: nothing is better or worse.
- ☐ The sentences have -s in the third person.

4 **Write two stars (good things) and one wish (one improvement) for the other team.**

WORKSHEET 7

Individual challenge: a message from Amy

Session 7

Name: Class: Date:

Work on your own.

1 Say it in one sentence: write one similarity and one difference between your day and your partner's day, like this: ***We both… but I… and he / she…***

2 Read Amy's message: «Hi! I'm Amy, I'm 12 and I live in Bristol, in England. What time do you get up on school days? How do you go to school? What do you do after school? Thanks!» Write a reply (60-70 words). Use times, first / then / after that and at least two frequency words.

3 My English routine. Write two sentences about when and how you study English now (always, usually, sometimes, never). Then write one new habit for the next two weeks.

ANNEX 4

Final Product Template

Learning situation 3 · A Day in My Life

STUDENTS

Name: Class: Date:

Our Teen Routine Diary and comparison infographic. Write in English with short sentences. Compare, don't judge!

Audience and purpose

Who will read this? What do you want visitors to understand about the two days?

My day (diary)

At least six times with activities. Use first, then, after that, finally and one frequency word.

My partner's day (diary)

Use he / she and the -s. At least six times.

Comparison infographic

Draw clocks, bars or icons for three comparisons. Add very short texts and a title.

We both... (similarity)

One similarity with a short explanation.

But... (difference)

One difference. Don't say better or worse.

Did you know?

One fact about a school day in another place (F8), without judging.

ANNEX 5

Useful Language & Final Check

Learning situation 3 · A Day in My Life

STUDENTS

Name: Class: Date:

Functions and model sentences

Talking about routines	I usually get up at 7:00. First, I have breakfast.
Telling the time	It's half past seven. School starts at quarter to nine.
Asking about time and frequency	What time do you get up? How often do you play sport?
Putting things in order	First… then… after that… finally…
Comparing habits	We both walk to school, but Thabo takes the bus.
Clarifying	Sorry, what time? Is it am or pm?

Grammar in context

Present simple (+)	I get up at 7:00. She gets up at 7:00. He has breakfast.
Present simple (–)	I don't watch TV. She doesn't walk to school.
Questions with do / does	What time do you get up? Does he take the bus? — Yes, he does.
Adverbs of frequency	always · usually · often · sometimes · never. I usually walk. I'm never late.
Prepositions of time	at 7:00 · in the morning · on Mondays · at the weekend · at night
Connectors	First, then, after that, finally · and · but

Vocabulary bank

Daily routines: get up, have a shower, have breakfast, go to school, have lessons, have lunch, do homework, have dinner, go to bed

Time: o'clock, quarter past, half past, quarter to, am, pm, morning, afternoon, evening, night

School day: timetable, lesson, break, homework, club, registration

Free time and chores: play football, read, practise the violin, meet friends, tidy my room, help at home

Pronunciation tips

- Third-person -s: gets /s/, plays /z/, finishes /ɪz/.
- Rhythm in times: half **PAST** SE-ven; quarter **TO** nine.
- Wh- questions go down (What time do you get up? ↘); yes/no questions go up (Do you walk to school? ↗).

When I get stuck (clarify & repair)

Sorry, what time? | Is it am or pm?

Can you repeat that, please?

Can you speak more slowly, please?

Do you mean seven or eleven? | How do you spell that?

I'd rather not say, thanks.

Final check before you hand in: Teen Routine Diary and comparison infographic

- [ ] The diary has at least six times in chronological order.
- [ ] We use the present simple with -s in the third person.
- [ ] The infographic compares at least three things with clocks, numbers or icons.
- [ ] Times, am / pm and days have capital letters where needed (Monday).
- [ ] We use at + time, in the morning and on + day correctly.
- [ ] There are frequency words (always, usually, never…).
- [ ] There is one similarity and one difference, without judging.
- [ ] We checked spelling with the toolkit and a dictionary.

ANNEX 6

Printable Rubric

Learning situation 3 · A Day in My Life

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Teen Routine Diary and comparison infographic**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The diary and the infographic show a whole day clearly, compare two routines with correct times and give at least one similarity and one difference with a short explanation.	The diary and the infographic show a clear day and compare two routines with a similarity and a difference.	The diary has a few times and activities; the comparison is unclear or only one routine is shown.	The routine or the comparison cannot be understood.	
Organisation & language	Chronological order with first / then / after that; correct times, prepositions, present simple (-s) and adverbs of frequency; very few errors.	Clear order and short sentences; some errors with -s, prepositions or times that do not stop understanding.	The order is mixed up; frequent errors in times or verbs sometimes make reading difficult.	Hard to follow; errors often stop understanding.	
Interaction / delivery	In the survey and the presentation I ask and answer with do / does, ask for the time again when needed and speak clearly using my infographic, not only reading.	I take part in the survey, ask for repetition when needed and present with some support from my notes.	I need prompts to ask questions or I read most of my presentation.	I hardly speak or I only read from the paper.	
Mediation & audience	I describe the diagram so well that my partner draws it almost perfectly (times and activities), and I explain the infographic clearly for someone who cannot see it.	My partner draws most times and activities correctly; the description follows a clear order.	Some times or activities are missing or wrong; the order is unclear.	My partner cannot draw the diagram from my description or I only read the numbers.	
Intercultural / ethical use	The comparison is respectful (different is not better or worse), uses facts and "many / some", and respects the privacy of the people in the diary.	Respectful and neutral, with simple comparisons.	Some judgements (better, worse, strange) or generalisations (all students in…) need revising.	Uses stereotypes or judges other ways of life.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 3 · A Day in My Life

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can tell the time and talk about my day in order.	◯	◯	◯	◯
I can compare two routines without judging them.	◯	◯	◯	◯
I can ask for clarification and repair my message when communication breaks down.	◯	◯	◯	◯
I can use feedback to improve my work.	◯	◯	◯	◯

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 3 · A Day in My Life

STUDENTS

Name: Class: Date:

Extra help: clocks, an ordered time-line, a word bank and a model diary with gaps.

Model diary with gaps

On school days I **usually** get up at **7:00**. **First**, I have breakfast. **Then** I walk to school. School starts **at** 8:30. **After that**, I have lessons. I have lunch **at** 2:00. **In the evening** I do my homework. I **never** go to bed late. I go to bed **at** 10:00.

Word bank

- **get up** · **have breakfast** · **go to school**
- **have lunch** · **do homework** · **go to bed**
- **at** 7:00 · **in** the morning · **on** Mondays
- **always** · **usually** · **sometimes** · **never**
- **o'clock** = en punto · **half past** = y media

1 **Look at the clocks. Write the time for A, B, C and D.**



7:00
seven o'clock



7:15
quarter past seven



7:30
half past seven



7:45
quarter to eight

A 

B 

C 

D 

A It's _____. B It's _____. C It's _____. D It's _____.

2 **Put the sentences in order from 1 to 6.**

Sentence	Order (1-6)
She goes to bed at 9:30.	
She gets up at 7:00.	
She has breakfast.	
She walks to school.	
She does her homework.	
She has dinner at 6:30.	

3 **Complete your diary. Use the model.**

On school days I usually get up at _____. First, I _____. Then I _____. School starts at _____. After that, I _____. In the evening I _____. I go to bed at _____.

ANNEX 9

Extension

Learning situation 3 · A Day in My Life

STUDENTS

Name: Class: Date:

Weekends and special days

Routines change at weekends and on special days. Choose **one** of these: a weekend day, a school trip or a festival that you or your family celebrate (a local fiesta, a birthday, a religious or cultural celebration). Compare your normal school day with that day and write a **contrast paragraph**.

Steps

1. Choose the day and ask somebody (a friend or a family member) three questions about what they do.
2. Fill in the comparison table: normal school day / special day.
3. Write a contrast paragraph (60-80 words) with *but*, *however* or *on the other hand*: What is the same? What changes?
4. Add one sentence explaining why the day is different. Don't say that one day is better than the other.

1 **Plan your comparison.**

	A normal school day	My special day
Gets up		
Main activities		
People I am with		
Goes to bed		

What to hand in

The table, the contrast paragraph (60-80 words) and the names of the people you asked (only if they agree to be named).

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 3 · A Day in My Life

TEACHER

Worksheet 1

1. Quiz: gets; at; do; usually.
2. T (she walks to school); F (he gets up at 6:00); T; T (the bus); F (she never watches TV before dinner); T.
3. Aroha: 7:00; 8:50; 3:00 pm; she walks (with Mia, about 15 minutes); 9:30 pm. Thabo: 6:00; 7:30; 2:00 pm; he takes the bus; 9:00 pm.
4. a) usually; b) always; c) never; d) always.

Worksheet 2

1. Listening 1 (see script): 8:15; 6:30; 9:40; 5:00; 3:45; 11:10.
2. Order: D 7:30 am; B 8:00 am; G 9:15 am; F 11:00 am; H 12:30 pm; C 2:00 pm; E 5:45 pm; A 8:30 pm.
3. a) at; b) in; c) On; d) at … at (at 9:30 at night). Open comparison. Model: «In Spanish we say 'a las 7' and in English 'at 7'; 'por la mañana' is 'in the morning', but 'por la noche' is 'at night'.» Accept any correct observation.
4. Open answers. Check the position of the adverb (before the main verb, after be) and the verb forms. Model: «I always do my homework. I usually walk to school. I sometimes play video games. I'm never late.»

Worksheet 3

1. do; often; Do; does; Does. Rule (model): «English questions need do or does; we don't use them in Spanish. We use does with he / she / it.»
2. Open answers. Check that the answers are short and honest and that the similarity sentence uses We both… (e.g. «We both walk to school.»).
3. a) Most (19 of 24); b) Some (9 of 24); c) Few (8 of 24). Accept Few for b) if the student explains.
4. Self-check: open; praise the use of «Sorry, what time?» and respect for a «no comment».

Worksheet 4

1. a school day (Tuesday).
2. Listening 2 (see script): 6:50 am gets up; 7:15 am has breakfast (cereal and orange juice); 8:05 am takes the school bus; 8:30 am school starts; 12:15 pm has lunch (with his friends); 3:15 pm school finishes; 4:30 pm swimming practice; 6:30 pm has dinner; 9:15 pm goes to bed.
3. Twice a week (on Tuesdays and Fridays); with his mum, his dad and his sister; he reads.
4. /s/: gets, walks, starts; /z/: plays, goes, studies; /ɪz/: finishes, watches.

Worksheet 5

1. Model (Diagram A): «First, Kai gets up at half past eight in the morning. Then he has breakfast at nine o'clock. At ten o'clock he has football practice. After that, he has lunch with his cousins at half past twelve. At half past two he does the shopping with his dad. At five o'clock he plays video games and finally he goes to bed at half past nine.» Diagram B follows the same pattern.
2. The blank diagrams should match F7. Check the times (am / pm) and the activities. Accept different wording.
3. Open. Model: «The numbers and the order (first, then…) helped me.»
4. Model: «This infographic compares the days of Aroha and Thabo. Aroha gets up at 7:00 and Thabo gets up at 6:00. School starts at 8:50 for Aroha and at 7:30 for Thabo. They both go to school for about six hours.»

Worksheet 6

1. Open diary. Check: at least six times, chronological connectors and a verb in each line.
2. Open comparison. Model: «Gets up: me 7:15; my partner 8:00. Free time: I play football; she reads.»
3. Peer review: open; stars and wishes should be concrete (e.g. «Your clocks are very clear»; «Say he walks, not he walk»).

Worksheet 7

1. Model: «We both get up before 8:00, but I take the bus and she walks.»
2. Model (about 65 words): «Hi Amy! I'm Lucía and I live in Zaragoza. I usually get up at 7:15. First, I have breakfast and then I walk to school. School starts at 8:30. After school I always have lunch at home. In the evening I sometimes play basketball and I do my homework. I go to bed at 10:00. What about you? Bye!» Assess with the rubric: purpose, times, order, frequency and -s.
3. Open. Model: «I usually study English on Wednesdays. I never read in English. New habit: I want to watch one video in English every Friday.»

Support (Annex 8)

1. A It's half past nine. B It's quarter to five. C It's quarter past six. D It's eleven o'clock.
2. Order: She goes to bed at 9:30 = 6; She gets up at 7:00 = 1; She has breakfast = 2; She walks to school = 3; She does her homework = 4; She has dinner at 6:30 = 5.
3. Open personal diary following the model.

Extension (Annex 9)

1. Open answer. Check: a table with real information, a contrast paragraph with but / however / on the other hand, one reason, and no judgement («better», «worse», «strange»).

Listening script · Worksheet 2 · Dictation of times (Listening 1)

Read each sentence twice at a natural speed.

1. It's quarter past eight.
2. It's half past six.
3. It's twenty to ten.
4. It's five o'clock.
5. It's quarter to four.
6. It's ten past eleven.

Listening script · Worksheet 4 · Ben's voice message (Listening 2)

Read the message twice at a natural speed. First listening: What is Ben talking about? Second listening: complete the timetable.

Hi! It's Ben. I'm twelve and I live in Toronto, in Canada. Let me tell you about a normal Tuesday.

I get up at ten to seven. At quarter past seven I have breakfast: cereal and orange juice. I take the school bus at five past eight, and school starts at half past eight. I have lunch at quarter past twelve with my friends. School finishes at quarter past three.

On Tuesdays and Fridays I have swimming practice at half past four. That's twice a week! We have dinner at half past six. We always have dinner together: my mum, my dad and my sister, Nina. After dinner I do my homework, and I sometimes read before bed. I go to bed at quarter past nine.

What about you? What time do you get up?

Timing, differentiation and mediation notes

- Timing: worksheets 1-4 take about 40 minutes each; in session 5 the description and drawing take about 25 minutes (A and B alternate); in session 7 allow 3 minutes per presentation.
- Mediation (Worksheet 5): the aim is that the partner can draw the diagram. Ask the describer to use times, first / then / after that and to answer clarification questions; the listener may ask but may not look at the diagram. Task 4 is a second mediation (graphic to text).
- Differentiation: give Annex 8 (clocks, ordered sentences and word bank) to students who need it; fast finishers can do Annex 9.
- Intercultural note: F1, F2 and F8 show individuals and examples, not the rule for a country. Remind students to use «many / some» and to compare without judging («different, not better»). Note that in the southern hemisphere summer is in December-January.

Likely errors

- Forgetting the -s: «She get up at 7:00»; adding it after doesn't: «She doesn't gets up».
- Missing do / does in questions: «What time you get up?».
- Spanish prepositions: «in 7:00», «in Saturdays»; or «at the morning».
- Position of the adverb: «I walk usually to school» instead of «I usually walk to school».
- Times: «It's half and seven» (y media), «quarter and eight» (y cuarto), confusing quarter past / quarter to.
- Pronunciation: pronouncing every -s as /s/ (plays /z/) or adding an extra vowel before it.

Accepting alternative answers

- Accept any answer that communicates the meaning clearly, even with minor errors that do not affect understanding.
- Accept both digital and spoken forms of the time (quarter past eight / 8:15; 15:15 / 3:15 pm).
- In mediation, accept different wordings if times and activities are correct and in order.
- In the survey and the comparison, accept any true information about the student or the partner.

04

SITUACIÓN DE APRENDIZAJE

My Dream Home

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we describe a space so clearly that someone else can reconstruct it?

CURSO 1.º ESO	SESIONES 7 sesiones
BLOQUES DE SABERES A · B	COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5
PRODUCTO FINAL Dream-home floor plan and oral tour	CRITERIOS DE EVALUACIÓN 1.1, 2.1, 2.2, 3.1, 4.2, 5.1, 5.2

Contexto, reto y producto final

El estudio de arquitectura **Keystone** (ficticio), de Glasgow, convoca la «**Dream Home Week**»: cada clase diseña la casa de sus sueños y la presenta a visitantes que no la han visto nunca. El reto que organiza la situación es una pregunta práctica: *¿cómo describir un espacio con tanta claridad que otra persona pueda reconstruirlo?* Para comprobarlo, en la última sesión un compañero o compañera intentará dibujar una de las habitaciones solo con lo que oiga en la visita guiada. Además, la convocatoria insiste en que **no existe un único hogar «típico»**: puede ser un piso, una casa sobre pilotes o un barco en un canal.

El alumnado empareja descripciones con planos de tres viviendas muy distintas de lugares anglófonos, aprende vocabulario de habitaciones y mobiliario con *there is / there are*, *a / an / some / any* y preposiciones de lugar, juega a un **barrier game** para reconstruir una habitación a partir de la descripción de su pareja y analiza anuncios inmobiliarios ficticios. En la tarea de **mediación**, escucha una visita guiada y la convierte en un plano etiquetado, y explica en español a un familiar lo esencial de la casa. Después diseña su casa ideal, redacta el anuncio, ensaya la visita oral y la presenta mientras sus compañeros reconstruyen una habitación, para terminar con una evidencia individual de transferencia.

Reto comunicativo

Design your dream home: draw a labelled floor plan, write an advert and give an oral tour so clear that a classmate can draw one of your rooms from what they hear.

Producto final

Dream-home floor plan and oral tour.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE5 Ampliar y usar los repertorios lingüísticos personales y reflexionar sobre su funcionamiento y sobre las propias estrategias.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Interpretar y analizar el sentido global y la información específica y explícita de textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos, de relevancia personal y próximos a la experiencia del alumnado, propios de los ámbitos de las relaciones interpersonales, del aprendizaje, de los medios de comunicación y de la ficción expresados de forma clara y en la lengua estándar a través de diversos soportes.

2.1 Expresar oralmente textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa sobre asuntos cotidianos y frecuentes, de relevancia para el alumnado, con el fin de describir, narrar e informar sobre temas concretos, en diferentes soportes, utilizando de forma guiada recursos verbales y no verbales, así como estrategias de planificación y control de la producción.

2.2 Organizar y redactar textos breves y comprensibles con aceptable claridad, coherencia, cohesión y adecuación a la situación comunicativa propuesta, siguiendo pautas establecidas, a través de herramientas analógicas y digitales, sobre asuntos cotidianos y frecuentes de relevancia para el alumnado y próximos a su experiencia.

3.1 Planificar y participar en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximos a la experiencia del alumnado, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

4.2 Aplicar, de forma guiada, estrategias que ayuden a crear puentes y faciliten la comprensión y producción de información y la comunicación, adecuadas a las intenciones comunicativas, usando recursos y apoyos físicos o digitales en función de las necesidades de cada momento.

5.1 Comparar y contrastar las semejanzas y diferencias entre distintas lenguas reflexionando de manera progresivamente autónoma sobre su funcionamiento.

5.2 Utilizar y diferenciar los conocimientos y estrategias de mejora de la capacidad de comunicar y de aprender la lengua extranjera con apoyo de otros participantes y de soportes analógicos y digitales.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A2	Estrategias básicas para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A3	Conocimientos, destrezas y actitudes que permitan detectar y colaborar en actividades de mediación en situaciones cotidianas sencillas.
A4	Funciones comunicativas básicas adecuadas al ámbito y al contexto comunicativo: saludar, despedirse, presentar y presentarse; describir personas, objetos y lugares; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y emociones básicas; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición.
A5	Modelos contextuales y géneros discursivos básicos en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A6	Unidades lingüísticas básicas y significados asociados a dichas unidades tales como la expresión de la entidad y sus propiedades, cantidad y cualidad, el espacio y las relaciones espaciales, el tiempo y las relaciones temporales, la afirmación, la negación, la interrogación y la exclamación, relaciones lógicas básicas.
A7	Léxico de uso común y de interés para el alumnado relativo a identificación personal, relaciones interpersonales, lugares y entornos cercanos, ocio y tiempo libre, vida cotidiana, salud y actividad física, vivienda y hogar, clima y entorno natural, tecnologías de la información y la comunicación.
A8	Patrones sonoros, acentuales, rítmicos y de entonación básicos, y significados e intenciones comunicativas generales asociadas a dichos patrones.
A9	Convenciones ortográficas básicas y significados e intenciones comunicativas asociados a los formatos, patrones y elementos gráficos.
B1	Estrategias y técnicas para responder eficazmente a una necesidad comunicativa básica y concreta de forma comprensible, a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.
B2	Estrategias básicas para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, etc.) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.

Language Toolkit · concreción didáctica

Communicative functions
describing rooms and objects; locating things; giving simple directions inside a space; asking for clarification

Grammar in context
there is/there are; a/an/some/any; prepositions of place; this/that/these/those; basic place questions

Vocabulary
rooms and furniture; home objects; shapes and position; basic housing features

Pronunciation / phonology
there is/there are weak forms awareness; plural endings; stress in compound room words

Mediation focus
Listen to/read a room description and create a simple diagram for another learner.

Intercultural focus
Explore varied housing types in English-speaking places while avoiding the idea of a single 'typical' home.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Understand simple property descriptions and floor plans.
- Describe location precisely using prepositions.
- Ask for clarification when a description is incomplete.
- Write a short property description.
- Mediate between a spoken description and a visual plan.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Match descriptions to floor plans

Evidence: Worksheet 1: diagnóstico, emparejamiento de tres descripciones (F2) con tres planos (F1) con la pista léxica, verdadero/falso sobre los planos y relación de tipos de vivienda (F6).

Worksheet: Annex 3 · 1

2

SESSION 2

Build room/furniture vocabulary and preposition challenges

Evidence: Worksheet 2: clasificación de mobiliario por habitación, preposiciones de lugar sobre una escena y clasificación de plurales (/s/ /z/ /ɪz/).

Worksheet: Annex 3 · 2

3

SESSION 3

Barrier game: reconstruct a room from a partner's description

Evidence: Worksheet 3: preguntas preparadas, barrier game (dibujo de la habitación de la pareja a partir de su descripción), recuento de aciertos y estrategias de aclaración.

Worksheet: Annex 3 · 3

4

SESSION 4

Read a simple property advert and identify useful genre features

Evidence: Worksheet 4: lectura de dos anuncios (F4), tabla de rasgos del género, there is / there are, a / an / some / any y this / that con traducción de «hay», y mejora de frases con adjetivos.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: convert an audio-style tour script into labelled plan notes

Evidence: Worksheet 5: mediación: listening de una visita guiada convertido en plano etiquetado, explicación en español a un familiar y comprobación entre parejas.

Worksheet: Annex 3 · 5

6

SESSION 6

Design the dream home and write the advert

Evidence: Worksheet 6: plan de la casa ideal, guion de la visita oral, coevaluación del borrador (Anexo 4) y registro de las ayudas utilizadas.

Worksheet: Annex 3 · 6

7

SESSION 7

Give an oral tour; peers reconstruct one room and check accuracy

Evidence: Visita oral presentada y habitación reconstruida por un compañero o compañera (Worksheet 7) y mensaje individual para describir la propia casa o habitación.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión de las descripciones y los planos (F1, F2), de los anuncios (F4) y de la visita guiada escuchada; identificación de la información que decide cada emparejamiento.	Worksheets 1, 4 y 5 / lista de comprobación
2.1	Visita oral de la casa ideal: orden de las habitaciones, there is / there are y preposiciones de lugar, pronunciación comprensible, apoyándose en palabras clave.	Presentación (sesión 7) / rúbrica
2.2	Plano etiquetado y anuncio de la casa ideal (Anexo 4) y mensaje individual: frases breves con there is / are, adjetivos y preposiciones, con ortografía revisada.	Anexo 4 y Worksheet 7 / rúbrica
3.1	Barrier game: descripción y preguntas de aclaración con there is / are y preposiciones, turnos y cortesía, respeto del ritmo de la pareja.	Worksheet 3 / observación sistemática
4.2	Conversión de una visita oral en un plano etiquetado y explicación en español de lo esencial de la casa, con apoyo del plano y de un diccionario.	Worksheet 5 / rúbrica de mediación
5.1	Comparación inglés-español: there is / there are frente a «hay», plurales en -s, this / that frente a este / ese / aquel, y orden de adjetivo y nombre (a bright kitchen).	Worksheets 2 y 4 / corrección y observación
5.2	Reflexión sobre las ayudas que mejoran la comunicación (diccionario, toolkit, pareja, plano, grabación) y uso de la coevaluación para mejorar el borrador.	Worksheet 6 y Anexo 7 / autoevaluación

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The plan, the advert and the tour describe a clear, original home; a classmate can reconstruct a room with almost no mistakes; the advert makes the home attractive.	The plan, the advert and the tour describe the home clearly and a classmate can reconstruct most of a room.	Some rooms or objects are missing or unclear; the classmate needs a lot of help to draw the room.	The home cannot be understood from the plan, the advert or the tour.
Organisation & language	Rooms in a logical order; correct there is / are, a / an / some / any and prepositions; adjectives in the right place; very few errors.	Clear order and short sentences; some errors with there is / are or prepositions that do not stop understanding.	The order is mixed up; frequent errors (hay-type sentences, wrong prepositions) sometimes make understanding difficult.	Hard to follow; errors often stop understanding.
Interaction / delivery	In the barrier game and the tour I give clear directions, ask Where exactly? and repeat or rephrase when my partner does not understand; I speak with key words, not reading.	I describe and ask questions in the barrier game; the tour is clear with some help from my notes.	I need prompts to describe or ask; I read most of my tour.	I hardly speak or I only read from the paper.
Mediation & audience	I turn the oral tour into a labelled plan with all rooms and key objects in the right place, and I explain the house to a Spanish speaker clearly and accurately.	The plan has the rooms and most objects in the right place; the Spanish explanation is clear.	Some rooms or objects are missing or in the wrong place; the Spanish explanation is incomplete.	The plan cannot be used or the explanation changes the meaning.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Intercultural / ethical use	The home is original and respectful (no real address, no copied plans); the "Did you know?" box shows that there is no single typical home.	Respectful; sources are mentioned and there are no stereotypes.	Some generalisations (all English houses…) or a plan taken from another source need revising.	Copies a plan or uses real private information or stereotypes.

Input Pack y recursos

Floor plans, room descriptions, fictional property adverts, furniture cards and oral-tour script.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Preposition mat, labelled room bank, partly completed floor plan and oral sentence frames.

Extension

Anexo 9

Add sustainability/accessibility features and justify three design choices.

ANNEX 1

Challenge Launch

Learning situation 4 · My Dream Home

STUDENTS

Studio Keystone, an architecture studio in Glasgow, has a challenge for young designers: Dream Home Week! Imagine your perfect home. Is it a flat in a big city? A house on posts near the beach? A boat on a canal? You are going to look at three very different homes, learn the words for rooms and furniture and play a drawing game with a partner. Then you will design your dream home, write an advert and give an oral tour. The big test: can a classmate draw one of your rooms just by listening to you? Ready to open the door?

> *How can we describe a space so clearly that someone else can reconstruct it?*

Your challenge

Design your dream home: draw a labelled floor plan, write an advert and give an oral tour so clear that a classmate can draw one of your rooms from what they hear.

Audience: Visitors to Dream Home Week at Studio Keystone and our classmates, who will listen to the tour and draw one room.

What you will create

Dream-home floor plan and oral tour

Roadmap · 7 sessions

1. We match descriptions to the plans of three homes.
2. We learn rooms, furniture and prepositions of place.
3. We play a barrier game: describe a room, draw a room.
4. We read two property adverts and look at their features.
5. We listen to a tour and turn it into a labelled plan.
6. We design our dream home and write the advert.
7. We give our oral tour and check how well our classmates draw.

Success criteria

- ✓ I can describe rooms and objects with there is / there are.
- ✓ I can say where things are (in, on, next to, between…).
- ✓ I can ask for clarification when a description is not clear.
- ✓ I can write a short advert for a home.
- ✓ I can turn a spoken description into a labelled plan.

Working together

- Don’t look at your partner’s card in the barrier game.
- Use English first: describe, don’t translate.
- No real addresses and no copied plans: your home is your own design.

ANNEX 2

Input Pack

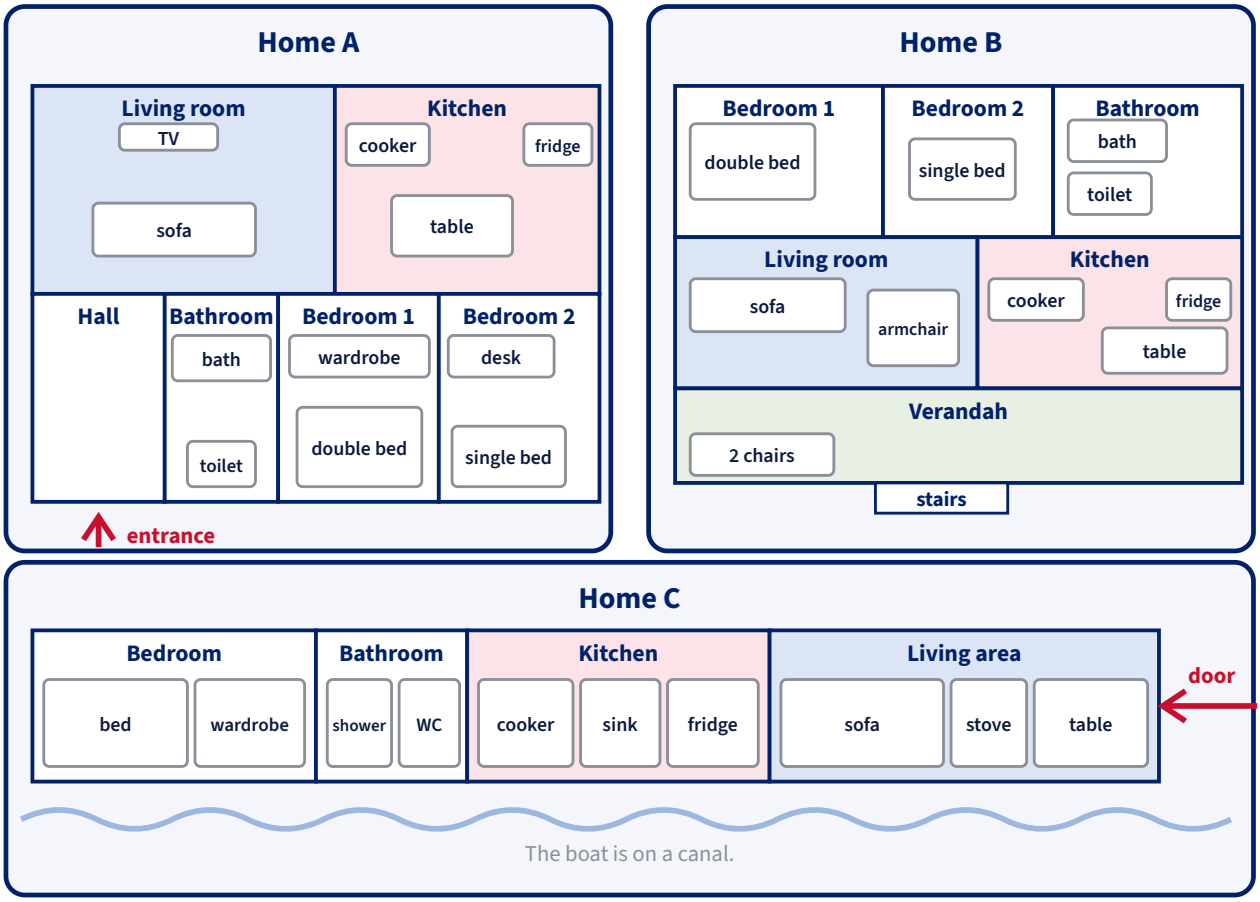
Learning situation 4 · My Dream Home

STUDENTS

Everything you need to design your dream home: three floor plans and their descriptions, a room and furniture bank, two property adverts, room cards for the barrier game, a glossary of types of home, phrases for an oral tour and the Dream Home Week brief.

F1 Three floor plans

DIAGRAM



Source: Plans created for this notebook (the three homes are fictional). They are not to scale. Not every home is like these: there is no single "typical" home.

Which home is on water? Which home has a verandah? Which home has the most bedrooms?

F2 Three descriptions

TEXT

Description 1 · Hannah

I live on a boat in London, on a canal. It is long and very narrow. When you go in at the back, you are in the living area: there is a small table, a sofa and a stove. The kitchen is next to the living area. Then there is a very small bathroom with a shower and a toilet. At the front of the boat there is a bedroom with a bed and a wardrobe. There isn't a garden, but there are plants on the roof.

Description 2 · Callum

Our flat is in an old stone building in Glasgow. When you open the front door, you are in a small hall. Straight in front of you is the living room. There is a sofa, and the TV is opposite the sofa. The kitchen is next to the living room: there is a cooker, a fridge and a table. Next to the hall there is a bathroom, and next to the bathroom there are two bedrooms. In the big bedroom there is a double bed and a wardrobe. In the small bedroom there is a single bed and a desk.

Description 3 · Mia

My house is in Brisbane, in Australia. It is made of wood and it is on posts, so you go up some stairs to the verandah. There are two chairs on the verandah. Behind the verandah there is a living room with a sofa and an armchair. The kitchen is next to the living room: there is a cooker, a fridge and a table. At the back of the house there are two bedrooms and a bathroom. The bathroom is next to bedroom 2.

Source: Original texts written for this notebook by fictional people. Match each description to a plan in F1.

Underline the words that helped you decide: what is special in each description?

F3 Rooms and furniture bank

DATA

Room	Things you can find
Bedroom	bed, wardrobe, desk, chair, bookshelf, lamp, rug
Living room	sofa, armchair, TV, coffee table, bookcase, rug
Kitchen	cooker, fridge, sink, table, chairs
Bathroom	bath, shower, toilet, sink, mirror
Hall	coat rack, mirror, shoe rack
Other places	verandah, garden, balcony, stairs, roof

Where is it? **in · on · under · next to · between · in front of · behind · opposite · near** — **on the left · on the right · in the corner · in the middle**

Source: Word bank written for this notebook.

F4 Two property adverts

TEXT

ADVERT A · TO RENT · BRIGHT FLAT NEAR THE PARK

Glasgow, Scotland · 2 bedrooms · £850 a month (fictional price)

Welcome to this bright, cosy flat in an old stone building! There is a big living room with a sofa and a large window. There is a modern kitchen next to it: there are a cooker and a fridge. There are two bedrooms and a small bathroom. There isn't a garden, but there is a park five minutes away. Shops and buses are near.

Interested? Contact Fiona Grant: 07700 900123 or fiona@example.com

ADVERT B · HOLIDAY HOUSE · SUNNY QUEENSLANDER

Brisbane, Australia · sleeps 4 · from AU$180 a night (fictional price)

Stay in a traditional wooden house on posts! There is a big verandah with two chairs: it is perfect for breakfast outside. There are two bedrooms and a modern bathroom. There is a sunny living room and a kitchen with a table. There are lots of cafés near the house.

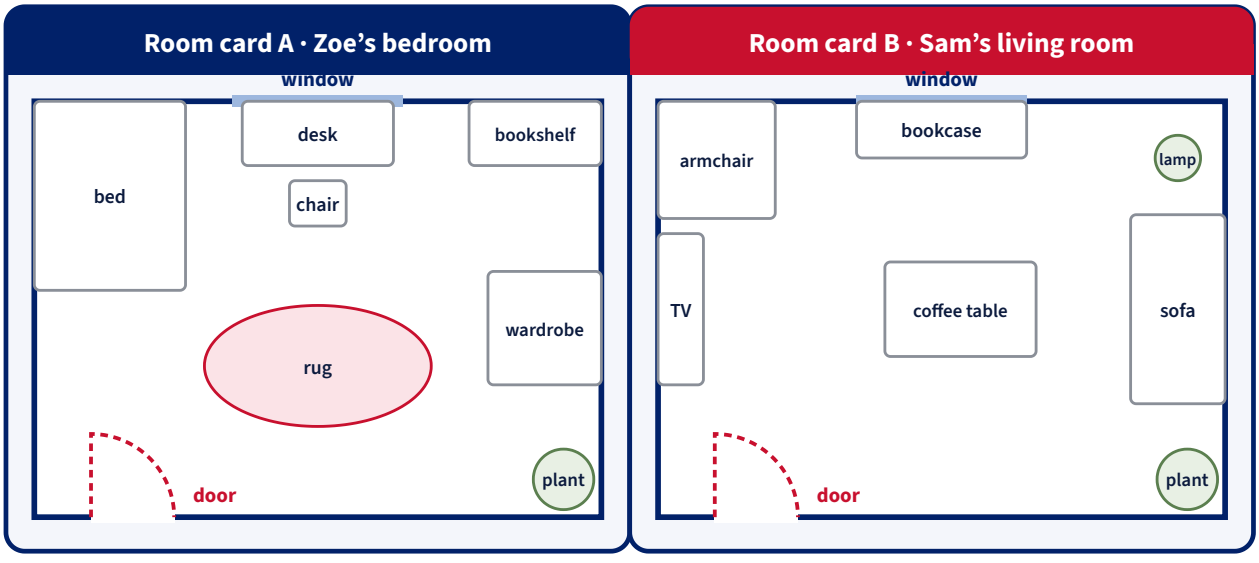
Book now: Dan Reid, dan@example.com

Source: Original adverts written for this notebook. The people, prices, emails and phone numbers are fictional (the phone number belongs to a range reserved for fiction).

Q What is the headline of each advert? Which adjectives make the home attractive?

F5 Barrier game · room cards

DIAGRAM



Source: Room cards created for this notebook (Zoe and Sam are fictional). Student A describes Room card A only; Student B describes Room card B only. Don't show your card to your partner!

Q Both rooms have the same door and window. Use them as your starting point: for example, "The window is in the top wall."

F6 Homes around the English-speaking world

GLOSSARY

flat (UK) / apartment (USA, Canada)	A home in a building with other homes.
terraced house	One of a row of houses joined together (common in many English cities).
bungalow	A house with only one floor.
Queenslander	A wooden house on posts with a verandah. You can see them in Queensland, Australia.
narrowboat	A long, thin boat on a canal. Some people live on a narrowboat in England and Wales.
verandah	A covered area outside a house, with a roof, where you can sit.

Source: Glossary written for this notebook. These are examples of homes: there is no single "typical" home.

F7 Language for an oral tour

DATA

Say…	To…
Welcome to my dream home!	Start: greet your visitors.
First, we are in the … / Let's go into the …	Move from one room to the next.
On the left / on the right there is a …	Say where things are.
It is next to / opposite / between / behind the …	Use prepositions of place.
There are two … and some … There isn't a …	Say how many and what is not there.
This is my room. That is the garden.	This / these = near. That / those = far.
My favourite room is … because …	Add your opinion.
Is that clear? Where exactly?	Check that your partner understands.
That's the end of the tour. Thank you!	Finish.

Source: Phrase bank written for this notebook.

F8 Dream Home Week · design brief

TEXT

DREAM HOME WEEK · A challenge for young designers

Design a home that people would love to visit. You must:

- draw a **floor plan** with at least **five rooms** and **ten objects**, all labelled in English;
- write a short **advert** (60-80 words) to present your home;
- give an **oral tour** of about one minute. Another student will try to draw one of your rooms from your words.

Your home can be a flat, a house, a boat, a treehouse… There is **no typical home**. Please don't use a real address and don't copy plans from other people.

Source: Brief written for this notebook. Studio Keystone and Dream Home Week are fictional.

ANNEX 3

Student Worksheets

Learning situation 4 · My Dream Home

STUDENTS

WORKSHEET 1 Match the homes

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read the descriptions (F2) and look at the plans (F1).

1 Warm-up quiz. Tick the correct answer.

There ___ two bedrooms in the flat.
☐ is ☐ are ☐ be

The sofa is ___ the TV.
☐ opposite ☐ in ☐ at

There is ___ bathroom next to the kitchen.
☐ a ☐ an ☐ some

There aren't ___ chairs in the room.
☐ some ☐ any ☐ a

2 Which plan is it? Write A, B or C and the words that helped you.

Description	Home (A, B or C)	Clue (words that helped you)
1 · Hannah		
2 · Callum		
3 · Mia		

3 Look at the plans (F1). True (T) or false (F)?

	T	F
Home A has two bedrooms.	☐	☐
In Home B the verandah is at the front.	☐	☐
Home C has a garden.	☐	☐
In Home C the kitchen is next to the bathroom.	☐	☐
In Home A the bathroom is next to the hall.	☐	☐
Home B has three bathrooms.	☐	☐

4 Types of home (F6). Match each word with its meaning.

1 flat ●	● a A long, thin boat on a canal.
2 bungalow ●	● b A covered area outside a house.
3 Queenslander ●	● c A home in a building with other homes.
4 narrowboat ●	● d A house with only one floor.
5 verandah ●	● e A wooden house on posts.

WORKSHEET 2 Rooms, furniture and places

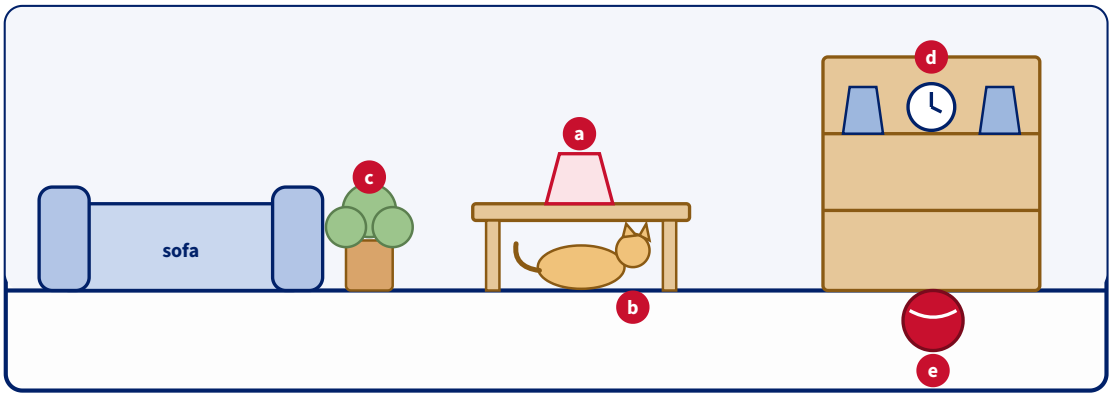
Session 2

Use the bank in F3. Say the words aloud!

1 **Where do these things go? Write each word in the correct room: cooker · sofa · wardrobe · shower · fridge · TV · bed · toilet.**

Kitchen	Living room	Bedroom	Bathroom

2 **Look at the picture. Write the preposition: on · under · next to · between · in front of · opposite.**



a) The lamp is _____ the table.

b) The cat is _____ the table.

c) The plant is _____ the sofa.

d) The clock is _____ the two vases.

e) The ball is _____ the bookcase.

f) The sofa is _____ the bookcase.

3 **Plural endings. Say the words aloud and write them in the correct column: beds · books · houses · lamps · chairs · boxes · sofas · desks · vases.**

/s/	/z/	/ɪz/

WORKSHEET 3 # Barrier game: describe and draw

Session 3

Work in pairs. Student A looks at Room card A and Student B at Room card B (F5). Don't look at your partner's card!

1 **Prepare your questions. Complete them.**

a) _____ is the wardrobe?

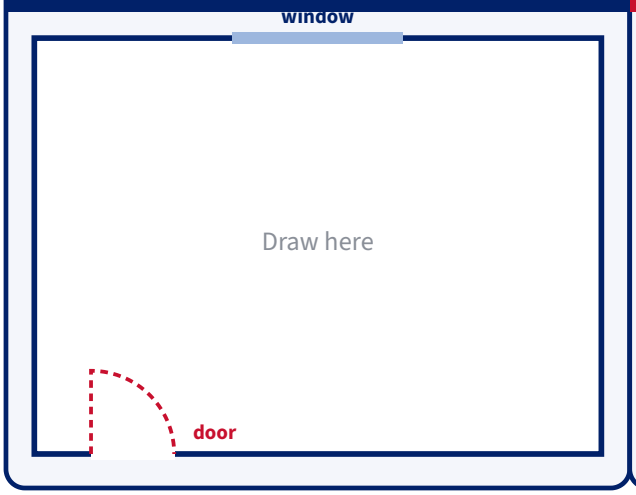
b) _____ there a lamp?

c) What is _____ the bed?

