

SITUACIONES DE APRENDIZAJE

Inglés

Lengua Extranjera · English

2.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 2.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 2.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 Better Together
7 sesiones · giving rules and advice; expressing obligation/prohibition
Class Survival Guide

2 Travel Stories
7 sesiones · narrating past events; describing background situations
Travel diary or podcast episode

3 Food Without Borders
7 sesiones · describing food and recipes; giving instructions
Intercultural food festival

4 Connected!
7 sesiones · giving advice; expressing frequency and habits
Digital Wellbeing & Netiquette Guide

5 The Mystery Files
7 sesiones · narrating events; describing interrupted actions
Case file + oral reconstruction

6 Our Changing Planet
7 sesiones · describing environmental problems; expressing cause and consequence
School environmental campaign

7 What Would You Do?
7 sesiones · giving advice; expressing possibility
Advice podcast: What Would You Do?

8 Healthy Body, Healthy Mind
7 sesiones · describing habits; giving general advice
Teen wellbeing guide

9 The Perfect City Break
7 sesiones · making plans; expressing preferences
Two-day city-break proposal

10 Culture Connect
7 sesiones · introducing school/community life; asking respectful questions
Virtual exchange pack

01

SITUACIÓN DE APRENDIZAJE

Better Together

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we create a class guide that helps everyone participate and feel respected?

CURSO 2.º ESO	**SESIONES** 7 sesiones	**BLOQUES DE SABERES** A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5, CE6	**PRODUCTO FINAL** Class Survival Guide	**CRITERIOS DE EVALUACIÓN** 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 5.3, 6.1, 6.3

Contexto, reto y producto final

Al empezar el curso, la jefatura de estudios del IES (ficticio) *Río Verde* pide a cada grupo de 2.º ESO que prepare una guía para el alumnado que se incorporará en septiembre: chicos y chicas de 1.º ESO que llegan de otros colegios y alumnado recién llegado de otros países que todavía habla poco español y poco inglés. En la última reunión de tutoría han salido problemas reales: personas que no se atreven a hablar, móviles que interrumpen la clase, bromas sobre cómo pronuncia alguien y trabajos en grupo en los que solo trabaja uno. La pregunta del reto es: *«How can we create a class guide that helps everyone participate and feel respected?»*

Para responderla, el alumnado analiza guías de convivencia de varios centros (ficticios) de Canadá, Nigeria y Australia, trabaja en un taller de lengua sobre **obligación, prohibición y consejo** (must, mustn't, have to, should), ordena dilemas de clase y negocia soluciones, celebra una **asamblea de clase** con roles y turnos de palabra, y realiza una tarea de **mediación**: explicar una norma formal con palabras sencillas y un ejemplo a un alumno de 1.º ESO que empieza a aprender inglés. Con todo ello elabora una **Class Survival Guide**, la revisa con otro equipo, la presenta y responde individualmente al mensaje de una alumna nueva.

Reto comunicativo

Create a Class Survival Guide for new students: clear rules (must / mustn't), useful advice (should), a fair way to solve class problems and some digital etiquette, all in simple and friendly English, so that everybody can participate and feel respected.

Producto final

Class Survival Guide.

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.

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.

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
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.
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.
B3	Estrategias y herramientas básicas de autoevaluación y coevaluación, analógicas y digitales, individuales y cooperativas.

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.
C5	Estrategias básicas de detección y actuación ante usos discriminatorios del lenguaje verbal y no verbal.

Language Toolkit · concreción didáctica

Communicative functions
giving rules and advice; expressing obligation/prohibition; making suggestions; agreeing and disagreeing politely

Grammar in context
must/mustn't; have to/don't have to; should/shouldn't; let's / why don't we...?; because/so

Vocabulary
classroom behaviour; feelings and inclusion; study habits; digital etiquette

Pronunciation / phonology
weak forms in modals; sentence stress for advice; polite disagreement intonation

Mediation focus
Simplify a rule and explain why it matters using examples rather than word-for-word translation.

Intercultural focus
Compare school conventions from diverse contexts while avoiding 'better/worse' judgments.

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 rules and advice texts.
- Distinguish obligation, prohibition and advice.
- Negotiate class expectations in English.
- Write concise guide entries for a real audience.
- Use mediation to make rules understandable and inclusive.

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 different school/class guides

Evidence: Worksheet 1: diagnóstico, comprensión de tres guías de clase (F1) y comparación respetuosa de rutinas escolares (F2).

Worksheet: Annex 3 · 1

2

SESSION 2

Language workshop: obligation, prohibition and advice

Evidence: Worksheet 2: taller de must/mustn't/have to/should con la escala de F3, listening 1 (bienvenida de la jefa de estudios) y reglas propias.

Worksheet: Annex 3 · 2

3

SESSION 3

Rank fictional classroom dilemmas and negotiate responses

Evidence: Worksheet 3: necesidades del alumnado (F4), ordenación de seis dilemas (F5) y diálogo de negociación con soluciones escritas.

Worksheet: Annex 3 · 3

4

SESSION 4

Interaction task: class meeting with turn-taking roles

Evidence: Worksheet 4: listening 2 (asamblea modelo, F7), acta de la asamblea de clase con roles (F9) y valoración de las estrategias de turno de palabra.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: simplify a formal rule for a younger/new student

Evidence: Worksheet 5: mediación del Código de Conducta formal (F8) a inglés sencillo con ejemplos para Hugo, alumno de 1.º ESO.

Worksheet: Annex 3 · 5

6

SESSION 6

Draft and peer-review the Survival Guide

Evidence: Worksheet 6: borrador de la Class Survival Guide (Anexo 4), corrección de errores en una entrada de ejemplo y revisión por pares con estrellas y deseos.

Worksheet: Annex 3 · 6

7

SESSION 7

Publish/present guide and reflect on communication strategies

Evidence: Guía final presentada y Worksheet 7: respuesta individual al mensaje de Mia, alumna nueva.

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 reglas y consejos concretos en las tres guías de F1, los mensajes de F4 y el listening de la jefa de estudios.	Worksheets 1, 2 y 3 / lista de comprobación
2.1	Presentación oral de la guía: explicación de tres reglas y un consejo con must, mustn't y should, con razones (because, so) y pronunciación comprensible.	Presentación (sesión 7) / rúbrica
2.2	Redacción de las entradas de la guía y de la respuesta a Mia: frases breves y ordenadas con modales, because y so, adecuadas a un lector nuevo.	Anexo 4 y Worksheet 7 / rúbrica
2.3	Planificación, revisión y corrección de errores propios (must to, should asking, don't has…) con la lista de cotejo y el feedback de otro equipo.	Worksheet 6 y Anexo 5 / lista de cotejo
3.1	Participación en la asamblea de clase y en la negociación de dilemas: pide turno, acepta y discrepa con cortesía, respeta ideas y necesidades distintas.	Worksheets 3 y 4 / observación sistemática
3.2	Uso de estrategias para tomar y ceder la palabra, pedir repetición (Sorry, can you repeat that?) y cerrar una decisión (Let's vote).	Worksheet 4 (acta y escala) / lista de observación
4.1	Explicación en inglés sencillo, con ejemplo y razón, de cinco normas formales de F8 para un alumno de 1.º ESO, sin añadir ni omitir información relevante.	Worksheet 5 / rúbrica de mediación
5.3	Comparación de must, mustn't y don't have to con el español (no tener que ≠ no deber) y registro de un objetivo lingüístico y de una estrategia útil.	Worksheet 2 (tarea 2), Worksheet 7 y Anexo 7 / autoevaluación
6.1	Toma de perspectiva ante las necesidades de Nora, Karim, Julia y Sam y rechazo de las burlas por el acento o el nivel de inglés en las soluciones propuestas.	Worksheet 3 y guía final / rúbrica
6.3	Explicación de rutinas escolares de distintos lugares (F2) como diferentes y no mejores o peores, y reglas de la guía basadas en la equidad y la inclusión.	Worksheet 1 (tareas 3 y 4) y guía final / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The guide gives clear rules, useful advice and fair solutions for new students, with reasons and examples; a newcomer could use it alone.	The guide gives clear rules and advice that help new students, with some reasons.	The guide has some useful rules, but reasons are missing or some entries are unclear.	The guide does not help a newcomer; rules and advice are missing or confusing.
Organisation & language	Clear sections; must, mustn't, have to and should are used correctly with because / so; very few errors.	Clear sections and short sentences; modals are mostly correct; some errors do not stop understanding.	Sections are mixed; frequent errors with modals (must to, should asking) sometimes make reading difficult.	Hard to follow; errors with modals and word order often stop understanding.
Interaction / delivery	In the class meeting I ask for a turn, agree and disagree politely, ask for repetition and help the group decide.	I take part, take turns and use some polite phrases to agree or disagree.	I take part with help; I need prompts to ask for a turn or to react to others.	I rarely speak or I interrupt; I only read from paper.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Mediation & audience	The formal rules are explained in simple, accurate English for an 11-year-old, with an example and a reason, and nothing important is added or missing.	The main rules are explained clearly, with a small omission or only some examples.	Some rules are copied from F8, translated word for word or partly wrong.	The formal language is copied or the meaning of the rules changes.
Intercultural / ethical use	The guide includes everybody (shy, new, different needs), compares school customs as different, not better or worse, and avoids stereotypes.	Respectful and inclusive, with simple comparisons.	Some generalisations (all students in…) or unkind examples need revising.	Uses stereotypes or ignores the needs of some students.

Input Pack y recursos

Fictional school rules, student messages, classroom dilemmas, netiquette cards and guide models.

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

Modal-verb decision chart, dilemma cards and sentence frames.

Extension

Anexo 9

Write a student-friendly version and a more formal staff-facing version of the same rule.

ANNEX 1

Challenge Launch

Learning situation 1 · Better Together

STUDENTS

Every September new students arrive at our school: some are only 11, some come from other countries and some are very shy, especially in English. Last week our head of studies, Ms Ortega, asked 2.º B for help: «We have rules, but students don't always understand them… or agree with them!» Your mission is to listen to everybody, compare how schools work in different places, negotiate what is fair and write a Class Survival Guide that helps all students participate and feel respected. You will read guides, explain rules in simple English, hold a class meeting and mediate a formal rule for a younger student. Ready to be better together?

> *How can we create a class guide that helps everyone participate and feel respected?*

Your challenge

Create a Class Survival Guide for new students: clear rules (must / mustn't), useful advice (should), a fair way to solve class problems and some digital etiquette, all in simple and friendly English, so that everybody can participate and feel respected.

Audience: New students who arrive next September (11-year-olds, newcomers from other countries, shy students) and their tutors.

What you will create

Class Survival Guide

Roadmap · 7 sessions

1. We read class guides from three schools and compare school routines.
2. We practise must, mustn't, have to and should and listen to a welcome talk.
3. We read classmates' messages and rank six class dilemmas.
4. We hold a class meeting with roles and turns.
5. We explain a formal rule to a younger student in simple English.
6. We draft our Class Survival Guide and review another team's guide.
7. We present our guide and answer a new student's message.

Success criteria

- ✓ I can understand rules and advice in short texts and talks.
- ✓ I can say what is a rule (must / mustn't), a good idea (should) and not necessary (don't have to).
- ✓ I can agree and disagree politely and take turns in a meeting.
- ✓ I can explain a formal rule in simple English with a reason and an example.
- ✓ I can write short guide entries with because and so.

Working together

- One person speaks, the others listen: everybody gets a turn.
- Disagree with ideas, never with people: be kind about mistakes and accents.
- Use English first; ask for help with a clarification phrase.

ANNEX 2

Input Pack

Learning situation 1 · Better Together

STUDENTS

Everything you need for the guide: three school guides, routines from different places, a scale of rule strength, messages from classmates, six dilemma cards, netiquette cards, a model class meeting, a formal Code of Conduct to explain, meeting roles with polite phrases and a model guide entry.

F1 Three class guides from three schools

TEXT

A · Lakeview Secondary School (Toronto, Canada) · Our Class Promise

- We **have to** arrive on time. If the bus is late, you **don't have to** worry: tell your teacher.
- You **must** listen when somebody is speaking.
- You **mustn't** use your phone in lessons, but you can use it in a learning activity if the teacher says yes.
- You **should** ask questions: there are no silly questions!

B · Harmony College (Lagos, Nigeria) · How We Work Together

- Students **must** wear the school uniform. If a family can't buy it, they **should** talk to Mrs Adeyemi, because the school can help.
- You **mustn't** shout in the corridors.
- You **should** help a classmate who is lost or sad.
- We **have to** keep the classroom clean, so every week a different group cleans the board.

C · Bright Future School (Sydney, Australia) · Be Kind, Be Brave

- You **have to** be kind. You **shouldn't** laugh at a classmate's mistakes.
- You **mustn't** take photos of classmates without asking.
- You **don't have to** speak perfectly: you **should** try, and we **should** help each other.
- You **must** bring your homework on Monday.

Source: Original texts written for this notebook. The three schools and their rules are fictional and show different school contexts.

Which rules are about respect? Which are about learning? Which are about technology?

F2 School routines in different places

DATA

Place	A routine in many schools	Reason people often give
Japan	Students clean their classroom and corridors every day (*o-soji*).	To learn to look after shared spaces.
Ireland and England	Many students wear a school uniform.	To make everybody feel equal and part of the school.
India	In many schools, students greet the teacher together at the start of the lesson.	It is a sign of respect.
Finland	Students eat a free hot lunch at school.	So every student can learn well, with no difference between families.
Spain	Each class has a class representative (*delegado / delegada*) who speaks for the group.	So everybody has a voice in school decisions.
Your class, family or another language	?	?

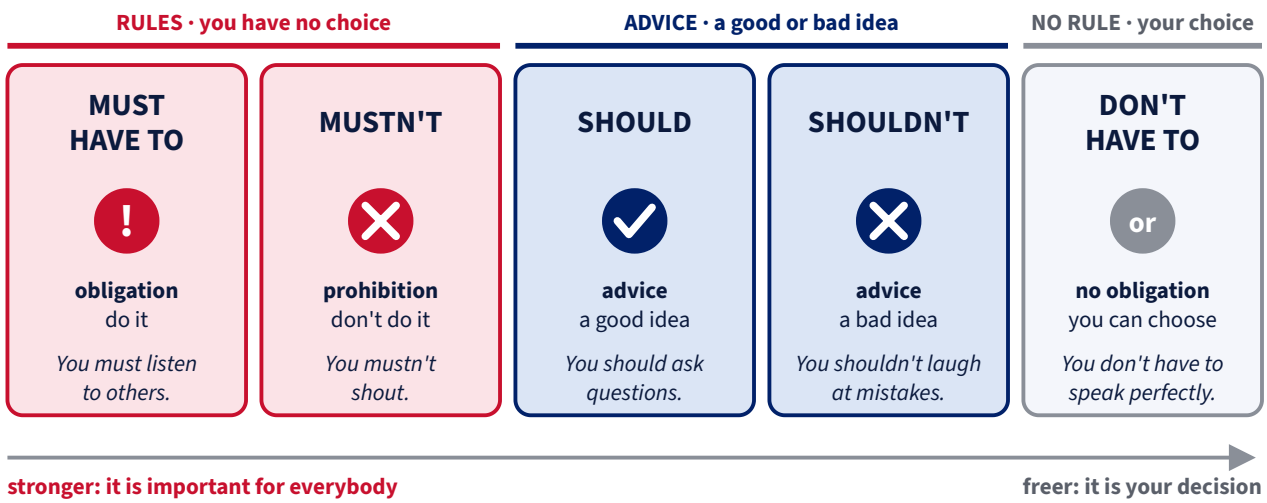
These are general examples: **not every school is the same**. Different is not better or worse, it is just different.

Source: General information written for this notebook. Routines change from school to school and the reasons are the ones people often give.

Which routine surprises you? Which one could help our class?

F3 How strong is the rule?

DIAGRAM



Source: Diagram created for this notebook.

Have to is like must: «We have to arrive on time.» But don't have to is NOT like mustn't: it means you can choose.

F4 What helps me? Messages from classmates

CASE

Nora (12): I'm quite shy. In group work I know the answer, but I can't speak when everybody talks at the same time. It helps me when the teacher says: «One person speaks, the others listen.»

Karim (13): I speak Arabic and French, and my Spanish is OK, but my English is slow. I understand better when people speak slowly and when I can see the words on the board. I feel bad when classmates laugh at my pronunciation.

Julia (12): I'm a very active person! Sitting for 50 minutes is difficult for me. A short break or a small job (give out the books, clean the board) helps me stay calm and concentrate.

Sam (13): I wear glasses and I can't see the board from the back of the class. I need to sit near the front. Sometimes friends say «It's only a seat!», but for me it's important.

Source: Original messages written for this notebook. The students are fictional.

What does each student need? Which of these needs can a class guide help with?

F5 Dilemma cards

DATA

Card	Situation	Question for the team
1 · The late bus	Dani arrives ten minutes late every morning because his bus is late. The teacher is angry and Dani feels embarrassed.	What should the teacher do? What should Dani do?
2 · The accent	Karim reads aloud in English. Two classmates laugh at his pronunciation.	What should the class do? What should the teacher say?
3 · The photo	During a science experiment, Alba takes a photo of her friends and posts it on a public account. One friend doesn't like it.	What mustn't Alba do? What should she do now?
4 · The silent group	In a group project, one student does everything and two students say nothing.	How can the group share the work fairly?
5 · Phones in class	A student uses their phone to translate a word in English. The teacher says: «No phones!»	When can students use a phone in class? Who decides?
6 · Lunch alone	A new student eats lunch alone every day.	What should the class do? What shouldn't it do?

Source: Fictional situations written for this notebook. The names are invented.

Which card is the most urgent for your class? Why?

F6 Netiquette cards for the class chat

GLOSSARY

Ask before you post	You **must** ask before you share a photo or a video of a classmate.
Think before you send	You **should** read your message again. Is it kind? Is it clear?
Private is private	You **mustn't** share a private message or a screenshot without permission.
No shouting	WRITING IN CAPITAL LETTERS looks like shouting. You **shouldn't** do it.
Free time is free time	You **don't have to** answer messages after 9 p.m.

Source: Cards written for this notebook.

F7 A class meeting (model)

CASE

Ayo (chair): Good morning, everyone. Let's start. Today's topic is phones in class. We have five minutes. Marta is the timekeeper and Leo is the note-taker.
Leo: OK, I'm ready.
Ayo: Who wants to start? Nora?
Nora: Yes. I think we mustn't use phones in lessons. When someone checks a message, I can't concentrate.
Karim: Can I say something? I agree with Nora, but I use a dictionary app to understand new words in English. It's important for me.
Nora: I see your point, Karim. That's a good reason.
Marta: Sorry, can you repeat that, Karim? I didn't hear the last part.
Karim: I use my dictionary app for new words.
Ayo: Thanks. What about this idea? Phones go in a box at the start of the lesson, and students can ask the teacher for permission to use a dictionary app.
Leo: Good idea! But we mustn't forget the rule about games and messages.
Marta: One minute left.
Ayo: OK, let's vote. Hands up: phones in the box, with permission for dictionary apps. Eleven yes, three no. So we agree. Leo, please write the rule.
Leo: «At the start of the lesson, phones go in the box. Students can ask permission to use a dictionary app.» Done!

Source: Dialogue written for this notebook; it is used as Listening 2. The students are fictional. Listen first with the book closed, then read to check.

Find three phrases for taking turns and two phrases for agreeing or disagreeing.

F8 IES Río Verde · Code of Conduct (extract)

TEXT

1. Students are required to arrive punctually. Persistent lateness will be reported to the form tutor.
2. The use of personal electronic devices is prohibited during lessons unless a teacher has given express permission.
3. All members of the school community must be treated with respect. Mockery or discrimination of any kind will not be tolerated.
4. Photographs or recordings of other people may not be taken or shared without their consent.
5. Students who require assistance are encouraged to approach a member of staff.

Hard words: *punctually* = on time · *prohibited* = not allowed · *express permission* = a clear «yes» · *consent* = permission · *tolerated* = accepted · *assistance* = help

Source: Formal text written for this notebook (fictional school). The language is formal on purpose: you are going to explain it in simple English.

Who is this text for? Is it easy for an 11-year-old who is learning English? Why / why not?

F9 Meeting roles and polite phrases

GLOSSARY

Chair	Starts the meeting and gives turns: ***Let's start. Who wants to start? Let's hear Nora.***
Timekeeper	Watches the time: ***One minute left. Time's up.***
Note-taker	Writes the decisions: ***So the rule is… Is that right?***
Asking for a turn	***Can I say something? Can I add something?***
Agreeing	***I agree. Good idea! I agree with Nora, and I think…***
Disagreeing politely	***I see your point, but… I'm not sure about that because… I don't agree, because…***
Checking	***Sorry, can you repeat that? Do you mean…?***
Deciding	***Let's vote. Hands up! So we agree: …***

Source: Phrase bank written for this notebook.

F10 Model entry for the guide: «Group work»

TEXT

GROUP WORK: everybody has a job

- We **must** give every person a job (writer, speaker, timekeeper…).
- We **mustn't** do all the work for someone else.
- We **should** ask: «What do you think?» Shy people need time.
- We **don't have to** agree about everything: different ideas help.

Why? Because group work is better when everybody participates, so nobody feels invisible.
Tip: Use a timer: one minute for each person.

Source: Model written for this notebook.

Find the title, the rules, the advice, the reason and the tip. Where are because and so?

ANNEX 3

Student Worksheets

Learning situation 1 · Better Together

STUDENTS

WORKSHEET 1 Guides from different schools

Session 1

Name: Class: Date:

First do the warm-up quiz on your own. Then read the three guides (F1) and the school routines (F2).

1 **Warm-up quiz. Tick the correct answer.**

You ___ run in the corridor. It's dangerous.
☐ must ☐ mustn't ☐ don't have to

Our school has no uniform, so we ___ wear one.
☐ mustn't ☐ don't have to ☐ should

You look tired. You ___ go to bed earlier.
☐ should ☐ must ☐ have to

I was late ___ the bus was late.
☐ so ☐ because ☐ but

The bus was late, ___ I was late.
☐ because ☐ so ☐ or

2 **Read F1. Which school (A, B or C) says it?**

Rule or idea	School
Students must wear a uniform.	
You can use your phone if the teacher says yes.	
You mustn't take photos without asking.	
A different group cleans the board every week.	
It isn't necessary to speak perfectly.	

3 **Look at the modal verbs in bold in F1. Write one example for each meaning.**

Meaning	Example from F1
Obligation (you have no choice)	
Prohibition (not allowed)	
Advice (a good idea)	
No obligation (you can choose)	

4 **Read F2. Write one similarity and one difference with your school. Use «In my school…, but in … ». Do not say which is better.**

WORKSHEET 2 Must, mustn't or should?

Session 2

Use the scale in F3 and the model entry in F10. At the end you will listen to the head of studies.

1 **Complete the sentences with must, mustn't, should, shouldn't or don't have to.**

a) In the library you _____ be quiet. (a rule)

b) You _____ eat in the science lab. It is not allowed.

c) We have a test tomorrow. You _____ study tonight. (a good idea)

d) Our school hasn't got a uniform, so we _____ wear one.

e) Tomorrow is a school day: you _____ stay up late. (a bad idea)

2 **Compare with Spanish. Match each English form with its meaning. Then answer the question.**

1 must / have to ●	● a no hace falta; es opcional
2 mustn't ●	● b tener que; es obligatorio
3 should ●	● c no se puede; está prohibido
4 don't have to ●	● d debería; es buena idea

3 **Listening 1. Ms Ortega welcomes the new students. Tick the correct answer.**

You ___ be in class at 8:15.
☐ have to ☐ don't have to ☐ shouldn't

If you are late, you ___ go to the office first.
☐ must ☐ mustn't ☐ should

You ___ use your phone in lessons.
☐ mustn't ☐ don't have to ☐ should

You ___ buy a uniform.
☐ must ☐ don't have to ☐ mustn't

You ___ be afraid of mistakes.
☐ shouldn't ☐ mustn't ☐ have to

4 **Write four rules or pieces of advice for your class: one with must, one with mustn't, one with should and one with don't have to. Add because or so to two of them.**

WORKSHEET 3 Class dilemmas

Session 3

Work in teams of four. Read the messages (F4) and the dilemma cards (F5).

1 **Read F4. What does each student need? Write a rule or a piece of advice for the class (use must or should).**

Student	What helps	Advice for the class
Nora		
Karim		
Julia		
Sam		

2 **Rank the six dilemmas in F5 from 1 (the most urgent for our class) to 6. Then agree on a team ranking.**

Card	My rank	Team rank	Because…
1 · The late bus			
2 · The accent			
3 · The photo			
4 · The silent group			
5 · Phones in class			
6 · Lunch alone			

3 **Prepare to negotiate. Complete the dialogue with: because · point · Why · something · agree · mustn't.**

A: I think card 2 is number 1, _____ nobody should laugh at a classmate.

B: I see your _____, but I think card 5 is more urgent. _____ don't we put both cards in the top three?

C: Can I say _____? I _____ with B. And we _____ forget the dictionary app!

4 **Choose two dilemmas and write a fair solution for each. Use should / shouldn't or must / mustn't, and because or so.**

WORKSHEET 4 Our class meeting

Session 4

Listen to a model meeting (F7) with your book closed. Then hold your own meeting in groups of five, with the roles in F9.

1 **Listening 2. True (T) or false (F)?**

	T	F
The topic of the meeting is phones in class.	☐	☐
Karim never uses his phone at school.	☐	☐
Nora thinks phones make it difficult to concentrate.	☐	☐
Marta can't hear the end of Karim's sentence.	☐	☐
All the students vote for the same idea.	☐	☐
Leo writes the new rule.	☐	☐

2 **Listen again. Tick the phrases you hear.**

- ☐ Let's start.
- ☐ Can I say something?
- ☐ I agree with Nora, but…
- ☐ I see your point.
- ☐ Sorry, can you repeat that?
- ☐ Let's vote.
- ☐ That's a silly idea!
- ☐ Be quiet, please!

3 **Your meeting. Choose a role (chair, timekeeper, note-taker or member) and underline three phrases in F9 that you will use. Topic: group chat rules, seating, homework or participation. The note-taker completes the table.**

Proposal	For	Against	Decision

4 How did the meeting go? Think about yourself and your group.

Statement	Not yet	With help	Well	Very well
Everybody had a turn to speak.	◯	◯	◯	◯
I asked for a turn politely.	◯	◯	◯	◯
I disagreed politely or I agreed with a reason.	◯	◯	◯	◯
I asked for repetition when I did not understand.	◯	◯	◯	◯
We made a decision.	◯	◯	◯	◯

WORKSHEET 5 A rule for Hugo

Session 5

Mediation. Hugo is 11. He is new in 1.º ESO and he is learning English. He has the formal Code of Conduct (F8), but it is too difficult. Explain the important information in simple English. Don't translate word by word!

1 Choose the key idea of each rule and explain it for Hugo with short sentences and, if you can, an example.

Rule in F8	Key idea (your words)	Simple English for Hugo
1 · Lateness		
2 · Devices		
3 · Respect		
4 · Photos		
5 · Asking for help		

2 Hugo asks: «Why can't we use phones in lessons?» Write a short answer with a reason (because / so) and an example.

3 **Check your mediation. Tick what you did.**

- [ ] I did not translate word by word.
- [ ] I used short, simple sentences.
- [ ] I used must / mustn't / should correctly.
- [ ] I gave a reason or an example.
- [ ] I did not add or forget any important information.

WORKSHEET 6 Draft and review

Session 6

Write your draft in the template (Annex 4). Then check a model entry, swap guides with another team and review them.

1 **Language detective. This entry has five mistakes. Find and correct them. «PHONES IN CLASS. We must to switch off our phones. You mustn't to use them during the lesson. You should asking the teacher for permision. A student don't have to leave the phone at home.»**

2 **Peer review. Tick what the other team's guide does well.**

- [ ] It has clear rules (must / mustn't) and advice (should).
- [ ] Every rule has a reason or an example.
- [ ] The mediated rule is in simple English.
- [ ] It includes a way to solve class problems fairly.
- [ ] It includes digital etiquette.
- [ ] It is friendly and respectful for everybody.

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

WORKSHEET 7 Individual challenge: a message from Mia

Session 7

Work on your own. Read Mia's message and answer it.

1 **Mia's message: «Hi! I'm Mia. I'm 11 and I'm from Vancouver, in Canada. I start in your class next week. I'm a bit nervous because my Spanish is very basic and I'm shy. What are the most important rules in your class? What should I do on the first day? And can I use my phone as a dictionary? Thanks!» Write a reply (60-80 words). Include two rules (must / mustn't / have to), two pieces of advice (should / shouldn't), one don't have to and one reason (because / so).**

2 **Which communication strategy helped you most in this unit (for example, asking for repetition, taking turns, agreeing politely)? Write one sentence and one example.**

ANNEX 4

Final Product Template

Learning situation 1 · Better Together

STUDENTS

Name: Class: Date:

Our Class Survival Guide. Write in English, with short and friendly sentences. Remember: every rule needs a reason!

Title and audience

Name of the guide, who it is for and a welcome sentence.

Our golden rules

Three rules with must / mustn't / have to + a reason (because / so).

Good advice

Three tips with should / shouldn't. Add one don't have to.

Everybody can join in

How to take turns, ask for repetition and agree or disagree politely.

Class problems: our fair solution

One dilemma from F5 and our solution.

Digital etiquette

Two rules for the class chat and phones.

One rule explained simply

A formal rule in simple English, with an example, for a younger student.

Poster

Draw an icon or a symbol for our three golden rules.

ANNEX 5

Useful Language & Final Check

Learning situation 1 · Better Together

STUDENTS

Name: Class: Date:

Functions and model sentences

Giving rules	You must listen to others. We have to arrive on time.
Prohibiting	You mustn't shout. We mustn't share photos without asking.
Giving advice	You should ask questions. You shouldn't be afraid of mistakes.
Saying it isn't necessary	You don't have to speak perfectly.
Making suggestions	Let's vote. Why don't we use a phone box?
Agreeing and disagreeing politely	I agree with… / I see your point, but… / I'm not sure, because…

Grammar in context

must / mustn't + verb	You must listen. You mustn't shout. (no «to», no -s)
have to / don't have to	She has to wear a uniform. We don't have to wear ties.
should / shouldn't + verb	You should help. You shouldn't laugh. Should I ask?
Let's… / Why don't we…?	Let's start. Why don't we vote?
because / so	We need rules because everybody is different. Nora is shy, so we give her time.

Vocabulary bank

Class behaviour: listen, take turns, join in, be on time, share, interrupt, copy, shout

Feelings and inclusion: shy, nervous, included, left out, comfortable, kind, fair

Study habits: homework, revise, notes, concentrate, mistake, practise

Digital etiquette: post, share, private, group chat, permission, switch off

Pronunciation tips

- Weak forms: «You must listen» /jə məs ˈlɪsn/. The modal is weak; the main verb is strong.
- Stress the important word in advice: You should **ask** questions. You shouldn't **copy**.
- Polite disagreement: start softly (I see your point…) and finish calmly (… but I'm not sure) with a falling tone.

When I get stuck (clarify & repair)

Sorry? | Can you repeat that, please? | Do you mean…? | What does … mean? | How do you say … in English? | Can I say something? | Let's check the toolkit.

Final check before you hand in: Class Survival Guide

- [ ] The guide has at least three rules with must, mustn't or have to.
- [ ] It has at least three tips with should or shouldn't.
- [ ] Every rule has a reason or an example (because / so).
- [ ] Modal verbs are followed by the base verb (must listen, not must to listen).
- [ ] One formal rule is explained in simple English for a younger student.
- [ ] It includes a fair solution to a class problem and two digital etiquette rules.
- [ ] It is friendly and respectful for everybody (no jokes about people).
- [ ] We checked spelling and capital letters with the toolkit.

ANNEX 6

Printable Rubric

Learning situation 1 · Better Together

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Class Survival Guide**. 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 guide gives clear rules, useful advice and fair solutions for new students, with reasons and examples; a newcomer could use it alone.	The guide gives clear rules and advice that help new students, with some reasons.	The guide has some useful rules, but reasons are missing or some entries are unclear.	The guide does not help a newcomer; rules and advice are missing or confusing.	
Organisation & language	Clear sections; must, mustn't, have to and should are used correctly with because / so; very few errors.	Clear sections and short sentences; modals are mostly correct; some errors do not stop understanding.	Sections are mixed; frequent errors with modals (must to, should asking) sometimes make reading difficult.	Hard to follow; errors with modals and word order often stop understanding.	
Interaction / delivery	In the class meeting I ask for a turn, agree and disagree politely, ask for repetition and help the group decide.	I take part, take turns and use some polite phrases to agree or disagree.	I take part with help; I need prompts to ask for a turn or to react to others.	I rarely speak or I interrupt; I only read from paper.	
Mediation & audience	The formal rules are explained in simple, accurate English for an 11-year-old, with an example and a reason, and nothing important is added or missing.	The main rules are explained clearly, with a small omission or only some examples.	Some rules are copied from F8, translated word for word or partly wrong.	The formal language is copied or the meaning of the rules changes.	
Intercultural / ethical use	The guide includes everybody (shy, new, different needs), compares school customs as different, not better or worse, and avoids stereotypes.	Respectful and inclusive, with simple comparisons.	Some generalisations (all students in…) or unkind examples need revising.	Uses stereotypes or ignores the needs of some students.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 1 · Better Together

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can say what is a rule, a good idea and not necessary with must, should and don't have to.	◯	◯	◯	◯
I can explain a formal rule in simple English for a younger 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 · Better Together

STUDENTS

Name: Class: Date:

Extra help: a decision chart for modal verbs, sentence frames and dilemma cards to practise before you write.

Sentence frames

- Everybody **must** … / We **have to** …
- We **mustn't** … because …
- You **should** … so …
- You **shouldn't** … because …
- You **don't have to** …, but …
- Let's … / Why don't we …?

Mini-glossary

- **a rule** = una norma
- **advice** = un consejo
- **shy** = tímido/a
- **fair** = justo/a
- **permission** = permiso
- **take turns** = hablar por turnos

1 **Use the decision chart. Complete the sentences with must, mustn't, should, shouldn't or don't have to.**



Mustn't = not allowed. Don't have to = allowed, but not necessary.

a) You _____ run in the corridor. It is dangerous. (a rule: don't do it)

b) You _____ ask the teacher if you don't understand. (a good idea)

c) It is optional, so you _____ bring a snack.

d) We _____ listen when somebody is speaking. (a rule: do it)

e) You _____ laugh at a classmate's mistakes. (a bad idea)

2 **Dilemma card. Karim reads aloud in English and two classmates laugh at his pronunciation. Complete the advice with the frames.**

The two classmates _____ laugh at Karim because it is unkind.

They _____ say sorry.

The teacher _____ explain that mistakes help us learn.

Karim _____ be perfect: he _____ just try.

3 **Write three sentences for the guide with the sentence frames (one rule, one tip, one «don't have to»).**

ANNEX 9

Extension

Learning situation 1 · Better Together

STUDENTS

Name: Class: Date:

One rule, two audiences

The same rule sounds different for students and for staff. Choose one rule from your guide (phones, photos or lateness) and write **two versions**: a friendly version for students and a more formal version for the school staff, like the Code of Conduct (F8).

Steps

1. Write the student version (25-35 words): short sentences, must / mustn't / should and a reason with because.
2. Write the formal staff version (30-40 words): use «Students are required to…», «…is not permitted» or «…will be reported», and an exact situation.
3. Complete the comparison table: verbs, words, tone and length.
4. Read both versions aloud to a classmate. Can they guess who each version is for?

1 Compare your two versions.

Feature	Student version	Staff version
Verbs		
Key words		
Tone (friendly / formal)		
Length		

What to hand in

Both versions of the rule, the comparison table and one sentence explaining what changes when the audience changes.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 1 · Better Together

TEACHER

Worksheet 1

1. Quiz: mustn't; don't have to; should; because; so.
2. B; A; C; B; C.
3. Model answers: Obligation: «You must listen when somebody is speaking.» / «We have to arrive on time.» Prohibition: «You mustn't shout in the corridors.» Advice: «You should ask questions.» No obligation: «You don't have to speak perfectly.» Accept any correct example from F1.
4. Open answer. Model: «In my school, students stay in one classroom, but in Japan students also clean it every day.» Accept any comparison that does not say one system is better or worse.

Worksheet 2

1. a) must; b) mustn't; c) should; d) don't have to; e) shouldn't.
2. Match: 1-b (must / have to = tener que); 2-c (mustn't = no se puede); 3-d (should = debería); 4-a (don't have to = no hace falta). Question: «You don't have to wear a tie» means it is optional (not necessary); «You mustn't wear a tie» means it is forbidden. In Spanish «no tienes que» is optional, not «no debes». Accept explanations in English or Spanish.
3. Listening 1 (see script): have to; must; mustn't; don't have to; shouldn't.
4. Open answer. Check the form: must / mustn't / should / don't have to + base verb, and a reason with because or so. Model: «We must listen to each other because everybody has ideas. We mustn't laugh at mistakes. We should ask when we don't understand, so we learn more. We don't have to speak perfectly.»

Worksheet 3

1. Model answers: Nora: needs one person to speak at a time / time to speak → «We must wait for our turn. We should ask: What do you think?» Karim: needs slow speech, words on the board, respect → «We should speak slowly. We mustn't laugh at pronunciation.» Julia: needs movement and small jobs → «We should give everybody a job. Students can stand up and give out books.» Sam: needs to sit near the board → «We should change seats every month. Students who can't see well must sit at the front.»
2. Personal ranking. Accept any ranking with a reason; check that reasons use because / so and respect for all students.
3. because; point; Why; something; agree; mustn't.
4. Open answer. Models: Card 2: «The class shouldn't laugh. They should say sorry because pronunciation is difficult. The teacher should say that mistakes help us learn.» Card 5: «Students mustn't use phones for games, but they can ask the teacher if they need a dictionary app, so everybody can learn.»

Worksheet 4

1. Listening 2: T; F (he uses a dictionary app); T; T; F (eleven yes, three no); T.
2. Phrases heard: Let's start; Can I say something?; I agree with Nora, but…; I see your point; Sorry, can you repeat that?; Let's vote. Not heard: That's a silly idea!; Be quiet, please!
3. Open answer. Check that the notes show proposals, votes and a decision, and that every student has a role. The phrases should come from F9 (Can I say something?, I see your point, but…, Let's vote…).
4. Self-assessment: open; use it for the oral evidence of criteria 3.1 and 3.2.

Worksheet 5

1. Model mediation: 1 → «Please come on time. If you are late a lot, your tutor will talk to you.» 2 → «Don't use your phone in lessons. Only use it if the teacher says yes.» 3 → «Be kind to everybody. Don't laugh at people.» 4 → «Don't take photos or videos of people without asking. Don't share them.» 5 → «If you need help, talk to a teacher. It's OK to ask!»
2. Model: «You mustn't use your phone in lessons because it is difficult to listen and learn. For example, a message can make you miss the teacher's instructions. But you can ask: Can I use my dictionary app?»
3. Self-check: open.

Worksheet 6

1. Corrected entry: We must switch off our phones. You mustn't use them during the lesson. You should ask the teacher for permission. A student doesn't have to leave the phone at home.
2. Peer review: open. Stars and wishes should refer to concrete parts of the guide (e.g. «Your poster is clear»; «Add a reason to rule 2»).
3. Open answer: two stars and one wish that refer to the guide.

Worksheet 7

1. Model reply (about 75 words): «Hi Mia! Welcome to our class! You have to be at school at quarter past eight and you mustn't use your phone in lessons, but you can ask the teacher if you need your dictionary app. You should ask questions because nobody laughs at mistakes in our class. You don't have to speak Spanish perfectly: we can help you. Don't worry, you will have a great first day! See you soon, Carla.» Assess with the rubric: purpose, two rules, two pieces of advice, don't have to, reason, tone.
2. Open answer. Model: «Asking for repetition helped me: when I said Sorry, can you repeat that?, my partner spoke more slowly.»

Support (Annex 8)

1. a) mustn't; b) should; c) don't have to; d) must; e) shouldn't.
2. Dilemma card: shouldn't; should; should; doesn't have to; should.
3. Open answer following the frames.

Extension (Annex 9)

1. Open answer. Model student version: «You mustn't take photos of classmates without asking, because some people don't like it.» Model staff version: «Photographs or recordings of other people may not be taken or shared without their consent.» Table: verbs → mustn't / may not be taken; key words → classmates, asking / photographs, recordings, consent; tone → friendly / formal; length → shorter / longer.

Listening script · Worksheet 2 · Welcome talk (Listening 1)

Read twice at a natural speed. Ms Ortega speaks:

«Good morning, everybody, and welcome to IES Río Verde. I'm Ms Ortega, the head of studies. Let me explain three things. First, school starts at quarter past eight, so you have to be in the classroom at eight fifteen. If you are late, you must go to the office first. Second, you mustn't use your mobile phone in lessons. Switch it off and keep it in your bag. But don't worry, you don't have to buy a uniform: we don't have one. You only need sports clothes for PE. Third, my advice. You should ask your teachers when you don't understand. You shouldn't be afraid of mistakes, because mistakes help us learn. And you should talk to your tutor if you feel sad or alone. Finally, remember: be kind. Thank you, and have a great year!»

Listening script · Worksheet 4 · Class meeting (Listening 2)

Use the dialogue in F7. Choose six students: Ayo, Leo, Nora, Karim, Marta and a narrator for the vote. Students keep their books closed. First reading: What is the topic? (phones in class). Second reading: True / false and the phrases they hear. Afterwards students read F7 to check.

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40-45 minutes each; the class meeting (session 4) needs about 20 minutes for the discussion itself. Leave 15 minutes of session 7 for the individual challenge.
- Class meeting: rotate the roles so that every student is chair, timekeeper or note-taker at least once. Shy students can start as note-taker. Keep the topics neutral and do not discuss real students by name.
- Mediation (Worksheet 5): value selection, simplification and examples, not literal translation. Students may use Spanish to discuss in their team, but the final text for Hugo is in English.
- Intercultural and rights note: F1 and F2 describe fictional schools and general routines. Encourage students to add examples from their own families and languages and to avoid «better / worse». Do not ask students to disclose personal needs; use the fictional classmates in F4.

Likely errors

- Adding «to» after a modal: «We must to listen», «You mustn't to shout».
- Adding -s or the wrong auxiliary: «She musts», «A student don't have to».
- Using «should» + -ing: «You should asking».
- Confusing «mustn't» and «don't have to» (Spanish «no tienes que» vs «no debes»).
- Using «because» and «so» the wrong way round: «I'm late so the bus was late».
- Translating word by word in mediation («the use of personal electronic devices is prohibited»).

Accepting alternative answers

- Accept any answer that communicates the meaning clearly and uses the modal correctly, even with minor errors that do not affect understanding.
- In open tasks, accept different rules and advice if they are respectful, fair and have a reason or an example.
- In mediation, accept different wordings if the key information is correct and nothing important is added; penalise copying of F8.

02

SITUACIÓN DE APRENDIZAJE

Travel Stories

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we turn a travel experience into a story that keeps an audience interested?

CURSO 2.º ESO	SESIONES 7 sesiones	BLOQUES DE SABERES A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5, CE6	PRODUCTO FINAL Travel diary or podcast episode	CRITERIOS DE EVALUACIÓN 1.1, 2.1, 2.2, 2.3, 3.1, 4.1, 5.2, 6.2

Contexto, reto y producto final

La radio y el blog del instituto (ficticios) preparan una sección llamada *Backpack Stories* y piden al alumnado de 2.º ESO historias de viaje, reales o inventadas, que mantengan interesada a la audiencia: el alumnado del centro con el que se hace un intercambio escolar en Galway (Irlanda) y sus familias. Como punto de partida, el grupo conoce la historia de Elena, una alumna ficticia cuyo viaje de intercambio se complica por un aviso de viento fuerte: queda un montón de documentos sueltos (billetes, itinerario, alerta meteorológica y mensajes) y la pregunta del reto es «*How can we turn a travel experience into a story that keeps an audience interested?*»

El alumnado lee y escucha historias modelo (un diario desde Singapur y Malasia y un podcast sobre un viaje en autobús de Lagos a Accra), reconstruye una secuencia desordenada, observa la diferencia entre **past simple y past continuous** en una historia, cuenta anécdotas por parejas con preguntas de seguimiento y realiza una tarea de **mediación**: convertir billetes, itinerario, alerta y mensajes en un relato coherente para quien no ha visto esos documentos. Después elabora un **diario de viaje o un episodio de podcast**, lo revisa con otro equipo, lo comparte y demuestra individualmente que sabe reconstruir una historia a partir de fragmentos.

Reto comunicativo

Create a travel diary or a podcast episode that turns a real or imaginary journey into a clear story: a hook, events in order, background details, feelings and an ending, told with past tenses, so that your audience wants to keep reading or listening.

Producto final

Travel diary or podcast episode.

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.

5.2 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.

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.
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.
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
narrating past events; describing background situations; sequencing; expressing reactions

Grammar in context
past simple review; past continuous; when/while; adverbs of manner; sequencing linkers

Vocabulary
travel and transport; places and accommodation; journey problems; feelings

Pronunciation / phonology
past -ed review; contrastive stress in storytelling; chunking narrative clauses

Mediation focus
Transform fragmented travel documents into a concise explanation of what happened.

Intercultural focus
Use fictional journeys across diverse regions and discuss respectful travel behaviour.

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 the sequence and key details of a travel story.
- Contrast completed events and background actions.
- Produce a coherent oral/written narrative.
- React and ask follow-up questions.
- Mediate itinerary information into narrative form.

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/listen to model travel stories

Evidence: Worksheet 1: diagnóstico, comprensión del diario de Jasmine (F1) y del podcast de Amara (F2, listening 1) y localización de formas verbales y conectores.

Worksheet: Annex 3 · 1

2

SESSION 2

Reconstruct a mixed-up narrative timeline

Evidence: Worksheet 2: ordenación de las ocho tarjetas desordenadas (F7), uso de conectores de secuencia y clasificación de terminaciones -ed.

Worksheet: Annex 3 · 2

3

SESSION 3

Grammar through story: past simple vs continuous

Evidence: Worksheet 3: past simple y past continuous en un relato (huecos, when/while, evento o fondo) y cinco frases propias con adverbios de modo.

Worksheet: Annex 3 · 3

4

SESSION 4

Pair storytelling with follow-up questions

Evidence: Worksheet 4: preguntas de seguimiento, mapa de la historia propia (F10), narración por parejas con reacciones y comentario del compañero.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: turn itinerary/tickets/messages into a coherent account

Evidence: Worksheet 5: mediación de billetes, itinerario, alerta y mensajes (F3-F6) a una noticia coherente para el boletín del centro irlandés.

Worksheet: Annex 3 · 5

6

SESSION 6

Create diary/podcast and peer-review narrative structure

Evidence: Worksheet 6: borrador del diario o del podcast (Anexo 4), corrección de cinco errores y revisión por pares con estrellas y deseos.

Worksheet: Annex 3 · 6

7

SESSION 7

Share episodes and complete individual story reconstruction

Evidence: Episodio o diario compartido y Worksheet 7: reconstrucción individual de una historia a partir de fragmentos nuevos.

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 diario de Jasmine, del podcast de Amara y de los mensajes y avisos de F3-F6: secuencia, problema, personajes y detalles.	Worksheets 1 y 2 / lista de comprobación
2.1	Narración oral de la historia propia con gancho, secuencia, fondo y final, con pronunciación comprensible de las formas en -ed.	Presentación del episodio (sesión 7) y Worksheet 4 / rúbrica
2.2	Redacción del diario o del guion del podcast y de la reconstrucción individual: past simple y continuous, conectores y adverbios de modo.	Anexo 4 y Worksheet 7 / rúbrica
2.3	Planificación con el mapa de la historia, uso de la caja de herramientas y corrección de errores propios y ajenos (was/were, -ed, adverbios).	Worksheets 4 y 6 / lista de cotejo
3.1	Narración por parejas con reacciones y preguntas de seguimiento (What happened next? How did you feel?), con respeto por el turno y el ritmo del compañero.	Worksheet 4 / observación sistemática
4.1	Selección y reformulación de la información clave de billetes, itinerario, alerta y mensajes en un relato propio para un destinatario que no tiene esos documentos.	Worksheet 5 / rúbrica de mediación
5.2	Identificación de recursos y estrategias que ayudan a contar mejor (mapa de la historia, conectores, grabarse, compañero) y de la pronunciación de -ed con apoyo del profesorado y del diccionario.	Worksheets 2 y 7 / autoevaluación
6.2	Reconocimiento de la diversidad de viajes y lugares (Singapur, Malasia, Nigeria, Ghana, Irlanda) y aplicación del código del viajero respetuoso (F9) sin estereotipos.	Worksheet 6 (apartado de respeto) y producto final / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The story has a hook, clear events in order, background, feelings and an ending; it keeps the audience interested from start to finish.	The story is clear and has most parts (hook, events, ending); it is interesting for the audience.	Some parts are missing or unclear; the story is hard to follow in places.	The story is not clear; there is no order or ending.
Organisation & language	Clear order with varied linkers; past simple and past continuous used correctly with when / while; adverbs of manner; very few errors.	Clear order with linkers; past tenses mostly correct; a few errors that do not stop understanding.	Linkers are repeated or missing; frequent errors with past forms and was / were sometimes affect understanding.	Hard to follow; errors with past forms often stop understanding.
Interaction / delivery	In the pair story I speak clearly, react to my partner and ask or answer follow-up questions naturally.	I tell my story with a few reactions and at least two follow-up questions or answers.	I need prompts to react or to ask follow-up questions; I read most of my story.	I rarely speak or I only read without reacting to my partner.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Mediation & audience	The documents become an accurate, connected story for the newsletter reader: cause, order of events and arrival time are all correct and in my own words.	The main events and times are clear, with a small omission or a copied phrase.	Some information is missing, in the wrong order or copied from the messages.	The documents are copied or the story changes the facts.
Intercultural / ethical use	The places and people are shown respectfully and as individuals; my story follows the traveller's code and avoids stereotypes.	Respectful, with simple descriptions of places and people.	Some generalisations («people there are…») need revising.	Uses stereotypes or shows people without respect.

Input Pack y recursos

Fictional tickets, itinerary, weather alert, text messages, diary extract and podcast 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

Timeline, verb bank, model story and audio transcript.

Extension

Anexo 9

Retell the same incident from another person's point of view.

ANNEX 1

Challenge Launch

Learning situation 2 · Travel Stories

STUDENTS

Imagine this: it is Saturday morning, a Spanish class is flying to Galway for an exchange trip… and the wind is so strong that the plane cannot take off. Hours later a fallen tree stops the bus. What a journey! Our school radio and blog, Backpack Stories, wants true or imaginary travel stories that keep the audience listening and reading. You will study model stories, rebuild a journey from tickets, messages and weather alerts, practise telling stories with past tenses and then create your own travel diary or podcast episode. Are you ready for the trip?

> *How can we turn a travel experience into a story that keeps an audience interested?*

Your challenge

Create a travel diary or a podcast episode that turns a real or imaginary journey into a clear story: a hook, events in order, background details, feelings and an ending, told with past tenses, so that your audience wants to keep reading or listening.

Audience: The students and families of our partner school in Galway and the listeners and readers of the school radio and blog, Backpack Stories.

What you will create

Travel diary or podcast episode

Roadmap · 7 sessions

1. We read a travel diary and listen to a podcast episode.
2. We put a mixed-up story in order with linkers.
3. We practise past simple and past continuous in a story.
4. We tell stories in pairs and ask follow-up questions.
5. We turn tickets, messages and alerts into one clear account.
6. We create our diary or podcast and review another team's story.
7. We share our stories and rebuild a new one on our own.

Success criteria

- ✓ I can understand the order of events and the main details in a travel story.
- ✓ I can tell what happened with past simple, past continuous and linkers.
- ✓ I can react to a story and ask follow-up questions.
- ✓ I can turn documents (tickets, alerts, messages) into a clear account for a reader.
- ✓ I can talk about places and people with respect.