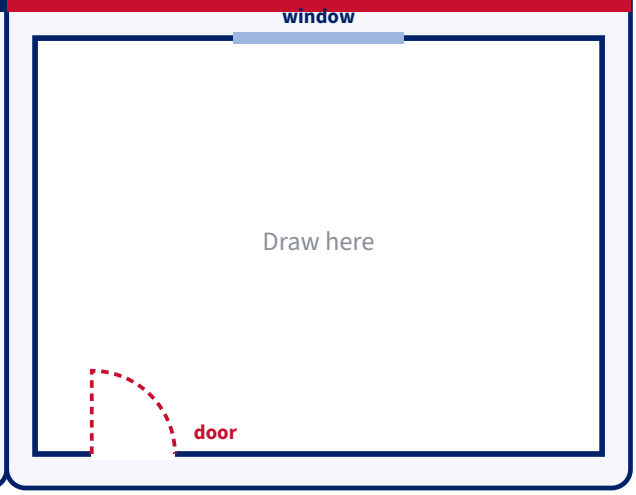
d) How _____ chairs are there?

2 **Describe your room. Draw your partner's room. Student B draws Zoe's bedroom (bed, desk, chair, wardrobe, bookshelf, rug, plant). Student A draws Sam's living room (sofa, TV, coffee table, armchair, bookcase, lamp, plant).**

Student B draws: Zoe's bedroom



Student A draws: Sam's living room



3 **Compare your drawing with the original card in F5.**

Objects in the right place: _____ / 7. Objects in the room: _____ / 7.

---

4 **Self-check. Tick what you did.**

- ☐ I used there is / there are.
- ☐ I used at least three prepositions of place.
- ☐ I asked "Where exactly?" or "Is it on the left or on the right?"
- ☐ I asked my partner to repeat when I didn't understand.
- ☐ I checked at the end: "Is the sofa next to the TV?"

WORKSHEET 4

Read a property advert

Session 4

Read the two adverts in F4 and notice how they are written.

1 **Read F4. True (T) or false (F)?**

	T	F
Advert A is for a holiday.	☐	☐
The flat has two bedrooms.	☐	☐
There is a garden at the flat.	☐	☐
The Queenslander is made of wood.	☐	☐
There are two chairs on the verandah.	☐	☐
You can write to Fiona Grant by email.	☐	☐

2 **Find the features of an advert and write an example from each advert.**

Feature	Advert A	Advert B
Headline (in capitals)		
Two adjectives		
A sentence with there is / there are		
Where is it?		
How to contact		

3 **there is / there are, a / an / some / any, this / that. Complete. Then translate into English: «Hay una mesa y cuatro sillas.»**

a) There _____ a sofa in the living room.

b) There _____ two chairs in the kitchen.

c) _____ there a garden? — No, there isn't.

d) There is _____ garden. There are _____ big windows.

e) There isn't _____ garage. Are there _____ shops?

f) (near, one) _____ is my bedroom. (far, many) _____ are the chairs.

4 **Make these sentences more attractive with adjectives (bright · modern · cosy · huge · sunny · quiet). Write them again.**

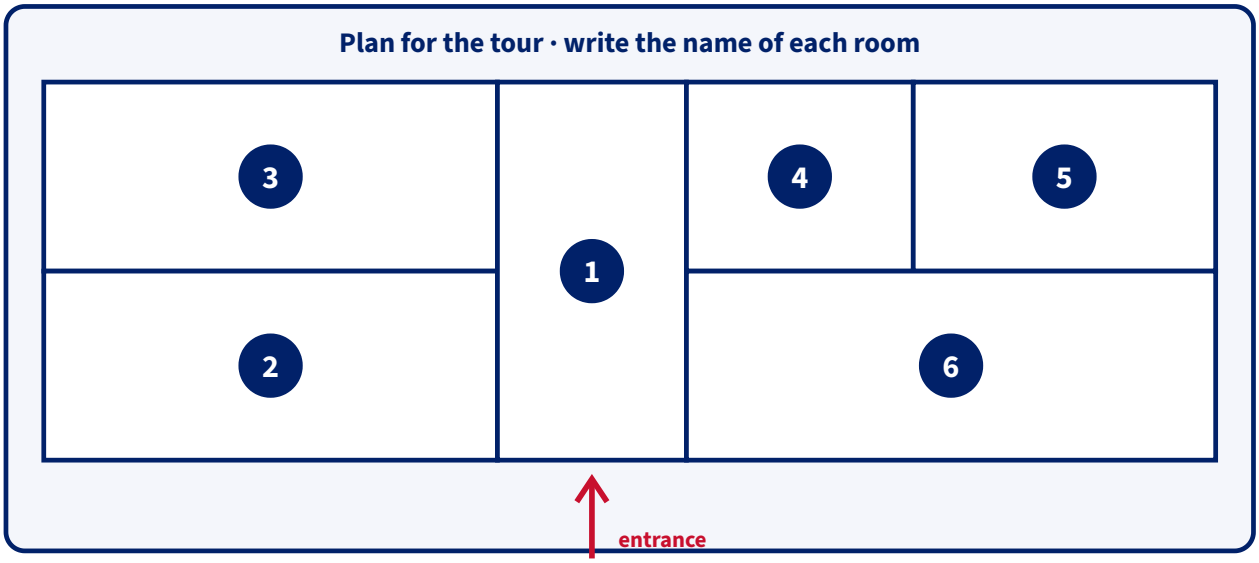
1 There is a kitchen. 2 There is a living room. 3 There is a garden.

WORKSHEET 5 From a tour to a plan

Session 5

Mediation. Your teacher reads a tour of a house twice. Turn the spoken tour into a labelled plan and explain the house to a Spanish-speaking relative.

1 **Listening. Write the name of each room (1-6) and note two objects in each room, with where they are.**



Room	Name	Objects and where they are
1		
2		
3		
4		
5		
6		

2 **Your grandmother doesn't speak English. Write three or four sentences in Spanish to tell her what the house is like and which rooms it has.**

3 **Compare your plan with a partner. Ask: "Where is the…?" "Is there a… in room 3?" Write two corrections.**

WORKSHEET 6 Design your dream home

Session 6

Draw your plan and write your draft in the template (Annex 4). First plan your rooms and your tour.

1 **Plan your dream home. Complete the table (at least five rooms).**

Room	Where is it?	Objects (at least two)

2 **Plan your oral tour. Write the stops and one key sentence for each.**

Stop	Room	Key sentence (with a preposition)
1		
2		
3		
4		

3 **Peer review. Tick what the other team's plan and advert do well.**

- ☐ There are at least five rooms and ten objects, all labelled.
- ☐ The advert has a headline and two adjectives.
- ☐ There is / there are and a / an / some / any are correct.
- ☐ The prepositions of place are clear.
- ☐ The plan is the team's own design: there is no real address.

4 **Write two stars and one wish for the other team. Then tick the help that improved your draft.**

_____

_____

- ☐ The toolkit (Annex 5) or a dictionary
- ☐ My partner or team
- ☐ The room bank (F3)
- ☐ A recording of my tour

WORKSHEET 7

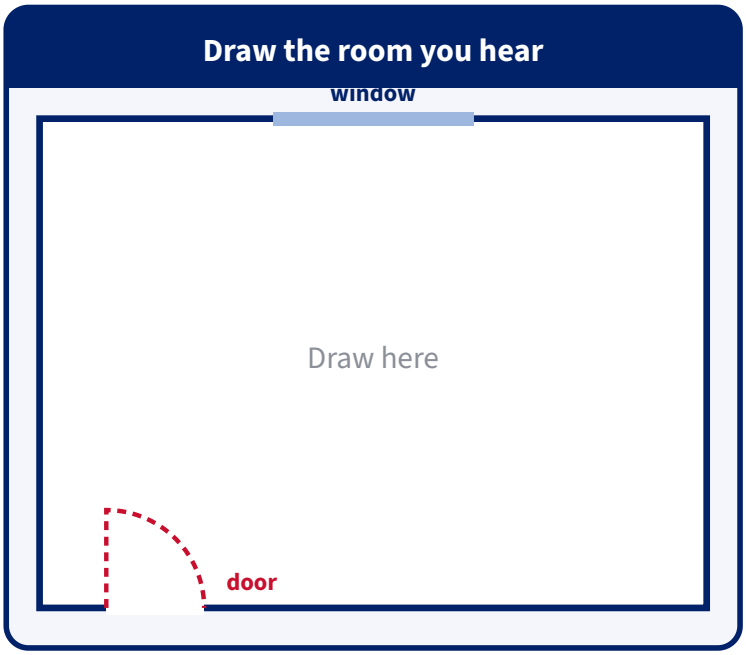
Individual challenge: a message from Mia

Session 7

Name: Class: Date:

Work on your own.

1 **Reconstruct a room. Listen to a classmate's oral tour of one room. Draw the room and label the objects.**



Objects in the right place: _____ / _____ .

2 **Read Mia's message: «Hi! I'm Mia and I'm 12. Next month I'm staying with you for a week. What is your home like? How many rooms are there? What is in your bedroom? Thanks!» Write a reply (60-70 words). Describe your home or your bedroom and say where things are.**

3 **Write one phrase to ask for clarification when a description is not clear. Then write two sentences about where things are in your own bedroom.**

ANNEX 4

Final Product Template

Learning situation 4 · My Dream Home

STUDENTS

Name: Class: Date:

Our dream home. Write in English with short sentences. Label all rooms and objects. Don't use a real address!

Audience and purpose

Who will visit this home? What do you want them to feel?

Floor plan of my dream home

At least five rooms and ten objects, all labelled. Mark the entrance with an arrow.

Advert (60-80 words)

Headline, two adjectives, there is / there are, where it is, how to contact (fictional).

Oral tour: order and key words

Room order and one key phrase for each stop (with prepositions).

What makes it special?

One special feature and why. No stereotype of a "typical" home.

ANNEX 5

Useful Language & Final Check

Learning situation 4 · My Dream Home

STUDENTS

Name: Class: Date:

Functions and model sentences

Describing rooms and objects	There is a big sofa. The kitchen is modern.
Locating things	The lamp is on the desk, next to the bed.
Giving directions inside a space	Go into the hall. The kitchen is on the left.
Asking about places	Where is the bathroom? Is there a garden?
Asking for clarification	Where exactly? Is it on the left or on the right?
Writing an advert	Welcome to this bright flat! There are two bedrooms.

Grammar in context

there is / there are	There is a sofa. There are two chairs. There isn't a garden. Is there a balcony? — Yes, there is.
a / an / some / any	a sofa, an armchair, some chairs; any in questions and negatives: Are there any shops?
Prepositions of place	in, on, under, next to, between, in front of, behind, opposite, near
this / that / these / those	This is my room (near). Those are the chairs (far).
Place questions	Where is the …? What is next to …? How many … are there?

Vocabulary bank

Rooms: bedroom, living room, kitchen, bathroom, hall, garden, balcony, verandah

Furniture and objects: bed, wardrobe, desk, sofa, armchair, TV, coffee table, bookcase, cooker, fridge, sink, lamp, rug

Position: on the left, on the right, in the corner, in the middle, at the back, at the front

Home features: stairs, roof, window, door, garage, fireplace, bright, cosy, modern, sunny

Pronunciation tips

- Weak forms: There's a sofa /ðəz/. There are two chairs /ðər/.
- Plural -s: books /s/, beds /z/, boxes /ɪz/.
- Stress in room words: **BED**room, **BATH**room, **LI**ving room.

When I get stuck (clarify & repair)

Where exactly?

Is it on the left or on the right?

Can you repeat that, please?

What does … mean?

How do you say … in English?

Do you mean the sofa or the armchair?

Can you describe it again, please?

Final check before you hand in: Dream-home floor plan and oral tour

- [ ] The plan has at least five rooms and ten objects, all labelled.
- [ ] The advert has a headline, two adjectives and there is / there are.
- [ ] We use a / an / some / any correctly.
- [ ] We use prepositions of place to say where things are.
- [ ] The adjective goes before the noun (a bright kitchen).
- [ ] There is no real address and the plan is our own design.
- [ ] We prepared key words for the oral tour.
- [ ] We checked spelling with the toolkit and a dictionary.

ANNEX 6

Printable Rubric

Learning situation 4 · My Dream Home

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Dream-home floor plan and oral tour**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The plan, the advert and the tour describe a clear, original home; a classmate can reconstruct a room with almost no mistakes; the advert makes the home attractive.	The plan, the advert and the tour describe the home clearly and a classmate can reconstruct most of a room.	Some rooms or objects are missing or unclear; the classmate needs a lot of help to draw the room.	The home cannot be understood from the plan, the advert or the tour.	
Organisation & language	Rooms in a logical order; correct there is / are, a / an / some / any and prepositions; adjectives in the right place; very few errors.	Clear order and short sentences; some errors with there is / are or prepositions that do not stop understanding.	The order is mixed up; frequent errors (hay-type sentences, wrong prepositions) sometimes make understanding difficult.	Hard to follow; errors often stop understanding.	
Interaction / delivery	In the barrier game and the tour I give clear directions, ask Where exactly? and repeat or rephrase when my partner does not understand; I speak with key words, not reading.	I describe and ask questions in the barrier game; the tour is clear with some help from my notes.	I need prompts to describe or ask; I read most of my tour.	I hardly speak or I only read from the paper.	
Mediation & audience	I turn the oral tour into a labelled plan with all rooms and key objects in the right place, and I explain the house to a Spanish speaker clearly and accurately.	The plan has the rooms and most objects in the right place; the Spanish explanation is clear.	Some rooms or objects are missing or in the wrong place; the Spanish explanation is incomplete.	The plan cannot be used or the explanation changes the meaning.	
Intercultural / ethical use	The home is original and respectful (no real address, no copied plans); the "Did you know?" box shows that there is no single typical home.	Respectful; sources are mentioned and there are no stereotypes.	Some generalisations (all English houses…) or a plan taken from another source need revising.	Copies a plan or uses real private information or stereotypes.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 4 · My Dream Home

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can describe where things are in a room.	○	○	○	○
I can understand a description and draw or label a plan.	○	○	○	○
I can ask for clarification and repair my message when communication breaks down.	○	○	○	○
I can use feedback to improve my work.	○	○	○	○

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 4 · My Dream Home

STUDENTS

Name: Class: Date:

Extra help: a preposition mat, a labelled room bank, a partly completed floor plan and sentence frames for your oral tour.

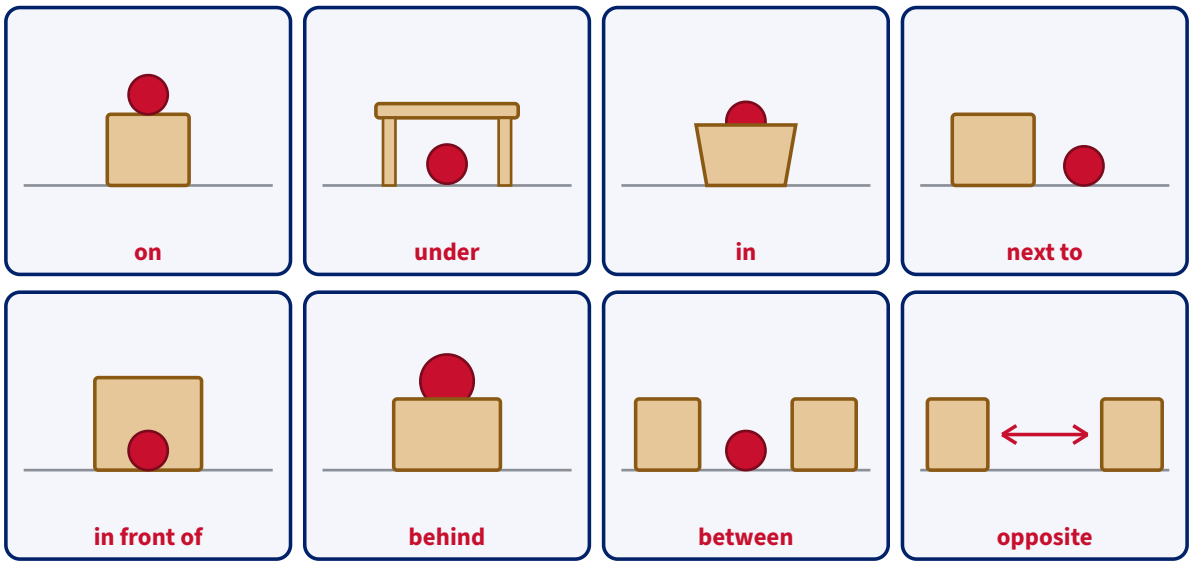
Room bank

- **bedroom** (dormitorio) · **bed**, **wardrobe**, **desk**
- **living room** (salón) · **sofa**, **TV**, **armchair**
- **kitchen** · **cooker**, **fridge**, **sink**
- **bathroom** · **shower**, **toilet**
- **hall** (vestíbulo) · **door**, **stairs**
- There **is** a sofa. There **are** two chairs.

Oral tour frames

- Welcome to my … This is the …
- On the left / right there is a …
- There is a … next to the …
- The … is between the … and the …
- My favourite room is … because …

1 **Use the preposition mat to complete the sentences.**



a) The cat is _____ the bed.

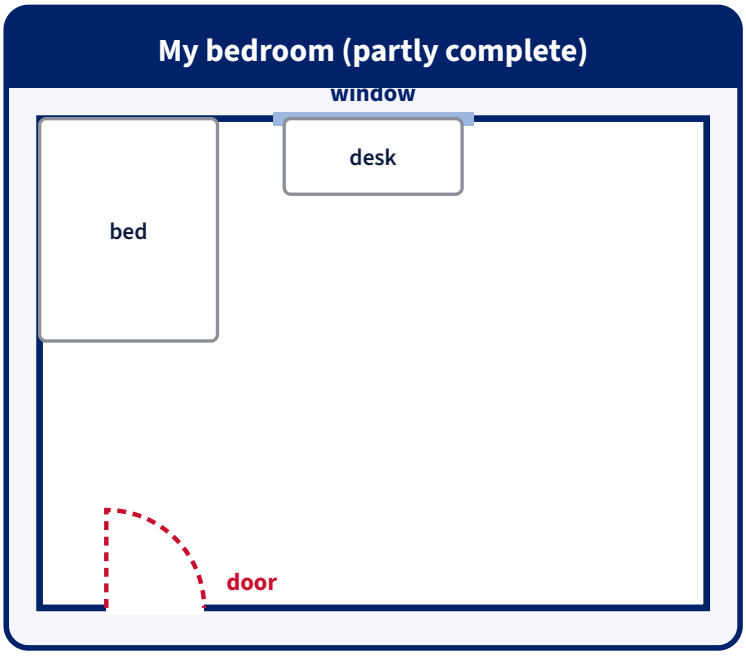
b) The lamp is _____ the desk.

c) The chair is _____ the desk.

d) The plant is _____ the sofa.

e) The cat is _____ the box.

2 **Partly completed plan. Draw and label the missing objects: 1 The wardrobe is next to the door. 2 The rug is in front of the bed. 3 The chair is in front of the desk. 4 The plant is in the corner.**



3 **Complete the frames for your oral tour.**

Welcome to my _____ . This is the _____ . On the left there is a _____ . The _____ is next to the _____ . My favourite room is the _____ because _____ .

ANNEX 9

Extension

Learning situation 4 · My Dream Home

STUDENTS

Name: Class: Date:

A greener and more accessible home

A good home is comfortable for everyone and kind to the planet. Add **two or three** features to your dream home from this list or your own ideas: *a ramp, a wide door, a lift, a bathroom with space for a wheelchair, solar panels, a green roof, a rainwater tank, a vegetable garden*. Then explain **three design choices**.

Steps

1. Choose two or three features and add them to your plan (draw and label them).
2. Write three design choices with the frame: *There is a … in the … because …*
3. Say who the feature helps (e.g. people who use a wheelchair, older people, families, the planet) in respectful words.
4. Present your choices to a partner. Ask: "Is it clear? Where exactly is it?"

1 Plan your design choices.

Feature	Where in my plan	Why it helps

What to hand in

Your plan with the new features labelled and three sentences that justify them.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 4 · My Dream Home

TEACHER

Worksheet 1

1. Quiz: are; opposite; a; any.
2. Description 1 → Home C (boat, canal, stove, bedroom at the front); Description 2 → Home A (flat, hall, TV opposite the sofa, two bedrooms); Description 3 → Home B (wood, posts, stairs, verandah with two chairs).
3. T; T; F (it is a boat, there is no garden); T; T; F (it has one bathroom).
4. flat → A home in a building with other homes; bungalow → A house with only one floor; Queenslander → A wooden house on posts; narrowboat → A long, thin boat on a canal; verandah → A covered area outside a house.

Worksheet 2

1. Kitchen: cooker, fridge; Living room: sofa, TV; Bedroom: wardrobe, bed; Bathroom: shower, toilet.
2. a) on; b) under; c) next to; d) between; e) in front of; f) opposite.
3. /s/: books, lamps, desks; /z/: beds, chairs, sofas; /ɪz/: houses, boxes, vases.

Worksheet 3

1. Where; Is; next to; many.
2. Room A (Zoe's bedroom): bed in the top-left corner; desk under the window (top wall, middle) with a chair in front of it; bookshelf in the top-right corner; wardrobe on the right wall; rug in the middle; plant in the bottom-right corner; the door is in the bottom-left corner. Room B (Sam's living room): armchair in the top-left corner; TV on the left wall; bookcase under the window; lamp in the top-right corner; sofa on the right wall opposite the TV; coffee table in the middle between the TV and the sofa; plant in the bottom-right corner. Accept drawings where the relative positions are right.
3. Open count. Check that the student compares each object with the original (7 objects in each room).
4. Self-check: open; praise the clarification questions.

Worksheet 4

1. F (it is to rent); T; F (there isn't a garden, there is a park); T; T; T.
2. Advert A: headline TO RENT · BRIGHT FLAT NEAR THE PARK; adjectives bright, cosy, modern, large, small; «There is a big living room…», «There are two bedrooms»; Glasgow, Scotland (near the park, shops and buses); Fiona Grant, 07700 900123 or fiona@example.com. Advert B: headline HOLIDAY HOUSE · SUNNY QUEENSLANDER; adjectives traditional, wooden, big, modern, sunny; «There is a big verandah…»; Brisbane, Australia; Dan Reid, dan@example.com.
3. a) is; b) are; c) Is; d) a … some; e) a … any; f) This … Those. Translation: «There is a table and four chairs.» (Spanish «hay» = there is / there are). Accept any similar correct sentence.
4. Open answers. Model: «There is a modern kitchen. There is a bright living room. There is a quiet garden.» Accept any suitable adjective before the noun.

Worksheet 5

1. 1 Hall: mirror, coat rack (next to the door). 2 Living room: sofa (big), TV (opposite the sofa), rug, bookcase. 3 Kitchen: table with four chairs, cooker next to the fridge, sink under the window. 4 Bathroom: shower, toilet, sink, mirror above the sink. 5 Bedroom 1: double bed between two small tables, wardrobe opposite the bed. 6 Bedroom 2: single bed under the window, desk next to the bed, lamp on the desk. Accept two correct objects per room.
2. Model (Spanish): «Es una casa con un pasillo largo y estrecho. A la izquierda están el salón, con un sofá grande y una tele enfrente, y la cocina, con una mesa y cuatro sillas. A la derecha hay un baño y dos dormitorios: el grande tiene una cama doble y un armario, y el pequeño una cama y un escritorio.» Accept any accurate summary; do not require every object.
3. Open corrections; check that the students use «Where is…?» and «Is there…?».

Worksheet 6

1. Open plan. Check: at least five rooms, positions with prepositions and at least two objects each.
2. Model: «1 Hall: Welcome to my home! 2 Living room: On the left there is a big sofa. 3 Kitchen: The fridge is next to the cooker. 4 Bedroom: There is a bed under the window. 5 Garden: My favourite room is the garden because it is sunny.»
3. Peer review: open.
4. Stars and wish: open and concrete (e.g. «Your plan has clear labels»; «Use any in questions»). Help check: open; useful for the self-assessment in Annex 7.

Worksheet 7

1. Open drawing. Check the objects mentioned by the speaker and their relative positions; the student writes how many are in the right place.
2. Model (about 65 words): «Hi Mia! My home is a flat in Zaragoza. There are four rooms: a living room, a kitchen and two bedrooms. There is a big sofa in the living room and a TV opposite it. In my bedroom there is a bed under the window and a desk next to the bed. There is also a small balcony with two plants. I hope you like it! See you soon.» Assess with the rubric: purpose, there is / are, prepositions and a / an / some / any.
3. Model: «Where exactly is it?» Two correct sentences about the student's bedroom.

Support (Annex 8)

1. a) under; b) on; c) in front of; d) next to; e) in.
2. Open drawing. Check: wardrobe next to the door; rug in front of the bed; chair in front of the desk; plant in a corner.
3. Open frames; accept any correct information.

Extension (Annex 9)

1. Open answer. Check: two or three labelled features on the plan, three sentences with There is a … in the … because …, and respectful language about the people who benefit (no «disabled people» as a label; prefer «people who use a wheelchair»).

Listening script · Worksheet 5 · A tour of Dani's house (mediation listening)

Read the tour twice at a natural speed. Pause briefly at the end of each paragraph. Students label the plan in the worksheet.

Welcome to my home! Let me show you around.

We come in through the front door and we are in the hall. The hall is long and narrow. There is a mirror on the wall and a coat rack next to the door.

On the left, there is the living room. It is a big, bright room. There is a big sofa, and opposite the sofa there is a TV. There is a rug in front of the sofa and a bookcase next to the window.

At the end of the hall, on the left, there is the kitchen. There is a table with four chairs in the middle. The cooker is next to the fridge, and there is a sink under the window.

Opposite the kitchen, on the right, there is the bathroom. There is a shower, a toilet and a sink. There is a mirror above the sink.

Next to the bathroom there is bedroom 1. There is a double bed between two small tables, and a wardrobe opposite the bed.

Finally, opposite the living room, there is bedroom 2. This is my room! There is a single bed under the window, and a desk next to the bed. There is a lamp on the desk.

That's the end of the tour. Thank you!

Listening script · Worksheet 3 · Models for the barrier game (teacher's reference)

Room A (Zoe's bedroom): The window is in the top wall, in the middle. Under the window there is a desk, and a chair in front of the desk. In the top-left corner there is a bed. In the top-right corner there is a bookshelf. On the right wall there is a wardrobe. There is a rug in the middle of the room. In the bottom-right corner there is a plant. The door is in the bottom-left corner.

Room B (Sam's living room): The armchair is in the top-left corner. There is a TV on the left wall. The bookcase is under the window. There is a lamp in the top-right corner. The sofa is on the right wall, opposite the TV. The coffee table is in the middle, between the TV and the sofa. The plant is in the bottom-right corner.

Timing, differentiation and mediation notes

- Timing: worksheets 1-4 take about 40 minutes each; the barrier game (session 3) needs about 20 minutes (10 per role). In session 7 allow 3-4 minutes per tour plus the drawing.
- Barrier game: place a book or a folder between the two students so that they can't see each other's card. Encourage Where exactly? and checking questions. The listener may not draw until they have asked at least one question.
- Mediation (Worksheet 5): the plan is the product of the first task; the Spanish summary is a bridge for a family member (select, summarise; do not translate word for word). Allow a dictionary or an online tool and ask students to say which support they used.
- Intercultural and ethical notes: F1, F2 and F6 show individual examples, not a typical home. Remind students that the plan must be their own design, that they can't use a real address, and that homes may be flats, houses or boats. Use respectful language about accessibility (Annex 9).

⚠ Likely errors

- Using «hay»-type structures: «Is a sofa in the room» or «There have a sofa»; confusing there is / there are with plurals.
- Missing the article or using a / an wrongly: «There is bathroom», «a armchair».
- Wrong prepositions: «in the left», «in the wall», «on front of».
- Adjective order (Spanish): «a kitchen modern» instead of «a modern kitchen».
- Plural -s: forgetting it («two chair») or pronouncing it /ɪz/ in beds and books.
- this / that: using this for things that are far away; confusing opposite (enfrente de) with in front of.

⚖ Accepting alternative answers

- Accept any answer that communicates the meaning clearly, even with minor errors that do not affect understanding.
- In the plan and the barrier game, accept drawings in which the relative positions are right even if the size or exact place changes.
- In the mediation, accept different wordings in Spanish if rooms and key objects are right and nothing important is added.
- In open tasks, accept any home (real or imaginary) described with correct and respectful language.

05

SITUACIÓN DE APRENDIZAJE

Join the Club!

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we persuade classmates to join an activity while respecting different interests?

CURSO
1.º ESO

SESIONES
7 sesiones

BLOQUES DE SABERES
A · B · C

COMPETENCIAS ESPECÍFICAS
CE1, CE2, CE3, CE4, CE6

PRODUCTO FINAL
School Clubs Fair: poster + live pitch

CRITERIOS DE EVALUACIÓN
1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 6.1

Contexto, reto y producto final

En el IES Río Verde (centro ficticio) se prepara la **Clubs Fair**, una feria en el gimnasio en la que cada club presenta su actividad en un stand con un cartel y una breve presentación oral. Ya hay clubes de ajedrez, robótica, coro, huerto y deporte, pero quedan mesas vacías y el profesorado ha lanzado un reto al grupo de 1.º ESO: «*Invent a new club and persuade your classmates to join!*» No basta con tener una buena idea: en la feria habrá alumnado muy distinto (tímido, recién llegado, con otros gustos y otras capacidades) y hay que **invitar sin presionar**, aceptar y rechazar con cortesía y que nadie se sienta excluido.

El alumnado lee anuncios y un cartel de club, practica cómo **decir lo que le gusta y lo que sabe hacer** (*can/can't, like/love/enjoy + -ing*), juega a *speed interactions* para invitar, aceptar y rechazar con educación, y planifica un club con horario real y **roles inclusivos**. En la tarea de **mediación**, simplifica en inglés un anuncio para visitantes de 6.º de Primaria y resume una nota escolar en español para Amira, una alumna recién llegada que aún no lee español. Con todo ello crea el **cartel y un *pitch* de 45 segundos**, atiende su stand en la feria, recoge las preferencias del público y demuestra individualmente lo aprendido recomendando un club a una alumna tímida.

Reto comunicativo

Invent a new club and create a poster and a 45-second pitch so that classmates with different interests want to visit your stand at the School Clubs Fair: clear information, a friendly invitation and polite answers for everybody.

Producto final

School Clubs Fair: poster + live pitch.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE6

Valorar y adecuarse a la diversidad lingüística, cultural y artística, actuando con empatía y respeto en situaciones interculturales.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Interpretar y analizar el sentido global y la información específica y explícita de textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos, de relevancia personal y próximos a la experiencia del alumnado, propios de los ámbitos de las relaciones interpersonales, del aprendizaje, de los medios de comunicación y de la ficción expresados de forma clara y en la lengua estándar a través de diversos soportes.

2.1 Expresar oralmente textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa sobre asuntos cotidianos y frecuentes, de relevancia para el alumnado, con el fin de describir, narrar e informar sobre temas concretos, en diferentes soportes, utilizando de forma guiada recursos verbales y no verbales, así como estrategias de planificación y control de la producción.

2.2 Organizar y redactar textos breves y comprensibles con aceptable claridad, coherencia, cohesión y adecuación a la situación comunicativa propuesta, siguiendo pautas establecidas, a través de herramientas analógicas y digitales, sobre asuntos cotidianos y frecuentes de relevancia para el alumnado y próximos a su experiencia.

2.3 Seleccionar, organizar y aplicar de forma guiada conocimientos y estrategias para planificar, producir y revisar textos comprensibles, coherentes y adecuados a las intenciones comunicativas, a las características contextuales y a la tipología textual, usando con ayuda los recursos físicos o digitales más adecuados en función de la tarea y las necesidades de cada momento, teniendo en cuenta la personas a quienes va dirigido el texto.

3.1 Planificar y participar en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximos a la experiencia del alumnado, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

3.2 Seleccionar, organizar y utilizar, de forma guiada y en entornos próximos, estrategias adecuadas para iniciar, mantener y terminar la comunicación; tomar y ceder la palabra; y solicitar y formular aclaraciones y explicaciones.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por interlocutores e interlocutoras y por las lenguas empleadas, e interés por participar en la solución de problemas de intercomprensión y de entendimiento en el entorno próximo, apoyándose en diversos recursos y soportes.

6.1 Actuar de forma empática y respetuosa en situaciones interculturales construyendo vínculos entre las diferentes lenguas y culturas y rechazando cualquier tipo de discriminación, prejuicio y estereotipo en contextos comunicativos cotidianos.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A2	Estrategias básicas para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A4	Funciones comunicativas básicas adecuadas al ámbito y al contexto comunicativo: saludar, despedirse, presentar y presentarse; describir personas, objetos y lugares; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y emociones básicas; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición.
A5	Modelos contextuales y géneros discursivos básicos en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A7	Léxico de uso común y de interés para el alumnado relativo a identificación personal, relaciones interpersonales, lugares y entornos cercanos, ocio y tiempo libre, vida cotidiana, salud y actividad física, vivienda y hogar, clima y entorno natural, tecnologías de la información y la comunicación.
A8	Patrones sonoros, acentuales, rítmicos y de entonación básicos, y significados e intenciones comunicativas generales asociadas a dichos patrones.
A10	Convenciones y estrategias conversacionales básicas, en formato síncrono o asíncrono, para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, pedir y dar aclaraciones y explicaciones, reformular, comparar y contrastar, resumir, colaborar, debatir, etc.
A13	Herramientas analógicas y digitales básicas para la comprensión, producción y coproducción oral, escrita y multimodal; y plataformas virtuales de interacción, cooperación y colaboración educativa para el aprendizaje, la comunicación y el desarrollo de proyectos con hablantes o estudiantes de la lengua extranjera.
B1	Estrategias y técnicas para responder eficazmente a una necesidad comunicativa básica y concreta de forma comprensible, a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.
C1	La lengua extranjera como medio de comunicación interpersonal e internacional, como fuente de información y como herramienta para el enriquecimiento personal.

Código	Saber básico
C5	Estrategias básicas de detección y actuación ante usos discriminatorios del lenguaje verbal y no verbal.

Language Toolkit · concreción didáctica

Communicative functions
expressing likes and interests; talking about ability; making invitations and suggestions; accepting and refusing politely

Grammar in context
can/can't for ability; like/love/enjoy; would you like...? (formulaic); let's / how about...?; because

Vocabulary
clubs and hobbies; sports, arts and games; days/times; skills

Pronunciation / phonology
can/can't contrast; sentence stress for persuasion; polite intonation in invitations/refusals

Mediation focus
Simplify a club advert orally for a classmate and explain key practical information.

Intercultural focus
Use clubs from several English-speaking school contexts as inspiration, noting that extracurricular life varies greatly.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Understand short club adverts.
- Express interests and abilities.
- Invite, accept and refuse politely.
- Produce a simple persuasive poster and pitch.
- Interact at a fair and adapt messages to classmates' interests.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Analyse club posters and identify essential information

Evidence: Worksheet 1: diagnóstico, información esencial de cuatro anuncios (F1) y de un cartel (F2) y recursos persuasivos que detecta.

Worksheet: Annex 3 · 1

2

SESSION 2

Build ability/interest language

Evidence: Worksheet 2: oraciones con can/can't y love/likes sobre las fichas de intereses (F4), listening de can/can't y frases sobre sí mismo.

Worksheet: Annex 3 · 2

3

SESSION 3

Speed interactions: invite, accept, refuse and ask follow-up questions

Evidence: Worksheet 3: clasificación de frases de invitación, aceptación y rechazo, minidiálogos preparados y registro de cuatro speed interactions.

Worksheet: Annex 3 · 3

4

SESSION 4

Plan a club with inclusive roles and timetable

Evidence: Worksheet 4: listening de las noticias del club, asignación razonada de alumnado a clubes, ficha de planificación y roles inclusivos.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: explain a club poster to a student who needs simpler language

Evidence: Worksheet 5: mediación de un anuncio a inglés simple para visitantes de Primaria (escrita y oral) y de una nota en español a una ficha para Amira.

Worksheet: Annex 3 · 5

6

SESSION 6

Create poster and rehearse pitch

Evidence: Worksheet 6: guion del pitch, ensayo con estrategias de presentación, coevaluación de otro equipo y estrellas y deseo.

Worksheet: Annex 3 · 6

7

SESSION 7

Run the fair, collect preferences and self-assess interaction strategies

Evidence: Feria de clubes (cartel + pitch en el stand) y Worksheet 7: registro de preferencias y respuesta individual a la consulta de Noa.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión de la información esencial (día, hora, lugar, quién, qué traer) de los anuncios y el cartel (F1, F2, F3), de las fichas de intereses y de las noticias de la radio escolar.	Worksheets 1, 2 y 4 / lista de comprobación
2.1	Pitch de 45 segundos en el stand: gancho, qué hace el club, cuándo y dónde, quién puede unirse e invitación, con pronunciación comprensible de can/can't.	Feria de clubes (sesión 7) / rúbrica
2.2	Cartel del club (Anexo 4) y respuesta escrita a Noa con can/can't, love/like + -ing y because, adecuados al destinatario.	Anexo 4 y Worksheet 7 / rúbrica
2.3	Planificación (ficha del club y guion del pitch), borrador revisado con la lista de comprobación y versión mejorada tras la coevaluación.	Worksheets 4 y 6, Anexo 5 / lista de comprobación
3.1	Participación en las speed interactions y en la feria: invita, acepta y rechaza con cortesía, ofreciendo alternativas y respetando intereses distintos.	Worksheet 3 y feria / observación sistemática
3.2	Uso de preguntas de seguimiento, repetición, petición de aclaración (Sorry, can you say that again?) y cierre cortés de la conversación.	Worksheets 3 y 6 / lista de observación
4.1	Simplificación del anuncio de F8 para visitantes de Primaria y ficha de información para Amira a partir de la nota en español (F9), sin omitir datos clave ni añadir otros.	Worksheet 5 / rúbrica de mediación
6.1	Presentación de un club inclusivo, sin estereotipos de género ni de capacidad (roles para todos), y comparación respetuosa de clubes de distintos contextos escolares (F10).	Worksheets 4 y 7, Anexo 4 / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The poster and pitch give all key information (day, time, place, who, what to bring) and make a classmate with different interests want to visit the stand.	The poster and pitch give the key information clearly and invite the audience.	Some key information is missing or the invitation is not clear.	The audience cannot find out what the club is or when it meets.
Organisation & language	Clear poster and pitch with a hook, information and invitation; can/can't, like/love + -ing and because are used correctly, with some variety.	Clear structure and short sentences; a few errors with can/can't or -ing that do not stop understanding.	The structure is mixed up; frequent errors sometimes make the message difficult to understand.	Hard to follow; errors often stop understanding.
Interaction / delivery	At the stand I invite, accept and refuse politely, ask follow-up questions and ask for repetition naturally; my pitch is slow, clear and I look at the audience.	I take part, invite and answer politely and use some clarification phrases; my pitch is clear.	I take part with help; I need prompts or I only read from paper.	I rarely speak or I do not answer visitors.
Mediation & audience	The advert and the school note are explained in simple, accurate English for each reader (visitors, Amira) with nothing important missing or added.	The main information is explained clearly, with one small detail missing.	Some information is unclear, copied or translated word for word.	The information is copied or the meaning changes.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Intercultural / ethical use	The club welcomes everybody (all interests, levels and abilities), avoids stereotypes and gives credit to sources; no private data or photos of others.	Respectful and welcoming, with simple ideas for including everybody.	Some stereotypes («football is for boys») or exclusions need revising.	Uses stereotypes or excludes some students.

Input Pack y recursos

Club adverts, school timetable, student interest cards, model pitch and FAQ messages.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Poster template, invitation cards, role prompts and phrase bank.

Extension

Anexo 9

Create a digital FAQ for the club and respond to three fictional enquiries.

ANNEX 1

Challenge Launch

Learning situation 5 · Join the Club!

STUDENTS

Next Friday our school is holding a School Clubs Fair in the gym. There are chess, robotics, choir and garden stands… but there are also empty tables! Your team is going to invent a new club: Board Games, Photo Walks, Manga Drawing… anything you like. But a good idea is not enough. You must persuade your classmates to join, and you must respect that we don't all like the same things. You will read club posters, say what you can and like, invite people politely, explain a poster in simple English and create your own poster and pitch. Are you ready to impress the fair?

> *How can we persuade classmates to join an activity while respecting different interests?*

Your challenge

Invent a new club and create a poster and a 45-second pitch so that classmates with different interests want to visit your stand at the School Clubs Fair: clear information, a friendly invitation and polite answers for everybody.

Audience: Students of 1.º and 2.º ESO and visitors from primary school who come to the fair and have very different interests.

What you will create

School Clubs Fair: poster + live pitch

Roadmap · 7 sessions

1. We read club adverts and a poster and find the key information.
2. We practise saying what we like and what we can and can't do.
3. We invite, accept and refuse politely in speed interactions.
4. We plan our club: day, place and roles for everybody.
5. We explain a poster in simple English for readers who need it.
6. We create our poster and rehearse a 45-second pitch.
7. We run the fair, collect preferences and reflect on how we interact.

Success criteria

- ✓ I can understand the key information in a club advert or poster.
- ✓ I can say what I like and what I can and can't do.
- ✓ I can invite, accept and refuse politely and ask a follow-up question.
- ✓ I can explain a poster in simple English for another person.
- ✓ I can present my club in a short, friendly pitch.

Working together

- Everybody has a role at the stand: speaker, poster designer, language checker, welcome person.
- Persuade, don't push: a polite «No, thanks» is always OK.
- Every interest counts: no activity is «for boys» or «for girls».

ANNEX 2

Input Pack

Learning situation 5 · Join the Club!

STUDENTS

Everything for the fair: four club adverts, a club poster, the after-school timetable, student interest cards, a model pitch, invitation dialogues, FAQ messages, an advert to simplify, a school note in Spanish and examples of clubs in different school contexts.

F1 Four club adverts

TEXT

1 · ROBOTICS CLUB
When: Mondays, 14:20 – 15:00 · **Where:** Computer room
We build small robots and make them move. You can work in a team. No experience? No problem!
Bring: a notebook · **Teacher:** Ms Vidal

2 · CHOIR
When: Wednesdays, 14:20 – 15:00 · **Where:** Music room
Do you love singing? Or do you just like music? Come and sing with us! We sing in English, Spanish and other languages. Can't sing well? Don't worry: we learn together.
Bring: a smile · **Teacher:** Mr Ortega

3 · ECO GARDEN CLUB
When: Thursdays, 14:20 – 15:00 · **Where:** School garden
We plant vegetables and flowers and we make compost from fruit and vegetable leftovers. Can you use a spade? Great! Can't you? We teach you.
Bring: old clothes · **Teacher:** Ms Bell

4 · ALL-STAR SPORTS
When: Fridays, 14:20 – 15:00 · **Where:** Gym
Football, basketball, volleyball… we change the game every week. Mixed teams. Everybody plays and the rules keep the game fair and fun.
Bring: trainers and a water bottle · **Teacher:** Mr Santos

Source: Original adverts written for this notebook. The school, the clubs and the teachers are fictional.

Which club is for you? Which club is the best for a student who loves plants? And for a student who can't run fast?

F2 Club poster · Drama Club

DIAGRAM

DRAMA CLUB

IES Río Verde · after-school club

Can you act?
Can you dance?
Can you paint scenery?
Can you help backstage?

There is a place for you!

WHEN	Thursdays, 15:10 – 15:50
WHERE	The school hall
WHO	Students from 1.º to 4.º ESO
BRING	A bottle of water
TEACHER	Ms Ruiz
PRICE	Free

No experience? No problem! Come and try the first session.

Source: Poster created for this notebook (fictional school and club).

Underline the information (when, where, who, bring). Which sentences make you want to join?

F3 After-school timetable · rooms and free slots

DATA

Time	Monday	Tuesday	Wednesday	Thursday	Friday
14:20 – 15:00	Robotics Club (Computer room)	Chess Club (Library)	Choir (Music room)	Eco Garden Club (Garden)	All-Star Sports (Gym)
15:10 – 15:50	**FREE:** Art room, Hall	**FREE:** Computer room, Art room	Photo Walk Club (main entrance) · **FREE:** Gym, Hall	Drama Club (Hall) · **FREE:** Art room, Library	**FREE:** Music room, Library

Clubs are **free** and finish at 15:50 at the latest. A new club must choose a **FREE** room in one of the two time slots. A student can join two clubs on different days.

Source: Timetable created for this notebook (fictional school).