Working together

- Listen with interest: react and ask questions, don't interrupt.
- Write about people and places with respect: say «different», not «strange».
- Use English first; ask for help with a clarification phrase.

ANNEX 2

Input Pack

Learning situation 2 · Travel Stories

STUDENTS

Everything you need for your stories: a travel diary, a podcast script (listening), tickets and a departures screen, an itinerary, a weather alert, text messages, story cards in the wrong order, a story language bank, a respectful traveller's code and a story map.

F1 A travel diary: Singapore to Kuala Lumpur

TEXT

5 July · Day 1 · Singapore → Kuala Lumpur

Dear diary,

Today was the first day of our family holiday. We got up at five o'clock and went to the station. First, we took a short train to the border, and then we changed to a bigger train. While we were waiting at the border, it started to rain heavily. Dad was holding all the passports and Mum was looking for the tickets. Suddenly I realised that I didn't have my backpack! I felt terrible. Luckily, a police officer found it under a bench and brought it to me. I thanked her politely and she smiled.

After that, we crossed the border and travelled slowly through green hills. We ate lunch in a small café, and my little brother fell asleep while we were eating! At last, at four o'clock, we arrived in Kuala Lumpur. I was tired, but I was very happy. Tomorrow we're going to visit the Petronas Towers!

Jasmine

Source: Original text written for this notebook. Jasmine and her family are fictional.

Underline the linkers (First, then…). Which sentences give background? Which ones tell the main events?

F2 A podcast script: The Bus to Accra

CASE

BACKPACK STORIES · Episode 7

[Music]

Amara: Hello, travellers! Welcome to Backpack Stories, the podcast about our journeys. I'm Amara, I'm thirteen and I live in Lagos, in Nigeria. Have you ever been stuck on a bus for hours? Today I'm going to tell you about my longest day.

[Sound: a bus engine]

Amara: Last August my cousin Kofi invited me to visit him in Accra, in Ghana. At six in the morning my dad took me to the bus station, and my aunt Ngozi travelled with me. The bus was full and the air conditioning wasn't working, but I was excited! For most of the day everything went well. We crossed three borders, and I was listening to music while the other passengers were sleeping.

Amara: Then, suddenly, there was a loud noise: BANG! A tyre went flat. The driver stopped on the side of the road and everybody got off. It was very hot. While the driver was working, an older lady, Mama Efua, shared her oranges with us. She also taught me a greeting in Twi: «Akwaaba», it means «welcome».

Amara: After an hour, the bus continued. Finally, at nine in the evening, we arrived in Accra. Kofi was waiting for me with a big smile. I was very tired, but I was very happy.

Amara: What did I learn? A long journey can be difficult, but you can meet kind people. So remember: always say hello, and ask before you take a photo of someone! This was Backpack Stories. See you next week!

Source: Original script written for this notebook; it is used as Listening 1 (your teacher reads it aloud and the full script is in the teacher's guide). Amara and her family are fictional.

Which phrases make the audience want to listen (the hook, the sound effects, the question)?

F3 Tickets and a departures screen

DIAGRAM

SKYBRIDGE AIR · BOARDING PASS — Economy

PASSENGER	FLIGHT	DATE	SEAT	DEPARTURE
MARTÍN / ELENA	SB 4172	14 MAR	17C	07:40
FROM	**TO**	**GATE**	**BOARDING**	MAD → DUB
MADRID (MAD)	DUBLIN (DUB)	B12	07:05	

DEPARTURES · MADRID

TIME	DESTINATION	FLIGHT	STATUS
07:40	DUBLIN	SB 4172	DELAYED
07:55	LISBON	SB 2210	ON TIME
08:10	LONDON	SB 3345	ON TIME

SB 4172 · NEW DEPARTURE TIME: 09:40

WESTBUS EXPRESS

Route 61
Dublin Airport → Galway
Date: 14 Mar · Seat 14
Departs: 11:30 · Bay 4
Arrives: 14:15

NOT USED

WESTBUS EXPRESS

Route 61 · NEW TICKET
Dublin Airport → Galway
Date: 14 Mar · Seat 22
Departs: 13:00 · Bay 4
Arrives: 15:45
Issued at 11:55 in Dublin

Source: Fictional boarding pass, screen and bus tickets created for this notebook. The airline and bus company do not exist.

Which tickets did Elena use? Which one did she not use? Why?

F4 Exchange trip: planned itinerary

DATA

Time	Activity	Place
05:00	Meet the group (teacher: Mr Navarro)	Madrid airport, check-in desks
07:40	Flight SB 4172 to Dublin	Madrid → Dublin
09:15	Arrive in Dublin (Irish time is one hour behind Spain)	Dublin Airport
11:30	Bus 61 to Galway	Dublin Airport, Bay 4
14:15	Arrive in Galway. Host families meet the students	Galway Coach Station
15:00	Welcome tea	Corrib Community School

Saturday 14 March · Group: 2.º B (24 students and 2 teachers).

Source: Itinerary created for this notebook. Teacher, school and families are fictional.

F5 A weather alert

TEXT

WEATHER ALERT · Atlantic Weather Service (fictional)

Yellow wind warning · Ireland: Leinster and Connacht
Valid: Saturday 14 March, 06:00 – 18:00

Strong south-westerly winds, with gusts of up to 90 km/h. Some flights and bus services may be delayed. Fallen trees and branches are possible on roads. Travellers should check times before they leave and be patient.

Source: Fictional alert written for this notebook in the style of a weather service. The service does not exist and the alert is not real.

What can happen? Who should read this alert?

F6 Text messages: the Galway welcome chat

CASE

07:12 · Elena: Good morning!! We're at the gate in Madrid. We're boarding now :)
07:58 · Elena: We're on the plane but we can't leave. The captain says there's a lot of wind in Dublin.
09:41 · Mr Navarro: Flying at last! We're two hours late. We're going to miss the 11:30 bus, so I'm looking for another one.
11:20 · Elena: Landed! The wind was crazy when we landed.
11:35 · Siobhán (host mum): Don't worry, Elena! There's a bus at 13:00. We're going to wait for you at the coach station.
11:58 · Mr Navarro: New tickets bought! Bus at 13:00, Bay 4.
14:35 · Elena: The bus is stopped. A tree is across the road. The driver says 30 minutes.
16:15 · Elena: We're in Galway!!! I can see Aoife with a big sign :)

Source: Messages written for this notebook. The chat members are fictional; the host family and the teacher are in the same group.

Which messages tell you the cause of the problem? Which ones give times you need for the story?

F7 Story cards in the wrong order

DATA

Card	What happened
A	The bus continued and arrived in Accra at nine in the evening.
B	While the driver was working, Mama Efua shared her oranges and taught Amara a greeting.
C	Kofi was waiting for Amara with a big smile.
D	A tyre went flat and everybody got off the bus.
E	Amara's cousin Kofi invited her to visit him in Accra.
F	The bus crossed three borders.
G	The driver started to change the tyre.
H	At six in the morning Amara and her aunt left from the bus station.

Put the cards in order in Worksheet 2.

Source: Cards written for this notebook; they summarise the podcast in F2.

F8 Story language bank

GLOSSARY

Starting	*Have you ever…? / Last summer… / Today I'm going to tell you about…*
Sequencing	*First, … / Then … / Later … / After that … / Finally, … / At last, …*
Background (past continuous)	*It was raining. / We were waiting at the station. / While we were eating, …*
Events (past simple)	*Suddenly, … / Then … / When we arrived, …*
Adverbs of manner	*slowly, carefully, quickly, happily, nervously, politely, heavily*
Reactions	*Oh no! / Wow! / That's amazing! / What a surprise! / How awful!*
Follow-up questions	*What happened next? / How did you feel? / Who was with you? / What did you do then?*
Ending	*In the end… / What did I learn? / So remember…*

Source: Phrase bank written for this notebook.

F9 A respectful traveller's code

TEXT

- **Ask before you take a photo of a person.** Some people don't like it. Don't post photos of children.
- **Learn three words** in the local language: hello, please and thank you.
- **Look at the signs and ask** about clothes and behaviour in places of worship and at ceremonies.
- **Don't touch or feed wild animals.**
- **Leave no litter.** Use a bin or take it with you.
- **Listen more than you talk.** Say «this is different», not «this is strange» or «this is better in my country».

Source: General advice written for this notebook.

Which tip is the most important for you? Add one more tip.

F10 Story map: how to keep an audience interested

DATA

Part	Question	Example (Amara's podcast)
Hook	How do I start so people want to listen?	«Have you ever been stuck on a bus for hours?»
Setting	Who, where, when, how?	Amara and her aunt, a bus from Lagos to Accra, last August.
Problem	What went wrong?	A tyre went flat.
Events	What happened, in order?	The driver changed the tyre. Mama Efua shared oranges.
Feelings	How did I feel?	Hot and worried, then happy.
Ending	How did it end? What did I learn?	They arrived at nine. A hard journey can bring kind people.

Source: Planning table written for this notebook.

ANNEX 3

Student Worksheets

Learning situation 2 · Travel Stories

STUDENTS

WORKSHEET 1 Model travel stories

Session 1

Name: Class: Date:

First do the warm-up quiz on your own. Then read the diary (F1) and listen to the podcast (F2): your teacher reads it aloud, so keep your book closed.

1 Warm-up quiz. Tick the correct answer.

Yesterday we ___ to the airport by taxi.
☐ go ☐ went ☐ goes

While I ___ a book, the train stopped.
☐ read ☐ was reading ☐ reading

She ___ the bus, so she walked to school.
☐ missed ☐ miss ☐ was missing

We were waiting ___ it started to rain.
☐ when ☐ while ☐ so

The driver drove ___ because the road was wet.
☐ slow ☐ slowly ☐ slowing

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

	T	F
Jasmine's family travelled by plane.	☐	☐
It was raining at the border.	☐	☐
Jasmine's dad was holding the passports.	☐	☐
A police officer found Jasmine's backpack.	☐	☐
Jasmine's brother fell asleep while they were eating.	☐	☐
They arrived in Kuala Lumpur in the morning.	☐	☐

3 Listening 1. Listen to Amara's podcast. Tick the correct answer.

Amara lives in ___.
☐ Accra ☐ Lagos ☐ Cape Town

Kofi is Amara's ___.
☐ cousin ☐ teacher ☐ neighbour

The problem on the bus was ___.
☐ a flat tyre ☐ the weather ☐ a lost ticket

Mama Efua ___.
☐ drove the bus ☐ shared oranges and taught a greeting ☐ took photos

At the end Amara felt ___.
☐ angry ☐ bored ☐ tired but happy

4 **Look at F1 again. Find examples.**

Find in F1	Examples
3 verbs in the past simple	
2 verbs in the past continuous	
3 linkers (First, Then…)	
1 adverb of manner	

WORKSHEET 2 Put the story in order

Session 2

Use the story cards (F7) and the language bank (F8). Remember Amara's podcast!

1 **Put the eight cards in order. Write the letter of the card (A-H) in the right place.**

Order	Card
1	
2	
3	
4	
5	
6	
7	
8	

2 **Complete the story with the linkers: Then · Later · Suddenly · After that · Finally.**

First, Kofi invited Amara to Accra. _____ , Amara and her aunt left at six in the morning. _____ , the bus crossed three borders. _____ , a tyre went flat. _____ , the driver changed the tyre and the bus continued. _____ , they arrived in Accra at nine.

3 **Past -ed endings. Say the verbs aloud and write them in the right column: walked · stopped · decided · waited · played · laughed · needed · shared · arrived · helped.**

/t/ (walked)	/d/ (played)	/ɪd/ (wanted)

4 **Choose four cards and retell this part of the story in your own words (50-60 words). Use linkers.**

WORKSHEET 3 Past simple or past continuous?

Session 3

Think about the diary (F1) and the podcast (F2): what was happening in the background and what happened suddenly?

1 **Complete the story with the past simple or the past continuous of the verbs in brackets.**

Last Saturday I _____ (travel) to Valencia by train. While I _____ (read) a book, the train _____ (stop) suddenly. Everybody _____ (look) out of the window. It _____ (rain) and the driver _____ (talk) on the radio. We _____ (wait) for twenty minutes and then the train _____ (start) again.

2 **Choose when or while.**

I was sleeping ___ the bus arrived.
☐ when ☐ while

___ we were waiting, it started to rain.
☐ When ☐ While

She dropped her phone ___ she was getting off the train.
☐ when ☐ while

___ I opened the door, the dog ran out.
☐ When ☐ While

3 Is each sentence from F1 background (B, past continuous) or a main event (E, past simple)? Write B or E.

Sentence	B or E
It was raining heavily.	
A police officer found my backpack.	
Mum was looking for the tickets.	
We arrived in Kuala Lumpur.	
My brother was sleeping.	

4 Think of a real or imaginary journey. Write five sentences: two with the past continuous (background), two with the past simple (events) and one with when or while. Use two adverbs of manner.

WORKSHEET 4 Tell me more! Session 4

Prepare a one-minute story about a real or imaginary journey. Your partner will react and ask follow-up questions. Use F8 and F10.

1 Follow-up questions. Complete the dialogue with: Where · Who · What · How.

B: _____ did you go?

A: To Cork, in Ireland.

B: _____ did you go with?

A: With my cousins.

B: _____ was the best moment?

A: The boat trip.

B: _____ did you feel when it started to rain?

A: A bit nervous, but it was fun.

2 **Plan your story with the story map (F10).**

Part	My story
Hook	
Setting	
Problem	
Events	
Feelings	
Ending	

3 **Tell your story to your partner. Then swap roles. Tick what you did.**

- ☐ I started with a hook.
- ☐ I used linkers (First, then, finally…).
- ☐ I used the past continuous for background.
- ☐ I reacted to my partner's story (Oh no! Wow!).
- ☐ I asked at least two follow-up questions.
- ☐ I asked for repetition when I did not understand.

4 **Write one thing your partner did well and one question you still have about the story.**

WORKSHEET 5

What happened to Elena?

Session 5

Mediation. Ms Burke, the exchange coordinator at Corrib Community School, was not in the chat and has not seen the tickets, the alert or the messages. Use F3-F6 to understand what happened and tell the story clearly for the school newsletter.

1 **Select the key information. Complete the table (plan in F4, reality in F3, F5 and F6).**

Event	Plan (F4)	What really happened
Departure from Madrid	07:40	
Arrival in Dublin	09:15	
Bus to Galway	11:30	
Arrival in Galway	14:15	
Causes of the delay	—	

2 **Write a short news item for the newsletter: «The Spanish group arrives after an adventurous journey» (70-90 words). Use past tenses and linkers. Explain why the group was late, what happened in order and when they arrived. Don't copy the messages!**

3 **Check your mediation. Tick what you did.**

- ☐ I told the events in the right order.
- ☐ I explained the causes (wind, missed bus, tree).
- ☐ I gave the correct times.
- ☐ I used past simple and past continuous.
- ☐ I used linkers and my own words.

WORKSHEET 6

Draft and review

Session 6

Write your diary entry or podcast script in the template (Annex 4). Then check a draft, swap stories with another team and review them.

1 **Language detective. This draft has five mistakes. Find them and write the correct sentences. «Last summer we visit Lisbon. We was waiting for the tram when it started to rain. Suddenly, a man shout: Run! We ran quick to a café. While we was drinking hot chocolate, the rain stopped.»**

2 **Peer review. Tick what the other team's story does well.**

- [ ] It has a hook that makes me want to read or listen.
- [ ] The events are in a clear order with linkers.
- [ ] It uses the past simple and the past continuous correctly.
- [ ] It includes feelings and an ending.
- [ ] It follows the traveller's code (F9): respectful and without stereotypes.
- [ ] For a podcast: it has a sound effect or a question for the audience.

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

WORKSHEET 7

Individual challenge: rebuild a story

Session 7

Work on your own. Read the fragments of Marco's trip and tell the story.

1 **Fragments. Ticket: train Seville → Madrid, 09:00, seat 5B. Message 08:40 from Marco: «Dad forgot the tickets at home!» Message 09:05: «The train left. We missed it.» Itinerary: next train at 10:30. Message 10:20: «We're having juice in a café while we wait.» Message 13:15: «In Madrid! Hungry but happy.» Write Marco's story (80-100 words). Use the past simple and the past continuous, at least four linkers and one reaction.**

2 **Which resource helped you most to tell better stories in this unit (the story map, the language bank, a partner, recording yourself, a dictionary)? Explain with an example.**

ANNEX 4

Final Product Template

Learning situation 2 · Travel Stories

STUDENTS

Name: Class: Date:

Our travel diary or podcast episode. Circle your format: DIARY / PODCAST. Remember: hook, events in order, background, feelings and an ending.

Title, audience and hook

Title of the story, who it is for and your first sentence (a question or a surprise).

Setting

Who, where, when, how did you travel?

Problem

What went wrong?

What happened (in order)

Use linkers: first, then, later, suddenly, finally. Use the past simple.

Background and details

Past continuous: weather, what people were doing.

Feelings and reactions

How did you feel? Adverbs of manner.

Ending and lesson

How did it end? What did you learn?

Respect check

One way your story follows the traveller's code (F9).

Sketch of the route or sound effects

Draw the route or list the sounds for a podcast.

ANNEX 5

Useful Language & Final Check

Learning situation 2 · Travel Stories

STUDENTS

Name: Class: Date:

Functions and model sentences

Starting a story	Have you ever been stuck on a bus? Last summer I…
Narrating events	A tyre went flat and everybody got off the bus.
Describing the background	It was raining and we were waiting at the station.
Sequencing	First, … Then … After that … Finally, …
Reacting	Oh no! / Wow! / What a surprise!
Asking follow-up questions	What happened next? How did you feel?

Grammar in context

Past simple (regular / irregular)	We arrived at nine. I went, took, saw, felt.
Past continuous	It was raining. We were waiting. Was he sleeping?
when / while	While we were waiting, it started to rain. I was sleeping when the bus arrived.
Adverbs of manner	slowly, carefully, happily, politely, heavily
Linkers	First, then, later, after that, suddenly, finally, at last

Vocabulary bank

Travel and transport: journey, ticket, platform, gate, border, luggage, delay, flight, ferry

Places: station, airport, coach station, hotel, host family, campsite

Journey problems: miss, delay, flat tyre, lost, stuck, strong wind, fallen tree

Feelings: nervous, worried, excited, relieved, tired, proud

Pronunciation tips

- Past -ed: /t/ walked, stopped; /d/ played, arrived; /ɪd/ wanted, waited.
- Stress the surprise: A tyre went **flat**! Suddenly, **BANG**!
- Chunk your story into short groups: «While the driver was working | an older lady shared her oranges.»

When I get stuck (clarify & repair)

Sorry? | Can you repeat that, please? | What happened next? | Do you mean…? | How do you say … in English? | Can you speak more slowly?

Final check before you hand in: Travel diary or podcast episode

- [ ] The story has a hook, events in order and an ending.
- [ ] We use linkers (first, then, later, suddenly, finally).
- [ ] Completed events are in the past simple; the background is in the past continuous.
- [ ] We use was / were with the -ing form and -ed or irregular forms correctly.
- [ ] We use at least two adverbs of manner and two feelings.
- [ ] We use when or while at least once.
- [ ] The story is respectful and follows the traveller's code.
- [ ] We checked spelling and irregular verbs with the toolkit.

ANNEX 6

Printable Rubric

Learning situation 2 · Travel Stories

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Travel diary or podcast episode**. 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 story has a hook, clear events in order, background, feelings and an ending; it keeps the audience interested from start to finish.	The story is clear and has most parts (hook, events, ending); it is interesting for the audience.	Some parts are missing or unclear; the story is hard to follow in places.	The story is not clear; there is no order or ending.	
Organisation & language	Clear order with varied linkers; past simple and past continuous used correctly with when / while; adverbs of manner; very few errors.	Clear order with linkers; past tenses mostly correct; a few errors that do not stop understanding.	Linkers are repeated or missing; frequent errors with past forms and was / were sometimes affect understanding.	Hard to follow; errors with past forms often stop understanding.	
Interaction / delivery	In the pair story I speak clearly, react to my partner and ask or answer follow-up questions naturally.	I tell my story with a few reactions and at least two follow-up questions or answers.	I need prompts to react or to ask follow-up questions; I read most of my story.	I rarely speak or I only read without reacting to my partner.	
Mediation & audience	The documents become an accurate, connected story for the newsletter reader: cause, order of events and arrival time are all correct and in my own words.	The main events and times are clear, with a small omission or a copied phrase.	Some information is missing, in the wrong order or copied from the messages.	The documents are copied or the story changes the facts.	
Intercultural / ethical use	The places and people are shown respectfully and as individuals; my story follows the traveller's code and avoids stereotypes.	Respectful, with simple descriptions of places and people.	Some generalisations («people there are…») need revising.	Uses stereotypes or shows people without respect.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 2 · Travel Stories

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can tell a story in the past with linkers, the past simple and the past continuous.	◯	◯	◯	◯
I can turn tickets, messages and alerts into a clear account for another person.	◯	◯	◯	◯
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 · Travel Stories

STUDENTS

Name: Class: Date:

Extra help: a timeline, a verb bank, a model story and a short transcript of the podcast.

Verb bank (past simple)

- go → **went** · take → **took** · see → **saw**
- get → **got** · find → **found** · feel → **felt**
- eat → **ate** · fall → **fell** · lose → **lost**
- arrive → **arrived** · stop → **stopped** · help → **helped**

Audio transcript (extract of F2)

«A tyre went flat. The driver stopped on the side of the road and everybody got off. **While** the driver **was working**, an older lady **shared** her oranges with us.»

1 **Complete the timeline of the podcast: write each sentence in the table next to the right linker. Sentences: Amara and her aunt left at six. · A tyre went flat. · The bus arrived in Accra. · The bus crossed three borders.**



Linker	What happened
First	
Then	
Suddenly	
Finally	

2 **Model story. Complete it with the verbs from the verb bank: went · took · saw · felt · found · lost.**

Last winter we _____ to Edinburgh by train. First, we _____ a taxi to the station. While we were waiting, I _____ my gloves. I _____ very cold! Then a kind man _____ them on a bench, and I was happy. In the end we _____ a beautiful castle.

3 **Write a short story (40-50 words) about a journey with the timeline: first, then, suddenly, finally.**

ANNEX 9

Extension

Learning situation 2 · Travel Stories

STUDENTS

Name: Class: Date:

The same journey, another point of view

Every journey has more than one story. Choose one person from the Galway trip (Aoife, Siobhán, Mr Navarro or the bus driver) and **retell the same events** from their point of view, as a diary entry or a short podcast script.

Steps

1. Choose a character and think: What did this person know and feel at each moment?
2. Complete the comparison table with Elena's version and your character's version.
3. Write the new version (100-120 words) in the first person, with past tenses, linkers and feelings.
4. Read it aloud to a classmate: which details are different from Elena's story?

1 **Compare the two points of view.**

Moment	Elena felt / saw...	My character felt / saw...
At the departures screen		
When the bus stopped		
At the end of the journey		

What to hand in

The comparison table and the new story (100-120 words), with one sentence that explains how the point of view changes the story.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 2 · Travel Stories

TEACHER

Worksheet 1

1. Quiz: went; was reading; missed; when; slowly.
2. F (by train); T; T; T; T; F (at four o'clock, in the afternoon).
3. Listening 1 (see script): Lagos; cousin; a flat tyre; shared oranges and taught a greeting; tired but happy.
4. Examples (accept any correct ones). Past simple: got up, went, took, changed, started, realised, felt, found, thanked, crossed, ate, fell, arrived. Past continuous: were waiting, was holding, was looking, were eating. Linkers: First, then, Suddenly, After that, At last, Luckily. Adverbs: heavily, politely, slowly.

Worksheet 2

1. Order: 1 E; 2 H; 3 F; 4 D; 5 G; 6 B; 7 A; 8 C.
2. Then; Later; Suddenly; After that; Finally.
3. /t/: walked, stopped, laughed, helped. /d/: played, shared, arrived. /ɪd/: decided, waited, needed.
4. Open answer. Model: «First, the bus crossed three borders. Suddenly, a tyre went flat and everybody got off the bus. While the driver was changing it, Mama Efua shared her oranges. Finally, the bus arrived in Accra and Kofi was waiting.» Check the order and the linkers.

Worksheet 3

1. travelled (travelled / traveled in US spelling); was reading; stopped; looked; was raining; was talking; waited; started.
2. when; While; while; When.
3. B; E; B; E; B.
4. Open answer. Check the use of was / were + -ing for background, past simple for events, when / while and two adverbs of manner. Model: «The sun was shining and we were walking slowly. Suddenly, a dog ran across the path. We stopped quickly. While we were looking at it, the owner arrived.»

Worksheet 4

1. Where; Who; What; How.
2. Open answer. Check that every part of the story map has information (hook, setting, problem, events, feelings, ending).
3. Self-assessment: open; use it as oral evidence of criteria 2.1 and 3.1.
4. Open answer. Model: «Your hook was great, but I want to know what you did after the storm.»

Worksheet 5

1. Table: Departure 07:40 → 09:40 (two hours late because of strong wind in Dublin). Arrival in Dublin 09:15 → about 11:15 (the group landed at about 11:20). Bus 11:30 → missed it; new bus at 13:00 (new tickets bought by Mr Navarro). Arrival in Galway 14:15 → 16:15 (the bus stopped for 30 minutes because a tree was across the road). Causes: wind warning, late flight, missed bus, tree on the road.
2. Model (about 80 words): «The Spanish group from 2.º B arrived in Galway at 4.15 p.m., two hours late. A yellow wind warning delayed their plane in Madrid until 9.40. When they landed, they had already missed the 11.30 bus, so their teacher, Mr Navarro, bought new tickets for the 1 p.m. bus. Then, while the bus was driving to Galway, a fallen tree blocked the road for half an hour. Finally, the students met their host families. Everybody was tired but happy!»
3. Self-check: open. A good account has the correct order, causes, times and own words.

Worksheet 6

1. Corrected draft: visited; were waiting; shouted; quickly; were drinking.
2. Peer review: open. Stars and wishes should refer to concrete parts of the story (e.g. «Your hook is a good question»; «Add a linker between these events»).
3. Open answer: two stars and one wish that refer to the story.

Worksheet 7

1. Model story (about 90 words): «Marco and his dad were going to Madrid by train. At 8.40 Marco wrote: Dad forgot the tickets at home! They ran to the station, but the 9 o'clock train left without them. Oh no! After that, they bought new tickets for the 10.30 train. While they were waiting, they were having juice in a café, and they felt calmer. Finally, they arrived in Madrid at 1.15. They were hungry, but they were happy.» Accept any logical reading of the fragments, but check the order, the times and the past tenses.
2. Open answer. Model: «The story map helped me because I knew the parts of a story before I wrote.»

Support (Annex 8)

1. Timeline: First, Amara and her aunt left at six. Then, the bus crossed three borders. Suddenly, a tyre went flat. Finally, the bus arrived in Accra.
2. went; took; lost; felt; found; saw.
3. Open answer following the timeline.

Extension (Annex 9)

1. Open answer. Model for Aoife: «I was waiting at the coach station with a big sign for two hours… I was nervous because the bus was late. Then I saw Elena!» Check first person, past tenses, linkers, feelings and a point of view that is different from Elena's.

Listening script · Worksheet 1 · The Bus to Accra (Listening 1)

Read the podcast in F2 twice, at a natural speed, with a pause at the sound effect. Students keep their books closed (F2 is in the Input Pack for reading afterwards).

«Hello, travellers! Welcome to Backpack Stories, the podcast about our journeys. I'm Amara, I'm thirteen and I live in Lagos, in Nigeria. Have you ever been stuck on a bus for hours? Today I'm going to tell you about my longest day. [bus engine] Last August my cousin Kofi invited me to visit him in Accra, in Ghana. At six in the morning my dad took me to the bus station, and my aunt Ngozi travelled with me. The bus was full and the air conditioning wasn't working, but I was excited! For most of the day everything went well. We crossed three borders, and I was listening to music while the other passengers were sleeping. Then, suddenly, there was a loud noise: BANG! A tyre went flat. The driver stopped on the side of the road and everybody got off. It was very hot. While the driver was working, an older lady, Mama Efua, shared her oranges with us. She also taught me a greeting in Twi: «Akwaaba», it means «welcome». After an hour, the bus continued. Finally, at nine in the evening, we arrived in Accra. Kofi was waiting for me with a big smile. I was very tired, but I was very happy. What did I learn? A long journey can be difficult, but you can meet kind people. So remember: always say hello, and ask before you take a photo of someone! This was Backpack Stories. See you next week!»

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40-45 minutes each. In session 4 allow two rounds of one minute per pair, then swap partners. Leave 15 minutes in session 7 for the individual task.
- Mediation (Worksheet 5): the aim is a coherent account in the student's own words, not a list of messages. Students may discuss in Spanish, but the news item is in English. Value the use of cause (because / so), order and times.
- Intercultural and rights note: the stories are fictional. Use the code in F9 to talk about respectful travel, and remind students not to publish photos or names of real people. If a student has no travel experience, they can invent the journey or use the Galway story.
- Time zones: Ireland is one hour behind Spain (F4). You can use this to check the times (departure 09:40 in Madrid, landing about 11:15 in Dublin).

Likely errors

- Was / were: «We was waiting», «they was sleeping».
- Past simple forms: «go → goed», «We visit Lisbon last summer».
- Adding -ed after did or to the wrong verb: «He didn't stopped».
- Adjective instead of adverb: «We ran quick», «He drove slow».
- Overusing «and then» and forgetting other linkers; mixing the order of when / while.
- Copying sentences of the messages in the mediation instead of writing a connected story.

Accepting alternative answers

- Accept any answer that communicates the meaning clearly and uses the tense correctly, even with small spelling errors.
- In the mediation and in the stories, accept different wordings and different perspectives if the facts, the order and the times are correct.
- Accept American spelling (traveled) if it is used consistently.

03

SITUACIÓN DE APRENDIZAJE

Food Without Borders

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can food help us communicate across cultures without simplifying cultures to one dish?

CURSO 2.º ESO	SESIONES 7 sesiones	BLOQUES DE SABERES A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5, CE6	PRODUCTO FINAL Intercultural food festival	CRITERIOS DE EVALUACIÓN 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 5.1, 6.1, 6.2

Contexto, reto y producto final

El instituto (ficticio) *Río Verde* celebra su Semana Intercultural y cada clase de 2.º ESO monta un puesto en el **Intercultural Food Festival**. El comité organizador pone una condición: ningún puesto puede reducir un país a «un plato». Cada equipo debe presentar un plato como **ejemplo de una familia o de una comunidad**, mostrar al menos dos versiones, indicar los alérgenos y añadir una nota *«Did you know?»* sin estereotipos. La pregunta del reto es: *«How can food help us communicate across cultures without simplifying cultures to one dish?»*

El alumnado analiza recetas sin cocción y sus rasgos de género (imperativos, orden, cantidades), practica el vocabulario y la pronunciación de cocina en un taller con **listening**, reconstruye una receta desordenada solo a partir del texto, compara platos y perfiles ficticios con comparativos y superlativos, y realiza una tarea de **mediación**: explicar una receta a una persona voluntaria que lee poco inglés mediante una secuencia visual y explicando términos desconocidos. Después diseña el puesto y el menú, ensaya el diálogo con clientes de necesidades distintas, realiza la simulación del festival y reflexiona sobre los estereotipos con una tarea individual final.

Reto comunicativo

Run a stand at the Intercultural Food Festival: present one dish as an example (with two versions), explain how to make it, inform about allergens and talk to customers politely, without stereotypes.

Producto final

Intercultural food festival.

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.

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.
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.
C5	Estrategias básicas de detección y actuación ante usos discriminatorios del lenguaje verbal y no verbal.

Language Toolkit · concreción didáctica

Communicative functions
describing food and recipes; giving instructions; comparing tastes/habits; ordering and recommending

Grammar in context
imperatives; sequence adverbs; countable/uncountable review; comparatives/superlatives; some/any/much/many review

Vocabulary
ingredients; cooking verbs; taste and texture; food traditions

Pronunciation / phonology
word stress in cooking verbs; imperative rhythm; polite recommendation intonation

Mediation focus
Convert recipe steps into a visual/oral explanation and clarify unfamiliar ingredient terms.

Intercultural focus
Treat dishes as examples from communities, not as definitive representations of a nation.

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 recipes and short cultural notes.
- Give clear instructions in sequence.
- Compare dishes using appropriate language.
- Interact at a food stand.
- Recognise that food traditions are diverse within countries and communities.

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 recipes and identify genre features

Evidence: Worksheet 1: diagnóstico, comprensión de dos recetas (F1, F2) y análisis de los rasgos del género receta (imperativos, secuenciadores, cantidades).

Worksheet: Annex 3 · 1

2

SESSION 2

Vocabulary/pronunciation cooking lab

Evidence: Worksheet 2: verbos de cocina, listening 1 (Noor prepara una ensalada de fruta) y clasificación de palabras según el acento.

Worksheet: Annex 3 · 2

3

SESSION 3

Follow and reorder a no-cook recipe from text only

Evidence: Worksheet 3: reordenación de una receta desordenada (F3) solo a partir del texto, secuenciadores, cantidades (much/many/some/any) y adaptación de la receta.

Worksheet: Annex 3 · 3

4

SESSION 4

Compare fictional food preferences and regional variations

Evidence: Worksheet 4: comparativos y superlativos con los datos de F7, recomendaciones para perfiles ficticios (F6), comparación lingüística de palabras de cocina y reflexión sobre «un plato, muchas versiones».

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: explain a recipe to a partner using a visual sequence

Evidence: Worksheet 5: mediación de la receta del dip (F1): secuencia visual de cinco pasos, explicación de términos desconocidos y explicación oral a un compañero.

Worksheet: Annex 3 · 5

6

SESSION 6

Design festival stand/menu and rehearse interactions

Evidence: Worksheet 6: plan del puesto y del menú (Anexo 4), diálogo de venta ensayado con tarjetas de clientes (F9) y revisión por pares.

Worksheet: Annex 3 · 6

7

SESSION 7

Run the festival simulation and reflect on stereotypes

Evidence: Simulación del festival y Worksheet 7: mensaje individual con recomendación y receta sencilla, y respuesta a un comentario estereotipado.

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 los datos de las recetas, notas culturales y perfiles (F1, F2, F5, F6) y del listening de Noor.	Worksheets 1 y 2 / lista de comprobación
1.2	Uso de estrategias para comprender un texto sin apoyo visual (inferir el orden por los conectores y los verbos, apoyarse en F4 y F10) y para seleccionar información de la tabla F7.	Worksheets 3 y 4 / observación
2.1	Presentación oral del puesto: descripción del plato y sus versiones, explicación de los pasos con imperativos y secuenciadores y pronunciación comprensible de los alimentos.	Simulación del festival (sesión 7) / rúbrica
2.2	Redacción del plan del puesto, del menú y del mensaje individual: imperativos, secuenciadores, cantidades y comparativos adecuados a una persona destinataria.	Anexo 4 y Worksheet 7 / rúbrica
3.1	Interacción en el puesto con clientes de necesidades distintas: ofrece, recomienda, pregunta por ingredientes y alérgenos y responde con cortesía.	Worksheet 6 y simulación / observación sistemática
4.1	Explicación a una persona voluntaria de una receta mediante una secuencia visual y definición sencilla de términos como grate o drain, sin traducir palabra por palabra ni omitir pasos.	Worksheet 5 / rúbrica de mediación
5.1	Comparación de palabras de cocina entre inglés y español (tortilla, pepper, chips, biscuit, salsa) y reflexión sobre cómo cambian los significados entre lenguas y variedades.	Worksheet 4 (tarea 3) / lista de comprobación
6.1	Respeto de las necesidades alimentarias (alergias, veganismo, vegetarianismo, creencias) en el diálogo del puesto y rechazo de generalizaciones sobre personas y comunidades.	Worksheets 6 y 7 / rúbrica
6.2	Presentación de un plato como ejemplo de comunidades con varias versiones y reconocimiento de la diversidad dentro de un mismo país (notas F5, perfiles F6).	Anexo 4 (bloques «Our dish» y «Did you know?») y Worksheet 4 / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The stand clearly presents one dish with two versions, a simple method, ingredients, allergens and a «Did you know?» note; a visitor understands everything without help.	The stand presents the dish, its ingredients and a method clearly; most information for visitors is included.	The dish is presented, but versions, allergens or steps are missing or unclear.	The stand does not inform visitors; the dish or the method is unclear.
Organisation & language	Steps are in a clear order with sequence words; imperatives, quantities (much / many / some / any) and comparatives are correct; very few errors.	Clear order and mostly correct imperatives, quantities and comparatives; a few errors do not stop understanding.	Steps or ingredients are mixed up; frequent errors with quantities or comparatives sometimes make reading difficult.	Hard to follow; errors often stop understanding.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Interaction / delivery	At the stand I greet, offer, recommend and answer questions about ingredients and allergens politely, and repair misunderstandings naturally.	I greet, offer and answer most questions; I use some clarification phrases.	I need prompts to offer or to answer questions about ingredients; I read most of my lines.	I rarely speak or I only read from paper.
Mediation & audience	The recipe is explained with a clear visual sequence and simple words; difficult terms are explained for a beginner and no step is missing or added.	The main steps and terms are explained clearly, with one small omission.	Some steps or terms are unclear, translated word by word or missing.	The recipe is copied or the steps change the meaning.
Intercultural / ethical use	The dish is shown as an example from communities, with different versions; allergens and food needs are respected; sources are credited; no stereotypes.	Respectful and informative, with a simple comparison of versions.	Some generalisations («people in… eat…») or missing sources need revising.	Uses stereotypes or ignores food needs and allergens.

Input Pack y recursos

Recipes, ingredient cards, short cultural notes, menu models, customer role cards and source record.

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 recipe, sequencing cards, quantity support and model stand phrases.

Extension

Anexo 9

Research through curated sources how one dish varies by region/community and present the differences.

ANNEX 1

Challenge Launch

Learning situation 3 · Food Without Borders

STUDENTS

Welcome to the Intercultural Food Festival! Last year a visitor looked at a taco and said: «So this is what everybody in Mexico eats every day!» The committee wants to change that. This year every stand must show a dish as one example from a family or community, with two versions, and keep every visitor safe and happy: vegetarians, vegans and people with allergies. You will read recipes, practise cooking verbs, explain instructions, compare dishes and talk to customers. Are you hungry for English?

> *How can food help us communicate across cultures without simplifying cultures to one dish?*

Your challenge

Run a stand at the Intercultural Food Festival: present one dish as an example (with two versions), explain how to make it, inform about allergens and talk to customers politely, without stereotypes.

Audience: Festival visitors: students, families and teachers, including people with food needs and people learning English.

What you will create

Intercultural food festival

Roadmap · 7 sessions

1. We analyse two recipes and their features.
2. We practise cooking verbs and word stress.
3. We reorder a no-cook recipe from the text.
4. We compare dishes and recommend them.
5. We explain a recipe with pictures.
6. We design our stand and rehearse dialogues.
7. We run the festival and reflect on stereotypes.

Success criteria

- ✓ I can understand recipes and menus.
- ✓ I can give instructions in order.
- ✓ I can compare dishes and recommend one.
- ✓ I can talk to customers about allergens.
- ✓ I can say that a dish is an example, not a whole country.

Working together

- Safety first: ask an adult for help with knives and graters.
- Never guess what a person can eat: ask politely.
- Say «different», not «strange», about a dish.

ANNEX 2

Input Pack

Learning situation 3 · Food Without Borders

STUDENTS

Everything you need for the festival: two recipes, a mixed-up recipe, ingredient cards, cultural notes, student profiles, a comparison table, a menu model, a customer dialogue with role cards and a cooking word bank.

F1 Recipe A: cucumber and yoghurt dip

TEXT

Many families make a cold dish of yoghurt and cucumber, and it has different names: *tzatziki* in Greece, *cacık* in Türkiye and *raita* in India and Pakistan. Every family has its own version. This is a simple one.

Ingredients

- 1 cucumber
- 300 g plain yoghurt
- 1 small garlic clove
- 1 tablespoon of olive oil
- a pinch of salt
- some fresh mint (optional)

Method

1. **First**, wash the cucumber and grate it. Drain the water in a sieve.
2. Peel the garlic clove and chop it very finely.
3. **Then** put the yoghurt in a bowl. Add the cucumber and the garlic.
4. Stir well. **Next**, add the salt and a little olive oil.
5. Chop the mint and sprinkle it on top.
6. **Finally**, leave the dip in the fridge for 20 minutes. Serve it with bread or raw vegetables.

Allergy note: contains milk. **Variations:** some cooks use dill or lemon juice instead of mint; for a plant-based version, use soya yoghurt. Ask an adult to help you with the grater.

Source: Original recipe written for this notebook (serves 4 · 15 minutes · no cooking). Cold yoghurt and cucumber dishes exist in many places; this is one simple version.

Find the title, the quantities, the imperatives and the sequence words. Why does the recipe say «Allergy note»?

F2 Recipe B: tomato toast

TEXT

In many parts of Spain people eat bread with tomato for breakfast or as a snack. In Catalonia it is called *pa amb tomàquet*; in other places, *pan con tomate*.

Ingredients

- 4 slices of bread
- 2 ripe tomatoes
- 1 garlic clove (optional)
- some olive oil
- a pinch of salt

Method

1. **First**, toast the bread.
2. Cut the tomatoes in half. Rub the cut side on the bread, or grate the tomatoes and spread them.
3. If you like garlic, rub a clove on the hot bread **before** you add the tomato.
4. **Finally**, add some olive oil and a pinch of salt.

Variations: some families add ham or cheese; others eat it plain. **Allergy note:** contains gluten (bread).

Source: Original recipe written for this notebook (serves 2 · 10 minutes). Tomato toast is common in many parts of Spain and every family does it a little differently.

What is different in your family's version? Which ingredient is optional?

F3 Recipe C: fresh tomato salsa (the steps are in the wrong order)

DATA

Card	Step
A	Add the lime juice and a pinch of salt.
B	Chop the tomatoes into small pieces.
C	Wash the tomatoes, the chilli and the coriander.
D	Mix everything gently with a spoon.
E	Chop the onion, the coriander and the chilli very finely. Wash your hands after touching the chilli!
F	Put the tomatoes in a big bowl.
G	Leave the salsa in the fridge for 15 minutes.
H	Serve it with bread or tortilla chips.

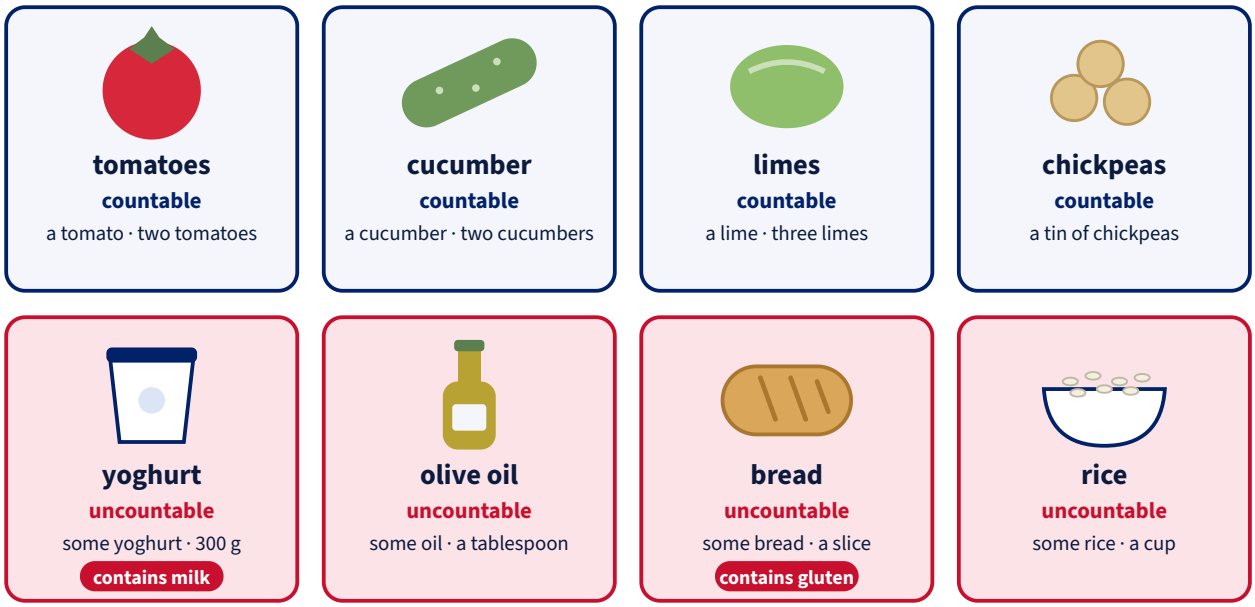
Ingredients: 4 ripe tomatoes · half a red onion · 1 small green chilli (optional) · 1 lime · a handful of fresh coriander · a pinch of salt.

Source: Original recipe written for this notebook (serves 4 · 20 minutes · no cooking). Many people in Mexico and other countries make fresh tomato salsa, each with their own version.

You can't see the numbers: use the verbs and the logic of the recipe to find the order.

F4 Ingredient cards: countable and uncountable

DIAGRAM



Source: Illustrations created for this notebook.

Blue cards: you can count them (many). Red cards: you can't count them (much). Which ingredients can cause an allergy?

F5 Short cultural notes

TEXT

1 · One idea, many names. Cold yoghurt dishes with cucumber are made in Greece (*tzatziki*), Türkiye (*cacık*), India and Pakistan (*raita*) and in many other places. They are similar, but the herbs, the spices and the texture change from family to family.

2 · One kind of dish, many versions. Rice dishes are popular all over the world. In Valencia (Spain) people make *paella*; jollof rice is popular in many countries in West Africa, such as Nigeria, Ghana and Senegal; and in the south of India many families make lemon rice. Even inside one country, every family cooks it in its own way.

3 · A dish is not a country. A country has many communities and many dishes. When we present a dish at the festival we say: «This is **one example** from…». We don't say: «This is what people in … eat.»

4 · People choose their food for different reasons. Some people follow religious food rules (for example, halal or kosher food), some are vegetarian or vegan, some have allergies and some just don't like a taste. Never guess: **ask politely** and read the ingredients.

Source: General information written for this notebook; it simplifies and gives examples, not complete descriptions.

Which note helps you avoid stereotypes? Which sentence will you use at your stand?

F6 Student profiles: favourite dishes at home

DATA

Student	Family background	Favourite dish at home	How the family makes it	Doesn't eat
Priya (13)	Born in Zaragoza; her family comes from Kerala, India	Lemon rice	With peanuts, curry leaves and a little green chilli	Meat (vegetarian)
Kwame (12)	Lives in Madrid; his family comes from Ghana	Jollof rice	In a big pot, with tomato and a lot of pepper: it is very spicy	Mushrooms
Lina (13)	Lebanese-Spanish family	Hummus	With a lot of lemon and olive oil on top	Nuts (allergy)
Mateo (12)	His family has always lived in Zaragoza	Tomato toast	With garlic rubbed on the bread and a lot of olive oil	Very spicy food
Elsa (13)	Born in Dublin; lives in Zaragoza	Colcannon (potato and cabbage)	Her version uses olive oil, not butter	Animal products (vegan)

Source: Fictional profiles written for this notebook. The names and families are invented.

Which profile is the closest to your family's food? Which dishes have more than one version?

F7 Five dishes compared

DATA

Dish	Time (min)	Spice (0-5)	Cost per portion (€)	Vegan?	Contains
Tomato toast	10	0	0.80	yes	gluten
Cucumber and yoghurt dip	15	0	1.10	no	milk
Fresh tomato salsa	20	3	0.90	yes	—
Fruit salad	15	0	1.50	yes	—
Hummus wrap	25	1	1.80	yes	gluten, sesame

Spice level: 0 = not spicy at all, 5 = very spicy.

Source: Illustrative data invented for the festival test kitchen of this notebook; they are not real prices or measurements.

F8 Menu model for a stand

DIAGRAM

SUNRISE STAND · MENU

Tomato toast — 2 tokens (V G)
bread, tomato, olive oil

Cucumber and yoghurt dip — 3 tokens (M G)
with bread or carrot sticks

Fruit cup — 2 tokens (V)
mango, banana, lime, mint

V = vegan · G = contains gluten · M = contains milk · Ask us about allergies!

Did you know?

Tomato toast is a popular snack in many parts of Spain. In Catalan it is called pa amb tomàquet. Some families add garlic, ham or cheese; others eat it plain.

This is one example from families in Spain, not the only way to make it.

Sources: family recipes, class notes

Source: Menu board created for this notebook (fictional stand).

What information does a good menu give? Which symbols help customers with allergies?

F9 At the stand: dialogue and customer cards

CASE

Seller: Hello! Welcome to our stand. Can I help you?
Customer: Yes, please. What's this?
Seller: It's tomato toast: bread with tomato, olive oil and a little salt. It's a popular snack in many parts of Spain, and families make it in different ways.
Customer: Is there any meat in it?
Seller: No, there isn't. It's vegan.
Customer: Great! How much is it?
Seller: It's two tokens. Would you like a drink too?
Customer: No, thanks. I'd like a tomato toast, please.
Seller: Here you are. Enjoy!
Customer: Thank you. It's delicious!

Customer cards:

- **Card 1 · Vegan.** You don't eat any animal products. Ask what is in each dish.
- **Card 2 · Nut allergy.** You can't eat nuts. Ask if there are any nuts in the dishes.
- **Card 3 · Spicy lover.** You love spicy food. Ask for the spiciest dish.
- **Card 4 · First time.** You don't know any of the dishes. Ask for a recommendation and ask why.

Source: Dialogue and role cards written for this notebook. The teacher can read the dialogue aloud (listening) before the rehearsal.

Find two ways to offer, two questions about ingredients and one way to recommend.

F10 Cooking lab: word bank

GLOSSARY

peel	take the skin off (peel a mango)
chop	cut into small pieces
slice	cut into thin, flat pieces
grate	rub on a grater to make very small pieces
mix / stir	put things together with a spoon / move them round and round
squeeze	press something to get the juice
spread	put a thin layer on bread
drain	take the water away
a pinch of · a handful of	a very small amount of salt · as much as you can hold in one hand
a slice of · a clove of · a tablespoon of	bread · garlic · oil (units for uncountable and small things)

Source: Word bank written for this notebook.

ANNEX 3

Student Worksheets

Learning situation 3 · Food Without Borders

STUDENTS

WORKSHEET 1 Recipes and their features

Session 1

Name: Class: Date:

First do the warm-up quiz on your own. Then read the two recipes (F1 and F2).

1 Warm-up quiz. Tick the correct answer.

Add ___ salt to the dip.
☐ some ☐ any ☐ many

How ___ yoghurt do we need?
☐ many ☐ much ☐ few

How ___ tomatoes do we need?
☐ much ☐ many ☐ a little

___ the cucumber into small pieces.
☐ Chop ☐ Chopping ☐ You chop

Is there ___ garlic in the dip?
☐ some ☐ a ☐ any

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

	T	F
The cucumber and yoghurt dip is cooked for 20 minutes.	☐	☐
Tzatziki, cacık and raita are cold yoghurt dishes from different places.	☐	☐
You have to grate the cucumber and drain the water.	☐	☐
The dip contains milk.	☐	☐
Tomato toast is only eaten in Catalonia.	☐	☐
Every family makes tomato toast in the same way.	☐	☐

3 Look at F1 again. Find examples of the features of a recipe.

Look for...	Examples from F1
Imperative verbs (3)	
Sequence words (3)	
Quantities (3)	
One countable and one uncountable ingredient	

4 **F1 and F5 say that cold yoghurt dishes have different names in different places. Write one similarity and one difference between versions of the same kind of dish. Don't say which is better.**

WORKSHEET 2 Cooking lab

Session 2

Use the word bank (F10). Then listen to Noor, a young cook: your teacher reads her recipe aloud twice.