F4 Student interest cards

DATA

Name	Age	I love...	I can...	I can't...	I'm free on...
Paula	12	music and animals	play the guitar, sing a bit	swim	Mondays, Wednesdays
Yusuf	12	chess and football	run fast, speak three languages	draw	Tuesdays, Fridays
Zofia	13	manga and photography	draw very well	play the guitar	Thursdays
Hugo	12	robots and video games	use a computer, fix bikes	sing	Mondays, Tuesdays
Lucía	12	plants and football	grow tomatoes, kick with both feet	use a computer well	Wednesdays, Thursdays
Amira	13	acting and dancing	dance hip-hop, speak English	speak much Spanish (yet!)	Thursdays, Fridays

Interests are personal: any student can love any activity. Use the cards to decide **which club** could be good for each person.

Source: Fictional students created for this notebook. Several names also appear in other situations of this book.

F5 A model pitch · Eco Garden Club

CASE

1 · Hook
Hello, everyone! Do you like plants? Do you love eating fresh tomatoes? Then come to the **Eco Garden Club**!

2 · What we do
We plant vegetables and flowers and we make compost from old fruit. Can you use a spade? Great! Can't you? No problem: we teach you.

3 · When and where
We meet on **Thursdays** from **14:20 to 15:00** in the school garden.

4 · Who can join
Everybody is welcome: beginners, experts, shy students and new students!

5 · Invitation
It's free, it's fun and it's good for the planet. How about visiting our stand today? Let's grow something together! Thank you!

Source: Pitch written for this notebook (fictional club). The teacher can read it aloud (about 45 seconds).

Find the hook, two sentences with can or can't, and the invitation. Which words does the speaker stress?

F6 Invitation dialogues

CASE

A · At break time

Hugo: Hi, Paula! Do you like music?
Paula: Yes, I love music!
Hugo: Would you like to come to the Choir? It's on Wednesdays.
Paula: Yes, I'd love to! Can I bring a friend?
Hugo: Of course!

B · In the corridor

Lucía: Yusuf, let's go to the Eco Garden Club on Thursday!
Yusuf: Thanks, but I can't. I'm not free on Thursdays.
Lucía: No problem! Are you free on Fridays?
Yusuf: Yes, I am.
Lucía: Then how about All-Star Sports? It's on Fridays.
Yusuf: Great idea, thanks!

C · At the stand

Amira: Excuse me, what do you do in the Robotics Club?
Hugo: We build robots. Can you use a computer?
Amira: Not very well. Is that OK?
Hugo: Yes, of course! Beginners are welcome. Would you like to try?
Amira: Maybe. Sorry, I'm not sure. Can I think about it?
Hugo: Sure! Here's a flyer.

Source: Dialogues written for this notebook. The teacher can read them aloud.

Find two ways to invite, two ways to accept and two ways to refuse politely. Which lines ask a follow-up question?

F7 FAQ chat · questions about clubs

CASE

Question 1: Do I need to be good at it?
Answer: No! You only need to be curious and ready to try. Most clubs welcome beginners.

Question 2: Can I go to two clubs?
Answer: Yes, if the clubs are on different days. Tell your tutor, please.

Question 3: Is it free?
Answer: Yes. All school clubs are free. In some clubs you bring a few things, for example old clothes or a water bottle.

Question 4: I use a wheelchair. Can I join?
Answer: Yes! All club rooms are on the ground floor and have step-free access. If an activity is difficult, the teacher and the team change it, so everybody can take part.

Question 5: I'm shy. Can I just watch the first session?
Answer: Of course! Nobody must speak. You can watch, listen and join when you want.

Source: Messages written for this notebook (fictional students and school).

Which answer is the most welcoming? Which words make it friendly?

F8 Advert to simplify · Photo Walk Club

CASE

PHOTO WALK CLUB

Are you interested in photography? Join us every Wednesday afternoon for a walk around our neighbourhood. We look for interesting places, street art, trees and buildings. We never take pictures of people's faces without permission.

You do not need an expensive camera: a phone is fine, and we can lend you a school camera if you don't have one. We walk with two teachers and we always stay together. At the end of the month, we choose our best photos for a mini exhibition in the school corridor.

The first session is free of commitment, so come and see if you like it. We meet at the main entrance at 15:10 and we are back at school at 15:50. Please bring comfortable shoes and a bottle of water.

Source: Advert written for this notebook (fictional club). It is a little more difficult than the other adverts on purpose: you are going to simplify it.

Underline the most important information. What is difficult for a beginner in English?

F9 Mediation · a school note in Spanish

TEXT

IES RÍO VERDE · FERIA DE CLUBES · INFORMACIÓN PARA EL ALUMNADO

- La feria es el **viernes**, de **12:25 a 13:20**, en el **gimnasio**. Cada grupo visita los stands por turnos.
- Los clubes son **gratuitos** y se realizan **después de las clases** (14:20 o 15:10).
- Cada alumno o alumna puede apuntarse a **dos clubes como máximo**, en días diferentes.
- Para apuntarse, hay que escribir el nombre en la **lista del club** antes del **miércoles** siguiente.
- Los menores necesitan la **autorización firmada por su familia** (hoja adjunta).
- Los clubes **empiezan la semana siguiente** a la feria.

Source: Note written for this notebook (fictional school). Amira can't read it yet: you are going to explain it to her in simple English.

Don't translate word by word! Choose the most important information and explain it in short, simple sentences.

F10 Clubs in different school contexts

DATA

Place	Examples of clubs or activities in some schools	Note
England	chess, coding, drama, choir	Many schools run clubs at lunchtime or after school.
Ireland	Gaelic football, camogie, debating	Gaelic games are very popular in many Irish schools.
Canada	ice hockey, ski club, robotics	Winter sports are common in some regions.
India	cricket, quiz clubs, yoga, dance	Activities are very different from one school to another.
Australia	swimming, netball, cricket	Many activities are outdoors.
USA	marching band, robotics, debate, school newspaper	In many high schools, clubs and school teams exist together.
Your school or family	?	?

Different is not better or worse: it's just different. **Ask** about other people's clubs and activities before you imagine them.

Source: Illustrative examples written for this notebook. Extracurricular life changes a lot from school to school and from region to region; this is a small sample, not a rule.

Complete the last row with clubs from your school, your family or another country you know. What is similar? What is new for you?

ANNEX 3

Student Worksheets

Learning situation 5 · Join the Club!

STUDENTS

WORKSHEET 1 Read the posters

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read the club adverts (F1) and the Drama Club poster (F2).

1 **Warm-up quiz. Tick the correct answer.**

She ___ play the guitar very well.
☐ can ☐ cans ☐ is can

I ___ drawing. It's my favourite hobby.
☐ love ☐ loves ☐ am love

___ you like chess?
☐ Does ☐ Do ☐ Are

I ___ come on Monday. I'm busy.
☐ can ☐ can't ☐ cans

2 **Read F1. Complete the information about each club.**

Club	Day	Time	Place	Bring
Robotics Club				
Choir				
Eco Garden Club				
All-Star Sports				

3 **Read the poster (F2). True (T) or false (F)?**

	T	F
The Drama Club meets on Thursdays.	☐	☐
You must be good at acting.	☐	☐
The club is in the gym.	☐	☐
Students from different years can join.	☐	☐
You have to pay.	☐	☐

4 **How do the adverts persuade readers? Find an example in F1 or F2 for each technique.**

Technique	Example from the adverts
A question to start	
An invitation or imperative (Join us! / Come!)	
A sentence that welcomes beginners	

WORKSHEET 2 I can, I love, I can't

Session 2

Use the student interest cards (F4). Then listen to your teacher.

1 **Complete the sentences about the students in F4 with can, can't, love or loves.**

a) Paula _____ play the guitar, but she _____ swim.

b) Yusuf _____ chess and football.

c) Zofia _____ draw very well.

d) Hugo _____ sing.

e) I _____ listening to music.

2 **Listening 1. Can or can't? Your teacher reads six sentences. Tick what you hear.**

1. I ___ play the guitar.
   ☐ can ☐ can't
2. She ___ swim.
   ☐ can ☐ can't
3. We ___ come on Monday.
   ☐ can ☐ can't
4. He ___ draw very well.
   ☐ can ☐ can't
5. They ___ use a computer.
   ☐ can ☐ can't
6. I ___ help you.
   ☐ can ☐ can't

3 **Match the verb with the activity.**

1 play ●	● a photos
2 take ●	● b a robot
3 grow ●	● c chess
4 build ●	● d tomatoes
5 paint ●	● e in a choir
6 sing ●	● f a picture

4 **Write four sentences about you: two with can or can't and two with love, like or enjoy + -ing.**

WORKSHEET 3 Invite, accept, refuse

Session 3

Read the dialogues (F6). Then practise in a speed-interaction circle: short conversations with different partners.

1 **Classify the phrases: write Invitation, Acceptance, Refusal or Follow-up question.**

Phrase	Function
How about coming to the Choir?	
Yes, I'd love to!	
Thanks, but I can't.	
Are you free on Fridays?	
Would you like to come?	
Sorry, I'm not free on Thursdays.	
Great idea, thanks!	
Let's go to the Eco Garden Club!	

2 **Prepare your lines. Write one invitation to your club, one acceptance and one polite refusal with a reason.**

3 **Speed interactions (four rounds). Invite a different partner each time and take notes.**

Partner	My invitation	Accepted or refused?	My follow-up question

4 **Which strategies did you use? Tick.**

- ☐ I said please, thanks or sorry.
- ☐ I smiled and looked at my partner.
- ☐ I gave a reason when I refused.
- ☐ I asked a follow-up question.
- ☐ I asked my partner to repeat something.

WORKSHEET 4 Plan our club

Session 4

Use the timetable (F3) and the interest cards (F4). Listen to the school radio first.

1 **Listening 2. School radio: the club news. Listen twice and complete the changes for this week.**

Club	Day	Place	Other news
Robotics Club			
Choir			
All-Star Sports			
Drama Club			

2 **Which student could join each club? Use F1, F3 and F4. Write one name and a reason.**

Club	Student	Why? (because…)
Robotics Club (Monday)		
Choir (Wednesday)		
Eco Garden Club (Thursday)		
All-Star Sports (Friday)		

3 **Plan your new club with your team. Choose a FREE slot in F3.**

Question	Our decision
Name and slogan	
Day, time and room	
Three activities (We…)	
Who can join?	
What to bring	

4 **Roles for everybody. Choose three roles and say what each person does. Then tick the check.**

Role	What this person does

- [ ] A new student can take part.
- [ ] A shy student can take part.
- [ ] A student with a different level or ability can take part.

WORKSHEET 5 Explain it simply

Session 5

Mediation. Two readers need your help. Choose the key information and explain it in short, simple sentences. Don't copy and don't translate word by word!

1 **Visitors from primary school are coming to the fair. Read the Photo Walk advert (F8) and write a simple poster text for them (use short sentences).**

Key information	Simple English for the visitors
When	
Where	
What we do	
What to bring	
Is it safe?	

2 **Explain the poster aloud to a partner in 30 seconds. Your partner ticks.**

- [ ] I use short and clear sentences.
- [ ] I say the day, the time and the place.
- [ ] I repeat or say it in a different way when my partner says «Sorry?».
- [ ] I point at the poster or use my hands to help.

3 Amira can't read Spanish yet. Read the school note (F9) and complete a Club Info card for her in English.

Amira's question	Club Info card
Where and when is the fair?	
Are the clubs free?	
How many clubs can I join?	
How do I sign up?	
Do I need a signature?	
When do the clubs start?	

4 Plurilingual check. Find two Spanish words in F9 that look like English words and write the English words.

_____

_____

WORKSHEET 6 Poster and pitch

Session 6

Complete your poster in the template (Annex 4). Plan your pitch with the model (F5), rehearse it and get feedback.

1 Write your 45-second pitch with these five parts.

Part	Our words
1 Hook (a question)	
2 What we do	
3 When and where	
4 Who can join (everybody!)	
5 Invitation (How about…?)	

2 **Rehearse and time your pitch (40-60 seconds). Tick when you are ready.**

- [ ] We speak slowly and clearly.
- [ ] We stress the key words (FREE, TODAY, EVERYBODY).
- [ ] We look at the audience.
- [ ] We use the poster or our hands.
- [ ] Every team member speaks.

3 **Watch another team's pitch and tick what you see and hear.**

- [ ] The poster has the club name, day, time and place.
- [ ] The pitch has a hook and an invitation.
- [ ] The language is simple and correct (can/can't, love/like + -ing).
- [ ] The club is inclusive: everybody can join.
- [ ] The team is polite and respects different interests.

4 **Write two stars (good things) and one wish (one improvement) for the other team.**

WORKSHEET 7 Individual challenge: Noa's message

Session 7

Work on your own. First write about the fair. Then answer Noa's message.

1 **My fair record. Complete the table about the clubs you visited.**

Club I visited	One thing I liked	Will I join? (yes / maybe / no) and why

2 Read Noa's message: «Hi! I'm Noa and I'm 12. I love plants and drawing. I can swim, but I can't play football. I'm free on Thursdays. I'm a bit shy. Which club is good for me?» Write a reply (50-70 words). Recommend one club, give a reason with because, invite Noa politely and say how she can join.

3 A friend invites you to a club on Friday, but you can't go. Write a polite refusal with a reason and an alternative.

4 Write one phrase you can use at the fair if you don't understand a visitor.

ANNEX 4

Final Product Template

Learning situation 5 · Join the Club!

STUDENTS

Name: Class: Date:

Our club poster and pitch. Write in English, with short and friendly sentences. Everybody must be welcome!

Club name and slogan

A short name and a catchy slogan.

Our poster

Draw or paste your poster: title, picture, day, time, place, who can join, what to bring.

Key information

When? Where? Who? Bring? Teacher or contact?

Why join?

Three reasons (can/can't, love/like + -ing, because).

Pitch plan (45 seconds)

Hook · what we do · when and where · who can join · invitation.

Everybody is welcome

Roles and ways to take part for different interests and levels.

Polite answers

Two ways to accept, two ways to refuse politely, one follow-up question.

ANNEX 5

Useful Language & Final Check

Learning situation 5 · Join the Club!

STUDENTS

Name: Class: Date:

Functions and model sentences

Saying what you like	I love music. I like chess. I enjoy drawing.
Talking about ability	I can play the guitar. I can't swim.
Inviting	Would you like to come? / How about coming? / Let's go!
Accepting	Yes, I'd love to! / Great idea, thanks!
Refusing politely	Thanks, but I can't. I'm not free on Thursdays.
Persuading	Join us! It's fun, it's free and everybody is welcome.

Grammar in context

can / can't	I can sing. She can't swim. Can you play chess? — Yes, I can. / No, I can't.
like / love / enjoy + -ing	I love singing. We enjoy playing games.
Would you like…?	Would you like to come? (a polite invitation)
Let's… / How about…?	Let's go! How about visiting our stand?
because	Join us because it's fun and free.
Present simple	We meet on Thursdays. We make compost.

Vocabulary bank

Clubs and hobbies: chess, robotics, choir, drama, garden, photography, manga, board games, football, basketball, table tennis, dance

Skills and verbs: play, sing, draw, paint, build, grow, take photos, swim, run, dance

Club information: day, time, place, bring, teacher, beginner, welcome, free (= gratis)

Days and times: on Mondays, from 14:20 to 15:00, after school

Pronunciation tips

- In a sentence, can is weak /kən/ (I can swim); can't is strong and long /kɑːnt/. Listen to the vowel!
- In a pitch, stress the important words: Join us! It's FREE! Everybody is WELCOME!
- Invitations rise (Would you like to come? ↗); polite refusals fall gently (Thanks, but I can't. ↘).

When I get stuck (clarify & repair)

Sorry, can you say that again?

Can you speak more slowly, please?

What does … mean?

Do you mean …?

How do you say … in English?

Can I think about it?

Can you show me the poster?

Final check before you hand in: School Clubs Fair: poster + live pitch

- [ ] The poster shows the club name, day, time, place, who can join and what to bring.
- [ ] The pitch has a hook, key information and an invitation.
- [ ] We use can/can't and love/like/enjoy + -ing correctly.
- [ ] We give at least two reasons with because.
- [ ] Everybody is welcome: we explain how different interests and levels can join.
- [ ] Our language is polite (Would you like…? Thanks, but…).
- [ ] Every team member speaks, slowly and clearly.
- [ ] We checked spelling and capital letters (days, names) with the toolkit.

ANNEX 6

Printable Rubric

Learning situation 5 · Join the Club!

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **School Clubs Fair: poster + live pitch**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The poster and pitch give all key information (day, time, place, who, what to bring) and make a classmate with different interests want to visit the stand.	The poster and pitch give the key information clearly and invite the audience.	Some key information is missing or the invitation is not clear.	The audience cannot find out what the club is or when it meets.	
Organisation & language	Clear poster and pitch with a hook, information and invitation; can/can't, like/love + -ing and because are used correctly, with some variety.	Clear structure and short sentences; a few errors with can/can't or -ing that do not stop understanding.	The structure is mixed up; frequent errors sometimes make the message difficult to understand.	Hard to follow; errors often stop understanding.	
Interaction / delivery	At the stand I invite, accept and refuse politely, ask follow-up questions and ask for repetition naturally; my pitch is slow, clear and I look at the audience.	I take part, invite and answer politely and use some clarification phrases; my pitch is clear.	I take part with help; I need prompts or I only read from paper.	I rarely speak or I do not answer visitors.	
Mediation & audience	The advert and the school note are explained in simple, accurate English for each reader (visitors, Amira) with nothing important missing or added.	The main information is explained clearly, with one small detail missing.	Some information is unclear, copied or translated word for word.	The information is copied or the meaning changes.	
Intercultural / ethical use	The club welcomes everybody (all interests, levels and abilities), avoids stereotypes and gives credit to sources; no private data or photos of others.	Respectful and welcoming, with simple ideas for including everybody.	Some stereotypes («football is for boys») or exclusions need revising.	Uses stereotypes or excludes some students.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 5 · Join the Club!

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can say what I like and what I can and can't do.	○	○	○	○
I can invite, accept and refuse politely and present a club in a short pitch.	○	○	○	○
I can ask for clarification and repair my message when communication breaks down.	○	○	○	○
I can use feedback to improve my work.	○	○	○	○

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 5 · Join the Club!

STUDENTS

Name: Class: Date:

Extra help: a poster frame, invitation cards, role prompts and a phrase bank.

Poster frame

[Club name]
Do you like ___ ? **Join us!**
When: ___ , from ___ to ___
Where: ___
Who: everybody
Bring: ___
It's fun and it's free!

Phrase bank

- **Invite:** Would you like to come? / How about coming? / Let's go!
- **Accept:** Yes, I'd love to! / Great idea!
- **Refuse:** Thanks, but I can't. / Sorry, I'm not free.
- **Follow-up:** Are you free on…? / What about…?

1 **Complete the poster frame for your club.**

Do you like _____ ? Join the _____ Club!

When: _____ , from _____ to _____

Where: _____

Bring: _____

2 **Complete the invitation cards with: Would you like to come / I'd love to / Thanks, but I can't.**

A: Hi! _____ to the Chess Club on Tuesday?

B: Yes, _____ !

A: Great! See you there.

A: How about the Robotics Club on Monday?

B: _____ . I'm not free on Mondays.

3 **Match the role with the job at the stand.**

1 Speaker ●	● a checks the 45 seconds
2 Poster designer ●	● b says hello and gives flyers
3 Welcome person ●	● c draws the poster
4 Timekeeper ●	● d talks in the pitch

ANNEX 9

Extension

Learning situation 5 · Join the Club!

STUDENTS

Name: Class: Date:

A digital FAQ for our club

Many clubs have a web page or a class blog with a **FAQ** (Frequently Asked Questions). Create a short FAQ for your club and answer three fictional enquiries. Be friendly, clear and inclusive. Don't write private information: no phone numbers and no photos of students without permission.

Steps

1. Write a title and a one-sentence welcome for your club page.
2. Answer the three enquiries in the table (15-25 words each).
3. Add three more questions that your classmates may ask and answer them.
4. Check the tone: friendly, polite, no stereotypes and no private data. Improve one answer.

1 **Answer the fictional enquiries.**

Enquiry	Our answer
«I can't come on Thursdays. Can I join on another day?»	
«I'm new at school and I don't speak much Spanish. Can I join?»	
«Can my cousin from another school come to the first session?»	

What to hand in

A digital or paper FAQ page with a welcome sentence and six questions with answers (three enquiries + three of your own).

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 5 · Join the Club!

TEACHER

Worksheet 1

1. Quiz: can; love; Do; can't.
2. Robotics: Mondays, 14:20-15:00, Computer room, a notebook. Choir: Wednesdays, 14:20-15:00, Music room, a smile. Eco Garden Club: Thursdays, 14:20-15:00, School garden, old clothes. All-Star Sports: Fridays, 14:20-15:00, Gym, trainers and a water bottle.
3. T; F (no experience is needed: «No experience? No problem!»); F (the school hall); T (1.º to 4.º ESO); F (it's free).
4. Question: Can you act? / Do you love singing? / Can you use a spade? Imperative or invitation: Join us! / Come and sing with us! / Come and try the first session. Beginners: No experience? No problem! / Can't sing well? Don't worry / Can't you? We teach you / There is a place for you!

Worksheet 2

1. a) can; can't. b) loves. c) can. d) can't. e) love.
2. Listening 1 (see script): 1 can; 2 can't; 3 can't; 4 can; 5 can't; 6 can.
3. play → chess; take → photos; grow → tomatoes; build → a robot; paint → a picture; sing → in a choir.
4. Open answer. Model: «I can play the piano. I can't swim very well. I love reading. I enjoy playing video games.» Accept «I like to play» if the meaning is clear.

Worksheet 3

1. Invitation: How about coming to the Choir? / Would you like to come? / Let's go to the Eco Garden Club! Acceptance: Yes, I'd love to! / Great idea, thanks! Refusal: Thanks, but I can't. / Sorry, I'm not free on Thursdays. Follow-up question: Are you free on Fridays?
2. Open answer. Model: «Would you like to come to the Board Games Club? — Yes, I'd love to! — Thanks, but I can't. I'm not free on Mondays.»
3. Open answer: check that every round has an invitation, an answer (accepted or refused) and a follow-up question (e.g. What about Friday? Do you like chess?).
4. Strategy list: open; use it in session 4 to give feedback.

Worksheet 4

1. Listening 2 (see script): Robotics Club: Tuesday (not Monday), 14:20, Computer room. Choir: Wednesday, in the Hall (not the Music room). All-Star Sports: Friday, Gym, this week table tennis (not football). Drama Club: open session on Thursday at 15:10 in the Hall; everybody is welcome and no experience is needed.
2. Model: Robotics Club → Hugo (he loves robots and he is free on Mondays). Choir → Paula (she loves music, she can sing a bit and she is free on Wednesdays). Eco Garden Club → Lucía (she loves plants and she is free on Thursdays). All-Star Sports → Yusuf (he loves football and he is free on Fridays); also accept Amira (free on Fridays) if she is given a reason. Reasons with because are welcome.
3. Open answer: the club must use a FREE room and slot from F3, with a day, time and room that do not clash with another club (e.g. «Board Games Club — Tuesdays, 15:10-15:50, Art room»).
4. Model roles: Welcome buddy (says hello and explains the rules), Game explainer (shows how to play), Timekeeper (checks the time), Photographer (takes photos only with permission). Accept any roles in which every member has something to do. Check: all three ticks should be possible.

Worksheet 5

1. Model simple poster for visitors: When: Wednesdays, 15:10-15:50. Where: we meet at the main entrance. What we do: we walk and take photos of places, trees and buildings. What to bring: comfortable shoes, water, a phone or camera (the school can lend you one). Safe? Yes: two teachers walk with us and we stay together. Also accept «The first session is free: come and try!»
2. Oral explanation: open; the partner checks that the day, the time and the place are clear.
3. Model Club Info card for Amira: The fair is on Friday from 12:25 to 13:20 in the gym. Yes, clubs are free. You can join two clubs on different days. Write your name on the club list before next Wednesday. Yes, your family must sign a permission form. Clubs start the week after the fair.
4. Cognates: actividades → activities; autorización → authorisation (accept also «gimnasio → gym», «familia → family», «diferentes → different», «lista → list»).

Worksheet 6

1. Pitch: open. Check the five parts of the model (F5): hook with a question, what we do, when and where, who can join and invitation. Model: «Do you love board games? Come to the Board Games Club! We play and invent games. We meet on Tuesdays from 15:10 to 15:50 in the Art room. Everybody is welcome. How about visiting our stand today?»
2. Rehearsal ticks: open; it helps to time the pitch with a phone.
3. Peer review: open. Check the ticks against the real poster and pitch of the other team.
4. Stars and wishes should refer to concrete parts (e.g. «Your slogan is catchy»; «Say the day more slowly»).

Worksheet 7

1. Open answer. Check that the three rows are complete and that the reasons use because or a clear idea.
2. Model reply (about 60 words): «Hi Noa! Try the Eco Garden Club. We plant vegetables and flowers, and it's quiet and friendly, so it's perfect if you love plants. It's on Thursdays from 14:20 to 15:00, and you are free on Thursdays! Would you like to come? Write your name on the club list. See you there! Lucía.» Also accept the Drama Club (painting scenery, Thursdays 15:10). Assess with the rubric: recommendation, reason with because, polite invitation, how to join.
3. Model refusal: «Thanks for the invitation, but I can't go on Friday because I have football. How about Tuesday?»
4. Sorry, can you say that again? / Can you speak more slowly, please?

Support (Annex 8)

1. Open personal answers, following the frame.
2. a) Would you like to come; b) I'd love to; c) Thanks, but I can't.
3. Speaker → talks in the pitch; Poster designer → draws the poster; Welcome person → says hello and gives flyers; Timekeeper → checks the 45 seconds.

Extension (Annex 9)

1. Model answers: 1) «Yes, of course! We meet only on Thursdays, but you can come to the first session and talk to the teacher.» 2) «Yes! Everybody is welcome. We speak slowly and we help new students with English and Spanish.» 3) «Yes, your cousin can come to the first session if the teacher agrees. Please ask first.» Accept any polite, accurate answers that do not promise things the club cannot do and do not share private data.

Listening script · Worksheet 2 · Can or can't? (Listening 1)

Read each sentence twice at a natural speed. Pronounce can in its weak form (/kən/) and can't in its strong form (/kɑ:nt/), and say the sentences clearly.

1. I can play the guitar.
2. She can't swim.
3. We can't come on Monday.
4. He can draw very well.
5. They can't use a computer.
6. I can help you.

Listening script · Worksheet 4 · School radio: club news (Listening 2)

Read twice at a natural speed. Pause a little after each club.

Good afternoon, Río Verde! This is Radio Break with the club news. This week there are some changes.

First, the Robotics Club: this week it meets on Tuesday, not on Monday, at 14:20 in the Computer room.

Second, the Choir has a new place. The Music room is closed this week, so the Choir meets in the Hall on Wednesday at 14:20.

Third, All-Star Sports: on Friday, in the gym, this week we play table tennis, not football.

And finally, the Drama Club has an open session on Thursday at 15:10 in the Hall. Everybody is welcome and you don't need experience!

That's all for today. See you at the fair!

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40 minutes each. In session 3 use two circles (inner and outer) and change partner every 90 seconds. F5 and F6 can also be read aloud as extra listenings. In session 7 leave 15 minutes for the individual challenge.
- Mediation (Worksheet 5): value selection and simplification, not translation. Students can discuss F9 in Spanish in their teams but the card is in English.
- Differentiation: give Annex 8 to students who need it and the digital FAQ (Annex 9) to fast finishers. Pair-before-group and rehearsal time lower the anxiety of the pitch; a very shy student can be the poster designer or the welcome person.
- Inclusion and interculturality: no club is «for boys» or «for girls» and roles are for everybody. F10 shows examples, not rules: students add clubs from their own families. Do not publish photos of students without permission.

Likely errors

- Adding -s to can or using do: «She cans swim», «Does she can swim?», «I don't can».
- Using to after can: «I can to play the guitar».
- Forgetting the -ing form after love/like/enjoy: «I love play football» (accept «I love to play» if it is clear).
- Pronouncing can't as can (/kæn/) or not hearing the difference in listening.
- Confusing free (= gratis) and free (= libre, not busy): «It's free» (no cost) vs «I'm free on Fridays» (not busy).

Accepting alternative answers

- Accept any answer that communicates the meaning clearly, even with minor errors that do not affect understanding.
- In mediation, accept different wordings if the key information is correct and nothing important is added or changed.
- In planning tasks, accept any club, day and room that are consistent with the FREE slots of F3.
- In invitations and refusals, accept any polite formula from the toolkit.

06

SITUACIÓN DE APRENDIZAJE

Eat Well, Feel Good

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we plan food choices and communicate them clearly in everyday situations?

CURSO
1.º ESO

SESIONES
7 sesiones

BLOQUES DE SABERES
A · B · C

COMPETENCIAS ESPECÍFICAS
CE1, CE2, CE3, CE4, CE6

PRODUCTO FINAL
Healthy café menu + ordering role-play

CRITERIOS DE EVALUACIÓN
1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 6.2

Contexto, reto y producto final

El consejo escolar del IES Río Verde (centro ficticio) prepara la visita de una semana de un grupo de alumnado de un instituto de Cork (Irlanda, ficticio) y ha decidido abrir un **Healthy Café** en la biblioteca durante la jornada de puertas abiertas. Las visitas solo hablan inglés, así que el cartel del café, la carta y la atención al público tienen que ser en inglés. El reto del grupo de 1.º ESO es diseñar la **carta de un café saludable y representar el servicio**: platos, ingredientes, precios y una atención cortés, atenta a las preferencias y a las alergias de cada persona. El enfoque es el de una alimentación **variada, con agua y compartida**, sin dietas restrictivas, sin calorías ni cifras de peso y sin etiquetar los alimentos como «buenos» o «malos».

El alumnado interpreta una carta, iconos y una lista de la compra, clasifica nombres contables y no contables y cantidades, escucha un pedido en la cafetería y juega a un *information gap* de comandas. En la tarea de **mediación**, explica en inglés sencillo a una visitante un aviso de alérgenos escrito en español y las fichas de ingredientes, **sin dar consejos médicos y derivando siempre al personal**. Con todo ello crea la carta del café con lista de precios, representa el *role-play* de pedido (con aclaraciones) y demuestra individualmente lo aprendido respondiendo a un mensaje y escribiendo su propio pedido. No se pregunta ni se comenta lo que come cada alumno en casa: la reflexión intercultural parte de ejemplos generales y de la comparación respetuosa.

Reto comunicativo

Design a healthy café menu in English for visitors and perform an ordering role-play: clear dishes and prices, polite ordering, careful information about ingredients and respect for everybody's food choices.

Producto final

Healthy café menu + ordering role-play.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE6

Valorar y adecuarse a la diversidad lingüística, cultural y artística, actuando con empatía y respeto en situaciones interculturales.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Interpretar y analizar el sentido global y la información específica y explícita de textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos, de relevancia personal y próximos a la experiencia del alumnado, propios de los ámbitos de las relaciones interpersonales, del aprendizaje, de los medios de comunicación y de la ficción expresados de forma clara y en la lengua estándar a través de diversos soportes.

1.2 Seleccionar, organizar y aplicar de forma guiada las estrategias y conocimientos más adecuados en situaciones comunicativas cotidianas para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; interpretar elementos no verbales; y buscar y seleccionar información.

2.1 Expresar oralmente textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa sobre asuntos cotidianos y frecuentes, de relevancia para el alumnado, con el fin de describir, narrar e informar sobre temas concretos, en diferentes soportes, utilizando de forma guiada recursos verbales y no verbales, así como estrategias de planificación y control de la producción.

2.2 Organizar y redactar textos breves y comprensibles con aceptable claridad, coherencia, cohesión y adecuación a la situación comunicativa propuesta, siguiendo pautas establecidas, a través de herramientas analógicas y digitales, sobre asuntos cotidianos y frecuentes de relevancia para el alumnado y próximos a su experiencia.

3.1 Planificar y participar en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximos a la experiencia del alumnado, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

3.2 Seleccionar, organizar y utilizar, de forma guiada y en entornos próximos, estrategias adecuadas para iniciar, mantener y terminar la comunicación; tomar y ceder la palabra; y solicitar y formular aclaraciones y explicaciones.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por interlocutores e interlocutoras y por las lenguas empleadas, e interés por participar en la solución de problemas de intercomprensión y de entendimiento en el entorno próximo, apoyándose en diversos recursos y soportes.

6.2 Aceptar y adecuarse a la diversidad lingüística, cultural y artística propia de países donde se habla la lengua extranjera, reconociéndola como fuente de enriquecimiento personal y mostrando interés por compartir elementos culturales y lingüísticos que fomenten la sostenibilidad y la democracia.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A3	Conocimientos, destrezas y actitudes que permitan detectar y colaborar en actividades de mediación en situaciones cotidianas sencillas.
A4	Funciones comunicativas básicas adecuadas al ámbito y al contexto comunicativo: saludar, despedirse, presentar y presentarse; describir personas, objetos y lugares; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y emociones básicas; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición.
A5	Modelos contextuales y géneros discursivos básicos en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A6	Unidades lingüísticas básicas y significados asociados a dichas unidades tales como la expresión de la entidad y sus propiedades, cantidad y cualidad, el espacio y las relaciones espaciales, el tiempo y las relaciones temporales, la afirmación, la negación, la interrogación y la exclamación, relaciones lógicas básicas.
A7	Léxico de uso común y de interés para el alumnado relativo a identificación personal, relaciones interpersonales, lugares y entornos cercanos, ocio y tiempo libre, vida cotidiana, salud y actividad física, vivienda y hogar, clima y entorno natural, tecnologías de la información y la comunicación.
A8	Patrones sonoros, acentuales, rítmicos y de entonación básicos, y significados e intenciones comunicativas generales asociadas a dichos patrones.
A10	Convenciones y estrategias conversacionales básicas, en formato síncrono o asíncrono, para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, pedir y dar aclaraciones y explicaciones, reformular, comparar y contrastar, resumir, colaborar, debatir, etc.
B1	Estrategias y técnicas para responder eficazmente a una necesidad comunicativa básica y concreta de forma comprensible, a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.
C3	Aspectos socioculturales y sociolingüísticos básicos relativos a la vida cotidiana, las condiciones de vida y las relaciones interpersonales; convenciones sociales básicas; lenguaje no verbal, cortesía lingüística y etiqueta digital; cultura, costumbres y valores propios de países donde se habla la lengua extranjera.

Código	Saber básico
C4	Estrategias básicas para entender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos.

Language Toolkit · concreción didáctica

Communicative functions
talking about food and preferences; asking about quantity; ordering politely; offering and accepting/rejecting food

Grammar in context
countable/uncountable nouns; some/any; much/many/a lot of (introductory); I'd like...; how much/how many

Vocabulary
food and drink; meals; containers and portions; basic nutrition language

Pronunciation / phonology
polite stress in requests; some/any weak forms awareness; food-word stress

Mediation focus
Explain ingredients and menu options in simpler English; do not diagnose allergies or health conditions.

Intercultural focus
Compare meal habits and café conventions in diverse English-speaking contexts without ranking them.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Understand menus and simple food information.
- Use quantity expressions appropriately.
- Order and respond politely in a café interaction.
- Write a clear menu with descriptions.
- Mediate dietary information responsibly without making medical claims.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Decode menus, shopping lists and food icons

Evidence: Worksheet 1: diagnóstico, comprensión de la carta (F1), de los iconos (F2) y de la lista de la compra (F3) con contenedores y cantidades.

Worksheet: Annex 3 · 1

2

SESSION 2

Sort countable/uncountable nouns and quantities

Evidence: Worksheet 2: clasificación de nombres contables y no contables, ejercicio con some/any/much/many y listening del recuento de existencias.

Worksheet: Annex 3 · 2

3

SESSION 3

Listening-style café order with information gap

Evidence: Worksheet 3: listening de un pedido en la cafetería (formulario con precios), information gap de comandas (F7) y diálogo de pedido con huecos.

Worksheet: Annex 3 · 3

4

SESSION 4

Role-play waiter/customer including clarification

Evidence: Worksheet 4: frases de camarero y cliente, minidiálogo con aclaraciones, lista de observación y respuesta respetuosa a distintas preferencias.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: explain a simple ingredient/allergen card from a fictional menu

Evidence: Worksheet 5: mediación del aviso de alérgenos en español (F9) y de las fichas de ingredientes (F4) a inglés sencillo, sin consejos médicos.

Worksheet: Annex 3 · 5

6

SESSION 6

Create healthy café menu and price list

Evidence: Worksheet 6: planificación de la carta con variedad (F8), descripciones de dos platos y coevaluación de otro equipo.

Worksheet: Annex 3 · 6

7

SESSION 7

Run café role-play and complete individual ordering task

Evidence: Role-play del Healthy Café con la carta del equipo y Worksheet 7: respuesta a Ciara, pedido individual y reflexión intercultural.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión de la información específica (platos, precios, vegetariano, horarios) de la carta, la lista de la compra, las fichas de ingredientes y la infografía.	Worksheets 1 y 6 / lista de comprobación
1.2	Uso de estrategias: iconos y apoyo visual, palabras transparentes (cognates), búsqueda de datos en tablas y registro de cantidades en el listening.	Worksheets 1, 2 y 3 / observación
2.1	Role-play oral final: saluda, pide o atiende con I'd like / Can I have… / Would you like…, pregunta por ingredientes y dice el precio con pronunciación comprensible.	Role-play (sesión 7) / rúbrica
2.2	Carta del café con descripciones y precios (Anexo 4), respuesta escrita a Ciara y pedido individual, con nombres contables y no contables bien usados.	Anexo 4 y Worksheet 7 / rúbrica
3.1	Participación cortés en el information gap de comandas y en el role-play, con ofrecimientos, aceptaciones y rechazos educados.	Worksheets 3 y 4 / observación sistemática
3.2	Uso de preguntas de aclaración (Sorry, can you say that again? / What's in it?), reformulación y cierre de la conversación.	Worksheet 4 / lista de observación
4.1	Explicación en inglés sencillo del aviso de alérgenos (F9) y de dos fichas de ingredientes (F4), sin diagnosticar y remitiendo al personal.	Worksheet 5 / rúbrica de mediación
6.2	Respeto a la diversidad alimentaria: comparación de comidas en distintos lugares (F10), opciones para distintas preferencias y lenguaje neutro sobre la comida, sin ranking ni estereotipos.	Worksheets 4 y 7, Anexo 4 / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The menu and the role-play give all the information a visitor needs (dishes, ingredients, prices, vegetarian options) and the order is completed smoothly.	The menu and the role-play give clear, useful information and the order is completed.	Some information is missing or confusing (prices, ingredients); the order is only partly completed.	A visitor cannot order from the menu or the role-play does not work.
Organisation & language	Clear menu sections and short, correct descriptions; countable and uncountable nouns, some/any and I'd like are used correctly, with some variety.	Clear sections and short sentences; a few errors with a/an, some/any or much/many that do not stop understanding.	The menu is mixed up; frequent errors sometimes make it difficult to understand.	Hard to follow; errors often stop understanding.
Interaction / delivery	In the role-play I order or serve politely, offer, accept and refuse food, ask about ingredients and clarify naturally.	I take part, order or serve politely and use some clarification phrases.	I take part with help; I need prompts or I read from paper.	I rarely speak or I do not respond to the other person.
Mediation & audience	The allergy notice and the ingredient cards are explained in simple, accurate English for a visitor; I never give medical advice and I send the visitor to the staff.	The main information is explained clearly; one small detail is missing.	Some information is unclear, copied or word for word, or I sound like a doctor.	The meaning changes or I give unsafe advice.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Intercultural / ethical use	The menu and my language respect all food choices (vegetarian, religious, family or personal), avoid «good/bad food», diets and stereotypes, and credit sources.	Respectful and welcoming, with simple ideas for different choices.	Some generalisations («the Irish eat…») or judging words about food need revising.	Uses stereotypes or mocks other people's food.

Input Pack y recursos

Fictional menus, ingredient cards, price list, ordering dialogues, food icons and short nutrition infographic.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Picture dictionary, menu frames, quantity cards and scripted dialogue option.

Extension

Anexo 9

Adapt the menu for a low-waste event and explain choices using basic environmental vocabulary.

ANNEX 1

Challenge Launch

Learning situation 6 · Eat Well, Feel Good

STUDENTS

Next month a group of students from Cork, in Ireland, is coming to our school for an exchange week. The school council wants to open a Healthy Café in the library… and the visitors only speak English! Your team must design the café menu: dishes, ingredients, prices and friendly descriptions. You will also be the waiters and the customers. You will read menus and ingredient cards, talk about quantities, order politely, ask about ingredients and explain allergy information carefully (always sending people to the staff). Remember: we celebrate variety, not diets. Ready to open the café?

> *How can we plan food choices and communicate them clearly in everyday situations?*

Your challenge

Design a healthy café menu in English for visitors and perform an ordering role-play: clear dishes and prices, polite ordering, careful information about ingredients and respect for everybody's food choices.

Audience: Visiting students and families at the school Open Day: they speak English and may have different food choices.

What you will create

Healthy café menu + ordering role-play

Roadmap · 7 sessions

1. We read a café menu, food icons and a shopping list.
2. We sort countable and uncountable nouns and talk about quantities.
3. We listen to a café order and play an information gap.
4. We act out waiter and customer roles and ask for clarification.
5. We explain allergy information in simple English, without medical advice.
6. We create our healthy café menu and price list.
7. We run the café role-play and write an individual order.

Success criteria

- ✓ I can understand a menu, a price list and simple ingredient information.
- ✓ I can use countable and uncountable nouns with some, any, much and many.
- ✓ I can order and serve food politely and ask about ingredients and prices.
- ✓ I can explain ingredient and allergy information in simple English and send people to the staff.
- ✓ I can write a menu with clear descriptions and respect everybody's food choices.

Working together

- Talk about food with respect: no «bad food», no diets and no comments about bodies.
- Nobody has to say what they eat at home or if they have an allergy.
- Everybody has a role in the café: waiter, customer, cook, price checker.

ANNEX 2

Input Pack

Learning situation 6 · Eat Well, Feel Good

STUDENTS

Everything for the café: a menu, food icons, a shopping list, ingredient cards, a price guide, ordering dialogues, order cards for an information gap, a plate infographic, an allergy notice in Spanish and meals in different places.

F1 Menu · The Green Spoon Café

DIAGRAM

THE GREEN SPOON CAFÉ

Cork, Ireland · fictional café · prices in euros (€)

BREAKFAST		until 11:30
Porridge with fruit	V	€3.50
Toast with butter and jam	V	€2.50
Scrambled eggs on toast	V	€4.50
Yoghurt with berries	V	€3.00

LUNCH		from 12:00
Vegetable soup with bread	V	€4.50
Cheese and tomato sandwich	V	€4.20
Chicken salad		€6.50
Bean burrito	V	€6.00
Pasta with tomato sauce	V	€5.50

SNACKS		all day
Fruit salad	V	€3.00
Oat biscuit	V	€1.50
Popcorn	V	€2.00
Carrot sticks with hummus	V	€2.50

DRINKS		all day
Water	V	free
Milk	V	€1.80
Orange juice	V	€2.20
Hot chocolate	V	€2.50
Tea	V	€1.80

V = vegetarian · Ingredient cards are on the counter · Please ask the staff about allergies.

Source: Menu created for this notebook. The café and its prices are fictional.

Which dishes are vegetarian? What is the cheapest breakfast? What can you have with €10?

F2 Food icons

DIAGRAM



Source: Icons from the Lucide library (ISC licence), arranged for this notebook.

What is it? Write the word for each icon in Worksheet 1. Which foods can you count (one apple, two apples)?

F3 Shopping list · Café Day

TEXT

- a bunch of bananas
- 6 oranges
- 2 kilos of tomatoes
- a loaf of wholemeal bread
- a carton of milk
- a dozen eggs
- a bag of rice
- a packet of pasta
- a bottle of olive oil
- a jar of jam
- a tin of beans
- some cheese

Source: List written for this notebook (fictional café team).

Which words show the quantity or the container? Which words are in plural?

F4 Ingredient and allergen cards

DATA

Dish	Main ingredients	Contains	Vegetarian?
Porridge with fruit	oats, milk, banana, berries	milk, gluten (oats)	Yes
Scrambled eggs on toast	eggs, butter, bread	eggs, milk, gluten (wheat)	Yes
Vegetable soup with bread	carrots, potatoes, onion, celery, bread	celery, gluten (wheat)	Yes
Cheese and tomato sandwich	bread, cheese, tomato	milk, gluten (wheat)	Yes
Chicken salad	chicken, lettuce, tomato, cucumber, mustard dressing	mustard	No
Bean burrito	beans, rice, tomato sauce, tortilla, cheese	gluten (wheat), milk	Yes
Carrot sticks with hummus	carrots, chickpeas, sesame paste, lemon	sesame	Yes

These cards give **information**. They are not medical advice. If you have an allergy or a question, **ask the staff**.

Source: Cards written for this notebook for the dishes of the fictional menu (F1). Real cafés must follow the law and answer questions about allergens.

F5 Price guide for your café

DATA

Section	Price range (€)	Ideas
Breakfast	2.00 – 4.50	porridge, toast, eggs, yoghurt, fruit
Lunch	4.00 – 7.00	soup, sandwich, salad, pasta, rice dishes
Snacks	1.00 – 3.00	fruit, vegetable sticks, popcorn, a biscuit
Drinks	1.50 – 2.50	milk, juice, tea, hot chocolate (water is free)

To find the **total**, add the prices: porridge €3.50 + milk €1.80 = **€5.30**. Include at least one vegetarian dish in each section.

Source: Guide written for this notebook. Prices are invented and only for the role-play.

F6 Ordering dialogues

CASE

A · At the counter

Waiter: Good morning! What would you like?
Customer: Can I have porridge with fruit, please?
Waiter: Of course. Would you like a drink?
Customer: Yes, please. A glass of milk. How much is it?
Waiter: That's €5.30.
Customer: Here you are. Thank you!

B · A question about ingredients

Customer: Excuse me, is there any cheese in the bean burrito?
Waiter: Yes, there is some cheese in it.
Customer: Sorry, can you say that again, please?
Waiter: There is some cheese. Look, it's on the ingredient card.
Customer: Thanks. I'll have the vegetable soup, then.

C · Offering food

Ana: Would you like some more bread?
Omar: No, thanks. I'm full.
Ana: How about some fruit?
Omar: Yes, please! I'd love an apple.
Ana: Here you are.

Source: Dialogues written for this notebook. The teacher can read them aloud.

Find two ways to ask for food, two ways to offer it and one way to refuse politely.

F7 Information gap · order cards

DATA

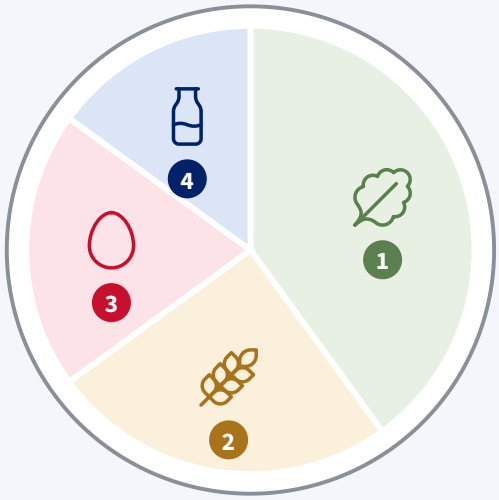
	Customer	Food	Drink	Total (€)
Card A	Mia	vegetable soup with bread	?	?
Card A	Omar	?	water	6.00
Card A	Sofia	pasta with tomato sauce	?	?
Card B	Mia	?	milk	6.30
Card B	Omar	bean burrito	?	?
Card B	Sofia	?	orange juice	7.70

Ask your partner to complete the **?** on your card: *What does Mia want to drink? What does Omar want to eat? How much is Sofia's order?*

Source: Fictional customers created for this notebook. Student A uses card A and Student B uses card B; do not show your card to your partner. Use the menu (F1) to check prices.

F8 A varied plate

DIAGRAM



Water

1. **Vegetables and fruit**
   lots of colours: fresh, frozen or tinned
2. **Bread, rice, pasta, potatoes**
   wholegrain when you can
3. **Beans, eggs, fish, meat, tofu**
   different proteins in a week
4. **Milk, yoghurt, cheese**
   or plant-based alternatives

Water: a good drink for every day.
Sweet treats are nice for special moments.
Eat together when you can and enjoy it!

Source: Infographic created for this notebook with general ideas from school food education. It is not medical advice: for personal questions, ask a doctor or a dietitian.

Which groups are in your favourite dish? Why is variety useful when we plan a menu?

F9 Mediation · an allergy notice in Spanish

TEXT

HEALTHY CAFÉ · INFORMACIÓN SOBRE ALÉRGENOS

- Todos los platos tienen una **ficha de ingredientes** en el mostrador.
- La normativa europea obliga a informar de **14 alérgenos** (por ejemplo: huevo, leche, cereales con gluten, sésamo y pescado).
- Si tienes una **alergia o intolerancia**, **pregunta siempre al personal** antes de pedir.
- La cocina es compartida, así que **no podemos asegurar** que un plato no tenga trazas de otros alimentos.
- El personal **no da consejos médicos**.

Source: Notice written for this notebook (fictional café). It is inspired by the European rules on allergen information. Ciara can't read it yet: you are going to explain it to her in simple English.

Don't translate word by word! Choose the most important information and explain it in short, simple sentences.

F10 Meals in different places

DATA

Place	Foods some families eat	Note
Ireland and England	porridge, toast, sandwiches, soup	Many students take a packed lunch or have a school meal.
India	idli with sambar, paratha, rice and dal	Food changes a lot between regions; many families eat vegetarian meals.
Nigeria	jollof rice, moi moi, plantain	Dishes are different in different regions and communities.
Jamaica	callaloo, rice and peas, fried plantain	Many meals use rice, beans and fresh vegetables.
Singapore	chicken rice, kaya toast, noodles	Many people eat at food courts called hawker centres.
Your family or another place	?	?

Different is not better or worse: it's just different. **Ask** with interest and **listen**, but nobody has to share what they eat at home.

Source: General examples written for this notebook. Food changes a lot from home to home and from region to region; this is a small sample, not a rule.

Complete the last row with a meal from your family or from a place you know (only if you want to share it). What is similar? What is new for you?

ANNEX 3

Student Worksheets

Learning situation 6 · Eat Well, Feel Good

STUDENTS

WORKSHEET 1 Decode the menu

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read the menu (F1), the icons (F2) and the shopping list (F3).

1 **Warm-up quiz. Tick the correct answer.**

There ___ two apples on the table.
☐ is ☐ are ☐ be

I'd ___ a glass of water, please.
☐ like ☐ likes ☐ liking

We haven't got ___ milk.
☐ some ☐ any ☐ an

___ is the soup? — It's €4.50.
☐ How many ☐ How much ☐ What

2 **Read the menu (F1). True (T) or false (F)?**

	T	F
Porridge with fruit costs €3.50.	☐	☐
The chicken salad is vegetarian.	☐	☐
You can order lunch at 10:30.	☐	☐
Water is free.	☐	☐
You can order a snack at any time of the day.	☐	☐

3 **What is it? Write the word for each icon in F2. Words: apple, banana, carrot, cherries, cookie, egg, fish, milk, salad, sandwich, soup, water.**

1 _____ · 2 _____ · 3 _____ · 4 _____

5 _____ · 6 _____ · 7 _____ · 8 _____

9 _____ · 10 _____ · 11 _____ · 12 _____

4 **Read the shopping list (F3). Write the container or quantity for each food.**

Food	Container or quantity
milk	
eggs	
rice	
pasta	
olive oil	
jam	

WORKSHEET 2

Countable or uncountable?

Session 2

Use F1, F2 and F3. Then listen to your teacher.

1 **Sort the nouns: apple, water, egg, rice, banana, milk, sandwich, bread, carrot, cheese, orange, pasta.**

Countable (an apple, two eggs)	Uncountable (some water)

2 **Choose the correct word.**

I'd like ___ apple, please.
☐ a ☐ an ☐ some

Would you like ___ water?
☐ some ☐ any ☐ a

There aren't ___ strawberries today.
☐ some ☐ any ☐ a

How ___ milk do we need?
☐ much ☐ many ☐ a

How ___ eggs do we need?
☐ much ☐ many ☐ some

3 **Listening 1. The cook counts the food in the storeroom. Write how much or how many.**

Food	Quantity
apples	
bananas	
eggs	
rice	
milk	
bread	
carrots	

4 **Write four sentences about meals you like. Use some, any (in a negative sentence) and a lot of.**

WORKSHEET 3 Order at the café

Session 3

Listen to an order. Then work in pairs with the order cards (F7): Student A uses card A and Student B uses card B.

1 **Listening 2. A customer orders breakfast. Complete the order form.**

Item	How many?	Price (€)
Total		

2 **Information gap. Ask and answer to complete your card. Then write the complete orders.**

Customer	Food	Drink	Total (€)
Mia			
Omar			
Sofia			

3 **Complete the dialogue with: like, Can, How much, Would.**

Waiter: Good morning! What _____ you like?

Customer: I'd _____ a bowl of soup, please.

Waiter: _____ you like some bread?

Customer: Yes, please. _____ I have a glass of water, too?

Waiter: Of course.

Customer: _____ is it?

Waiter: That's €4.50.

4 **Which strategies did you use? Tick.**

- [ ] I said please and thank you.
- [ ] I used I'd like or Can I have…?
- [ ] I asked How much…? or How many…?
- [ ] I asked my partner to repeat something.
- [ ] I checked the prices in the menu.

WORKSHEET 4 Waiter and customer

Session 4

Prepare a role-play in groups of three: waiter, customer and observer. Use the dialogues (F6) and the menu (F1).

1 **Match the situation with a useful phrase.**

1	The waiter asks for your order.	a	Sorry, can you say that again?
2	You order food.	b	What would you like?
3	You don't understand the waiter.	c	No, thank you. I'm full.
4	You ask about the price.	d	How much is it?
5	The waiter offers more bread.	e	I'd like a bowl of soup, please.
6	You say no politely.	f	Would you like some more bread?

2 **Write your mini-dialogue (8 lines). Include a greeting, an order, a question about an ingredient, a clarification phrase and the price.**

3 **Observer. Watch another group and tick what you see and hear.**

- ☐ They greet each other politely.
- ☐ The customer uses I'd like or Can I have…?
- ☐ The waiter offers something (Would you like some…?).
- ☐ Someone asks for repetition or explains again.
- ☐ They say the price and thank each other.
- ☐ They talk about food in a respectful way.

4 **A customer doesn't eat meat and another customer doesn't eat fish. Write what the waiter can say to help both of them (one or two sentences).**

WORKSHEET 5 Explain it safely

Session 5

Mediation. Ciara, a visitor from Cork, can't read Spanish. You give information, but you are not a doctor: for allergies, always send people to the staff. Use short, simple sentences.

1 **Read the Spanish notice (F9). Complete a notice in English for Ciara.**

Key idea in the notice	Simple English for Ciara
Ingredient cards	
14 allergens	
If you have an allergy	
Shared kitchen	
Medical advice	

2 **Ciara asks about three dishes. Use the cards in F4 and write what you say.**

Dish	What I say to Ciara
Scrambled eggs on toast	
Bean burrito	
Chicken salad	

3 **Ciara asks: «Is the soup OK for me? I think I have an allergy.» Practise your answer aloud with a partner. Tick.**

- [ ] I give the information from the card (what it contains).
- [ ] I say «Please ask the staff» and I don't say yes or no.
- [ ] I use short sentences and speak slowly.
- [ ] I am kind and I don't ask private questions.

4 **What can you say when the card does not give the answer? Write one sentence.**

WORKSHEET 6 Create the menu

Session 6

Use the price guide (F5) and the plate (F8). Complete your menu in the template (Annex 4). Then review another team's menu.

1 **Plan your menu. Write the plate group (1-4) of each dish.**

Section	Dish and ingredients	Price (€)	Plate group	V?
Breakfast				
Lunch				
Snack				
Drink				

2 **Write a short, tasty description for two dishes. Use adjectives (fresh, crunchy, hot, sweet) and with. Don't say that a dish «burns fat» or «cures» anything.**

3 **Peer review. Read another team's menu and tick what it does well.**

- [ ] There are four sections with dishes, descriptions and prices.
- [ ] There is variety: fruit or vegetables and different kinds of food.
- [ ] Vegetarian dishes are marked and water is free.
- [ ] Ingredients and allergy information are clear («Ask the staff»).
- [ ] The language about food is respectful (no «bad food», no diets).

4 Write two stars (good things) and one wish (one improvement) for the other team.

WORKSHEET 7 Individual challenge: Ciara's message

Session 7

Work on your own. After the role-play, complete the tasks.

1 My role-play record. Complete the table.

My role	What I ordered or served	A phrase I used to clarify

2 Read Ciara's message: «Hi! I'm Ciara from Cork. I like pasta and fruit, but I don't eat meat. I'd like lunch and a drink at The Green Spoon Café (F1). What can I order? How much is it?» Write a reply (50-70 words). Recommend a dish and a drink, say the total price and ask a question.

3 You are at The Green Spoon Café. Write what you say to order a lunch and a drink, to ask about one ingredient and to ask for the price.

4 Look at F10. Write one thing that is similar and one thing that is new for you about meals in other places.

ANNEX 4

Final Product Template

Learning situation 6 · Eat Well, Feel Good

STUDENTS

Name: Class: Date:

Our Healthy Café. Write in English, with short and clear sentences. Everybody must be able to choose something!

Café name and slogan

A friendly name and a short slogan (no diets, no «good/bad food»).

The menu

Four sections: Breakfast, Lunch, Snacks, Drinks. Dish names, short descriptions, prices in €, V for vegetarian. Water is free.

Ingredients and allergy information

Ingredients of two dishes and a sentence: «Please ask the staff.»

Sample orders and totals

Two orders with the total price.

Role-play plan

Roles (waiter, customer, observer) · order · question about an ingredient · clarification · price · goodbye.

Polite language

Three phrases for ordering, offering and refusing.

Everybody can choose

How does our menu include different food choices?

ANNEX 5

Useful Language & Final Check

Learning situation 6 · Eat Well, Feel Good

STUDENTS

Name: Class: Date:

Functions and model sentences

Talking about food	I like fruit. I love pasta. I don't like mushrooms.
Asking about quantity	How much milk? How many eggs?
Ordering politely	I'd like a bowl of soup, please. Can I have some water?
Offering, accepting, refusing	Would you like some bread? — Yes, please. / No, thanks, I'm full.
Asking about ingredients	Is there any cheese in it? What's in it?
Price and paying	How much is it? — That's €4.50. Here you are.

Grammar in context

Countable nouns	an apple, two eggs, three sandwiches
Uncountable nouns	water, rice, bread, milk (no a/an, no -s)
some / any	I'd like some water. We haven't got any milk. Is there any cheese?
How much / How many	How much milk? How many eggs?
a lot of / much / many	a lot of rice; not much milk; not many apples
I'd like… / Would you like…?	I'd like a sandwich. Would you like a drink?

Vocabulary bank

Food: fruit, vegetables, bread, rice, pasta, eggs, cheese, beans, fish, chicken, yoghurt, porridge

Drinks and meals: water, milk, juice, tea, hot chocolate; breakfast, lunch, snack, dinner

Containers and quantities: a glass of, a bottle of, a carton of, a bag of, a packet of, a bowl of, a slice of, a jar of

Menu words: vegetarian, fresh, hot, cold, sweet, crunchy, ingredients, allergy, price, total

Pronunciation tips

- Word stress: VEGetable, SANDwich, CHOColate (2 syllables), baNAna, toMAto.
- In a sentence, some is weak /səm/: some bread, some water. In questions, say Is there ANY cheese?
- Polite requests sound friendly when your voice goes up on the last word: I'd like a sandwich, please? ↗

When I get stuck (clarify & repair)

- Sorry, can you say that again?
- What's in it?
- What does … mean?
- Do you mean …?
- Can you speak more slowly, please?
- How do you say … in English?
- I don't know. Please ask the staff.

Final check before you hand in: Healthy café menu + ordering role-play

- [ ] The menu has four sections with dishes, short descriptions and prices.
- [ ] Vegetarian dishes are marked and water is free.
- [ ] We use countable and uncountable nouns correctly (an apple, some rice).
- [ ] We use I'd like, Can I have…? and Would you like…? in the role-play.
- [ ] We use How much and How many correctly.
- [ ] We give ingredient and allergy information with care: «Please ask the staff.»
- [ ] Our language about food is respectful: no «bad food», no diets, no comments about bodies.
- [ ] We checked spelling and prices (€) with the toolkit.

ANNEX 6

Printable Rubric

Learning situation 6 · Eat Well, Feel Good

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Healthy café menu + ordering role-play**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The menu and the role-play give all the information a visitor needs (dishes, ingredients, prices, vegetarian options) and the order is completed smoothly.	The menu and the role-play give clear, useful information and the order is completed.	Some information is missing or confusing (prices, ingredients); the order is only partly completed.	A visitor cannot order from the menu or the role-play does not work.	
Organisation & language	Clear menu sections and short, correct descriptions; countable and uncountable nouns, some/any and I'd like are used correctly, with some variety.	Clear sections and short sentences; a few errors with a/an, some/any or much/many that do not stop understanding.	The menu is mixed up; frequent errors sometimes make it difficult to understand.	Hard to follow; errors often stop understanding.	
Interaction / delivery	In the role-play I order or serve politely, offer, accept and refuse food, ask about ingredients and clarify naturally.	I take part, order or serve politely and use some clarification phrases.	I take part with help; I need prompts or I read from paper.	I rarely speak or I do not respond to the other person.	
Mediation & audience	The allergy notice and the ingredient cards are explained in simple, accurate English for a visitor; I never give medical advice and I send the visitor to the staff.	The main information is explained clearly; one small detail is missing.	Some information is unclear, copied or word for word, or I sound like a doctor.	The meaning changes or I give unsafe advice.	
Intercultural / ethical use	The menu and my language respect all food choices (vegetarian, religious, family or personal), avoid «good/bad food», diets and stereotypes, and credit sources.	Respectful and welcoming, with simple ideas for different choices.	Some generalisations («the Irish eat…») or judging words about food need revising.	Uses stereotypes or mocks other people's food.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 6 · Eat Well, Feel Good

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can order and serve food and drinks politely and ask about ingredients and prices.	○	○	○	○
I can use countable and uncountable nouns with some, any, much and many.	○	○	○	○
I can ask for clarification and repair my message when communication breaks down.	○	○	○	○
I can use feedback to improve my work.	○	○	○	○

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 6 · Eat Well, Feel Good

STUDENTS

Name: Class: Date:

Extra help: a picture dictionary, quantity cards, a menu frame and a scripted dialogue.

Picture dictionary

- **Countable (C):** an apple · an egg · a banana · a carrot · a sandwich
- **Uncountable (U):** some water · some milk · some rice · some bread · some cheese
- **Quantity cards:** a glass of water · a carton of milk · a bag of rice · a bowl of soup · a slice of bread · a jar of jam

Menu frame

[Dish] · [price]
It's [adjective: fresh / hot / sweet]. It's with [ingredient] and [ingredient].
V = vegetarian

1 **Match the quantity with the food.**

1 a glass of ●	● a bread
2 a carton of ●	● b soup
3 a bag of ●	● c jam
4 a bowl of ●	● d rice
5 a slice of ●	● e water
6 a jar of ●	● f milk

2 **Complete the menu frame with your own ideas.**

Vegetable soup · €_____

It's _____ and _____. It's with _____ and _____.

Fruit salad · €_____

It's _____ and _____. It's with _____ and _____.

3 **Complete the dialogue with: would, like, please, much.**

Waiter: Good morning! What _____ you like?

Customer: I'd _____ a bowl of soup, please.

Waiter: Would you like some bread?

Customer: Yes, _____. How _____ is it?

Waiter: €4.50.

ANNEX 9

Extension

Learning situation 6 · Eat Well, Feel Good

STUDENTS

Name: Class: Date:

A low-waste café event

Your café is going to hold a **low-waste event**: it wants to throw away less food and less plastic. Adapt your menu and explain your choices in simple English with **because**. Use words such as *waste, reuse, recycle, leftovers, local, seasonal, reusable*.

Steps

1. Complete the table: change three things in a normal café and say why.
2. Rewrite two dishes of your menu with local or seasonal ingredients and a plan for leftovers.
3. Write a short poster text for the event (40-60 words).
4. Present your ideas to the class in 30 seconds.

1 Low-waste changes.

In a normal café…	Our low-waste change	Because…
plastic cups		
small bottles of water		
leftover bread and fruit		

What to hand in

The completed table, two rewritten dishes and the poster text (40-60 words).

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 6 · Eat Well, Feel Good

TEACHER

Worksheet 1

1. Quiz: are; like; any; How much.
2. T; F (chicken salad has no V); F (lunch is from 12:00); T; T (snacks all day).
3. 1 fish; 2 banana; 3 milk; 4 egg; 5 cherries; 6 soup; 7 apple; 8 sandwich; 9 carrot; 10 water; 11 cookie; 12 salad.
4. milk: a carton; eggs: a dozen (12); rice: a bag; pasta: a packet; olive oil: a bottle; jam: a jar.

Worksheet 2

1. Countable: apple, egg, banana, sandwich, carrot, orange. Uncountable: water, rice, milk, bread, cheese, pasta.
2. an; some; any; much; many.
3. Listening 1 (see script): apples 10; bananas none (0); eggs 6; rice a lot; milk 2 cartons; bread 1 loaf; carrots 5 kilos.
4. Open answer. Model: «I like pasta and I eat a lot of rice. There isn't any milk in my tea. We have some fruit at home.» Check some/any/a lot of and countable/uncountable agreement.

Worksheet 3

1. Listening 2 (see script): porridge with fruit, 1, €3.50; scrambled eggs on toast, 1, €4.50; milk (a glass), 1, €1.80; orange juice, 1, €2.20; Total €12.00.
2. Mia: vegetable soup with bread, milk, €6.30. Omar: bean burrito, water, €6.00. Sofia: pasta with tomato sauce, orange juice, €7.70.
3. would; like; Would; Can; How much.
4. Strategy list: open; use it for feedback.

Worksheet 4

1. The waiter asks for your order → What would you like?; You order food → I'd like a bowl of soup, please.; You don't understand → Sorry, can you say that again?; You ask about the price → How much is it?; The waiter offers more bread → Would you like some more bread?; You say no politely → No, thank you. I'm full.
2. Open answer. Model: «Waiter: Good morning! What would you like? Customer: Can I have a cheese sandwich, please? Waiter: Of course. Would you like a drink? Customer: Is there any milk in the sandwich? Waiter: Yes, there is some cheese. Customer: Sorry, can you say that again? Waiter: There is cheese in it. Look at the card. Customer: OK. A glass of water, please. How much is it? Waiter: €4.20. Thank you!»
3. Observer list: open.
4. Model: «We have vegetarian dishes: the bean burrito and the vegetable soup. For no fish, the chicken salad and the pasta are on the menu.» Accept any polite, accurate answer based on F1 and F4 that does not judge anyone.

Worksheet 5

1. Model: Ingredient cards → «Every dish has an ingredient card on the counter.» 14 allergens → «The café tells you about 14 main allergens, for example egg, milk, gluten, sesame and fish.» Allergy → «If you have an allergy, ask the staff before you order.» Shared kitchen → «We use one kitchen, so we can't promise there are no traces of other foods.» Medical advice → «The staff don't give medical advice.»
2. Model: Scrambled eggs on toast → «It has eggs, butter and bread. It contains eggs, milk and gluten (wheat). It's vegetarian.» Bean burrito → «It has beans, rice, tomato sauce, a tortilla and cheese. It contains gluten (wheat) and milk. It's vegetarian.» Chicken salad → «It has chicken, lettuce, tomato, cucumber and mustard dressing. It contains mustard. It isn't vegetarian.»
3. Model answer: «I don't know if it's OK for you. Please ask the staff.» The soup card says celery and gluten (wheat): the student can say this, but must not say yes or no about the allergy.
4. Model: «Sorry, I don't know. Please ask the staff.» / «The card doesn't say. Let me ask for you.»

Worksheet 6

1. Open answer. Check that all four sections have a dish, price within the F5 ranges, a plate group number (1-4) and V when the dish is vegetarian.
2. Model: «Vegetable soup with bread: a hot soup with fresh carrots, potatoes and onion.» «Fruit salad: a sweet and colourful salad with apple, orange and banana.» Reject health claims («burns fat», «cures»).
3. Peer review: open. Check the ticks against the real menu of the other team.
4. Stars and wishes should refer to concrete parts (e.g. «Your descriptions are very clear»; «Add a vegetarian dish for lunch»).

Worksheet 7

1. Open answer: check the role, the order or service and a phrase such as Sorry, can you say that again? / What's in it?
2. Model reply (about 60 words): «Hi Ciara! You can order the pasta with tomato sauce for €5.50. It's vegetarian. For a drink, I suggest an orange juice for €2.20, or water, which is free. The total is €7.70. Would you like some fruit salad, too? It's €3.00. See you soon!» Accept vegetable soup, cheese and tomato sandwich or bean burrito (all vegetarian) with the correct total. Chicken salad is not correct.
3. Model: «Good afternoon. I'd like the bean burrito and a glass of water, please. Is there any cheese in it? How much is it? — €6.00. Thank you!»
4. Open answer. Model: «Similar: many people eat rice. New: in Singapore many people eat at hawker centres.»

Support (Annex 8)

1. a glass of water; a carton of milk; a bag of rice; a bowl of soup; a slice of bread; a jar of jam. (Also accept a glass of milk.)
2. Open personal answers, following the frame (e.g. «Vegetable soup · €4.50. It's hot and fresh. It's with carrots and potatoes.»).
3. would; like; please; much.

Extension (Annex 9)

1. Model: plastic cups → reusable cups, because we make less plastic waste. Small bottles of water → water in jugs, because we reuse the jugs. Leftover bread and fruit → croutons for the soup or a fruit salad, because we don't throw away food. Accept any logical change with a reason. Check the two rewritten dishes (local or seasonal ingredients, a plan for leftovers), a poster of 40-60 words and clear, simple English.

Listening script · Worksheet 2 · Stock check (Listening 1)

Read twice at a natural speed. Pause after each food.

The cook is counting the food in the storeroom. «Let me see… Apples: we've got ten apples. Bananas: oh no, we haven't got any bananas. Eggs: there are only six eggs. Rice: we've got a lot of rice. Milk: not much, only two cartons. Bread: just one loaf. And carrots: we've got five kilos of carrots. OK, that's all!»

Listening script · Worksheet 3 · A breakfast order (Listening 2)

Read twice with two voices (waiter and customer).

Waiter: Good morning! What would you like?

Customer: Good morning. I'd like a bowl of porridge with fruit, please. And scrambled eggs on toast for my sister.

Waiter: OK. Would you like something to drink?

Customer: Yes. A glass of milk for me, and an orange juice for her.

Waiter: Anything else?

Customer: No, thank you. How much is that?

Waiter: Let me see… porridge, three fifty; scrambled eggs, four fifty; milk, one eighty; orange juice, two twenty. That's twelve euros.

Customer: Here you are.

Waiter: Thank you! Enjoy your breakfast.

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40 minutes each. In session 7 run the café with a few tables in the classroom and leave 15 minutes for the individual challenge. F6 can also be read aloud as an extra listening.
- Health and privacy: do not ask students what they eat at home or about their allergies or weight; no calories, no diets and no «good/bad food». Menus can include fruit, vegetables, water and a variety of foods and also «special moments» without judging. If a student mentions an allergy or a worry about food, talk to the student in private.
- Mediation (Worksheet 5): students give information from the cards; they never say that a dish is «safe» or diagnose anything, and they always say «Please ask the staff». The Spanish notice is inspired by the European rules on 14 allergens (Regulation (EU) No 1169/2011); check current local rules if you want to go deeper.
- Differentiation and interculturality: use Annex 8 for students who need support and Annex 9 for fast finishers. F10 shows examples, not rules; students add examples only if they want to. Vegetarian and other choices are respected as personal, family or cultural decisions.

⚠ Likely errors

- Using want or I want instead of I'd like: «I want a sandwich» sounds too direct when ordering.
- Confusing much/many: «How much eggs?», «How many milk?».
- Using some in questions and negatives: «I haven't some milk».
- Using plurals with uncountable nouns: «waters», «breads», «rices» (but «two waters» is accepted in a café for «two glasses of water»).
- Using food for meal: «I have food at two» instead of «I have lunch at two»; «I have hunger» instead of «I'm hungry».
- Pronouncing every letter: vegetable as «ve-ge-ta-ble», chocolate with three syllables, sandwich with a /w/ sound.

⚖ Accepting alternative answers

- Accept any answer that communicates the meaning clearly, even with minor errors that do not affect understanding.
- In mediation, accept different wordings if the key information is correct, nothing important is added and the student sends allergy questions to the staff.
- In the menu, accept any dishes, ingredients and prices if they are consistent and within the F5 ranges.
- In the totals, check the sum of the prices and accept formats such as €12, 12 euros or 12.00.

07

SITUACIÓN DE APRENDIZAJE

Lost in Town!

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we help a visitor reach a place without getting lost?

CURSO 1.º ESO	SESIONES 7 sesiones	BLOQUES DE SABERES A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5	PRODUCTO FINAL Mini city guide + directions challenge	CRITERIOS DE EVALUACIÓN 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2

Contexto, reto y producto final

Riverton es una ciudad ficticia, inspirada en varias ciudades del mundo anglófono, que recibe cada semana a visitantes y a alumnado de intercambio que se pierden porque el mapa es pequeño, los nombres de las calles son nuevos y las indicaciones se dan demasiado deprisa. La oficina de turismo juvenil busca *Young Guides*: grupos que sepan **orientar a una persona visitante sin que se pierda** y que preparen una *Mini City Guide* con tres lugares y sus rutas, además de superar un *Directions Challenge* en el que una persona guía da una ruta oral que otra sigue sobre el mapa sin ver el texto.

El alumnado lee un plano coherente de la ciudad y un panel de señales, practica el lenguaje de las indicaciones (imperativos, *left/right/straight on*, *next to, opposite, between, on the corner of*), juega a un *information gap* de rutas, detecta giros equivocados en rutas escritas y orales y practica la comprobación y la reparación (*Sorry, can you repeat that? So I turn left…, is that right?*). En la tarea de **mediación**, convierte la ruta marcada en el mapa en instrucciones paso a paso, con puntos de referencia, para un visitante mayor que no puede subir escaleras y no se maneja con mapas, y compara fórmulas de dirección en español y en inglés. Con todo ello elabora la mini guía, supera el desafío de direcciones y resuelve individualmente una tarea de mapa. El plano incluye un tramo con escaleras para trabajar rutas accesibles, y la reflexión intercultural distingue la **imagen turística** de la **vida cotidiana** de las ciudades.

Reto comunicativo

Create a Mini City Guide with three places and clear routes, and pass the Directions Challenge, so that a visitor can reach each place without getting lost: polite questions, step-by-step directions and simple, accessible explanations.

Producto final

Mini city guide + directions challenge.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE5 Ampliar y usar los repertorios lingüísticos personales y reflexionar sobre su funcionamiento y sobre las propias estrategias.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Interpretar y analizar el sentido global y la información específica y explícita de textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos, de relevancia personal y próximos a la experiencia del alumnado, propios de los ámbitos de las relaciones interpersonales, del aprendizaje, de los medios de comunicación y de la ficción expresados de forma clara y en la lengua estándar a través de diversos soportes.

2.1 Expresar oralmente textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa sobre asuntos cotidianos y frecuentes, de relevancia para el alumnado, con el fin de describir, narrar e informar sobre temas concretos, en diferentes soportes, utilizando de forma guiada recursos verbales y no verbales, así como estrategias de planificación y control de la producción.

2.2 Organizar y redactar textos breves y comprensibles con aceptable claridad, coherencia, cohesión y adecuación a la situación comunicativa propuesta, siguiendo pautas establecidas, a través de herramientas analógicas y digitales, sobre asuntos cotidianos y frecuentes de relevancia para el alumnado y próximos a su experiencia.

3.1 Planificar y participar en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximos a la experiencia del alumnado, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

3.2 Seleccionar, organizar y utilizar, de forma guiada y en entornos próximos, estrategias adecuadas para iniciar, mantener y terminar la comunicación; tomar y ceder la palabra; y solicitar y formular aclaraciones y explicaciones.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por interlocutores e interlocutoras y por las lenguas empleadas, e interés por participar en la solución de problemas de intercomprensión y de entendimiento en el entorno próximo, apoyándose en diversos recursos y soportes.

4.2 Aplicar, de forma guiada, estrategias que ayuden a crear puentes y faciliten la comprensión y producción de información y la comunicación, adecuadas a las intenciones comunicativas, usando recursos y apoyos físicos o digitales en función de las necesidades de cada momento.

5.2 Utilizar y diferenciar los conocimientos y estrategias de mejora de la capacidad de comunicar y de aprender la lengua extranjera con apoyo de otros participantes y de soportes analógicos y digitales.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A3	Conocimientos, destrezas y actitudes que permitan detectar y colaborar en actividades de mediación en situaciones cotidianas sencillas.
A4	Funciones comunicativas básicas adecuadas al ámbito y al contexto comunicativo: saludar, despedirse, presentar y presentarse; describir personas, objetos y lugares; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y emociones básicas; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición.
A5	Modelos contextuales y géneros discursivos básicos en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A6	Unidades lingüísticas básicas y significados asociados a dichas unidades tales como la expresión de la entidad y sus propiedades, cantidad y cualidad, el espacio y las relaciones espaciales, el tiempo y las relaciones temporales, la afirmación, la negación, la interrogación y la exclamación, relaciones lógicas básicas.
A7	Léxico de uso común y de interés para el alumnado relativo a identificación personal, relaciones interpersonales, lugares y entornos cercanos, ocio y tiempo libre, vida cotidiana, salud y actividad física, vivienda y hogar, clima y entorno natural, tecnologías de la información y la comunicación.
A8	Patrones sonoros, acentuales, rítmicos y de entonación básicos, y significados e intenciones comunicativas generales asociadas a dichos patrones.
A10	Convenciones y estrategias conversacionales básicas, en formato síncrono o asíncrono, para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, pedir y dar aclaraciones y explicaciones, reformular, comparar y contrastar, resumir, colaborar, debatir, etc.
B1	Estrategias y técnicas para responder eficazmente a una necesidad comunicativa básica y concreta de forma comprensible, a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.
C1	La lengua extranjera como medio de comunicación interpersonal e internacional, como fuente de información y como herramienta para el enriquecimiento personal.

Language Toolkit · concreción didáctica

Communicative functions
asking for and giving directions; locating places; making simple recommendations; checking understanding

Grammar in context
imperatives; prepositions of place/movement; there is/are review; can for requests; basic sequence markers

Vocabulary
places in town; transport; direction phrases; landmarks

Pronunciation / phonology
connected speech in turn left/go straight; polite request intonation; stress in multiword place names

Mediation focus
Turn visual map information into short spoken directions and reformulate if the partner is confused.

Intercultural focus
Use fictionalised examples inspired by several English-speaking cities; distinguish tourist image from everyday life.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Understand maps, signs and short directions.
- Give a clear sequence of directions.
- Ask for repetition or clarification.
- Write a short visitor recommendation.
- Mediate map information for another person.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Read a simple city map and identify landmarks

Evidence: Worksheet 1: diagnóstico, oraciones de localización sobre el plano de Riverton (F1), V/F del plano e identificación de diez señales (F2).

Worksheet: Annex 3 · 1

2

SESSION 2

Direction-language stations with map routes

Evidence: Worksheet 2: frases de localización con next to/opposite/between, listening de tres rutas desde la estación y ruta con marcadores de secuencia.

Worksheet: Annex 3 · 2

3

SESSION 3

Information gap: ask for and give routes

Evidence: Worksheet 3: preguntas para pedir indicaciones, information gap de rutas (F5) con registro de destinos y estrategias de comprobación, y ruta escrita de la Biblioteca a Información Turística.

Worksheet: Annex 3 · 3

4

SESSION 4

Listen/read route instructions and detect wrong turns

Evidence: Worksheet 4: detección de tres errores en rutas escritas (F6), listening con dos rutas, ruta con marcadores de secuencia y frases de reparación.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: turn a map route into accessible step-by-step instructions

Evidence: Worksheet 5: mediación de la ruta del mapa (F7) a instrucciones paso a paso para el Sr. Hall, reformulación en lenguaje más sencillo y explicación oral con comprobación.

Worksheet: Annex 3 · 5

6

SESSION 6

Create mini guide with three places and routes

Evidence: Worksheet 6: plan de la mini guía (tres lugares y rutas del Anexo 4), recomendación escrita, revisión por otro equipo y comparación de fórmulas en español e inglés (F9).

Worksheet: Annex 3 · 6

7

SESSION 7

Directions challenge + individual map task

Evidence: Directions Challenge y Worksheet 7: registro del desafío, ruta individual del Banco a la panadería sobre el mapa y reflexión sobre estrategias.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión del plano de Riverton, de las señales y de las rutas escritas y escuchadas (F1-F6), localizando lugares y siguiendo giros.	Worksheets 1, 2 y 4 / lista de comprobación
2.1	Directions Challenge oral: ruta clara en secuencia (first, then, next…) con imperativos y preposiciones, a ritmo pausado y con pronunciación comprensible.	Directions Challenge (sesión 7) / rúbrica
2.2	Mini City Guide (Anexo 4) con tres lugares, motivo para visitarlos y rutas coherentes con el mapa, y ruta escrita individual del Banco a la panadería.	Anexo 4 y Worksheet 7 / rúbrica
3.1	Participación cortés en el information gap y en el desafío: pide indicaciones con Excuse me, escucha, comprueba y agradece.	Worksheet 3 y desafío / observación sistemática
3.2	Uso de estrategias para pedir repetición, comprobar lo entendido (So I turn left…, is that right?) y reparar cuando se pierde o se equivoca de giro.	Worksheets 3 y 4 / lista de observación
4.1	Conversión de la ruta del mapa (F7) en instrucciones paso a paso con puntos de referencia y reformulación de una frase compleja, adaptadas a un visitante concreto.	Worksheet 5 / rúbrica de mediación
4.2	Uso de apoyos (plano con leyenda, señales, gestos, señalar con el dedo, puntos de referencia) y adaptación de la ruta a una necesidad de movilidad sin cambiar el sentido.	Worksheets 5 y 7, Anexo 9 / rúbrica
5.2	Comparación de fórmulas de indicaciones en español, inglés y otras lenguas (F9) y registro de una estrategia útil para orientarse o recordar izquierda y derecha.	Worksheets 6 y 7, Anexo 7 / autoevaluación

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	Every route in the guide and in the challenge leads the visitor to the right place; each place has a clear reason to visit; the visitor never gets lost.	The routes lead to the right places with clear reasons to visit, with one small gap.	Some routes are incomplete or do not match the map; some reasons are unclear.	The routes do not help a visitor reach the places.
Organisation & language	Routes are well ordered with first, then, next; imperatives, left/right and next to, opposite, between are used correctly, with very few errors.	Routes are ordered and clear; a few errors with prepositions or imperatives that do not stop understanding.	The order is confusing; frequent errors make the route difficult to follow.	Hard to follow; errors often stop understanding.
Interaction / delivery	In the challenge I ask politely, give the route slowly, check understanding («Is that right?») and repair when my partner is lost.	I take part, give the route clearly and use some checking or repair phrases.	I take part with help; I need prompts or I only read from paper.	I rarely speak or I do not check that my partner understands.
Mediation & audience	The route is turned into simple, step-by-step instructions with landmarks, adapted to the visitor (for example, no steps), without losing or adding information.	The instructions are clear and adapted; one small step or landmark is missing.	Some steps are unclear, too complex or do not suit the visitor.	The instructions copy the map or change the route.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Intercultural / ethical use	The guide is welcoming for all visitors, shows everyday life as well as the tourist image, avoids stereotypes and respects different mobility needs.	Respectful and welcoming, with simple ideas for different visitors.	Some generalisations about people or places need revising.	Uses stereotypes or ignores visitors' needs.

Input Pack y recursos

Fictional city map, transport icons, signs, visitor cards, route scripts and mini-guide model.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Colour-coded map, arrow cards, short route models and reduced place vocabulary.

Extension

Anexo 9

Design an accessible route considering mobility needs and explain the changes.

ANNEX 1

Challenge Launch

Learning situation 7 · Lost in Town!

STUDENTS

Riverton is a town with a river, an old bridge, a market and lots of visitors, and it needs young guides! Every week, tourists and new students ask: «Excuse me, where is…?» Sometimes they get lost, because the map is small, the street names are new and the directions are too fast. Your mission is to help them. You will read the town map and the signs, practise direction phrases, ask for and give routes, find wrong turns, explain a route step by step for a visitor who needs simple, accessible instructions and create a Mini City Guide with three places. Then you face the Directions Challenge. Ready to guide?

"How can we help a visitor reach a place without getting lost?"

Your challenge

Create a Mini City Guide with three places and clear routes, and pass the Directions Challenge, so that a visitor can reach each place without getting lost: polite questions, step-by-step directions and simple, accessible explanations.

Audience: Visitors and new students in Riverton who read English, need clear directions and may need accessible routes.

What you will create

Mini city guide + directions challenge

Roadmap · 7 sessions

1. We read the map of Riverton and the signs.
2. We learn direction and location phrases with map routes.
3. We ask for and give routes in an information gap.
4. We find wrong turns in written and spoken routes.
5. We turn a map route into simple, accessible instructions.
6. We create our Mini City Guide with three places and routes.
7. We pass the Directions Challenge and do an individual map task.

Success criteria

- ✓ I can find places and read signs on a simple map.
- ✓ I can ask for and give directions with a clear sequence.
- ✓ I can ask for repetition and check that I understand a route.
- ✓ I can turn a map route into simple, step-by-step instructions for another person.
- ✓ I can write a short, polite recommendation of a place.

Working together

- Speak slowly and clearly: a good guide is easy to follow.
- Check every route on the map with a partner before you say it's correct.
- Think about every visitor: not everybody can use steps or read a map.

ANNEX 2

Input Pack

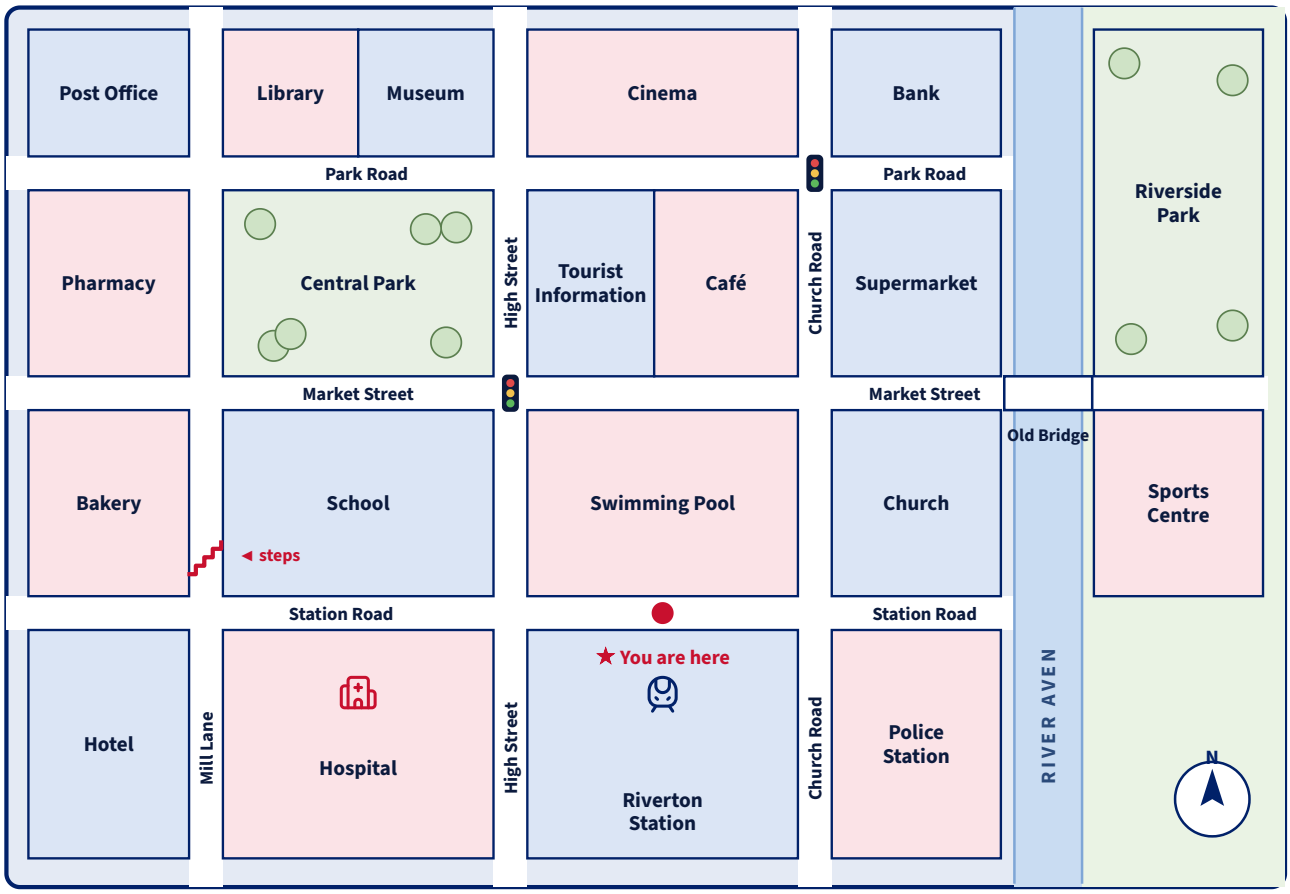
Learning situation 7 · Lost in Town!