1 **Match the cooking verbs with their meanings.**

1 peel	a cut into thin, flat pieces
2 chop	b put a thin layer on bread
3 slice	c take the skin off
4 mix	d press to get the juice
5 squeeze	e cut into small pieces
6 spread	f put things together with a spoon

2 **Listening 1. Noor makes a fruit salad. Tick the ingredients you hear.**

- [ ] mangoes
- [ ] bananas
- [ ] strawberries
- [ ] lime
- [ ] mint
- [ ] sugar
- [ ] yoghurt
- [ ] honey

3 **Listen again. Complete the steps with: wash · peel · chop · squeeze · mix · decorate.**

First, _____ the strawberries. Then _____ the mangoes and the bananas and _____ them into small pieces. Slice the strawberries and put all the fruit in a big bowl. _____ the lime over the fruit and _____ gently. Finally, _____ with mint leaves.

4 **Word stress. Say the words aloud and write them in the right column: yoghurt · garlic · lemon · tomato · banana · ingredient · cucumber · recipe · cinnamon.**

Oo (YOGhurt)	oOo (toMAto)	Ooo (CUcumber)

WORKSHEET 3 Follow the recipe

Session 3

You can't see numbers, pictures or a video: use the verbs and the logic of the recipe. Read Recipe C (F3) and look at the ingredient cards (F4).

1 **Put the eight steps of F3 in order. Write the letter of each card.**

Step	Card
1	
2	
3	
4	
5	
6	
7	
8	

2 **Complete the instructions with: First · Then · Next · After that · Finally.**

_____ , wash the vegetables. _____ , chop the tomatoes. _____ , add the lime juice and the salt. _____ , mix everything gently. _____ , serve the salsa with bread.

3 **Choose the correct word. Look at F4 and F3.**

How ___ tomatoes do we need?
☐ much ☐ many

How ___ olive oil do we need?
☐ much ☐ many

There isn't ___ coriander in the fridge.
☐ some ☐ any

We have ___ lime juice. Let's add it!
☐ some ☐ any

Is there ___ chilli in the salsa?
☐ some ☐ any

4 **A guest doesn't like spicy food. Write a «mild» version: the ingredient list and two steps that change.**

WORKSHEET 4 Compare and recommend

Session 4

Use the table (F7) and the student profiles (F6).

1 **Complete the sentences with the comparative or superlative of the adjective in brackets. Use the data in F7.**

a) The salsa is _____ (spicy) than the dip.

b) The toast is _____ (cheap) than the fruit salad.

c) The hummus wrap is the _____ (expensive) dish.

d) The toast is the _____ (quick) dish to prepare.

e) The wrap is _____ (slow) to make than the salsa.

2 **Recommend one dish from F7 to each customer. Explain why with because.**

Customer (F6)	Best dish	Because...
Priya (vegetarian)		
Kwame (loves spice)		
Lina (nut allergy)		
Elsa (vegan)		

3 **English and Spanish. Explain what each word means in English and in Spanish. Are there any surprises?**

Word	In English it means...	In Spanish it means...
tortilla		
pepper		
chips (UK)		
biscuit (UK)		
salsa		

4 Priya's family makes lemon rice and Kwame's makes jollof rice. Is rice «the» dish of one country? Write two sentences. Use F5 to help you.

WORKSHEET 5 Explain the recipe with pictures

Session 5

Mediation. Mr Hassan is a volunteer at the festival. He reads very little English and wants to prepare the cucumber dip (F1) at your stand. Create a visual recipe card for him and explain the difficult words in simple English. Don't translate word by word!

1 Choose the five most important steps of F1. Draw a small picture (or describe it) and write a short instruction (maximum six words).

Step	Picture (draw or describe)	Short instruction
1		
2		
3		
4		
5		

2 Explain three difficult words of F1 for Mr Hassan in simple English. Add a gesture, a picture or an example.

Word	Simple explanation	Example or picture
grate		
drain		
a pinch of		

3 Explain the recipe to your partner using only your pictures. Then swap roles. Tick what you did.

- ☐ I used the pictures and not the text.
- ☐ I used imperatives and sequence words.
- ☐ I explained a difficult word in a simple way.
- ☐ I mentioned the allergy note (milk).
- ☐ I checked that my partner understood (Do you understand? OK?).

WORKSHEET 6

Our stand

Session 6

Plan your stand with the template (Annex 4). Use the menu model (F8), the dialogue and the customer cards (F9).

1 **Plan your menu. Choose three dishes (at least one must have two versions).**

Dish	Example from… (community / family)	Two versions	Allergens	Price (tokens)

2 **Complete the dialogue with: Can · spicier · any · is · I'd · much · are.**

Seller: Hello! _____ I help you?

Customer: Yes, please. What's this?

Seller: It's fresh tomato salsa. It's _____ than the dip.

Customer: Is there _____ chilli in it?

Seller: Yes, there _____. But we have a mild version too.

Customer: OK, _____ like the mild one, please. How _____ is it?

Seller: Two tokens. Here you _____!

3 **Rehearse in groups of three (seller, customer, observer). The observer ticks what the seller does.**

- ☐ Greets and offers help.
- ☐ Describes the dish in a simple way and says it is one example.
- ☐ Answers questions about ingredients and allergens.
- ☐ Recommends a dish with a reason.
- ☐ Says the price and uses please / thank you.
- ☐ Asks for repetition or checks understanding when needed.

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

WORKSHEET 7

Individual challenge: a message from Ali

Session 7

Work on your own.

1 **Ali (12) writes: «Hi! I'm Ali. I'm vegetarian and I don't like spicy food. What do you recommend at your stand, and why? I want to make it at home: how do I do it?» Write a reply (70-90 words). Recommend one dish with a reason (use a comparative) and explain how to make it in four steps with imperatives and sequence words. Say that it is one example.**

2 **At the festival a visitor says: «So this is what people in Spain eat every morning!» Write what you can say to answer politely and to show that food is not one dish for one country (1-2 sentences).**

ANNEX 4

Final Product Template

Learning situation 3 · Food Without Borders

STUDENTS

Name: Class: Date:

Our festival stand. Write in English. Remember: a dish is one example, not a whole country, and every visitor must know what is in the food.

Stand name and team

Name of the stand and team roles (cook, seller, designer, language checker).

Our dish: one example, two versions

Which community or family? How is it different in each version?

Ingredients and allergens

Quantities (a pinch of, 300 g…) and allergy note.

Method in five steps

Imperatives and sequence words.

Menu board

Draw our menu: dishes, prices (tokens) and symbols (V, G, M).

What we say to customers

Greeting, offer, recommendation with because, price.

Did you know?

One fact without stereotypes («This is one example from…»).

Sources

Where does our information come from? (family, book, class notes)

ANNEX 5

Useful Language & Final Check

Learning situation 3 · Food Without Borders

STUDENTS

Name: Class: Date:

Functions and model sentences

Describing food	It's creamy, fresh and a bit sour.
Giving instructions	First, wash the tomatoes. Then chop them.
Comparing	The salsa is spicier than the dip. The toast is the cheapest.
Asking about ingredients	Is there any milk in it? Does it contain nuts?
Ordering	Can I have a tomato toast, please? I'd like…
Recommending	I recommend the fruit cup because it's fresh.

Grammar in context

Imperatives	Chop the onion. Don't add salt. Wash your hands.
Sequence adverbs	First, then, next, after that, finally
Countable / uncountable	How many tomatoes? How much yoghurt? a slice of bread
some / any	There is some milk. Is there any garlic? There isn't any rice.
Comparatives	spicier than, cheaper than, more expensive than, as quick as
Superlatives	the cheapest, the quickest, the most popular

Vocabulary bank

Ingredients: tomato, cucumber, lime, garlic, yoghurt, olive oil, bread, rice, chickpeas, mint

Cooking verbs: wash, peel, chop, slice, grate, mix, stir, squeeze, spread, drain, serve

Taste and texture: sweet, sour, salty, spicy, creamy, crunchy, fresh, soft

Food traditions: family recipe, version, vegetarian, vegan, allergy, gluten, token, stand

Pronunciation tips

- Word stress: YOGhurt, GARlic, toMAto, baNAna, inGREdient, CUcumber.
- Imperative rhythm: CHOP the TOmato. WASH your HANDS.
- Polite recommendation: a friendly rising tone on «Would you like…?» and a falling tone on the recommendation.

When I get stuck (clarify & repair)

- Sorry, what's … in English?
- Can you say that again, please?
- What does … mean?
- Do you mean…?
- Is there any … in it?
- How do you say … in English?

Final check before you hand in: Intercultural food festival

- [ ] Our dish is shown as one example from a community or family, with two versions.
- [ ] The method is in order with sequence words and imperatives.
- [ ] Quantities are correct (a pinch of, 300 g, some / any, much / many).
- [ ] Allergens are marked clearly on the menu.
- [ ] We use at least two comparatives or one superlative.
- [ ] Our «Did you know?» note has no stereotypes.
- [ ] Our sources are credited (family, book, class notes).
- [ ] We checked spelling of food words with the toolkit.

ANNEX 6

Printable Rubric

Learning situation 3 · Food Without Borders

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Intercultural food festival**. 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 clearly presents one dish with two versions, a simple method, ingredients, allergens and a «Did you know?» note; a visitor understands everything without help.	The stand presents the dish, its ingredients and a method clearly; most information for visitors is included.	The dish is presented, but versions, allergens or steps are missing or unclear.	The stand does not inform visitors; the dish or the method is unclear.	
Organisation & language	Steps are in a clear order with sequence words; imperatives, quantities (much / many / some / any) and comparatives are correct; very few errors.	Clear order and mostly correct imperatives, quantities and comparatives; a few errors do not stop understanding.	Steps or ingredients are mixed up; frequent errors with quantities or comparatives sometimes make reading difficult.	Hard to follow; errors often stop understanding.	
Interaction / delivery	At the stand I greet, offer, recommend and answer questions about ingredients and allergens politely, and repair misunderstandings naturally.	I greet, offer and answer most questions; I use some clarification phrases.	I need prompts to offer or to answer questions about ingredients; I read most of my lines.	I rarely speak or I only read from paper.	
Mediation & audience	The recipe is explained with a clear visual sequence and simple words; difficult terms are explained for a beginner and no step is missing or added.	The main steps and terms are explained clearly, with one small omission.	Some steps or terms are unclear, translated word by word or missing.	The recipe is copied or the steps change the meaning.	
Intercultural / ethical use	The dish is shown as an example from communities, with different versions; allergens and food needs are respected; sources are credited; no stereotypes.	Respectful and informative, with a simple comparison of versions.	Some generalisations («people in… eat…») or missing sources need revising.	Uses stereotypes or ignores food needs and allergens.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 3 · Food Without Borders

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can give instructions in order with imperatives and sequence words.	◯	◯	◯	◯
I can talk to a customer about ingredients, allergens and recommendations.	◯	◯	◯	◯
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 · Food Without Borders

STUDENTS

Name: Class: Date:

Extra help: a picture recipe, sequencing cards, quantity support and model stand phrases.

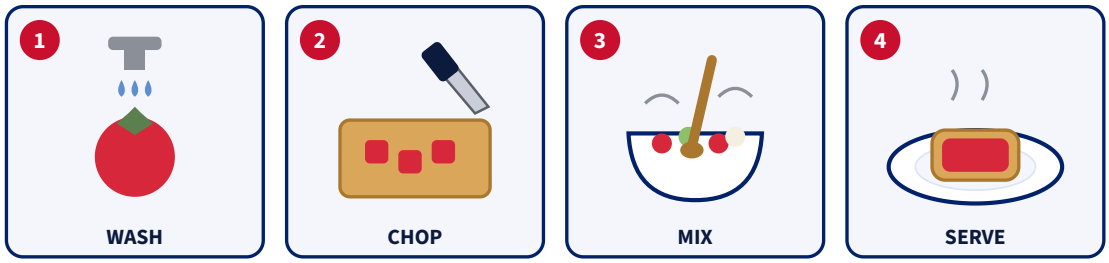
Quantity support

- **Countable** (you can count): a tomato, two tomatoes → **many**, **a few**
- **Uncountable** (you can't count): yoghurt, oil, rice → **much**, **a little**
- **some** = in positive sentences (There is some milk.)
- **any** = in questions and negatives (Is there any milk? There isn't any milk.)

Model stand phrases

- Hello! Can I help you?
- It's … It's got … in it.
- It's one example from…
- Is there any … in it? — No, there isn't. / Yes, there is.
- I recommend … because …
- It's two tokens. Here you are!

1 **Picture recipe. Look at the four pictures and write one instruction under each number. Use: wash · chop · mix · serve.**



_____

_____

_____

2 **Sequencing cards. Number the cards 1-4 to make a recipe.**

_____ Add salt and lime juice.

_____ Chop the tomato.

_____ Wash the tomato.

_____ Mix it and serve it.

3 **Quantities. Complete with much, many, some or any.**

a) How _____ tomatoes do we need?

b) How _____ rice do we need?

c) There is _____ yoghurt in the fridge.

d) Is there _____ garlic in the dip?

e) There aren't _____ limes.

ANNEX 9

Extension

Learning situation 3 · Food Without Borders

STUDENTS

Name: Class: Date:

One dish, many versions

Research how **one kind of dish** changes from region to region and community to community, then present the differences to the class. Start with the flatbreads below and then choose another dish (rice, soup, dumplings, bread…).

E1 Flatbreads: some examples

DATA

Flatbread	Common in	Main ingredient	How it is cooked	Often eaten with
Tortilla (corn)	Mexico and Central America	corn flour (masa)	on a hot flat pan (comal)	beans, vegetables, meat, salsa
Chapati	India, Pakistan and East Africa	wholewheat flour	on a hot flat pan (tava)	curries and vegetables
Injera	Ethiopia and Eritrea	teff flour (fermented)	on a large round pan	stews, shared from one plate
Pitta	the eastern Mediterranean and the Middle East	wheat flour	in a very hot oven; it puffs up	hummus, falafel, salad

Source: General information written for this notebook; there are many more flatbreads and many regional versions. Check other reliable sources.

Steps

1. Choose a kind of dish and find two reliable sources (a book, a museum page, a family member).
2. Complete the comparison table: what is similar? What is different?
3. Prepare a 2-minute presentation with a «This is one example from…» sentence. Use comparatives.
4. Present it to the class and ask them one question.

1 **Source record and comparison.**

Version / place	Source (who wrote it? where?)	Main ingredients	Similar to…	Different from…

What to hand in

The completed table and your 2-minute presentation notes, with at least two credited sources and one «example, not the whole country» sentence.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 3 · Food Without Borders

TEACHER

Worksheet 1

1. Quiz: some; much; many; Chop; any.
2. F (no cooking: it rests in the fridge for 20 minutes); T; T; T; F (it is common in many parts of Spain; Catalonia is an example); F (families make it differently).
3. Model answers. Imperatives: wash, grate, drain, peel, chop, put, add, stir, leave, serve. Sequence words: First, Then, Next, Finally. Quantities: 1 cucumber, 300 g plain yoghurt, 1 tablespoon of olive oil, a pinch of salt. Countable: cucumber / garlic clove; uncountable: yoghurt / olive oil / salt.
4. Open answer. Model: «The three dishes are all cold and made with yoghurt and cucumber, but the names and the herbs are different in each place.» Accept any respectful comparison.

Worksheet 2

1. Match: peel – take the skin off; chop – cut into small pieces; slice – cut into thin, flat pieces; mix – put things together with a spoon; squeeze – press to get the juice; spread – put a thin layer on bread.
2. Listening 1 (see script): mangoes, bananas, strawberries, lime, mint. Not heard: sugar, yoghurt, honey.
3. wash; peel; chop; Squeeze; mix; decorate.
4. Oo: yoghurt, garlic, lemon. oOo: tomato, banana, ingredient. Ooo: cucumber, recipe, cinnamon. (British English stress; accept tomato / banana with second-syllable stress.)

Worksheet 3

1. Order: 1 C; 2 B; 3 F; 4 E; 5 A; 6 D; 7 G; 8 H. (Accept B and F swapped only if E and the following steps remain correct.)
2. First; Then; Next; After that; Finally.
3. many; much; any; some; any.
4. Open answer. Model: «Ingredients: 4 tomatoes, half a red onion, 1 lime, some coriander, a pinch of salt. (No chilli.) Step 4: Chop the onion and the coriander very finely. Step 5: Add the lime juice and the salt; you don't need chilli.» Check imperatives and the logic of the change.

Worksheet 4

1. a) spicier; b) cheaper; c) most expensive; d) quickest; e) slower.
2. Model answers (accept any logical dish with a reason that fits F7). Priya: the dip or the salsa, because they are vegetarian. Kwame: the salsa, because it is the spiciest. Lina: the toast, the salsa or the fruit salad, because they do not contain nuts (the wrap contains sesame, so check the label). Elsa: the toast, the salsa, the fruit salad or the wrap, because they are vegan (not the dip, which contains milk).
3. tortilla: in English a thin flat bread (corn or wheat) / in Spain also a potato omelette (tortilla de patatas); pepper: black pepper or the vegetable (pimienta / pimiento); chips (UK): fried potato sticks (patatas fritas), not the crisps in a packet; biscuit (UK): galleta (not bizcocho); salsa: English: a sauce, usually a spicy tomato sauce / Spanish: any sauce. Accept any answer that shows that meanings are not the same.
4. Open answer. Model: «No, rice is not the dish of one country. Many communities make rice dishes in different ways, even inside one country (F5).»

Worksheet 5

1. Model picture steps: 1 Wash and grate the cucumber. 2 Drain the water. 3 Mix yoghurt, cucumber and garlic. 4 Add salt and oil. 5 Cool it in the fridge. Accept any five logical steps with short instructions.
2. Model explanations. grate: «Rub the cucumber on a grater to make very small pieces» (gesture or picture). drain: «Take the water away: put the cucumber in a sieve.» a pinch of: «A very small amount, like two fingers.»
3. Self-check: open.

Worksheet 6

1. Open answer. Check that each dish has a community or family, two versions, allergens and a price.
2. Can; spicier; any; is; I'd; much; are.
3. Rehearsal: open; use it for oral evidence of criterion 3.1.
4. Open answer: two stars and one wish that refer to concrete parts (e.g. «You said the price clearly»; «Ask about allergies»).

Worksheet 7

1. Model reply (about 80 words): «Hi Ali! Thanks for your message. I recommend the tomato toast because it is cheaper and less spicy than the salsa, and it is vegetarian. This is one example from many families in Spain. How to make it: First, toast some bread. Then cut a tomato in half and rub it on the bread. Next, add a little olive oil and a pinch of salt. Finally, enjoy it! Carla»
2. Model: «In many parts of Spain people eat tomato toast, but it's just one example. Different families and places eat different things for breakfast.»

Support (Annex 8)

1. Picture recipe: 1 Wash the tomato. 2 Chop the tomato. 3 Mix everything. 4 Serve it.
2. Cards: 1 Wash the tomato. 2 Chop the tomato. 3 Add salt and lime juice. 4 Mix it and serve it.
3. many; much; some; any; any.

Extension (Annex 9)

1. Open answer. Check at least two credited sources, similarities and differences with comparatives, and a sentence like «This is one example from…». Model: «Chapati and tortillas are both flatbreads cooked on a hot pan, but chapati is made with wheat flour and tortillas are often made with corn flour.»

Listening script · Worksheet 2 · Noor's fruit salad (Listening 1)

Read twice at a natural speed. Students keep the Input Pack closed.

«Hi, I'm Noor and today I'm making a fresh fruit salad. You need two mangoes, three bananas, a handful of strawberries, one lime and some mint. You don't need sugar! First, wash the strawberries. Then peel the mangoes and the bananas and chop them into small pieces. Slice the strawberries and put all the fruit in a big bowl. Squeeze the lime over the fruit and mix gently. Finally, decorate it with mint leaves. Serve it cold. Enjoy! A tip: if you don't have mangoes, you can use peaches.»

Listening script · Worksheet 6 · At the stand (optional listening)

Read the dialogue in F9 aloud with two students and ask the class to listen for the questions about ingredients. Then students rehearse with the customer cards.

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40-45 minutes each. The festival simulation (session 7) can be run in 25 minutes with two rounds (half the class is seller, half visitor, then swap). Leave 15 minutes for the individual challenge.
- Safety and health: the festival is a simulation. If real food is prepared, follow the school's rules on allergies and hygiene, do not ask students to bring nuts, and keep a list of allergens. The recipes are no-cook, but graters and knives need adult help.
- Mediation (Worksheet 5): value selection and visualisation of the steps, simple explanations of words and the check of understanding; not a translation. Students can use gestures and pictures.
- Intercultural note: F5 gives examples, not complete descriptions. Encourage students to present the dishes of their own families as examples and to say «one example from…». Don't ask students to explain «their culture»: invite, don't require.

Likely errors

- much / many mixed up: «How much tomatoes?», «How many rice?».
- Imperative with a subject: «You chop the tomato» instead of «Chop the tomato».
- Comparatives: «more cheap», «spicyer», «the most quick».
- Confusing some and any in questions and negatives: «Is there some milk?», «There isn't some rice».
- False friends and spelling: «tortilla» = potato omelette only; «pepper»; stress «yoGURT» instead of YOGurt.
- Translating word by word in mediation: «drain the cucumber» is fine, but «let the water go out» is not clear.

Accepting alternative answers

- Accept any answer that is clear and uses the structure correctly, even with minor errors that do not affect understanding.
- Accept British or American vocabulary (aubergine / eggplant, coriander / cilantro) if it is consistent.
- In open tasks, accept different dishes and versions if the information is respectful, correct and credited.

04

SITUACIÓN DE APRENDIZAJE

Connected!

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we use digital spaces in ways that are useful, respectful and healthy?

CURSO
2.º ESO

SESIONES
7 sesiones

BLOQUES DE SABERES
A · B · C

COMPETENCIAS ESPECÍFICAS
CE1, CE2, CE3, CE4, CE5, CE6

PRODUCTO FINAL
Digital Wellbeing & Netiquette Guide

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

El plan de convivencia digital del instituto (ficticio) *Río Verde* pide a cada grupo de 2.º ESO una **Digital Wellbeing & Netiquette Guide** para el alumnado de 1.º y 2.º ESO y para las familias, que se publicará en la web del centro. Una condición protege la privacidad de todos: **no se usa ningún dato personal real**. Las encuestas son anónimas y voluntarias o se contestan con personajes ficticios, y en la guía no aparecen nombres, fotos ni capturas reales. La pregunta del reto es: «*How can we use digital spaces in ways that are useful, respectful and healthy?*»

El alumnado analiza chats ficticios para detectar el tono y los riesgos (fotos sin permiso, mensajes bruscos, mensajes que se malinterpretan), interpreta los resultados de una encuesta de hábitos digitales, trabaja en una clínica de lengua sobre **consejos (should, must), cantidad (too much / too many) y consecuencias (if + presente)**, representa malentendidos en comunicación digital y realiza una tarea de **mediación**: reformular mensajes bruscos o poco claros conservando el significado pero con un tono respetuoso. Con todo ello elabora la guía, la prueba con dilemas digitales, la presenta y resuelve individualmente una consulta de una alumna nueva sobre su grupo de chat.

Reto comunicativo

Create a Digital Wellbeing & Netiquette Guide for younger students and families: practical advice on privacy, safety, kind messages and healthy habits, tested on real-life dilemmas, in clear and friendly English.

Producto final

Digital Wellbeing & Netiquette Guide.

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
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.
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.

Código	Saber básico
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.
C5	Estrategias básicas de detección y actuación ante usos discriminatorios del lenguaje verbal y no verbal.

Language Toolkit · concreción didáctica

Communicative functions
giving advice; expressing frequency and habits; agreeing/disagreeing; explaining consequences

Grammar in context
should/shouldn't; must/mustn't review; present simple vs present continuous review; too much/too many; if + present, imperative/modal (guided)

Vocabulary
social media; devices; screen habits; privacy and respectful communication

Pronunciation / phonology
word stress in technology vocabulary; tone in written messages; sentence stress in advice

Mediation focus
Reformulate an abrupt or unclear message so that its meaning remains but its tone becomes respectful.

Intercultural focus
Compare conventions of digital politeness and recognise that tone can vary across communities and platforms.

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 short posts, chats and advice texts.
- Give practical digital-wellbeing advice.
- Recognise tone and netiquette choices.
- Collaboratively write a concise guide.
- Mediate a problematic message into a respectful alternative.

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 fictional chats for tone and risks

Evidence: Worksheet 1: diagnóstico, comprensión del chat de clase (F1) y de los mensajes de F2, y análisis del tono y de los riesgos de privacidad.

Worksheet: Annex 3 · 1

2

SESSION 2

Survey digital habits with privacy-safe fictional or optional data

Evidence: Worksheet 2: lectura de los resultados de la encuesta ficticia (F3, F4), entrevista anónima o con personaje ficticio y breve informe con adverbios de frecuencia.

Worksheet: Annex 3 · 2

3

SESSION 3

Language clinic: advice and quantity

Evidence: Worksheet 3: listening 1 (radio spot), consejos con should/shouldn't, too much / too many y frases con if + presente.

Worksheet: Annex 3 · 3

4

SESSION 4

Role-play misunderstandings in digital communication

Evidence: Worksheet 4: análisis del malentendido de F2, reescritura sin ambigüedad, preparación y observación de tres juegos de rol de malentendidos digitales.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: rewrite/clarify a message to prevent conflict

Evidence: Worksheet 5: mediación de tres mensajes bruscos o poco claros (F8) a versiones respetuosas que conservan el significado, con explicación del cambio.

Worksheet: Annex 3 · 5

6

SESSION 6

Create the guide and test it on dilemmas

Evidence: Worksheet 6: borrador de la guía (Anexo 4), corrección de cinco errores, prueba con los dilemas de F7 y revisión por pares.

Worksheet: Annex 3 · 6

7

SESSION 7

Present recommendations and individual netiquette task

Evidence: Guía presentada y Worksheet 7: respuesta individual a Emma sobre su chat de grupo y reescritura de un mensaje brusco.

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 los detalles del chat de clase, del malentendido, del artículo de consejos y del listening (F1, F2, F5, F10).	Worksheets 1 y 3 / lista de comprobación
1.2	Uso de estrategias para interpretar datos y fuentes: lectura de los gráficos de la encuesta (F4), apoyo de los iconos de privacidad (F6) y selección de la información relevante para un consejo.	Worksheets 2 y 6 / observación
2.1	Presentación oral de la guía: tres consejos y una advertencia con should y must, una frase con if y pronunciación comprensible del vocabulario digital.	Presentación (sesión 7) / rúbrica
2.2	Redacción de las entradas de la guía y de la respuesta a Emma: should/shouldn't, mustn't, too much/many e if + presente adecuados a un lector joven.	Anexo 4 y Worksheet 7 / rúbrica
3.1	Participación en los juegos de rol de malentendidos digitales con cortesía, tono respetuoso y atención a las necesidades y al ritmo del interlocutor.	Worksheet 4 / observación sistemática
3.2	Uso de frases para pedir y dar aclaraciones y para reparar un malentendido (Do you mean…? I didn't mean…), y para tomar y ceder el turno al probar la guía con los dilemas.	Worksheets 4 y 6 / lista de observación
4.1	Reformulación de tres mensajes bruscos o ambiguos de F8 conservando el significado y la petición, con tono respetuoso, para un destinatario concreto.	Worksheet 5 / rúbrica de mediación
5.3	Registro de un objetivo lingüístico y de una estrategia útil (frases de reparación, relectura antes de enviar) y comparación del tono y de las convenciones digitales en inglés y en español.	Worksheet 7 y Anexo 7 / autoevaluación
6.1	Reconocimiento de que las convenciones de cortesía digital varían entre comunidades y plataformas (F9) y propuestas respetuosas sobre privacidad y consentimiento, sin burlas ni estereotipos.	Worksheets 1 y 6 / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 **Advanced**	NIVEL 3 **Secure**	NIVEL 2 **Developing**	NIVEL 1 **Beginning**
Communicative achievement	The guide gives clear, practical and safe advice on privacy, kindness and healthy habits, with reasons and examples; it has been tested on the dilemmas.	The guide gives clear advice on privacy, kindness and habits, with some reasons.	Some advice is useful, but reasons are missing or some sections are unclear.	The guide is not useful for a younger reader; advice is missing or unsafe.
Organisation & language	Clear sections; should / shouldn't, must / mustn't, too much / too many and if + present are used correctly; very few errors.	Clear sections and short sentences; modals and quantity words are mostly correct; some errors do not stop understanding.	Sections are mixed; frequent errors with modals or if-sentences sometimes make reading difficult.	Hard to follow; errors often stop understanding.
Interaction / delivery	In the role-plays and the dilemma test I ask for clarification, repair the misunderstanding calmly and let others speak.	I take part, ask for clarification at least once and take turns.	I need prompts to ask for clarification or to react to the others.	I rarely speak or I do not react to the others.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Mediation & audience	Each abrupt or unclear message keeps its meaning and request and becomes respectful, clear and complete (who, what, when, where).	The messages are respectful and keep the main meaning, with a small omission.	Some messages are still abrupt or unclear, or the meaning changes a little.	The messages are copied or the meaning changes.
Intercultural / ethical use	The guide protects privacy and consent, uses no real personal data, respects different digital habits and communities and avoids stereotypes and mockery.	Respectful and safe, with no real personal data.	Some generalisations or sharing of personal information need revising.	Includes personal data, mockery or stereotypes.

Input Pack y recursos

Fictional chat screenshots recreated as text, habit survey, advice article, privacy icons and dilemma 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

Fictional data option, message templates, advice bank and privacy prompts.

Extension

Anexo 9

Create a short decision tree for a digital dilemma involving privacy, forwarding or misinformation.

ANNEX 1

Challenge Launch

Learning situation 4 · Connected!

STUDENTS

Our phones are useful: we learn, play, talk to friends and family and share ideas. But sometimes a message sounds rude, a photo is shared without asking, we can't sleep because of notifications or someone asks for private information. The school's digital wellbeing plan needs a guide written by students, for students and families. You will read chats, interpret survey results, practise advice and consequences, role-play misunderstandings and rewrite difficult messages. No real personal data is needed: all chats and surveys are fictional or anonymous. Are you ready to connect better?

> *How can we use digital spaces in ways that are useful, respectful and healthy?*

Your challenge

Create a Digital Wellbeing & Netiquette Guide for younger students and families: practical advice on privacy, safety, kind messages and healthy habits, tested on real-life dilemmas, in clear and friendly English.

Audience: Younger students (1.º ESO) and families, who will read the guide on the school website.

What you will create

Digital Wellbeing & Netiquette Guide

Roadmap · 7 sessions

1. We analyse a class chat and a misunderstanding for tone and risks.
2. We read survey results and interview a partner (anonymous or fictional).
3. We practise advice, quantity and consequences in a language clinic.
4. We role-play digital misunderstandings and repair them.
5. We rewrite abrupt messages in a respectful way.
6. We write the guide and test it on digital dilemmas.
7. We present our recommendations and answer a student's message.

Success criteria

- ✓ I can understand chats, tips and a short radio spot.
- ✓ I can give advice with should, must and if.
- ✓ I can ask for clarification and repair a misunderstanding.
- ✓ I can make a message clear and respectful.
- ✓ I can protect my privacy and other people's.

Working together

- Never use real names, photos or personal data: use fictional characters.
- You can always skip a personal question: «pass» is a good answer.
- Be kind in class and online: disagree with ideas, not with people.

ANNEX 2

Input Pack

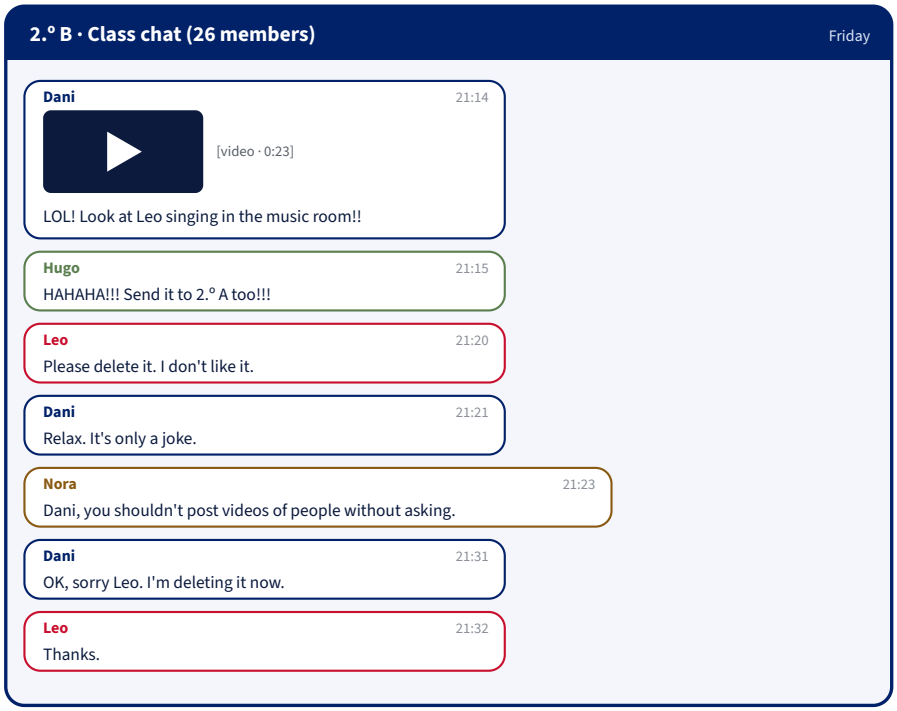
Learning situation 4 · Connected!

STUDENTS

Everything you need for the guide: a class chat, a private chat with a misunderstanding, a survey questionnaire and fictional results, an advice article, privacy icons, dilemma cards, messages to rewrite, digital politeness in different places and a radio spot to listen to.

F1 A class chat (recreated as text)

DIAGRAM



Source: Fictional chat created for this notebook. The students, the class and the messages are invented; no real chat has been used.

What is the tone of each message (kind, neutral, rude)? What privacy problem can you see? What would you do?

F2 A private chat: what does «k» mean?

CASE

Sofía · 16:02: Are you coming to the cinema?
Jo · 16:40: k
Sofía · 16:41: k = yes or no?
Jo · 16:42: yes obviously
Sofía · 16:43: ok… you seem angry
Jo · 16:44: I'm not!! I'm on the bus and I can't type much.
Sofía · 16:45: Oh sorry! :) See you at 6!

Source: Fictional chat written for this notebook.

Why did the misunderstanding happen? What could each person do differently?

F3 Survey: my digital habits

DATA

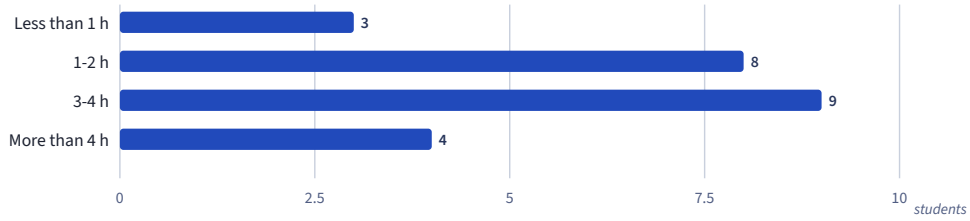
Question	Options
1 · How long do you use screens on a school day (not for homework)?	A less than 1 hour · B 1-2 hours · C 3-4 hours · D more than 4 hours
2 · What do you use every day? (choose all that apply)	messaging · social networks · video · music · games
3 · At night, my phone is…	A switched off or outside my room · B silent, in my room · C in my room with notifications on
4 · Do you check messages during lessons?	never · sometimes · often
5 · Do you share photos or videos of friends online?	I always ask first · sometimes I ask · I never share them
6 · Who can see your profile?	only friends · friends of friends · everybody · I don't have one

Privacy rules: the survey is **anonymous**. Don't write your name. You can answer as a fictional character or say «pass» to any question. Nobody has to share real information.

Source: Questionnaire written for this notebook.

F4 Survey results (fictional class of 24)

CHART



What do students use every day? Messaging: 22 · music: 20 · video: 18 · social networks: 14 · games: 11 (students could choose more than one answer).

Source: Fictional data invented for this notebook to practise reading charts; they do not describe a real group.

F5 Seven tips to be kind, safe and healthy online

NEWS

1 · Protect your accounts. Use a long password, for example a phrase, and a different one for every account. You **mustn't** share your passwords with anyone. If you can, turn on two-step verification.

2 · Keep personal information private. You **shouldn't** post your address, phone number, school or live location. If a stranger asks for this information, don't answer: block them and tell a trusted adult.

3 · Ask before you share. If a photo or a video shows other people, ask them first. If somebody asks you to delete it, delete it.

4 · Think before you send. If you are angry, wait ten minutes. Read your message again: is it kind and clear? WRITING IN CAPITAL LETTERS looks like shouting.

5 · Check before you forward. If a message says «Forward this to 10 friends!» or «You won a prize! Click here!», it can be a scam or fake news. Don't click: ask an adult or check a reliable source.

6 · Take breaks. Too much screen time isn't good for your sleep. Turn off notifications at night and keep your phone out of your bedroom.

7 · Be kind and ask for help. If someone is unkind to you online, don't reply. Save the evidence, block the person and talk to an adult you trust.

Source: Original article written for this notebook, inspired by general online-safety advice; it is not a real magazine.

Which tip is about privacy? Which one is about health? Which one is about kindness? Which tip would be the most useful for a 1.º ESO student?

F6 Privacy and safety icons

DIAGRAM



Source: Icons created for this notebook.

Which icon goes with each tip in F5? Which settings do you check on your devices?

F7 Digital dilemma cards

DATA

Card	Situation	Question for the team
1 · The screenshot	Ana sends you a screenshot of a private chat where a classmate talks about a secret. She says: «Forward it to everybody!»	What should you do? Why?
2 · The photo	A friend posts a photo of you that you don't like, in a public group.	What should you say? What should the friend do?
3 · The new friend	In a game chat, a player you don't know asks: «Where do you live? What's your school?»	What mustn't you do? What should you do?
4 · The prize	You get a message: «You won a free phone! Click here and write your password!»	What is wrong? What should you do?
5 · Midnight messages	The class chat has 80 messages at 1 a.m. Your phone keeps buzzing.	What should you do tonight? What rule can the class make?
6 · The rumour	A post says that a teacher is leaving the school tomorrow. Nobody knows if it is true.	Should you forward it? What should you check first?

Source: Fictional situations written for this notebook. The names are invented.

F8 Messages to rewrite (mediation)

CASE

Message A · Project chat. Leo is angry because Marta has not sent her part of the project.
Leo: You didn't do your part. Typical!! Send it NOW or I'll tell Ms Ortega.

Message B · Group chat. Aisha wants the group to meet on Thursday at 5 p.m. in the school library to practise the presentation. Everybody must bring the poster.
Aisha: Same place. Same time. Bring it.

Message C · Direct chat. Ana asks Nico to help her with the maths homework. Nico is studying for a test and can help tomorrow.
Ana: Can you help me with the maths homework?
Nico: no

Source: Fictional messages written for this notebook.

What is the problem in each message: tone, missing information or both? What does the person really want to say?

F9 Digital politeness in different places

DATA

Where?	A usual style	Be careful
Email to a teacher	Subject line, greeting («Dear Ms Ruiz»), clear request, thanks, name	Don't write in capital letters or use slang.
Class group chat	Short messages, «Hi everyone», emojis	Don't send messages late at night; ask before sharing photos.
Voice messages in a family group	Longer and friendly, with greetings	Ask if the person can listen now; some people prefer text.
Online game chat	Fast and informal	Never give personal information; mute or report unkind players.
Video call	Greet people, mute when you are not speaking	Ask before you record or take a screenshot.

These are examples, **not rules for everybody**. The same emoji or the same short answer can feel friendly to one person and cold to another. If you aren't sure, ask: «Is it OK if I send voice messages?»

Source: General examples written for this notebook; habits change between groups, families, communities and platforms.

How is digital politeness similar or different in your languages and communities?

F10 A radio spot: Switch Off, Tune In

CASE

[Jingle]

Zoe: Hello, I'm Zoe and this is *Switch Off, Tune In*, the one-minute show about life online. Today's question: are you too connected? Here are three quick tips.

Zoe: Tip one: protect your passwords. A long phrase is stronger than a short word, and you must never share it, not even with your best friend.

Zoe: Tip two: think before you post. If a photo has your friends in it, ask them first.

Zoe: Tip three: sleep! Many students use their phones at night, but you shouldn't keep your phone in your bedroom. If you look at a screen in bed, you sleep worse. So tonight, charge your phone in the kitchen.

Zoe: And remember: there is too much noise online, so be a kind voice. This was *Switch Off, Tune In*. Bye!

Source: Original script written for this notebook; it is used as Listening 1 (your teacher reads it aloud; the full script is in the teacher's guide). The show and the presenter are fictional.

Which words are stressed in the three tips?

ANNEX 3

Student Worksheets

Learning situation 4 · Connected!

STUDENTS

WORKSHEET 1

Read the chats: tone and risks

Session 1

Name: Class: Date:

First do the warm-up quiz on your own. Then read the class chat (F1) and the private chat (F2).

1 **Warm-up quiz. Tick the correct answer.**

You ___ share your password with anybody.
☐ mustn't ☐ don't have to ☐ should

You look tired. You ___ turn off your phone earlier.
☐ must ☐ should ☐ mustn't

Look! Lucía ___ a video call with her grandma now.
☐ has ☐ is having ☐ have

She usually ___ her messages in the morning.
☐ checks ☐ is checking ☐ check

There are ___ messages in this group.
☐ too much ☐ too many ☐ too

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

	T	F
Dani shared a video of Leo.	☐	☐
Leo is happy about the video.	☐	☐
Hugo says: «Send it to 2.º A too!».	☐	☐
Nora thinks Dani should ask before posting videos of people.	☐	☐
Dani decides to delete the video.	☐	☐
The chat has only five members.	☐	☐

3 **Look at F1 and F2. Complete the table.**

Message	Tone (kind / neutral / rude / unclear)	Risk or problem
Hugo: «Send it to 2.º A too!!!»		
Dani: «Relax. It's only a joke.»		
Nora: «Dani, you shouldn't post videos of people without asking.»		
Jo: «k»		

4 **What should Dani, Hugo and Leo do? Write one piece of advice for each person. Use should or shouldn't.**

WORKSHEET 2 Our digital habits

Session 2

Work with the survey questions (F3) and the results (F4). Remember the privacy rules: anonymous, optional, or a fictional character.

1 **Read the charts in F4. Complete the sentences with numbers or words.**

a) _____ students spend 3-4 hours on a screen on a school day.

b) Only _____ students use screens for less than one hour.

c) The most popular activity is _____ , with 22 students.

d) _____ students play games every day.

2 **Interview a partner with three questions from F3. Your partner can answer as a fictional character or say «pass». Write the answers.**

Question (F3)	Answer

3 **Present simple or present continuous? Complete with the verbs in brackets.**

a) Karim usually _____ (check) his phone at seven, but today he _____ (talk) to his grandma on a video call.

b) Nora _____ (not use) her phone in lessons.

c) Look! The students _____ (answer) the survey now.

d) How often _____ you _____ (play) games?

4 **Write a short report (40-50 words) about the results in F4. Use two numbers and one adverb of frequency. What surprises you? Don't use any real names.**

WORKSHEET 3 Language clinic: advice and quantity

Session 3

Listen to the radio spot (F10) with your book closed. Then work on advice, quantity and consequences.

1 Listening 1. Tick the correct answer.

The show is about ___.
☐ life online ☐ sport ☐ school food

A good password is ___.
☐ a long phrase ☐ your name ☐ 123456

If a photo has your friends in it, you ___.
☐ ask them first ☐ post it quickly ☐ delete it

At night you shouldn't keep your phone ___.
☐ in your bedroom ☐ in the kitchen ☐ in your bag

Zoe says there is too much ___ online.
☐ noise ☐ homework ☐ food

2 Match each problem with the best advice.

1 My phone buzzes every minute in class. ●	● a You should use a long, strong password.
2 I can't sleep because I use my phone in bed. ●	● b You shouldn't answer. Block the person and tell an adult.
3 A stranger asks for my address in a game. ●	● c You should turn off the notifications you don't need.
4 My password is «dog123». ●	● d You should keep your phone out of your bedroom.

3 Quantity and consequences. Complete with much or many. Then match the two parts of each sentence.

a) I have too _____ apps on my phone.

b) She spends too _____ time on social networks.

c) There are too _____ messages in the group chat.

d) Too _____ screen time is bad for sleep.

1 If you share a photo without asking, ●	● a you sleep better.
2 If you use the same password everywhere, ●	● b don't click: it can be a scam.
3 If you turn off notifications at night, ●	● c someone can open all your accounts.
4 If a message says «Click here to win!», ●	● d your friend can feel hurt.

4 **Write five pieces of advice for a younger student: use should, shouldn't, must or mustn't, and at least two sentences with if.**

WORKSHEET 4 Misunderstandings online

Session 4

Read the private chat (F2) again. Then prepare and perform short role-plays about misunderstandings.

1 **Read F2. True (T) or false (F)?**

	T	F
Jo answered immediately.	☐	☐
Sofía thought that Jo was angry.	☐	☐
Jo was really angry.	☐	☐
Jo was on the bus.	☐	☐
A very short message can sound unfriendly.	☐	☐

2 **Rewrite Jo's first answer and Sofía's second message so that there is no misunderstanding.**

3 **Role-play cards. For each situation, say what went wrong and write what the people can say to repair it (use the clarification phrases in the toolkit).**

Card	What went wrong?	What can they say?
A · A voice note is too fast and the person doesn't understand it.		
B · A message in capital letters: «WHERE ARE YOU?»		
C · A friend answers after two days and the other person is upset.		

4 **Perform two cards in pairs (speaker, partner, observer). The observer ticks what they hear.**

- [ ] They ask for clarification (Do you mean…? Can you say that again?).
- [ ] They explain what they meant (I didn't mean…).
- [ ] They use a calm and kind tone.
- [ ] They apologise or thank the other person.
- [ ] They agree on a better way to write next time (If you write…, I will…).

WORKSHEET 5 Make it respectful

Session 5

Mediation. You are the class mediator. Three messages (F8) can cause a conflict. Rewrite them so that they keep the same meaning and the same request, but are clear and respectful.

1 **Complete the table. Don't change the request!**

Message (F8)	What is the problem?	Your respectful version
A · Leo to Marta		
B · Aisha to the group		
C · Nico to Ana		

2 **Choose message A. Explain to Leo in two or three sentences why your version is better (use because or if).**

3 **Check your messages. Tick what you did.**

- [ ] I kept the meaning and the request.
- [ ] My version has a greeting and says please or thank you.
- [ ] It has all the information (who, what, when, where).
- [ ] It does not use capital letters to shout.
- [ ] It is short, clear and kind.

WORKSHEET 6

Test our guide

Session 6

Write your guide in the template (Annex 4). Then check a draft, test your guide with the dilemma cards (F7) and swap guides with another team.

1 **Language detective. This draft has five mistakes. Find them and write the correct sentences. «TIPS. You shoulds use a long password. If you will share it, somebody can open your account. You mustn't to post photos of people without ask. Too much students use the same password.»**

2 **Test your guide with three cards from F7. Does your guide give a clear answer?**

Card	What does our guide say?	Clear? (yes / needs work)

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

- ☐ It has clear advice with should / shouldn't and rules with must / mustn't.
- ☐ It explains consequences with if.
- ☐ It protects privacy: no real names, photos or personal data.
- ☐ It includes a respectful message example.
- ☐ It includes healthy habits (screen time, sleep).
- ☐ It is friendly and easy to read for a younger student.

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

WORKSHEET 7 Individual challenge: a message from Emma

Session 7

Work on your own.

1 Emma (12) writes: «Hi! I'm new in your school. I'm in a class group chat with 40 people and I get about 200 messages a day. Yesterday somebody posted a photo of me and I don't like it. What should I do?» Write a reply (60-80 words). Give two pieces of advice with should, one warning with mustn't, one sentence with if and one privacy tip.

2 Rewrite this abrupt message for a classmate: «Why don't you answer?? Answer me NOW!!» (1-2 sentences). Keep the same request.

3 Which strategy helped you most to write respectful messages (reading again before sending, using please and thank you, asking a question…)? Write one sentence and one example.

ANNEX 4

Final Product Template

Learning situation 4 · Connected!

STUDENTS

Name: Class: Date:

Our Digital Wellbeing & Netiquette Guide. Write in English for younger students and families. Do not include real names, photos or personal data!

Title and audience

Name of the guide and who it is for.

Top tips (should / shouldn't)

Five pieces of advice for healthy and kind use.

Never do this (must / mustn't)

Three rules to protect privacy and other people.

Privacy and safety box

Passwords, personal information, photos, location (use the icons in F6).

If ... then ...

Three sentences with if + present about consequences.

Healthy habits

Screen time, sleep, notifications (too much / too many).

Kind messages: before and after

An abrupt message and a respectful version.

Dilemma test

One dilemma from F7 and what our guide says.

Icons

Draw three icons for your guide.

ANNEX 5

Useful Language & Final Check

Learning situation 4 · Connected!

STUDENTS

Name: Class: Date:

Functions and model sentences

Giving advice	You should turn off notifications at night.
Warning	You mustn't share your password.
Talking about habits	I usually check messages in the morning. I never share photos without asking.
Explaining consequences	If you share a photo without asking, your friend can feel hurt.
Agreeing and disagreeing	I agree, but I think we should… / I'm not sure, because…
Clarifying a message	Do you mean…? I didn't mean… Can you explain that again?

Grammar in context

should / shouldn't + verb	You should ask first. You shouldn't reply.
must / mustn't + verb	You must keep your password secret.
Present simple / continuous	She usually reads messages at 8. She is reading one now.
too much / too many	too much time, too many notifications
if + present, imperative / modal	If a stranger asks, don't answer. If you are angry, you should wait.

Vocabulary bank

Social media and devices: post, share, profile, group chat, notification, app, screenshot

Screen habits: screen time, switch off, charge, scroll, take a break, sleep

Privacy and safety: password, private, personal information, location, block, report, scam

Respectful communication: kind, polite, tone, capital letters, apologise, permission

Pronunciation tips

- Word stress: PASSword, PRIvacy, NOtification, deLETE, upLOAD, conNECted.
- Tone in written messages: punctuation and capital letters change the tone (Ok. / Ok! / OK!!!).
- Sentence stress in advice: You should **ask** first. You mustn't **share** it.

When I get stuck (clarify & repair)

Do you mean…? | I didn't mean… | Can you say that again? | What does … mean? | Sorry, I was in a hurry. | Let's talk about it.

Final check before you hand in: Digital Wellbeing & Netiquette Guide

- [ ] The guide has clear advice (should / shouldn't) and rules (must / mustn't).
- [ ] It uses too much / too many correctly.
- [ ] It shows an abrupt message and a respectful version.
- [ ] It is friendly, clear and respectful for younger readers.
- [ ] It includes at least two sentences with if + present.
- [ ] It includes privacy and safety advice (passwords, personal information, photos).
- [ ] It has no real names, photos or personal data.
- [ ] We checked spelling and tone with the toolkit.

ANNEX 6

Printable Rubric

Learning situation 4 · Connected!

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Digital Wellbeing & Netiquette Guide**. 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 guide gives clear, practical and safe advice on privacy, kindness and healthy habits, with reasons and examples; it has been tested on the dilemmas.	The guide gives clear advice on privacy, kindness and habits, with some reasons.	Some advice is useful, but reasons are missing or some sections are unclear.	The guide is not useful for a younger reader; advice is missing or unsafe.	
Organisation & language	Clear sections; should / shouldn't, must / mustn't, too much / too many and if + present are used correctly; very few errors.	Clear sections and short sentences; modals and quantity words are mostly correct; some errors do not stop understanding.	Sections are mixed; frequent errors with modals or if-sentences sometimes make reading difficult.	Hard to follow; errors often stop understanding.	
Interaction / delivery	In the role-plays and the dilemma test I ask for clarification, repair the misunderstanding calmly and let others speak.	I take part, ask for clarification at least once and take turns.	I need prompts to ask for clarification or to react to the others.	I rarely speak or I do not react to the others.	
Mediation & audience	Each abrupt or unclear message keeps its meaning and request and becomes respectful, clear and complete (who, what, when, where).	The messages are respectful and keep the main meaning, with a small omission.	Some messages are still abrupt or unclear, or the meaning changes a little.	The messages are copied or the meaning changes.	
Intercultural / ethical use	The guide protects privacy and consent, uses no real personal data, respects different digital habits and communities and avoids stereotypes and mockery.	Respectful and safe, with no real personal data.	Some generalisations or sharing of personal information need revising.	Includes personal data, mockery or stereotypes.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 4 · Connected!

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can give advice and explain consequences with should, must and if.	○	○	○	○
I can ask for clarification and rewrite a message to make it respectful.	○	○	○	○
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 · Connected!

STUDENTS

Name: Class: Date:

Extra help: a fictional data option, message templates, an advice bank and privacy prompts.

Advice bank

- You **should** use a long password.
- You **shouldn't** share personal information.
- You **must** ask before you post a photo.
- You **mustn't** forward private messages.
- If a stranger asks for information, **don't answer**.
- Too **much** screen time / too **many** notifications.

Message template

- Hi **(name)**,
- Could you **(request)** , please?
- We need it by **(day / time)** because **(reason)**.
- Thanks!

1 **Fictional data option. Answer the survey (F3) as Sam, a fictional student. Complete the table with Sam's answers and write one sentence.**

Question	Sam's answer
1 · Screen time	
3 · Phone at night	
5 · Sharing photos of friends	

2 **Use the template to rewrite: «Bring the poster. NOW!!»**

Hi everybody,

Could you _____ the poster, please?

We need it _____ Thursday because we are practising the presentation.

_____ !

3 **Privacy prompts. Is it safe to share this information publicly? Write yes or no and say why.**

Information	Safe to share? (yes / no)	Why?
your favourite film		
your home address		
your password		
a photo of your friends (without asking)		
your live location		

ANNEX 9

Extension

Learning situation 4 · Connected!

STUDENTS

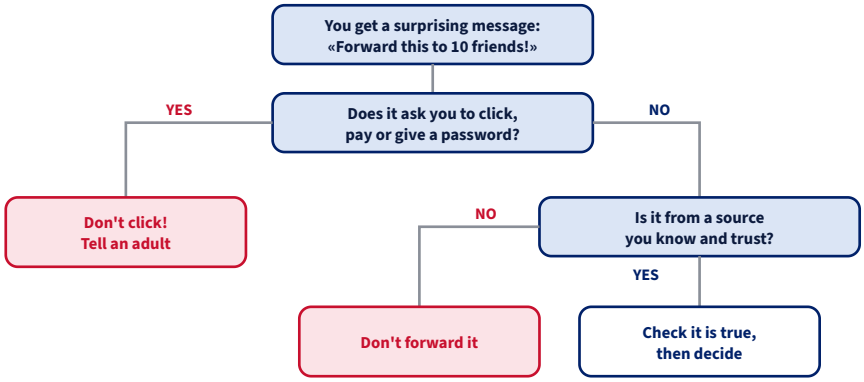
Name: Class: Date:

A decision tree for a digital dilemma

A decision tree helps a person decide step by step. Look at the model below about forwarding a message. Then create **your own decision tree** for another digital dilemma about **privacy, forwarding or misinformation**.

E1 Model decision tree: should I forward this message?

DIAGRAM



Source: Diagram created for this notebook.

Steps

1. Choose a dilemma: a photo of a friend, a stranger in a chat, a strange link or a rumour.
2. Write two or three yes / no questions and the final advice (should / shouldn't / must / mustn't).
3. Draw the tree in the box with arrows and write YES / NO on each branch.
4. Test it with a classmate using a different situation. Improve one question.

1 **Draw your decision tree here.**

What to hand in

Your decision tree with at least two questions and three final pieces of advice, and the improvement you made after the test.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 4 · Connected!

TEACHER

Worksheet 1

1. Quiz: mustn't; should; is having; checks; too many.
2. T; F (he asks Dani to delete it); T; T; T; F (26 members).
3. Model answers. Hugo: rude / encourages sharing; risk: the video spreads to other people without Leo's permission. Dani: dismissive («Relax»); he ignores Leo's request. Nora: kind and clear; she explains the privacy rule. Jo: unclear / cold; the message is too short and can be misunderstood. Accept other reasonable tone words.
4. Model: «Dani should delete the video and say sorry. Hugo shouldn't send it to other classes. Leo should tell an adult if the video is still online.» Check should / shouldn't.

Worksheet 2

1. a) 9; b) 3; c) messaging; d) 11.
2. Open answers. Check that the questions are formed correctly (How long do you…? Do you…?) and that students used fictional answers or «pass» if they wanted. Do not collect or display real answers.
3. a) checks; is talking. b) doesn't use. c) are answering. d) do … play.
4. Open answer. Model: «Most students in the class use screens for one to four hours. Nine students spend three to four hours. Messaging is always the most popular activity. I'm surprised that only four students use screens for more than four hours.» Check numbers and an adverb (usually, always, never…).

Worksheet 3

1. Listening 1 (see script): life online; a long phrase; ask them first; in your bedroom; noise.
2. Match: 1-c (turn off notifications); 2-d (keep your phone out of your bedroom); 3-b (don't answer, block); 4-a (long, strong password).
3. Quantity: a) many; b) much; c) many; d) much. If-sentences: 1-d; 2-c; 3-a; 4-b.
4. Open answer. Model: «You should use a different password for every account. You mustn't share your passwords. If a stranger asks for your address, don't answer. You shouldn't post photos of your friends without asking. If you turn off notifications at night, you sleep better.»

Worksheet 4

1. F (40 minutes later); T; F; T; T.
2. Model: «Jo: Yes, I'm coming! I'm on the bus, so I can't type much. Sofía: Great! Are you OK? See you at six!»
3. Models. A: they asked for clarification: «Can you say that again, more slowly?» B: the capitals sound like shouting: «Sorry, I didn't mean to shout. Where are you? I'm at the door.» C: «I'm sorry I answered late. I didn't mean to ignore you.» Accept other polite and clear options.
4. Role-play observation: open; use it as oral evidence of criteria 3.1 and 3.2.

Worksheet 5

1. Model versions. A: «Hi Marta. I haven't got your part of the project yet. Can you send it today, please? If you have a problem, tell me and we can find a solution.» B: «Hi everybody! Let's meet on Thursday at 5 p.m. in the school library to practise the presentation. Please bring the poster.» C: «Sorry, I can't help you now because I'm studying for a test. Can I help you tomorrow?» Accept other clear and respectful versions that keep the request.
2. Model: «Leo, your message can make Marta feel bad. If you ask politely, she will probably answer sooner.»
3. Self-check: open.

Worksheet 6

1. Corrected draft: should use; If you share it; mustn't post; without asking; Too many students.
2. Open answer. Check that the guide gives clear advice for each dilemma (e.g. card 3: «You mustn't give your address. You should block the player and tell an adult.»).
3. Peer review: open.
4. Open answer: two stars and one wish that refer to the guide.

Worksheet 7

1. Model reply (about 70 words): «Hi Emma! Welcome to our school. You should talk to the person who posted the photo and ask him or her to delete it. You shouldn't answer in the group in an angry way. You mustn't share the photo again. If it stays online, tell an adult you trust. You can also mute the chat at night to sleep better. Remember to keep your information private!»
2. Model: «Hi! Could you answer me when you can, please? Thanks!»
3. Open answer. Model: «Reading my message again helped me: I changed the capital letters and added please.»

Support (Annex 8)

1. Open answers. Model: «Sam: 3-4 hours; at night the phone is silent in the bedroom; Sam always asks first.»
2. bring; by; Thanks.
3. Your favourite film: yes (not private, but never give personal details with it); your home address: no (private); your password: no (secret); a photo of your friends without asking: no (ask first); your live location: no (anyone could find you).

Extension (Annex 9)

1. Open answer. Model for «A stranger asks for your address in a game»: Q1: Do you know this person in real life? NO → Q2: Does he or she ask for personal information? YES → Don't answer. Block and report the player. Tell an adult. Check that the tree has yes / no branches, at least two questions and three pieces of advice with modals.

Listening script · Worksheet 3 · Switch Off, Tune In (Listening 1)

Read twice at a natural speed. Students keep the Input Pack closed.

«[Jingle] Hello, I'm Zoe and this is Switch Off, Tune In, the one-minute show about life online. Today's question: are you too connected? Here are three quick tips. Tip one: protect your passwords. A long phrase is stronger than a short word, and you must never share it, not even with your best friend. Tip two: think before you post. If a photo has your friends in it, ask them first. Tip three: sleep! Many students use their phones at night, but you shouldn't keep your phone in your bedroom. If you look at a screen in bed, you sleep worse. So tonight, charge your phone in the kitchen. And remember: there is too much noise online, so be a kind voice. This was Switch Off, Tune In. Bye!»

Timing, differentiation and mediation notes

- Privacy and safety: the unit uses only fictional or anonymous data. Don't ask students to show their own phones, accounts or screenshots, to give real names or to share personal habits. In the survey (Worksheet 2) every answer is optional and may be given as a fictional character; do not collect individual answers.
- Timing: worksheets 1-5 take about 40-45 minutes each. The role-plays (session 4) work well in groups of three with a rotating observer. Leave 15 minutes of session 7 for the individual task.
- Mediation (Worksheet 5): value that the meaning and the request are kept and the tone changes (greeting, please, reason, complete information); the aim is not to translate. If a student's message in class is unkind, use it as a chance to rephrase, not to blame.
- Intercultural and rights note: F9 gives examples, not rules. Invite students to add conventions from their languages and communities (voice notes, forms of address, answering times) without saying that one is better. Remind students that photos and videos of people need consent and that the guide must not include real people or chats.

Likely errors

- Modals with «to» or -s: «You shoulds use…», «You mustn't to post».
- Gerund after a modal or after without: «You should asking», «without ask».
- Too much / too many mixed up: «too much notifications», «too many time».
- Will in the if-clause: «If you will share it…» (Spanish «si compartirás»).
- Present simple / continuous: «She is checking her phone every morning».
- Copying the abrupt message with a «please» added instead of reformulating it.

Accepting alternative answers

- Accept any answer that is clear, safe and uses the structure correctly, even with minor errors that do not affect understanding.
- In mediation, accept different wordings if the meaning, the request and the information are kept and the tone is respectful.
- Do not accept answers that include real personal data, names of real students or advice that is unsafe (for example sharing passwords).

05

SITUACIÓN DE APRENDIZAJE

The Mystery Files

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we use evidence and language to solve a mystery rather than simply guess?

CURSO 2.º ESO	SESIONES 7 sesiones	BLOQUES DE SABERES A · B
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5	PRODUCTO FINAL Case file + oral reconstruction	CRITERIOS DE EVALUACIÓN 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 5.2

Contexto, reto y producto final

Harbour Hill School es un centro ficticio de un país anglófono con el que el grupo colabora en un proyecto de intercambio (tipo eTwinning). Un viernes, a las ocho de la mañana y con la ceremonia de entrega de premios a las 9:30, la jefa de estudios, **Ms Dlamini**, descubre que la copa del concurso de preguntas ha desaparecido de una vitrina cerrada con llave. No hay delito: es un **misterio sin culpables**, y Ms Dlamini pide ayuda a los «detectives» de la clase con una pregunta sencilla: *«What happened to the Quiz Cup, and how do we know?»*

El alumnado abre el expediente (mapa, horario, declaraciones, lista de objetos, fotos hechas con un móvil que va adelantado, registro de llaves…), distingue **hechos, inferencias y opiniones**, entrevista a testigos con tarjetas de rol, y actualiza sus hipótesis con pistas nuevas y contradictorias. En la tarea de **mediación** resume en inglés, para un equipo que no la ha visto, la declaración en español de una alumna de intercambio, separando *the text says* de *we think*. El producto final es un **Case File** escrito y una **reconstrucción oral** ante el *case conference*, y cada alumno o alumna cierra con una conclusión individual sobre un caso nuevo. Se trabajan el pasado simple y continuo y la expresión de la posibilidad (*might / could*), y se cuestiona expresamente la sospecha basada en estereotipos (el alumno nuevo, el conserje).

Reto comunicativo

Create a Case File and an oral reconstruction that explain what probably happened to the Quiz Cup, using clear evidence, a timeline and careful language (might, could, probably) so that Ms Dlamini and the Year 8 teachers can understand how you reached your conclusion.

Producto final

Case file + oral reconstruction.

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.

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.

5.2 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.

Language Toolkit · concreción didáctica

Communicative functions
narrating events; describing interrupted actions; asking detailed questions; expressing possibility

Grammar in context
past simple/past continuous; could/might for possibility (guided); question forms; because/so/although (intro)

Vocabulary
crime-free mystery vocabulary; objects and places; time expressions; evidence language

Pronunciation / phonology
weak forms in was/were; question intonation; stress to correct information

Mediation focus
Summarise a clue accurately without adding information and distinguish 'the text says' from 'we think'.

Intercultural focus
Use neutral fictional characters and explicitly challenge stereotyping in 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

- Extract relevant details from multiple clues.
- Ask precise questions about past events.
- Distinguish evidence from inference.
- Produce a coherent reconstruction.
- Use possibility language instead of presenting guesses as facts.

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

Open the case file and identify known/unknown information

Evidence: Worksheet 1: diagnóstico, comprensión del briefing (F1), el plano (F2) y el horario del jueves (F3), y tabla «lo que sabemos / lo que no sabemos».

Worksheet: Annex 3 · 1

2

SESSION 2

Language/evidence workshop

Evidence: Worksheet 2: pasado simple y continuo con las declaraciones (F4), clasificación hecho/inferencia y listening de la nota de voz de Mei con la corrección de la hora de sus fotos (F6).

Worksheet: Annex 3 · 2

3

SESSION 3

Witness interviews in rotating roles

Evidence: Worksheet 3: preguntas preparadas, notas de las entrevistas con las tarjetas de rol (F7) y resumen escrito de lo que ha contado un testigo.

Worksheet: Annex 3 · 3

4

SESSION 4

Read additional clues and update hypotheses

Evidence: Worksheet 4: lectura del registro de llaves y del chat (F8), clasificación de las tarjetas de pista contradictorias (F9) y tabla de hipótesis actualizada.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: summarise a clue for teammates who have not seen it

Evidence: Worksheet 5: mediación de la declaración en español de Lucía (F10) a un equipo que no la ha visto, con tabla «the text says / we think» y mensaje breve.

Worksheet: Annex 3 · 5

6

SESSION 6

Prepare written case file and oral reconstruction

Evidence: Worksheet 6: borrador del Case File (Anexo 4) con la cronología, plan de la reconstrucción oral y revisión de otro equipo con la lista de comprobación.

Worksheet: Annex 3 · 6

7

SESSION 7

Case conference + individual evidence-based conclusion

Evidence: Case conference (reconstrucción oral) y Worksheet 7: conclusión individual basada en pruebas sobre un caso nuevo.

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 del briefing, el horario, las declaraciones, el registro de llaves y el chat del personal (F1, F3, F4, F8).	Worksheets 1 y 4 / lista de comprobación
1.2	Uso de estrategias de comprensión: distinguir hecho e inferencia, usar el plano (F2) y corregir las horas del listening de Mei (nota de voz) para ordenar los hechos.	Worksheet 2 / observación
2.1	Reconstrucción oral de los hechos ante el *case conference*: secuencia temporal con pasado simple y continuo, pruebas citadas y posibilidad expresada con might / could.	Case conference (sesión 7) / rúbrica
2.2	Case File escrito: cronología con pruebas, hipótesis, conclusión razonada con because / so / although y conclusión individual sobre el caso nuevo.	Anexo 4 y Worksheets 6 y 7 / rúbrica
3.1	Entrevistas a testigos con roles rotatorios: preguntas sobre el pasado (Where were you…? What were you doing…?), respuestas breves y cortesía.	Worksheet 3 / observación sistemática
3.2	Estrategias para pedir y dar aclaraciones, comprobar lo entendido (Do you mean…?), tomar y ceder el turno de palabra en las entrevistas y en el *case conference*.	Worksheets 3 y 6 / lista de observación
4.1	Resumen en inglés de la declaración en español de Lucía (F10) para un equipo que no la ha visto, sin añadir datos y separando *the text says* de *we think*.	Worksheet 5 / rúbrica de mediación
5.2	Comparación del pasado continuo inglés con el imperfecto español, elección de un objetivo lingüístico (was/were + -ing, might) y de una estrategia que ha funcionado.	Worksheet 2 y Anexo 7 / autoevaluación

Rúbrica del producto final

Indicador	NIVEL 4 **Advanced**	NIVEL 3 **Secure**	NIVEL 2 **Developing**	NIVEL 1 **Beginning**
Communicative achievement	The case file and the reconstruction explain clearly what probably happened, with a full timeline, evidence for each step and one rival idea that is checked and rejected.	The case file and the reconstruction explain what probably happened, with a timeline and evidence for most steps.	Some steps of the story are missing or have no evidence; the conclusion is only partly clear.	The conclusion is a guess without evidence; a listener cannot follow what happened.
Organisation & language	Correct, varied past simple and past continuous (was/were + -ing); might / could and because / so / although used well; very few errors.	Past forms and might / could are mostly correct; some connectors; a few errors that do not stop understanding.	Frequent mistakes with was/were or past forms; very few connectors; some sentences are hard to follow.	Mixed tenses and many errors; the text is very difficult to understand.
Interaction / delivery	In the interviews and the case conference I ask precise questions, answer clearly, check with «Do you mean…?» and take turns naturally.	I ask and answer past questions, use some clarification phrases and take turns.	I take part with help; I need prompts to ask questions or clarify.	I rarely speak or I read everything without looking at my partners.
Mediation & audience	I explain Lucía's statement accurately in simple English, keep every important fact, add nothing and clearly separate «the text says» from «we think».	I explain the main facts clearly; one small detail is missing or mixed with an idea.	Some facts are missing, changed or translated word for word; facts and ideas are mixed.	I copy or translate mechanically, or I change the meaning of the statement.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Intercultural / ethical use	Nobody is accused without evidence; I challenge stereotypes (the new student, the caretaker) and name my sources (F-numbers).	Respectful; I mostly use evidence and mention my sources.	Some guesses depend on who a person is (new, caretaker); sources are not always clear.	I accuse a person without evidence or use stereotypes.

Input Pack y recursos

Witness statements, object list, timetable, messages, map, evidence table and conflicting clue 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

Evidence table, question frames, timeline and modal-possibility bank.

Extension

Anexo 9

Write an alternative explanation and evaluate which one fits more evidence.

ANNEX 1

Challenge Launch

Learning situation 5 · The Mystery Files

STUDENTS

On Friday morning, at Harbour Hill School, the glass cabinet in the main hall is locked… but the Quiz Cup is not inside it. The Awards Assembly starts at 9:30 and nobody knows what happened. Ms Dlamini, the Head of Year 8, doesn't want to blame anybody: it's a mystery, not a crime. She needs detectives who use evidence, not guesses. You are going to read statements, study a map, a timetable and a key log, interview witnesses and explain a clue to a team that has not seen it. Then you will write a Case File and present your reconstruction of the events. Facts first, guesses second!

> *How can we use evidence and language to solve a mystery rather than simply guess?*

Your challenge

Create a Case File and an oral reconstruction that explain what probably happened to the Quiz Cup, using clear evidence, a timeline and careful language (might, could, probably) so that Ms Dlamini and the Year 8 teachers can understand how you reached your conclusion.

Audience: Ms Dlamini and the Year 8 teachers of Harbour Hill School (the case conference panel).

What you will create

Case file + oral reconstruction

Roadmap · 7 sessions

1. We open the case file: briefing, map and timetable. What do we know? What don't we know?
2. We study statements, objects and photos, and we separate evidence from ideas.
3. We interview witnesses in rotating roles.
4. We read new and conflicting clues and update our hypotheses.
5. We explain a clue written in Spanish to a team that has not seen it.
6. We write our Case File, prepare the reconstruction and review another team's work.
7. We hold the case conference and write an individual conclusion.

Success criteria

- ✓ I can understand the main facts in statements, timetables, logs and messages.
- ✓ I can tell a fact from an opinion or a guess.
- ✓ I can ask and answer questions about what people were doing in the past.
- ✓ I can say what might have happened, with reasons (might, could, because, so).
- ✓ I can explain a clue to a team-mate who has not seen it.
- ✓ I can present a clear reconstruction of events with evidence.

Working together

- Facts first, guesses second: always say where your information comes from (F1, F4…).
- Nobody is a suspect because of who they are. We judge evidence, not people.
- Everybody speaks: detective, witness, secretary and reporter rotate.

ANNEX 2

Input Pack

Learning situation 5 · The Mystery Files

STUDENTS

Everything you need to solve the mystery: the Head of Year's briefing, a map of the school, Thursday's timetable, witness statements, an object list, Mei's photos, interview role cards, a key log and staff chat, conflicting clue cards and a statement in Spanish to explain.

F1 The Head of Year's briefing

CASE

From: n.dlamini@harbourhill.example **To:** The detective team **Subject:** HELP! The Quiz Cup has disappeared

Dear detectives,

Thank you for helping me. This is what I know.

The Harbour Hill Quiz Cup is a silver cup. It is 30 centimetres tall and it has two handles. It was in the glass cabinet in the **main hall**. On **Thursday** I checked it at about 15:45 and I locked the cabinet myself. The cup was there.

On **Friday** morning, at 8:00, I came to the hall. The cabinet was **locked**, but the cup was **not** in it. Nothing was broken and there was no mess. The Awards Assembly is at **9:30** and we need the cup for the winners!

Please remember: this is a mystery, **not** an accusation. Nobody is a suspect. Maybe there is a simple explanation. I need facts, not guesses.

Thank you,
Nomsa Dlamini, Head of Year 8

Who's who at Harbour Hill

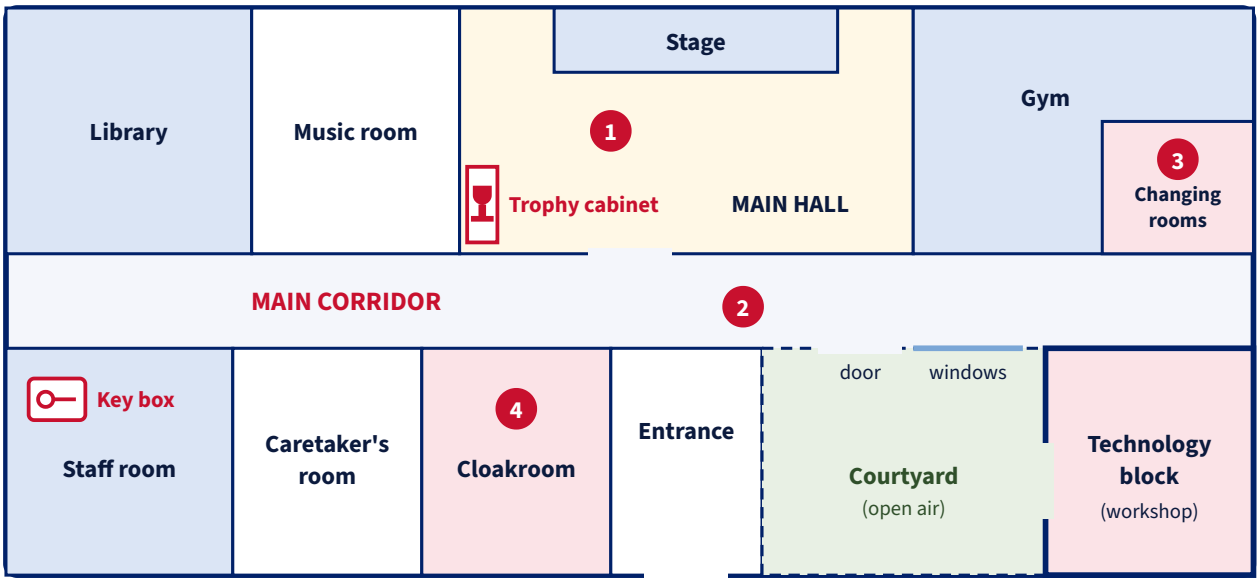
- **Ms Nomsa Dlamini**: Head of Year 8; she organises the Awards Assembly.
- **Mr Seán Reilly**: the caretaker; he wears blue overalls.
- **Mr Tom Walsh**: Technology teacher.
- **Ms Harpreet Kaur**: PE teacher and basketball coach.
- **Priya Nair**, **Jamal Hussein** and **Mei Tan**: Year 8 students. Jamal joined the school three weeks ago.
- **Lucía Vidal**: an exchange student from Spain who is visiting the school for one week.

Source: Original text written for this notebook. Harbour Hill School and all the people in this case are fictional.

Underline what Ms Dlamini knows. Then write one thing she doesn't know.

F2 Harbour Hill School · ground floor

DIAGRAM



Where people were between 17:00 and 17:15

1 · Priya (Drama Club)
2 · Lucía (waiting for her host family)
3 · Mr Reilly (repairing a lock)
4 · Jamal (looking for his coat)

FRONT DOOR

Car park
staff cars

N ↑ (north is at the top)

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

Practise: «The cabinet is in the main hall, next to the corridor door.» «The key box is in the staff room.» The Technology block is a separate building across the courtyard.

F3 What was happening on Thursday afternoon

DATA

Time	Place	Activity	Who
15:30–16:30	Workshop (Technology block)	Technology Club	Mr Walsh and eight students
15:30–16:30	Library	Chess Club	Jamal and other students
16:00–17:00	Main hall	Drama Club rehearsal	Priya and nine students
16:00–17:30	Gym	Basketball training	Ms Kaur and the team
16:30–18:00	Head's office	Governors' meeting (phones off)	Ms Dlamini
16:50–17:30	Gym changing rooms	Lock repair	Mr Reilly
17:00–17:15	Cloakroom and front door	Students collect coats and bags. The school bus leaves at 17:10.	Students
17:30	Main hall	The caretaker locks the hall door	Mr Reilly

The school closes to students at **17:15**. Staff can stay later. The Awards Assembly is on **Friday** at **9:30**.

Source: Timetable created for this notebook. Times are in the 24-hour clock (17:00 = five o'clock).

F4 Witness statements

CASE

1 · Ms Dlamini, Head of Year 8

«On Thursday at 15:45 I was checking the hall for the assembly. I opened the cabinet and cleaned the cup with a cloth. Then I locked the cabinet and put the key back in the key box in the staff room. At 16:30 I went to a governors' meeting. I didn't look at my phone because phones are off in meetings. I left school at 18:15.»

2 · Priya Nair, Year 8

«I was in the Drama Club on Thursday. We started at four o'clock. At about half past four I was practising my lines near the cabinet and I saw the cup. It was there. We finished at five, but we were still packing the costumes at ten past five. While I was carrying a box of costumes to the stage door, I saw a tall person at the back of the hall. He or she was carrying another box. I didn't see the face because it was dark near the curtain. I thought it was a teacher, but I'm not sure.»

3 · Mr Reilly, caretaker

«On Thursday I was in the gym from ten to five. The lock of the changing rooms was broken, so I was repairing it. Ms Kaur was training the basketball team, so she was there too. At half past five I finished and I locked the hall door. The hall was empty. I didn't look inside the cabinet. When I was walking to the car park, I saw a light in the Technology room, and Mr Walsh's car was still there, so I thought he was working late. On Friday at 7:40 I opened the school gates.»

Source: Statements written for this notebook (fictional people). The teacher can read them aloud.

Who says what they saw? Who says what they think? Underline the times.

F5 Object list

DATA

#	Object	Where and when found	Notes
1	Yellow sticky note: «Handle? – T.»	On the floor under the cabinet, Friday 8:05	Blue pen. Ms Dlamini doesn't know who wrote it.
2	White cloth with silver marks	On the table next to the cabinet, Friday 8:05	Ms Dlamini says she cleaned the cup with it on Thursday at 15:45.
3	Cabinet key	In the key box, staff room, Friday 8:10	It was in its place. The staff sign a log (F8) when they take a key.
4	Awards Assembly programme	On the stage, Friday 8:15	«9:30 · Presentation of the Quiz Cup to the winning team.»
5	Grey scarf	In the cloakroom, Friday 8:20	Name tag: «J. Hussein». Jamal says he lost it on Thursday.
6	Strip of bubble wrap	On the floor at the back of the hall, Friday 8:05	Bubble wrap is used to protect things that can break.

Source: List created for this notebook. In the story, Ms Dlamini made the list on Friday morning.

Which objects can help us? Which ones are probably not important?

F6 Mei's photos

DATA

Photo	Time on Mei's phone	Place
1	15:35	Workshop (Technology Club)
2	16:20	Main hall (Drama Club)
3	16:48	Main hall (trophy cabinet)
4	17:10	Main hall (stage area)

Mei is the photographer of the school magazine. She sent Ms Dlamini a **voice note** about her four photos. Listen to it in session 2.

Source: List created for this notebook. Mei's voice note is a listening: the teacher reads the script from the Teacher's Guide (Annex 10) aloud.

Is the time on a phone always the real time? How can we check?

F7 Interview role cards

DATA

Witness	Where were you?	What did you see or do?	What don't you know?
Priya Nair (Year 8)	In the main hall (Drama Club), 16:00–17:15.	You saw the cup at about 16:30. At about 17:10 you were carrying a box of costumes when you saw a tall person with a big box at the back of the hall. You thought it was a teacher.	You didn't see the face. You don't know who it was.
Jamal Hussein (Year 8)	In the library (Chess Club, homework), 15:30–17:00. Then in the cloakroom.	At 17:00 you looked for your scarf in the cloakroom. You didn't find it. At 17:10 you ran for the school bus. You were not in the main hall. You are new, and you are upset because somebody said it was you.	You don't know who was in the hall. You never saw the cup on Thursday.
Mr Reilly (caretaker)	In the gym changing rooms, 16:50–17:28 (Ms Kaur was in the gym). Then at the hall door.	You repaired a lock. At 17:30 you locked the hall door. At about 17:35 you saw a light in the Technology room and Mr Walsh's car in the car park. You wear blue overalls.	You didn't look inside the cabinet. You don't have a cabinet key: it is in the key box.
Mei Tan (Year 8)	In the workshop, then in the main hall, 15:30–17:10. Then you left by the front door.	You took four photos (F6). Your phone clock is five minutes fast. At about 17:15 you saw Lucía in the corridor, near the window to the courtyard.	You didn't see anybody near the cabinet. You left school at 17:15.

Source: Role cards written for this notebook (fictional people). The witness reads only his or her own card.

Detectives: you can ask «Where were you at…? What were you doing? Who did you see?» Witnesses: answer only what you are asked; if you don't know, say «I don't know» or «I'm not sure».

F8 Staff-room records: key log and staff chat

DATA

Key	Taken	Returned	Signed by
Cabinet key	Thursday 15:40	Thursday 15:55	N. Dlamini
Gym keys	Thursday 16:50	Thursday 17:28	S. Reilly
Cabinet key	Thursday 17:08	Thursday 17:25	T. W.
Hall door key	Thursday 17:30	Thursday 17:34	S. Reilly

Staff chat · Year 8 team

Thursday 16:55 · T. Walsh: Nomsa, do you have a minute? One handle on the cup looks loose. I can fix it tonight in the workshop. It's easy.
Status: delivered, not read.

Friday 08:03 · N. Dlamini: URGENT! The Quiz Cup isn't in the cabinet. Has anybody seen it?
Friday 08:04 · S. Reilly: Sorry, no. I didn't open the cabinet.
Friday 08:06 · H. Kaur: I was in the gym until 17:30 with Seán. We didn't go to the hall.

Source: Records written for this notebook. In the story, the school office shares the key log and the IT manager shares the messages with the detectives.

Who signed with the initials «T. W.»? How can you find out who it is? Did Mr Walsh get an answer?

F9 Clue cards: do they agree?

DATA

Card	Who says it?	What do they say?
A	Dev, Year 8 (class chat)	«It was Jamal! He's new and nobody knows him.»
B	Priya, Year 8 (Friday)	«I think the tall person with the box was Mr Reilly. The caretaker always carries boxes.»
C	Mr Reilly, caretaker (Friday)	«I was in the gym from ten to five until half past five. Ms Kaur can say the same.»
D	A student reading F6 and F8	«Mei's last photo says 17:10 and the cup is in the cabinet. But the key log says somebody took the cabinet key at 17:08. That's impossible!»
E	Ms Dlamini (Friday)	«The cabinet was locked and nothing was broken, so I think somebody with a key opened it.»

Source: Cards written for this notebook (fictional people). Cards A and B show how rumours and guesses can sound like facts.

Which cards give facts? Which give opinions or guesses? Which two cards seem to disagree? Why?

F10 Mediation · Lucía's statement in Spanish

CASE

Declaración de Lucía Vidal, alumna de intercambio (Zaragoza)

«El jueves estaba esperando a mi familia anfitriona en el pasillo de la entrada, junto a la ventana que da al patio. Eran más o menos las cinco y cuarto; no llevo reloj, pero mi familia llegó a las cinco y veinte. Vi a un señor alto, con un delantal verde, que cruzaba el patio hacia el edificio de Tecnología. Llevaba una caja de cartón con las dos manos y caminaba despacio, con mucho cuidado, como si dentro hubiera algo frágil. No sé cómo se llama y solo lo vi de lado, no le vi la cara. Después salí por la puerta principal y me subí al coche. Hasta hoy no sabía nada de la copa.»

Source: Statement written for this notebook (fictional person). Lucía wrote it in Spanish. Your team-mates from Harbour Hill can't read Spanish: you are going to explain it to them in English.

Don't translate word by word! Which facts are important for the detectives? What is a fact and what is your idea?

ANNEX 3

Student Worksheets

Learning situation 5 · The Mystery Files

STUDENTS

WORKSHEET 1 Open the case file

Session 1

Name: Class: Date:

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

1 Warm-up quiz. Tick the correct answer.

The cup ___ in the cabinet yesterday afternoon.
☐ is ☐ was ☐ were

___ you in the hall at five o'clock?
☐ Was ☐ Were ☐ Did

What ___ you do after school yesterday?
☐ do ☐ did ☐ were

When the bell rang, we ___ in the library.
☐ are working ☐ were working ☐ work

There ___ be a simple explanation.
☐ might ☐ mights ☐ does might

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

	T	F
The Quiz Cup is made of gold.	☐	☐
Ms Dlamini locked the cabinet on Thursday.	☐	☐
On Friday the cabinet was open and broken.	☐	☐
The Awards Assembly is at 9:30.	☐	☐
Ms Dlamini thinks a student took the cup.	☐	☐

3 Make a list of what you know and what you don't know. Use F1, F2 and F3 and say where the information is from.

What we KNOW (fact + source)	What we DON'T know (question)

4 **Use the map (F2) and the timetable (F3) to answer.**

Question	Answer
Where is the trophy cabinet?	
Which activity was in the main hall on Thursday?	
Who was in the gym at 17:00?	
How do you go from the hall to the Technology block?	

WORKSHEET 2 Evidence workshop

Session 2

Read the statements (F4), the object list (F5) and the photo list (F6). Then listen to Mei's voice note.

1 **Noticing. Complete with the verb in brackets in the past simple or the past continuous (was / were + -ing).**

a) At 16:30 Priya _____ (practise) her lines near the cabinet.

b) While she _____ (carry) a box of costumes, she _____ (see) a tall person.

c) Mr Reilly _____ (repair) the lock while Ms Kaur _____ (train) the team.

d) At 17:30 he _____ (lock) the hall door.

2 **Match each use with an example.**

1 An action in progress at a moment in the past ●	● a I saw a tall person.
2 A finished action in the past ●	● b Mr Reilly was repairing the lock.
3 A short action in the middle of a longer one ●	● c I was packing costumes when I saw someone.

3 **Evidence or inference? Write E (evidence: it is in a source) or I (inference: it is our idea).**

Sentence	E or I?
The cabinet was locked on Friday morning.	
Somebody with a key opened the cabinet.	
There was a yellow note under the cabinet.	
The tall person was a teacher.	
Mr Reilly says he was in the gym at 17:00.	
The cup is probably not stolen.	

4 **Listening 1. Mei's phone clock is not correct. Listen twice and complete the table.**

Photo	Time on her phone	Real time	What can you see?
1	15:35		
2	16:20		
3	16:48		
4	17:10		

5 **Pronunciation. Read aloud with a partner: «She was reading in the library.» «They were packing the costumes.» «Where were you at five o'clock?» Tick what you did.**

- ☐ I said was /wəz/ and were /wə/ without stress.
- ☐ I stressed the main words (reading, packing, five).
- ☐ My Wh- question went down at the end.

6 **Plurilingual thinking. In Spanish we say «Priya estaba practicando» or «Priya practicaba». In English: «Priya was practising». What do you notice?**

WORKSHEET 3 Witness interviews

Session 3

Work in groups of four: two detectives, one witness and one secretary. Rotate the roles after each interview. The witness uses a role card (F7).

1 **Before you ask: complete the questions with was, were, did or do.**

Where _____ you at five o'clock?

What _____ you doing?

Who _____ you see?

_____ you hear anything?

What _____ you do next?

2 **Write four more questions for your witness. Use When, Where, Who, What, Why or How.**

3 **Secretary: take notes in the table.**

Witness	Where? What was he / she doing?	What did he / she see?	Not sure / doesn't know

4 **Write three sentences to tell the group what one witness said. Use the past simple and the past continuous.**

5 **Tick the strategies you used in the interviews.**

- ☐ I asked someone to repeat: «Can you repeat the time, please?»
- ☐ I checked: «Do you mean … or …?»
- ☐ I said «I'm not sure» when I didn't know.
- ☐ I waited for my turn and thanked the witness.
- ☐ I used body language (nodding, looking at the speaker).

WORKSHEET 4 New clues, new ideas

Session 4

Read the key log and the staff chat (F8) and the clue cards (F9). Then update your ideas.

1 **Read F8. True (T) or false (F)?**

	T	F
Somebody with the initials T. W. took the cabinet key at 17:08.	☐	☐
Ms Dlamini read Mr Walsh's message on Thursday evening.	☐	☐
Mr Reilly signed for the cabinet key.	☐	☐
Ms Kaur says she and Mr Reilly were in the gym.	☐	☐
Mr Walsh answered Ms Dlamini's urgent message on Friday at 8:04.	☐	☐

2 Read the clue cards (F9). Is each card a fact, an opinion or a guess? Why?

Card	Fact, opinion or guess?	Why? (use the sources)
A		
B		
C		
D		
E		

3 Card D and the key log seem to disagree. Explain why they don't really disagree.

4 Update your hypotheses. Use the evidence and write how sure you are (probably, might, unlikely).

Hypothesis	Evidence for	Evidence against	How sure are we?
1. A student took the cup.			
2. The caretaker took the cup.			
3. A teacher borrowed the cup to repair it.			
4. (Your idea)			

5 Write two sentences with might or could and because.

WORKSHEET 5 A clue for my team

Session 5

Mediation. Your English-speaking team-mates haven't seen Lucía's statement (F10) and they can't read Spanish. Explain it to them in simple English. Don't translate word by word!

1 **Read F10. Find the key information.**

Question	The statement says... (facts)
Who is the witness? Where was she?	
What time was it?	
What did she see?	
What didn't she see or know?	

2 **Separate the facts from your ideas.**

The text says...	We think... (use might / could)

3 **Write a short message (50-60 words) for your team. Start with «The text says…» and finish with «We think… ». Don't add new information.**

4 **Check your message. Tick what you did.**

- ☐ I included the person, the place, the time and the object.
- ☐ I did not add information that is not in F10.
- ☐ I separated «the text says» from «we think».
- ☐ I used simple words and short sentences.

WORKSHEET 6

Our Case File: draft and review

Session 6

Write your draft in the template (Annex 4). Then swap case files with another team and review them.

1 **Connect the ideas. Complete with because, so or although.**

a) Mei's photo looks impossible _____ her phone is five minutes fast.

b) The cabinet was locked and nothing was broken, _____ somebody with a key probably opened it.

c) _____ Jamal is new, there is no evidence against him.

d) We can trust the key log _____ the staff sign it every time.

2 **Plan your timeline. Write the events in order for Annex 4.**

Time	What happened?	Evidence (F…)

3 **Plan the oral reconstruction: who says what?**

Speaker	Part of the story	One key sentence

4 **Peer review. Tick what the other team's case file does well.**

- ☐ The timeline has times, events and sources.
- ☐ Facts and ideas are separated (the text says / we think).
- ☐ Past simple and past continuous are used well.
- ☐ They use might / could / probably when they are not sure.
- ☐ Nobody is accused without evidence.
- ☐ The conclusion is clear and has reasons.

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

WORKSHEET 7 Individual challenge: a new case

Session 7

Work on your own. Read the new case and write your own conclusion.

1 **Read the case and write a conclusion (60-80 words): what probably happened, two pieces of evidence, one thing you don't know and one idea that is NOT evidence.**

The Lost Lunchbox (a new case)

On Tuesday, Adaeze's green lunchbox disappeared from her classroom.

- **Clue 1 · Timetable:** At 8:50 the lunchbox was on Adaeze's desk. At 10:15 the class went to the music room.
- **Clue 2 · Adaeze:** «I took my bag, my music book and my pencil case. I was running because we were late. My bag was open.»
- **Clue 3 · Mr Evans, caretaker:** «At 10:40 I was cleaning the corridor outside the music room. I found a green lunchbox next to the bin. I took it to the staff room.»
- **Clue 4 · Object list:** A green lunchbox in the staff room. Note: «Found in the corridor, 10:40.» Name on the lunchbox: A. Obi.
- **Clue 5 · Zara:** «Tomás took it. He's always hungry!»

2 **Write two questions you would like to ask to check your conclusion.**

3 **Write one phrase you can use to separate a fact from an idea.**

ANNEX 4

Final Product Template

Learning situation 5 · The Mystery Files

STUDENTS

Name: Class: Date:

Our Case File: the Missing Quiz Cup. Write in English. Say where each fact comes from (F1, F4…) and use might / could when you are not sure.

Case title and team

Title, team members and roles (detective, secretary, reporter, presenter).

What we know

Facts with sources (F…).

What we don't know

Open questions.

Timeline of Thursday and Friday

Time · what happened · evidence. Use the real time of Mei's photos!

Our hypotheses

Hypothesis 1, 2 and 3: evidence for / against; how sure we are.

Our conclusion

We think… because… It might / could… Although…

Plan for the oral reconstruction

Who speaks? Key sentences; one visual.

Fairness and source check

No accusation without evidence; sources used.

ANNEX 5

Useful Language & Final Check

Learning situation 5 · The Mystery Files

STUDENTS

Name: Class: Date:

Functions and model sentences

Narrating events	At 17:08 somebody took the key. At 17:30 Mr Reilly locked the hall.
Describing interrupted actions	I was carrying a box when I saw a tall person.
Asking detailed questions	Where were you at five? What were you doing? Who did you see?
Expressing possibility	The cup might be in the workshop. It could be a mistake.
Giving reasons	The log is important because it shows who took the key.
Separating evidence from ideas	The text says… / We think… / There is no evidence that…

Grammar in context

Past simple	I saw the cup. She didn't see his face. Did you hear anything?
Past continuous	was / were + -ing: Priya was packing. We weren't talking.
Past continuous + past simple	I was walking home when I remembered the key.
might / could	It might be a mistake. It could be a teacher.
Question forms	Where were you? What did you see? Who was with you?
because / so / although	…because the door was locked. …so we think… Although he is new, there is no evidence.

Vocabulary bank

Evidence: clue, evidence, witness, statement, hypothesis, timeline, fact, guess, opinion

Objects and places: cabinet, cup, key box, cloth, bubble wrap, box, workshop, courtyard, car park

Time: at half past five, ten minutes later, while, when, before, after, until

Possibility: maybe, perhaps, probably, possible, unlikely, I'm (not) sure

Pronunciation tips

- Weak forms: was /wəz/ and were /wə/ are not stressed: She was IN the hall.
- Wh- questions go down ↘ (Where were you?); yes/no questions go up ↗ (Did you hear anything?).
- Stress to correct: «The cup was in the CABINET, not on the TABLE.»

When I get stuck (clarify & repair)

Sorry, what did you say?

Can you repeat the time, please?

Do you mean … or …?

How do you know?

Is that a fact or an idea?

Can you say it more slowly?

What does … mean?

Final check before you hand in: Case file + oral reconstruction

- ☐ The case file has a title, team names and a clear question.
- ☐ The timeline has times, events and evidence.
- ☐ We separate facts from ideas (the text says / we think).
- ☐ We use was / were + -ing and the past simple correctly.
- ☐ We use might / could / probably when we are not sure.
- ☐ We connect ideas with because, so and although.
- ☐ We say where each clue comes from (F-numbers).
- ☐ Nobody is accused without evidence.

ANNEX 6

Printable Rubric

Learning situation 5 · The Mystery Files

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Case file + oral reconstruction**. 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 case file and the reconstruction explain clearly what probably happened, with a full timeline, evidence for each step and one rival idea that is checked and rejected.	The case file and the reconstruction explain what probably happened, with a timeline and evidence for most steps.	Some steps of the story are missing or have no evidence; the conclusion is only partly clear.	The conclusion is a guess without evidence; a listener cannot follow what happened.	
Organisation & language	Correct, varied past simple and past continuous (was/were + -ing); might / could and because / so / although used well; very few errors.	Past forms and might / could are mostly correct; some connectors; a few errors that do not stop understanding.	Frequent mistakes with was/were or past forms; very few connectors; some sentences are hard to follow.	Mixed tenses and many errors; the text is very difficult to understand.	
Interaction / delivery	In the interviews and the case conference I ask precise questions, answer clearly, check with «Do you mean…?» and take turns naturally.	I ask and answer past questions, use some clarification phrases and take turns.	I take part with help; I need prompts to ask questions or clarify.	I rarely speak or I read everything without looking at my partners.	
Mediation & audience	I explain Lucía's statement accurately in simple English, keep every important fact, add nothing and clearly separate «the text says» from «we think».	I explain the main facts clearly; one small detail is missing or mixed with an idea.	Some facts are missing, changed or translated word for word; facts and ideas are mixed.	I copy or translate mechanically, or I change the meaning of the statement.	
Intercultural / ethical use	Nobody is accused without evidence; I challenge stereotypes (the new student, the caretaker) and name my sources (F-numbers).	Respectful; I mostly use evidence and mention my sources.	Some guesses depend on who a person is (new, caretaker); sources are not always clear.	I accuse a person without evidence or use stereotypes.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 5 · The Mystery Files

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can tell facts from guesses and say how sure I am (might, probably).	○	○	○	○
I can explain a clue to a team-mate without adding 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 5 · The Mystery Files

STUDENTS

Name: Class: Date:

Extra help: question frames, a possibility bank, a model evidence table and a timeline to put in order.

Question frames

- **Where** were you at …?
- **What** were you doing when …?
- **Who** did you see?
- **Did** you hear anything?
- **What** did you do next?
- **How** do you know?

Possibility bank

- **It's 100% sure:** The cabinet **was** locked.
- **It's very likely:** The cup is **probably** in the workshop.
- **It's possible:** It **might / could** be a mistake.
- **It's unlikely:** It's **unlikely** that Jamal took it.
- **I'm not sure: Maybe** it was a teacher.

1 **Evidence table. Complete it with F5, F8 and F10.**

Clue	Where is it from?	What does it tell us?
Yellow note «Handle? – T.»	F5 (object list)	
Key log: T. W. 17:08 – 17:25	F8	
Lucía's statement	F10	

2 **Timeline. Write 1-5 to put the events in order.**

Order	Event
	Mr Reilly locked the hall door.
	Ms Dlamini cleaned the cup.
	Somebody took the cabinet key.
	Mei took a photo of the cup.
	Ms Dlamini found the cabinet empty.

3 **Choose the best word.**

The cabinet is locked, so somebody with a key ___ open it.

☐ could ☐ is ☐ was

I'm not sure, but the cup ___ be in the workshop.

☐ might ☐ mights ☐ does

4 **Write two questions for a witness with the frames.**

ANNEX 9

Extension

Learning situation 5 · The Mystery Files

STUDENTS

Name: Class: Date:

A rival explanation

A good detective checks other ideas. Write an **alternative explanation** for what happened to the Quiz Cup (for example: a delivery, a cleaner or a plan for the assembly). Then decide which explanation, yours or the rival one, **fits more evidence**.

Steps

1. Write your rival explanation in 50-70 words with might / could. Don't accuse any real person.
2. Complete the table: does each clue support (✓), contradict (×) or not help (?) each explanation?
3. Count the ✓ and × for each explanation.
4. Write a verdict (3-4 sentences) with because and although: which explanation is better and what evidence is missing?

1 Evidence-fit table.

Clue	Explanation A (our case file)	Explanation B (rival)
Yellow note «Handle? – T.»		
Key log: T. W. 17:08 – 17:25		
Lucía: man with green apron and box		
Light on in the Technology room		
Staff chat 16:55		

What to hand in

The rival explanation, the completed table and the verdict (about 100-120 words in total).

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 5 · The Mystery Files

TEACHER

Worksheet 1

1. Quiz: was; Were; did; were working; might.
2. F (it is silver); T; F (it was locked and nothing was broken); T; F (nobody is a suspect).
3. Open answer. Model. KNOW: «The cup is silver and has two handles (F1).» «The cabinet was locked on Friday and nothing was broken (F1).» «Ms Dlamini last saw the cup at 15:45 on Thursday (F1).» «The Drama Club was in the hall from 16:00 to 17:00 (F3).» DON'T KNOW: Where is the cup now? Who was in the hall after 15:45? Who has a cabinet key? Who was in the hall after 17:00?
4. In the main hall, in the south-west corner next to the corridor door; the Drama Club rehearsal (16:00-17:00); Ms Kaur and the basketball team (and Mr Reilly, from 16:50, in the changing rooms); through the corridor and the courtyard.

Worksheet 2

1. a) was practising; b) was carrying / saw; c) was repairing / was training; d) locked.
2. An action in progress → Mr Reilly was repairing the lock. A finished action → I saw a tall person. A short action in the middle of a longer one → I was packing costumes when I saw someone.
3. E; I; E; I; E (it is a statement, which is evidence of what he says); I.
4. Listening 1 (see script). 1: real time 15:30; Mr Walsh helping students in the workshop, wearing his green apron. 2: 16:15; Priya reading her lines on the stage. 3: 16:43; the Quiz Cup in the cabinet, very shiny, door closed. 4: 17:05; Drama Club packing up, the cup still in the cabinet behind Priya.
5. Pronunciation: self-assessment. Check that learners reduce was/were.
6. Open answer. Model: «In Spanish we can use the imperfect («practicaba») or estar + gerund («estaba practicando»); in English the past continuous is was/were + -ing. English uses was/were + -ing for an action in progress and the past simple for a finished action.» Accept any reasonable comparison.

Worksheet 3

1. were; were; did; Did; did.
2. Open answer. Models: When did you leave? Where did you go next? Who was with you? Why were you in the cloakroom? How did you get home?
3. Open answer. Model for Priya: «Hall (Drama Club) / carrying costumes at 17:10 / saw a tall person with a big box, thought a teacher / didn't see the face.» Check that notes agree with the role cards (F7).
4. Model: «Priya was carrying a box of costumes when she saw a tall person at the back of the hall. The person was carrying a box too. She didn't see the face.»
5. Self-assessment: open.

Worksheet 4

1. T; F (it was not read); F (T. W. signed it); T; F (there is no answer from Mr Walsh).
2. A: opinion/guess (no evidence; being new is not evidence). B: guess (Priya didn't see the face; «the caretaker always carries boxes» is a stereotype). C: fact according to the witness; supported by Ms Kaur (F8). D: apparent contradiction, a wrong conclusion. E: inference (reasonable: locked cabinet + no damage).
3. Mei's phone is five minutes fast, so the last photo was taken at 17:05, three minutes before the key was taken (17:08).
4. Open answer. Model: 1. A student: against: there is no evidence; Jamal was in the library and the cloakroom (F7) and the cabinet was locked with a key that students cannot take; unlikely. 2. The caretaker: against: he was in the gym 16:50-17:28 (Ms Kaur confirms); the log has T. W., not S. Reilly; he has no cabinet key; unlikely. 3. A teacher borrowed it to repair it: for: sticky note «Handle? – T.», key log T. W. 17:08, staff chat 16:55, Lucía's man with a box, light in the Technology room, bubble wrap; against: the message was not read and nobody knew; probably (the best explanation). 4. Open (e.g. a cleaner took it to polish it: for: the cloth; against: the cloth was Ms Dlamini's; unlikely).
5. Model: «The cup might be in the Technology room because Lucía saw a man with a box in the courtyard. It could be a mistake because Mr Walsh's message wasn't read.»