STUDENTS

Everything for the guides: a map of Riverton, a sign sheet, a phrase bank, model routes, direction cards for an information gap, routes with mistakes, a route to explain, a mini guide model, directions in two languages and cities seen by visitors and by locals.

F1 Map · Riverton town centre

DIAGRAM



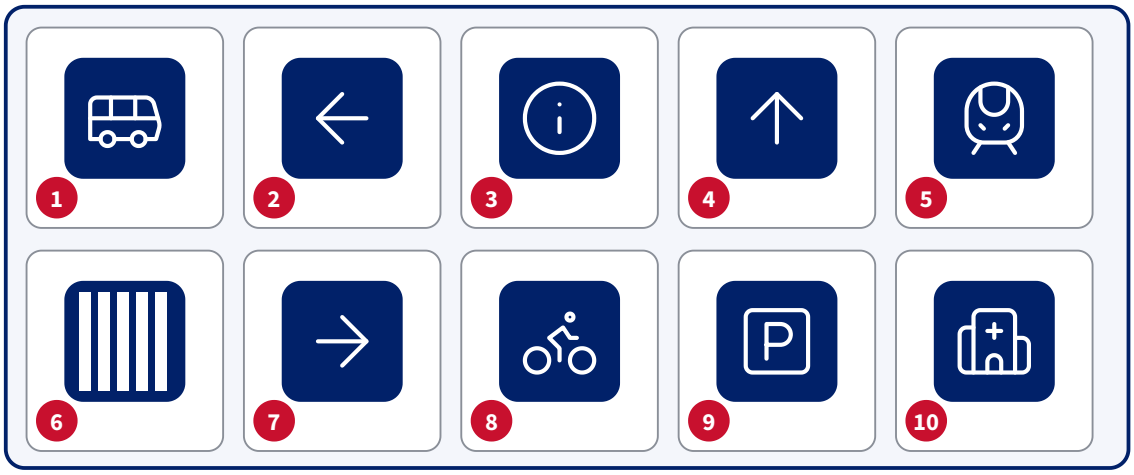
When you leave a building, you face the street. *Turn left* and *turn right* are from the point of view of the person who walks. Use your finger to follow every route.

Source: Map created for this notebook. Riverton and all the places are fictional, inspired by several English-speaking towns and cities. North is at the top.

Find the library, the pharmacy and the swimming pool. Which places are on a corner? Where are the steps?

F2 Signs and transport icons

DIAGRAM



Source: Icons from the Lucide library (ISC licence), arranged for this notebook.

What does each sign mean? Write the words in Worksheet 1. Which signs can you see in your town?

F3 Direction phrases

GLOSSARY

Excuse me, how do I get to the ...? / Where is the ...?	Polite questions to ask for directions.
Go straight on.	Don't turn. Continue in the same direction.
Turn left. / Turn right.	Change direction to the left or to the right.
Take the first / second street on the left.	Count the streets and turn into the correct one.
Cross the road. / Cross the bridge.	Go to the other side.
at the traffic lights	at the place where lights control the cars.
It's on your left / right.	The place is on that side when you walk.
next to · opposite · between · on the corner of	beside · on the other side of the street · in the middle of two things · where two streets meet.
First, ... Then, ... Next, ... After that, ... Finally, ...	Words to put the steps in order.
So I turn left, then right. Is that right?	Check that you understand.

Source: Phrase bank written for this notebook.

F4 Model routes from the station

CASE

Route 1 · From the station to the Library

First, leave the station and turn left. Then take the first street on the right: that is High Street. Go straight on and cross Market Street at the traffic lights. At Park Road, turn left. The library is on your right, next to the museum. It's opposite the park.

Route 2 · From the station to the Cinema

First, leave the station and turn right. Take the first street on the left: that is Church Road. Go straight on and cross Market Street. Next, walk to the traffic lights at Park Road and turn left. The cinema is on your right, on the corner of Church Road.

Route 3 · From the station to the Sports Centre

Leave the station and turn right. Take the first street on the left. At Market Street, turn right. After that, cross the Old Bridge over the River Aven. Finally, you see the Sports Centre on your right, opposite Riverside Park.

Source: Routes written for this notebook. They follow the map in F1.

Find the sequence words (first, then, next…), the imperatives and the words that say where a place is. Follow each route on the map.

F5 Information gap · direction cards

DATA

Card	Start	Directions (read aloud)	Secret place
A1	Station	Leave the station and turn left. Take the first street on the right and go straight on. Cross Market Street. At Park Road, turn left and go straight on. Cross Mill Lane. It's on your right, opposite the pharmacy.	Post Office
A2	Library	Leave the library and turn right. Take the first street on the left. It's on your right, opposite the park.	Pharmacy
A3	Tourist Information	Leave the Tourist Information and turn left. Walk to Church Road and turn right. It's on your right, opposite the church.	Swimming Pool
B1	Station	Leave the station and turn left. Go straight on. Cross High Street and Mill Lane. It's on your left, opposite the bakery.	Hotel
B2	Cinema	Leave the cinema and turn left. Turn right into Church Road. It's on your right, opposite the supermarket.	Café
B3	Hospital	Leave the hospital and turn right. Go straight on. Cross High Street and Church Road. It's on your right, opposite the church.	Police Station

Partner: if you don't understand, ask: *Sorry, can you repeat that? Can you go more slowly? So I turn left, then right. Is that right?*

Source: Routes written for this notebook. Student A uses cards A1-A3 and Student B uses cards B1-B3: read your route aloud, but do NOT say the place, and do not show your card. Your partner follows the route on the map.

F6 Routes with a mistake

CASE

Route X · From the station to the Museum
First, leave the station and turn right. Then take the first street on the right. Go straight on and cross Market Street. At Park Road, turn left. The museum is on your right, on the corner of High Street.

Route Y · From the station to the Supermarket
Leave the station and turn right. Take the second street on the left. Go straight on and cross Market Street. The supermarket is on your right, opposite the café.

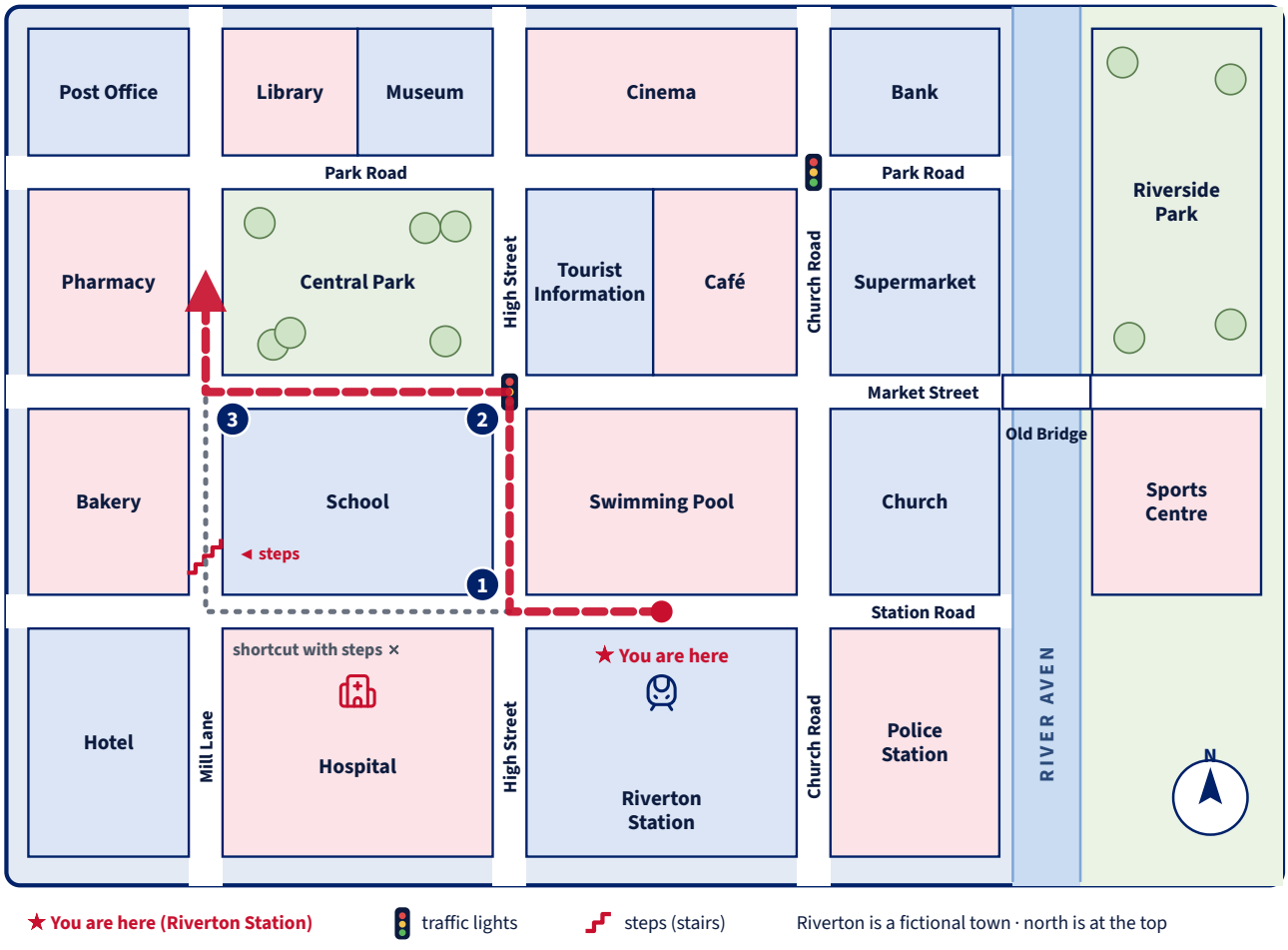
Route Z · From the hospital to the Swimming Pool
Leave the hospital and turn right. Go straight on and cross High Street. The swimming pool is on your right, opposite the station.

Source: Routes written for this notebook. Each route has ONE mistake when you compare it with the map in F1.

Follow each route on the map with your finger. Where does it go wrong?

F7 Route to explain · Mr Hall's route

DIAGRAM



Message from Mr Hall (75): *Hello! I'm at the station and I want to go to the pharmacy. I walk slowly and I can't go up steps. The map is very small for me. Can you give me clear, simple directions, step by step? Thank you!*

Source: Map and message created for this notebook (fictional visitor). The red line is the route to explain; the grey dotted line is the shortcut with steps.

Why is the red route longer than the grey shortcut? Which landmarks can Mr Hall see on the way?

F8 A Mini City Guide · model

TEXT

RIVERTON · MINI GUIDE · THREE PLACES NEAR THE STATION

1 · The Library
Why visit? It's quiet, it's free and it has comfortable chairs.
How to get there: First, turn left. Then take the first street on the right. At Park Road, turn left. The library is on your right, next to the museum.

2 · Riverside Park
Why visit? It's big and green, and you can have a picnic by the river.
How to get there: Turn right. Take the first street on the left. At Market Street, turn right and cross the Old Bridge. The park is on your left.
Tip: bring a sandwich and a bottle of water!

3 · The Café
Why visit? It's friendly and it has hot chocolate.
How to get there: Turn right. Take the first street on the left. At Market Street, turn left. The café is on your right, opposite the swimming pool.

Source: Model guide written for this notebook (fictional town).

Which phrases recommend a place? Which phrases give the route? Check the routes on the map.

F9 Directions in two languages

DATA

English	Español	Another language I know
Turn left. / Turn right.	Gira a la izquierda. / Gira a la derecha.	?
Go straight on.	Sigue todo recto.	?
Take the first street on the left.	Coge la primera calle a la izquierda.	?
Cross the road.	Cruza la calle.	?
It's next to the bank.	Está al lado del banco.	?
It's opposite the park.	Está enfrente del parque.	?
It's on the corner.	Está en la esquina.	?

Careful: **right** also means *correct* (*Is that right?*). **Opposite** means *enfrente de*, not *opuesto*. In English the place usually comes after the direction: *It's on your left.*

Source: Phrase comparison written for this notebook.

Which phrases are similar in your languages? Which are different? Add a language you know.

F10 Cities: what visitors see and what people do every day

DATA

City	What visitors often see	What people do every day
Cork, Ireland	the river, the English Market, colourful streets	go to school or work, buy food, meet friends in cafés
Bristol, England	the harbour, street art, hot-air balloons	cycle or take the bus, study, shop
Toronto, Canada	the CN Tower, the lake	use streetcars and the subway in many different neighbourhoods and languages
Mumbai, India	the Gateway of India, the sea front	take very busy suburban trains, go to markets, school and work
Sydney, Australia	the Opera House, the harbour	use trains and ferries, go to school and work, visit beaches
Your town or city	?	?

A postcard shows only a **small part** of a place. A good guide shows what is useful, interesting **and** real.

Source: General examples written for this notebook. Every city is much more than a postcard; this is a small sample, not a rule.

Complete the last row for your town. What do visitors see? What do you and your family do every day?

ANNEX 3

Student Worksheets

Learning situation 7 · Lost in Town!

STUDENTS

WORKSHEET 1 Read the map and the signs

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then look at the map of Riverton (F1) and the signs (F2).

1 **Warm-up quiz. Tick the correct answer.**

___ is the library? — It's next to the museum.
☐ Where ☐ What ☐ Who

There ___ a park in the town centre.
☐ is ☐ are ☐ be

___ left at the traffic lights.
☐ Turn ☐ Turns ☐ Turning

«Opposite» means…
☐ enfrente de ☐ al lado de ☐ entre

2 **Use the map (F1) to complete the sentences.**

a) The library is next to the _____ .

b) The swimming pool is opposite the _____ .

c) The café is next to the _____ .

d) The school is between _____ Lane and _____ Street.

e) To go to the sports centre you cross the _____ .

3 **Look at the map (F1). True (T) or false (F)?**

	T	F
The cinema is on Market Street.	☐	☐
There are traffic lights on High Street.	☐	☐
The hospital is opposite the school.	☐	☐
There are steps on Mill Lane.	☐	☐
The museum is next to the bank.	☐	☐

4 **What do the signs in F2 mean? Write the words: bus stop, car park, cross the road, go straight on, hospital, information, bike lane, train station, turn left, turn right.**

Sign	Meaning	Sign	Meaning
1		6	
2		7	
3		8	
4		9	
5		10	

WORKSHEET 2 Direction stations

Session 2

Use the direction phrases (F3) and the map (F1). Then listen to your teacher.

1 **Station 1. Where is it? Complete with next to, opposite, between or on the corner of.**

a) The library is _____ the museum.

b) The swimming pool is _____ the station.

c) The school is _____ Mill Lane and High Street.

d) The cinema is _____ Church Road and Park Road.

e) The hotel is _____ the bakery.

f) The café is _____ the Tourist Information.

2 **Station 2. Listening 1. Your teacher gives three routes from the station. Follow them on the map and write the place.**

Route	Where do you arrive?
1	
2	
3	

3 **Station 3. Complete the route from the station to the cinema with the words: First, Then, At, right, left, straight.**

_____, leave the station and turn _____.

_____ take the first street on the _____. Go _____ on and cross Market Street.

_____ Park Road, turn _____. The cinema is on your _____.

4 **Station 4. Choose three places on the map and write where they are (use next to, opposite or between).**

_____

_____

_____

WORKSHEET 3 Ask for and give directions

Session 3

Work in pairs. Student A has cards A1-A3 and Student B has cards B1-B3 (F5). Read your route aloud, but don't say the place and don't show your card. Your partner follows the route on the map.

1 **Before you speak: complete the questions with: how, tell, Where, repeat, Is.**

Excuse me, _____ do I get to the library?

Can you _____ me the way to the bank?

_____ is the post office?

Sorry, can you _____ that, please?

So I turn left at the lights. _____ that right?

2 **Information gap. Listen to your partner and write where you arrive.**

Route	I arrive at the…	I asked for repetition (✓)
1		
2		
3		

3 **Which strategies did you use? Tick.**

- ☐ I looked at the map and followed with my finger.
- ☐ I said «Sorry, can you repeat that?».
- ☐ I repeated the directions to check («So I turn left…»).
- ☐ I asked for a landmark («Is it next to…?»).
- ☐ I said thank you.

4 **Write directions from the Library to the Tourist Information. Ask your partner to check them on the map.**

WORKSHEET 4 Wrong turns

Session 4

Read the routes (F6): each one has one mistake. Then listen to your teacher.

1 **Follow the routes in F6 on the map. Find the mistake and write the correct instruction.**

Route	The mistake	The correct instruction
Station → Museum		
Station → Supermarket		
Hospital → Swimming Pool		

2 **Listening 2. Your teacher reads two routes. Follow them on the map and tick where you arrive.**

Route 1 (from the Library). I arrive at the…
☐ Hospital ☐ Swimming Pool ☐ School

Route 2 (from the Tourist Information). I arrive at the…
☐ Pharmacy ☐ Bakery ☐ Post Office

3 **Put the route in order. Complete with: First, Then, Next, After that, Finally.**

From the hotel to the library:

_____ , leave the hotel and turn right.

_____ , go straight on and cross Mill Lane.

_____ , turn left into High Street.

_____ , cross Market Street at the traffic lights.

_____ , turn left into Park Road. The library is on your right.

4 **What can you say if you think you are lost or you go the wrong way? Write two sentences.**

WORKSHEET 5 Explain the route

Session 5

Mediation. Mr Hall (F7) is at the station. He walks slowly, he can't go up steps and he doesn't like maps. Turn the route on the map into step-by-step instructions he can follow. Use short sentences and landmarks.

1 **Follow the red route on the map (F7). Write the instructions for Mr Hall.**

Step	On the map	What you say to Mr Hall
1	Station → High Street	
2	High Street → Market Street	
3	Market Street → Mill Lane	
4	Mill Lane → the pharmacy	

2 **Mr Hall asks: «Why not the shortcut?» Explain in one or two simple sentences.**

3 **Mr Hall doesn't understand this sentence: «Proceed along High Street to the signalised junction and continue westward.» Say it again in simple English (two sentences).**

4 **Say your instructions to a partner, who follows them on the map without seeing your page. Your partner ticks.**

- [ ] I speak slowly and use short sentences.
- [ ] I use first, then and next.
- [ ] I use landmarks (the school, the park, the traffic lights).
- [ ] I ask «Is that OK?» or «Do you understand?».
- [ ] I repeat or say it in a different way when my partner is confused.

WORKSHEET 6 Our Mini City Guide

Session 6

Plan your guide with three places from the map (F1). Use the model (F8) and complete the template in Annex 4. Then review another team's guide.

1 **Plan your three places.**

Place	Why visit it? (because…)	Route from the station

2 **Write the recommendation for one place (40-60 words). Say why to visit, where it is (next to, opposite…) and add a tip.**

3 **Peer review. Read another team's guide, check the routes on the map and tick.**

- [ ] The three places are on the map and the routes are correct.
- [ ] The routes use first, then, next and imperatives.
- [ ] The directions have left, right and at least one landmark.
- [ ] The recommendations are polite and give reasons.
- [ ] The language is clear, and there are no stereotypes about the town or its people.

4 **Plurilingual check (F9). Write one direction phrase that is different in English and in your language, and one trick to remember it (for example, for left and right).**

WORKSHEET 7

Individual challenge: a visitor at the Bank

Session 7

Work on your own. First write about the Directions Challenge. Then help a visitor.

1 My Directions Challenge record. Complete the table.

Challenge	From	To	Did the visitor arrive? (yes / no)

2 A visitor leaves the Bank (she faces Park Road) and says: «Excuse me, how do I get to the bakery? I'm a bit lost.» Look at the map (F1) and write clear directions (6-8 lines). Use first, then, next, left or right and a landmark.

3 Write two things you can say or do to make your directions easier to follow for a visitor.

4 Which strategy helped you most to follow or give a route (for example, finger on the map, repeating, drawing)? Write one sentence.

ANNEX 4

Final Product Template

Learning situation 7 · Lost in Town!

STUDENTS

Name: Class: Date:

Our Mini City Guide and Directions Challenge. Use short sentences and check every route on the map. Think about every visitor!

Title and welcome

A title for your guide and a friendly welcome (one sentence).

Map with the three routes

Draw or paste a simple map. Mark the station and the places 1, 2 and 3 and draw the routes.

Place 1

Name · why visit? (because…) · route from the station.

Place 2

Name · why visit? (because…) · route from the station.

Place 3

Name · why visit? (because…) · route from the station.

Tips for visitors

Two useful tips (signs, transport, accessible routes).

Directions Challenge card

Start · secret place · route in three sentences. Your partner follows it on the map.

Help for everybody

How do you help a visitor who needs simpler or accessible directions?

ANNEX 5

Useful Language & Final Check

Learning situation 7 · Lost in Town!

STUDENTS

Name: Class: Date:

Functions and model sentences

Asking for directions	Excuse me, how do I get to the library? / Where is the bank?
Giving directions	Turn left. Go straight on. Take the first street on the right.
Locating places	It's next to the museum. It's opposite the park.
Checking understanding	So I turn left at the lights. Is that right?
Clarifying and repairing	Sorry, can you repeat that? Can you go more slowly?
Recommending	Visit the park because it's big and green.

Grammar in context

Imperatives	Turn left. Go straight on. Don't cross here.
Prepositions of place	next to, opposite, between, on the corner of, near
Prepositions of movement	along Park Road, into High Street, over the bridge, across the road
there is / there are	There is a park. There are traffic lights.
can for requests	Can you tell me the way to…? Can you repeat that?
Sequence markers	First, then, next, after that, finally

Vocabulary bank

Places in town: library, museum, cinema, bank, post office, pharmacy, supermarket, bakery, school, hospital, church, hotel, police station, station, café

Transport and signs: bus stop, train station, bike lane, car park, traffic lights, zebra crossing, bridge, road, street

Directions: left, right, straight on, first, second, corner, end, turn, cross, take, follow

Landmarks: river, bridge, park, steps, traffic lights, church

Pronunciation tips

- Connected speech: turn left /tɜːn left/; go straight on /gəʊ streɪt ɒn/.
- Stress the important words: turn LEFT, go STRAIGHT on; SWIMming pool, poLICE station.
- Polite questions go up (Excuse me, where is the bank? ↗) and instructions go down (It's on your left. ↘).

When I get stuck (clarify & repair)

Sorry, can you repeat that?

Can you speak more slowly, please?

Can you show me on the map?

Is that right?

What does … mean?

How do you say … in English?

I'm lost. Can you help me?

Final check before you hand in: Mini city guide + directions challenge

- [ ] The guide has three places, each with a reason to visit (because…).
- [ ] We use imperatives and first / then / next / finally in the routes.
- [ ] We use next to, opposite, between or on the corner of correctly.
- [ ] Our language is polite and friendly (Excuse me…, Thank you…).
- [ ] Every route starts at a clear place and ends at the right place on the map.
- [ ] We use left and right correctly and give at least one landmark.
- [ ] We checked every route on the map with a partner.
- [ ] We explained at least one route in a simpler or more accessible way.

ANNEX 6

Printable Rubric

Learning situation 7 · Lost in Town!

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Mini city guide + directions challenge**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	Every route in the guide and in the challenge leads the visitor to the right place; each place has a clear reason to visit; the visitor never gets lost.	The routes lead to the right places with clear reasons to visit, with one small gap.	Some routes are incomplete or do not match the map; some reasons are unclear.	The routes do not help a visitor reach the places.	
Organisation & language	Routes are well ordered with first, then, next; imperatives, left/right and next to, opposite, between are used correctly, with very few errors.	Routes are ordered and clear; a few errors with prepositions or imperatives that do not stop understanding.	The order is confusing; frequent errors make the route difficult to follow.	Hard to follow; errors often stop understanding.	
Interaction / delivery	In the challenge I ask politely, give the route slowly, check understanding («Is that right?») and repair when my partner is lost.	I take part, give the route clearly and use some checking or repair phrases.	I take part with help; I need prompts or I only read from paper.	I rarely speak or I do not check that my partner understands.	
Mediation & audience	The route is turned into simple, step-by-step instructions with landmarks, adapted to the visitor (for example, no steps), without losing or adding information.	The instructions are clear and adapted; one small step or landmark is missing.	Some steps are unclear, too complex or do not suit the visitor.	The instructions copy the map or change the route.	
Intercultural / ethical use	The guide is welcoming for all visitors, shows everyday life as well as the tourist image, avoids stereotypes and respects different mobility needs.	Respectful and welcoming, with simple ideas for different visitors.	Some generalisations about people or places need revising.	Uses stereotypes or ignores visitors' needs.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 7 · Lost in Town!

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can ask for and give directions using a map.	○	○	○	○
I can explain a route step by step for a visitor who needs simple or accessible instructions.	○	○	○	○
I can ask for clarification and repair my message when communication breaks down.	○	○	○	○
I can use feedback to improve my work.	○	○	○	○

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 7 · Lost in Town!

STUDENTS

Name: Class: Date:

Extra help: a colour-coded map, arrow cards, a short route model and reduced place vocabulary.

Arrow cards

- ↑ Go straight on.
- ← Turn left.
- → Turn right.
- **Cross** the road. / **Take** the first street on the left.

Short route model

From the station to the café

1 Turn right.
2 Take the first street on the left.
3 At Market Street, turn left.
4 The café is on your right.

1 **Follow the colour-coded route from the station to the library. Complete the instructions.**



1 (blue): Leave the station and turn _____ .

2 (green): Turn _____ at High Street. Go _____ on.

3 (red): At Park Road, turn _____ . The library is on your _____ .

2 **Look at the map (F1). Complete with next to, opposite or between.**

a) The library is _____ the museum.

b) The swimming pool is _____ the station.

c) The cinema is _____ High Street and Church Road.

3 **Where do you go…? Complete with: bakery, library, cinema, train station, pharmacy.**

a) to buy bread: the _____

b) to borrow a book: the _____

c) to see a film: the _____

d) to take a train: the _____

e) to buy medicine: the _____

ANNEX 9

Extension

Learning situation 7 · Lost in Town!

STUDENTS

Name: Class: Date:

An accessible route for everybody

Not everybody can use the shortest route. A visitor who uses a wheelchair or a buggy, or who gets tired quickly, needs a route **without steps** and a place to rest. **Ella** uses a wheelchair. She is at the Hotel and wants to go to the Pharmacy. Look at the map (F1): there are steps on Mill Lane. Design an accessible route and explain the changes.

Steps

1. Trace the shortest route from the hotel to the pharmacy on the map. Where is the problem?
2. Design a route without steps. Check it with your finger.
3. Write step-by-step instructions (8-10 lines) with landmarks and one place to rest.
4. Explain the changes with because: «This route is longer, but…».
5. Test your instructions with a partner on the map.

1 **Compare the two routes.**

	Shortest route	Accessible route
Directions		
Problem or change		
Landmarks		

What to hand in

The comparison table, the step-by-step instructions (8-10 lines) and one sentence explaining the change with because.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 7 · Lost in Town!

TEACHER

Worksheet 1

1. Quiz: Where; is; Turn; enfrente de.
2. a) museum; b) station; c) Tourist Information; d) Mill; High; e) Old Bridge (accept bridge or river).
3. F (it is on Park Road); T (at Market Street); T; T; F (it is next to the library).
4. 1 bus stop; 2 turn left; 3 information; 4 go straight on; 5 train station; 6 cross the road; 7 turn right; 8 bike lane; 9 car park; 10 hospital.

Worksheet 2

1. a) next to; b) opposite; c) between; d) on the corner of; e) opposite; f) next to.
2. Listening 1 (see script): 1 Church; 2 Hospital; 3 Bank.
3. First; right; Then; left; straight; At; left; right.
4. Open answer. Model: «The bakery is opposite the hotel. The school is between Mill Lane and High Street. The swimming pool is opposite the station.» Check with the map.

Worksheet 3

1. how; tell; Where; repeat; Is.
2. Places: A1 Post Office; A2 Pharmacy; A3 Swimming Pool; B1 Hotel; B2 Café; B3 Police Station. The partner who listens fills the row for the other student's cards.
3. Strategy list: open; use it for feedback.
4. Model: «Leave the library and turn left. Walk to High Street and turn right. At the traffic lights, turn left. The Tourist Information is on your left, next to the café.»

Worksheet 4

1. Route X: «turn right» should be «turn left» (first instruction). Route Y: «the second street on the left» should be «the first street on the left». Route Z: «on your right» should be «on your left».
2. Listening 2 (see script): Route 1 Swimming Pool; Route 2 Bakery.
3. First; Then; Next; After that; Finally.
4. Model: «Sorry, I think I'm lost. Can you help me?» / «Excuse me, is this Market Street?» / «Sorry, I think I'm in the wrong street.»

Worksheet 5

1. Model: 1 «Leave the station and turn left. Take the first street on the right: High Street. The swimming pool is on your right.» 2 «Go straight on to the traffic lights. This is Market Street.» 3 «Turn left into Market Street. The school is on your left and the park is on your right. Take the first street on the right: Mill Lane.» 4 «Turn right. The pharmacy is on your left, opposite the park.» Accept other correct landmarks (all from F1).
2. Model: «This way is a little longer, but there are no steps.»
3. Model: «Go along High Street to the traffic lights. Then turn left.»
4. Oral explanation: open; the partner checks that the route can be followed without seeing the page.

Worksheet 6

1. Open answer. Check that each place is on the map, each route is correct and each reason uses because. Model: «Library — because it's quiet and free; Route: turn left, first street on the right, at Park Road turn left.»
2. Model (about 45 words): «Visit the Riverside Park because it's big and green. It's over the Old Bridge: turn right, take the first street on the left, then turn right at Market Street. The park is on your left. Tip: bring a sandwich!»
3. Peer review: open. Check the ticks against the real routes of the other team.
4. Open answer. Model: «In English the place comes after the direction: It's on your left. Trick: right is the hand I write with.»

Worksheet 7

1. Open answer: check that the table shows three real challenges and the result.
2. Model: «First, leave the bank and turn right. Then walk along Park Road. Cross Church Road and High Street. Next, turn left into Mill Lane. Go straight on and cross Market Street. The bakery is on your right, opposite the school.» Accept routes that are correct on the map (the pharmacy can be mentioned as a landmark on the right before Market Street).
3. Model: «I speak slowly and repeat. I point at the map and use my hands.»
4. Open answer.

Support (Annex 8)

1. 1 left; 2 right, straight; 3 left, right.
2. a) next to; b) opposite; c) between.
3. bakery; library; cinema; train station (station); pharmacy.

Extension (Annex 9)

1. Shortest route: leave the hotel, turn right, go along Station Road, turn left into Mill Lane (steps!) and go up to Market Street, then pharmacy. Problem: steps on Mill Lane. Accessible route: leave the hotel and turn right; go straight on along Station Road, cross Mill Lane and walk to High Street; turn left; go straight on to the traffic lights (Market Street); turn left; walk along Market Street (the park is on your right, a good place to rest); turn right into Mill Lane; the pharmacy is on your left, opposite the park. Explanation: «This route is longer, but there are no steps.» Accept other correct step-free routes.

Listening script · Worksheet 2 · Three routes from the station (Listening 1)

Read each route twice at a natural speed. Students follow the route with a finger on the map and write the place.

Route 1: Leave the station and turn right. Take the first street on the left. Go straight on. It's on your right, opposite the swimming pool. *(Church)*

Route 2: Leave the station and turn left. Go straight on and cross High Street. It's on your left. *(Hospital)*

Route 3: Leave the station and turn right. Take the first street on the left. Go straight on and cross Market Street. At Park Road, turn right. It's on your left. *(Bank)*

Listening script · Worksheet 4 · Where do you arrive? (Listening 2)

Read each route twice at a natural speed. Students follow it on the map and tick the place.

Route 1: You are in the library. Leave the library and turn left. Walk to High Street and turn right. Go straight on and cross Market Street at the traffic lights. At Station Road, turn left. It's on your left, opposite the station. *(Swimming Pool)*

Route 2: You are at the Tourist Information. Leave the Tourist Information and turn right. Go straight on and cross High Street at the traffic lights. Take the first street on the left. It's on your right. *(Bakery)*

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40 minutes each; in session 7 run the Directions Challenge in pairs (a guide gives a secret route, a visitor follows it on the map) and leave 15 minutes for the individual challenge.
- Map convention: when students leave a building, they face the street; left and right are from the walker's point of view. Students trace routes with a finger. The map has steps on Mill Lane only; all routes in the sources avoid them unless stated.
- Mediation (Worksheet 5): value selection and simplification, not literal translation of the map. Describe the route, not the visitor's difficulties: ask about needs and avoid pity. Model simple reformulations before pairs practise.
- Intercultural note: Riverton is fictional and F10 compares what visitors see and what people do every day; ask students to complete the last row for their own town. Do not use the map to teach stereotypes about English-speaking places.

Likely errors

- Missing the particle: «Go straight» instead of «Go straight on»; «Turn left in High Street» instead of «into High Street».
- Confusing left and right (and right = correct).
- Using «in front of» or «opposite to» for opposite (opposite = enfrente de; false friend with «opuesto»).
- Prepositions of place: «in the corner» instead of «on the corner», «at the left» instead of «on the left».
- Forgetting the article or using the plural: «Take first street», «Cross the roads».
- Giving directions without a landmark or without checking: the visitor does not know when to stop.

Accepting alternative answers

- Accept any route that is correct on the map, even if it is longer or different from the model.
- In mediation, accept different wordings if the steps, turns and landmarks are correct and nothing important is added.
- In the guide, accept any three places on the map with correct routes and reasons.
- Accept «turn to the left / to the right» and «the first on the left» if the meaning is clear.

08

SITUACIÓN DE APRENDIZAJE

Weather Watch

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we turn weather information into a useful forecast for other people?

CURSO 1.º ESO	SESIONES 7 sesiones	BLOQUES DE SABERES A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5, CE6	PRODUCTO FINAL Class weather forecast	CRITERIOS DE EVALUACIÓN 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 5.1, 6.2

Contexto, reto y producto final

El instituto está hermanado con un centro de Cork (Irlanda) y la semana que viene recibe a un grupo de 1.º ESO de visita. Su profesor, **Mr Walsh**, escribe a la clase con una pregunta muy práctica: *«What is the weather going to be like next week? What do we need to bring?»* Nadie quiere que los visitantes se mojen en la excursión a la montaña ni se queden sin gorra en la playa, así que la clase se convierte en el equipo de meteorología de «Weather Watch».

Para elaborar la previsión, el alumnado interpreta símbolos, mapas y tablas de temperaturas (datos **ficticios** de una comarca inventada, Río Verde), practica los números y el vocabulario del tiempo, analiza la estructura de dos previsiones, intercambia datos de dos mapas parciales en un *information gap* y, en la tarea de **mediación**, transmite a alguien que no puede ver el mapa lo que dice un panel visual y explica en inglés sencillo una previsión escrita en español. Con todo ello elabora una **Class Weather Forecast** de tres días para el grupo visitante, la ensaya, la presenta y resuelve individualmente un mensaje de una alumna irlandesa.

Reto comunicativo

Create a Class Weather Forecast for our visitors from Cork: a clear forecast for Wednesday, Thursday and Friday with symbols, temperatures, predictions and practical advice about clothes and activities.

Producto final

Class weather forecast.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE5 Ampliar y usar los repertorios lingüísticos personales y reflexionar sobre su funcionamiento y sobre las propias estrategias.

CE6

Valorar y adecuarse a la diversidad lingüística, cultural y artística, actuando con empatía y respeto en situaciones interculturales.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Interpretar y analizar el sentido global y la información específica y explícita de textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos, de relevancia personal y próximos a la experiencia del alumnado, propios de los ámbitos de las relaciones interpersonales, del aprendizaje, de los medios de comunicación y de la ficción expresados de forma clara y en la lengua estándar a través de diversos soportes.

1.2 Seleccionar, organizar y aplicar de forma guiada las estrategias y conocimientos más adecuados en situaciones comunicativas cotidianas para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; interpretar elementos no verbales; y buscar y seleccionar información.

2.1 Expresar oralmente textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa sobre asuntos cotidianos y frecuentes, de relevancia para el alumnado, con el fin de describir, narrar e informar sobre temas concretos, en diferentes soportes, utilizando de forma guiada recursos verbales y no verbales, así como estrategias de planificación y control de la producción.

2.2 Organizar y redactar textos breves y comprensibles con aceptable claridad, coherencia, cohesión y adecuación a la situación comunicativa propuesta, siguiendo pautas establecidas, a través de herramientas analógicas y digitales, sobre asuntos cotidianos y frecuentes de relevancia para el alumnado y próximos a su experiencia.

3.1 Planificar y participar en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximos a la experiencia del alumnado, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por interlocutores e interlocutoras y por las lenguas empleadas, e interés por participar en la solución de problemas de intercomprensión y de entendimiento en el entorno próximo, apoyándose en diversos recursos y soportes.

5.1 Comparar y contrastar las semejanzas y diferencias entre distintas lenguas reflexionando de manera progresivamente autónoma sobre su funcionamiento.

6.2 Aceptar y adecuarse a la diversidad lingüística, cultural y artística propia de países donde se habla la lengua extranjera, reconociéndola como fuente de enriquecimiento personal y mostrando interés por compartir elementos culturales y lingüísticos que fomenten la sostenibilidad y la democracia.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A2	Estrategias básicas para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A3	Conocimientos, destrezas y actitudes que permitan detectar y colaborar en actividades de mediación en situaciones cotidianas sencillas.
A4	Funciones comunicativas básicas adecuadas al ámbito y al contexto comunicativo: saludar, despedirse, presentar y presentarse; describir personas, objetos y lugares; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y emociones básicas; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición.
A5	Modelos contextuales y géneros discursivos básicos en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A7	Léxico de uso común y de interés para el alumnado relativo a identificación personal, relaciones interpersonales, lugares y entornos cercanos, ocio y tiempo libre, vida cotidiana, salud y actividad física, vivienda y hogar, clima y entorno natural, tecnologías de la información y la comunicación.
A8	Patrones sonoros, acentuales, rítmicos y de entonación básicos, y significados e intenciones comunicativas generales asociadas a dichos patrones.
A9	Convenciones ortográficas básicas y significados e intenciones comunicativas asociados a los formatos, patrones y elementos gráficos.
B2	Estrategias básicas para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, etc.) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.
C1	La lengua extranjera como medio de comunicación interpersonal e internacional, como fuente de información y como herramienta para el enriquecimiento personal.
C3	Aspectos socioculturales y sociolingüísticos básicos relativos a la vida cotidiana, las condiciones de vida y las relaciones interpersonales; convenciones sociales básicas; lenguaje no verbal, cortesía lingüística y etiqueta digital; cultura, costumbres y valores propios de países donde se habla la lengua extranjera.

Language Toolkit · concreción didáctica

Communicative functions
describing current weather; talking about seasonal patterns; making simple predictions; giving practical suggestions

Grammar in context
present continuous for current conditions; be going to / will in simple forecast frames; comparatives for temperatures; because/so

Vocabulary
weather; seasons; temperature; clothes and outdoor activities

Pronunciation / phonology
weather-word stress; numbers and temperatures; forecast intonation

Mediation focus
Convert symbols, temperatures and map data into a concise spoken forecast.

Intercultural focus
Compare climate/weather examples from different English-speaking regions, including contrasting hemispheres.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Interpret simple weather maps and forecasts.
- Describe present conditions.
- Make simple future predictions using a consistent pattern.
- Give practical advice based on weather.
- Compare weather vocabulary and conventions across languages.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Decode symbols and temperatures on weather maps

Evidence: Worksheet 1: diagnóstico, interpretación de símbolos y temperaturas del mapa del martes (F1, F2) y tabla de datos por localidad.

Worksheet: Annex 3 · 1

2

SESSION 2

Vocabulary/pronunciation lab with temperatures

Evidence: Worksheet 2: dictado de temperaturas (listening 1), frases con so/because, comparativos con la tabla F3 y comparación con el español.

Worksheet: Annex 3 · 2

3

SESSION 3

Read two short forecasts and identify structure

Evidence: Worksheet 3: listening 2 (previsión del jueves), comprensión de las previsiones F4, localización de estructuras (is - ing, going to, will) y lectura de F10.

Worksheet: Annex 3 · 3

4

SESSION 4

Information gap: different regional weather maps

Evidence: Worksheet 4: information gap con los mapas parciales A y B (F5, F6), tabla completa del miércoles y comparaciones.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: explain a visual forecast to someone who cannot see the map

Evidence: Worksheet 5: mediación del panel visual del viernes (F7) en un mensaje de voz y de la previsión en español (F8) a inglés sencillo.

Worksheet: Annex 3 · 5

6

SESSION 6

Write and rehearse the class forecast

Evidence: Worksheet 6: plan y borrador de la Class Weather Forecast (Anexo 4), revisión por otro equipo y ensayo.

Worksheet: Annex 3 · 6

7

SESSION 7

Record/present forecast and complete individual interpretation task

Evidence: Class Weather Forecast presentada y Worksheet 7: respuesta individual a Aoife a partir de un panel del sábado.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión de los símbolos, temperaturas y estructura de las previsiones del mapa, la tabla y los textos (F1-F4) y de la previsión escuchada.	Worksheets 1 y 3 / lista de comprobación
1.2	Uso de estrategias de comprensión: leer símbolos y leyenda, apoyarse en los números, identificar palabras clave y la entonación de una previsión.	Worksheets 1, 2 y 3 / observación
2.1	Presentación oral de la previsión de tres días con saludo, tiempo, temperaturas, predicción y consejo, con pronunciación comprensible de los números.	Presentación (sesión 7) / rúbrica
2.2	Redacción del guion de la previsión y del mensaje individual a Aoife con presente continuo, be going to / will, comparativos y because / so.	Anexo 4 y Worksheet 7 / rúbrica
3.1	Participación en el information gap de mapas parciales: preguntas y respuestas sobre el tiempo, confirmación de números y petición de repetición.	Worksheet 4 / observación sistemática
4.1	Transmisión de la información esencial del panel del viernes (F7) a un oyente que no ve el mapa y explicación en inglés sencillo de la previsión en español (F8), sin omitir ni añadir datos.	Worksheet 5 / rúbrica de mediación
5.1	Comparación de cómo se expresa el tiempo atmosférico en español e inglés (hace frío / it's cold; llueve / it's raining) y registro de una estrategia para recordar los números.	Worksheet 2 y Anexo 7 / autoevaluación
6.2	Comparación respetuosa del clima y las estaciones en distintas regiones anglófonas, incluidos los dos hemisferios (F10), sin generalizar.	Worksheet 3 y Class Weather Forecast («Did you know?») / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The forecast covers three days, gives temperatures, predictions and advice that really help the visitors; it is clear and well chosen.	The forecast covers three days with correct weather, temperatures and useful advice.	The forecast has some missing days, numbers or advice; some information is unclear.	The forecast does not help the visitors; key weather or temperature information is missing or wrong.
Organisation & language	Clear order (greeting, now, tomorrow, advice, goodbye); correct present continuous, going to / will, comparatives and because / so; very few errors.	Clear order and short sentences; some errors with -ing, going to or comparatives that do not stop understanding.	The order is sometimes confused; frequent errors in tenses or numbers make it hard to follow.	Hard to follow; errors often stop understanding.
Interaction / delivery	In the information gap and the presentation I ask, check numbers, repeat and speak clearly with good rhythm and pauses.	I ask and answer questions and use some repair phrases; numbers are mostly clear.	I take part with help; I need prompts and my numbers are sometimes unclear.	I rarely speak or I only read from paper.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Mediation & audience	The message for the listener who cannot see the map is short, accurate and easy to follow; nothing important is missing or added.	The main weather, temperatures and advice are transferred clearly, with one small detail missing.	Some data are missing, mixed up or translated word for word.	The information is copied or the meaning changes.
Intercultural / ethical use	Seasons and climates in different places are compared with respect, with no stereotypes; data and sources are named.	Respectful comparisons and source mentioned; simple generalisations are avoided.	Some general ideas (it always rains in…) need revising or the source is unclear.	Uses stereotypes or invented data presented as real.