Worksheet 5

1. Lucía Vidal, an exchange student from Zaragoza, was waiting for her host family in the entrance corridor, next to the window to the courtyard. // About 17:15 (her family arrived at 17:20). // A tall man with a green apron crossed the courtyard towards the Technology block. He carried a cardboard box with both hands, slowly and carefully. // She didn't see his face (only from the side), she doesn't know his name and she didn't know anything about the cup.
2. Model. The text says: «A tall man in a green apron crossed the courtyard at about 17:15 with a box.» We think: «He might be a Technology teacher (Mr Walsh wears a green apron in the workshop, photo 1 of Mei).» / The text says: «He carried the box carefully.» We think: «The cup could be in the box, but Lucía doesn't say that.»
3. Model (about 55 words): «Lucía Vidal, an exchange student, was in the entrance corridor at about 17:15 on Thursday. She saw a tall man in a green apron. He was crossing the courtyard to the Technology block and carrying a cardboard box carefully. She didn't see his face. We think he might be Mr Walsh, but the text doesn't say it.»
4. Self-check: open. The message must not contain «the cup was in the box» as a fact.

Worksheet 6

1. because; so; Although; because.
2. Model timeline: 15:45 Ms Dlamini cleans and locks the cup in the cabinet (F1, F4) // 16:30 Priya sees the cup (F4) // 16:43 Mei's photo 3 shows the cup (F6, real time) // 16:55 Mr Walsh's message to Ms Dlamini, not read (F8) // 17:05 photo 4: cup still there (F6) // 17:08 T. W. takes the cabinet key (F8) // 17:10-17:13 Priya sees a tall person with a box (F4) // 17:15 Lucía sees a man with a green apron and a box in the courtyard (F10) // 17:25 key returned (F8) // 17:30 Mr Reilly locks the hall; light in the Technology room (F4) // Friday 8:00 cabinet locked and empty (F1).
3. Open answer. Check that every member has a role and that each part uses a key sentence with a past form.
4. Peer review: open. Stars and wishes should refer to concrete parts (e.g. «Your timeline has all the sources»; «Say might, not is, when you aren't sure»).
5. Open answer.

Worksheet 7

1. Model (about 70 words): «The lunchbox probably fell out of Adaeze's open bag in the corridor while she was running to the music room. The caretaker found it there at 10:40 (Clue 3), and Adaeze says her bag was open (Clue 2). We don't know if the lunchbox was in her bag. Zara's idea about Tomás is not evidence: she gives no facts.» Assess with the rubric: a clear conclusion, two pieces of evidence, one unknown, one non-evidence idea, might/probably and past forms.
2. Models: «Did you put the lunchbox in your bag?» «What time did you find the lunchbox, Mr Evans?» «Where did you see Tomás at 10:15?»
3. Models: «The text says… / We think… / There is no evidence that… / Is that a fact or an idea?»

Support (Annex 8)

1. Yellow note → F5 → someone whose name starts with T. wrote about a handle; Key log → F8 → somebody with the initials T. W. took the cabinet key from 17:08 to 17:25; Lucía → F10 → a tall man with a green apron carried a box to the Technology block at about 17:15.
2. Order: Ms Dlamini cleaned the cup (1); Mei took a photo of the cup (2); Somebody took the cabinet key (3); Mr Reilly locked the hall door (4); Ms Dlamini found the cabinet empty (5).
3. could; might.
4. Open answer. Models: «Where were you at 17:15?» «What were you doing when you saw the man?»

Extension (Annex 9)

1. Open answer. Check: a rival explanation that is possible and does not accuse a real person (e.g. «The cup might be at the engraver's for the winners' names. It could be a plan for a surprise.»); the table is consistent: the rival explanation does not explain the sticky note, the key log initials, Lucía's statement or the light in the Technology room. Verdict with because and although, and at least one piece of missing evidence.

Listening script · Worksheet 2 · Mei's voice note (Listening 1)

Read twice at a natural speed. Pause briefly between photos.

«Hi Ms Dlamini, it's Mei from the school magazine. You asked about my photos from Thursday. First, something important: my phone clock is five minutes fast, so please subtract five minutes from every time. OK!

Photo one. My phone says 15:35. It's the Technology Club in the workshop. Mr Walsh was helping a group of students and he was wearing his green apron. He always wears it in the workshop.

Photo two. My phone says 16:20. It's the Drama Club in the main hall. Priya was standing on the stage and reading her lines.

Photo three. My phone says 16:48. I took a photo of the Quiz Cup in the cabinet because it looked really shiny. The cabinet door was closed.

Photo four. My phone says 17:10. The Drama Club was packing up. You can see the cup in the cabinet behind Priya.

After that my battery died, so I didn't take any more photos. Sorry! Bye!»

Listening script · Worksheet 7 · Reveal for the case conference (optional, read after the vote)

Read aloud once the teams have presented and voted.

«Message from Mr Walsh, Friday 08:52: Sorry, everybody! I'm so sorry! I had a flat tyre this morning and I arrived late. The Quiz Cup is safe: it's in the workshop under a clamp. On Thursday the handle was loose, so I took the cup to fix it with glue. I wrote to Nomsa at 16:55, but I didn't wait for an answer and I forgot to leave a note. The glue is dry now. I'm bringing the cup to the hall right now. See you at the assembly!»

Ask the class: Which evidence pointed to this explanation? Which clue was the least useful? What was still unknown before the message?

Listening script · F4 · Witness statements (optional listening)

If you want an extra listening, read the three statements of F4 aloud with three students. First listening: Who saw the cup, and when? Second listening: Who was doing what at 17:00?

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40 minutes each. In session 3 give 5 minutes per interview and rotate roles four times; in session 7 allow 3 minutes per team for the reconstruction and 10 minutes for the individual challenge.
- Solution of the case (for the teacher): on Thursday at 17:08 Mr Walsh (T. W.) took the cabinet key, put the cup in a box with bubble wrap and carried it across the courtyard to the workshop to fix a loose handle with glue; he returned the key at 17:25, locked the cabinet and was seen by Priya (17:10) and Lucía (17:15). Ms Dlamini never read his message. Do not reveal the solution before session 7: students must reach it through evidence and use «probably / might».
- Mediation (Worksheet 5): value selection, accuracy and the distinction between «the text says» and «we think»; do not accept translation word by word. Students can discuss the Spanish text in their teams, but the final message is in English. Ask: «What can your teammates not see?»
- Differentiation: give the support worksheet (Annex 8) with the question frames and the possibility bank; for fast finishers, use the extension (Annex 9). Interaction: pair-before-group rehearsal; turn cards for the interviews.
- Intercultural and ethical note: cards A and B in F9 show how suspicion can depend on stereotypes (the new student, the caretaker). Discuss: «Why is «he's new» not evidence?» All the characters are fictional and the story has no crime; do not use real names of students in the class as suspects.

⚠ Likely errors

- Omitting be in the continuous: «Priya practising her lines» instead of «was practising»; was/were with the wrong subject («they was»).
- Using the past simple for an action in progress: «I walked in the corridor when I saw him» instead of «I was walking… when I saw him».
- «mights», «he might to be», or «it is maybe a teacher» instead of «it might be a teacher» / «maybe it is a teacher».
- Questions without an auxiliary: «Where you were?» «What you did?» instead of «Where were you?» «What did you do?»
- Confusing so and because: «The cabinet was empty because somebody opened it» (reverse reason) and writing facts as certain when they are inferences.
- Translating word by word in mediation, or adding information («the cup was in the box»).

⚖ Accepting alternative answers

- Accept any answer that communicates the meaning, even with minor errors that do not affect understanding (was/were slips, missing -s).
- In the timeline, accept slightly different wording and one or two time differences of five minutes if the order is right and the source is given.
- In the hypotheses and conclusions, accept different explanations if they are supported by clues from the dossier and use hedging (might, probably) for inferences.
- In mediation, accept different wordings if the key facts (who, where, when, what she saw) are accurate and nothing important is added.

06

SITUACIÓN DE APRENDIZAJE

Our Changing Planet

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we communicate an environmental problem in a way that leads to realistic action?

CURSO 2.º ESO	SESIONES 7 sesiones	BLOQUES DE SABERES A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE6	PRODUCTO FINAL School environmental campaign	CRITERIOS DE EVALUACIÓN 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2, 6.2, 6.3

Contexto, reto y producto final

El comité medioambiental del centro (*Eco-Team*) prepara la **Green Week** y pide ayuda a 2.º ESO: quiere una campaña en inglés, dirigida al alumnado, el profesorado y las familias, que no se limite a «concienciar» sino que consiga **una acción realista**. El punto de partida es una auditoría del propio centro (papeleras, luces encendidas, grifos, forma de llegar al instituto) cuyos datos del dossier son **ilustrativos**: el docente puede sustituirlos por mediciones reales de la clase.

El alumnado lee tarjetas de fuentes breves, entre ellas cinco **acciones locales reales** de comunidades de Irlanda, Australia, Sudáfrica y Kenia más una iniciativa escolar habitual en varios países, y distingue *problem / evidence / action*. Interpreta un gráfico y un conjunto de ecoiconos, practica las predicciones (*will / may / might*) y el **first conditional**, elige en equipo un problema del centro con criterios (evidencia, viabilidad, equidad) y, en la tarea de **mediación**, explica con palabras un pictograma a compañeros que no pueden verlo. Con todo ello crea un **póster y un anuncio de audio** de 30-45 segundos, los presenta y se vota con criterios basados en pruebas; además, cada alumno o alumna redacta individualmente un mensaje sobre un problema nuevo (grifos que gotean). Se trata la sostenibilidad desde la acción local y la justicia (que la acción sea gratuita y posible para todos), sin exotizar problemas lejanos.

Reto comunicativo

Create a school environmental campaign (a poster and a 30-45 second audio announcement) that uses evidence to ask students and teachers for one realistic action for Green Week.

Producto final

School environmental campaign.

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.

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.

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.
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.
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.
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
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
describing environmental problems; expressing cause and consequence; making predictions; suggesting actions

Grammar in context
will/may/might for predictions; first conditional; should/can for solutions; because/so

Vocabulary
waste; energy; water; transport; climate and local environment

Pronunciation / phonology
stress in compound environmental terms; conditional rhythm; persuasive sentence stress

Mediation focus
Explain key information from a simple chart/infographic to classmates in clear English.

Intercultural focus
Use environmental examples from several English-speaking communities and foreground local action rather than exoticising distant problems.

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 environmental information.
- Express likely consequences and practical solutions.
- Use a first conditional in meaningful contexts.
- Create a persuasive campaign for a real school audience.
- Mediate data/visual information into accessible 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 short source cards and distinguish problem/evidence/action

Evidence: Worksheet 1: diagnóstico, clasificación de las tarjetas de fuentes (F1) en problema / prueba / acción y reflexión sobre acciones locales en el mapa (F9).

Worksheet: Annex 3 · 1

2

SESSION 2

Interpret simple charts and eco-icons

Evidence: Worksheet 2: lectura del gráfico de la auditoría de papeleras (F2) con fracciones y porcentajes, correspondencia de ecoiconos (F3) y acentuación de compuestos.

Worksheet: Annex 3 · 2

3

SESSION 3

Language workshop: predictions and first conditional

Evidence: Worksheet 3: first conditional y predicciones con will / may / might; listening del anuncio del Walking Bus (completar datos) y frases propias.

Worksheet: Annex 3 · 3

4

SESSION 4

Team decision: choose one realistic school issue

Evidence: Worksheet 4: valoración de las acciones (F5, F6) con criterios, diálogo de negociación y decisión razonada del equipo.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: explain a chart or infographic in words

Evidence: Worksheet 5: mediación del pictograma de transporte (F4): tabla de datos clave y texto oral/escrito para compañeros que no lo ven.

Worksheet: Annex 3 · 5

6

SESSION 6

Create campaign poster/audio announcement and peer-review

Evidence: Worksheet 6: borrador del póster y del anuncio (Anexo 4), conectores because / so y revisión entre equipos con la lista de comprobación.

Worksheet: Annex 3 · 6

7

SESSION 7

Pitch campaign and vote using evidence-based criteria

Evidence: Presentación de la campaña, votación con criterios (hoja de votación) y Worksheet 7: mensaje individual sobre un problema nuevo.

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 tarjetas de fuentes, el gráfico y el pictograma: identifica problema, prueba y acción y extrae cifras (F1, F2, F4).	Worksheets 1 y 2 / lista de comprobación
1.2	Estrategias de comprensión: usar ecoiconos y apoyo visual, distinguir hechos de ilustraciones y completar datos del listening del Walking Bus.	Worksheets 2 y 3 / observación
2.1	Presentación oral de la campaña (anuncio de 30-45 s): problema, dato, frase con *if… will…* y petición de acción, con acentuación persuasiva comprensible.	Presentación (sesión 7) / rúbrica
2.2	Póster y guion del anuncio con evidencia, first conditional, predicciones y conectores; mensaje individual sobre los grifos.	Anexo 4 y Worksheets 6 y 7 / rúbrica
3.1	Negociación en equipo para elegir un problema: acuerdo y desacuerdo corteses, turnos de palabra y propuestas (I think we should…, Why don't we…?).	Worksheet 4 / observación sistemática
4.1	Explicación en inglés sencillo del pictograma (F4) para compañeros que no lo ven, con cifras correctas y sin añadir datos.	Worksheet 5 / rúbrica de mediación
4.2	Uso de apoyos para crear puentes: marco de lectura de gráficos, fracciones y tabla de datos clave para transformar un dato visual en palabras.	Worksheet 5 / lista de observación
6.2	Comparación respetuosa de acciones locales de varias comunidades anglófonas (F1, F9) y con el entorno propio, sin exotizar.	Worksheet 1 / rúbrica
6.3	Valoración de la equidad de las acciones (gratuitas, accesibles para todo el alumnado) y de la honestidad de las fuentes (datos reales frente a ilustrativos).	Worksheets 4 y 7 / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The campaign names one clear problem, shows real or clearly marked illustrative evidence and asks for one realistic, specific action; it would convince a real school audience.	The campaign names a problem, shows some evidence and asks for an action that is clear.	The problem or the action is vague; the evidence is missing or not connected to the request.	The audience cannot tell what the problem or the action is.
Organisation & language	First conditional (if + present, will) and will / may / might are used correctly several times; because / so connect ideas; very few errors.	First conditional or predictions are mostly correct; some connectors; errors do not stop understanding.	Frequent mistakes (if + will, missing will); few connectors; some sentences are hard to follow.	Very limited control; the message is hard to understand.
Interaction / delivery	In the decision and the pitch I agree, disagree politely and take turns; my voice, stress and rhythm make the announcement persuasive.	I take part in the decision and read the announcement clearly with some stress on key words.	I take part with help; the announcement is read in a flat or hesitant way.	I rarely speak or I only read without looking at the audience.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Mediation & audience	I turn the pictogram into clear words with the right numbers and one comparison; nothing is added or changed; a listener could draw it.	I explain the main numbers and one comparison; one small detail is missing.	Some numbers are missing or wrong, or I only list the data without explaining them.	I copy the data or change the meaning of the pictogram.
Intercultural / ethical use	Sources are named, illustrative data are marked, the action is free and fair for everybody, and local actions from different communities are respected.	Sources are mostly named and the action is fair; respectful comparisons.	Some data are not marked as real or illustrative, or the action could exclude some students.	Invented data are presented as real or the campaign blames or excludes people.

Input Pack y recursos

Short environmental source cards, fictional school data, chart, campaign examples and action 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

Simplified source cards, chart-reading frame and conditional sentence starters.

Extension

Anexo 9

Add a basic cost/impact comparison of two possible actions.

ANNEX 1

Challenge Launch

Learning situation 6 · Our Changing Planet

STUDENTS

Our school has a problem, and it is not a secret: the bins are full of plastic, the lights stay on in empty classrooms and 30 students come to school by car. The Eco-Team is preparing Green Week and needs your help. Your mission is to design a school environmental campaign in English: a poster and an audio announcement that explain one problem, show the evidence and ask for one realistic action. You are going to read short source cards, interpret a chart and eco-icons, practise predictions and «if… will…» sentences, choose one issue as a team, explain a pictogram in words and pitch your campaign. Ready to change something?

> *How can we communicate an environmental problem in a way that leads to realistic action?*

Your challenge

Create a school environmental campaign (a poster and a 30-45 second audio announcement) that uses evidence to ask students and teachers for one realistic action for Green Week.

Audience: Students, teachers and families of our school (the Eco-Team's Green Week audience).

What you will create

School environmental campaign

Roadmap · 7 sessions

1. We read five source cards: problem, evidence, action.
2. We read a chart and eco-icons.
3. We learn predictions and if… will…
4. We choose one realistic, fair issue.
5. We explain a pictogram in words.
6. We create and review our campaign.
7. We pitch, vote and write an individual message.

Success criteria

- ✓ I can understand short texts, charts and eco-icons.
- ✓ I can describe simple data with numbers and fractions.
- ✓ I can say what will or might happen (if… will…).
- ✓ I can suggest a realistic action and give reasons.
- ✓ I can explain a chart in words for another person.
- ✓ I can present a persuasive campaign and name my sources.

Working together

- Real data have a source; illustrative data are marked.
- Choose actions that are free and possible for everybody.
- Listen to all ideas; agree and disagree politely.

ANNEX 2

Input Pack

Learning situation 6 · Our Changing Planet

STUDENTS

Everything you need for the campaign: five source cards, a bin-audit chart, eco-icons, a pictogram about transport, school data, action cards, a word bank, campaign examples and a map. The facts in F1 are real and have a source; the school data (F2, F4, F5) are illustrative.

F1 Five source cards: problems, evidence and actions

CASE

A · Waste · Ireland

Plastic shopping bags were a problem in Ireland: they were in streets, rivers and on beaches. In March 2002 a charge of 15 cents for every plastic bag started in shops. People began to bring their own bags. Researchers estimate that bag use fell by about 90%. A small cost changed a habit.

Source: Convery, McDonnell and Ferreira (2007), Environmental and Resource Economics, 38, 1–11.

B · Energy · Australia

In 2007 a group in Sydney asked people to switch off their lights for one hour to show that they cared about energy and the climate. That first Earth Hour was a local action. Later, people in many countries joined every year. One hour does not solve the problem, but it makes people talk about it.

Source: WWF-Australia / WWF (Earth Hour began in Sydney in 2007).

C · Water · South Africa

In 2018 the city of Cape Town had a serious water shortage after several dry years. The city asked every person to use no more than 50 litres of water a day. Families reused water, fixed leaking taps and took shorter showers. «Day Zero», the day when most taps would be closed, did not arrive.

Source: City of Cape Town announcements, January 2018, reported by SAnews and the Cape Times.

D · Transport · schools in many countries

Many cars stop near school gates in the morning, so the street is noisy and busy. In several countries, schools and families organise a «walking bus»: a group of children walks to school together on a fixed route with volunteer adults, like a bus without wheels. It is free, it is good exercise and it means fewer cars at the gate.

Source: description of a common school initiative; no figures.

E · Local environment · Kenya

In 1977 the Kenyan scientist Wangari Maathai started the Green Belt Movement. Women in villages planted trees to protect the soil and to have firewood and cleaner water for their families. Since then, millions of trees have been planted. In 2004 Wangari Maathai received the Nobel Peace Prize. Her idea: start with local action.

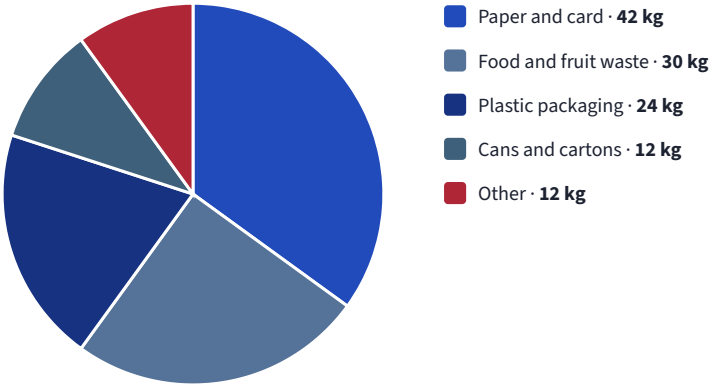
Source: Green Belt Movement; The Nobel Foundation (Nobel Peace Prize 2004).

Source: Original summaries written for this notebook. Real facts and their sources are given at the end of each card ; card D describes a common school initiative and has no figures.

For each card, find the problem, the evidence (a number or a fact) and the action. Which action could work in our school?

F2 What is in our school bins? (kilos in one week)

CHART



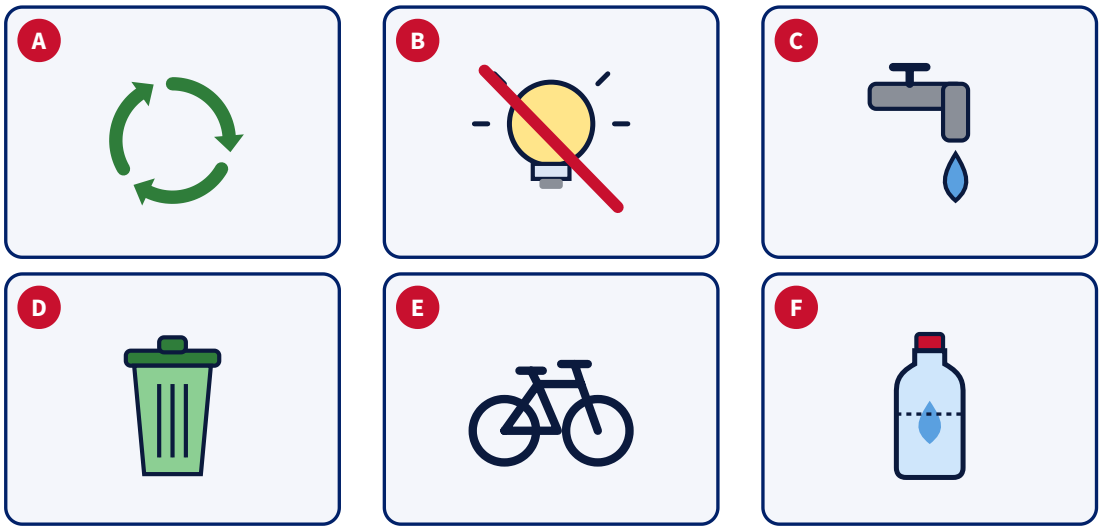
Total: **120 kg** of waste in one week. Two groups weigh the same.

Source: Chart created for this notebook. ILLUSTRATIVE data: invented figures for practice. Your class can replace them with a real audit of your school.

Which group is the biggest? What fraction of the waste is plastic packaging?

F3 Eco-icons

DIAGRAM

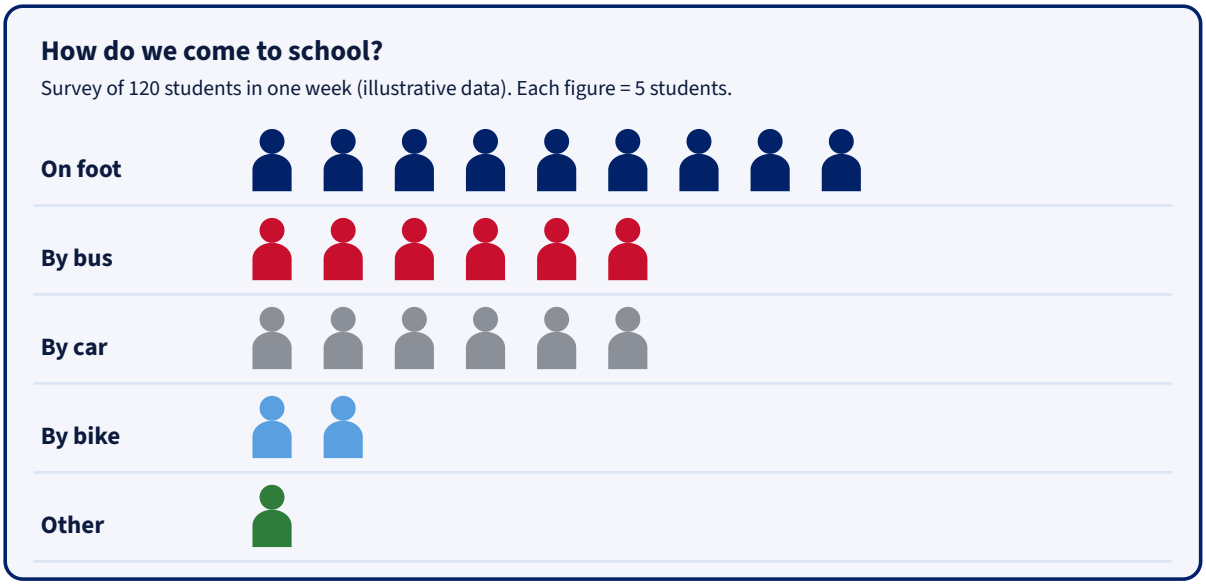


Source: Icons drawn for this notebook. They are simple signs, not official logos.

Where in our school could we put each sign? What message does each one send?

F4 Pictogram: how do we come to school?

DIAGRAM



Source: Pictogram created for this notebook. ILLUSTRATIVE data: a survey of 120 students, invented for practice.

Mediation: you are going to explain this pictogram in words to classmates who can't see it (session 5).

F5 Our school audit: five problems in numbers

DATA

Area	What the Eco-Team checked	What it found
Waste	The bins for one week (F2)	120 kg of waste; 24 kg is plastic packaging and 42 kg is paper and card.
Energy	Lights in 14 classrooms at 15:00, on five afternoons	On average, 9 of the 14 classrooms had the lights on with nobody inside.
Water	Eight taps in the toilets, every day for a week	2 taps dripped all week. Nobody reported them.
Transport	A survey of 120 students (F4)	30 students come by car; 18 of them live less than 2 km from school.
Local environment	The playground on a sunny afternoon	There are no trees and only one bench in the shade; students stay inside at break.

Source: Table created for this notebook. ILLUSTRATIVE data: invented figures for practice (the school is imaginary and the numbers are not real measurements).

Which problem has the clearest evidence? Which one is easiest to solve in two weeks?

F6 Action cards

DATA

Card	Action	What people do	Cost	Time to start	Effort
1	Switch-off patrol	Two students check the classrooms at 14:50 and leave a green card on the door if the lights are off.	Free	1 week	Low
2	Bottle week	Students bring a reusable bottle and refill it at the fountain. The Eco-Team makes paper stickers.	Low (about €15)	2 weeks	Medium
3	Recycling boxes	Three labelled boxes (paper, plastic, other) in every classroom.	Medium (boxes, labels)	3 weeks	High
4	Walking bus	Groups walk to school from a meeting point with volunteer adults.	Free	3 weeks	Medium
5	Tap check	Students report dripping taps to the caretaker with a short form.	Free	1 week	Low
6	Shade garden	Plant trees and climbing plants in the playground.	High (needs a budget and permission)	1 year	High

A fair campaign asks for actions that are **free or cheap** and **possible for everybody**: not all families have a bike, a car or money for extra things.

Source: Cards created for this notebook. Costs and times are ILLUSTRATIVE estimates for a school in Spain (euros).

Which action is the most realistic for a two-week campaign? Is any action unfair for some students?

F7 Word bank: environmental compounds

GLOSSARY

PLAStic bag / PLAStic bottle	A bag or bottle made of plastic. Many are used only once (single-use).
RECYcling bin	A bin for paper, plastic or cans that can be made into new things.
WAter tap	The place where water comes out. A dripping tap wastes water.
ENergy saver	A thing or habit that uses less electricity.
FOOD waste	Food that people throw away.
BIKE lane	A path for bicycles on the road.
to switch off	To stop a light or a machine; the opposite is to switch on.
reusable	Something you can use many times (a reusable bottle).
litter	Rubbish in the wrong place (in the street, on the beach).
a footprint	The mark that something leaves; a carbon footprint is the climate effect of our activities.

Source: Word bank written for this notebook. Capital letters show the stressed word.

F8 Campaign examples

CASE

Example 1 · Poster

SWITCH IT OFF!

9 out of 14 classrooms had the lights on with nobody inside (Eco-Team check).
If you are the last person to leave, switch off the lights.
If we all do it, we will save energy and money.
Be the last one. Be the green one!

Example 2 · Audio announcement (35 seconds)

«Hello, Eco-Team here! Our bins are full of plastic: 24 kilos in one week. But there is a simple solution. If you bring a reusable bottle, you won't need a plastic one. You can refill it at the fountain for free, and the planet will say thank you. So next Monday, bring your bottle. Remember: one bottle, one big change!»

Example 3 · Slogans

«Small actions, big change.»
«Think before you throw.»
«Don't waste it, save it!»
«Your bottle, your planet.»

Source: Examples written for this notebook. The data in them come from the illustrative school audit (F2, F5).

Underline two first-conditional sentences. Which part gives the evidence? Which part asks for an action? Which words would you stress?

F9 Local actions around the world

MAP



Source: Map drawn for this notebook with Natural Earth country data. The letters match cards A, B, C and E in F1 (card D has no single place). The places are examples, not a complete list.

Which places are far from our school? What is similar between their actions and ours?

ANNEX 3

Student Worksheets

Learning situation 6 · Our Changing Planet

STUDENTS

WORKSHEET 1 Problem, evidence, action

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read the five source cards (F1) and look at the map (F9).

1 **Warm-up quiz. Tick the correct answer.**

The bins are full ___ people throw away a lot of paper.
☐ because ☐ so ☐ but

We ___ turn off the lights when we leave the classroom.
☐ should ☐ shoulds ☐ are should

If it rains, we ___ play outside.
☐ won't ☐ don't ☐ aren't

Tomorrow it ___ be very hot.
☐ might ☐ mights ☐ does

How ___ students come by bus?
☐ many ☐ much ☐ a lot

2 **Read the cards in F1. Complete the table: what is the problem, the evidence and the action in each card?**

Card	Problem	Evidence (number or fact)	Action
A · Ireland			
B · Australia			
C · South Africa			
D · Walking bus			
E · Kenya			

3 **True (T) or false (F)?**

	T	F
The charge on plastic bags in Ireland was 15 cents.	☐	☐
Earth Hour began in Kenya.	☐	☐
In Cape Town people were asked to use no more than 50 litres a day.	☐	☐
A walking bus is a bus with a driver.	☐	☐
The Green Belt Movement planted trees.	☐	☐

4 **Look at the map (F9). Write one similarity between one of these actions and something that happens in your town or region. Don't say that people «always» do something.**

_____

_____

WORKSHEET 2 Charts and eco-icons

Session 2

Use the bin chart (F2) and the eco-icons (F3).

1 **Read the chart (F2) and answer.**

Question	Answer
How many kilos of waste are there in total?	
What is the biggest group?	
How many kilos of plastic packaging are there?	
Which two groups weigh the same?	

2 **Describe the data. Complete with: a quarter, one fifth, more than a third.**

a) Paper and card is _____ of the waste (35%).

b) Food and fruit waste is _____ of the waste (25%).

c) Plastic packaging is _____ of the waste (20%).

3 **Match each eco-icon (F3) with a message. Write the letter.**

1. Please switch off the light when you leave.
2. Don't waste water.
3. Use the bin: keep our school clean.
4. Recycle paper, plastic and cans.
5. Come to school by bike.
6. Bring your own bottle and refill it.

Message	1	2	3	4	5	6
Icon (A-F)						

4 **Pronunciation. In compound nouns we stress the first word: PLAstic bag. Underline the stressed word and say the words with a partner.**

Compound	Stressed word
school garden	
water bottle	
energy saver	
bike lane	

5 **Write two sentences about the chart with numbers or fractions.**

WORKSHEET 3 If we..., we will... Session 3

Use the campaign examples (F8). Then listen to the Eco-Team.

1 **Noticing. Complete the sentences with the verbs in brackets.**

a) If you _____ (be) the last person to leave, _____ (switch) off the lights.

b) If we all _____ (do) it, we _____ (save) energy and money.

c) If you _____ (bring) a reusable bottle, you _____ (not / need) a plastic one.

2 **Match the two halves.**

1 If you recycle paper, ●	● a there will be fewer cars at the gate.
2 If you leave the tap on, ●	● b you will waste water.
3 If more students walk to school, ●	● c it will give shade in a few years.
4 If we plant a tree, ●	● d we will save trees.

3 **Listening 1. The Eco-Team announces a Walking Bus. Listen twice and complete the information.**

Question	Answer
Which day is the Walking Bus?	
Where do we meet?	
What time do we meet?	
How long is the walk?	
What should you bring?	
What happens if it rains?	
When must you sign up?	

4 **Predictions. Complete with will (sure), may or might (possible), or won't (sure it isn't).**

If…	…what will / might happen?
If we switch off the lights,	
If nobody fixes the taps,	
If the weather is bad on Wednesday,	
If only five students come,	

5 **Pronunciation. Say: «If you SWITCH it off, you SAVE energy.» Tick what you did.**

- ☐ I stressed the key words (switch, save).
- ☐ I paused after the if-part.
- ☐ My voice went up in the first part and down at the end.

6 **Write three first-conditional sentences about our school.**

_____

_____

_____

WORKSHEET 4 Choose our campaign

Session 4

Work in teams. Use the school audit (F5) and the action cards (F6).

1 **Score each action from 1 (low) to 3 (high). Evidence: does F5 show a problem? Realistic: can we do it in two weeks? Fair: is it free and possible for everybody? Impact: can it change the data?**

Action (F6)	Evidence	Realistic	Fair	Impact	Total
1 · Switch-off patrol					
2 · Bottle week					
4 · Walking bus					
5 · Tap check					
6 · Shade garden					

2 **Negotiate. Complete the dialogue with: agree, don't we, start, switch-off patrol.**

A: I think we should choose the _____ because it is free.

B: I _____, but is it realistic? We have only two weeks.

A: Why _____ start with a few classrooms?

B: Good idea! If we _____ with a small group, it will be easier.

3 **Write your team's decision. Say why it is realistic and fair.**

4 **Tick the strategies you used in the team discussion.**

- [ ] I gave my opinion with a reason: «I think … because…».
- [ ] I agreed or disagreed politely: «I agree / I'm not sure».
- [ ] I asked a quiet team-mate: «What do you think?»
- [ ] I checked: «Do you mean…?»
- [ ] We decided together and wrote it down.

WORKSHEET 5 Explain the pictogram

Session 5

Mediation. Some classmates will listen to your explanation on the school radio, so they can't see the pictogram (F4). Turn it into clear words.

1 **Read F4 and note the key information.**

What?	Information
Title and topic	
What does one figure mean?	
Biggest group	
Smallest group	
Two groups that are equal	
Total number of students	

2 **Write what you will say (60-70 words). Start with «Imagine a picture with five rows…». Give the main numbers and one comparison with a fraction. Don't add data.**

3 **Check your text. Tick what you did.**

- ☐ I said what the pictogram is about and what one figure means.
- ☐ I gave the biggest and smallest groups with numbers.
- ☐ I included one comparison (a quarter, more than a third…).
- ☐ I did not add information that is not in F4.
- ☐ A listener can imagine the picture.

4 **Which action from the cards (F6) does this pictogram suggest? Why?**

WORKSHEET 6 Our campaign: draft and review

Session 6

Write your draft in the template (Annex 4). Then swap campaigns with another team and review them.

1 **Connect the ideas. Complete with because, so, if or will.**

a) Many students come by car, _____ the street is busy at 8:30.

b) We want a walking bus _____ it is free.

c) _____ you walk to school, you will arrive awake.

d) If we all switch off the lights, we _____ save energy.

2 Plan your poster.

Part of the poster	Our idea
Slogan	
Data and source (real or illustrative?)	
The action we ask for	
«If… will…» sentence	
Who helps? How much does it cost?	

3 Write the script of your audio announcement (70-90 words, 30-45 seconds). Use: a hook, one number, an «if… will…» sentence and a call to action.

4 Peer review. Tick what the other team's campaign does well.

- ☐ It names one clear problem and one realistic action.
- ☐ It gives evidence (a number) and says where it comes from.
- ☐ It uses «if… will…» correctly.
- ☐ The action is free or cheap and fair for everybody.
- ☐ The slogan is short and easy to remember.
- ☐ The announcement is easy to read aloud.

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

WORKSHEET 7 Individual challenge: dripping taps

Session 7

Work on your own. Read the data and write a message for the school website.

1 **Read the data and write a message (60-80 words). Describe the problem with numbers, make one prediction (will / might) and suggest two actions (should / can).**

Dripping taps (ILLUSTRATIVE data)

The school toilets have 8 taps. The Eco-Team checked them on five days:

- **Monday:** 3 taps dripping
- **Tuesday:** 3 taps dripping
- **Wednesday:** 2 taps dripping
- **Thursday:** 3 taps dripping
- **Friday:** 3 taps dripping

A dripping tap wastes water all day and all night. Nobody has reported the problem yet.

2 **Write one realistic action that you personally will do this month. Use «I will…» or «I can…».**

3 **Vote with evidence. After the presentations, give 1 to 3 points to each other team.**

Team	Evidence	Realistic	Clear language	Fair	Total

ANNEX 4

Final Product Template

Learning situation 6 · Our Changing Planet

STUDENTS

Name: Class: Date:

Our campaign planner. Write in English. Say if your data are real or illustrative and name the source.

Campaign name and slogan

A short, memorable slogan.

The problem and the evidence

One problem, one number, where it comes from (F2, F4, F5…).

The realistic action

What do we ask people to do? Who helps? Cost? When?

Poster

Slogan, chart or icon, an «if… will…» message and a call to action.

Audio announcement (30-45 seconds)

Hook · evidence · if… will… · call to action. 70-90 words.

Predictions

If we…, we will… / It might…

Fairness and sources

Free for everybody? Real or illustrative data? Sources?

ANNEX 5

Useful Language & Final Check

Learning situation 6 · Our Changing Planet

STUDENTS

Name: Class: Date:

Functions and model sentences

Describing a problem	The bins are full of plastic. Two taps drip all week.
Describing data	A quarter of the students come by car. Paper is more than a third.
Cause and consequence	Many students come by car, so the street is busy.
Making predictions	If we switch off the lights, we will save energy. It might rain.
Suggesting actions	We should bring a bottle. We can start with one class.
Persuading	Be the last one. Be the green one! Join us on Monday!

Grammar in context

will / won't	The street will be quieter. We won't need plastic bottles.
may / might	It may rain. The taps might be broken.
First conditional	If + present, will + verb: If you recycle, we will save trees.
should / can	We should switch off the lights. You can refill it for free.
because / so	…because it is free. …so the street is busy.
Quantity	a quarter, a third, half, most, fewer / less, more than

Vocabulary bank

Waste: bin, plastic bag, bottle, packaging, litter, recycle, reuse, food waste, paper and card

Energy and water: light, electricity, switch on / off, tap, drip, leak, save, waste

Transport: walk, cycle, bus, car, walking bus, traffic, bike lane

Climate and local environment: hot, shade, tree, garden, planet, climate, footprint

Pronunciation tips

- Compound nouns: stress the first word: PLAstic bag, RECYcling bin, BIKE lane.
- Conditional rhythm: If you SWITCH it off, you SAVE energy. (pause after the if-part)
- Persuasive stress: Be the LAST one. Be the GREEN one!

When I get stuck (clarify & repair)

- Can you repeat the number, please?
- Do you mean … or …?
- How do you know?
- Is that real data or illustrative?
- What does … mean?
- Can you say it more slowly?
- I agree. / I'm not sure.

Final check before you hand in: School environmental campaign

- [ ] Our campaign names one clear problem and one realistic action.
- [ ] We include evidence (a number) and its source.
- [ ] We say if the data are real or illustrative.
- [ ] We use if + present, will + verb correctly.
- [ ] We use will / may / might and should / can.
- [ ] We use because and so to explain causes and results.
- [ ] The action is free or cheap and fair for everybody.
- [ ] The slogan and announcement are easy to read aloud.

ANNEX 6

Printable Rubric

Learning situation 6 · Our Changing Planet

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **School environmental campaign**. 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 campaign names one clear problem, shows real or clearly marked illustrative evidence and asks for one realistic, specific action; it would convince a real school audience.	The campaign names a problem, shows some evidence and asks for an action that is clear.	The problem or the action is vague; the evidence is missing or not connected to the request.	The audience cannot tell what the problem or the action is.	
Organisation & language	First conditional (if + present, will) and will / may / might are used correctly several times; because / so connect ideas; very few errors.	First conditional or predictions are mostly correct; some connectors; errors do not stop understanding.	Frequent mistakes (if + will, missing will); few connectors; some sentences are hard to follow.	Very limited control; the message is hard to understand.	
Interaction / delivery	In the decision and the pitch I agree, disagree politely and take turns; my voice, stress and rhythm make the announcement persuasive.	I take part in the decision and read the announcement clearly with some stress on key words.	I take part with help; the announcement is read in a flat or hesitant way.	I rarely speak or I only read without looking at the audience.	
Mediation & audience	I turn the pictogram into clear words with the right numbers and one comparison; nothing is added or changed; a listener could draw it.	I explain the main numbers and one comparison; one small detail is missing.	Some numbers are missing or wrong, or I only list the data without explaining them.	I copy the data or change the meaning of the pictogram.	
Intercultural / ethical use	Sources are named, illustrative data are marked, the action is free and fair for everybody, and local actions from different communities are respected.	Sources are mostly named and the action is fair; respectful comparisons.	Some data are not marked as real or illustrative, or the action could exclude some students.	Invented data are presented as real or the campaign blames or excludes people.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 6 · Our Changing Planet

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can use if… will… and will / might to say what could happen.	○	○	○	○
I can explain a chart or pictogram in words for another person.	○	○	○	○
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 · Our Changing Planet

STUDENTS

Name: Class: Date:

Extra help: a simplified source card, a chart-reading frame and sentence starters for the first conditional.

Simplified source card (A)

Ireland, 2002. Plastic bags were a problem: people left them in the street. The government made a rule: every bag costs **15 cents**. People brought their own bags. Result: about **90% fewer** bags.

Chart-reading frame and starters

- The chart is about …
- The biggest group is … (… kg).
- The smallest groups are … and … (… kg).
- … is a quarter / a third of the total.
- **If** we …, we **will** …
- **If** you …, you **will** …
- **If** nobody …, … **might** …

1 **Read the simplified card. Complete.**

Problem: plastic bags in the _____ .

Action: every bag costs _____ cents.

Result: about _____ % fewer bags.

2 **Use the frame and F2. Complete.**

The chart is about the _____ in our school bins. The biggest group is _____ (_____ kg). The smallest groups are cans and cartons and _____ (12 kg). Plastic packaging is _____ kg.

3 **Finish the sentences with your own ideas.**

Starter	Your sentence
If we switch off the lights, we will…	
If you bring a bottle, you will…	
If nobody fixes the taps, the water might…	

ANNEX 9

Extension

Learning situation 6 · Our Changing Planet

STUDENTS

Name: Class: Date:

Cost and impact: which action is better?

A real campaign needs to compare actions. Choose **two** action cards from F6 and compare their **cost** and **impact**. Then recommend one for Green Week.

Steps

1. Choose two actions from F6 that answer the same problem (for example, plastic or transport).
2. Complete the table: cost, time, people needed, how it could change the data in F5, and one risk. Say if an estimate is illustrative.
3. Write a recommendation (60-80 words) with because, although and will / might.
4. Check that your recommendation is fair for everybody (free, accessible, safe).

1 **Cost and impact table.**

	Action 1	Action 2
Cost		
Time to start		
People needed		
Possible change in the data (F5)		
One risk		

What to hand in

The completed table and your recommendation (60-80 words).

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 6 · Our Changing Planet

TEACHER

Worksheet 1

1. Quiz: because; should; won't; might; many.
2. A: problem: plastic bags in streets, rivers and beaches; evidence: use fell by about 90% (estimate); action: a charge of 15 cents (March 2002). B: problem: energy / climate (lights); evidence: first Earth Hour in Sydney in 2007, then many countries joined; action: switch off the lights for one hour. C: problem: water shortage after dry years; evidence: Day Zero did not arrive; action: no more than 50 litres a day, reuse water, fix taps. D: problem: many cars at the school gate (noise, traffic); evidence: busy, noisy streets (no figures); action: a walking bus. E: problem: soil, firewood and clean water for families; evidence: millions of trees planted; Nobel Peace Prize 2004; action: women plant trees (Green Belt Movement).
3. T; F (Australia); T; F (it is a group walking together); T.
4. Open answer. Model: «Walking buses are similar to the groups of children who walk to school together in some neighbourhoods here.» Accept any respectful comparison; reject «they always…» generalisations.

Worksheet 2

1. 120 kg; paper and card (42 kg); 24 kg; cans and cartons and other (12 kg each).
2. a) more than a third; b) a quarter; c) one fifth.
3. 1 B; 2 C; 3 D; 4 A; 5 E; 6 F.
4. SCHOOL garden; WAter bottle; ENergy saver; BIKE lane (the first word).
5. Open answer. Models: «Paper and card is the biggest group: 42 kg.» «Plastic packaging is one fifth of the waste.»

Worksheet 3

1. a) are, switch; b) do, will save; c) bring, won't need.
2. If you recycle paper → we will save trees; if you leave the tap on → you will waste water; if more students walk → there will be fewer cars at the gate; if we plant a tree → it will give shade in a few years.
3. Listening 1 (see script): Wednesday; at the park entrance; ten to eight (7:50); fifteen minutes; comfortable shoes and a bottle of water; we go on Thursday; before Monday.
4. Models: «will save energy» / «might waste a lot of water» / «we might change the day» / «it will be a small group, but it may still work». Accept any logical prediction with the correct modal.
5. Pronunciation: self-assessment.
6. Open answer. Models: «If we recycle paper, we will save trees.» «If nobody fixes the taps, we will waste water.»

Worksheet 4

1. Open answer; scores must be justified by F5 and F6. Model: switch-off patrol 3-3-3-2; bottle week 3-2-2-3; walking bus 2-2-3-2; tap check 3-3-3-1; shade garden 2-1-2-3. The best choice for a two-week campaign is usually the switch-off patrol or the tap check.
2. switch-off patrol; agree; don't we; start.
3. Model: «We choose the switch-off patrol because it is free and the data in F5 show a problem (9 of 14 classrooms). It is realistic because we can start in one week. If we start with a few classrooms, it will be easier.»
4. Self-assessment: open.

Worksheet 5

1. How do we come to school? (a survey of 120 students); one figure = 5 students; on foot: 45 students (9 figures); other: 5 students (1 figure); by bus and by car: 30 each; total: 120.
2. Model (about 65 words): «Imagine a picture with five rows of small figures. It shows how 120 students come to school. Each figure is five students. The longest row is on foot: 45 students, more than a third. Bus and car are equal: 30 students each, a quarter. Only 10 students come by bike and 5 in other ways.» Accept different wordings if the numbers are correct and nothing is added.
3. Self-check: open.
4. Model: «Walking bus (card 4): 30 students come by car and 18 of them live less than 2 km away. If they walk together, there will be fewer cars.» Accept bike or walking actions.

Worksheet 6

1. so; because; If; will.
2. Open answer. Check: slogan; a number with source and the label real/illustrative; a specific action; a correct if-sentence; cost and helpers.
3. Model (about 80 words): «Hello, everybody! Did you know that 9 of our 14 classrooms had the lights on with nobody inside? It's a simple problem with a simple solution. If you are the last person to leave, you can switch off the lights. If we all do it, we will save energy and money. Join the switch-off patrol next week. Be the last one. Be the green one!»
4. Peer review: open.
5. Open answer; stars and wishes must refer to concrete parts (e.g. «Your slogan is short»; «Say where the data come from»).

Worksheet 7

1. Model (about 70 words): «Our school toilets have 8 taps, and 2 or 3 taps drip every day (data from the Eco-Team). A dripping tap wastes water all day and all night. If we don't fix them, we will waste a lot of water and the problem might be worse next month. We should report every dripping tap to the caretaker. We can also put a sign in the toilets.» Assess with the rubric.
2. Open answer. Models: «I will turn off the tap when I brush my teeth.» «I can bring a bottle.»
3. Open answer. Check that the team does not vote for its own campaign and that the scores follow the criteria (evidence, realistic, language, fair).

Support (Annex 8)

1. street; 15; 90.
2. Model: «The chart is about the waste in our school bins. The biggest group is paper and card (42 kg). The smallest groups are cans and cartons and other (12 kg). Plastic packaging is 24 kg.»
3. Open answers. Models: «we will save energy.» «you will help the planet.» «might be much worse.»

Extension (Annex 9)

1. Open answer. Check: two actions from F6 that answer the same problem; costs consistent with F6 (and marked as estimates); a recommendation with because, although and will / might; a fairness check (free, accessible, safe). Model: «Action 4 is better than action 2 because it is free, although it needs volunteer adults. If 18 students walk, there will be fewer cars.»

Listening script · Worksheet 3 · The Walking Bus (Listening 1)

Read twice at a natural speed.

«Good morning, everybody! This is the Eco-Team with some news. Next Wednesday is our first Walking Bus day! We meet at the park entrance at ten to eight. We leave at eight o'clock, and the walk to school takes fifteen minutes. Two teachers and four parents will walk with us. If you come by car, you will probably wait in traffic. If you walk with us, you will arrive awake and you will help the planet! Please bring comfortable shoes and a bottle of water. If it rains, we will go on Thursday instead. To sign up, write your name on the Eco-Team board before Monday. See you on Wednesday!»

Listening script · F8 · Example 2 (optional listening)

Read the announcement of F8 aloud. First listening: How many kilos of plastic are in the bins? Second listening: Which words does the speaker stress?

Timing, differentiation and mediation notes

- Data and sources: the five facts in F1 are real and each card gives its source. Check them before use: Ireland (15 cents, March 2002, about 90% estimated reduction; Convery et al. 2007); Earth Hour (Sydney, 2007); Cape Town (50 litres per person per day, early 2018, Day Zero avoided); Green Belt Movement (1977; Nobel Peace Prize 2004). All the figures of F2, F4, F5 and F6 are ILLUSTRATIVE; invite the class to replace them with a real audit of the school (weigh the bins, count classrooms with lights on, survey the class) and to mark the new data as real.
- Timing: worksheets 1-5 take about 40 minutes each. In session 6 give 10 minutes to record the announcement or rehearse it; in session 7 each team has 3 minutes to pitch and the vote takes 10 minutes.
- Mediation (Worksheet 5): value selecting the main numbers, using fractions and creating a picture in words; no word-for-word listing. Pair-before-group rehearsal helps. Ask: «Could a listener draw the pictogram from your words?»
- Differentiation: give the support worksheet (Annex 8) with the simplified card, the chart-reading frame and the starters; for fast finishers use the extension (Annex 9). Intercultural and ethical note: foreground local action (card D and the school audit) and avoid presenting some places as «victims»; check that the chosen action does not exclude students (cost, bikes, cars).

Likely errors

- Using will in the if-clause: «If we will recycle» instead of «If we recycle, we will…».
- Forgetting will in the result clause: «If you walk, you arrive awake».
- «mights», «it might to rain», or «it will maybe rain».
- much / many and less / fewer: «much students», «less cars» (fewer cars, less water).
- Fractions and percentages: «the 35% of the waste», «a quarter of» without of, «one third» without article.
- Stress in compound nouns: pronouncing «plastic BAG» instead of «PLAstic bag» and spelling «recicling».