Input Pack y recursos

Weather maps with fictional data, symbol key, short forecast scripts, temperature table and clothing cards.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Symbol legend, forecast frame, number-pronunciation support and partially completed map.

Extension

Anexo 9

Add a severe-weather communication segment focused on clear public information, using fictional data.

ANNEX 1

Challenge Launch

Learning situation 8 · Weather Watch

STUDENTS

Next week our partner class from Cork, in Ireland, is coming to visit us! Their teacher, Mr Walsh, has a question: «What is the weather going to be like? What do we need to bring?» Nobody wants wet students on the mountain trip or a beach day without a sun hat. Your mission is to become the Weather Watch team. You are going to read symbols, maps and temperatures, practise numbers, explain forecasts to people who cannot see the map and create a Class Weather Forecast for Wednesday, Thursday and Friday. Ready for the forecast?

> *How can we turn weather information into a useful forecast for other people?*

Your challenge

Create a Class Weather Forecast for our visitors from Cork: a clear forecast for Wednesday, Thursday and Friday with symbols, temperatures, predictions and practical advice about clothes and activities.

Audience: The visiting class from Cork (Ireland) and their teacher, Mr Walsh.

What you will create

Class weather forecast

Roadmap · 7 sessions

1. We decode the symbols and temperatures on a weather map.
2. We practise weather words and temperatures, saying and writing numbers.
3. We read and listen to two forecasts and find their structure.
4. We exchange information in an information gap with two different maps.
5. We explain a visual forecast to someone who cannot see it.
6. We write, rehearse and check our Class Weather Forecast.
7. We present our forecast and answer a message from a visitor.

Success criteria

- ✓ I can read weather symbols and temperatures on a map.
- ✓ I can describe the weather now (It's raining) and tomorrow (It's going to be sunny).
- ✓ I can say and write temperatures, including minus numbers.
- ✓ I can compare places with warmer than and colder than.
- ✓ I can give simple advice: Wear a coat because it's cold.

Working together

- Check every number twice: say it, then write it.
- Speak English in your team and ask for repetition when you are not sure.
- Everyone has a role: reporter, map designer, language checker, timekeeper.

ANNEX 2

Input Pack

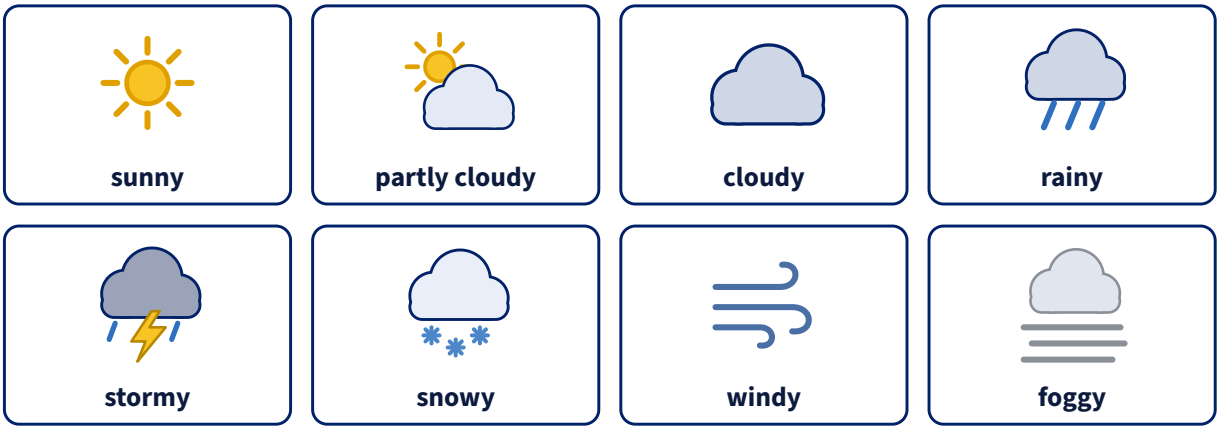
Learning situation 8 · Weather Watch

STUDENTS

Everything you need for the forecast: a symbol key, three weather maps, a temperature table, two forecasts, a visual board, a forecast in Spanish to explain, clothing cards and data about seasons around the world.

F1 Weather symbol key

DIAGRAM



How to say temperatures

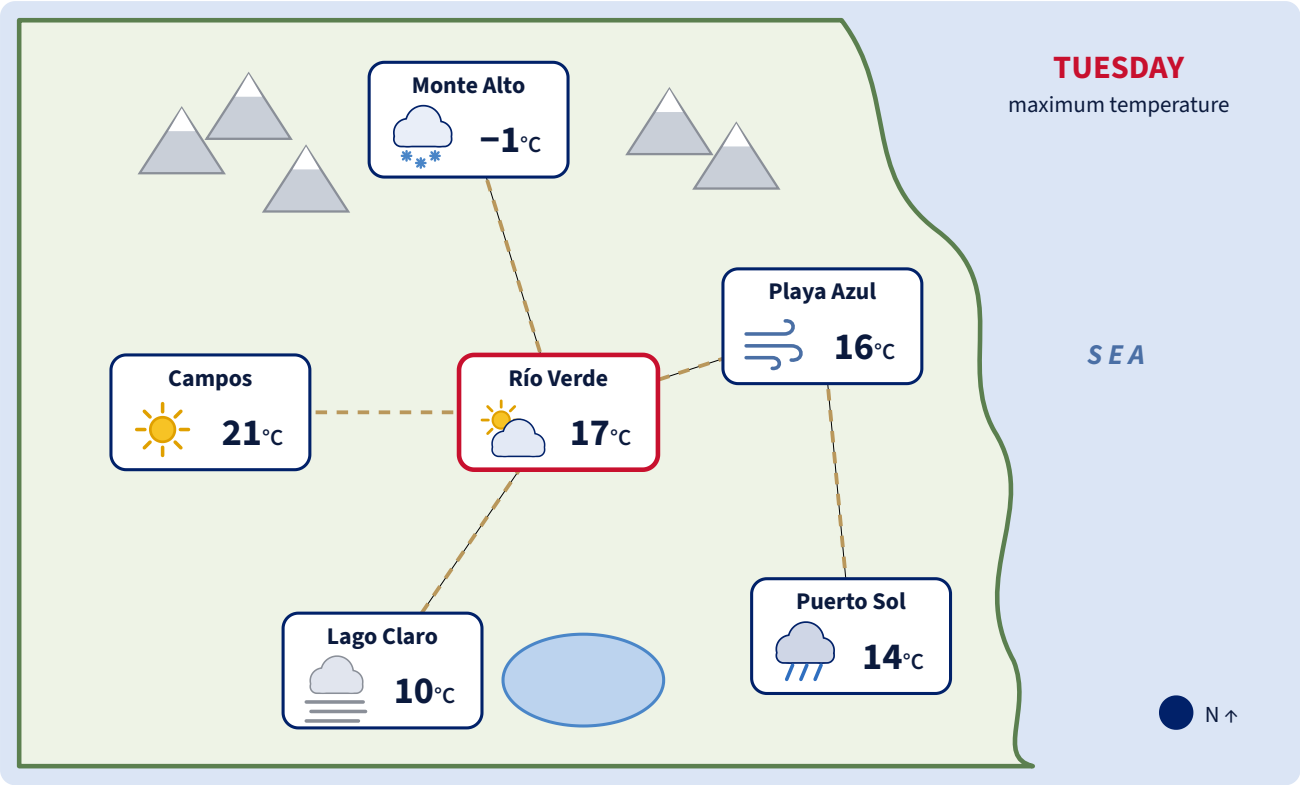
21°C = twenty-one degrees · 0°C = zero degrees · −3°C = minus three degrees
Careful: 13 = thir**TEEN**, 30 = **THIR**ty (the stress changes!)

Source: Symbols drawn for this notebook. Use this key to read all the maps and boards.

Which symbols do you know in Spanish? Say the English word for each one.

F2 Weather map · Río Verde region · Tuesday

DIAGRAM



Source: Map created for this notebook. The region, the towns and the weather data are fictional.

Río Verde (our town) has a red frame. Which town is the warmest? Which one is the coldest?

F3 Temperatures this week · maximum / minimum (°C)

DATA

Town	Monday	Tuesday	Wednesday	Thursday	Friday
Río Verde	18 / 8	17 / 7	15 / 6	19 / 9	22 / 11
Monte Alto	6 / −3	−1 / −6	3 / −4	9 / 0	12 / 2
Campos	22 / 10	21 / 9	18 / 8	23 / 11	25 / 12
Lago Claro	13 / 6	10 / 5	12 / 6	16 / 7	18 / 9
Playa Azul	17 / 11	16 / 10	17 / 11	19 / 12	21 / 14
Puerto Sol	16 / 10	14 / 9	16 / 10	18 / 11	20 / 13

Each box shows **maximum / minimum**: *18 / 8* = eighteen degrees (day) and eight degrees (night). The maximum temperatures on Tuesday are the numbers on the map F2.

Source: Table created for this notebook. The towns and the data are fictional.

F4 Two forecasts

TEXT

A · Radio Río Verde · Tuesday morning

Good morning, everybody! This is Radio Río Verde and here is the weather for today, Tuesday.

In Río Verde it's partly cloudy and the temperature is 17 degrees. In the mountains, in Monte Alto, it's snowing and it's minus one degree. It's very cold there, so wear a warm coat, a hat and gloves.

In Campos it's sunny and warm: 21 degrees. It's the warmest town today. It's raining in Puerto Sol and it's windy in Playa Azul, so don't go to the beach! In Lago Claro it's foggy, so be careful on the road.

Tomorrow it's going to be rainy in Río Verde, so take an umbrella. Have a nice day!

B · Weather Watch website · Weekend outlook for Río Verde

Saturday: sunny and hot! It's going to be 25 degrees in the afternoon. It's a good day for a picnic, so take a sun hat and sun cream.

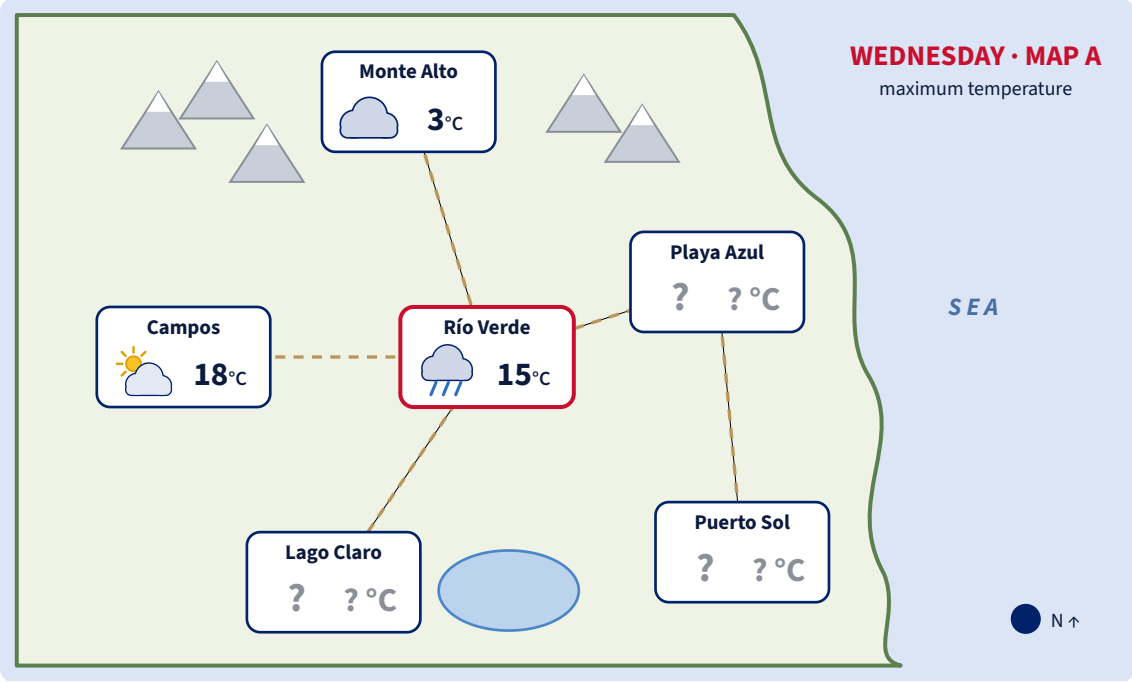
Sunday: cloudy in the morning. In the afternoon it will rain and it will be cooler: 16 degrees. Stay at home with a book or a board game.

Source: Original texts written for this notebook (fictional radio and website). Forecast A can also be read aloud by the teacher as a listening activity.

Find the parts of a forecast: greeting, weather now, weather tomorrow, advice, goodbye. Which words connect the ideas (so, because, and)?

F5 Information gap · Map A · Wednesday (Student A)

DIAGRAM

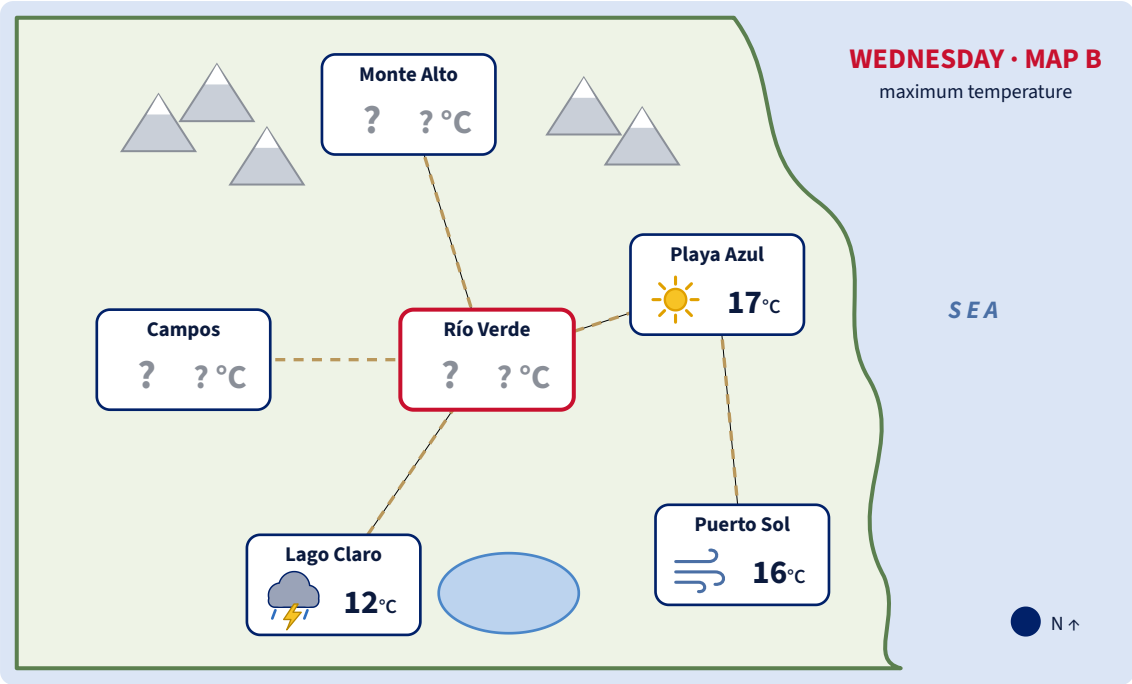


Source: Map created for this notebook. The data are fictional. Student A looks at map A only; do not show it to your partner!

Ask your partner about the three towns with a ? and answer their questions about your towns.

F6 Information gap · Map B · Wednesday (Student B)

DIAGRAM



Source: Map created for this notebook. The data are fictional. Student B looks at map B only; do not show it to your partner!

Ask your partner about the three towns with a ? and answer their questions about your towns.

F7 Visual forecast · Playa Azul · Friday

DIAGRAM

Playa Azul · Friday

Morning	Afternoon	Evening
17°C	21°C	16°C
wind: light (10 km/h)	wind: moderate (25 km/h)	wind: light (10 km/h)

Source: Weather board created for this notebook. The data are fictional.

Mediation: Mr Walsh is on the coach and cannot look at the board. How can you tell him the forecast in 20 seconds?

F8 Mediation · a forecast in Spanish

TEXT

PREVISIÓN PARA EL JUEVES · MONTE ALTO (EXCURSIÓN)

- Por la **mañana**: cielo nuboso y **niebla** en las zonas bajas.
- A partir de las **13:00**: lluvia débil. Por la tarde la lluvia será más fuerte y puede haber alguna **tormenta**.
- **Temperaturas**: mínima de **0 °C** y máxima de **9 °C**.
- **Viento**: flojo.
- **Recomendación**: lleven ropa de abrigo, un impermeable y botas de montaña. Si hay tormenta, no se debe caminar por la montaña.

Source: Text written for this notebook (fictional forecast). The Cork class cannot read it: you are going to explain it in simple English.

Don't translate word by word! Choose the key information for the visitors and use short, simple sentences.

F9 Clothing and activity cards

DATA

Weather	Clothes	Ideas for activities
Sunny and hot (25°C or more)	sun hat, sunglasses, T-shirt, shorts, sun cream	swimming, a picnic in the shade
Warm (18-24°C)	T-shirt, light trousers, trainers	football, cycling, walking
Cool (10-17°C)	jumper, jacket, jeans	a walk in town, a visit to a market
Cold (below 10°C)	warm coat, scarf, gloves, hat, boots	a short walk, board games indoors
Rainy	raincoat, umbrella, waterproof boots	a museum, the cinema, board games
Snowy	warm coat, gloves, hat, boots	making a snowman
Windy	jacket, a hat that stays on	flying a kite
Stormy	stay indoors	reading, films; don't go to the beach or the mountains

Source: Table created for this notebook. They are suggestions, not rules.

Which clothes do you need on Wednesday in Río Verde (rainy, 15°C)?

F10 Seasons around the world

DATA

City (country)	January: typical highest temperature	July: typical highest temperature	Season in July
London (United Kingdom)	about 8°C	about 23°C	summer
Toronto (Canada)	about −1°C	about 27°C	summer
Sydney (Australia)	about 26°C	about 16°C	winter
Cape Town (South Africa)	about 27°C	about 18°C	winter
Mumbai (India)	about 31°C	about 30°C	rainy season (monsoon)
Your town	?	?	?

Mia (from Sydney) writes: *«It's July and I'm wearing a coat and a hat! In Australia, Christmas is in summer.»* The Earth has two **hemispheres**: when it is summer in the north, it is winter in the south. Many places near the equator have a rainy season and a dry season. In the USA people say **fall**; in British English we say **autumn**.

Source: Rounded teaching data: Sydney from the Australian Bureau of Meteorology (Observatory Hill, long-term average 1859-2020); the other cities rounded from the long-term averages of national weather services. The message from Mia is fictional.

Complete the last row for your town. What is the same as another city? What is different?

ANNEX 3

Student Worksheets

Learning situation 8 · Weather Watch

STUDENTS

WORKSHEET 1 Decode the weather

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then use the symbol key (F1) and the weather map (F2).

1 **Warm-up quiz. Tick the correct answer.**

It's ___ today. Take an umbrella.
☐ sunny ☐ rainy ☐ foggy

Look! It ___ now.
☐ rains ☐ is raining ☐ rain

Summer is ___ than winter.
☐ hot ☐ hotter ☐ the hottest

Tomorrow it ___ be sunny.
☐ is going to ☐ going to ☐ does going to

2 **Look at F1 and F2. Complete the table for Tuesday.**

Town	Weather	Maximum temperature
Río Verde		
Monte Alto		
Campos		
Lago Claro		
Playa Azul		
Puerto Sol		

3 **Look at F2. True (T) or false (F)?**

	T	F
It's snowing in Monte Alto.	☐	☐
Campos is the warmest town.	☐	☐
It's raining in Lago Claro.	☐	☐
It's windy in Playa Azul.	☐	☐
Puerto Sol is warmer than Río Verde.	☐	☐
The temperature in Lago Claro is ten degrees.	☐	☐

WORKSHEET 2 Words and numbers

Session 2

Weather words, temperatures and a little comparison. Use the table (F3) and the toolkit (Annex 5) if you need them.

1 **Listening 1. Your teacher reads six temperatures. Write the numbers (use − for minus).**

1	2	3	4	5	6

2 **Match the two halves of each sentence.**

1 It's very cold in Monte Alto, ●	● a so take an umbrella.
2 It's raining in Puerto Sol, ●	● b because it's stormy.
3 I'm wearing sunglasses ●	● c so wear a hat and gloves.
4 We aren't playing football today ●	● d so bring sun cream.
5 It's going to be hot on Saturday, ●	● e because it's very sunny.

3 **Use F3. Complete with warmer, colder or hotter.**

a) On Monday, Campos (22°C) is _____ than Río Verde (18°C).

b) On Tuesday, Monte Alto is _____ than Lago Claro.

c) On Wednesday, Río Verde (15°C) is _____ than Playa Azul (17°C).

d) On Friday, Campos (25°C) is _____ than Río Verde (22°C).

4 **In Spanish we say «Hace frío. Está lloviendo. Va a nevar.» In English we say «It's cold. It's raining. It's going to snow.» Write one similarity or one difference.**

_____

_____

_____

WORKSHEET 3 Read and listen to forecasts

Session 3

First listen to a forecast. Then read forecasts A and B (F4) and look at the seasons table (F10).

1 **Listening 2. Your teacher reads a forecast for Thursday. Complete the table.**

Town	Weather	Maximum temperature
Río Verde		
Playa Azul		
Monte Alto		

2 **Read F4. True (T) or false (F)?**

	T	F
It's snowing in Monte Alto today.	☐	☐
Campos is colder than Río Verde.	☐	☐
It's raining in Playa Azul.	☐	☐
Tomorrow it's going to rain in Río Verde.	☐	☐
On Saturday it's going to be sunny.	☐	☐
On Sunday it will be warmer than on Saturday.	☐	☐

3 **Find examples in F4 and write them in the table.**

Form	Example from the text
is / are + -ing (now)	
is going to + verb (tomorrow)	
will + verb	

4 **Look at F10. Tick the correct answer.**

In July it is ___ in Sydney.
☐ summer ☐ winter ☐ spring

January in Toronto is ___ than January in Sydney.
☐ colder ☐ hotter ☐ wetter

WORKSHEET 4 Different maps, one forecast

Session 4

Work in pairs. Student A looks at map A (F5) and Student B looks at map B (F6). Don't show your map!

1 **Before you speak: complete the questions.**

_____ the weather like in Playa Azul?

_____ it raining in Lago Claro?

_____ is the temperature in Puerto Sol?

_____ it sunny in Campos?

2 Ask and answer. Complete the table for Wednesday.

Town	Weather	Maximum temperature
Río Verde		
Monte Alto		
Campos		
Lago Claro		
Playa Azul		
Puerto Sol		

3 Compare your table with your partner's map. Write three sentences about the temperatures (warmer, colder).

4 Tick the strategies you used.

- ☐ I asked my partner to repeat a number.
- ☐ I checked a number: «Is it thirteen or thirty?»
- ☐ I said the number again to confirm it.
- ☐ I used please and thank you.
- ☐ I used gestures or looked at my partner.

WORKSHEET 5 Explain it to someone who cannot see

Session 5

Mediation. First, Mr Walsh cannot look at the board (F7). Then the Cork class cannot read the forecast in Spanish (F8). Don't translate word by word!

1 Look at F7. What does Mr Walsh need to know?

Time	What to tell Mr Walsh
Morning	
Afternoon	
Evening	
What to bring	

2 Write a short voice message for Mr Walsh (40-50 words). Say the day, the place, the weather, the temperatures and one piece of advice.

3 Read F8. Choose the key information and explain it in simple English for the Cork class.

Topic	Key information (in your words)	Simple English for the Cork class
Morning		
Afternoon		
Temperatures		
What to wear		

WORKSHEET 6 Our forecast: draft and review

Session 6

Plan your forecast, write your draft in the template (Annex 4) and rehearse. Then swap with another team and review it.

1 Plan your forecast. Use the data from the maps, the table and the boards.

Day	Place	Weather	Temperature	Advice
Wednesday				
Thursday				
Friday				

2 Peer review. Tick what the other team's forecast does well.

- ☐ It covers Wednesday, Thursday and Friday.
- ☐ The weather and the temperatures are correct.
- ☐ It uses It's raining / It's going to be… correctly.
- ☐ It gives advice with so or because.
- ☐ It compares at least two places.
- ☐ The numbers are easy to understand when we listen.
- ☐ It is friendly and clear for visitors.

3 Write two stars (good things) and one wish (one improvement) for the other team.

WORKSHEET 7 Individual challenge: a message from Aoife

Session 7

Work on your own. Read the message, look at the board and answer it.

1 Aoife (from Cork) writes: «Hi! On Saturday my family is going to Playa Azul and Monte Alto. What is the weather going to be like? What do we need to bring?» Use the board and write a reply (50-70 words).

Saturday

Río Verde	Playa Azul	Monte Alto
		
25°C	24°C	13°C

2 Write one sentence with a comparative about two places on the board.

3 Write one phrase you can use if you don't understand a temperature.

ANNEX 4

Final Product Template

Learning situation 8 · Weather Watch

STUDENTS

Name: Class: Date:

Our Class Weather Forecast. Write the script in English, with short sentences, symbols and numbers. Remember the visitors from Cork!

Opening

Greet the visitors, say who you are and which days you cover.

Wednesday · map of the region

Draw a small map with symbols and temperatures for at least four towns.

Wednesday · what to say

Now and warmest / coldest: 3 sentences with comparatives.

Thursday

Place, weather, temperatures, prediction.

Friday

Place, weather by time of day, temperatures.

What to wear and do

Advice with so / because for each day.

Did you know?

One fact about seasons or climate in another place (F10), without stereotypes.

Closing

Say goodbye and wish the visitors a good week.

ANNEX 5

Useful Language & Final Check

Learning situation 8 · Weather Watch

STUDENTS

Name: Class: Date:

Functions and model sentences

Presenting the forecast	Good morning! Here is the weather for Wednesday.
Describing the weather now	It's sunny and warm. It's raining in Puerto Sol.
Saying temperatures	It's 17 degrees. It's minus one in Monte Alto.
Making predictions	Tomorrow it's going to rain. It will be cooler on Sunday.
Comparing	Campos is warmer than Río Verde.
Giving advice	Take an umbrella. Wear a coat because it's cold.

Grammar in context

Present continuous	It's raining. / It isn't snowing. / Is it windy?
be going to + verb	It's going to be sunny. It isn't going to rain.
will + verb	It will be cooler. It won't rain.
Comparatives	warm → warmer than; cold → colder than; hot → hotter than
because / so	I'm wearing a coat because it's cold. It's cold, so wear a coat.
Imperatives	Take an umbrella. Don't go to the beach.

Vocabulary bank

Weather: sunny, cloudy, rainy, windy, stormy, snowy, foggy, hot, warm, cool, cold

Temperature: degrees, minus, maximum, minimum, temperature

Clothes and things: coat, jumper, raincoat, umbrella, sun hat, sunglasses, sun cream, scarf, gloves, boots

Seasons and time: spring, summer, autumn, winter, morning, afternoon, evening, tomorrow

Pronunciation tips

- Numbers: thirTEEN (13) / THIRty (30). Stress -teen in 13-19; stress the first syllable in 30, 40, 50…
- Weather words stress the first syllable: SUNny, CLOUDy, WINDy, RAINy.
- Forecast intonation: lists go up ↗ and the last item goes down ↘: It's sunny ↗, warm ↗ and dry ↘.

When I get stuck (clarify & repair)

Sorry? | Can you repeat that, please? | Is it thirteen or thirty? | Can you say the temperature again? | How do you say … in English? | What does … mean?

Final check before you hand in: Class weather forecast

- [ ] We cover Wednesday, Thursday and Friday.
- [ ] We use It's raining (now) and It's going to / It will (tomorrow) correctly.
- [ ] We give advice with so or because and name clothes.
- [ ] Our forecast is clear, friendly and respectful when we compare other places.
- [ ] The weather and the temperatures match the maps, the table and the boards.
- [ ] We compare at least two places (warmer than, colder than).
- [ ] We say numbers clearly: thirteen / thirty.
- [ ] We checked spelling with the toolkit and a dictionary.

ANNEX 6

Printable Rubric

Learning situation 8 · Weather Watch

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Class weather forecast**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The forecast covers three days, gives temperatures, predictions and advice that really help the visitors; it is clear and well chosen.	The forecast covers three days with correct weather, temperatures and useful advice.	The forecast has some missing days, numbers or advice; some information is unclear.	The forecast does not help the visitors; key weather or temperature information is missing or wrong.	
Organisation & language	Clear order (greeting, now, tomorrow, advice, goodbye); correct present continuous, going to / will, comparatives and because / so; very few errors.	Clear order and short sentences; some errors with -ing, going to or comparatives that do not stop understanding.	The order is sometimes confused; frequent errors in tenses or numbers make it hard to follow.	Hard to follow; errors often stop understanding.	
Interaction / delivery	In the information gap and the presentation I ask, check numbers, repeat and speak clearly with good rhythm and pauses.	I ask and answer questions and use some repair phrases; numbers are mostly clear.	I take part with help; I need prompts and my numbers are sometimes unclear.	I rarely speak or I only read from paper.	
Mediation & audience	The message for the listener who cannot see the map is short, accurate and easy to follow; nothing important is missing or added.	The main weather, temperatures and advice are transferred clearly, with one small detail missing.	Some data are missing, mixed up or translated word for word.	The information is copied or the meaning changes.	
Intercultural / ethical use	Seasons and climates in different places are compared with respect, with no stereotypes; data and sources are named.	Respectful comparisons and source mentioned; simple generalisations are avoided.	Some general ideas (it always rains in…) need revising or the source is unclear.	Uses stereotypes or invented data presented as real.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 8 · Weather Watch

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can read symbols and temperatures on a weather map.	○	○	○	○
I can give a short forecast and practical advice for other people.	○	○	○	○
I can ask for clarification and repair my message when communication breaks down.	○	○	○	○
I can use feedback to improve my work.	○	○	○	○

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 8 · Weather Watch

STUDENTS

Name: Class: Date:

Extra help: a forecast frame, number and symbol support and a partly completed map.

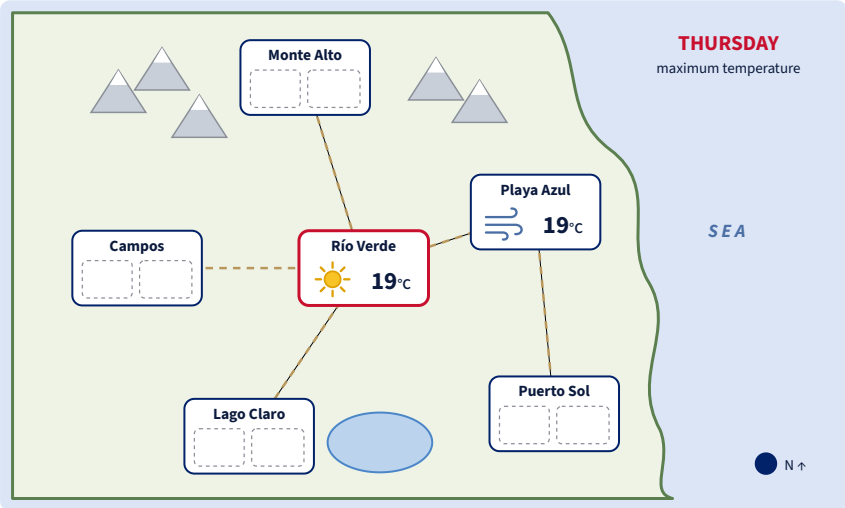
Forecast frame

Good morning! Here is the weather for **Thursday**. In **Río Verde** it's **sunny** and **19** degrees. In **Monte Alto** it's **rainy** and **9** degrees. It's cold there, **so** wear a coat. Tomorrow it's **going to** be warmer. Have a nice day!

Numbers and symbols

- **13** thirteen · **30** thirty · **14** fourteen · **40** forty · **15** fifteen · **50** fifty
- **−4** = minus four · **0** = zero
- **sunny** = soleado · **cloudy** = nublado · **rainy** = lluvioso · **windy** = con viento · **foggy** = con niebla · **snowy** = con nieve
- **warmer than** = más cálido que · **colder than** = más frío que

1 **Thursday map. Complete it with this data: Monte Alto = rainy, 9°C; Campos = sunny, 23°C; Lago Claro = cloudy, 16°C; Puerto Sol = partly cloudy, 18°C. Draw the symbols and write the temperatures.**



2 **Write the numbers in words.**

13 = _____

30 = _____

−4 = _____ four

15 = _____

50 = _____

3 **Complete the forecast with the frame.**

Good morning! Here is the weather for Thursday. In Río Verde it's _____ and _____ degrees. In Monte Alto it's _____ and _____ degrees. It's cold there, _____ wear a coat.

ANNEX 9

Extension

Learning situation 8 · Weather Watch

STUDENTS

Name: Class: Date:

Storm warning: clear public information

Sometimes a forecast is not only a conversation: it protects people. Imagine this fictional bulletin: **Saturday, Puerto Sol. Yellow warning: storm from 15:00 to 20:00. Strong wind (70 km/h) and heavy rain. Waves in the port are high.** You work for Radio Río Verde and you must give **clear public information** for everybody, including people who speak little English.

Steps

1. Write a 50-60 word radio announcement: the warning, where, when, what is going to happen and what people must do.
2. Use short sentences and imperatives (Stay inside. Don't go to the beach. Keep away from trees. Check the forecast again at 14:00).
3. Repeat the most important information twice and avoid frightening words. Check that all numbers are clear.
4. Read the announcement aloud to a classmate and ask them: What is the danger? When? What must people do?
5. Improve one sentence after their feedback.

What to hand in

The final announcement with the three key pieces of information underlined (danger, time, advice) and one improvement marked.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 8 · Weather Watch

TEACHER

Worksheet 1

1. Quiz: rainy; is raining; hotter; is going to.
2. Río Verde: partly cloudy, 17°C; Monte Alto: snowy, −1°C (minus one); Campos: sunny, 21°C; Lago Claro: foggy, 10°C; Playa Azul: windy, 16°C; Puerto Sol: rainy, 14°C.
3. T; T; F (it is foggy); T; F (Puerto Sol 14°C, Río Verde 17°C); T.

Worksheet 2

1. Listening 1 (see script): 13; 30; −4; 14; 40; 19.
2. Match: very cold → so wear a hat and gloves; raining → so take an umbrella; sunglasses → because it's very sunny; aren't playing football → because it's stormy; hot on Saturday → so bring sun cream.
3. a) warmer; b) colder; c) colder; d) hotter.
4. Open answer. Model: «In Spanish we use hace (hace frío) but in English we use be (it's cold). English always needs it.» Accept any reasonable observation (verb, subject, word order).

Worksheet 3

1. Listening 2 (see script): Río Verde: sunny, 19°C; Playa Azul: windy, 19°C; Monte Alto: cloudy in the morning and rainy in the afternoon (accept rainy), 9°C.
2. T; F (Campos 21°C, Río Verde 17°C: Campos is warmer); F (it is windy); T; T; F (it will be cooler, 16°C).
3. is/are + -ing: It's snowing. / It's raining in Puerto Sol. / It's windy in Playa Azul. is going to: Tomorrow it's going to be rainy. / It's going to be 25 degrees. will: It will rain. / It will be cooler.
4. winter; colder. Open answer: «Because the Earth has two hemispheres and the seasons are opposite.» Accept an answer that mentions north and south or opposite seasons.

Worksheet 4

1. What's; Is; What's; Is.
2. Wednesday table: Río Verde: rainy, 15°C; Monte Alto: cloudy, 3°C; Campos: partly cloudy, 18°C; Lago Claro: stormy, 12°C; Playa Azul: sunny, 17°C; Puerto Sol: windy, 16°C.
3. Model: «Campos is warmer than Río Verde. Monte Alto is colder than Lago Claro. Playa Azul is warmer than Río Verde.» Accept any true comparison.
4. Open answer (self-assessment).

Worksheet 5

1. Morning: partly cloudy, 17°C, light wind. Afternoon: sunny, 21°C, moderate wind (25 km/h). Evening: cloudy, 16°C, light wind. Bring: sun hat, sunglasses and a jumper (accept sun cream).
2. Model voice message (about 50 words): «Hello, Mr Walsh. This is the weather for the beach on Friday. In the morning it's partly cloudy and 17 degrees. In the afternoon it's sunny and 21 degrees, with some wind. In the evening it's going to be cloudy and 16 degrees. Bring a sun hat and a jumper.» Assess: day, place, weather, temperatures, advice; short sentences, no word-by-word reading.
3. Model: Morning → «It's cloudy and foggy.» Afternoon → «It's going to rain. It's going to be stronger in the late afternoon and maybe there is a storm.» Temperatures → «It's very cold: 0 to 9 degrees.» Wear → «Wear warm clothes, a raincoat and boots. Don't walk in the mountains if there is a storm.» Accept any version that keeps the key information (fog/clouds, rain, 0-9°C, warm clothes and raincoat, safety with storm) and adds nothing.

Worksheet 6

1. Open answer. Check that each day has a place, weather, temperature and advice from the sources (Wednesday: Input Pack F5/F6 table; Thursday: F8 and F3; Friday: F7 and F3).
2. Peer review: open; the feedback should refer to concrete parts (e.g. «Your numbers are very clear»; «Add because to your advice»).
3. Stars and wish: open answer.

Worksheet 7

1. Saturday board (see Annex 3): Río Verde sunny, 25°C; Playa Azul sunny, 24°C; Monte Alto stormy, 13°C. Model reply (about 60 words): «Hi Aoife! On Saturday it's going to be sunny and hot in Playa Azul: 24 degrees. Take a sun hat, sunglasses and sun cream. In Monte Alto it's going to be stormy and 13 degrees, so don't go to the mountains. Visit the beach and have a picnic! See you soon, Lucía.» Assess with the rubric: purpose, accuracy, going to, advice, greeting and closing.
2. Open answer. Model: «Playa Azul is warmer than Monte Alto.» (24 and 13) Accept any true comparison.
3. Can you say the temperature again, please? / Is it thirteen or thirty?

Support (Annex 8)

1. Thursday map: Monte Alto: rainy symbol, 9; Campos: sun, 23; Lago Claro: cloud, 16; Puerto Sol: sun with cloud, 18.
2. thirteen; thirty; minus; fifteen; fifty.
3. sunny; 19; rainy; 9; so.

Extension (Annex 9)

1. Open answer. Model: «Attention, please! There is a storm warning for Puerto Sol on Saturday. The storm is coming from three to eight in the afternoon. There is going to be very strong wind and heavy rain. Stay inside. Don't go to the beach. Keep away from trees. Listen again at two o'clock.» Check: danger, time, advice, imperatives, repeated key information.

Listening script · Worksheet 2 · Temperatures (Listening 1)

Read each sentence twice at a natural speed.

1. In Río Verde it's thirteen degrees.
2. In Campos it's thirty degrees.
3. In Monte Alto it's minus four degrees.
4. In Lago Claro it's fourteen degrees.
5. In Puerto Sol it's forty degrees on a very hot summer day.
6. In Playa Azul it's nineteen degrees.

Answers: 13, 30, −4, 14, 40, 19. Stress -teen clearly in 13, 14 and 19, and the first syllable in 30 and 40.

Listening script · Worksheet 3 · Forecast for Thursday (Listening 2)

Read twice at a natural speed. First listening: gist (Is it a radio forecast? Is the weather good?). Second listening: complete the table.

Good evening! Here is the weather for tomorrow, Thursday. In Río Verde it's going to be sunny and warm: the maximum temperature is nineteen degrees. In Playa Azul it's going to be windy, also nineteen degrees. In Monte Alto it's going to be cloudy in the morning and rainy in the afternoon. It's going to be cold: only nine degrees. Take a raincoat if you are going to the mountains! Goodnight.

Listening script · F4 · Forecast A (optional listening)

If you want extra listening practice, read forecast A of F4 aloud. First listening: Which towns are mentioned? Second listening: What advice does the presenter give?

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40 minutes each; leave 15 minutes of session 7 for the individual challenge. Prepare timer and voice recorder (phone) for rehearsal and recording in session 6-7.
- Mediation (Worksheet 5): value selection and a clear, short message, not word-by-word translation. In the voice message, listeners cannot see the board: say the day and place first, then the data in the same order every time.
- Differentiation: give Annex 8 (frame, number support and partly completed map) to students who need it; fast finishers can do Annex 9 (storm warning) or add a Southern-Hemisphere forecast to the template.
- Data and sources: all weather data in F2-F9 and the Saturday board are fictional and are said to be fictional. The F10 temperatures are rounded long-term averages: Sydney 26.0°C (January) and 16.4°C (July) from the Australian Bureau of Meteorology (Observatory Hill, 1859-2020); the others are rounded from national weather services and must be checked against a current source before publication. Seasons are described with «many» and «typical», never as rules.

⚠ Likely errors

- Forgetting be in the present continuous: «It raining» instead of «It's raining».
- Mixing thirteen/thirty (and fourteen/forty): stress the syllable and write the number to check.
- Using «more cold» or «more hot» instead of colder / hotter (hotter doubles the t).
- Saying «It makes cold» (hace frío) instead of «It's cold».
- Using going to + conjugated verb: «It's going to rains».
- Writing temperatures as «17 grades» or forgetting minus: «minus four degrees».

⚖ Accepting alternative answers

- Accept any answer that communicates the weather and temperature correctly, even with minor errors that do not affect understanding (e.g. «sun» for sunny).
- In the information gap table accept «partly cloudy» or «sunny and cloudy» for the symbol with sun and cloud.
- In mediation, accept different wordings if key information is correct and nothing important is added.
- In open tasks, the forecast must be consistent with the data in the sources.

09

SITUACIÓN DE APRENDIZAJE

What Happened Yesterday?

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we reconstruct a past event from different pieces of information?

CURSO 1.º ESO	SESIONES 7 sesiones
BLOQUES DE SABERES A · B	COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5
PRODUCTO FINAL Mini mystery timeline + past-event report	CRITERIOS DE EVALUACIÓN 1.1, 2.1, 2.2, 2.3, 3.1, 4.1, 5.2

Contexto, reto y producto final

Ayer, jueves, **Beep**, el pequeño robot del club de Tecnología, desapareció del aula de Tecnología justo antes del ensayo de la Feria de Ciencias. Nadie sabe qué ha pasado y hay versiones distintas: unos dicen haberlo visto sobre la mesa, otros vieron una caja azul camino del gimnasio. La profesora, **Ms Patel**, necesita un informe claro de lo ocurrido para el equipo de la feria. Es un misterio **sin culpables**: el alumnado trabaja con testigos, pistas y registros, no con sospechosos, y aprende que la memoria puede equivocarse y que los registros escritos ayudan a contrastarla.

Para reconstruir los hechos, el alumnado lee declaraciones parciales, practica el pasado simple (*was/were*, verbos regulares y los irregulares más frecuentes) y la pronunciación de *-ed*, entrevista a «testigos» en un *information gap* con tarjetas distintas, ordena la evidencia (mensajes, horario y registro de cámaras escrito) y resuelve contradicciones. En la tarea de **mediación**, explica en inglés sencillo un mensaje de voz en español y convierte mensajes y notas en tarjetas de una línea temporal compartida. El producto final es una **Mini Mystery Timeline + Past-Event Report** que se presenta oralmente; la evidencia individual consiste en resolver un mini caso nuevo.

Reto comunicativo

Reconstruct what happened to Beep the robot: create a mini mystery timeline with at least eight events and a short past-event report for Ms Patel and the Science Fair team.