Accepting alternative answers

- Accept any answer that communicates the meaning, even with minor errors that do not affect understanding.
- For the action choice, accept any action supported by data in F5 and justified with fairness and feasibility.
- In mediation, accept different wordings if the numbers are correct, one comparison is included and nothing is added.
- Accept «is going to» for predictions if the form is correct, although the toolkit practises will / might.

07

SITUACIÓN DE APRENDIZAJE

What Would You Do?

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can language help us make choices and support other people in everyday dilemmas?

CURSO 2.º ESO	SESIONES 7 sesiones	BLOQUES DE SABERES A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5, CE6	PRODUCTO FINAL Advice podcast: What Would You Do?	CRITERIOS DE EVALUACIÓN 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1, 6.1

Contexto, reto y producto final

La radio del centro lanza un pódcast en inglés para el alumnado, *What Would You Do?*, en el que dos presentadores responden a mensajes de chicos y chicas de su edad con dilemas cotidianos: una amiga que cancela planes, demasiadas actividades, un trabajo en grupo desigual, o no saber dónde sentarse en el comedor. Los mensajes del dossier son **ficticios** y los temas son cotidianos; el pódcast no sustituye a un adulto de confianza y cada episodio debe incluir una frase de seguridad: ante un problema serio, hay que hablar con un profesor, la orientadora o la familia. El reto no es solo «dar consejos», sino que **ayuden y no juzguen**.

El alumnado lee y escucha mensajes de dilema, clasifica consejos útiles e inútiles según el **tono**, practica *should / shouldn't, could, if I were you* y el primer condicional, y simula un círculo de consejo en el que hay que **pedir aclaraciones** antes de aconsejar. En la tarea de **mediación**, reformula en inglés y de forma **neutra** un mensaje escrito en español para un copresentador que no lo entiende, antes de dar ningún consejo. Después escribe y graba (o lee en directo) un episodio, recibe coevaluación sobre claridad, empatía y utilidad, y responde individualmente a un dilema nuevo. Se reflexiona sobre cómo suena un consejo según la persona y la situación (sin atribuir a ningún país un estilo uniforme) y se compara *deberías / podrías / si yo fuera tú* con *should / could / if I were you*.

Reto comunicativo

Create an advice podcast episode for students (2-3 minutes) that answers one everyday dilemma with a neutral summary, empathy, two realistic options with reasons and a kind, non-judgmental tone.

Producto final

Advice podcast: What Would You Do?

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.

6.1 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.
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.
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
giving advice; expressing possibility; explaining reasons; responding empathetically

Grammar in context
should/shouldn't; could; first conditional review; if I were you... as a fixed phrase; because/however

Vocabulary
friendship; school problems; time management; everyday dilemmas and emotions

Pronunciation / phonology
empathetic intonation; contrastive stress; pronunciation of should/could

Mediation focus
Restate a dilemma neutrally and clearly before giving any advice.

Intercultural focus
Discuss how advice and directness can be perceived differently, avoiding claims that any culture is uniformly direct/indirect.

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 dilemma messages.
- Give advice with reasons and appropriate tone.
- Offer more than one possible solution.
- Interact empathetically and ask for clarification.
- Reflect on language choices that can sound judgmental.

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/listen to dilemma messages

Evidence: Worksheet 1: diagnóstico, comprensión de los mensajes de dilema (F1) y del mensaje de voz de Kofi (listening), con tabla de datos y emoción.

Worksheet: Annex 3 · 1

2

SESSION 2

Sort helpful/unhelpful advice by tone

Evidence: Worksheet 2: clasificación de las tarjetas de tono (F3), reescritura de consejos poco amables y reconocimiento de la l muda en should / could.

Worksheet: Annex 3 · 2

3

SESSION 3

Language workshop: should/could/condition

Evidence: Worksheet 3: should / shouldn't / could, primer condicional, because / however y if I were you (con la transcripción F4); comparación con deberías / podrías / si yo fuera tú.

Worksheet: Annex 3 · 3

4

SESSION 4

Advice circle with clarification questions

Evidence: Worksheet 4: preguntas de aclaración para el círculo de consejo (F5), notas de la ronda y lista de estrategias de interacción.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: explain a dilemma neutrally to a third person

Evidence: Worksheet 5: mediación del mensaje de Carla en español (F6): tabla de datos, elección de frases neutrales y reformulación neutra en inglés para un copresentador.

Worksheet: Annex 3 · 5

6

SESSION 6

Record/write advice podcast episode

Evidence: Worksheet 6: plan y guion del episodio (Anexo 4), conectores because / however / so y revisión entre equipos con la lista de comprobación.

Worksheet: Annex 3 · 6

7

SESSION 7

Peer feedback on clarity, empathy and usefulness

Evidence: Episodio presentado o grabado, coevaluación con la hoja de feedback (F7) y Worksheet 7: respuesta individual a un dilema nuevo.

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 mensajes de dilema (F1) y del mensaje de voz de Kofi: quién escribe, cuál es el problema, cómo se siente y qué pide.	Worksheet 1 / lista de comprobación
2.1	Presentación o grabación del episodio: bienvenida, resumen neutro del dilema, dos opciones con razones y cierre, con entonación empática y pronunciación comprensible de should / could.	Episodio (sesión 7) / rúbrica
2.2	Guion del episodio y respuesta individual a Zara: consejos con should / could / if I were you, primer condicional y conectores because / however.	Anexo 4 y Worksheets 6 y 7 / rúbrica
3.1	Participación en el círculo de consejo: turnos, cortesía, empatía y respeto a los sentimientos de quien plantea el dilema.	Worksheet 4 / observación sistemática
3.2	Uso de estrategias para pedir aclaraciones antes de aconsejar (Can you tell me more…? Do you mean…?), reformular y cerrar la conversación.	Worksheets 4 y 7 / lista de observación
4.1	Reformulación neutra en inglés del mensaje en español de Carla (F6) para un copresentador, sin añadir opiniones ni omitir datos importantes.	Worksheet 5 / rúbrica de mediación
5.1	Comparación de deberías / podrías / si yo fuera tú con should / could / if I were you y de la l muda en inglés; reflexión sobre la fuerza de cada fórmula.	Worksheets 2 y 3 / autoevaluación
6.1	Reflexión sobre cómo se percibe la franqueza y el consejo según la persona (F9) y elección de un lenguaje no discriminatorio ni estereotipado; frase de seguridad en el episodio.	Worksheet 2 y episodio / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The episode answers the dilemma fully: neutral summary, empathy, two realistic options with reasons and a kind closing; the advice would really help the listener.	The episode answers the dilemma with a summary, some empathy and two clear options.	The summary or the options are unclear; reasons or empathy are missing.	The episode does not answer the dilemma or it only judges the person.
Organisation & language	Should / shouldn't, could, if I were you and the first conditional are used correctly; because and however connect ideas; very few errors.	Advice forms are mostly correct; some connectors; a few errors that do not stop understanding.	Frequent mistakes (to should, mights, missing if-clause); few connectors; some sentences are hard to follow.	Very limited control; the advice is hard to understand.
Interaction / delivery	In the advice circle and the episode we ask clarification questions, take turns naturally and use a warm, varied intonation; should / could are clear.	We take turns, ask at least one clarification question and speak clearly.	Participation is uneven; the voice is flat or the pace too fast.	We rarely interact or we only read without expression.
Mediation & audience	The dilemma is restated neutrally and accurately for the listener: facts, feelings and question, without opinions or blame.	The restatement is clear and mostly neutral; one small detail is missing.	Some facts are missing or the wording judges one of the people.	The restatement is a word-for-word copy or changes the meaning.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Intercultural / ethical use	The tone is respectful and non-judgmental; the advice recognises that people receive advice differently; no stereotypes; a safety line sends serious problems to a trusted adult.	Respectful tone; the safety line is included; mostly free of generalisations.	Some comments sound judgmental or generalise; the safety line is missing or unclear.	The tone blames or mocks the person, or uses stereotypes.

Input Pack y recursos

Fictional messages, advice-column models, tone cards, podcast transcript and feedback sheet.

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

Advice stems, emotion vocabulary, fictional dilemmas and optional audio script.

Extension

Anexo 9

Produce two advice versions for a close friend and for a school advice column; compare register.

ANNEX 1

Challenge Launch

Learning situation 7 · What Would You Do?

STUDENTS

Mina's best friend cancels their plans again. Tomás has football, guitar, English class and a lot of homework. Kofi is new at school and doesn't know where to sit at lunch. Everyday problems feel big when you are twelve or thirteen, and the right words can help. The school radio is launching a podcast called «What Would You Do?» and needs two hosts to answer these messages. Your mission is to create an episode that explains the problem fairly, shows understanding and offers two realistic options with reasons, in a kind tone that never judges.

> *How can language help us make choices and support other people in everyday dilemmas?*

Your challenge

Create an advice podcast episode for students (2-3 minutes) that answers one everyday dilemma with a neutral summary, empathy, two realistic options with reasons and a kind, non-judgmental tone.

Audience: Students of our school who listen to the school radio, and the person who wrote the message.

What you will create

Advice podcast: What Would You Do?

Roadmap · 7 sessions

1. We read and listen to five dilemma messages.
2. We sort advice by tone: helpful or judgmental?
3. We practise should, could, if I were you and if… will…
4. We hold an advice circle and ask clarification questions.
5. We restate a dilemma written in Spanish neutrally.
6. We write and rehearse our podcast episode.
7. We present or record it, give feedback and reply to a new dilemma.

Success criteria

- ✓ I can understand short messages about everyday problems.
- ✓ I can give advice with should, could and if I were you.
- ✓ I can give reasons and more than one option (because, however).
- ✓ I can ask for clarification before I give advice.
- ✓ I can restate a problem neutrally for another person.
- ✓ I can show empathy with my words and my voice.

Working together

- Advice should help: no blaming, no mocking.
- For serious problems, always send the listener to a trusted adult.
- Listen first, ask questions, then advise. Everybody takes turns.

ANNEX 2

Input Pack

Learning situation 7 · What Would You Do?

STUDENTS

Everything you need for the podcast: five dilemma messages, two advice-column models, tone cards, a podcast transcript, advice-circle cards, a message in Spanish to restate, a feedback sheet, a language bank and a text about how people like to receive advice.

F1 Five dilemma messages

CASE

A · From Mina (13)

«My best friend, Lucy, often cancels our plans at the last minute. Yesterday we wanted to go to the cinema, but she sent me a message one hour before: 'Sorry, I can't.' It's the third time this month. I feel sad and a bit angry, but I don't want to lose her as a friend. What should I do?»

B · From Tomás (12)

«I play football on Mondays and Wednesdays, I have guitar lessons on Tuesdays and I go to my English class on Thursdays. I also have a lot of homework. At night I'm tired and I forget things. I like everything and I don't want to stop anything. How can I organise my time?»

C · From Aiko (13)

«In our group project, one team-mate, Daniel, never does his part. He says 'I'll do it tomorrow', but he doesn't. The project is for Friday. I don't want to tell the teacher because I don't want to get him in trouble. But the rest of us are working hard. What would you do?»

D · From Nia (12)

«My friend Chloe asks me every morning to copy my maths homework. She says it's only this time. I like Chloe, but I think it isn't fair and my teacher might see it. I don't want to say no because she could get angry. Help!»

E · From Kofi (12) · voice message

Listen to Kofi's message in session 1. (The script is in the Teacher's Guide.)

Source: Messages written for this notebook (fictional people). Message E is a voice message: it is a listening; the teacher reads the script from the Teacher's Guide (Annex 10) aloud.

What is the problem in each message? How does each person feel? What does each person want to know?

F2 Advice-column models

CASE

Model 1 · Dear Dani answers Mina

Dear Mina,
Thank you for your message. You say that Lucy often cancels your plans at the last minute and that you feel sad and a bit angry, but you want to keep the friendship. I understand: it isn't nice when a friend cancels three times in a month.

Here are two ideas. First, you could talk to Lucy calmly and say how you feel: «I feel sad when you cancel at the last minute.» Maybe there is a reason that you don't know. Second, you could suggest a plan with a simple rule: «Let's confirm the day before.»

If I were you, I would start with the conversation, because it is honest and kind. However, remember that you can't control Lucy's decisions. I hope it goes well!
Dani

Model 2 · Dear Dani answers Tomás

Dear Tomás,
That's a lot for one week! You have football, guitar and English, plus homework, and you feel tired. I understand why you don't want to stop anything.

One option is to make a weekly plan with a fixed time for homework. Another option is to pause one activity for a month. If you pause one activity, you will have more energy. You shouldn't stop sleeping to finish everything, because rest is important.
Dani

Source: Models written for this notebook (fictional column and people).

Find: the neutral summary, two expressions of empathy, two options, one reason and one «however». How does the writer sound: helpful or judgmental?

F3 Tone cards: what a friend says

DATA

Card	What a friend says
1	«That's your problem, not mine.»
2	«That sounds really hard. I'm sorry you feel like that.»
3	«You should just stop being shy!»
4	«Maybe you could talk to her calmly.»
5	«If I were you, I would tell the teacher, because the project is important.»
6	«You always do this. It's your fault.»
7	«Why don't you ask someone to sit with you?»
8	«It's easy. Everybody knows what to do.»
9	«I'm not sure, but one option is to say how you feel.»
10	«You must do exactly what I say.»

Source: Cards written for this notebook.

Which cards sound kind and helpful? Which ones sound judgmental or bossy? Which words make the difference?

F4 Podcast transcript · «What Would You Do?», Episode 3

CASE

Episode 3 · «My week is too full»

Sam: Hello, and welcome to *What Would You Do?*, the podcast about everyday dilemmas. I'm Sam.
Leila: And I'm Leila. Today's message is from Tomás, who is twelve.
Sam: Tomás plays football twice a week and has guitar lessons and an English class. He also has a lot of homework. He feels tired at night and he sometimes forgets things. He likes all his activities, so he doesn't want to stop any of them. He asks: how can I organise my time?
Leila: Thanks, Sam. First, Tomás, I understand why you feel stressed. That's a lot for one week!
Sam: I agree. One option is to make a weekly plan. You could write your activities in a calendar, because then you will see your whole week.
Leila: Another option is to pause one activity for a month. I know you love them all; however, a short break could give you more energy. If you pause one activity, you will have time to sleep and relax.
Sam: If I were you, I would start with the weekly plan, because it's easy and you don't lose anything. And you should talk to your family about your timetable.
Leila: Remember: you shouldn't stop sleeping to finish everything. Rest is important!
Sam: That's all for today. Thanks for listening, and remember: if a problem feels very big, talk to a trusted adult.
Leila: See you next time!

Source: Transcript written for this notebook (fictional hosts and listener). The teacher can read it aloud with two students.

Find the neutral summary, the empathy, the two options and the safety line. Which words show reasons and contrast?

F5 Advice-circle cards

DATA

Card	The dilemma (say this)	Private details (only if they ask)
1	«I don't know if I should join the school play or the football team.»	Both are on Tuesdays. The auditions are on Friday. You love both. Your dad prefers football.
2	«My friend wants to borrow my new phone for the weekend.»	You're afraid she might break it. She's a good friend; she lost her own phone last week. Your parents said: don't lend it.
3	«I forgot my cousin's birthday.»	He is 14 and lives in another city. You promised to call him yesterday. He is quite sensitive. You can call him today.
4	«I don't understand the maths lessons and I'm embarrassed to ask.»	The teacher is kind. Your friend Ola understands everything. There is a test in two weeks.
5	«My friends want to go to a party on Saturday, but I have an exam on Monday.»	The party is from 7 pm to 11 pm. The exam is in History and you have studied half of it. Your parents say yes if you finish studying by 6 pm.
6	«I said something unkind to a friend and now we don't talk.»	It was three days ago. You were tired. You want to say sorry but you don't know how. She is in your class.

Source: Cards written for this notebook (fictional situations). The person with the dilemma reads only the second column aloud and keeps the third column private until the advisers ask.

Which questions can you ask to understand the dilemma better before you give advice?

F6 Mediation · Carla's message in Spanish

CASE

Mensaje de Carla (13 años, Valencia)

«Hola, soy Carla. Mi mejor amiga, Noa, quiere que vaya con ella a un campamento de verano de una semana en julio, pero mis padres dicen que es caro y que tengo que ahorrar de mi paga. He ahorrado 60 euros y el campamento cuesta 120. Noa dice que, si no voy, irá con otra chica. Me da miedo perder la amistad, pero también me da vergüenza pedir dinero a mis abuelos. No sé qué hacer. ¿Qué haríais vosotros?»

Source: Message written for this notebook (fictional person). Carla wrote it in Spanish. Your co-host Sam can't read Spanish: before you give any advice, you are going to restate her dilemma for him in English.

Don't translate word by word! Choose the facts, the feelings and the question, and tell them neutrally: no blame and no advice yet.

F7 Feedback sheet

DATA

Criterion	Questions to ask	Useful phrases
Clarity	Did the hosts explain the dilemma fairly? Could you understand the options? Were they easy to hear?	«I understood… / I didn't understand… / You spoke clearly when you said…»
Empathy	Did the hosts show understanding? Did they avoid blaming or mocking?	«I liked when you said… / It sounded a bit … when you said…»
Usefulness	Were there two realistic options, each with a reason? Was there a safety line?	«Your first idea was useful because… / Maybe you could add…»
Language	Did they use should / could / if I were you? Did they connect ideas with because and however?	«You used … correctly. A small wish: …»

Source: Sheet written for this notebook.

Give evidence, not only opinions: say what you heard.

F8 Language bank: giving advice

GLOSSARY

You should / shouldn't...	Strong advice: «You should talk to her.»
You could...	A possible option: «You could send a message.»
Why don't you...? / How about + -ing?	A friendly suggestion: «How about asking Ola?»
If I were you, I would...	A fixed phrase to give advice: «If I were you, I would say sorry.»
It might help to...	A soft suggestion: «It might help to write a plan.»
If you..., she will...	First conditional, to say a result: «If you talk to her, she will listen.»
because / however	A reason / a contrast: «…because it is honest. However, it can be hard.»
That sounds... / I understand why you feel...	Empathy: «That sounds really hard.»
Emotion words	stressed, worried, left out, embarrassed, annoyed, disappointed, relieved, lonely
Safety line	If a problem is serious (somebody is in danger, is hurt or feels very sad), talk to a trusted adult: a teacher, the school counsellor or your family.

Source: Language bank written for this notebook.

F9 Different people, different ways

CASE

Amara and Jack (classmates in Manchester)
Amara says: «I like friends who are very direct. Tell me honestly!» Jack says: «I prefer questions first. 'What do you think?' helps me more than orders.»

Ravi (Chennai)
«My grandmother gives advice very directly. My uncle uses stories. Both love me, and I understand them in different ways.»

Tobi and Ada (friends in Lagos)
Tobi says: «A little joke before serious advice helps me.» Ada says: «I want a plan with steps.»

What do we learn? Advice can sound kind or hard depending on the person, the topic, the relationship and the moment, not on the country. When you aren't sure, ask: **«Do you want advice, or do you want me to listen?»**

Source: Short texts written for this notebook (fictional speakers). They show personal preferences; they are not rules about any country.

What kind of advice do you like? Does your style change with a friend, a teacher or a family member?

ANNEX 3

Student Worksheets

Learning situation 7 · What Would You Do?

STUDENTS

WORKSHEET 1 Everyday dilemmas

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read the messages (F1) and listen to Kofi's voice message.

1 Warm-up quiz. Tick the correct answer.

You ___ talk to your teacher if the problem is serious.
☐ should ☐ shoulds ☐ are should

You ___ send her a message or call her.
☐ could ☐ coulds ☐ are could

If you study tonight, you ___ pass the test.
☐ will ☐ are ☐ do

I feel ___ because I have too much homework.
☐ stressed ☐ stress ☐ stressful

Why ___ you ask her?
☐ don't ☐ doesn't ☐ aren't

2 Read messages A-D in F1. Match each person with the main problem.

1 Mina (A) ●	● a A friend asks to copy homework.
2 Tomás (B) ●	● b A friend cancels plans at the last minute.
3 Aiko (C) ●	● c A team-mate doesn't do his part of a project.
4 Nia (D) ●	● d Too many activities and too little time.

3 True (T) or false (F)?

	T	F
Lucy sent her message one hour before the cinema.	☐	☐
Tomás wants to stop all his activities.	☐	☐
Aiko wants to tell the teacher at once.	☐	☐
Nia thinks that copying homework is fair.	☐	☐
Chloe asks Nia for her homework every afternoon.	☐	☐

4 Listening 1. Listen to Kofi's voice message twice and complete the table.

Question	Answer
Who is speaking?	
What is the problem?	
When does it happen?	
How does he feel?	
What does he want to know?	

5 Which message would you like to answer? Why? Write one or two sentences.

WORKSHEET 2 Helpful or judgmental?

Session 2

Use the tone cards (F3) and the advice-column models (F2).

1 Read the cards in F3. Is each one helpful (H) or unhelpful (U)? Why?

Card	H or U?	Why? (the words that show the tone)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

2 **Tick the features of helpful advice.**

- [ ] It describes the problem without blaming the person.
- [ ] It shows understanding.
- [ ] It offers a choice (could, maybe, one option).
- [ ] It gives a reason.
- [ ] It uses always, never or must to give orders.
- [ ] It makes the person feel silly.

3 **Rewrite these cards in a kind, helpful way. Use could, maybe or if I were you.**

Unhelpful card	Helpful version
3 · «You should just stop being shy!»	
6 · «You always do this. It's your fault.»	
10 · «You must do exactly what I say.»	

4 **Pronunciation. In should, could and would the l is silent: /ʃʊd/, /kʊd/. Is the l silent in these words? Write yes or no, then say them.**

Word	Silent l?
should	
talk	
tell	
would	
walk	
feel	

5 **Empathy in your voice. Say «That sounds really hard.» to a partner with a warm, wide intonation. Tick what you did.**

- [ ] I stressed the word that shows the feeling (really, hard).
- [ ] My voice was soft and not too fast.
- [ ] My partner thought that I sounded kind.

6 **Read F9. What kind of advice do you like from a friend and from a teacher? Is it the same?**

WORKSHEET 3

Should, could, if...

Session 3

Use the transcript of the podcast episode (F4) and the language bank (F8).

1 **Complete with should, shouldn't or could.**

a) You _____ talk to your teacher: it is important.

b) You _____ copy the homework: it isn't fair.

c) You _____ send her a message or call her.

d) You _____ study all night: you need to sleep.

2 **Match each problem with advice that uses if I were you.**

1 I'm very nervous before a test. ●	● a If I were you, I would say sorry and listen to her.
2 My friend is angry with me. ●	● b If I were you, I would ask a classmate to sit with me.
3 I'm always late to school. ●	● c If I were you, I would breathe slowly and study a little every day.
4 I don't know anybody in my new class. ●	● d If I were you, I would prepare my bag the night before.

3 **First conditional. Complete with the verb in brackets.**

a) If you talk to Lucy calmly, she _____ (listen).

b) If you don't say anything, the problem _____ (not / disappear).

c) If you pause one activity, you _____ (have) more energy.

4 **Noticing. Find these sentences in F4 and copy them.**

Find a sentence with...	Copy it here
because	
however	
If I were you	

5 **Plurilingual thinking. In Spanish: «deberías hablar con ella», «podrías hablar con ella», «si yo fuera tú, hablaría con ella». Which English forms do they match? Which sentence is the strongest?**

6 **Write three pieces of advice for Aiko (message C in F1). Use should, could and if I were you.**

WORKSHEET 4 Advice circle

Session 4

Work in groups of four. One student has a dilemma card (F5), the others are advisers. Rotate the roles.

1 **Before you advise, ask! Complete the clarification questions with Can, Do, When or What.**

_____ you tell me more about the problem?

_____ you mean you don't want to go?

_____ is the audition?

_____ do you want to do?

2 **Write three more questions for the dilemma card you get.**

3 **Take notes of your advice circle.**

Dilemma (card)	Questions we asked	Advice 1 + reason	Advice 2 + reason

4 **Tick the strategies you used.**

- ☐ I asked at least two clarification questions before I advised.
- ☐ I restated the problem first: «So, you…».
- ☐ I showed empathy: «That sounds…».
- ☐ I gave two options with reasons.
- ☐ I used should, could or if I were you.
- ☐ I waited for my turn and did not interrupt.

5 **What did the person with the dilemma decide to do? Write two sentences.**

WORKSHEET 5

Say it neutrally

Session 5

Mediation. Your co-host Sam can't read Spanish. Before you give advice on the podcast, restate Carla's message (F6) for him in English.

1 **Read F6. Note the key information in English.**

Information	In English (short notes)
Who is writing?	
What is the situation?	
The facts (money, dates)	
What do her parents say?	
What does her friend say?	
How does she feel?	
What does she ask?	

2 **Neutral or judgmental? Choose the neutral sentence.**

Noa…

☐ is a bad friend. ☐ says she will go with another girl if Carla can't go. ☐ doesn't care about Carla.

Carla's parents…

☐ are mean. ☐ say that the camp is expensive and that she should save. ☐ never let her do anything.

Carla…

☐ is silly because she is embarrassed. ☐ feels embarrassed to ask her grandparents for money.

☐ must ask her grandparents.

3 **Write your neutral restatement for Sam (50-60 words). Start: «Carla, 13, wrote to us in Spanish. She says that…». Finish with her question. No blame and no advice yet.**

4 **Check your text. Tick what you did.**

- [ ] I included who, what, the money and the dates.
- [ ] I included how she feels.
- [ ] I did not blame anybody.
- [ ] I did not give advice or add information.
- [ ] I ended with Carla's question.

5 **Write one clarification question you would ask Carla before you advise her.**

WORKSHEET 6 Our episode: script and review

Session 6

Plan and write your episode in the template (Annex 4). Then swap scripts with another team and review them before you record or present.

1 **Plan the episode.**

Part of the episode	Who speaks?	Key sentences
Welcome and title		
The dilemma (neutral)		
Empathy		
Option 1 + reason		
Option 2 + reason		
Summary, safety line and goodbye		

2 **Connect the ideas. Complete with because, however or so.**

a) You should talk to her _____ it is honest.

b) It can be hard to say how you feel; _____, it might help.

c) She is busy this week, _____ you could write her a message.

3 **Write your welcome and your neutral restatement of the dilemma (40-50 words).**

4 **Peer review. Tick what the other team's script does well.**

- [ ] The dilemma is explained neutrally.
- [ ] There is empathy («That sounds…»).
- [ ] There are two options with reasons.
- [ ] It uses should / could / if I were you correctly.
- [ ] The tone is kind and not judgmental.
- [ ] There is a safety line for serious problems.

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

WORKSHEET 7 Feedback and my own reply

Session 7

After listening to another team's episode, give feedback with the sheet (F7). Then work on your own.

1 **Give feedback with F7. Say what you noticed and give 1 (needs work), 2 (good) or 3 (very good).**

Criterion	What I noticed (evidence)	Score
Clarity		
Empathy		
Usefulness		
Language		

2 **Write two stars and one wish for the team. Use the useful phrases of F7.**

3 **Individual challenge. Read Zara's message and write a reply (70-90 words): restate it neutrally, show empathy, give two options with reasons (should / could / if I were you) and use because or however.**

From Zara (12)

«I joined the school choir, but I'm too nervous to sing in front of people. My friends say that I have a nice voice. There is a concert in three weeks. I want to quit, but I also like the choir. What would you do?»

4 **Write one phrase you can use to ask for clarification before giving advice.**

ANNEX 4

Final Product Template

Learning situation 7 · What Would You Do?

STUDENTS

Name: Class: Date:

Our podcast episode: «What Would You Do?». Write the script in English. Use a kind, non-judgmental tone.

Episode title and team

Title, hosts and roles (host 1, host 2, producer, timekeeper).

Welcome

Greeting, name of the podcast, who wrote the message.

The dilemma (neutral summary)

Facts, feelings and question. No blame, no advice yet.

Empathy

That sounds… / I understand why you feel…

Option 1 and reason

You could… / If I were you, I would… because…

Option 2 and reason

Another option is… / If you…, you will…

Goodbye and safety line

Short summary, thanks and a line for serious problems.

Language and tone check

should / could / if I were you · because / however · kind words.

ANNEX 5

Useful Language & Final Check

Learning situation 7 · What Would You Do?

STUDENTS

Name: Class: Date:

Functions and model sentences

Restating a dilemma neutrally	Mina says that her friend cancels plans. She feels sad. She asks what to do.
Showing empathy	That sounds really hard. I understand why you feel stressed.
Giving advice	You should talk to her. You could write a plan.
Offering options	One option is to… Another option is to…
Giving reasons and contrast	…because it is honest. However, it can be hard.
Asking for clarification	Can you tell me more? Do you mean…?

Grammar in context

should / shouldn't	You should talk to her. You shouldn't copy the homework.
could	You could send a message. (a possible option)
If I were you, I would…	A fixed phrase: If I were you, I would say sorry.
First conditional	If you talk to her, she will listen.
Why don't you…? / How about + -ing?	How about asking Ola?
because / however	…because it is easy. However, it takes time.

Vocabulary bank

Friendship: friend, secret, trust, argue, say sorry, cancel plans, left out

School problems: homework, test, group project, team-mate, marks, teacher, counsellor

Time management: timetable, plan, calendar, deadline, break, free time, tired

Emotions: stressed, worried, embarrassed, annoyed, disappointed, relieved, lonely

Pronunciation tips

- Should, could, would: /ʃʊd/, /kʊd/, /wʊd/. The l is silent.
- Empathy: use a warm, wider intonation: «That sounds really HARD.»
- Contrastive stress: «You SHOULD talk to her, but you DON'T have to do it today.»

When I get stuck (clarify & repair)

Can you tell me more, please?

Do you mean … or …?

Sorry, can you say that again?

So, you are saying that…

Is that right?

What does … mean?

Do you want advice, or do you want me to listen?

Final check before you hand in: Advice podcast: What Would You Do?

- [ ] We restate the dilemma neutrally before we advise.
- [ ] We show empathy at least twice.
- [ ] We give two options, each with a reason.
- [ ] We use should, could and if I were you correctly.
- [ ] We use because and however.
- [ ] Our tone is kind and not judgmental.
- [ ] We include a safety line for serious problems.
- [ ] We speak clearly and take turns.

ANNEX 6

Printable Rubric

Learning situation 7 · What Would You Do?

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Advice podcast: What Would You Do?** 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 episode answers the dilemma fully: neutral summary, empathy, two realistic options with reasons and a kind closing; the advice would really help the listener.	The episode answers the dilemma with a summary, some empathy and two clear options.	The summary or the options are unclear; reasons or empathy are missing.	The episode does not answer the dilemma or it only judges the person.	
Organisation & language	Should / shouldn't, could, if I were you and the first conditional are used correctly; because and however connect ideas; very few errors.	Advice forms are mostly correct; some connectors; a few errors that do not stop understanding.	Frequent mistakes (to should, mights, missing if-clause); few connectors; some sentences are hard to follow.	Very limited control; the advice is hard to understand.	
Interaction / delivery	In the advice circle and the episode we ask clarification questions, take turns naturally and use a warm, varied intonation; should / could are clear.	We take turns, ask at least one clarification question and speak clearly.	Participation is uneven; the voice is flat or the pace too fast.	We rarely interact or we only read without expression.	
Mediation & audience	The dilemma is restated neutrally and accurately for the listener: facts, feelings and question, without opinions or blame.	The restatement is clear and mostly neutral; one small detail is missing.	Some facts are missing or the wording judges one of the people.	The restatement is a word-for-word copy or changes the meaning.	
Intercultural / ethical use	The tone is respectful and non-judgmental; the advice recognises that people receive advice differently; no stereotypes; a safety line sends serious problems to a trusted adult.	Respectful tone; the safety line is included; mostly free of generalisations.	Some comments sound judgmental or generalise; the safety line is missing or unclear.	The tone blames or mocks the person, or uses stereotypes.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 7 · What Would You Do?

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can give advice with should, could and a reason in a kind tone.	○	○	○	○
I can restate a problem neutrally for another person.	○	○	○	○
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 · What Would You Do?

STUDENTS

Name: Class: Date:

Extra help: advice stems, emotion vocabulary and a short dilemma. An optional audio script is in the Teacher's Guide.

Advice stems

- **You should…** because…
- **You could…** or you could…
- **If I were you, I would…**
- **Why don't you…?** / **How about…?**
- **If you…, you will…**
- **However,** it can be hard.

Emotion words

- **stressed** = estresado
- **worried** = preocupado
- **embarrassed** = avergonzado
- **left out** = excluido
- **annoyed** = molesto
- **relieved** = aliviado

1 **Read: «My name is Ben. Tomorrow I have a maths test, but my friends want to play video games tonight. I'm worried about the test, but I don't want to say no.» Complete the advice with the stems.**

You _____ study for one hour first.

If I _____ you, I would say: «Let's play tomorrow.»

If you study tonight, you _____ feel more relaxed.

Why _____ you ask a friend to study with you?

2 **Match the situation with the emotion.**

1 Nobody asks me to play. ●	● a relieved
2 I forgot my homework. ●	● b annoyed
3 My test went well. ●	● c left out
4 My friend said something rude. ●	● d worried

3 **Write two pieces of advice for Ben with the stems.**

_____

_____

_____

ANNEX 9

Extension

Learning situation 7 · What Would You Do?

STUDENTS

Name: Class: Date:

One dilemma, two registers

The same advice can sound different for a close friend and for a school advice column. Choose one dilemma from F1 (A-D) and write **two versions** of your advice. Then compare the **register** (how formal or informal the language is).

Steps

1. Choose a message from F1 and decide the advice (two options and a reason).
2. Write version 1 for a close friend (a voice note or a text, 40-50 words): informal, short sentences, contractions.
3. Write version 2 for the school advice column (60-70 words): polite, clear, neutral restatement and empathy.
4. Complete the comparison table and write one sentence: which version is better for which audience, and why?

1 Compare the registers.

Feature	Close friend	School column
Greeting and closing		
Contractions and short forms		
Sentence length		
Softeners (maybe, could, I think)		
Empathy phrases		

What to hand in

Both versions (with the dilemma you chose), the comparison table and your final sentence.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 7 · What Would You Do?

TEACHER

Worksheet 1

1. Quiz: should; could; will; stressed; don't.
2. Mina → a friend cancels plans at the last minute; Tomás → too many activities and too little time; Aiko → a team-mate doesn't do his part of a project; Nia → a friend asks to copy homework.
3. T; F (he doesn't want to stop anything); F (she doesn't want to get Daniel in trouble); F (she thinks it isn't fair); F (every morning).
4. Listening 1 (see script): Kofi, 12, a new student; at lunch time he doesn't know where to sit; at lunch time every day (yesterday he sat alone and today he ate quickly and went to the library); he feels lonely but also shy; he wants to know whether to ask somebody if he can sit with them and what he could say.
5. Open answer. Accept any message with a reason (e.g. «I would answer Kofi because I know how it feels to be new.»).

Worksheet 2

1. 1 U (blames, dismisses: «not mine»); 2 H (empathy: «sounds really hard», «I'm sorry»); 3 U (judges: «just stop», «!»); 4 H (soft option: «maybe», «could», «calmly»); 5 H (advice + reason: «if I were you», «because»); 6 U (blames: «always», «your fault»); 7 H (friendly suggestion: «Why don't you»); 8 U (minimises: «easy», «everybody knows»); 9 H (hedging: «I'm not sure», «one option»); 10 U (orders: «must exactly»).
2. Ticked: describes the problem without blaming; shows understanding; offers a choice; gives a reason. Not ticked: always/never/must; makes the person feel silly.
3. Models: 3 → «Maybe you could talk to one person first. It can be hard to feel shy.» 6 → «I understand that you feel angry. Maybe we could talk about it calmly.» 10 → «If I were you, I would try this, but you can decide.» Accept any kind, non-judgmental version.
4. should: yes; talk: yes; tell: no; would: yes; walk: yes; feel: no.
5. Self-assessment: open.
6. Open answer. Model: «From a friend I like direct advice, but from a teacher I prefer questions first.» Accept any personal answer; the aim is to notice that preferences depend on the person and the situation.

Worksheet 3

1. a) should; b) shouldn't; c) could; d) shouldn't.
2. I'm very nervous before a test → If I were you, I would breathe slowly and study a little every day; my friend is angry with me → If I were you, I would say sorry and listen to her; I'm always late → If I were you, I would prepare my bag the night before; I don't know anybody → If I were you, I would ask a classmate to sit with me.
3. a) will listen; b) won't disappear; c) will have.
4. because: «You could write your activities in a calendar, because then you will see your whole week.» (or «…because it's easy and you don't lose anything.»); however: «I know you love them all; however, a short break could give you more energy.»; If I were you: «If I were you, I would start with the weekly plan…»
5. Open answer. Model: «Deberías = should (strong); podrías = could (an option, softer); si yo fuera tú = if I were you, I would… (soft and personal). The strongest is should; Spanish and English are very similar here, but English if I were you, I would… is a fixed phrase and we use were for all persons.» Accept reasonable comparisons.
6. Open answer. Models: «You should talk to Daniel first.» «You could ask the teacher for help, but explain that you want a solution.» «If I were you, I would tell Daniel your deadline.»

Worksheet 4

1. Can; Do; When; What.
2. Open answer. Models (card 5): «What time is the party?» «Is the exam important?» «How much have you studied?»
3. Open answer. Check that every row has questions and two pieces of advice with reasons.
4. Self-assessment: open.
5. Open answer. Model: «He decided to join the football team because his dad prefers it, but he will ask about the school play for next year.»

Worksheet 5

1. Carla, 13, from Valencia; her best friend Noa wants her to go to a one-week summer camp in July; the camp costs €120 and Carla has saved €60; her parents say it is expensive and she must save from her pocket money; Noa says she will go with another girl if Carla doesn't go; she is afraid of losing the friendship and embarrassed to ask her grandparents for money; she asks: «What would you do?»
2. Neutral sentences: 2nd in each question (Noa says she will go with another girl if Carla can't go; parents say the camp is expensive and she should save; Carla feels embarrassed to ask her grandparents).
3. Model (about 55 words): «Carla, 13, wrote to us in Spanish. She says that her best friend Noa wants her to go to a summer camp for one week in July. It costs 120 euros and Carla has saved 60. Her parents say it is expensive. Carla is afraid of losing the friendship and embarrassed to ask her grandparents for money. She asks: what would you do?»
4. Self-check: open.
5. Models: «How much time do you have to save the rest?» «Do you want to go to the camp?» «Have you talked to Noa about the money?»

Worksheet 6

1. Open answer. Check that every part has a speaker and key sentences.
2. a) because; b) however; c) so.
3. Open answer. Model: «Hello, and welcome to What Would You Do? I'm Alba and I'm Marc. Today's message is from Aiko, who is thirteen. She is in a group project and one team-mate doesn't do his part. She doesn't want to get him in trouble, but the group is working hard. She asks: what would you do?»
4. Peer review: open.
5. Open answer. Stars and wishes must refer to concrete parts (e.g. «Your summary was very fair»; «Add one more reason»).

Worksheet 7

1. Open answer. Check the criteria of F7 with evidence (e.g. «Empathy: 3, you said That sounds really hard»). Scores must be justified.
2. Open answer (stars and wish).
3. Model (about 80 words): «Hi Zara. You joined the choir and you like it, but you're nervous about singing at the concert in three weeks. That sounds really stressful. One option is to ask the choir teacher if you can stand with a friend, because you will feel safer. Another option is to practise for your family first. If I were you, I would not quit now, because your friends say you have a nice voice. However, it's your decision.» Assess with the rubric.
4. Models: «Can you tell me more about it?» «Do you mean that…?»

Support (Annex 8)

1. should; were; will; don't.
2. Nobody asks me to play → left out; I forgot my homework → worried; My test went well → relieved; My friend said something rude → annoyed.
3. Open answer. Models: «You should study first, because the test is tomorrow.» «How about playing on Saturday?»

Extension (Annex 9)

1. Open answer. Check: two versions of the same advice with clearly different register. Friend: «Hey Nia! Don't worry, just tell Chloe you can't share your homework. If you say it kindly, she'll understand!» Column: «Dear Nia, thank you for your message. I understand that you want to help your friend, but copying isn't fair. You could explain this kindly and offer to study together.» The table should mention contractions, greetings, sentence length, softeners and empathy phrases.

Listening script · Worksheet 1 · Kofi's voice message (Listening 1)

Read twice at a natural speed.

«Hi, this is Kofi. I'm twelve and I'm new at school. I came here two months ago. My problem is lunch time. Everybody has a group of friends and I don't know where to sit. Yesterday I sat alone, and today I ate very quickly and went to the library. I feel lonely, but I'm also shy. I don't want to look strange. Should I ask somebody if I can sit with them? And what could I say? Thanks for listening to my message. Bye!»

Listening script · Annex 8 · Ben's message (optional support listening)

Read aloud before the support worksheet.

«Hello, my name is Ben. Tomorrow I have a maths test, but my friends want to play video games tonight. I'm worried about the test, but I don't want to say no. What should I do?»

Listening script · F4 · Podcast episode (optional listening)

Read the transcript of F4 aloud with two students. First listening: What is Tomás's problem? Second listening: What two options do the hosts give?

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40 minutes each. In session 6, allow 10 minutes to rehearse and record (audio) or perform live; in session 7 each team presents for 2-3 minutes and gives feedback to another team with F7.
- Mediation (Worksheet 5): value a neutral summary of facts, feelings and the question; avoid blame, opinions and advice. Students can discuss the Spanish message in their teams, but the final text is in English.
- Safety and ethics: all messages are fictional and about everyday dilemmas. Do not accept real personal problems of classmates as material for the podcast. Every episode must include the safety line (a trusted adult). If a student shares a real serious concern, follow the school protocol and speak to the student privately.
- Intercultural note: F9 shows personal preferences, not national traits. Avoid statements such as «English people are indirect» or «Spanish people are direct»; ask students to compare their own preferences with a friend, a teacher and a family member. Differentiation: give the support worksheet (Annex 8); fast finishers use the extension (Annex 9).

⚠ Likely errors

- «to should»/«you should to talk», and «you don't should» instead of «you shouldn't talk».
- Using would for everything: «You would talk to her» instead of «You should / could talk to her» (would only in «If I were you, I would…»).
- «If I was you» (accepted informally) or «If I would be you»; «If you will talk to her» in the first conditional.
- Confusing so and because: «You should talk to her so it is honest».
- Pronouncing the l in should / could / would, or confusing /ʊ/ with /uː/.
- Giving opinions or blame in the neutral restatement: «Noa is selfish».

⚖ Accepting alternative answers

- Accept any answer that communicates the meaning, even with minor errors that do not affect understanding.
- Accept «If I was you» in speech and informal writing, but model «If I were you».
- In the restatement, accept different wordings if the facts (who, what, money, dates), the feelings and the question are correct and no blame or advice is added.
- In advice, accept any realistic and kind option with a reason; reject advice that is dangerous, humiliating or that sends the person away from a trusted adult in a serious situation.

08

SITUACIÓN DE APRENDIZAJE

Healthy Body, Healthy Mind

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we share healthy-habit information without making unsupported health claims?

CURSO 2.º ESO	SESIONES 7 sesiones
BLOQUES DE SABERES A · B · C	COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5, CE6
PRODUCTO FINAL Teen wellbeing guide	CRITERIOS DE EVALUACIÓN 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 5.3, 6.2

Contexto, reto y producto final

Cada otoño el instituto organiza su **Semana del Bienestar**, y este año el consejo de estudiantes ha detectado un problema: entre el alumnado de 12 a 14 años circulan vídeos y publicaciones que prometen «tés milagro» para dormir, rutinas «perfectas» o alimentos que «curan» el estrés, casi nunca con fuente ni autoría. La pregunta es «*How can we share healthy-habit information without making unsupported health claims?*»: cómo compartir hábitos saludables de forma útil y amable, sin prometer resultados ni dar consejos médicos personalizados.

Para responder, el alumnado lee y escucha información general (fichas con su fuente, un programa de radio escolar, datos de una encuesta ficticia), aprende a **leer las etiquetas de una fuente** y a distinguir entre consejo general, diagnóstico y afirmación sin fundamento, describe y compara rutinas con perfiles ficticios y practica **sugerencias amables y realistas** en un role-play de apoyo entre iguales. En la tarea de **mediación**, resume un artículo en tres puntos prácticos para un niño más pequeño y explica en inglés una nota del centro escrita en español. Con todo ello elabora una **Teen Wellbeing Guide** con notas de fuente, la presenta y demuestra individualmente que distingue hecho, consejo y diagnóstico al responder a un mensaje.

Reto comunicativo

Create a Teen Wellbeing Guide for students aged 12 to 14 that shares simple, realistic habits (sleep, movement, food and water, study breaks and feelings), names its sources and never gives medical advice or promises miracles.

Producto final

Teen wellbeing guide.

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.

5.3 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.

6.2 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.
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.
B3	Estrategias y herramientas básicas de autoevaluación y coevaluación, analógicas y digitales, individuales y cooperativas.
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
describing habits; giving general advice; comparing routines; expressing frequency and quantity

Grammar in context
present simple; adverbs of frequency review; should/shouldn't; comparatives; too/enough (guided)

Vocabulary
sleep; movement; food and hydration; study breaks; emotions and wellbeing

Pronunciation / phonology
word stress in wellbeing vocabulary; should weak form; intonation in supportive suggestions

Mediation focus
Summarise general wellbeing information without turning it into personalised medical advice.

Intercultural focus
Represent varied routines, bodies and abilities respectfully; avoid equating health with appearance.

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 age-appropriate general wellbeing information.
- Distinguish general advice from medical diagnosis.
- Describe and compare habits.
- Create a concise guide citing classroom sources.
- Use supportive, non-stigmatising 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

Analyse general health/wellbeing source cards and labels

Evidence: Worksheet 1: diagnóstico, comprensión de las fichas informativas (F1) y análisis de las etiquetas de fuente (F2): consejo general frente a promesa.

Worksheet: Annex 3 · 1

2

SESSION 2

Habit vocabulary and myth/fact language

Evidence: Worksheet 2: vocabulario de hábitos, listening «Myth or fact?» con clasificación de afirmaciones y práctica de should / shouldn't.

Worksheet: Annex 3 · 2

3

SESSION 3

Interpret fictional routine data

Evidence: Worksheet 3: cálculo de horas de sueño con los perfiles ficticios (F4), lectura del gráfico de la encuesta (F3) y frases comparativas sin juicios.

Worksheet: Annex 3 · 3

4

SESSION 4

Interaction: suggest realistic changes to a fictional profile

Evidence: Worksheet 4: role-play de apoyo entre iguales con las tarjetas de Leo y Maya (F6): preguntas, sugerencias realistas y frases de seguridad.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: simplify a source paragraph into three practical points

Evidence: Worksheet 5: mediación: tres puntos prácticos del artículo F7 para un niño de 11 años y mensaje a Grace sobre la nota en español (F8).

Worksheet: Annex 3 · 5

6

SESSION 6

Create teen guide and source note

Evidence: Worksheet 6: borrador de la Teen Wellbeing Guide (Anexo 4) con notas de fuente, revisado por otro equipo con la lista de comprobación.

Worksheet: Annex 3 · 6

7

SESSION 7

Present guide and complete individual fact/advice distinction task

Evidence: Guía final presentada y Worksheet 7: clasificación de mensajes (consejo, diagnóstico, afirmación sin fundamento) y respuesta individual a Zoe.

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 la información específica de las fichas informativas, las etiquetas de fuente, los datos de rutinas y la nota del centro (F1-F4, F7-F8).	Worksheets 1 y 3 / lista de comprobación
1.2	Estrategias de comprensión: lectura de etiquetas y fechas, detección de palabras de promesa, inferencia a partir de tablas y gráficos y comprensión del listening «Myth or fact?».	Worksheets 1, 2 y 3 / observación
2.1	Presentación oral de la guía: descripción de dos hábitos con consejos generales, fuente nombrada y pronunciación comprensible.	Presentación (sesión 7) / rúbrica
2.2	Redacción de las páginas de la guía y de la respuesta individual a Zoe: estructura clara, presente simple, adverbios de frecuencia y should.	Anexo 4 y Worksheet 7 / rúbrica
3.1	Role-play de apoyo entre iguales con los perfiles de Leo y Maya: preguntar antes de aconsejar, sugerir con amabilidad, escuchar y respetar los turnos.	Worksheet 4 / lista de observación
4.1	Mediación: tres puntos prácticos del artículo F7 para un niño de 11 años y mensaje a Grace sobre la charla (F8), sin añadir consejos médicos personalizados.	Worksheet 5 / rúbrica de mediación
5.3	Registro de progresos y de una estrategia para distinguir hecho, consejo y afirmación sin fundamento; autoevaluación y coevaluación de la guía.	Anexo 7 / autoevaluación
6.2	Representación respetuosa de rutinas, cuerpos y capacidades diversas (F4, F10); lenguaje sin estigmas y sin asociar salud con apariencia.	Worksheet 6 y guía / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The guide gives clear, realistic and general habit tips for 12-14 year-olds, names a source on every page and never promises results or diagnoses.	The guide gives clear general tips for teenagers and names its sources; one or two tips are vague.	Some tips are unclear, too personal or have no source; one sentence sounds like a promise.	The guide gives medical advice, diagnoses or miracle promises, or it has no sources.
Organisation & language	Every page has a clear structure (why / try this / remember / source); the present simple, frequency adverbs, should and comparatives are mostly accurate and varied.	Pages are clearly organised; a few errors with verb forms, should or comparatives do not stop understanding.	Pages are uneven; errors with verb forms or should sometimes make reading difficult.	Hard to follow; errors often stop understanding.
Interaction / delivery	In the advice role-play and the presentation I ask before I advise, suggest small changes kindly, clarify and repair naturally.	I take part, ask some questions and use basic suggestion and clarification phrases.	I need prompts to ask questions or to make suggestions; I mostly read from paper.	I rarely speak, or I give orders or unkind advice.
Mediation & audience	The three practical points are accurate, in simple English for a younger reader, and nothing personal or medical is added.	The points are clear for the reader, with one small omission.	Some points are unclear, copied from the text or too difficult; one detail changes.	The text is copied or translated word for word, or the meaning changes (for example, it gives a diagnosis).

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Intercultural / ethical use	The guide includes different bodies, abilities, routines and families respectfully, does not link health to appearance and credits every source.	Respectful and inclusive, with sources mostly clear.	Some generalisations (all teenagers…) or missing credits need revising.	Stigmatising language, ideas about appearance or uncredited material.

Input Pack y recursos

General wellbeing info cards, fictional routine profiles, simple data table, myth/fact statements and 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

Curated classroom sources, fictional routines, advice frames and visual vocabulary.

Extension

Anexo 9

Evaluate two online-style wellbeing claims for evidence and wording using provided source cards.

ANNEX 1

Challenge Launch

Learning situation 8 · Healthy Body, Healthy Mind

STUDENTS

Wellbeing Week is coming to our school! The student council wants a Teen Wellbeing Guide for students aged 12 to 14, and you are the writing team. But there is a problem: the internet is full of videos and posts that promise "miracle" teas and "perfect" routines. Some are fun, but many have no author and no source. Your mission is to help your classmates with simple, realistic habits (sleep, movement, food and water, study breaks and feelings) and to say clearly where your information comes from. You are not doctors, so you give general ideas, never diagnoses. Ready to write a guide that teenagers can trust?

> *How can we share healthy-habit information without making unsupported health claims?*

Your challenge

Create a Teen Wellbeing Guide for students aged 12 to 14 that shares simple, realistic habits (sleep, movement, food and water, study breaks and feelings), names its sources and never gives medical advice or promises miracles.

Audience: Students aged 12 to 14 at our school and at our partner school.

What you will create

Teen wellbeing guide

Roadmap · 7 sessions

1. We read information cards and learn to check the label of a source.
2. We learn habit words, play Myth or Fact and practise should / shouldn't.
3. We read a survey and four fictional routines and compare them.
4. We practise kind, realistic suggestions in a peer-support role-play.
5. We turn an article and a notice into clear points for other readers.
6. We write our guide with source notes and review another team's guide.
7. We present our guide and answer a message on our own.

Success criteria

- ✓ I can describe and compare habits with the present simple, adverbs of frequency and comparatives.
- ✓ I can give general advice with should and kind suggestions with Why not try…?
- ✓ I can read the label of a source and see when a claim has no evidence.
- ✓ I can explain a text for a younger reader in three clear points.
- ✓ I can say when it is a good idea to ask a trusted adult or a doctor.

Working together

- We talk about fictional people, not about our own health or bodies.
- We never say that someone is 'ill', 'lazy' or 'unhealthy': we describe habits.
- Every page of our guide has a source note.

ANNEX 2

Input Pack

Learning situation 8 · Healthy Body, Healthy Mind

STUDENTS

Everything you need for the guide: general information cards, source labels to analyse, a fictional class survey, four fictional routines, myth and fact statements, role cards for the advice role-play, an article and a school notice in Spanish to explain, the wellbeing wheel with useful words, and a model guide page.

F1 Five wellbeing information cards

TEXT

CARD 1 · SLEEP

Teenagers aged 13 to 18 usually need between 8 and 10 hours of sleep every night. A regular bedtime can help. Every person is different, so if you feel very tired every day, talk to an adult you trust or to a doctor.

Source: adapted from a consensus statement by the American Academy of Sleep Medicine (AASM), 2016. General information, not medical advice.

CARD 2 · MOVEMENT

Children and young people aged 5 to 17 should do an average of 60 minutes of physical activity every day, at a medium or high level of effort. Walking fast, cycling, dancing, swimming and team games all count. Choose what you enjoy and what is possible for you.

Source: adapted from the World Health Organization (WHO), Guidelines on physical activity and sedentary behaviour, 2020. General information, not medical advice.

CARD 3 · FOOD AND WATER

A healthy routine includes a variety of foods and water during the day. Families and cultures eat in different ways. Questions about your own food or body are for a doctor, a nurse or another health professional, not for a video.

Source: classroom notes by Ms Aguirre, school nurse (fictional), 2026. General advice.

CARD 4 · STUDY BREAKS AND SCREENS

Some students find that short breaks help them to concentrate: you can stand up, stretch or have some water. Some people also find it difficult to sleep after using a phone in bed, so you can try a screen-free time before bed. Test an idea for a week and see what works for you.

Source: tips from Mr Costa, school counsellor (fictional), 2026. General tips, not research results.

CARD 5 · FEELINGS

Everybody has good days and bad days. It is normal to feel worried, angry or sad sometimes. Talking to a friend, a family member or a teacher can help. If a feeling lasts a long time or feels too big, ask a trusted adult or a health professional for help. Don't try to diagnose your friends.

Source: tips from Mr Costa, school counsellor (fictional), 2026. General tips.

Source: Original summaries written for this notebook. Cards 1 and 2 are adapted from published guidance (AASM, 2016; WHO, 2020); cards 3-5 come from a fictional school nurse and counsellor. All of them give general information only.

Which card gives a number? Which card says 'ask a professional'? What do all five cards say about advice for one person?

F2 Source labels: can I trust it?

DATA

Item	What it says	Source label	Date
A · Poster	Move every day! Aim for an average of 60 minutes of activity a day. Walking, dancing and sport all count.	Adapted from a health organisation's guidelines. Source named. General information.	2020
B · Blog post	Miracle sleep tea! Drink it tonight and you will sleep perfectly every night. 100% guaranteed!	FitLife blog. No author. No source. The blog sells the tea.	No date
C · Leaflet	Short breaks can help you to study. Try standing up and having some water.	Ms Aguirre, school nurse. General advice for students.	2026
D · Video	These 5 foods cure stress forever! Watch now and follow me for more secrets!	Teen influencer. No sources. Wants likes and followers.	Last week
E · Website	It is normal to feel worried sometimes. If you feel bad for a long time, talk to an adult or a doctor.	Youth charity. Experts named. Updated every year.	2025

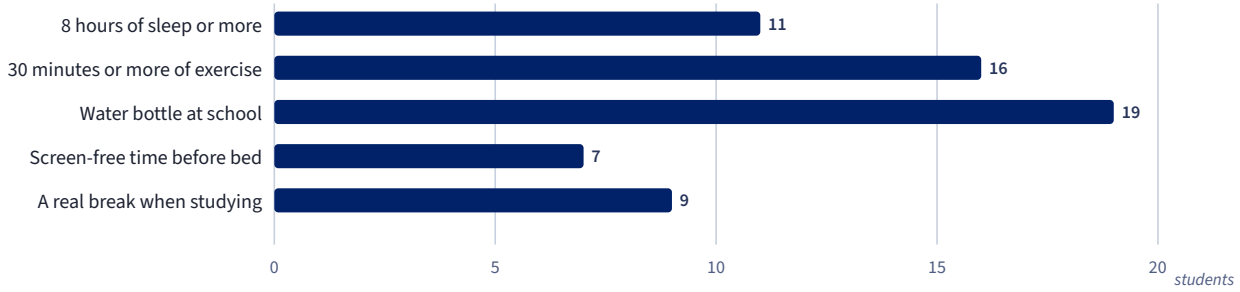
Questions to ask about any source: Who wrote it? When? Is there a source? Does it promise a miracle? Is it general information or advice for one person? Who benefits?

Source: Examples written for this notebook. All authors, blogs, videos and websites are fictional, except the guidelines that item A adapts (WHO, 2020).

Underline the words that sound like a promise. Which items are safe to use in a guide for teenagers?

F3 Our habits: class survey

CHART



How the survey worked: 24 students answered five questions. For each habit they chose *most days* or *not most days*. The numbers show how many students chose *most days*.

Source: Fictional survey created for this notebook (2.º B, 24 students). The data are invented and do not show anything about real students.

What can the survey tell us? What can it NOT tell us? (Does it measure who is healthy?)

F4 Four fictional routines

DATA

Habit	Nora, 13	Dev, 14	Lucía, 13	Sam, 14
Goes to bed (school nights)	10:00 pm	11:30 pm	11:00 pm	10:30 pm
Gets up	7:00 am	6:45 am	7:15 am	7:00 am
Movement	Walks to school (15 minutes). Dance class on Tuesdays and Thursdays.	Cycles to school. Plays football on Saturdays.	Goes to school by bus. Swims on Mondays.	Goes to school by bus. Plays wheelchair basketball on Wednesdays and Saturdays.
Water bottle at school	Always	Rarely	Sometimes	Usually
Study breaks	Usually	Rarely	Often	Sometimes
Screen before bed	Never. She reads a book.	Always. He watches videos in bed.	Sometimes	Usually. He chats with friends for 20 minutes.
In their words	"I'm happy with my routine, but I'm sometimes too busy."	"I'm tired in the morning and it's difficult to concentrate."	"I want to move more, but I don't like team sports."	"I'd like more time to relax after training."

Source: Fictional teenagers created for this notebook. Their routines are different; none of them is 'right' or 'wrong'.

Describe habits, not people. Say 'Dev rarely takes a break', not 'Dev is lazy'.

F5 Myth or fact? Eight statements

DATA

#	Statement	Where you can hear it
1	Only sporty people need to move every day.	A friend
2	All teenagers need exactly the same number of hours of sleep.	A video
3	A short break can help you to concentrate when you study.	A leaflet
4	A special tea can fix your sleep in one night.	A blog
5	It is normal to feel worried or sad sometimes.	A website
6	You can know if a person is healthy by looking at them.	A friend
7	If you feel very sad for a long time, you should talk to a trusted adult or a health professional.	A leaflet
8	To be healthy, you must follow the same routine as a famous influencer.	A video

Source: Statements written for this notebook. Check your answers with the general information in F1.

Decide: myth or fact? Then find the sentence in F1 that helps you to explain your answer.

F6 Role cards for the advice role-play

DATA

Card	Who you are	Your situation and what you want
A · Leo, 13	A student who is tired in the morning.	You go to bed at 11:30 pm and you usually watch videos in bed until midnight. You rarely drink water at school. You want small changes, not big ones. You don't want to stop using your phone completely.
B · Maya, 14	A student with a lot of homework.	You study for two hours without a break and you feel stressed before exams. You love drawing and walking with your dog. You have little free time. You want ideas that are realistic.
C · Buddy menu	The student who helps.	Ask first, then suggest. You could say: *Why not try a five-minute break every 30 minutes? / How about going to bed 15 minutes earlier this week? / You could keep your phone outside your bedroom at night. / Would a short walk with a friend help?* Always add: *I'm not a doctor. If you feel very tired or worried for a long time, talk to an adult you trust.*

Model chat

Buddy: Hi Leo! How are you?
Leo: I'm OK, but I'm tired in the morning.
Buddy: I'm sorry to hear that. What time do you usually go to bed?
Leo: At half past eleven.
Buddy: Maybe you could go to bed fifteen minutes earlier this week. What do you think?
Leo: Hmm, that's possible. But I like watching videos in bed.
Buddy: Why not try ten minutes with a book first? It's just an idea.
Leo: OK, I can try that. Thanks!
Buddy: No problem. Remember, I'm not a doctor. If you are always very tired, talk to an adult you trust.

Source: Fictional role cards and model chat written for this notebook. Student A reads a role card and plays that teenager; Student B is the buddy and uses card C. Then swap.

Find two questions, two suggestions and one safety sentence in the model chat.

F7 Mediation 1 · An article to simplify

TEXT

Sleep, screens and school nights

Many students say that they feel tired at school. There can be many reasons for this, and sleep is one of them. Experts say that teenagers usually need between 8 and 10 hours of sleep, but a lot of students sleep less during the week. Homework, evening activities and phones can all make bedtime later. A bright screen near your face just before sleeping can make it harder for some people to relax, so many schools suggest a screen-free time before bed. It is also useful to go to bed and get up at similar times, even at the weekend. These ideas are general because every person is different. If a student feels very tired every day, it is a good idea to talk to a parent, a teacher or a doctor.

Source: Article written for this notebook for a fictional magazine, 'Teen Health Digest'. The general information about sleep is adapted from F1 (AASM, 2016).

Your reader is Ben, 11 years old, with a basic level of English. He needs three practical points, not the whole article.

F8 Mediation 2 · A school notice in Spanish

TEXT

IES VALLE CLARO · SEMANA DEL BIENESTAR

Charla de la enfermera escolar: «Hábitos para sentirnos bien»

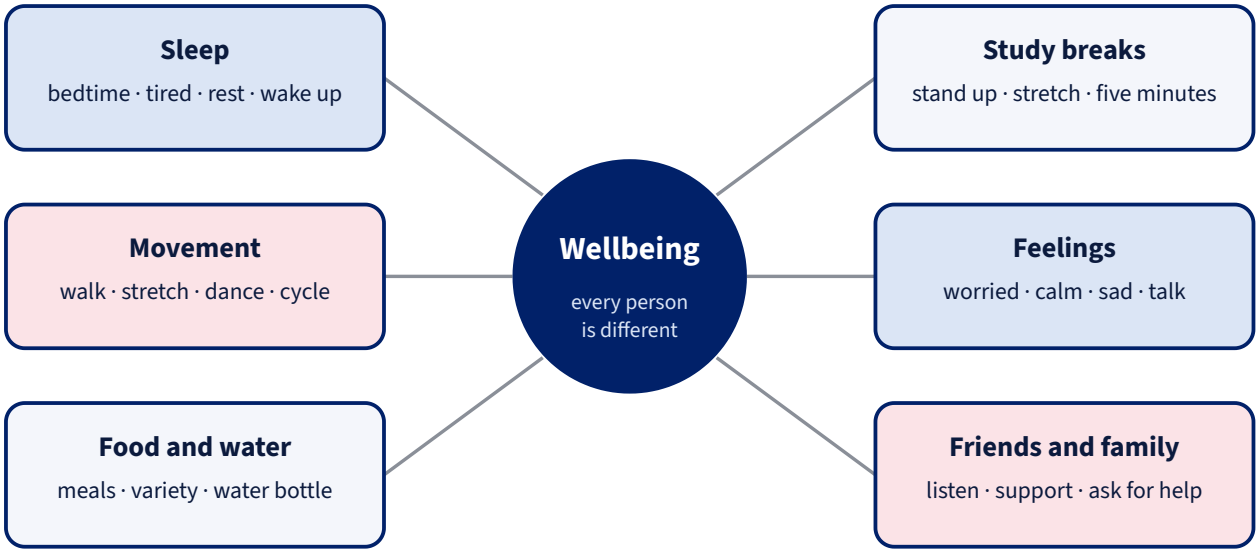
- **Cuándo y dónde:** martes 17 de noviembre, de 11:30 a 12:15, en el salón de actos.
- **De qué se habla:** sueño, movimiento, agua, descansos al estudiar y emociones. Es información **general**.
- **Importante:** la enfermera **no responderá sobre casos personales ni hará diagnósticos**. Si tienes una duda sobre tu salud, habla con tu familia, con tu médico o con el equipo de orientación.
- **Tus preguntas:** puedes dejarlas en un papel, **sin nombre**, en la caja de la biblioteca hasta el lunes 16.
- **Familias:** hay una segunda charla el miércoles 18 de noviembre a las 17:30.

Source: Notice written for this notebook (fictional school and nurse). Grace, an exchange student from Dublin, can't read Spanish yet: you are going to explain it to her in English.

Don't translate word by word. Choose the key information for Grace and use short, clear sentences.

F9 The wellbeing wheel and useful words

DIAGRAM



Fact or claim? Useful phrases: *It's a myth that… · In fact… · Experts say that… · According to the WHO… · Some people find that… · It depends on the person. · This is general information, not medical advice.*

Kind suggestions: *You should… · You shouldn't… · You could… · Why not try…? · How about…? · Would … help?*

Source: Diagram and word bank created for this notebook.

F10 Guide model · one page

TEXT

TAKE A BREAK! · *Habit: study breaks*

Why? Some students find that short breaks help them to concentrate when they study.

Try this: Study for 25 minutes. Then stand up, stretch and have some water for five minutes. Do it for one week and see how you feel.

Remember: Every person is different. Some students prefer longer breaks. Choose what works for you.

Who can help? If you find it very difficult to study or you feel stressed for a long time, talk to a teacher, your family or the school counsellor.

Source: Tips from Mr Costa, school counsellor (fictional), 2026 · Info card 4 (F1). *This guide gives general information, not medical advice.*

Make it honest: from a claim to a safe tip

- Instead of *«This tea fixes your sleep in one night!»* write *«Some people find that a calm routine before bed helps. A regular bedtime is a good idea for many teenagers.»*
- Instead of *«You must do 60 minutes of sport or you will be unhealthy.»* write *«Young people should do an average of 60 minutes of activity a day. Walking and dancing count too.»*
- Instead of *«Dev is tired because he is lazy.»* write *«Dev goes to bed at 11:30 pm and watches videos in bed. A screen-free time could be one idea.»*
- Instead of *«If you feel sad, drink this and you'll be fine!»* write *«It's normal to feel sad sometimes. If it lasts a long time, talk to a trusted adult.»*

Source: Model page written for this notebook. The counsellor and the tip are fictional (card 4 of F1).

ANNEX 3

Student Worksheets

Learning situation 8 · Healthy Body, Healthy Mind

STUDENTS

WORKSHEET 1 Reading the labels

Session 1

Name: Class: Date:

Do the warm-up quiz on your own. Then read the information cards (F1) and look at the source labels (F2).

1 Warm-up quiz. Tick the correct answer.

Nora ___ to bed at ten o'clock.
☐ go ☐ goes ☐ going

You ___ drink water during the day.
☐ should ☐ shoulds ☐ should to

How often does Dev take a break? — ___. He studies for two hours without stopping.
☐ Rarely ☐ Always ☐ Usually

A regular bedtime is ___ than a magic tea.
☐ better ☐ gooder ☐ more good

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

	T	F
Teenagers aged 13 to 18 usually need between 8 and 10 hours of sleep.	☐	☐
Only team sports count as physical activity.	☐	☐
Card 3 says that a video is the best place to ask about your body.	☐	☐
Short breaks can help some students to concentrate.	☐	☐
If a feeling lasts a long time, you should ask a trusted adult or a health professional for help.	☐	☐

3 Analyse the source labels in F2. Complete the table.

Item	General advice or promise?	Source named? (yes / no)	Use it in our guide? Why?
A · Poster			
B · Blog post			
C · Leaflet			
D · Video			
E · Website			

4 Write two words or phrases in F2 that sound like a promise.

WORKSHEET 2 Habits, myths and facts

Session 2

Learn the words for habits (F9), then play Myth or Fact with the statements in F5 and with a radio programme.

1 Match each word with its meaning.

1 bedtime	a a short rest between two periods of work
2 stretch	b go somewhere by bike
3 water bottle	c the time when you go to sleep
4 worried	d a little afraid or nervous about something
5 study break	e you carry it to drink water during the day
6 cycle	f move your arms and legs to feel less stiff

2 Listening 1 · School Radio: Myth or fact? Your teacher reads the programme twice. Tick Myth or Fact for each statement.

1. Only sporty people need to move every day.
   ☐ Myth ☐ Fact
2. A short break can help you to study.
   ☐ Myth ☐ Fact
3. A magic tea can fix your sleep in one night.
   ☐ Myth ☐ Fact
4. It's normal to feel worried sometimes.
   ☐ Myth ☐ Fact

3 Listen again. Complete the nurse's advice.

a) Young people should be active for about _____ minutes a day on average.

b) Teenagers usually need between _____ and _____ hours of sleep.

c) If a worried feeling stays for a long time, talk to a _____ adult.

4 Complete with should or shouldn't.

a) You _____ drink water during the day.

b) You _____ trust a video with no source.

c) Students _____ take short breaks when they study.

d) Friends _____ tell each other "You are ill!".

e) If you feel worried for a long time, you _____ talk to an adult.

5 Choose two statements from F5 and write them as a myth and its fact. Use: It's a myth that… In fact…

_____

_____

_____

6 **Pronunciation. Say the words aloud. Write the number of syllables and write the word again with the stressed syllable in capitals, like this: re-LAX.**

Word	Syllables	Stress in capitals
relax		
exercise		
breakfast		
energy		
wellbeing		

WORKSHEET 3 What do the numbers say?

Session 3

Look at the survey (F3) and the four routines (F4). Describe the habits. Do not judge the people.

1 **Use the times in F4 to calculate the hours of sleep on school nights. Is it inside the usual range for teenagers (8 to 10 hours, F1)?**

	Nora	Dev	Lucía	Sam
Hours of sleep				
8-10 hours? (yes / no)				

2 **Read the survey (F3). True (T) or false (F)?**

	T	F
19 students take a water bottle to school.	☐	☐
More than half of the class sleeps eight hours or more.	☐	☐
Real study breaks are less common than exercise.	☐	☐
Screen-free time before bed is the most common habit.	☐	☐
The survey proves that students with a water bottle are healthier.	☐	☐

3 **Look at F4. Choose the correct answer.**

Nora goes to bed ___ than Dev.
☐ earlier ☐ later ☐ more early

Dev ___ takes a study break.
☐ often ☐ rarely ☐ always

Lucía sleeps ___ Sam.
☐ less than ☐ more than ☐ the same as

Dev's sleep is ___ the usual range for teenagers (8 to 10 hours).
☐ shorter than ☐ inside ☐ longer than

___ has a water bottle at school every day.
☐ Nora ☐ Dev ☐ Sam

4 **Write three sentences about two of the teenagers. Use a comparative, a frequency adverb and one more detail from F4. Describe habits only.**

WORKSHEET 4 Kind and realistic suggestions

Session 4

You are going to be a good buddy. Read the model chat (F6), prepare your advice and practise with a partner. Remember: you are not a doctor.

1 **Find these things in the model chat (F6).**

Function	Phrase from the chat
A question about the routine	
A suggestion with maybe / why not try…	
A way to say it is only an idea	
A safety sentence	

2 **Match the unkind sentence with a kinder, more helpful one.**

1 You're so lazy. Just go to bed!

2 You have a sleep problem.

3 Do this and you will be perfect.

4 Stop using your phone forever.

a You could try this for a week and see how it feels.

b Maybe you could keep your phone outside your bedroom at night.

c Why not try going to bed fifteen minutes earlier?

d If you feel tired every day, you could talk to a doctor.

3 **Plan your advice for Leo and Maya (F6). Write two small, realistic suggestions for each and one safety sentence.**

Teenager	Suggestion 1	Suggestion 2	Safety sentence
Leo			
Maya			

4 **Role-play, then watch another pair. Tick what you hear.**

- [ ] The buddy asks a question before giving advice.
- [ ] The suggestions are small and realistic (Why not try…? You could…).
- [ ] The buddy listens: I see. / That sounds hard.
- [ ] Nobody diagnoses or promises results.
- [ ] The buddy says when to talk to a trusted adult or a professional.
- [ ] The voice sounds kind (the intonation goes up on a suggestion).

WORKSHEET 5 Three points for Ben, one message for Grace

Session 5

Mediation. First, simplify the article (F7) for Ben, who is 11. Then explain the Spanish notice (F8) to Grace. Don't translate word by word!

1 **Read F7 again. Write the three most useful practical points for Ben in very simple English (maximum 12 words each).**

Practical point	Simple English for Ben
Point 1	
Point 2	
Point 3	

2 **Write one sentence that tells Ben when to ask an adult for help. Do not say what is wrong with him.**

3 **Read the notice in Spanish (F8). Choose the key information for Grace.**

Information in F8	In English for Grace
What is the event?	
When and where is it?	
What is it about?	
What can't the nurse do?	
How can I send a question?	

4 **Write a short message to Grace (40-50 words). Tell her what the talk is and what it is not.**

5 **Check your two texts. Tick.**

- [ ] I only gave general information.
- [ ] I did not say that any person has an illness.
- [ ] I included a sentence about asking a trusted adult or a doctor.
- [ ] I used short sentences and did not copy the whole text.

WORKSHEET 6 Our guide: draft and review

Session 6

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

1 **Write a source note for each page of your guide. Use the model in F10.**

Guide page	Source note (who, what, year)
Page 1	
Page 2	
Page 3	
Page 4	

2 **Peer review. Tick what the other team's guide does well.**

- [ ] Every page has a source note.
- [ ] The tips are general, small and realistic.
- [ ] There are no promises (miracle, 100%, forever) and no diagnoses.
- [ ] The language is kind: it describes habits and does not judge people.
- [ ] The guide includes different routines, abilities and families.
- [ ] The sentences are clear (present simple, should, comparatives).

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

4 **Plan your one-minute presentation: an opening sentence, one sentence for each of two pages and a closing sentence.**

WORKSHEET 7 Fact, advice or diagnosis?

Session 7

Work on your own. Read the messages and answer.

1 **What kind of sentence is it? Choose.**

A. "Tom, you always look tired. I think you have a serious illness."
☐ General advice ☐ Diagnosis ☐ Unsupported claim ☐ Information with a source

B. "I'm often tired in the morning too. Why not try going to bed a bit earlier?"
☐ General advice ☐ Diagnosis ☐ Unsupported claim ☐ Information with a source

C. "This tea cures all sleep problems in one night. It's guaranteed!"
☐ General advice ☐ Diagnosis ☐ Unsupported claim ☐ Information with a source

D. "Teenagers usually need 8 to 10 hours of sleep (AASM, 2016)."
☐ General advice ☐ Diagnosis ☐ Unsupported claim ☐ Information with a source

2 **Rewrite sentence A and sentence C in a kind, general and honest way.**

3 Read Zoe's message: «Hi! I'm Zoe and I'm 13. I'm tired every morning. I usually go to bed at midnight and I sometimes look at my phone in bed. What should I do?» Write a reply (50-70 words). Give two realistic suggestions, mention a source from your guide and say when to talk to an adult. Don't diagnose.

4 Write one sentence you can say when you are not sure that a health fact is true.

ANNEX 4

Final Product Template

Learning situation 8 · Healthy Body, Healthy Mind

STUDENTS

Name: Class: Date:

Our Teen Wellbeing Guide. Write in English with short, kind sentences. Every page needs a source note. Remember: general information, not medical advice.

Title, audience and purpose

Guide title. Who is it for? Why do they need it? (one sentence)

Habit page 1

Habit · Why? · Try this · Remember · Source

Habit page 2

Habit · Why? · Try this · Remember · Source

Habit page 3

Habit · Why? · Try this · Remember · Source

Habit page 4

Habit · Why? · Try this · Remember · Source

Myth or fact?

One myth and its fact (F5) with a source.

What the data say

One result from F3 or F4, described without judging.

Who can help?

Family, teacher, counsellor, nurse, doctor… and why this guide is not a doctor.

Source notes

Who, what, year, for every page.

Our final language check

Tick when ready: sources · no promises · kind language · should / present simple.

ANNEX 5

Useful Language & Final Check

Learning situation 8 · Healthy Body, Healthy Mind

STUDENTS

Name: Class: Date:

Functions and model sentences

Describing habits	Nora usually goes to bed at ten. Dev rarely takes a break.
Giving general advice	You should drink water. You shouldn't trust a video with no source.
Making a kind suggestion	Why not try a screen-free hour? You could… / How about…?
Comparing routines	Nora sleeps more than Dev. Lucía goes to bed earlier than Sam.
Frequency and quantity	always, usually, often, sometimes, rarely, never; a lot of, enough, not enough, too much
Fact, claim or advice	It's a myth that… In fact… Experts say… This is general information, not medical advice.

Grammar in context

Present simple	She walks to school. He doesn't cycle. Do you sleep eight hours?
Adverbs of frequency	I usually go to bed at ten. He is never late. (before the verb, after be)
should / shouldn't	You should sleep. You shouldn't copy a claim without a source.
Comparatives	earlier than, later than, more active than, better than, less than
too / enough	too late, too much; early enough, enough water

Vocabulary bank

Sleep and rest: bedtime, wake up, tired, rest, routine, similar times

Movement and study: walk, cycle, stretch, dance, swim, break, concentrate

Food, water and feelings: meals, variety, water bottle, worried, calm, sad, talk

Sources and claims: source, author, expert, claim, evidence, promise, myth, fact

Pronunciation tips

- Word stress: WELLbeing, EXercise, BREAKfast, ENergy, reLAX.
- Weak form: should /ʃəd/ in a sentence (You should go), strong in short answers (Yes, you should).
- Kind suggestions: your voice goes up a little (Why not try a break? ↗) and sounds friendly.

When I get stuck (clarify & repair)

Sorry, can you repeat that?

What do you mean?

Do you mean…?

How do you say … in English?

Is that a fact or an opinion?

What is the source?

Let me say that again.

Final check before you hand in: Teen wellbeing guide

- [ ] Every page has a source note (who, what, year).
- [ ] The tips are general, small and realistic.
- [ ] There are no promises (miracle, 100%, forever).
- [ ] There are no diagnoses and no personal medical advice.
- [ ] Our guide says when to ask a trusted adult or a doctor.
- [ ] We describe habits, not people, and avoid ideas about appearance.
- [ ] We use the present simple, should and comparatives correctly.
- [ ] We checked spelling and capital letters.

ANNEX 6

Printable Rubric

Learning situation 8 · Healthy Body, Healthy Mind

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Teen wellbeing guide**. 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 guide gives clear, realistic and general habit tips for 12-14 year-olds, names a source on every page and never promises results or diagnoses.	The guide gives clear general tips for teenagers and names its sources; one or two tips are vague.	Some tips are unclear, too personal or have no source; one sentence sounds like a promise.	The guide gives medical advice, diagnoses or miracle promises, or it has no sources.	
Organisation & language	Every page has a clear structure (why / try this / remember / source); the present simple, frequency adverbs, should and comparatives are mostly accurate and varied.	Pages are clearly organised; a few errors with verb forms, should or comparatives do not stop understanding.	Pages are uneven; errors with verb forms or should sometimes make reading difficult.	Hard to follow; errors often stop understanding.	
Interaction / delivery	In the advice role-play and the presentation I ask before I advise, suggest small changes kindly, clarify and repair naturally.	I take part, ask some questions and use basic suggestion and clarification phrases.	I need prompts to ask questions or to make suggestions; I mostly read from paper.	I rarely speak, or I give orders or unkind advice.	
Mediation & audience	The three practical points are accurate, in simple English for a younger reader, and nothing personal or medical is added.	The points are clear for the reader, with one small omission.	Some points are unclear, copied from the text or too difficult; one detail changes.	The text is copied or translated word for word, or the meaning changes (for example, it gives a diagnosis).	
Intercultural / ethical use	The guide includes different bodies, abilities, routines and families respectfully, does not link health to appearance and credits every source.	Respectful and inclusive, with sources mostly clear.	Some generalisations (all teenagers…) or missing credits need revising.	Stigmatising language, ideas about appearance or uncredited material.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 8 · Healthy Body, Healthy Mind

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can describe and compare habits using the present simple, frequency adverbs and comparatives.	○	○	○	○
I can tell the difference between general advice, a diagnosis and an unsupported claim.	○	○	○	○
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 · Healthy Body, Healthy Mind

STUDENTS

Name: Class: Date:

Extra help: a model page, advice frames and a mini-glossary, with your own sources.

Model page

MOVE YOUR WAY! · *Habit: movement*

Why? Young people should do an average of 60 minutes of activity a day. Walking, dancing and playing all count.

Try this: Walk to school with a friend, or dance to one song after homework.

Remember: Choose what you enjoy and what is possible for you.

Source: WHO (2020), adapted · Info card 2 (F1).

Advice frames and mini-glossary

- You **should** … / You **shouldn't** …
- **Why not try** … ? / **How about** … ?
- **tired** = cansado/a · **a break** = un descanso
- **a source** = una fuente · **a promise** = una promesa
- **I'm not a doctor.** = No soy médico/a.

1 **Complete the guide page with the model.**

MOVE YOUR WAY!

Why? Young people should do an average of _____ minutes of activity a day. Walking, _____ and playing all count.

Try this: _____ to school with a friend.

Remember: Choose what you _____.

Source: _____ (2020), adapted.

2 **Choose should or shouldn't.**

You ___ drink water during the day.
☐ should ☐ shouldn't

You ___ believe a video that promises a miracle.
☐ should ☐ shouldn't

Students ___ tell their friends "You are ill!".
☐ should ☐ shouldn't

If you feel worried for a long time, you ___ talk to an adult.
☐ should ☐ shouldn't

3 **Mia (fictional) goes to bed at 10:30 pm. She never takes a study break. She walks to school every day. Write one good habit and one small change she could try.**

Mia's good habit	A small change (use: Why not try…?)

ANNEX 9

Extension

Learning situation 8 · Healthy Body, Healthy Mind

STUDENTS

Name: Class: Date:

Two online-style claims: can we trust them?

Posts about health are everywhere. Your job is to read two fictional posts (source cards X1 and X2) and decide what is good evidence, what is a promise and how to write the same idea in a more honest way. Use the information cards in F1 and the questions in F2.

X1 Post by 'FitLife Teen'

TEXT

SLEEP BOOST! Teenagers who drink our *Calm Night* tea fall asleep in 5 minutes and NEVER feel tired again! 100% natural, so it is 100% safe. Doctors don't want you to know this secret! Buy now!

Source: Fictional social-media post written for this notebook.

X2 Post by 'Move Together Club'

TEXT

Move your way! Health experts say that young people should do an average of 60 minutes of activity a day. Dancing, walking, cycling and team games all count. Start small, choose what you enjoy and ask a teacher or doctor if you have a question about your own body. *Source: WHO guidelines on physical activity and sedentary behaviour, 2020 (summary by our club).*

Source: Fictional post written for this notebook. The activity information is adapted from WHO (2020), F1 card 2.

Steps

1. Read X1 and X2 and use the questions in F2. Complete the evaluation table.
2. Rewrite X1 in an honest, general way (no promises, no diagnosis, a source or a safe warning).
3. Write two sentences that explain to a friend which post you trust more and why.

1 Evaluate the two posts.

Post	Author and source	Promise words	General or personal advice?	Use it in a guide? Why?
X1				
X2				

2 **Rewrite the idea of X1 in a more honest way. Use a safe warning and ‘some people find that…’.**

3 **Which post do you trust more? Explain in two sentences.**

What to hand in

The completed evaluation table, your honest rewrite of X1 and two sentences that explain your decision.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 8 · Healthy Body, Healthy Mind

TEACHER

Worksheet 1

1. Quiz: goes; should; Rarely; better.
2. F1 true/false: T; F (all kinds of activity count); F (a video is not the place for questions about your body); T; T.
3. F2 table: A · general advice; source named (WHO, 2020); yes, it is general and has a source. B · promise; no source; no (promise, no author, it sells something). C · general advice; yes (Ms Aguirre, school nurse); yes. D · promise; no source; no. E · general advice; yes (a youth charity with experts named, 2025); yes.
4. Promise words: miracle, perfectly, 100% guaranteed, cure, forever, secrets. Accept any two.

Worksheet 2

1. Match: bedtime → the time when you go to sleep; stretch → move your arms and legs to feel less stiff; water bottle → you carry it to drink water during the day; worried → a little afraid or nervous about something; study break → a short rest between two periods of work; cycle → go somewhere by bike.
2. Listening 1 (see script): 1 Myth; 2 Fact; 3 Myth; 4 Fact.
3. Gaps: a) 60; b) 8 and 10; c) trusted.
4. should/shouldn't: a) should; b) shouldn't; c) should; d) shouldn't; e) should.
5. Open answer. Models: «It's a myth that only sporty people need to move. In fact, walking and dancing also count.» «It's a myth that a tea can fix your sleep in one night. In fact, there are no miracles; a regular bedtime can help.» Statements 2, 6 and 8 also work: 2 is a myth (needs vary, usually 8-10 h for teenagers); 6 is a myth (you cannot see health); 8 is a myth (routines are personal).
6. Stress: re-LAX (2); EX-er-cise (3); BREAK-fast (2); EN-er-gy (3); WELL-be-ing (3).

Worksheet 3

1. Hours of sleep: Nora 9 h (10:00 pm to 7:00 am); Dev 7 h 15 min; Lucía 8 h 15 min; Sam 8 h 30 min. Inside 8-10 hours: Nora yes; Dev no (a little under); Lucía yes; Sam yes. Remind students: this is a description of one routine, not a diagnosis.
2. Survey: T; F (11 of 24 is less than half); T (9 < 16); F (it is the least common: 7 students); F (the survey does not measure health or show causes).
3. Test: earlier; rarely; less than; shorter than; Nora.
4. Open answer. Model: «Nora goes to bed earlier than Dev, and she never uses a screen before bed. Dev rarely takes a study break, but he cycles to school. Sam usually chats with friends before bed and he plays wheelchair basketball twice a week.» Check: a comparative, a frequency adverb, a detail from F4 and no judgement of the person.

Worksheet 4

1. Model: question: What time do you usually go to bed? / How are you?; suggestion: Maybe you could go to bed fifteen minutes earlier. / Why not try ten minutes with a book first?; only an idea: It's just an idea. / What do you think?; safety: Remember, I'm not a doctor. If you are always very tired, talk to an adult you trust.
2. Match: You're so lazy → Why not try going to bed fifteen minutes earlier?; You have a sleep problem → If you feel tired every day, you could talk to a doctor.; Do this and you will be perfect → You could try this for a week and see how it feels.; Stop using your phone forever → Maybe you could keep your phone outside your bedroom at night.
3. Open answer. Leo: «Why not try ten minutes of reading before sleep? / How about going to bed 15 minutes earlier this week? Water: keep a bottle in your bag.» Maya: «Why not try a five-minute break every 30 minutes? / How about walking your dog after homework?» Safety: «I'm not a doctor. If you feel stressed for a long time, talk to a trusted adult.» Accept any small, realistic, non-medical suggestion.
4. Observation list: open; use it for feedback to the pair.

Worksheet 5

1. Model points for Ben (about 12 words): 1 «Try to sleep eight to ten hours every night.» 2 «Do not use a phone just before you sleep.» 3 «Go to bed and get up at similar times.» Accept other correct points from F7 (for example, homework and phones can make bedtime later).
2. Model sentence: «If you feel very tired every day, talk to your mum, dad, teacher or a doctor.»
3. Table for Grace: event → a talk by the school nurse called "Habits to feel good"; when/where → Tuesday 17 November, 11:30 to 12:15, in the assembly hall; topics → sleep, movement, water, study breaks and feelings (general information); can't → she can't answer about personal cases or diagnose; question → write it on a paper without your name and leave it in the library box before Monday 16.
4. Model message (about 45 words): «Hi Grace! There is a talk by the school nurse on Tuesday 17 November, from 11:30 to 12:15, in the assembly hall. She talks about sleep, movement, water and feelings. It is general information. She can't talk about personal health cases. You can put a question in the library box.» Assess selection, clarity and no added medical advice.
5. Checks: open, self-assessment.

Worksheet 6

1. Source notes: open. A good note says who, what and the year (for example «WHO, physical activity guidelines, 2020» or «Mr Costa, school counsellor (fictional), 2026»). Reject notes such as «the internet».
2. Peer review: open. Stars and wishes should refer to concrete parts of the guide (for example «Your sleep page has a clear source»; «Change 'you will sleep better' to 'some people find…'»).
3. Presentation plan: open. Check an opening sentence, two pages described with present simple/should and a closing sentence that mentions general information.

Worksheet 7

1. A Diagnosis; B General advice; C Unsupported claim; D Information with a source.
2. Models: A «You look tired. Are you OK? If you are tired a lot, you could talk to a doctor.» C «Some people drink tea before bed, but there are no miracles. A regular bedtime can help. If you have a problem with sleep, ask a doctor.» Accept any version with no diagnosis, no promise and a safe suggestion.
3. Model reply (about 60 words): «Hi Zoe! I'm sorry you're tired. You could try going to bed fifteen minutes earlier this week, and you could keep your phone outside your room. Teenagers usually need 8 to 10 hours of sleep (AASM, 2016). It's only general information, I'm not a doctor. If you feel very tired for a long time, you should talk to an adult you trust.» Assess with the rubric: two realistic suggestions, a source, a safety sentence, no diagnosis.
4. Models: «I'm not sure. Let's check the source.» / «Is that a fact or an opinion?»

Support (Annex 8)

1. Gaps: 60; dancing; Walk; enjoy; WHO.
2. should; shouldn't; shouldn't; should.
3. Model: good habit «She walks to school every day.» Small change «Why not try a five-minute break when you study?»

Extension (Annex 9)

1. Table: X1 · author 'FitLife Teen' (a seller, no person named) and no source; promise words: NEVER feel tired again, 100% natural so it is 100% safe, fall asleep in 5 minutes, secret; it makes a promise for everybody; use in a guide: no. X2 · 'Move Together Club' (a club) with a named source (WHO guidelines, 2020); no promise words (it says 'start small' and 'ask a teacher or doctor'); general advice; use in a guide: yes, with a source note.
2. Model rewrite: «Some people drink a warm drink before bed. There are no miracles. A regular bedtime can help, and if you have a problem with sleep, you should talk to a doctor.» Check: no promise, no 'natural = safe' claim, a safe warning.
3. Open answer. Model: «I trust X2 more because it has a source and it does not promise a miracle. X1 has no source and it wants to sell something.»

Listening script · Worksheet 2 · School Radio: Myth or fact? (Listening 1)

Read twice at a natural speed with three readers (Carlos, Amira, Ms Aguirre). First listening: Myth or fact for each statement. Second listening: the gaps.

Carlos: Welcome to School Radio! I'm Carlos.

Amira: And I'm Amira. It's Wellbeing Week, and our guest is Ms Aguirre, the school nurse. Welcome, Ms Aguirre.

Ms Aguirre: Thank you for inviting me.

Carlos: Let's play Myth or Fact! Number one: "Only sporty people need to move every day."

Ms Aguirre: That's a myth. Everyone can move: walking, dancing, cycling and playing all count. Young people should be active for about sixty minutes a day, on average.

Amira: Sixty minutes! Number two: "A short break can help you to study."

Ms Aguirre: That's a fact for many students. Stand up, stretch and have some water. Try it for a week and see if it works for you.

Carlos: Number three: "A magic tea can fix your sleep in one night."

Ms Aguirre: That's a myth, I'm afraid. There are no miracles. Teenagers usually need between eight and ten hours of sleep, so a regular bedtime is a better idea.

Amira: And the last one: "It's normal to feel worried sometimes."

Ms Aguirre: That's a fact. Everybody feels worried sometimes. But if the feeling stays for a long time, please talk to a trusted adult.

Carlos: Thank you, Ms Aguirre! Remember, listeners: this is general information, not medical advice.

Amira: See you next week!

Listening script · F6 · Model chat (optional listening)

Two students read the model chat aloud. First listening: What is Leo's problem? Second listening: Which two suggestions does the buddy give, and what safety sentence does the buddy use?

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40-45 minutes each (worksheet 2 may need a second session if the pronunciation task is done in full); leave 15 minutes of session 7 for the individual task.
- Health and safety: all profiles are fictional on purpose. Do not ask students to share their own sleep, food, weight or feelings. If a student discloses a personal worry, follow the school protocol and refer to the tutor or counsellor. Avoid dieting, body image and weight talk, and never present an appearance as a sign of health.
- Sources: the sleep range (AASM consensus statement, 2016) and the 60-minute activity guideline (WHO, 2020) are paraphrased for teaching; check the current versions before use. All other texts, names, surveys and data are original and fictional. The guide must always say that it gives general information, not medical advice.
- Mediation (Worksheet 5): value selection, simplification and a clear reader; students may discuss F8 in Spanish in their teams but write in English. Reject any added medical advice.

⚠ Likely errors

- Missing -s in the third person: «Nora go to bed at ten» instead of «Nora goes to bed at ten».
- should + to: «You should to drink water» instead of «You should drink water».
- Position of frequency adverbs (Spanish allows them after the verb): «I go usually to bed at ten» instead of «I usually go to bed at ten».
- Comparatives: «more good», «less that» instead of «better», «less than».
- «Make sport» or «do the sport» instead of «do sport» / «do exercise» / «play football».
- «Health» and «healthy» confused: «It is very health» instead of «It is very healthy».

⚖ Accepting alternative answers

- Accept any suggestion that is small, realistic, general and free of medical claims, even if the wording differs from the model.
- Reject answers that diagnose a person, name an illness or promise a result; ask students to rewrite them.
- For the sleep range, accept «8-10 hours» or «eight to ten hours»; do not accept personal recommendations for a named student.
- In mediation, accept different wordings if the key information is correct and nothing important is added or omitted.
- Accept British or American spelling if it is used consistently.

09

SITUACIÓN DE APRENDIZAJE

The Perfect City Break

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we plan a trip that meets different needs, budgets and interests?

CURSO 2.º ESO	SESIONES 7 sesiones
BLOQUES DE SABERES A · B · C	COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5, CE6
PRODUCTO FINAL Two-day city-break proposal	CRITERIOS DE EVALUACIÓN 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 5.2, 6.2

Contexto, reto y producto final

El club de viajes del instituto, la **Mini Travel Agency**, ha recibido tres peticiones de viajeros ficticios que quieren pasar un fin de semana en **Edimburgo**: una familia con una niña de diez años, un señor mayor que camina despacio y tres amigos de 17 años con poco presupuesto. Cada grupo tiene necesidades, intereses y dinero distintos, y la pregunta es *«How can we plan a trip that meets different needs, budgets and interests?»*. Todos los precios, horarios y datos de alojamientos y transportes del dosier son **ilustrativos** (y los alojamientos y viajeros, ficticios): sirven para practicar, no para reservar.

Para responder, el alumnado lee anuncios, tablas de transporte, fichas de atracciones y un plano esquemático, escucha un aviso de la estación y un parte meteorológico, compara opciones con comparativos y superlativos, calcula un presupuesto, **negocia** un plan en grupo con *be going to* y el presente continuo y prepara un plan B. En la tarea de **mediación**, explica en español a una abuela que no habla inglés cómo llegar y cuánto cuesta, y explica en inglés a un viajero las condiciones de una reserva escritas en español. Con todo ello elabora una **Two-day city-break proposal**, la presenta como un *pitch* y demuestra individualmente que comprende una confirmación de reserva respondiendo con preguntas educadas.

Reto comunicativo

Create a two-day city-break proposal in Edinburgh for one of our travellers: a realistic plan with transport, a place to stay, activities, a budget and a plan B, based on their needs, budget and interests.

Producto final

Two-day city-break proposal.

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.

5.2 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.

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.
A11	Recursos para el aprendizaje y estrategias básicas de búsqueda de información: diccionarios, libros de consulta, bibliotecas, recursos digitales e informáticos, 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.

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.

Language Toolkit · concreción didáctica

Communicative functions
making plans; expressing preferences; comparing options; asking for information; making recommendations

Grammar in context
be going to; present continuous for arrangements; comparatives/superlatives; would like; can/could for requests

Vocabulary
travel; accommodation; attractions; prices; transport and accessibility

Pronunciation / phonology
numbers/prices; polite request intonation; stress in travel compounds

Mediation focus
Turn a timetable, price table or booking condition into a clear spoken explanation.

Intercultural focus
Discuss respectful tourism, accessibility and local life rather than presenting cities only as attractions.

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

- Extract practical information from adverts/timetables.
- Compare options using explicit criteria.
- Negotiate preferences in a group.
- Create a coherent itinerary.
- Mediate practical travel 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 fictional travel listings and transport schedules

Evidence: Worksheet 1: diagnóstico, comprensión de los alojamientos (F1) y el transporte (F2) y listening 1 (aviso del tranvía) con precios y horarios.

Worksheet: Annex 3 · 1

2

SESSION 2

Budget and comparison language workshop

Evidence: Worksheet 2: cálculo de un presupuesto con la hoja de precios (F6), comparativos y superlativos con las opciones y peticiones educadas en la recepción.

Worksheet: Annex 3 · 2

3

SESSION 3

Group negotiation with traveller profiles

Evidence: Worksheet 3: negociación en grupo con los perfiles de los tres amigos (F5), frases para proponer y llegar a un acuerdo y be going to / presente continuo.

Worksheet: Annex 3 · 3

4

SESSION 4

Build itinerary and contingency plan

Evidence: Worksheet 4: itinerario de dos días con horarios, plano (F4) y fichas (F3), listening 3 (previsión del tiempo) y plan B.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: explain schedule/prices to a traveller with a specific need

Evidence: Worksheet 5: mediación: respuesta en español para la señora Vidal (EN → ES) y explicación en inglés de las condiciones de reserva para el señor Osei (ES → EN).

Worksheet: Annex 3 · 5

6

SESSION 6

Create proposal and rehearse pitch

Evidence: Worksheet 6: borrador de la propuesta (Anexo 4) con presupuesto, revisado por otro equipo, y guion del pitch.

Worksheet: Annex 3 · 6

7

SESSION 7

Pitch options and complete individual booking-information task

Evidence: Pitch final de la propuesta y Worksheet 7: confirmación de reserva (F8): formulario, comprensión y respuesta educada con dos preguntas.

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 de los alojamientos, las tablas de transporte, las fichas de atracciones y los perfiles de viajeros (F1-F3, F5).	Worksheets 1 y 4 / lista de comprobación
1.2	Uso de estrategias: búsqueda de datos concretos en tablas y plano, cálculo de precios y horarios, discriminación de números (13/30) y comprensión de los listenings 1, 2 y 3.	Worksheets 1, 2 y 4 / observación
2.1	Pitch oral de la propuesta: presentación del viajero, itinerario de los dos días con be going to y presupuesto, con pronunciación comprensible de precios y horas.	Pitch (sesión 7) / rúbrica
2.2	Redacción de la propuesta (Anexo 4) y del correo de respuesta a la confirmación de reserva: estructura clara, tiempos de futuro, comparativos y peticiones educadas.	Anexo 4 y Worksheet 7 / rúbrica
3.1	Negociación del plan del grupo con los tres amigos: proponer, preferir, aceptar y rechazar con cortesía, respetando los intereses y necesidades de cada persona.	Worksheet 3 / lista de observación
3.2	Uso de estrategias para tomar y ceder la palabra, pedir y dar aclaraciones y cerrar acuerdos durante la negociación y el pitch.	Worksheets 3 y 6 / lista de observación
4.1	Mediación EN → ES para la señora Vidal (transporte, precio y opciones accesibles) y ES → EN para el señor Osei (condiciones de reserva), sin traducción literal y sin omitir datos clave.	Worksheet 5 / rúbrica de mediación
5.2	Identificación de estrategias que ayudan a aprender y comunicar (preparar frases, repasar números, pedir repetición, compararlas con el español) y registro de una mejora.	Anexo 7 / autoevaluación
6.2	Propuestas que respetan necesidades de accesibilidad y la vida local (turismo respetuoso), sin presentar la ciudad solo como una lista de atracciones ni generalizar sobre sus habitantes.	Worksheet 6 y propuesta / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The proposal is a complete, realistic two-day plan that clearly meets the traveller's needs, budget and interests, with a plan B and prices and times marked as illustrative.	The proposal is a clear two-day plan for the traveller with a budget and a plan B; one need or interest is not fully covered.	The plan is partly realistic; the budget, a time or an access need is missing or does not fit.	The plan does not fit the traveller, or it has no budget or no clear days.
Organisation & language	The days are clearly organised with times; be going to, the present continuous, comparatives and polite requests are mostly accurate and varied; prices and times are said and written correctly.	The plan is clearly organised; a few errors in future forms, comparatives or numbers do not stop understanding.	The plan is uneven; errors in verb forms, numbers or word order sometimes make it difficult to follow.	Hard to follow; errors often stop understanding.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Interaction / delivery	In the negotiation and the pitch I make suggestions, give reasons, accept or refuse politely, ask for clarification and share the turns naturally.	I take part, make suggestions and use basic clarification and turn-taking phrases.	I need prompts to suggest, to agree or to share the turns; I mostly read from paper.	I rarely speak, or I impose my plan without listening.
Mediation & audience	The information for Mrs Vidal and Mr Osei is accurate, selected for their needs and explained in clear language, with no important data missing or added.	The main information is clear for the person; one small detail is missing.	Some information is unclear, copied or translated word for word; one price, time or condition is wrong.	The message is copied or the meaning changes (for example, a wrong price or condition).
Intercultural / ethical use	The proposal includes accessible options and local life (neighbourhoods, markets, quiet places), gives respectful tips and avoids stereotypes about the city and its people.	Respectful and accessible, with one or two local or respectful-tourism ideas.	Mostly a list of famous places; some generalisations (all Scottish people…) or access needs are ignored.	Stereotypes, ignores access needs or treats residents only as scenery.

Input Pack y recursos

Fictional listings, transport tables, attraction cards, traveller profiles, map and budget sheet.

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

Reduced option set, colour-coded timetable and itinerary template.

Extension

Anexo 9

Optimise the same trip for a different traveller profile and explain trade-offs.

ANNEX 1

Challenge Launch

Learning situation 9 · The Perfect City Break

STUDENTS

Welcome to the Mini Travel Agency! Three customers want a weekend in Edinburgh and they are all different: a family with a ten-year-old girl, a retired teacher who walks slowly, and three friends who want to save money for good food. They have asked you for a two-day plan that fits their needs, their budget and their interests. You are going to read adverts, timetables and a map, compare the options, calculate a budget, negotiate in your team and prepare a plan B for the rain. Then you will pitch your plan to the class as if they were the customers. Remember: all prices and times in this notebook are illustrative. Ready to book?

> *How can we plan a trip that meets different needs, budgets and interests?*

Your challenge

Create a two-day city-break proposal in Edinburgh for one of our travellers: a realistic plan with transport, a place to stay, activities, a budget and a plan B, based on their needs, budget and interests.

Audience: Our fictional customers and the class (the 'customers' who listen to the pitch).

What you will create

Two-day city-break proposal

Roadmap · 7 sessions

1. We read listings and transport tables and listen to a tram announcement.
2. We compare prices and calculate a budget; we practise polite requests.
3. We negotiate a plan with three different travellers.
4. We build a two-day itinerary with a map and a plan B.
5. We explain travel information to two people who need it.
6. We write our proposal and prepare the pitch.
7. We pitch our proposal and answer a booking confirmation on our own.

Success criteria

- ✓ I can find prices, times and access information in tables, adverts and a map.
- ✓ I can compare options and say which is cheaper, closer or the best for a traveller.
- ✓ I can make suggestions, give reasons and agree on a plan with a group.
- ✓ I can talk about plans with be going to and the present continuous.
- ✓ I can explain travel information in Spanish and English for another person.