Producto final

Mini mystery timeline + past-event report.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE5 Ampliar y usar los repertorios lingüísticos personales y reflexionar sobre su funcionamiento y sobre las propias estrategias.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Interpretar y analizar el sentido global y la información específica y explícita de textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos, de relevancia personal y próximos a la experiencia del alumnado, propios de los ámbitos de las relaciones interpersonales, del aprendizaje, de los medios de comunicación y de la ficción expresados de forma clara y en la lengua estándar a través de diversos soportes.

2.1 Expresar oralmente textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa sobre asuntos cotidianos y frecuentes, de relevancia para el alumnado, con el fin de describir, narrar e informar sobre temas concretos, en diferentes soportes, utilizando de forma guiada recursos verbales y no verbales, así como estrategias de planificación y control de la producción.

2.2 Organizar y redactar textos breves y comprensibles con aceptable claridad, coherencia, cohesión y adecuación a la situación comunicativa propuesta, siguiendo pautas establecidas, a través de herramientas analógicas y digitales, sobre asuntos cotidianos y frecuentes de relevancia para el alumnado y próximos a su experiencia.

2.3 Seleccionar, organizar y aplicar de forma guiada conocimientos y estrategias para planificar, producir y revisar textos comprensibles, coherentes y adecuados a las intenciones comunicativas, a las características contextuales y a la tipología textual, usando con ayuda los recursos físicos o digitales más adecuados en función de la tarea y las necesidades de cada momento, teniendo en cuenta la personas a quienes va dirigido el texto.

3.1 Planificar y participar en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximos a la experiencia del alumnado, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por interlocutores e interlocutoras y por las lenguas empleadas, e interés por participar en la solución de problemas de intercomprensión y de entendimiento en el entorno próximo, apoyándose en diversos recursos y soportes.

5.2 Utilizar y diferenciar los conocimientos y estrategias de mejora de la capacidad de comunicar y de aprender la lengua extranjera con apoyo de otros participantes y de soportes analógicos y digitales.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A2	Estrategias básicas para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A3	Conocimientos, destrezas y actitudes que permitan detectar y colaborar en actividades de mediación en situaciones cotidianas sencillas.
A4	Funciones comunicativas básicas adecuadas al ámbito y al contexto comunicativo: saludar, despedirse, presentar y presentarse; describir personas, objetos y lugares; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y emociones básicas; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición.
A5	Modelos contextuales y géneros discursivos básicos en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A6	Unidades lingüísticas básicas y significados asociados a dichas unidades tales como la expresión de la entidad y sus propiedades, cantidad y cualidad, el espacio y las relaciones espaciales, el tiempo y las relaciones temporales, la afirmación, la negación, la interrogación y la exclamación, relaciones lógicas básicas.
A7	Léxico de uso común y de interés para el alumnado relativo a identificación personal, relaciones interpersonales, lugares y entornos cercanos, ocio y tiempo libre, vida cotidiana, salud y actividad física, vivienda y hogar, clima y entorno natural, tecnologías de la información y la comunicación.
A8	Patrones sonoros, acentuales, rítmicos y de entonación básicos, y significados e intenciones comunicativas generales asociadas a dichos patrones.
B1	Estrategias y técnicas para responder eficazmente a una necesidad comunicativa básica y concreta de forma comprensible, a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.
B3	Estrategias y herramientas básicas de autoevaluación y coevaluación, analógicas y digitales, individuales y cooperativas.

Language Toolkit · concreción didáctica

Communicative functions
narrating completed events; asking about the past; sequencing events; reporting simple information from another source

Grammar in context
past simple of be; regular past simple; high-frequency irregular verbs; past time expressions; first/then/finally

Vocabulary
everyday actions; places; time expressions; simple mystery clues

Pronunciation / phonology
-ed endings /t/ /d/ /ɪd/; irregular verb stress; narrative chunking

Mediation focus
Summarise another witness's clue in simpler English and place it accurately on a timeline.

Intercultural focus
Use a fictional context with diverse character names and avoid associating identity with suspicion.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Understand short past-event accounts.
- Ask and answer simple past questions.
- Sequence information chronologically.
- Write a short coherent account.
- Mediate clues from one format into a timeline.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Read witness cards with partial information

Evidence: Worksheet 1: diagnóstico, lectura de las declaraciones de los testigos (F1, F2) y tabla de quién vio qué y cuándo.

Worksheet: Annex 3 · 1

2

SESSION 2

Build regular/irregular past forms and pronunciation

Evidence: Worksheet 2: clasificación de verbos con -ed (listening 1), formas irregulares, historia con pasado simple y was/were.

Worksheet: Annex 3 · 2

3

SESSION 3

Interview witnesses in an information-gap investigation

Evidence: Worksheet 3: entrevista en information gap con las tarjetas A y B (F6), preguntas con did y tabla de acciones del testigo.

Worksheet: Annex 3 · 3

4

SESSION 4

Order evidence and resolve contradictions

Evidence: Worksheet 4: ordenación de las tarjetas de la línea temporal (F7) y resolución de contradicciones entre testigos y registro (F2, F3, F5).

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: convert notes/messages into a shared timeline

Evidence: Worksheet 5: mediación del mensaje de voz en español (F8) para Sam y conversión de mensajes del chat (F3) en tarjetas de línea temporal.

Worksheet: Annex 3 · 5

6

SESSION 6

Write the report and peer-check sequence/cohesion

Evidence: Worksheet 6: plan y borrador de la línea temporal y del informe (Anexo 4), revisión por otro equipo y reflexión sobre estrategias.

Worksheet: Annex 3 · 6

7

SESSION 7

Present the reconstruction and solve an individual mini-case

Evidence: Mini Mystery Timeline + Past-Event Report presentado y Worksheet 7: resolución individual de un mini caso (el diccionario perdido).

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión del sentido global y de datos de hora, lugar y acción en las declaraciones, el chat, el horario, el registro de cámaras y las tarjetas de entrevista (F1-F7).	Worksheets 1 y 4 / lista de comprobación
2.1	Presentación oral de la reconstrucción con secuenciadores (first, then, after that, finally), horas y pasado simple con pronunciación comprensible de -ed.	Presentación (sesión 7) / rúbrica
2.2	Redacción del informe del caso y del mini caso individual: eventos en orden, pasado simple correcto y conectores de secuencia.	Anexo 4 y Worksheet 7 / rúbrica
2.3	Planificación, borrador, revisión por otro equipo y mejora del informe y la línea temporal con el banco de verbos y la lista de comprobación.	Worksheet 6 y Anexo 4 / lista de comprobación
3.1	Participación en la entrevista de las tarjetas A y B con preguntas en pasado con did, confirmación de horas y petición de repetición.	Worksheet 3 / observación sistemática
4.1	Explicación en inglés sencillo del mensaje de voz de Rosa (F8) y conversión de mensajes del chat en tarjetas de línea temporal con la hora correcta del suceso, sin añadir datos.	Worksheet 5 / rúbrica de mediación
5.2	Elección y valoración de una estrategia para recordar verbos irregulares y mejorar el informe (banco de verbos, diccionario, compañero o lectura en voz alta) y registro de progreso.	Worksheet 6 y Anexo 7 / autoevaluación

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The timeline and report reconstruct the whole event with at least eight correct events, solve the contradictions and give a clear conclusion for Ms Patel.	The timeline and report reconstruct the event clearly with eight events and a conclusion.	Some events are missing or in the wrong order; the conclusion is unclear.	The event cannot be reconstructed; information is missing or invented.
Organisation & language	Events in the right order with first, then, after that, finally; correct was/were, regular and irregular past forms and times; very few errors.	Clear order and mostly correct past forms; a few errors that do not stop understanding.	The order is sometimes confused; frequent errors with past forms make reading difficult.	Hard to follow; errors often stop understanding.
Interaction / delivery	In the interview and presentation I ask with did, check times, repeat and speak with clear rhythm and -ed endings.	I ask and answer past questions and use some repair phrases; times are mostly clear.	I take part with help; I need prompts to ask or answer.	I rarely speak or I only read from paper.
Mediation & audience	The Spanish message and the chat are transferred accurately and simply for Sam, with the event time (not the message time) and nothing added.	The main information and times are transferred with one small omission.	Some information is missing, mixed up or translated word for word.	The meaning changes or the text is copied.
Intercultural / ethical use	The case treats everyone fairly: no one is blamed without evidence, names are used respectfully and the sources are named.	Respectful use of names and evidence; sources mostly named.	Some people are blamed too quickly or sources are unclear.	Accuses a person without evidence or uses stereotypes.

Input Pack y recursos

Witness statements, text-message clues, timetable, simple CCTV-style written log and timeline cards.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Past-tense verb bank, timeline template and question frames.

Extension

Anexo 9

Write two competing reconstructions and decide which is better supported by evidence.

ANNEX 1

Challenge Launch

Learning situation 9 · What Happened Yesterday?

STUDENTS

Yesterday, Thursday, something strange happened at our school. Beep, the little robot of the Technology club, was on the table in Room T at 8:10 and, at 11:35, the table was empty! The Science Fair rehearsal is at 12:30 and Ms Patel needs to know what happened. There are no suspects, only witnesses and clues. You are going to read statements, interview people, check a written camera log, solve contradictions and build a mini mystery timeline with a report. Are you ready to find out what happened yesterday?

> *How can we reconstruct a past event from different pieces of information?*

Your challenge

Reconstruct what happened to Beep the robot: create a mini mystery timeline with at least eight events and a short past-event report for Ms Patel and the Science Fair team.

Audience: Ms Patel (Technology teacher) and the Science Fair team.

What you will create

Mini mystery timeline + past-event report

Roadmap · 7 sessions

1. We read the case file and the witness statements.
2. We practise past forms and the sounds of -ed.
3. We interview witnesses in an information-gap activity.
4. We order the evidence and solve contradictions.
5. We turn a message in Spanish and chat messages into timeline cards.
6. We write, check and improve our timeline and report.
7. We present our reconstruction and solve a new mini case.

Success criteria

- ✓ I can understand short accounts of past events.
- ✓ I can ask and answer simple questions about the past (Did you…? What did you do…?).
- ✓ I can use was/were and common regular and irregular past verbs.
- ✓ I can put events in order with first, then, after that and finally.
- ✓ I can explain a clue to another person in simple English.

Working together

- Evidence first: we blame nobody without proof.
- Speak English in your team and ask for repetition when you are not sure.
- Everyone has a role: detective, timekeeper, writer, language checker.

ANNEX 2

Input Pack

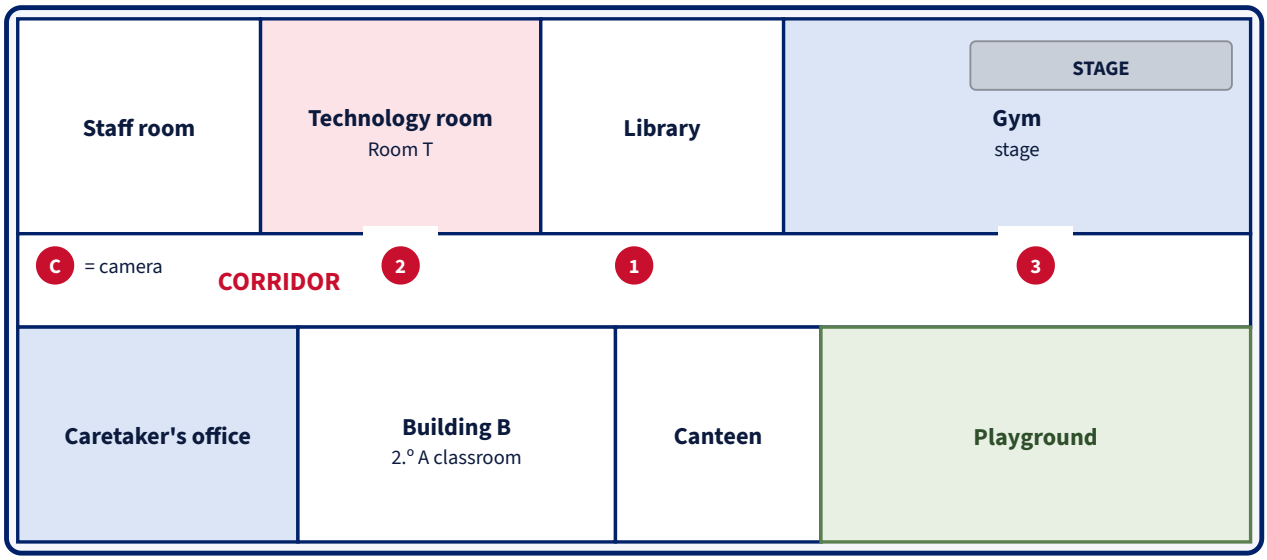
Learning situation 9 · What Happened Yesterday?

STUDENTS

Everything you need to reconstruct what happened: the case file, witness statements, class chat messages, the timetable, a written camera log, interview cards, timeline cards, a message in Spanish to explain, a past-verb bank and a model report.

F1 Case file · IES Río Verde · Thursday

DIAGRAM



Case file. Beep, the Technology club's little robot, was in Room T at 8:10. At **11:35** a class arrived and the table was **empty**. Nobody knows where Beep is, and the Science Fair rehearsal is at **12:30**! **Your mission:** reconstruct what happened between 8:00 and 12:30 and write a clear report for Ms Patel. *We have witnesses and clues, not suspects. Memories can be wrong; written logs help us to check.*

Source: Plan and case created for this notebook. The school, the people and the events are fictional.

Find Room T, the gym and the caretaker's office. Where are the three cameras?

F2 Witness statements

TEXT

1 · Amina (1.º B): I was in Room T at 10:00. Beep was on the table and we used it in class. At 10:05 we left and I went to the library. I didn't go back to Room T.

2 · Tomás (1.º B): At break I was in the playground. At about 11:05 I saw Mr Okafor near the gym. He had a trolley and a big blue box. I thought: «It's for the Science Fair.»

3 · Zoe (2.º A): My class arrived at Room T at 11:35. We went in and the table was empty. Beep wasn't there! We looked for it under the tables.

4 · Priya (1.º B): I walked past Room T at 11:20. I looked through the window and I saw Beep on the table. I didn't go in because it was the end of break.

5 · Kwame (1.º C): At 11:30 I saw Ms Patel with a big box. She walked to the gym. I wasn't sure, but I think it was Ms Patel.

Source: Statements written for this notebook. The students are fictional.

Underline the times. Which statements seem different from the others?

F3 Class chat · Thursday

CASE

11:36 Zoe: Help! Beep isn't in Room T!
11:37 Mateo: What?! My class was in the room too. The table was empty at 11:35.
11:38 Amina: Tomás saw Mr Okafor with a big blue box at 11:05.
11:40 Priya: But I saw Beep on the table at 11:20!
11:41 Hugo: Ms Patel was in the staff room at 11:40. Mr Dunne talked to her there.
11:43 Kwame: Hmm. Maybe I was wrong about Ms Patel.
11:55 Zoe: Found it! Beep is on the stage in the gym. Mr Okafor and Ms Patel are here.

Source: Messages written for this notebook (fictional class chat). Careful: the time at the start of each message is when it was sent, not when the event happened.

Find two messages that talk about an earlier time. What is the event time in each one?

F4 Thursday timetable · Technology room and gym

DATA

Time	Technology room (Room T)	Gym
8:15 – 9:10	2.º C · Technology (Ms Patel)	PE · 3.º A
9:10 – 10:05	1.º B · Technology (Ms Patel)	PE · 4.º B
10:05 – 11:00	empty	PE · 1.º A
11:00 – 11:30	BREAK	BREAK
11:30 – 12:25	2.º A · Technology (Mr Dunne)	empty
12:30 – 13:20	empty	Science Fair rehearsal (Ms Patel and 1.º B)

Ms Patel teaches 2.º C and 1.º B in the morning. From 10:05 to 12:25 she is in the staff room (meeting and preparation).

Source: Timetable created for this notebook (fictional school).

F5 Camera log (written) · Thursday

DATA

Time	Camera	What the camera sees
08:10	Cam 2 (Room T)	Ms Patel opens the door and goes in.
08:25	Cam 1 (corridor)	Ms Patel walks to the caretaker's office with a paper.
08:27	Cam 1	Ms Patel leaves the caretaker's office without the paper.
09:10	Cam 2	1.º B students go into Room T with Ms Patel.
10:05	Cam 2	1.º B students leave. Ms Patel closes the door.
10:52	Cam 1	Mr Okafor walks along the corridor with a trolley.
10:58	Cam 2	Mr Okafor opens the door of Room T and goes in.
11:03	Cam 2	Mr Okafor leaves Room T with a big blue box on the trolley.
11:06	Cam 3 (gym)	Mr Okafor goes into the gym with the trolley.
11:10	Cam 3	Mr Okafor leaves the gym. The trolley is empty.
11:35	Cam 2	2.º A students go into Room T and come out quickly.
11:41	Cam 1	Ms Patel runs to the caretaker's office.
11:50	Cam 1	Ms Patel and Mr Okafor walk to the gym.

A log uses the **present simple** («Mr Okafor opens the door»). In your timeline and report you use the **past simple** («Mr Okafor opened the door»).

Source: Log written for this notebook (fictional). It is a written description of what three corridor cameras recorded; there are no cameras inside the rooms.

F6 Information gap · interview cards

DATA

Card	Time	Place	What I did
A · Ms Patel	08:10	Room T	I opened the room and checked Beep. It was on the table.
A · Ms Patel	08:25	Caretaker's office	I left a note for Mr Okafor: «Please take Beep to the gym before 12:00.»
A · Ms Patel	10:05	Room T	I put Beep in its blue box and closed the door.
A · Ms Patel	10:15	Staff room	I had a meeting about the Science Fair.
A · Ms Patel	11:40	Staff room	Mr Dunne came and said: «Beep isn't in Room T!»
A · Ms Patel	11:50	Gym	Mr Okafor and I found Beep on the stage. I laughed!
B · Mr Okafor	08:30	Building B	I fixed a broken window. I didn't see the note.
B · Mr Okafor	10:45	Caretaker's office	I came back and found the note on my desk.
B · Mr Okafor	10:52	Corridor	I took a trolley and walked to Room T.
B · Mr Okafor	10:58	Room T	I opened the door with my key and put the blue box on the trolley.
B · Mr Okafor	11:06	Gym	I took the box to the gym and put Beep on the stage.
B · Mr Okafor	11:45	Caretaker's office	Ms Patel came. I said: «Beep is in the gym!»

Ask your partner questions to complete the interview table in Worksheet 3: *What did you do at 10:52? Where did you go next? Did you see Beep?*

Source: Fictional interview cards created for this notebook. Student A uses card A (Ms Patel) and Student B uses card B (Mr Okafor); do not show your card to your partner!

F7 Timeline cards (in the wrong order!)

TIMELINE

A · 11:35	2.º A students went into Room T. The table was empty.
B · 08:25	Ms Patel left a note in the caretaker's office.
C · 11:06	Mr Okafor took the box to the gym.
D · 10:45	Mr Okafor found the note on his desk.
E · 08:10	Ms Patel opened Room T and checked Beep.
F · 10:05	1.º B left Room T. Ms Patel closed the door.
G · 11:50	Ms Patel and Mr Okafor found Beep on the stage.
H · 10:58	Mr Okafor opened Room T with his key.
I · 11:20	Rosa saw a blue box on the stage in the gym.
J · 11:41	Ms Patel ran to the caretaker's office.

Source: Cards created for this notebook. The cards use events from the case; the letters are not in chronological order.

F8 Mediation · a voice message in Spanish

TEXT

Mensaje de voz de Rosa, personal de limpieza (transcripción)

«Hola, soy Rosa. Ayer estuve limpiando el gimnasio desde las 11:10 hasta las 11:25. A las **11:20** vi una **caja azul** grande encima del escenario. Dentro había un **robot** pequeño. Pensé: "Es para la feria de ciencias" y no toqué nada. A las **11:50** llegaron la profesora Patel y el conserje, el señor Okafor, y abrieron la caja. ¡Se rieron mucho!»

Source: Transcription written for this notebook (fictional person). Sam, an exchange student, cannot understand Spanish: you are going to explain the message in simple English.

Don't translate word by word! Choose the key information (what, when, where) and use short, simple sentences in the past.

F9 Past-verb bank

GLOSSARY

be → was / were	I was in the library. They were in Room T.
go → went	Mr Okafor went to the gym.
see → saw	Tomás saw a big blue box.
take → took	He took the box to the gym.
have → had	Ms Patel had a meeting.
come → came	Mr Dunne came to the staff room.
find → found	They found Beep on the stage.
leave → left	1.º B left Room T.
put → put	He put Beep on the stage.
run → ran	Ms Patel ran to the office.
Regular verbs: + -ed	open → opened /d/ · walk → walked /t/ · want → wanted /ɪd/
Spelling	arrive → arrived · study → studied · stop → stopped

Source: Verb bank written for this notebook.

Which verbs are regular? Which are irregular? Add two verbs of your own.

F10 Model report: The Silent Bell

TEXT

Timeline

- **10:50** Mr Sanz, the caretaker, connected a new projector in the hall.
- **10:55** The electricity went off in building A.
- **11:00** The bell did not ring.
- **11:10** An electrician came.
- **11:20** The electricity came back.

Report

Yesterday the school bell did not ring at 11:00. **First**, Mr Sanz connected a new projector in the hall at 10:50. **Then**, at 10:55, the electricity went off in building A. **Because of that**, the bell didn't ring. **After that**, an electrician came at 11:10. **Finally**, the electricity came back at 11:20. The mystery is solved: it wasn't a person, it was the electricity!

Source: Model case written for this notebook (fictional).

Find three sequencers, two irregular verbs and one negative past sentence.

ANNEX 3

Student Worksheets

Learning situation 9 · What Happened Yesterday?

STUDENTS

WORKSHEET 1 Read the witness cards

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read the case file (F1) and the witness statements (F2).

1 **Warm-up quiz. Tick the correct answer.**

Yesterday I ___ at school at 8:15.
☐ am ☐ was ☐ were

Mr Okafor ___ the door at 10:58.
☐ open ☐ opened ☐ opens

They ___ to the gym after break.
☐ go ☐ goes ☐ went

___ you see Beep at 11:00?
☐ Do ☐ Did ☐ Were

2 **Read F2. Complete the table.**

Witness	Time	What did he or she see or do?
Amina		
Tomás		
Zoe		
Priya		
Kwame		

3 **Read F2 again. True (T) or false (F)?**

	T	F
Amina saw Beep at 10:00.	☐	☐
Tomás was in the playground at break.	☐	☐
Zoe's class arrived at Room T at 11:30.	☐	☐
Priya went into Room T.	☐	☐
Kwame is sure it was Ms Patel.	☐	☐
Priya and Zoe agree about Beep.	☐	☐

4 **Which two statements do not agree? Write the names and say why.**

WORKSHEET 2

Past forms and sounds

Session 2

Use the verb bank (F9) and the toolkit (Annex 5). Then listen to your teacher.

1 **Listening 1. Your teacher reads eight verbs: walked, opened, wanted, asked, closed, visited, helped, cleaned. Write each verb in the correct column.**

/t/ (walked)	/d/ (opened)	/ɪd/ (wanted)

2 **Match the verb with its past form.**

1 go ●	● a found
2 see ●	● b went
3 take ●	● c came
4 have ●	● d saw
5 come ●	● e had
6 find ●	● f took

3 **Complete the story with the past simple.**

At 10:58 Mr Okafor _____ (open) the door of Room T. He _____ (take) the blue box and _____ (go) to the gym. At 11:06 he _____ (put) Beep on the stage. At 11:35 the students _____ (find) the table empty.

4 **Complete with was or were.**

a) Where _____ you at 11:00?

b) I _____ in the playground.

c) Ms Patel _____ in the staff room.

d) Zoe and Mateo _____ in Room T.

e) _____ the table empty? — Yes, it _____.

WORKSHEET 3 Interview the witnesses

Session 3

Work in pairs. Student A has card A (Ms Patel) and Student B has card B (Mr Okafor) in F6. Interview your partner about the person on his or her card. Don't look at your partner's card!

1 **Before you speak: complete the questions.**

_____ did you do at 10:52?

_____ did you go next?

_____ you open the door of Room T?

_____ you see Beep?

What time _____ you arrive in the gym?

2 **Interview your partner and complete the table about his or her person.**

Time	Place	What did he or she do?

3 **Write three sentences about your partner's person with first, then and finally.**

4 **Tick the strategies you used.**

- ☐ I asked «Sorry, what time?» or «Can you repeat that?»
- ☐ I checked a time: «Is it ten fifty-two or eleven fifty-two?»
- ☐ I said the answer again to confirm it.
- ☐ I used did in my questions.
- ☐ I looked at my partner and waited for the answer.

WORKSHEET 4 Order the evidence

Session 4

Use the timeline cards (F7) and compare witnesses (F2, F3) with the camera log (F5) and the timetable (F4).

1 **Put the timeline cards in the correct order. Write the letters.**

1	2	3	4	5	6	7	8	9	10

2 **Two witnesses made mistakes. Compare their statements with the log (F5) and the cards (F3, F6). Complete the table.**

Witness	What he or she says	What the evidence says	Who is right?
Priya			
Kwame			

3 **Why is a written log more reliable than a memory? Write one sentence with because.**

_____

_____

WORKSHEET 5 From Spanish and chat to timeline

Session 5

Mediation. Sam cannot understand Rosa's message in Spanish (F8). Then turn chat messages (F3) into timeline cards. Don't translate word by word, and remember: use the time of the event, not the time of the message!

1 **Read F8. Choose the key information and explain it in simple English for Sam.**

Time	Key information (in your words)	Simple English for Sam
11:10 – 11:25		
11:20		
11:50		

2 **Read F3. Write timeline cards with the time of the event.**

Chat message (time sent)	Event time	Timeline card in the past simple
Amina 11:38		
Mateo 11:37		
Hugo 11:41		

3 **Sam asks: «So who took Beep?» Answer with one or two simple sentences.**

WORKSHEET 6 Our timeline and report: draft and review

Session 6

Plan your timeline and report. Write your draft in the template (Annex 4). Then swap with another team and review it.

1 **Plan your timeline. Write eight events in order, in the past simple.**

Time	Event (past simple)

2 **Peer review. Tick what the other team's report does well.**

- ☐ The events are in the correct order.
- ☐ It uses first, then, after that and finally.
- ☐ The past forms are correct (opened, went, took…).
- ☐ It explains the two contradictions with evidence.
- ☐ It uses the event times, not the message times.
- ☐ It has a clear conclusion.
- ☐ It is respectful: nobody is blamed without evidence.

3 **Write two stars (good things) and one wish (one improvement) for the other team.**

4 **Learning strategy. Tick the strategies that helped you with past verbs.**

- [ ] I used the verb bank (F9).
- [ ] I checked a verb in a dictionary.
- [ ] I asked a classmate.
- [ ] I read my report aloud to hear mistakes.
- [ ] I used an online tool but I checked the result carefully.

WORKSHEET 7 Individual challenge: the missing dictionary

Session 7

Work on your own. Read the mini case and solve it.

1 **Read the mini case and complete the timeline with five events.**

Case: the missing dictionary (fictional). On Friday the class dictionary disappeared from the library.

Clue 1 · Ms Okoye, librarian: «At 9:00 the dictionary was on the shelf. At 12:00 it wasn't there.»

Clue 2 · Leo (1.º A): «At 11:50 I took the dictionary to the canteen for my homework and put it on a table. At 12:10 I went to the playground. I forgot it!»

Clue 3 · Mr Ruiz, cleaner: «At 12:40 I found a big book on a canteen table. I took it to the lost property box in the office.»

Clue 4 · Mrs Lin, secretary, message at 13:05: «There is a dictionary in the lost property box!»

Time	Event

2 **Write a short report for Ms Okoye (50-60 words). Use first, then, after that and finally. Start: «Yesterday the class dictionary…»**

ANNEX 4

Final Product Template

Learning situation 9 · What Happened Yesterday?

STUDENTS

Name: Class: Date:

Our Mini Mystery Timeline + Past-Event Report. Write in English, in the past simple, and use evidence!

Case title and audience

Title of the case, date and who will read the report (Ms Patel and the Science Fair team).

Mini mystery timeline

Draw a line and add at least eight events with time and a short sentence (past simple).

Report: what happened?

First… Then… After that… Finally… (70-90 words).

Contradictions

Who was wrong, what the evidence says.

Evidence we trust

Camera log, timetable, notes, messages… why?

Conclusion

The mystery is solved: … because …

ANNEX 5

Useful Language & Final Check

Learning situation 9 · What Happened Yesterday?

STUDENTS

Name: Class: Date:

Functions and model sentences

Narrating past events	At 11:03 Mr Okafor took the box to the gym.
Asking about the past	What did you do at 10:52? Did you see Beep?
Sequencing	First… Then… After that… Finally…
Giving times	at 11:03, before break, after class, yesterday
Reporting a source	Zoe says the table was empty. The log says 10:58.
Giving a reason	I trust the log because it has the time.

Grammar in context

was / were	I was in the library. They were in Room T. Was it empty?
Regular past (+ -ed)	open → opened; walk → walked; want → wanted
Irregular verbs	go → went; see → saw; take → took; find → found
Past questions	Did you see Beep? — Yes, I did. / No, I didn't.
Past negatives	I didn't see the note. She didn't go in.
Time expressions	yesterday, at 11:00, before, after, then

Vocabulary bank

Actions: open, close, walk, run, take, put, leave, arrive, find, look for, ask

Places: Technology room, gym, corridor, caretaker's office, staff room, stage, playground

Clues: witness, statement, clue, log, camera, note, message, evidence

Time words: yesterday, this morning, before, after, at the end of, break

Pronunciation tips

- -ed endings: /t/ walked, asked, helped; /d/ opened, closed, cleaned; /ɪd/ wanted, visited (after t and d).
- Times: 11:03 = eleven oh three; 10:52 = ten fifty-two.
- Chunk your report: At eleven oh three | Mr Okafor | took the box | to the gym.

When I get stuck (clarify & repair)

Sorry, what time? | Can you repeat that, please? | Is it … or …? | Do you mean …? | How do you say … in English? | What does … mean?

Final check before you hand in: Mini mystery timeline + past-event report

- [ ] Our timeline has at least eight events with the time.
- [ ] The events are in the correct order.
- [ ] We use the past simple (was/were, opened, went, took…).
- [ ] We use first, then, after that and finally.
- [ ] We explain the two contradictions with evidence.
- [ ] We use the event time, not the message time.
- [ ] Nobody is blamed without evidence.
- [ ] We checked spelling with the toolkit and a dictionary.

ANNEX 6

Printable Rubric

Learning situation 9 · What Happened Yesterday?

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Mini mystery timeline + past-event report**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The timeline and report reconstruct the whole event with at least eight correct events, solve the contradictions and give a clear conclusion for Ms Patel.	The timeline and report reconstruct the event clearly with eight events and a conclusion.	Some events are missing or in the wrong order; the conclusion is unclear.	The event cannot be reconstructed; information is missing or invented.	
Organisation & language	Events in the right order with first, then, after that, finally; correct was/were, regular and irregular past forms and times; very few errors.	Clear order and mostly correct past forms; a few errors that do not stop understanding.	The order is sometimes confused; frequent errors with past forms make reading difficult.	Hard to follow; errors often stop understanding.	
Interaction / delivery	In the interview and presentation I ask with did, check times, repeat and speak with clear rhythm and -ed endings.	I ask and answer past questions and use some repair phrases; times are mostly clear.	I take part with help; I need prompts to ask or answer.	I rarely speak or I only read from paper.	
Mediation & audience	The Spanish message and the chat are transferred accurately and simply for Sam, with the event time (not the message time) and nothing added.	The main information and times are transferred with one small omission.	Some information is missing, mixed up or translated word for word.	The meaning changes or the text is copied.	
Intercultural / ethical use	The case treats everyone fairly: no one is blamed without evidence, names are used respectfully and the sources are named.	Respectful use of names and evidence; sources mostly named.	Some people are blamed too quickly or sources are unclear.	Accuses a person without evidence or uses stereotypes.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 9 · What Happened Yesterday?

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can understand a short account of a past event.	○	○	○	○
I can tell what happened in order, using past verbs and sequencers.	○	○	○	○
I can ask for clarification and repair my message when communication breaks down.	○	○	○	○
I can use feedback to improve my work.	○	○	○	○

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 9 · What Happened Yesterday?

STUDENTS

Name: Class: Date:

Extra help: a past-verb bank, question frames and a partly completed timeline.

Past-verb bank

- **Regular:** open → **opened** · close → **closed** · walk → **walked** · want → **wanted** · look → **looked**
- **Irregular:** go → **went** · see → **saw** · take → **took** · find → **found** · put → **put** · leave → **left**
- **was / were:** I **was**, he/she **was**, they **were**

Question frames

- **What** did you do at …?
- **Where** did you go?
- **Did** you see …? — Yes, I **did**. / No, I **didn't**.
- **First**, … **Then**, … **Finally**, …

1 **Complete with the verb bank.**

Mr Okafor _____ (open) the door at 10:58.

He _____ (take) the box.

He _____ (go) to the gym.

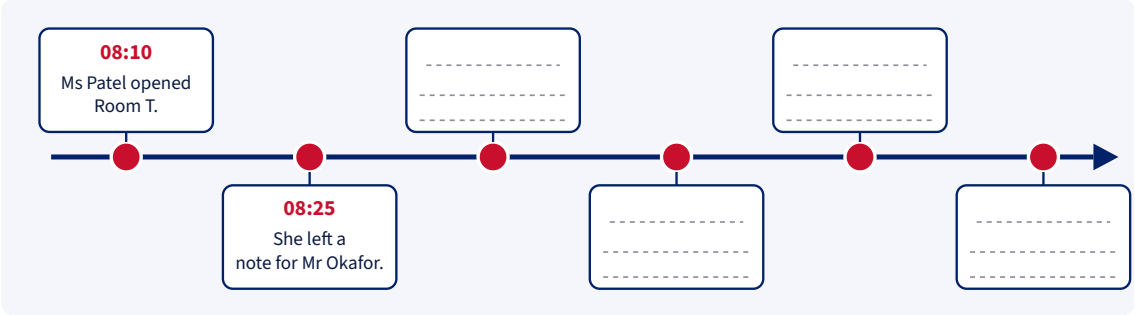
2 **Complete the questions with the question frames.**

_____ did you do at 8:25?

_____ you see Beep?

_____ did he go?

3 **Complete the timeline. Write these events: 10:58 Mr Okafor opened Room T · 11:03 He left with the blue box · 11:06 He took the box to the gym · 11:50 Ms Patel and Mr Okafor found Beep.**



ANNEX 9

Extension

Learning situation 9 · What Happened Yesterday?

STUDENTS

Name: Class: Date:

Two reconstructions, one decision

Detectives and journalists often compare two versions of the same event. Imagine **Version A** follows Kwame and Priya: Ms Patel took Beep at 11:30 and Beep was on the table at 11:20. **Version B** follows the camera log and Tomás: Mr Okafor took the box to the gym at 11:06. Which version is better supported by the evidence?

Steps

1. Write both reconstructions in 35-45 words each, with first, then, after that and finally.
2. Complete an evidence table: for each version, write which sources support it (statements, log, timetable, cards, chat) and which sources go against it.
3. Decide which version is better supported. Write two sentences with because.
4. Read your decision to a classmate. Do they agree? Which evidence convinces them?
5. Mark one place where you changed your mind after listening.

What to hand in

Two short reconstructions, the evidence table and the final decision with a reason.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 9 · What Happened Yesterday?

TEACHER

Worksheet 1

1. Quiz: was; opened; went; Did.
2. Amina: 10:00 and 10:05, Beep was on the table in Room T; at 10:05 she went to the library. Tomás: about 11:05, he saw Mr Okafor near the gym with a trolley and a big blue box. Zoe: 11:35, the table in Room T was empty. Priya: 11:20 (she says), she saw Beep on the table through the window. Kwame: 11:30 (he says), he saw (he thinks) Ms Patel with a big box walking to the gym.
3. T; T; F (11:35); F (she didn't go in); F (he wasn't sure); F (Zoe: empty at 11:35; Priya: Beep on the table at 11:20).
4. Model: «Priya and Tomás. Tomás saw Mr Okafor with the box at 11:05, but Priya saw Beep on the table at 11:20.» Also accept Kwame and Tomás (Ms Patel / Mr Okafor).

Worksheet 2

1. Listening 1 (see script): /t/: walked, asked, helped; /d/: opened, closed, cleaned; /ɪd/: wanted, visited.
2. go → went; see → saw; take → took; have → had; come → came; find → found.
3. opened; took; went; put; found.
4. a) were; b) was; c) was; d) were; e) Was; was.

Worksheet 3

1. What; Where; Did; Did; did.
2. Student A (interviewing Student B about Mr Okafor): 08:30 Building B: fixed a broken window, didn't see the note; 10:45 caretaker's office: found the note; 10:52 corridor: took a trolley and walked to Room T; 10:58 Room T: opened the door and put the blue box on the trolley; 11:06 gym: took the box and put Beep on the stage; 11:45 caretaker's office: told Ms Patel Beep was in the gym. Student B (about Ms Patel): 08:10 Room T: opened the room and checked Beep; 08:25 caretaker's office: left a note; 10:05 Room T: put Beep in its blue box and closed the door; 10:15 staff room: meeting; 11:40 staff room: Mr Dunne said Beep wasn't in Room T; 11:50 gym: found Beep with Mr Okafor.
3. Model: «First, Ms Patel opened Room T and checked Beep. Then she left a note for Mr Okafor. Finally, she found Beep in the gym with Mr Okafor.»
4. Open answer (self-assessment).

Worksheet 4

1. E, B, F, D, H, C, I, A, J, G (08:10, 08:25, 10:05, 10:45, 10:58, 11:06, 11:20, 11:35, 11:41, 11:50).
2. Priya: says she saw Beep on the table at 11:20; evidence: the log says Mr Okafor left Room T with the blue box at 11:03, Rosa saw the box on the stage at 11:20, Zoe found the table empty at 11:35; Priya is wrong. Kwame: says he saw Ms Patel with a big box at 11:30; evidence: the log says Mr Okafor took the box at 11:03-11:06, Ms Patel was in the staff room (F4, card A, Hugo's message); Kwame is wrong (he wasn't sure either).
3. Model: «A log is more reliable than a memory because it writes the time at that moment.» Accept similar answers with because.

Worksheet 5

1. 11:10-11:25: «Rosa cleaned the gym.» 11:20: «She saw a big blue box on the stage. There was a small robot in it.» 11:50: «Ms Patel and Mr Okafor came and opened the box. They laughed.» Accept different wording; Rosa did not touch anything (optional).
2. Amina 11:38 → event 11:05: «Tomás saw Mr Okafor with a big blue box.» Mateo 11:37 → event 11:35: «The table in Room T was empty.» Hugo 11:41 → event 11:40: «Ms Patel was in the staff room. Mr Dunne talked to her.»
3. Model: «Nobody took Beep. Mr Okafor moved it to the gym for the Science Fair.»

Worksheet 6

1. Open answer. Model: 08:10 Ms Patel opened Room T. 08:25 She left a note for Mr Okafor. 10:05 Ms Patel put Beep in its box and closed the door. 10:58 Mr Okafor opened Room T. 11:03 He left with the blue box. 11:06 He took the box to the gym. 11:35 2.º A found the table empty. 11:50 Ms Patel and Mr Okafor found Beep on the stage.
2. Peer review: open; feedback should refer to concrete parts.
3. Stars and wish: open answer.
4. Open answer (self-assessment of strategies).

Worksheet 7

1. Timeline: 9:00 the dictionary was on the shelf; 11:50 Leo took it to the canteen; 12:10 Leo went to the playground and forgot it; 12:40 Mr Ruiz found it and took it to the lost property box; 13:05 Mrs Lin saw it in the box (message).
2. Model (about 55 words): «Yesterday the class dictionary disappeared from the library. First, Leo took it to the canteen at 11:50 for his homework. Then he went to the playground at 12:10 and forgot it. After that, Mr Ruiz found it at 12:40 and took it to the lost property box. Finally, Mrs Lin saw it at 13:05.» Assess with the rubric.

Support (Annex 8)

1. opened; took; went.
2. What; Did; Where.
3. 10:58 Mr Okafor opened Room T; 11:03 He left with the blue box; 11:06 He took the box to the gym; 11:50 Ms Patel and Mr Okafor found Beep.

Extension (Annex 9)

1. Open answer. Check: two versions in the past simple; the table shows that Version B is supported by the log (11:03-11:06), Tomás, Rosa and the timetable, and that Version A is contradicted by the log, the staff room evidence and Rosa; the decision is Version B with because.

Listening script · Worksheet 2 · -ed endings (Listening 1)

Read each verb twice, slowly and clearly, with a pause so that students can write it in the correct column.

1. walked /wɔːkt/
2. opened /ˈəʊpənd/
3. wanted /ˈwɒntɪd/
4. asked /ɑːskt/
5. closed /kləʊzd/
6. visited /ˈvɪzɪtɪd/
7. helped /helpt/
8. cleaned /kliːnd/

Answers: /t/ walked, asked, helped; /d/ opened, closed, cleaned; /ɪd/ wanted, visited.

Listening script · F2 · Witness statements (optional listening)

For extra listening practice, read two statements aloud (for example Amina and Tomás) with the books closed. First listening: Where was the witness? Second listening: What did he or she see?

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40 minutes each; leave 15 minutes of session 7 for the individual challenge.
- Mediation (Worksheet 5): value selection and the event time. Students must not copy the message time. Allow Spanish for discussion in teams, but the final cards are in English.
- Differentiation: give Annex 8 (verb bank, question frames and partly completed timeline) to students who need it; fast finishers do Annex 9 (two reconstructions).
- Ethical and intercultural note: the case has no culprits; the names are diverse and nobody is suspected because of identity. Remind students to blame nobody without evidence and to treat memory as imperfect. All people, places and events are fictional.

Likely errors

- Using the base form: «Yesterday he go to the gym» instead of «went».
- Using did + past: «Did you saw Beep?» instead of «Did you see Beep?».
- Confusing was/were: «We was in Room T».
- Pronouncing every -ed as /ed/: opened /ˈəʊpənd/, not /ˈəʊpənɪd/.
- Using the message time instead of the event time on the timeline.
- Writing «went to home» or «arrived to» (Spanish influence): went home, arrived at.

Accepting alternative answers

- Accept any answer that communicates the time, place and action correctly, even with minor errors that do not affect understanding.
- In the contradiction task accept any reasoning supported by at least one source.
- In mediation, accept different wordings if the key information and the event times are correct and nothing important is added.
- In open tasks the timeline must be consistent with the sources and in chronological order.

10

SITUACIÓN DE APRENDIZAJE

Our English-Speaking World

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we explore places where English is used without turning cultures into stereotypes?

CURSO
1.º ESO

SESIONES
7 sesiones

BLOQUES DE SABERES
A · B · C

COMPETENCIAS ESPECÍFICAS
CE1, CE2, CE3, CE4, CE5, CE6

PRODUCTO FINAL
Intercultural fair stand

CRITERIOS DE EVALUACIÓN
1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 5.1, 6.1, 6.2, 6.3

Contexto, reto y producto final

Con motivo del **Día Internacional de la Lengua Materna** (21 de febrero, proclamado por la UNESCO), el instituto organiza una **Intercultural Fair** abierta a familias y a otros cursos. Cada clase de 1.º ESO prepara un stand sobre un lugar donde se usa el inglés, y los visitantes (entre ellos un grupo de alumnado de visita y niños de un colegio cercano) harán preguntas. El riesgo es evidente: convertir un país en tres tópicos. La pregunta guía es, por tanto, cómo explorar el mundo anglófono **sin estereotipos**: inglés no es sinónimo de Reino Unido o Estados Unidos, y un país no es una lengua ni una cultura.

El alumnado observa un mapa y fichas de datos (capitales, lenguas oficiales y otras lenguas, festividades), lee perfiles ficticios de jóvenes plurilingües, distingue estereotipos de hechos y reformula frases injustas con *many / some / often*. Elige un lugar, organiza los datos por categorías y **registra las fuentes** (autoría y año), prepara el stand y el discurso, y en la tarea de **mediación** simplifica una ficha informativa para visitantes más pequeños y explica en inglés unas pautas en español. Tras ensayar con una lista de comprobación «fact / stereotype», presenta el **Intercultural Fair Stand** y resuelve una tarea individual sobre un lugar nuevo. Los datos reales (capitales, lenguas oficiales, festividades) proceden de fuentes oficiales y de referencia, citadas en el Anexo 2.

Reto comunicativo

Create an Intercultural Fair Stand about one place where English is used: a map, facts with sources, languages and a festival, and a stereotype turned into a fair sentence, so that visitors learn something new without stereotypes.

Producto final

Intercultural fair stand.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE5 Ampliar y usar los repertorios lingüísticos personales y reflexionar sobre su funcionamiento y sobre las propias estrategias.

CE6

Valorar y adecuarse a la diversidad lingüística, cultural y artística, actuando con empatía y respeto en situaciones interculturales.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Interpretar y analizar el sentido global y la información específica y explícita de textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos, de relevancia personal y próximos a la experiencia del alumnado, propios de los ámbitos de las relaciones interpersonales, del aprendizaje, de los medios de comunicación y de la ficción expresados de forma clara y en la lengua estándar a través de diversos soportes.

1.2 Seleccionar, organizar y aplicar de forma guiada las estrategias y conocimientos más adecuados en situaciones comunicativas cotidianas para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; interpretar elementos no verbales; y buscar y seleccionar información.

2.1 Expresar oralmente textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa sobre asuntos cotidianos y frecuentes, de relevancia para el alumnado, con el fin de describir, narrar e informar sobre temas concretos, en diferentes soportes, utilizando de forma guiada recursos verbales y no verbales, así como estrategias de planificación y control de la producción.

2.2 Organizar y redactar textos breves y comprensibles con aceptable claridad, coherencia, cohesión y adecuación a la situación comunicativa propuesta, siguiendo pautas establecidas, a través de herramientas analógicas y digitales, sobre asuntos cotidianos y frecuentes de relevancia para el alumnado y próximos a su experiencia.

3.1 Planificar y participar en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximos a la experiencia del alumnado, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por interlocutores e interlocutoras y por las lenguas empleadas, e interés por participar en la solución de problemas de intercomprensión y de entendimiento en el entorno próximo, apoyándose en diversos recursos y soportes.

5.1 Comparar y contrastar las semejanzas y diferencias entre distintas lenguas reflexionando de manera progresivamente autónoma sobre su funcionamiento.

6.1 Actuar de forma empática y respetuosa en situaciones interculturales construyendo vínculos entre las diferentes lenguas y culturas y rechazando cualquier tipo de discriminación, prejuicio y estereotipo en contextos comunicativos cotidianos.

6.2 Aceptar y adecuarse a la diversidad lingüística, cultural y artística propia de países donde se habla la lengua extranjera, reconociéndola como fuente de enriquecimiento personal y mostrando interés por compartir elementos culturales y lingüísticos que fomenten la sostenibilidad y la democracia.

6.3 Aplicar, de forma guiada, estrategias para explicar y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos y respetando los principios de justicia, equidad e igualdad.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A2	Estrategias básicas para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A3	Conocimientos, destrezas y actitudes que permitan detectar y colaborar en actividades de mediación en situaciones cotidianas sencillas.
A5	Modelos contextuales y géneros discursivos básicos en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A7	Léxico de uso común y de interés para el alumnado relativo a identificación personal, relaciones interpersonales, lugares y entornos cercanos, ocio y tiempo libre, vida cotidiana, salud y actividad física, vivienda y hogar, clima y entorno natural, tecnologías de la información y la comunicación.
A11	Recursos para el aprendizaje y estrategias básicas de búsqueda de información: diccionarios, libros de consulta, bibliotecas, recursos digitales e informáticos, etc.
A12	Identificación de la autoría de las fuentes consultadas y los contenidos utilizados.
B5	Comparación básica entre lenguas a partir de elementos de la lengua extranjera y otras lenguas: origen y parentescos.
C1	La lengua extranjera como medio de comunicación interpersonal e internacional, como fuente de información y como herramienta para el enriquecimiento personal.
C2	Interés e iniciativa en la realización de intercambios comunicativos a través de diferentes medios con hablantes o estudiantes de la lengua extranjera.

Código	Saber básico
C3	Aspectos socioculturales y sociolingüísticos básicos relativos a la vida cotidiana, las condiciones de vida y las relaciones interpersonales; convenciones sociales básicas; lenguaje no verbal, cortesía lingüística y etiqueta digital; cultura, costumbres y valores propios de países donde se habla la lengua extranjera.
C4	Estrategias básicas para entender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos.
C5	Estrategias básicas de detección y actuación ante usos discriminatorios del lenguaje verbal y no verbal.

Language Toolkit · concreción didáctica

Communicative functions
describing places and traditions; giving simple factual information; expressing interest and comparison; asking respectful questions

Grammar in context
present simple review; there is/are review; can; comparatives; basic relative phrase with where (optional)

Vocabulary
countries/regions; languages; food, festivals, school and everyday life; geographical features

Pronunciation / phonology
place names; word stress in country/nationality words; respectful question intonation

Mediation focus
Explain selected factual information from a source card to visitors using simpler language and visuals.

Intercultural focus
Explicitly present English as a global language used in diverse multilingual societies, not as belonging to one single culture.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Select basic information from reliable classroom sources.
- Describe a place/cultural practice without generalising to all people.
- Compare cultural elements respectfully.
- Interact at a fair and answer questions.
- Identify stereotypes and reformulate them.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Question stereotypes and distinguish country/language/culture

Evidence: Worksheet 1: diagnóstico, lectura del mapa (F1) y la ficha de datos (F2), distinción entre estereotipo y hecho y reformulación de una frase injusta.

Worksheet: Annex 3 · 1

2

SESSION 2

Read source cards about several English-using communities

Evidence: Worksheet 2: listening 1 (adivinanzas de países), perfiles plurilingües (F3), festividades (F5) y comparación de palabras prestadas y de la escritura de lenguas y gentilicios.

Worksheet: Annex 3 · 2

3

SESSION 3

Choose a place and organise facts by categories

Evidence: Worksheet 3: elección del lugar, organización de los datos por categorías, registro de fuentes con la plantilla (F6) y frases con present simple, there is/are y can.

Worksheet: Annex 3 · 3

4

SESSION 4

Prepare visual stand and useful spoken language

Evidence: Worksheet 4: análisis del stand modelo (F9), plan del stand, guion oral con las frases de F10 y preguntas previsibles de los visitantes.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: explain one source card in accessible English

Evidence: Worksheet 5: mediación de la ficha de Sudáfrica (F7) en inglés sencillo para niños con apoyo visual y de las pautas en español (F8) para el grupo visitante.

Worksheet: Annex 3 · 5

6

SESSION 6

Run rehearsal with stereotype/fact checklist

Evidence: Worksheet 6: ensayo con lista de comprobación fact / stereotype, revisión de frases del guion y coevaluación por otro equipo.

Worksheet: Annex 3 · 6

7

SESSION 7

Hold the fair and complete intercultural reflection

Evidence: Intercultural Fair Stand presentado y Worksheet 7: ficha de Nueva Zelanda (mensaje individual a un visitante) y reflexión final.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión del sentido global y de datos específicos del mapa, la ficha de datos, los perfiles, las festividades y las adivinanzas escuchadas (F1-F5).	Worksheets 1 y 2 / lista de comprobación
1.2	Uso de estrategias de comprensión y búsqueda: localizar datos en una tabla, comprobar la fuente y el año y seleccionar la información pertinente para cada categoría.	Worksheet 3 y plantilla de registro de fuentes (F6) / observación
2.1	Presentación oral del stand: saludo, tres datos de un lugar, una lengua o festividad y una frase justa en lugar de un estereotipo, con pronunciación comprensible de los nombres de lugares.	Presentación en la feria (sesión 7) / rúbrica
2.2	Redacción de los textos del stand y del mensaje individual con present simple, there is/are, can, comparativos y cuantificadores (many, some), con fuentes citadas.	Anexo 4 y Worksheet 7 / rúbrica
3.1	Ensayo y turno de preguntas con visitantes: preguntas respetuosas, clarificación y petición de repetición, con cortesía y entonación amable.	Worksheets 4 y 6 / observación sistemática
4.1	Simplificación de la ficha de Sudáfrica para niños (F7) y explicación en inglés de las pautas en español (F8), sin añadir ni omitir datos importantes.	Worksheet 5 / rúbrica de mediación
5.1	Comparación entre lenguas: palabras que el inglés ha tomado de otras lenguas y se parecen al español, y diferencias de escritura de lenguas y gentilicios (inglés / English).	Worksheet 2 y Anexo 7 / autoevaluación
6.1	Identificación de estereotipos y reformulación de frases con many / some / often; actitud empática en el ensayo y en las preguntas a visitantes.	Worksheets 1 y 6 / lista de comprobación fact / stereotype
6.2	Reconocimiento del inglés como lengua global usada en sociedades multilingües y festividades de distintos lugares, incluidos los dos hemisferios.	Worksheets 2 y 7 / rúbrica
6.3	Explicación y valoración de la diversidad lingüística y cultural en el stand y en la reflexión final (lenguas oficiales y no oficiales, lenguas de signos, pueblos indígenas), con justicia y respeto.	Stand y Worksheet 7 / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The stand gives a clear map, accurate facts, languages and a festival with sources, and visitors learn something new that avoids stereotypes.	The stand gives accurate facts about one place with a map, languages and a festival.	Some facts are missing, unclear or not checked; the message is partly clear.	The stand does not inform; facts are missing, wrong or copied without understanding.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Organisation & language	Facts are organised in clear categories; correct present simple, there is/are, can and many/some; very few errors.	Clear categories and short sentences; some errors that do not stop understanding.	Facts are mixed up; frequent errors make some sentences hard to understand.	Hard to follow; errors often stop understanding.
Interaction / delivery	I present clearly, answer visitors' questions, ask respectful questions and repair misunderstandings naturally.	I present and answer questions with some clarification phrases.	I present with help; I need prompts for questions.	I rarely speak or I only read from paper.
Mediation & audience	The fact card and the guidelines are simplified accurately for the audience, with a useful visual and nothing added or lost.	The key facts are explained clearly with one small omission.	Some facts are missing, mixed up or too difficult for the audience.	The text is copied or the meaning changes.
Intercultural / ethical use	No stereotypes: I use many/some/often, show diverse languages and communities, name sources with year and respect the people I represent.	Respectful and mostly fair, with sources named.	Some generalisations (all, always) or missing sources need revising.	Uses stereotypes, unfair generalisations or uncredited material.

Input Pack y recursos

Curated fact sheets, maps, multilingual profiles, festival/school-life cards and a source-recording template.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Curated source cards, fact categories, model captions and stereotype-check prompts.

Extension

Anexo 9

Compare two regions where English has different historical/social roles and reflect on multilingualism.

ANNEX 1

Challenge Launch

Learning situation 10 · Our English-Speaking World

STUDENTS

On 21 February our school celebrates International Mother Language Day with an Intercultural Fair. Every class prepares a stand about a place where English is used, and visitors from other classes and families will ask you questions. But watch out: English is spoken in many countries, and no country is just three clichés! Your mission is to choose a place, check facts in reliable sources, write down where you found them and create a stand that shows people, languages and festivals fairly. Are you ready to explore our English-speaking world?

"How can we explore places where English is used without turning cultures into stereotypes?"

Your challenge

Create an Intercultural Fair Stand about one place where English is used: a map, facts with sources, languages and a festival, and a stereotype turned into a fair sentence, so that visitors learn something new without stereotypes.

Audience: Visitors to the Intercultural Fair: students from other classes, families and children from a nearby primary school.

What you will create

Intercultural fair stand

Roadmap · 7 sessions

1. We question stereotypes and look at the map and fact sheet.
2. We read profiles and festival cards from different places.
3. We choose a place, organise facts by categories and record sources.
4. We prepare the visual stand and the language we need to speak.
5. We explain a fact card and guidelines for other audiences.
6. We rehearse with a fact or stereotype checklist.
7. We hold the fair and answer an individual message from a visitor.

Success criteria

- ✓ I can find and use facts about a place from a reliable source.
- ✓ I can say which languages are used in a place and mention a festival.
- ✓ I can tell the difference between a fact and a stereotype and rewrite a sentence fairly.
- ✓ I can explain a fact card in simple English for another audience.
- ✓ I can answer visitors' questions and ask respectful questions.

Working together

- Facts first: we write where each fact comes from.
- No «all» or «always» for groups of people: we use many, some and often.
- Speak English in your team; respect every language, accent and community.

ANNEX 2

Input Pack

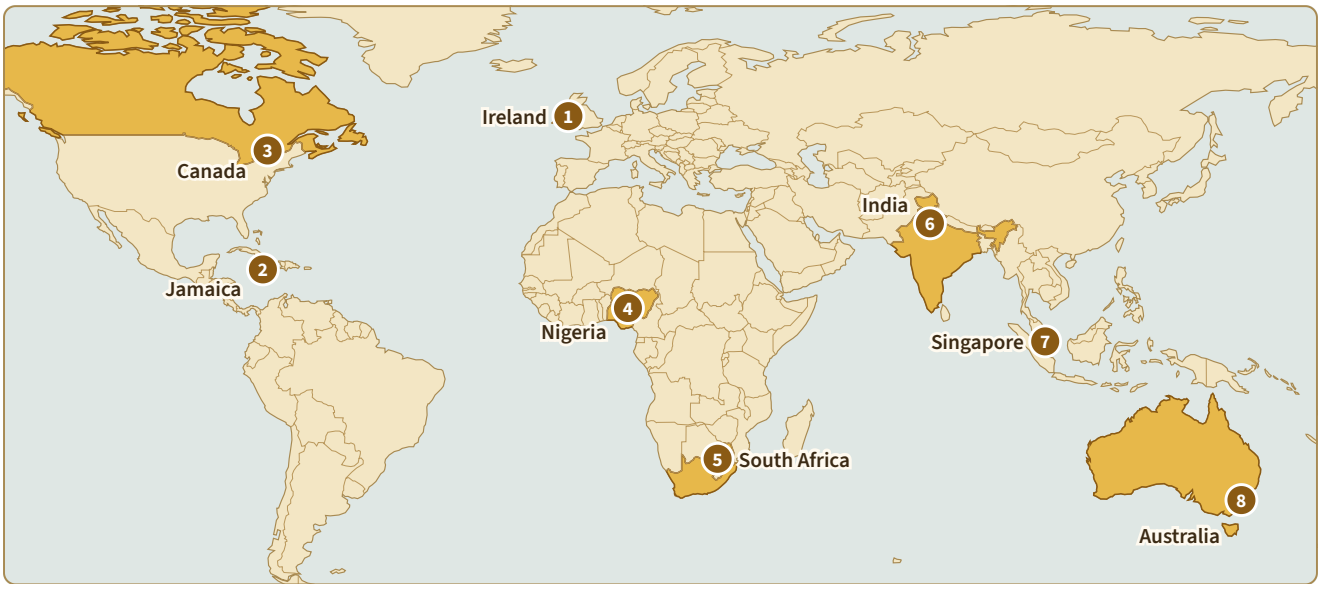
Learning situation 10 · Our English-Speaking World

STUDENTS

Everything you need for your stand: a map, a fact sheet, language profiles, festival cards, a guide to stereotypes and facts, a source-recording template, a fact card and guidelines to explain, a model poster and a phrase bank for visitors.

F1 English around the world: eight places

MAP



The numbers show the capital city (or the main city for Singapore). Singapore is a very small city-state: it is shown only as a point. **Where else is English used?** Think of the United Kingdom, the United States, New Zealand… and many more.

Source: Map created for this notebook with Natural Earth data (public domain). Selected places only: English is used in many more countries.

Which places are in the northern hemisphere? Which ones are in the southern hemisphere? Is English the only language in these places?

F2 Fact sheet: eight places

DATA

Place	Capital	Official language(s)	Other languages (examples)	A place to see
1 Ireland	Dublin	Irish and English	Irish Sign Language (recognised by law in 2017)	the Cliffs of Moher
2 Jamaica	Kingston	English	Jamaican Patois is widely spoken	the Blue Mountains
3 Canada	Ottawa	English and French (federal level)	around 70 Indigenous languages, for example Cree and Inuktitut	the Rocky Mountains
4 Nigeria	Abuja	English	Hausa, Yoruba and Igbo; more than 500 languages in total	the River Niger
5 South Africa	Pretoria, Cape Town and Bloemfontein	12 official languages: isiZulu, isiXhosa, Afrikaans, English, Sepedi, Setswana, Sesotho, Xitsonga, siSwati, Tshivenda, isiNdebele and South African Sign Language	many people use more than one language	Table Mountain
6 India	New Delhi	Hindi and English (for the Union government)	22 languages in the Eighth Schedule of the Constitution, for example Bengali, Tamil, Marathi and Urdu	the Taj Mahal
7 Singapore	Singapore (a city-state)	English, Malay, Mandarin and Tamil (Malay is the national language)	other languages are also used at home	Gardens by the Bay
8 Australia	Canberra	no official language in the Constitution; English is used by most people	around 120 Aboriginal and Torres Strait Islander languages are still spoken	Uluru

Careful: «official language» is not the same as «the language everybody speaks». In many places people use two or more languages every day.

Source: Fact sheet written for this notebook from public sources, checked in 2026: Constitution of Ireland (art. 8); Official Languages Act of Canada (1969) and The Canadian Encyclopedia (Indigenous languages); Constitution of India (art. 343 and Eighth Schedule); Constitution Eighteenth Amendment Act of South Africa (2023); Constitution of Singapore (part XIII); AIATSIS (Australian Indigenous languages). Check data again before reusing.

Which places have more than one official language? Which one has a sign language as an official language?

F3 Multilingual profiles

DATA

Name · place	Languages	Everyday life
Thandi, 12 · Cape Town (South Africa)	isiXhosa, English, Afrikaans	I speak isiXhosa at home. We learn in English at school and I study Afrikaans too. My best friend speaks Afrikaans, so we sometimes mix languages!
Arjun, 13 · Mumbai (India)	Marathi, Hindi, English	I speak Marathi with my grandparents and Hindi with some friends. My lessons are in English. I love cricket and drawing.
Chidi, 12 · Lagos (Nigeria)	Yoruba, Igbo, English, Pidgin	My mum speaks Yoruba and my dad speaks Igbo. At school we use English. With my friends I sometimes speak Pidgin.
Mei Ling, 12 · Singapore	English, Mandarin	I speak English at school and with my friends. At school I also have a Mandarin lesson, and I speak Mandarin with my grandmother.
Ciarán, 13 · Galway (Ireland)	English, Irish	I speak English at home. I study Irish at school every day, and some of my cousins speak Irish at home.
Léa, 12 · Montreal (Canada)	French, English	I go to a French-language school. I speak English with my cousins in Toronto and with friends in the park.

One person's story is **not** the story of a whole country. People use languages in different ways in different situations.

Source: Profiles written for this notebook. The young people are fictional and each profile shows one person's life, not a whole country.

Which languages does each person use at school, at home and with friends?

F4 Stereotype or fact? A mini guide

GLOSSARY

stereotype	**An idea that all the people from a place or a group are the same (for example, «All … like …»).**
fact	**Information that you can check in a reliable source.**
country ≠ language ≠ culture	**A country is a place. A language is a way to communicate. A culture is customs, food, music and ideas. English is used in many countries and in many cultures.**
Words to be careful with	**all, every, everybody, always, never (for groups of people)**
Fairer words	**many, some, most, often, usually, in some places**
reliable source	**A book, an official website or an encyclopaedia with an author or organisation and a year.**
multilingual	**A person or a place that uses more than one language.**
How to check	**Who says it? Where did they find it? When? Do other sources agree?**

Source: Guide written for this notebook.

Which words in the guide can you use to make a sentence fairer?

F5 Festival and holiday cards

DATA

Place	Festival or holiday	When	What happens
1 Ireland	St Patrick's Day	17 March	A public holiday. Many towns have parades and music, and people also celebrate it in other countries.
2 Jamaica	Independence Day	6 August	Jamaica became independent in 1962. Many people take part in events, concerts and ceremonies.
3 Canada	Canada Day	1 July	The national day. Many cities have music, parades and fireworks.
4 Nigeria	Independence Day	1 October	Nigeria became independent in 1960. There are ceremonies, parades and family events.
5 South Africa	Heritage Day	24 September	A public holiday when many people celebrate their cultures and traditions. Many families have a braai (barbecue).
6 India	Diwali	October or November (the date changes)	The festival of lights, celebrated by Hindus, Sikhs, Jains and some Buddhists. Families light lamps and share sweets.
7 Singapore	National Day	9 August	Singapore became independent in 1965. There are celebrations, music and a big show.
8 Australia	NAIDOC Week	one week in July	A week to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

Source: Cards written for this notebook from public information (national governments, tourism and heritage organisations), checked in 2026. Dates of some festivals change every year.

Which festivals are national days? Which one is not national: it celebrates people and cultures?

F6 Source-recording template

DATA

Fact	Source (author or organisation)	Year	Where I found it
Example: Canada has two official languages at federal level.	Official Languages Act (Government of Canada)	1969	F2 · fact sheet

Always write the **source** and the **year**. If you use a photo or a drawing, write who made it. If you are not sure, **ask your teacher** or look for a second source.

Source: Template created for this notebook. Write down every fact and where you found it.

F7 Fact card to explain: South Africa

TEXT

South Africa · fact card

South Africa is a country at the southern end of the African continent. It has three capital cities: Pretoria, where the government works; Cape Town, where Parliament meets; and Bloemfontein, where the highest court of appeal sits.

Since 2023 the country has twelve official languages, including South African Sign Language. Many people use more than one language every day.

Every year, on 24 September, people celebrate Heritage Day, when many families share their cultures, music and food. Table Mountain, near Cape Town, is a popular place to visit.

Source: Card written for this notebook from the facts in F2 and F5. A group of eight-year-old children will visit your stand: you are going to explain this card in simpler English.

Mediation: choose the four most important facts for young children and use short, simple sentences. Add a visual idea (a map, an icon, a photo).

F8 Mediation · guidelines in Spanish

TEXT

FERIA INTERCULTURAL · CÓMO PREPARAR UN STAND

- Elige **un lugar** y busca sus datos en fuentes **fiables** (libros, páginas oficiales o enciclopedias). Anota siempre **de dónde** sacas cada dato.
- **No generalices**: no digas «todos» ni «siempre». Usa «muchas personas» o «a veces».
- Si usas una **foto o un dibujo**, indica quién es el autor. No uses fotos de personas sin su **permiso**.
- Con los visitantes, **pregunta con respeto** y escucha. Si no sabes algo, dilo y busca la respuesta.
- Cada stand tiene **tres minutos** de presentación y después un turno de preguntas.

Source: Guidelines written for this notebook (fictional organisers). Your partner team from another school will prepare a stand too, but they cannot read Spanish: explain the guidelines in simple English.

Don't translate word by word! Choose the key rules and explain them with short, simple sentences.

F9 Model stand poster: Jamaica

DIAGRAM

JAMAICA

English in the Caribbean

Fast facts

Capital: Kingston
Official language: English
A place to see: the Blue Mountains

Languages

English is the official language.
Many people also speak Jamaican Patois.
Many people use both, in different places.

Festival

6 August: Independence Day.
Jamaica became independent in 1962.
Many people go to concerts and ceremonies.

Fact, not stereotype

Stereotype: «Everybody speaks the same way.»

Fairer: Many people speak English and Patois, and they choose a language for each situation.

Question for visitors

Which languages do you use every day, and where?

Sources: F2 (fact sheet) and F5 (festival cards), checked in 2026. Team 1.º B · Intercultural Fair

Source: Poster created for this notebook with the facts in F2 and F5. It is a model: choose a different place or add your own ideas.

How many kinds of information does the poster have? How does it avoid a stereotype?

F10 Phrase bank for the stand

GLOSSARY

Welcome to our stand! We are ...	Greeting visitors and introducing the team.
Our place is ... Its capital is ...	Introducing the place.
In ..., people speak ... and ...	Talking about languages.
There are ... official languages.	Giving a fact with there are.
Many people ... / Some people ... / Often ...	Fair words instead of all or always.
On ..., people celebrate ...	Talking about a festival.
You can see ... in ...	Suggesting a place to see.
We found this fact in ...	Naming the source.
Can I ask you a question? Do you know ...?	Asking a respectful question.
Sorry, can you say that again, please?	Asking for repetition.

Source: Phrase bank written for this notebook.

ANNEX 3

Student Worksheets

Learning situation 10 · Our English-Speaking World

STUDENTS

WORKSHEET 1 Facts, not stereotypes

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then look at the map (F1), the fact sheet (F2) and the guide (F4).

1 **Warm-up quiz. Tick the correct answer.**

There ___ four official languages in Singapore.
☐ is ☐ are ☐ be

People ___ English in Nigeria.
☐ speak ☐ speaks ☐ speaking

Canada ___ two official languages.
☐ have ☐ has ☐ is having

The capital of Ireland ___ Dublin.
☐ is ☐ are ☐ am

2 **Use F1 and F2 to complete the table.**

Place	Capital	Official language(s)
Ireland		
Canada		
Nigeria		
Singapore		
Jamaica		

3 **Stereotype or fact? Use F2, F4 and F5 to decide.**

All English people drink tea every day.
☐ stereotype ☐ fact

Canada has two official languages at federal level: English and French.
☐ stereotype ☐ fact

Everybody in India speaks Hindi.
☐ stereotype ☐ fact

English is spoken only in the UK and the USA.
☐ stereotype ☐ fact

In Singapore there are four official languages.
☐ stereotype ☐ fact

All Australians live near the beach.
☐ stereotype ☐ fact

4 Choose one stereotype from task 3 and rewrite it as a fair sentence. Use many, some, most or often.

WORKSHEET 2 People, languages and festivals

Session 2

Read the profiles (F3) and the festival cards (F5). Then listen to your teacher.

1 Listening 1. Your teacher reads five riddles. Which place is it? Choose from: Canada, India, Jamaica, Nigeria, Singapore, South Africa.

1	2	3	4	5

2 Read F3. Complete the table.

Person	Languages	Which languages at school / at home?
Thandi		
Arjun		
Mei Ling		
Léa		

3 Match each festival with its place (F5).

1 St Patrick's Day ●	● a South Africa
2 Heritage Day ●	● b Australia
3 Diwali ●	● c Canada
4 NAIDOC Week ●	● d India
5 Canada Day ●	● e Ireland

4 English borrows words from other languages: pyjamas (from Hindi and Urdu), kayak (from an Inuit language), kangaroo (from an Aboriginal language of Australia), shampoo (from Hindi). Write the Spanish word. Then write one difference between Spanish and English when we write languages and nationalities (inglés / English).

English word	Spanish word
pyjamas	
kayak	
kangaroo	
shampoo	

WORKSHEET 3 Choose a place and organise facts

Session 3

Work in teams. Choose one place for your stand, organise the facts and record your sources (F6).

1 Choose your place. Tick one and say why in one sentence.

- ☐ Ireland
- ☐ Jamaica
- ☐ Canada
- ☐ Nigeria
- ☐ South Africa
- ☐ India
- ☐ Singapore
- ☐ Australia

2 Organise at least six facts by category. Write the source in F2, F3 or F5.

Category	Fact	Source
Capital / place		
Official language(s)		
Other languages		
Festival or holiday		
A place to see		
Everyday life (a profile)		

3 Complete the source-recording template for three facts (see F6).

Fact	Source (author or organisation)	Year

4 Write three sentences about your place: one with there is / there are, one with the present simple and one with can.

WORKSHEET 4 Prepare our stand

Session 4

Look at the model poster (F9) and the phrase bank (F10). Plan your stand and your spoken text.

1 Look at F9. Which three kinds of information does the model poster show? How does it avoid a stereotype?

2 Plan your stand.

Part of the stand	What we show or say	Who speaks
Map or visual		
Fast facts		
Languages		
Festival or everyday life		
Fact, not stereotype		

3 Write your spoken text (6 sentences). Use the phrase bank (F10).

4 Visitors can ask questions. Write two questions and your answers.

Question from a visitor	Our answer

WORKSHEET 5 Explain it for other audiences

Session 5

Mediation. First, children will visit your stand and cannot understand all the English in F7. Then your partner team from another school cannot read the Spanish guidelines (F8). Don't translate word by word!

1 Read F7. Choose the four most important facts for young children and write them in simple English.

Key fact (from F7)	Simple English for the children

2 Add a visual for the children: describe or draw a map, an icon or a photo that helps.

3 Read F8. Explain three rules to your partner team in simple English.

Idea (in your words)	Simple English for the partner team

WORKSHEET 6 Rehearsal and fact or stereotype check

Session 6

Rehearse your stand with another team. The other team listens with the checklist and helps you to improve.

1 Listen to the other team. Tick what you hear.

- ☐ They say where the facts come from (the source).
- ☐ They use many, some or often, not all or always.
- ☐ They talk about languages and say more than one language.
- ☐ They mention a festival or an everyday-life fact.
- ☐ They answer a question or ask for clarification.
- ☐ They are respectful and friendly.
- ☐ They speak clearly and say place names correctly.

2 Stereotype check. Choose three sentences from your spoken text and improve them if necessary.

Our sentence	Stereotype? (yes / no)	Fairer sentence

3 Write two stars (good things) and one wish (one improvement) for the other team.

WORKSHEET 7

Individual challenge: a visitor asks about New Zealand

Session 7

Work on your own. Read the card and answer the visitor.

1 **A visitor asks: «What do you know about New Zealand?» Use the card and write a fair answer (50-60 words). Name your source.**

Fact card · New Zealand (source: New Zealand government websites, checked in 2026). **Capital:** Wellington. **Languages:** English (spoken by most people), and te reo Māori (the Māori language) and New Zealand Sign Language, which are official languages by law. **Festival:** Matariki, the Māori new year, is a public holiday in June or July (the date changes every year). **A place to see:** Milford Sound.

2 **Complete the sentences about your learning.**

English is used in many places, but people there also speak _____ .

A stereotype I changed is: _____ .

A new fact I learned is: _____ .

3 **Write one phrase you can use if you don't understand a visitor.**

ANNEX 4

Final Product Template

Learning situation 10 · Our English-Speaking World

STUDENTS

Name: Class: Date:

Our Intercultural Fair Stand. Write in English, with short sentences and sources. Use many / some / often, not all or always!

Title and welcome

Name of the place, our team and a welcome sentence for visitors.

Map or visual

Draw or paste a map or a poster image and label it. Say who made it.

Fast facts

Capital, official languages and a place to see.

Languages in the community

Official languages, other languages and one fact about multilingual life.

Festival or everyday life

On …, people celebrate … (F5) or a fact from a profile (F3).

Fact, not stereotype

A stereotype and the fairer sentence that replaces it.

Our sources and a question for visitors

Sources (name and year) and one respectful question.

ANNEX 5

Useful Language & Final Check

Learning situation 10 · Our English-Speaking World

STUDENTS

Name: Class: Date:

Functions and model sentences

Describing a place	Dublin is the capital of Ireland. There are two official languages.
Giving facts	In Singapore, people speak four official languages.
Describing traditions	On 17 March, many people celebrate St Patrick's Day.
Expressing interest and comparing	I'm interested in … Nigeria has more languages than Canada.
Avoiding stereotypes	Many people… / Some people… / Often… (not All…)
Asking respectful questions	Can I ask you a question? Do people speak … in …?

Grammar in context

Present simple	People speak English and French in Canada. It doesn't have one language.
there is / there are	There is a river. There are 12 official languages.
can	You can see Table Mountain in Cape Town.
Comparatives	bigger than, smaller than; more languages than
many / some / most	Many people speak … Some families … Most schools …
where (optional)	Cork is a city where people speak English and Irish.

Vocabulary bank

Places: country, capital, city, region, river, mountain, island, coast

Languages: official language, mother tongue, sign language, speak, translate, multilingual

Festivals and life: festival, national day, parade, lamp, independence, school day, family

Sources: source, fact, author, year, website, book, reliable, stereotype

Pronunciation tips

- Country and nationality: CANada → caNAdian; SINGapore → singaPOREan. The stress can move!
- Place names: IREland, jaMAIca, niGERia, ausTRAlia, INdia.
- Respectful questions go up ↗ and sound friendly: Do people speak Irish? ↗

When I get stuck (clarify & repair)

Sorry, can you repeat that, please?

What does … mean?

How do you say … in English?

Can you show me on the map?

Where did you find that information?

I don't know. Let's check the source.

Final check before you hand in: Intercultural fair stand

- [ ] We chose one place and show it on a map.
- [ ] We give the capital, the official languages and one more fact.
- [ ] Every fact comes from the Input Pack or another reliable source.
- [ ] We name our sources with the year.
- [ ] We use many, some or often, not all or always.
- [ ] We include a stereotype and the fairer sentence.
- [ ] We use the present simple, there is / there are and can correctly.
- [ ] We checked the spelling of place names and nationalities.

ANNEX 6

Printable Rubric

Learning situation 10 · Our English-Speaking World

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Intercultural fair stand**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The stand gives a clear map, accurate facts, languages and a festival with sources, and visitors learn something new that avoids stereotypes.	The stand gives accurate facts about one place with a map, languages and a festival.	Some facts are missing, unclear or not checked; the message is partly clear.	The stand does not inform; facts are missing, wrong or copied without understanding.	
Organisation & language	Facts are organised in clear categories; correct present simple, there is/are, can and many/some; very few errors.	Clear categories and short sentences; some errors that do not stop understanding.	Facts are mixed up; frequent errors make some sentences hard to understand.	Hard to follow; errors often stop understanding.	
Interaction / delivery	I present clearly, answer visitors' questions, ask respectful questions and repair misunderstandings naturally.	I present and answer questions with some clarification phrases.	I present with help; I need prompts for questions.	I rarely speak or I only read from paper.	
Mediation & audience	The fact card and the guidelines are simplified accurately for the audience, with a useful visual and nothing added or lost.	The key facts are explained clearly with one small omission.	Some facts are missing, mixed up or too difficult for the audience.	The text is copied or the meaning changes.	
Intercultural / ethical use	No stereotypes: I use many/some/often, show diverse languages and communities, name sources with year and respect the people I represent.	Respectful and mostly fair, with sources named.	Some generalisations (all, always) or missing sources need revising.	Uses stereotypes, unfair generalisations or uncredited material.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 10 · Our English-Speaking World

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can describe a place and its languages with facts from a reliable source.	○	○	○	○
I can recognise a stereotype and rewrite it as a fair sentence.	○	○	○	○
I can ask for clarification and repair my message when communication breaks down.	○	○	○	○
I can use feedback to improve my work.	○	○	○	○

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 10 · Our English-Speaking World

STUDENTS

Name: Class: Date:

Extra help: fact categories, model captions and stereotype-check prompts.

Fact categories and model captions

- **Where is it?** This is **Jamaica**. Its capital is **Kingston**.
- **Languages: English** is the official language. Many people also speak **Jamaican Patois**.
- **Festival:** On **6 August**, people celebrate **Independence Day**.
- **A place to see:** You can see the **Blue Mountains**.

Stereotype-check prompts

- Does it say **all, everybody, always, never**? Change it to **many, some, often**.
- Is it a **fact**? Where is the **source** and the **year**?
- Does it show **one** group for the whole country? Add another voice.

1 **Complete the captions for Canada with the words in the box: capital, French, Ottawa, official.**

This is Canada. Its _____ is _____ .

English and _____ are the two _____ languages at federal level.

2 **Make the sentences fairer. Use many, some or often.**

Stereotype	Fairer sentence
All Canadians play ice hockey.	
Everybody in Nigeria speaks the same language.	
People in Australia always live near the beach.	

3 **Use F2 and complete the fact card for Singapore.**

Category	Fact
Capital	
Official languages	
A place to see	
Festival (F5)	

ANNEX 9

Extension

Learning situation 10 · Our English-Speaking World

STUDENTS

Name: Class: Date:

Two places, two ways of using English

English has different roles in different places. In **Nigeria**, English is the official language and more than 500 languages are used. In **Canada**, English and French are official languages at federal level and around 70 Indigenous languages are also used (F2). Compare the two places and reflect on **multilingualism**: living with more than one language.

Steps

1. Complete a comparison table with at least five facts (capital, official languages, other languages, festival, a place to see).
2. Write a comparison paragraph (50-60 words) with comparatives and facts, for example: «Nigeria has more languages than Canada.» Avoid all and always.
3. Reflect: how many languages do you or your family use in a normal day? Where and with whom?
4. Say one question you want to ask a speaker of another language.

What to hand in

The comparison table, the paragraph with the sources named and the reflection.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 10 · Our English-Speaking World

TEACHER

Worksheet 1

1. Quiz: are; speak; has; is.
2. Ireland: Dublin; Irish and English. Canada: Ottawa; English and French (federal level). Nigeria: Abuja; English. Singapore: Singapore (city-state); English, Malay, Mandarin and Tamil. Jamaica: Kingston; English.
3. stereotype; fact; stereotype (India has 22 languages in the Eighth Schedule: Hindi and English are the official languages of the Union government); stereotype (English is used in many places: F1, F2); fact; stereotype (not everybody lives near the beach).
4. Model: «Many people in Australia live in cities near the coast, but Australia also has large inland areas.» / «Some people in England drink tea every day.» Accept sentences with many, some, most or often that are not themselves stereotypes.

Worksheet 2

1. Listening 1 (see script): 1 Nigeria; 2 Canada; 3 Singapore; 4 Jamaica; 5 South Africa.
2. Thandi: isiXhosa at home; English (and Afrikaans) at school. Arjun: Marathi with grandparents and Hindi with some friends; English in lessons. Mei Ling: English at school and with friends; Mandarin with her grandmother (and in a school lesson). Léa: French at school; English with cousins and friends.
3. St Patrick's Day → Ireland; Heritage Day → South Africa; Diwali → India; NAIDOC Week → Australia; Canada Day → Canada.
4. pijama; kayak; canguro; champú. Model: «In Spanish languages and nationalities have small letters (inglés, irlandesa), but in English they have capital letters (English, Irish).» Accept a similar observation.

Worksheet 3

1. Open answer: the team chooses one place and says why (e.g. «We like the festival of lights»).
2. Model for Canada: Capital: Ottawa (F2). Official languages: English and French at federal level (F2). Other languages: around 70 Indigenous languages, for example Cree and Inuktitut (F2). Festival: Canada Day, 1 July (F5). A place to see: the Rocky Mountains (F2). Everyday life: Léa goes to a French-language school and speaks English with her cousins (F3).
3. Model: «Ottawa is the capital of Canada» · F2 · 2026 (or the original source named in F2: Official Languages Act, 1969). Accept sources that students really consulted.
4. Model: «There are two official languages in Canada. Many people celebrate Canada Day on 1 July. You can see the Rocky Mountains.»

Worksheet 4

1. Model: «The poster shows fast facts, languages and a festival. It avoids a stereotype with the fairer sentence about English and Patois.»
2. Open answer: each part has content and a speaker; check that the plan includes a fair sentence.
3. Open answer. Check the use of present simple, there is/are, can, many/some and phrases from F10.
4. Model: «Do people speak French in Canada? — Yes, many people speak French, and around 70 Indigenous languages are also used.»

Worksheet 5

1. Model: «South Africa is in Africa.» «It has three capital cities: Pretoria, Cape Town and Bloemfontein.» «It has twelve official languages.» «People celebrate Heritage Day on 24 September.» Accept other selections if facts are correct (Table Mountain is a place to visit).
2. Open answer: a simple map with the three capitals, a sign language icon or a Table Mountain photo with credit.
3. Model: «Use reliable sources and write where you found the facts.» «Don't say all or always: say many people.» «Don't use photos of people without permission.» «Ask visitors questions with respect.» «Each stand has three minutes and then questions.» Accept any three rules.

Worksheet 6

1. Open answer (peer observation).
2. Model: «All Nigerians speak Yoruba.» → yes → «Many people in Nigeria speak Yoruba, Hausa or Igbo.» Accept any improved sentences.
3. Stars and wish: open answer, with concrete references.

Worksheet 7

1. Model reply (about 55 words): «New Zealand's capital is Wellington. Most people speak English, and te reo Māori and New Zealand Sign Language are official languages. In June or July, many people celebrate Matariki, the Māori new year. You can see Milford Sound. Source: New Zealand government websites.» Assess with the rubric: facts, fair language, source, present simple.
2. Model: «English is used in many places, but people there also speak Irish / Hindi / Māori.» «A stereotype I changed is: All English-speaking countries are the same.» Open answers.
3. Sorry, can you repeat that, please? / What does … mean?

Support (Annex 8)

1. capital; Ottawa; French; official.
2. Model: «Many Canadians play ice hockey.» «Many people in Nigeria speak different languages.» «Many people in Australia live near the coast.» Accept other fair sentences.
3. Capital: Singapore (a city-state). Official languages: English, Malay, Mandarin and Tamil. A place to see: Gardens by the Bay. Festival: National Day, 9 August.

Extension (Annex 9)

1. Open answer. Check: accurate facts from F2 and F5 (e.g. Nigeria: Abuja, English, Hausa/Yoruba/Igbo, Independence Day 1 October; Canada: Ottawa, English and French, around 70 Indigenous languages, Canada Day 1 July), comparatives, no stereotypes, sources named, a personal reflection on languages used each day.

Listening script · Worksheet 2 · Riddles about places (Listening 1)

Read each riddle twice at a natural speed.

1. I'm from a country in Africa. The capital is Abuja. English is the official language, and many people also speak Hausa, Yoruba and Igbo.
2. My country is in North America. We have two official languages at federal level: English and French. The capital is Ottawa.
3. I'm from a city-state in Asia. It has four official languages: English, Malay, Mandarin and Tamil.
4. My home is an island in the Caribbean. The capital is Kingston. English is the official language, and many people also speak Jamaican Patois.
5. My country has three capital cities and twelve official languages, including a sign language.

Answers: 1 Nigeria; 2 Canada; 3 Singapore; 4 Jamaica; 5 South Africa. (India is the extra option.)

Listening script · F7 · Fact card (optional listening)

For extra listening practice, read the fact card aloud. First listening: How many capital cities does South Africa have? Second listening: Which festival is on 24 September?

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40 minutes each; leave 15 minutes of session 7 for the individual challenge. Allow time on the day of the fair for visitors' questions.
- Mediation (Worksheet 5): value selection and simplification for the audience (children and partner team), not word-by-word translation. Check that the visual really helps (map, icon, photo with credit).
- Data and sources: the facts in F2 and F5 were checked in 2026 against official and reference sources (see the origin of each source). Facts about languages and festivals can change or be disputed, so ask students to record sources with year (F6) and check again before reuse. The profiles in F3 are fictional.
- Intercultural note: use «many» and «some», never «all». Avoid exoticising: no costumes or clichés as the only information. Make sure that no student is asked to represent a place only because of their family origin. Visibilise sign languages and Indigenous languages respectfully.

Likely errors

- Writing languages and nationalities in lower case: «irish», «canadian» (Spanish influence).
- Third-person -s: «People speaks English» or «Canada have two languages».
- Using there is with plural: «There is 12 official languages».
- Confusing country, language and nationality: «She is from Irish».
- Stress in nationalities: «Canadian» /kəˈneɪdiən/ not /ˈkænədiən/.
- Using all / everybody for groups of people (stereotype).

Accepting alternative answers

- Accept any answer that communicates the fact correctly and cites the source, even with minor errors that do not affect understanding.
- In stereotype rewriting, accept any sentence that is true and uses a fair quantifier (many, some, most, often).
- In mediation, accept different selections of four facts if they are correct and suitable for children.
- In open tasks, facts must agree with the Input Pack or with a source named by the student.

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Normativa de referencia

- Ley Orgánica 2/2006, de Educación, modificada por la Ley Orgánica 3/2020 (LOMLOE).
- Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la ESO.
- Consejo de Europa: *Marco común europeo de referencia para las lenguas* y su *Volumen complementario* (2020), en particular las escalas de mediación.
- Currículos autonómicos correspondientes, a los que debe adaptarse esta propuesta.

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Fuentes de referencia

Consejo de Europa (MCER y Volumen complementario), Cambridge English, British Council y Oxford Learner's Dictionaries como referencia de uso y nivel; datos factuales (geografía, población, festividades, organismos internacionales) contrastados con fuentes oficiales y citados en cada *Input Pack*.

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