Working together

- Every voice counts: ask each person what they prefer.
- We choose a plan that works for the traveller, not only for us.
- We write 'illustrative' next to every price and time.

ANNEX 2

Input Pack

Learning situation 9 · The Perfect City Break

STUDENTS

Everything you need for the city break: places to stay, transport, attraction cards, a map of the centre, traveller profiles, a price sheet, two messages in Spanish to explain, a booking confirmation, tips for travelling respectfully and a phrase bank. All prices, times and facilities are illustrative.

F1 Places to stay

DATA

	Place	Type	Price per night (illustrative)	Where	Good to know
A	Rowan Hostel	Hostel	Bed in a 6-bed dorm: £27 per person. Private twin room: £68	15 minutes on foot from the Royal Mile	Breakfast not included. Shared kitchen. No lift. Open 24 hours.
B	Harbour View B&B	Bed and breakfast	Double room: £92. Family room (up to 4): £125. Breakfast included	25 minutes by bus from the centre	Ground-floor room available. No lift. Friendly family owners.
C	Central Budget Hotel	Hotel	Double room: £105. Family room (up to 4): £138. Breakfast: £9 per person	6 minutes on foot from Waverley station	Lift and step-free rooms. Reception open 24 hours.
D	Meadows Apartment	Apartment	Whole apartment (up to 4 people): £130	10 minutes on foot from the National Museum	Kitchen. Third floor, no lift. Self check-in with a key box.

Prices are per night for the room or apartment, except the hostel dorm bed (per person). **All information is fictional and illustrative.**

Source: Fictional accommodation listings written for this notebook. Names, prices and facilities are invented and illustrative; do not use them to book a real trip.

F2 Getting around: transport table

DATA

Transport	Route	How often	Journey time	Price (illustrative)	Good to know
Airport tram	Airport → Princes Street	Every 7 minutes, 6:00-23:15	35 minutes	Single: £7 adult, £3.50 child (5-15)	Step-free trams. Buy tickets at the stop or pay with a contactless card.
Airport bus	Airport → city centre	Every 10 minutes, 5:00-24:00	30 minutes	Single: £6 adult, £3 child (5-15)	Space for luggage. Can be slow when there is traffic.
City bus	Many routes in the centre	Every 10-15 minutes, 6:00-23:30	Depends on the route	Single: £2. Day ticket: £5 adult, £2.50 child	Low-floor buses with space for wheelchairs and pushchairs.
Bus A	Princes Street → Royal Botanic Garden	Every 15 minutes, 9:00-18:30	20 minutes	Included in the day ticket	Last bus back: 18:45.
On foot	Castle ↔ Palace of Holyroodhouse (Royal Mile)	—	30 minutes	Free	The Old Town is hilly and has cobbled streets.

Illustrative: always check the official websites before you travel.

Source: Transport information written for this notebook. Routes are simplified; times and prices are illustrative and are not official.

F3 Attraction cards

DATA

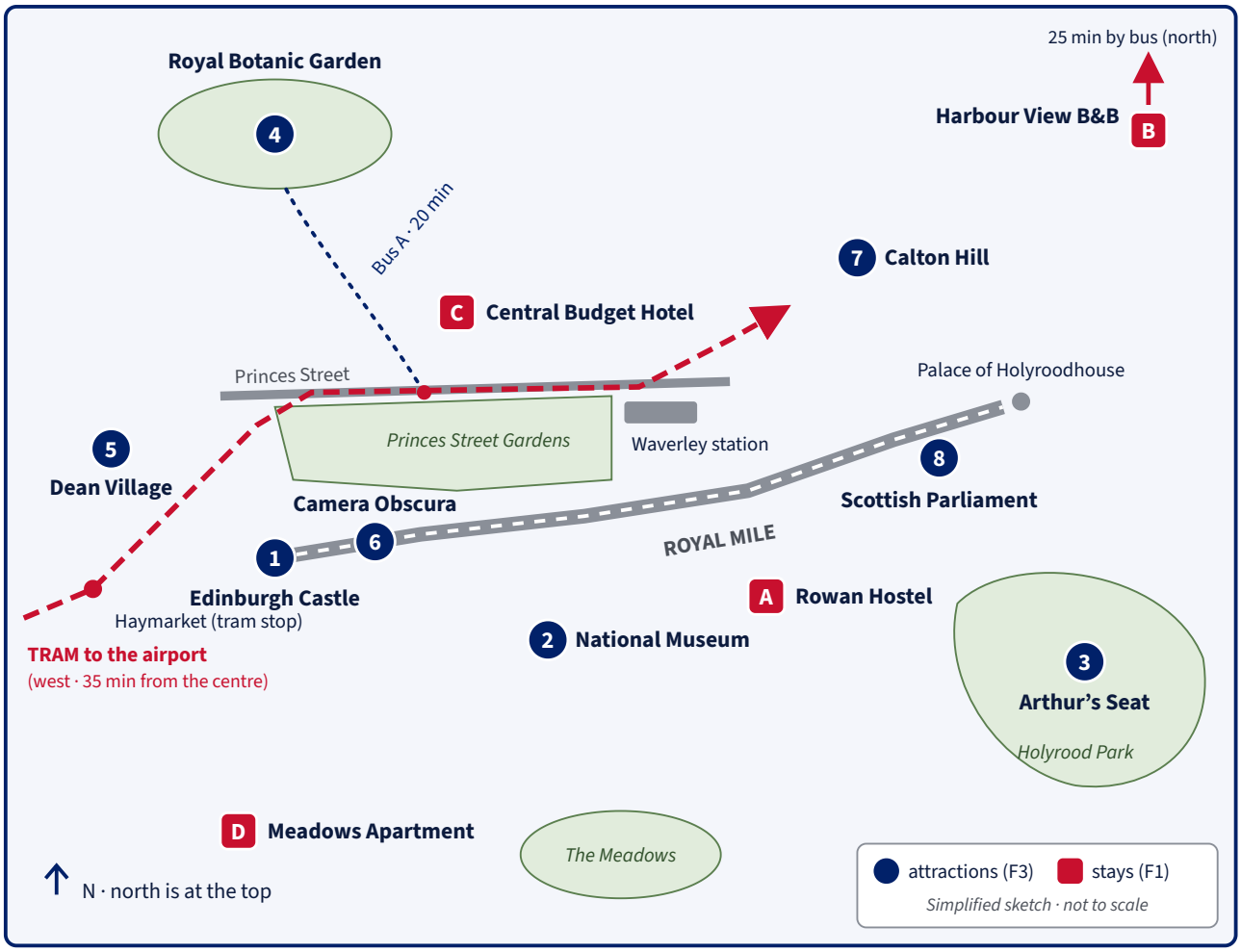
#	Place	What it is	Price: adult / child (5-15)	Time needed	Open (illustrative)	Access note (illustrative)
1	Edinburgh Castle	A famous castle on a hill with views of the city (history, outdoors and indoors)	£20 / £12	2.5 hours	Every day, 9:30-17:00	Steep cobbled hill; some steps inside.
2	National Museum of Scotland	A big museum with nature, science, world cultures and a roof terrace (indoors)	Free	2-3 hours	Every day, 10:00-17:00	Lifts and step-free routes; café.
3	Arthur's Seat	A hill in Holyrood Park with a walk and wide views (outdoors)	Free	2-3 hours	Always open; go in daylight	Steep, uneven paths; not step-free.
4	Royal Botanic Garden	Large gardens and glasshouses (outdoors and indoors)	Gardens free; glasshouses £8 / £3	2 hours	Every day, 10:00-18:00	Mostly flat paths; bus A from Princes Street.
5	Dean Village and river walk	A quiet riverside walk with old buildings (outdoors)	Free	1 hour	Always open	Steps and slopes near the river.
6	Camera Obscura & World of Illusions	A fun museum of optical illusions on the Royal Mile (indoors)	£21 / £15	1.5 hours	Every day, 10:00-18:00	Several floors: check lift access first.
7	Calton Hill	A small hill with some of the best views at sunset (outdoors)	Free	1 hour	Always open	Short, steep climb with steps.
8	Scottish Parliament visit	A modern building where you can look around (indoors)	Free	1 hour	Saturday 10:00-17:00. Closed on Sunday	Step-free entrance and lifts.

Source: Short descriptions written for this notebook about well-known places in Edinburgh. Prices, opening times and access notes are illustrative and may be different in real life.

Which places are free? Which are indoors? Which have a problem for a person who can't climb many steps?

F4 Map of the centre of Edinburgh

DIAGRAM



Walking times (approximate, illustrative): Waverley station → Castle: **15 minutes** · Castle → National Museum: **10 minutes** · National Museum → Calton Hill: **20 minutes** · Castle → Palace of Holyroodhouse along the Royal Mile: **30 minutes** · Palace → start of the path up Arthur's Seat: **10 minutes**.

Source: Simplified sketch created for this notebook, not to scale. It shows approximate positions of real places and the fictional places to stay in F1.

Practise: «The Castle is at the west end of the Royal Mile.» «Calton Hill is north-east of the museum.» «The Scottish Parliament is near the Palace.»

F5 Our travellers: profile cards

DATA

Group	Who	Budget for the whole weekend	Interests	Needs
A · The Ruiz family	Ana and Pablo (adults), Hugo (14) and Carla (10)	£480 (stay, local transport, attractions and food; flights are not included)	Outdoors, history, eating in places where local people eat	A family room. Carla gets tired after long walks.
B · Mr Osei	Kwame Osei, 68, travelling alone	£300 (same costs as group A)	Gardens, museums and quiet places	Walks slowly with a stick and can't climb many steps. He prefers a hotel with a lift and short distances.
C · Layla, Pau and Iris	Three friends, 17	£120 each (£360 together)	Views, street food, meeting local people; they don't like queues	A cheap place to stay near the centre. They use public transport.

Group C · what each friend wants.
Layla: "I love history and museums. I want to see the castle and a museum."
Pau: "I want to be outdoors! Let's climb a hill and see the city from above."
Iris: "I want to save money for good food. Free things are the best!"

Source: Fictional travellers created for this notebook. Their needs and wishes are individual; they do not represent any group of people.

Choose one group for your proposal (your teacher can help to share the groups).

F6 Budget sheet: food and extras

DATA

Item	Adult	Child (5-15)
Breakfast in a café	£8	£5
Lunch (sandwich and a drink)	£9	£6
Dinner in a restaurant	£18	£10
Street food or a snack	£5	£3

How to use the sheet: write what you pay for, multiply by the number of people, add everything and compare the total with the traveller's budget. Flights are not included. Put **"illustrative"** next to every price in your proposal.

Remember: people aged 16 or over pay the adult price.

Source: Illustrative prices written for this notebook. Use them together with F1, F2 and F3.

F7 Mediation · two messages in Spanish

TEXT

Mensaje 1 · De la señora Vidal (WhatsApp)

Hola, cariño. Lucía y yo vamos a Edimburgo un fin de semana. Yo no entiendo nada de inglés y ando despacio: no puedo subir muchas cuestas ni escaleras. ¿Me explicas cómo llegamos del aeropuerto al centro y cuánto cuesta para las dos (yo soy adulta y Lucía tiene 14 años)? ¿Merece la pena el castillo, o es mejor el museo? Dime también a qué hora abren. Muchas gracias. Un beso, Dolores.

Mensaje 2 · Condiciones de la reserva (agencia Viajes Camino)

- **Alojamiento:** Central Budget Hotel, 1 noche, habitación doble con ascensor. **Precio total: 105 £.**
- **Cancelación:** gratuita hasta **48 horas antes** de la llegada. Después se cobra la noche completa.
- **Entrada y salida:** entrada desde las **14:00**; salida antes de las **11:00**. Si prevés llegar después de las 22:00, avisa al hotel.
- **Desayuno: no incluido** (9 £ por persona).
- **Pago:** con tarjeta, a la llegada.

Source: Messages written for this notebook (fictional people and travel agency). Mrs Vidal doesn't speak English; Mr Osei doesn't read Spanish well. You are going to explain the information for them.

Don't translate word by word. Choose what each person needs and explain it with short, clear sentences.

F8 A booking confirmation

TEXT

From: bookings@rowanhostel.example **To:** iris.castro@mailbox.example **Subject:** Your booking at Rowan Hostel

Dear Iris,

Thank you for your booking. Here are the details:

- **Guests:** 3 (you and two friends)
- **Dates:** Saturday and Sunday (1 night)
- **Room:** 3 beds in a 6-bed dorm (£27 per person, £81 in total)
- **Check-in:** from 14:00. **Check-out:** before 10:30. Reception is open 24 hours.
- **Breakfast:** not included. There is a café two minutes away.
- **Lockers:** free (bring your own padlock or buy one at reception for £4). **Luggage room:** free on the day you leave.
- **Cancellation:** free until 24 hours before you arrive.
- **How to get here:** take the airport tram to Princes Street, then walk about 25 minutes, or take a city bus. From the Royal Mile it is a 15-minute walk.

If you have any questions, please write to us. We look forward to seeing you!

Best wishes,
Mairi, Rowan Hostel

Source: Email written for this notebook by a fictional hostel. All details are illustrative.

Find five important details: dates, price, check-in, check-out, cancellation.

F9 Travel like a good guest

TEXT

- **Say hello and thank you.** A few polite words are always welcome.
- **Remember that people live here.** Be quiet in streets with homes, especially in the evening, and don't block the pavement for photos.
- **Ask before you photograph people.** Ask for permission, and don't take photos of children.
- **Look for local life.** Visit a neighbourhood café, a weekly market or a park. Ask staff at your hostel for ideas.
- **Choose accessible options.** A good trip is a trip that everyone in the group can enjoy.
- **Leave no trace.** Use public transport, carry a water bottle and put litter in the bin.
- **Be curious about words.** You may see or hear Scots and Scottish Gaelic words as well as English: ask what a word means!

Source: Tips written for this notebook. They are general ideas for travellers in any city.

Which two tips are most important for the traveller you choose? Why?

F10 Phrase bank for the city break

GLOSSARY

Could I have… / Could you tell me…?	Polite requests: Could I have a map, please?
I'd like… / We'd like…	Saying what you want politely.
How much is… / How much does it cost?	Asking about prices.
What time does it open / close?	Asking about times.
…is cheaper / more expensive than…	Comparing: The hostel is cheaper than the hotel.
…is the cheapest / the most interesting…	Choosing the best: The museum is the best for a rainy day.
We're going to… / We're visiting… on Saturday	Plans (going to) and arrangements (present continuous).
How about…? / Let's… / I'd prefer…	Suggesting and saying what you prefer.
That's a good idea, but…	Disagreeing politely.
If it rains, we're going to…	Talking about plan B.
single · day ticket · per night · step-free	Useful travel words: one journey · ticket for one day · price for each night · no steps.

Source: Phrase bank written for this notebook.

ANNEX 3

Student Worksheets

Learning situation 9 · The Perfect City Break

STUDENTS

WORKSHEET 1 Places, prices and timetables

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read F1 and F2. Remember: all prices and times are illustrative.

1 **Warm-up quiz. Tick the correct answer.**

We ___ visit the castle on Saturday.
☐ are going to ☐ going to ☐ is going to

How much ___ a day ticket?
☐ is ☐ are ☐ does

The hostel is ___ than the hotel.
☐ cheaper ☐ more cheap ☐ cheapest

___ I have a map, please?
☐ Could ☐ Do ☐ Am

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

	T	F
The hostel is the cheapest place to stay for one person.	☐	☐
Breakfast is included at the Central Budget Hotel.	☐	☐
The airport tram is faster than the airport bus.	☐	☐
A ten-year-old pays £3.50 for a single tram ticket.	☐	☐
Bus A goes to the Royal Botanic Garden.	☐	☐

3 **Listening 1 · At the airport tram stop. Your teacher reads the announcement twice. Complete the information.**

a) The next tram leaves at _____ from platform _____.

b) Trams run every _____ minutes.

c) The journey to Princes Street takes _____ minutes.

d) A single ticket costs £_____ for adults and £_____ for children.

e) The last tram leaves at _____.

4 **Compare two places to stay in F1. Write two sentences with a comparative (cheaper / closer / more…).**

WORKSHEET 2 Budgets, comparisons and polite requests

Session 2

Use F1, F2, F3 and the budget sheet (F6). Remember: all prices are illustrative.

1 **Match the words with their meanings.**

1 single ticket ●	● a a ticket for one journey in one direction
2 day ticket ●	● b a ticket for unlimited bus journeys for one day
3 per night ●	● c the price for each night you stay
4 breakfast included ●	● d you don't pay extra for the first meal of the day
5 child price ●	● e the lower price for people aged 5 to 15
6 free ●	● f you pay £0

2 **Plan a budget for the Ruiz family (2 adults, Hugo 14 and Carla 10). They choose Harbour View B&B, the airport tram there and back, a day bus ticket, the castle and these meals: Saturday lunch and dinner, Sunday lunch. Complete the table.**

Item	Calculation	Cost (£)
Stay · B&B family room, 1 night		
Airport tram · 2 adults + 2 children, there and back		
Day bus tickets · 2 adults + 2 children, 1 day		
Edinburgh Castle · 2 adults + 2 children		
Food · Saturday lunch and dinner, Sunday lunch (F6)		
TOTAL		
Money left from £480		

3 **Complete with the comparative or superlative form of the adjective.**

a) The B&B family room is _____ (cheap) than the hotel family room.

b) With breakfast for four people, the hotel is the _____ (expensive) option for the family.

c) The hotel is _____ (close) to the station than the B&B.

d) The airport bus is _____ (cheap) than the tram.

e) The National Museum is _____ (good) place for a rainy day: it's free and indoors.

4 **At the hostel reception. Complete the dialogue with: Could · would · much · Could**

Guest: Hello. _____ I have a bed for one night, please?

Receptionist: Of course. A bed in a six-bed dorm is £27.

Guest: We _____ like three beds, please. How _____ is it for the three of us?

Receptionist: £81.

Guest: _____ you tell me what time the reception closes?

Receptionist: It's open 24 hours!

5 **Listening 2 · Numbers. Your teacher says one number from each pair. Circle the one you hear.**

a)
☐ 13 ☐ 30

b)
☐ 15 ☐ 50

c)
☐ 16 ☐ 60

d)
☐ 19 ☐ 90

6 **Say the prices and times aloud. Write them in words.**

Number	In words
£3.50	
£12.75	
£125	
10:15	
14:45	

WORKSHEET 3 Let's agree on a plan

Session 3

Work in groups of three: Layla, Pau and Iris (F5, group C). Each person defends their wish, but the group must agree on a plan.

1 **Read group C in F5. Complete the table.**

Friend	What they want	Possible problem
Layla		
Pau		
Iris		

2 **Complete the conversation with: How about · I'd prefer · That's a good idea, but · Let's · We could do both**

Layla: _____ visit the National Museum on Saturday morning.

Pau: _____ going up Calton Hill first. The weather is better in the morning.

Iris: _____ the castle is £20 and our budget isn't big.

Layla: _____ the museum? It's free, and it's indoors.

Pau: OK. _____: the museum in the afternoon and the hill on Sunday.

3 **Now negotiate in your group of three. Each person says what they want, gives a reason and listens. Then write your group's agreement: three things you are going to do and one compromise.**

4 **Complete with the correct form of the verb: be going to or present continuous.**

a) Layla _____ (visit) the museum on Saturday: it's her idea.

b) The friends _____ (meet) the hostel receptionist at 14:00: it's arranged.

c) What _____ you _____ (do) on Sunday?

d) Look at those clouds! It _____ (rain).

5 **Observe another group. Tick what you hear.**

- ☐ Everyone gives an opinion and a reason.
- ☐ They ask each other: What do you think?
- ☐ They accept and refuse politely (That's a good idea, but…).
- ☐ They find a compromise.
- ☐ They take turns and don't interrupt.
- ☐ They ask for clarification when they don't understand.

WORKSHEET 4 Itinerary and plan B

Session 4

Choose your traveller (A, B or C in F5) and build the plan with the map (F4), the attraction cards (F3), the transport table (F2) and the forecast.

1 **Listening 3 · Weekend weather. Your teacher reads the forecast twice. Choose the correct answer.**

On Saturday morning it is…
☐ sunny ☐ cloudy but dry ☐ rainy

On Saturday the rain starts at about…
☐ 12:00 ☐ 14:00 ☐ 16:00

On Sunday it is…
☐ sunny ☐ wet ☐ snowy

On Saturday you need…
☐ an umbrella and a warm jacket ☐ only sunglasses ☐ a swimming costume

2 **Look at the map (F4) and its walking times. Choose the correct answer.**

How long is the walk from the Castle to the Palace of Holyroodhouse?

☐ 10 minutes ☐ 30 minutes ☐ 60 minutes

Which place is next to the Royal Mile near the Castle?

☐ Camera Obscura ☐ Calton Hill ☐ Dean Village

How can you get to the Royal Botanic Garden?

☐ On foot, 5 minutes ☐ By tram ☐ By bus A

Which place to stay is nearest to Waverley station?

☐ Rowan Hostel ☐ Central Budget Hotel ☐ Meadows Apartment

3 **Traveller group: ___ . Plan the two days. Write times, places and meals. Use the opening times in F3.**

	Place or activity (with time)	Transport and cost (illustrative)
Saturday morning		
Saturday afternoon		
Saturday evening		
Sunday morning		
Sunday afternoon		
Sunday evening		

4 **Plan B. What are you going to do if it rains or if a place is closed? Write two ideas with a reason.**

5 **Write four sentences about your plan. Use We're going to… (intentions) and We're visiting / We're meeting… (arrangements).**

6 **Check your plan. Tick.**

- ☐ The total cost is under the budget.
- ☐ All the places are open at the time of the visit (F3).
- ☐ The walking distances are realistic (F4).
- ☐ The access needs of the traveller are met.
- ☐ There is one free activity, a plan B and time for lunch.

WORKSHEET 5 Information for two travellers

Session 5

Mediation. First, help Mrs Vidal in Spanish (EN → ES). Then explain the booking conditions to Mr Osei in English (ES → EN). Don't translate word by word! Use F2, F3 and F7.

1 **Read Mrs Vidal's message (F7, message 1). Find the English information you need and write the answer in Spanish.**

She asks...	Information in English (F2, F3)	Your answer in Spanish
How to get from the airport to the centre		
How much it costs for her and Lucía		
Is the castle a good idea for her?		
Opening times: castle and museum		

2 **Write the script of a voice message for Mrs Vidal in Spanish (50-60 words). Say how to get to the centre, the price, which place you recommend and why.**

3 **Read the conditions of the booking in Spanish (F7, message 2). Mr Osei asks you some questions. Answer in simple English.**

Mr Osei asks…	Your answer in English
Can I cancel the booking?	
What time can I check in and check out?	
Is breakfast included?	
How do I pay?	
What can I do if I arrive late?	

4 **Check your two explanations. Tick.**

- [ ] I selected only the information the person needs.
- [ ] The prices, times and conditions are correct.
- [ ] I used short, clear sentences and did not translate word by word.
- [ ] I thought about the person's needs (hills, steps, language).

WORKSHEET 6 Our proposal: draft and pitch

Session 6

Write your draft in the template (Annex 4). Then swap proposals with another team, review it and prepare your pitch.

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

- [ ] The plan fits the traveller's needs, budget and interests.
- [ ] The budget is complete and under the limit.
- [ ] Prices and times are marked as illustrative.
- [ ] The itinerary has realistic times and a plan B.
- [ ] The proposal includes accessible or local-life ideas (F9).
- [ ] The sentences are clear (going to, present continuous, comparatives).

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

3 Plan your pitch (2 minutes). Write notes for each part.

Part	My notes
1 · Greeting and traveller	
2 · Day 1	
3 · Day 2	
4 · Budget and plan B	
5 · Closing and questions	

WORKSHEET 7 Your booking at Rowan Hostel

Session 7

Work on your own. Read the booking confirmation (F8) and answer.

1 Complete the booking form with the information in F8.

Item	Information
Guest who booked	
Number of guests and nights	
Room and total price	
Check-in and check-out	
Is breakfast included?	
Cancellation	

2 Choose the correct answer.

What can the guests do on the day they leave?

☐ use the free luggage room ☐ stay in the dorm all day ☐ have a free breakfast

How can they get a padlock for the locker?

☐ It's in the dorm ☐ They can buy one for £4 ☐ The hostel doesn't have lockers

Until when can they cancel for free?

☐ 24 hours before arrival ☐ 48 hours before arrival ☐ They can't cancel

3 Write a reply to Mairi (50-70 words). Thank her, say your arrival time and ask two polite questions with Could you…? (for example: a late check-in, a quiet room, directions, luggage).

4 Write one phrase you can use on the phone if you don't understand a number.

ANNEX 4

Final Product Template

Learning situation 9 · The Perfect City Break

STUDENTS

Name: Class: Date:

Our two-day city-break proposal. Write in English, with times and prices. Remember to write "illustrative" next to prices and times.

Our traveller(s) and trip

Who is it for? Needs, interests and budget. City and dates.

Where to stay

Place, price, location and why.

Getting around

From the airport and in the city: transport and prices.

Day 1 · Saturday

Morning, afternoon and evening, with times.

Day 2 · Sunday

Morning, afternoon and evening, with times.

Plan B

What if it rains or a place is closed?

Budget

Items, calculation and total (illustrative).

Local life and respectful travel

One accessible idea and one local or respectful tip (F9).

Our final language check

Tick when ready: prices and times · going to / present continuous · comparatives · polite requests.

ANNEX 5

Useful Language & Final Check

Learning situation 9 · The Perfect City Break

STUDENTS

Name: Class: Date:

Functions and model sentences

Making plans	We're going to visit the castle. We're meeting at nine.
Expressing preferences	I'd prefer a quiet place. I like walking, but I don't like queues.
Comparing options	The hostel is cheaper than the hotel. It's the cheapest option.
Asking for information	What time does it open? How much is a day ticket?
Making recommendations	I recommend the museum. It's a good idea to go early.
Polite requests	Could I have a map, please? Could you tell me the price?

Grammar in context

be going to	We're going to have lunch at one. It's going to rain.
Present continuous (arrangements)	We're meeting Mairi at 14:00. They're arriving on Saturday.
Comparatives / superlatives	cheaper than, more expensive than, closer to; the cheapest, the best
would like	I'd like a ticket. We'd like two beds. Would you like breakfast?
can / could (requests)	Can I pay by card? Could you repeat that, please?

Vocabulary bank

Travel and transport: tram, bus, ticket, single, day ticket, timetable, platform, airport

Places to stay: hostel, hotel, B&B, apartment, dorm, per night, reception, check-in

Attractions and access: castle, museum, gardens, views, free, indoors, outdoors, step-free

Money and prices: budget, price, adult, child, total, cheap, expensive, illustrative

Pronunciation tips

- Numbers: thirTEEN /ˌθɜːˈtiːn/ (stress on -teen) but THIRty /ˈθɜːti/ (stress on the first syllable).
- Prices: £3.50 = three pounds fifty; 10:15 = a quarter past ten. Polite requests go up at the end: Could I have a map, please? ↗
- Compounds: AIRport, BREAKfast, TIMEtable, SIGHTseeing (stress on the first word).

When I get stuck (clarify & repair)

Sorry, can you repeat that, please?

Can you say the price again?

Do you mean…?

How do you say … in English?

What does … mean?

Could you speak more slowly?

Let me check I understand: …

Final check before you hand in: Two-day city-break proposal

- [ ] The plan fits the traveller's needs, budget and interests.
- [ ] Every day has times, places, meals and transport.
- [ ] The budget is complete and under the limit.
- [ ] Prices and times are marked as illustrative.
- [ ] There is a plan B for rain or a closed place.
- [ ] We include an accessible option and a local or respectful tip.
- [ ] We use going to, the present continuous and comparatives correctly.
- [ ] We checked numbers, spelling and capital letters (Saturday, Edinburgh).

ANNEX 6

Printable Rubric

Learning situation 9 · The Perfect City Break

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Two-day city-break proposal**. 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 proposal is a complete, realistic two-day plan that clearly meets the traveller's needs, budget and interests, with a plan B and prices and times marked as illustrative.	The proposal is a clear two-day plan for the traveller with a budget and a plan B; one need or interest is not fully covered.	The plan is partly realistic; the budget, a time or an access need is missing or does not fit.	The plan does not fit the traveller, or it has no budget or no clear days.	
Organisation & language	The days are clearly organised with times; be going to, the present continuous, comparatives and polite requests are mostly accurate and varied; prices and times are said and written correctly.	The plan is clearly organised; a few errors in future forms, comparatives or numbers do not stop understanding.	The plan is uneven; errors in verb forms, numbers or word order sometimes make it difficult to follow.	Hard to follow; errors often stop understanding.	
Interaction / delivery	In the negotiation and the pitch I make suggestions, give reasons, accept or refuse politely, ask for clarification and share the turns naturally.	I take part, make suggestions and use basic clarification and turn-taking phrases.	I need prompts to suggest, to agree or to share the turns; I mostly read from paper.	I rarely speak, or I impose my plan without listening.	
Mediation & audience	The information for Mrs Vidal and Mr Osei is accurate, selected for their needs and explained in clear language, with no important data missing or added.	The main information is clear for the person; one small detail is missing.	Some information is unclear, copied or translated word for word; one price, time or condition is wrong.	The message is copied or the meaning changes (for example, a wrong price or condition).	
Intercultural / ethical use	The proposal includes accessible options and local life (neighbourhoods, markets, quiet places), gives respectful tips and avoids stereotypes about the city and its people.	Respectful and accessible, with one or two local or respectful-tourism ideas.	Mostly a list of famous places; some generalisations (all Scottish people…) or access needs are ignored.	Stereotypes, ignores access needs or treats residents only as scenery.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 9 · The Perfect City Break

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can compare options and plan a trip with a budget, a timetable and a plan B.	○	○	○	○
I can make suggestions, agree on a plan and explain travel information for another person.	○	○	○	○
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 · The Perfect City Break

STUDENTS

Name: Class: Date:

Extra help: a reduced set of options for the Ruiz family, a key to mark your timetable and a plan frame.

Reduced options for the Ruiz family (group A)

- **Stay:** B · Harbour View B&B family room, £125, breakfast included · **or** C · Central Budget Hotel family room, £138 (breakfast £9 each).
- **Transport:** airport tram (adult £7, child £3.50) · day bus ticket (adult £5, child £2.50).
- **Places:** 1 Castle (£20 / £12) · 2 National Museum (free) · 3 Arthur's Seat (free) · 4 Royal Botanic Garden (free).

Key and plan frame

- Write **FREE** or **PAID**, and **INDOORS** or **OUTDOORS** next to each activity.
- **On Saturday morning we're going to** … · **It costs** … · **In the afternoon we're visiting** … · **If it rains, we're going to** …
- **cheap** = barato · **expensive** = caro · **a ticket** = una entrada / un billete

1 **Complete the timetable for the Ruiz family. Choose one place or activity for each slot from the reduced options.**

Time	Place or activity	FREE or PAID	INDOORS or OUTDOORS
Sat 10:00-12:30			
Sat 12:30-14:00 · lunch			
Sat 14:00-16:30			
Sun 10:00-12:30			
Sun 12:30-14:00 · lunch			
Sun 14:00-16:00			

2 **Complete your plan with the frames.**

On Saturday morning we're going to _____. It costs _____.

In the afternoon we're visiting _____.

If it rains, we're going to _____.

ANNEX 9

Extension

Learning situation 9 · The Perfect City Break

STUDENTS

Name: Class: Date:

One trip, two travellers

A good plan changes when the traveller changes. Take **your own plan** and adapt it for the travellers on source card X1. Decide what you keep, what you change and what you lose or gain. Explain the trade-offs (the good and the bad side of each decision).

X1 New travellers: Mrs Vidal and Lucía

TEXT

Dolores Vidal (71) and her granddaughter **Lucía (14)** are travelling for the weekend. Dolores speaks only Spanish and walks slowly: she can't climb many steps or steep hills. Lucía speaks English well and loves taking photos. Their budget is **£420** (stay, local transport, attractions and food).

Source: Fictional travellers created for this notebook (they also appear in F7).

Steps

1. Read X1 and note the new needs, interests and budget.
2. Mark in your own plan what you keep and what you change.
3. Complete the table and write four sentences to explain your choices to Lucía (use but, so, because).

1 **Complete the table.**

What changes	Why	What we lose or gain

2 **Explain your choices to Lucía in four sentences. Use but, so and because.**

What to hand in

The completed table and the four sentences, with the original plan attached.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 9 · The Perfect City Break

TEACHER

Worksheet 1

1. Quiz: are going to; is; cheaper; Could.
2. F1/F2 true/false: T (£27 per person against £68 for a twin room); F (£9 extra); F (tram 35 minutes, bus 30 minutes); T; T.
3. Listening 1 (see script): a) 10:12, platform 2; b) 7; c) 35; d) £7 and £3.50; e) 23:15.
4. Open answer. Models: «The hostel is cheaper than the hotel.» «The hotel is closer to the station than the B&B.» «The B&B is more expensive than the hostel but breakfast is included.» Check the comparative form and that the information agrees with F1.

Worksheet 2

1. Match: single ticket → a ticket for one journey in one direction; day ticket → a ticket for unlimited bus journeys for one day; per night → the price for each night you stay; breakfast included → you don't pay extra for the first meal of the day; child price → the lower price for people aged 5 to 15; free → you pay £0.
2. Budget: B&B £125 (1 × £125); tram (2 × £7 + 2 × £3.50) = £21 each way, so £42 there and back; day bus tickets 2 × £5 + 2 × £2.50 = £15; castle 2 × £20 + 2 × £12 = £64; food: adults (9 + 18 + 9) × 2 = £72, children (6 + 10 + 6) × 2 = £44, so £116. TOTAL £362. Money left: £118.
3. Comparatives: a) cheaper; b) most expensive (£138 + 4 × £9 = £174 against £125 for the B&B and £130 for the apartment); c) closer; d) cheaper; e) the best.
4. Dialogue: Could; would; much; Could.
5. Listening 2 (see script): a) 13; b) 50; c) 16; d) 90.
6. £3.50: three pounds fifty; £12.75: twelve pounds seventy-five; £125: one hundred and twenty-five pounds; 10:15: (a) quarter past ten / ten fifteen; 14:45: (a) quarter to three / two forty-five / fourteen forty-five.

Worksheet 3

1. Layla: history and museums; wants the castle and a museum; the castle is £20 and the budget is small. Pau: outdoors, a hill with views; the weather may be bad in the afternoon / he doesn't want to spend the day in museums. Iris: save money for good food; free things; she doesn't want to pay for the castle or other paid places. Accept answers that link each wish to a reasonable problem.
2. Conversation: Let's; I'd prefer; That's a good idea, but; How about; We could do both.
3. Open answer. Model agreement: «We're going to visit the National Museum (free) on Saturday afternoon, we're going to climb Calton Hill on Sunday morning and we're going to eat street food on Saturday evening. Compromise: we're not going to pay for the castle; Layla is going to choose the museum and Pau the hill.» Check the use of going to, reasons and politeness.
4. Verbs: a) is going to visit; b) are meeting; c) are you going to do; d) is going to rain.
5. Observation list: open; use it for oral feedback.

Worksheet 4

1. Listening 3 (see script): cloudy but dry; 14:00; sunny; an umbrella and a warm jacket.
2. Map: 30 minutes; Camera Obscura; By bus A; Central Budget Hotel.
3. Open answer. Check: times that agree with the opening hours (the Scottish Parliament only on Saturday), transport, meals, a free activity and the budget. Model for Mr Osei: Saturday morning: airport tram to Princes Street and check in at the Central Budget Hotel; afternoon: National Museum (lifts, café; it rains in the afternoon). Sunday morning: bus A to the Royal Botanic Garden; afternoon: Princes Street and the tram to the airport.
4. Plan B models: «If it rains, we're going to visit the National Museum because it's free and indoors.» «If the Parliament is closed on Sunday, we're going to walk along the Royal Mile.»
5. Open answer. Check one sentence with going to and one with the present continuous (a fixed arrangement, such as a time or a booking).
6. Checks: self-assessment; the teacher can verify costs and opening times.

Worksheet 5

1. Table for Mrs Vidal (Spanish model): del aeropuerto al centro hay un tranvía cada 7 minutos, tarda 35 minutos; precio: 7 £ (adulto) + 3,50 £ (Lucía, de 5 a 15 años) = 10,50 £ por trayecto; el castillo está en una cuesta empedrada y tiene escalones, mejor el Museo Nacional de Escocia (ascensores, gratis); horarios: castillo 9:30-17:00; museo 10:00-17:00 (ilustrativos).
2. Model voice message (about 55 words): «Hola, Dolores. Del aeropuerto al centro hay un tranvía cada 7 minutos y tarda 35. Cuesta 7 libras para ti y 3,50 para Lucía. Te recomiendo el Museo Nacional: es gratis, tiene ascensores y no hay cuestas. Abre a las 10:00. El castillo es más difícil porque hay una cuesta con escalones. Un beso.» Accept other wording if the key data are correct.
3. Model answers for Mr Osei: Cancel: «Yes, you can cancel for free until 48 hours before you arrive. After that you pay the whole night.» Check-in/out: «You can check in from 2 pm and you must check out before 11 am.» Breakfast: «No, it isn't included. It costs £9 per person.» Pay: «You pay by card when you arrive.» Late: «If you think you are going to arrive after 10 pm, call the hotel.»
4. Checks: self-assessment.

Worksheet 6

1. Peer review: open. Stars and wishes should refer to concrete parts (for example «Your budget is clear and under the limit»; «Add the opening time for Sunday»).
2. Pitch notes: open. Check an opening sentence that introduces the traveller, going to for the plan, a price said correctly and a closing sentence that invites questions.

Worksheet 7

1. Form: Iris (Castro); 3 guests, 1 night (Saturday and Sunday); 3 beds in a 6-bed dorm, £81 in total; check-in from 14:00, check-out before 10:30; breakfast not included (café two minutes away); free cancellation until 24 hours before arrival.
2. Test: use the free luggage room; They can buy one for £4; 24 hours before arrival.
3. Model reply (about 60 words): «Dear Mairi, thank you for the confirmation. We're arriving at the airport at 10:00, so we're going to arrive at the hostel at about 14:30. Could you tell me if there is a place for our bags before check-in? Could you also tell me how to get to the hostel from Princes Street? Thank you very much. Best wishes, Iris.» Assess with the rubric: greeting and closing, arrival time, two polite questions with Could you…?, clear sentences.
4. Models: «Sorry, can you say the number again, please?» / «Is that thirteen or thirty?»

Support (Annex 8)

1. Open answer; accept any plan that matches opening hours and the family budget. Model: Sat 10:00-12:30 Castle (PAID, OUTDOORS and INDOORS); Sat 12:30-14:00 lunch; Sat 14:00-16:30 National Museum (FREE, INDOORS); Sun 10:00-12:30 Royal Botanic Garden (FREE, OUTDOORS); Sun 12:30-14:00 lunch; Sun 14:00-16:00 Arthur's Seat (FREE, OUTDOORS).
2. Open answer following the frames.

Extension (Annex 9)

1. Open answer. Models: «We keep the National Museum (lifts) and change Arthur's Seat for the Royal Botanic Garden (flat paths). Why: Dolores can't climb steep hills. We lose a great view, but we gain a calm walk.» «We change the hostel for the Central Budget Hotel (lift): it's more expensive, but it's step-free.» «We add time for Lucía to take photos at Calton Hill by bus.»
2. Model: «We chose the hotel because it has a lift, but it's more expensive. We changed Arthur's Seat for the gardens, so Dolores can walk easily. Lucía can take photos in the gardens. The budget is £420, so we have enough money.» Check but/so/because and consistency with the budget.

Listening script · Worksheet 1 · At the airport tram stop (Listening 1)

Read twice at a natural speed.

Good morning, and welcome to Edinburgh Airport tram stop. The next tram to the city centre leaves at ten twelve from platform two. Trams run every seven minutes, from six in the morning until a quarter past eleven at night. The journey to Princes Street takes thirty-five minutes. A single ticket costs seven pounds for adults and three pounds fifty for children aged five to fifteen. You can buy a ticket at the machine or pay with a contactless card. Please keep your bags with you. Thank you, and enjoy your stay in Edinburgh.

Listening script · Worksheet 2 · Numbers (Listening 2)

Say each number twice, slowly and clearly. Students circle the number they hear.

a) thirteen

b) fifty

c) sixteen

d) ninety

Optional extension: say «fifteen / fifty», «thirty / thirteen», «sixty / sixteen» and «nineteen / ninety» in a different order and ask the students to write them.

Listening script · Worksheet 4 · Weekend weather (Listening 3)

Read twice at a natural speed.

Here is the weather for the weekend in Edinburgh. Saturday starts cloudy but dry. Rain is coming from about two o'clock in the afternoon, and it stays wet until the evening. The temperature is eleven degrees. Sunday is much better: it is sunny from the morning, with a light wind and a high of fourteen degrees. So on Saturday, take an umbrella and a warm jacket. On Sunday, don't forget your sunglasses!

Timing, differentiation and mediation notes

- Illustrative data: every price, time, opening hour, route and access note in the notebook is illustrative and may differ from reality. Real places (the Castle, the museum, Arthur's Seat, the gardens…) are mentioned in a general way; before using this material for a real trip, check official websites. The places to stay, the travel agency, the people and the messages are fictional.
- Timing: worksheets 1-5 take about 45 minutes each (worksheet 2 may need a second session if all the tasks are done); leave 15 minutes of session 7 for the individual task. Groups can choose different travellers so that the pitches are varied.
- Mediation (Worksheet 5): value selection and adaptation to the person (Mrs Vidal needs short, practical Spanish; Mr Osei needs clear, simple English). Students may discuss in Spanish in their teams, but the second explanation is written in English. The task includes a short written production in Spanish on purpose.
- Intercultural and access note: the profiles include a person with reduced mobility and a person who doesn't speak English; the aim is not to show them as problems but to plan well. Discuss respectful tourism (F9) and avoid generalisations about Scotland or its people.

Likely errors

- Prices and verbs: «How much cost the ticket?» instead of «How much is the ticket? / How much does it cost?».
- Impolite requests: «I want a room» instead of «I'd like a room» / «Could I have a room, please?».
- Comparatives: «more cheap», «the most cheap» or «cheaper that» instead of «cheaper than», «the cheapest».
- Future: «We go to visit the castle tomorrow» (intention) instead of «We're going to visit…»; confusion between going to (plan) and the present continuous (arrangement).
- Prepositions: «at Saturday», «in the morning of Sunday» instead of «on Saturday», «on Sunday morning».
- Numbers: confusing thirteen/thirty, fifteen/fifty and saying prices as digits (£3.50 as «three point fifty»).

Accepting alternative answers

- Accept any itinerary that is coherent with the data in F1-F4 (opening hours, distances, prices) and fits the traveller's needs and budget, even if it differs from the model.
- Accept going to or the present continuous when the plan is clear; check that the arrangement is appropriate (a fixed time or booking).
- In mediation, accept different wordings if the key data (prices, times, conditions) are correct and nothing important is added; check that the Spanish answer is clear for the person.
- Accept «quarter to three», «two forty-five» or «fourteen forty-five» for 14:45.
- Accept British or American spelling if it is used consistently.

10 SITUACIÓN DE APRENDIZAJE
Culture Connect

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we communicate with teenagers from another context while avoiding assumptions?

CURSO 2.º ESO	**SESIONES** 7 sesiones	**BLOQUES DE SABERES** A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5, CE6	**PRODUCTO FINAL** Virtual exchange pack	**CRITERIOS DE EVALUACIÓN** 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 5.1, 6.1, 6.2, 6.3

Contexto, reto y producto final

El centro participa este curso en un **intercambio virtual** con tres clases socias de la misma edad, situadas en Singapur, Ciudad del Cabo (Sudáfrica) y Toronto (Canadá). Antes de la primera videollamada, la profesora ha recibido un mensaje de las tres clases: *«Tell us about your school and your languages!»*. Pero también ha llegado una advertencia: en intercambios anteriores hubo malentendidos porque alguien dio por supuesto cómo era la vida «de todos» en otro país. La pregunta es *«How can we communicate with teenagers from another context while avoiding assumptions?»*.

Para responder, el alumnado analiza preguntas buenas y problemáticas, usa la regla **CARE** (Curious, About their experience, Respectful, Easy to answer), construye un perfil de clase con **información colectiva y anónima**, practica preguntas abiertas y de seguimiento con un listening y una entrevista por parejas, lee **mini-casos de malentendidos** interculturales y compara cómo funcionan las preguntas, las fechas y el tratamiento en inglés y en español. En la tarea de **mediación**, aclara mensajes ambiguos y reformula en inglés respetuoso un borrador escrito en español. Con todo ello elabora un **Virtual exchange pack** (perfil de clase, preguntas, normas de netiquette y agenda), simula la videollamada y reflexiona sobre su progreso al responder individualmente a un mensaje.

Reto comunicativo

Create a virtual exchange pack for a partner class so that our first video call is friendly and respectful: a class profile, six open questions without stereotypes, netiquette rules and a clear agenda.

Producto final

Virtual exchange pack.

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.

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.

6.1 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.
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.
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.

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.
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.
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
introducing school/community life; asking respectful questions; comparing without judging; clarifying misunderstandings

Grammar in context
question forms review; present simple/present continuous; comparatives; can; basic relative clauses with who/where (guided)

Vocabulary
school life; teen interests; local culture; languages and communication

Pronunciation / phonology
question intonation; word stress in multilingual names; clarification phrases

Mediation focus
Clarify an ambiguous message by explaining intended meaning and proposing respectful alternative wording.

Intercultural focus
Interculturality is the core: diversity within communities, multilingualism, stereotypes and respectful curiosity.

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

- ✓ Prepare questions that are open and non-stereotyped.
- ✓ Describe one's school/community clearly.
- ✓ Compare similarities and differences respectfully.
- ✓ Resolve a simple intercultural misunderstanding through clarification.
- ✓ Reflect on language-learning progress.

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 good/bad exchange questions

Evidence: Worksheet 1: diagnóstico, comprensión de los perfiles de las clases socias (F2) y clasificación de ocho preguntas con la regla CARE (F4).

Worksheet: Annex 3 · 1

2

SESSION 2

Build a class profile with safe fictional/collective information

Evidence: Worksheet 2: lectura de la encuesta de idiomas de una clase ficticia (F5), recogida de datos colectivos y anónimos de la propia clase y comparación inglés-español.

Worksheet: Annex 3 · 2

3

SESSION 3

Practise open questions and follow-up strategies

Evidence: Worksheet 3: listening de una videollamada, transformación de preguntas cerradas en abiertas y entrevista por parejas con preguntas de seguimiento.

Worksheet: Annex 3 · 3

4

SESSION 4

Read intercultural misunderstanding mini-cases

Evidence: Worksheet 4: análisis de los cuatro mini-casos de malentendidos (F6), diálogo de reparación y comparación de fechas y preguntas en inglés y español.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: clarify a message whose wording could be misinterpreted

Evidence: Worksheet 5: mediación: aclarar cuatro mensajes ambiguos y reformular en inglés el borrador en español de Hugo (F7).

Worksheet: Annex 3 · 5

6

SESSION 6

Create exchange pack with profile, questions and netiquette

Evidence: Worksheet 6: borrador del pack (Anexo 4), revisión por otro equipo con CARE, cálculo de franjas horarias y plan de la agenda (F8).

Worksheet: Annex 3 · 6

7

SESSION 7

Simulate exchange and complete PEL-style reflection

Evidence: Simulación de la videollamada y Worksheet 7: respuesta individual al mensaje de Amara y reflexión tipo PEL sobre el progreso.

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 la información específica de los perfiles de las clases socias, las voces del alumnado, las preguntas y los casos (F2-F4, F6) y del listening de la videollamada.	Worksheets 1 y 3 / lista de comprobación
2.1	Simulación oral de la videollamada: presenta la clase, formula preguntas abiertas y comparaciones sin juzgar y entona las preguntas de forma comprensible.	Simulación (sesión 7) / rúbrica
2.2	Redacción del perfil de clase, de las seis preguntas y de la respuesta individual a Amara: frases claras, presente simple y continuo, who / where y comparativos.	Anexo 4 y Worksheet 7 / rúbrica
2.3	Planificación y revisión del pack: borrador, revisión con CARE y la lista de comprobación, uso de modelos (F10) y de herramientas digitales o analógicas para agenda y franjas horarias.	Worksheet 6 y Anexo 4 / lista de comprobación
3.1	Entrevista por parejas y simulación de la videollamada: cortesía, empatía y respeto a los límites del interlocutor (poder decir «pass»).	Worksheet 3 / lista de observación
3.2	Estrategias para iniciar, mantener y cerrar la conversación, tomar y ceder la palabra y pedir aclaraciones (Can you tell me more? Do you mean…?).	Worksheets 3 y 4 / lista de observación
4.1	Mediación: aclaración de mensajes ambiguos y reformulación en inglés respetuoso del borrador en español de Hugo (F7), manteniendo su intención.	Worksheet 5 / rúbrica de mediación
5.1	Comparación de inglés y español (formación de preguntas, formatos de fecha, tratamiento de cortesía) y reflexión sobre el repertorio lingüístico de la clase (F5).	Worksheets 2 y 4 / observación
6.1	Reacción empática y respetuosa ante los mini-casos de malentendido; rechazo de estereotipos y prejuicios en las preguntas y en los mensajes.	Worksheets 1 y 4 / rúbrica
6.2	Interés y respeto por la diversidad lingüística y cultural de las clases socias (F2, F3) y de la propia clase (F5).	Worksheet 2 y pack / rúbrica
6.3	Explicación y aprecio de la diversidad dentro de una comunidad («culture, not country») con valores de equidad y justicia; netiquette respetuosa.	Anexo 9 y pack / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The pack gives a clear, friendly class profile, six open questions that invite stories and a realistic agenda; a partner class could use it without help.	The pack has a clear profile, open questions and an agenda; one part is less clear or less useful.	The pack is incomplete: some questions are closed or generalising, or the agenda is unclear.	The pack does not help the first video call; key parts are missing.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Organisation & language	The sections are clear; question forms, the present simple and continuous, comparatives and who / where are mostly accurate and varied; the questions sound natural.	The sections are clear; a few errors in question forms or verbs do not stop understanding.	Sections are uneven; frequent errors in question forms or word order make some questions unclear.	Hard to follow; errors often stop understanding.
Interaction / delivery	In the video-call simulation I start, keep and close the conversation, ask follow-up questions, clarify, accept 'pass' and share the turns naturally.	I take part, ask some follow-up questions and use basic clarification phrases.	I need prompts to ask questions or clarify; I mostly read the questions.	I rarely speak, or I interrupt or ignore my partner.
Mediation & audience	The ambiguous messages are explained clearly and rewritten in respectful English that keeps the writer's intention; nothing is added or lost.	The messages are clarified with one small problem in wording or meaning.	Some messages are still ambiguous, copied from the Spanish or the intention changes.	The message is copied or becomes offensive or false.
Intercultural / ethical use	The pack describes individuals and groups without stereotypes, shows variation inside our class, protects privacy and sets kind netiquette rules.	Respectful and inclusive; one or two generalisations are corrected after feedback.	Some generalisations (all students in…) or too personal questions need revising.	Stereotypes, private information or disrespectful language.

Input Pack y recursos

Exchange profiles, school-life cards, ambiguous messages, question-quality checklist and virtual meeting agenda.

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

Question stems, model school profile, fictional exchange partners and clarification cards.

Extension

Anexo 9

Prepare a mini 'culture-not-country' section focused on individual experiences and variation.

ANNEX 1

Challenge Launch

Learning situation 10 · Culture Connect

STUDENTS

Next month our class has a virtual exchange with three partner classes: one in Singapore, one in Cape Town and one in Toronto. They are curious about us and we are curious about them. But a video call can go wrong in a minute if we make assumptions: "Do all people in your country…?" is not a good question! Your mission is to create a Virtual Exchange Pack: a class profile, six open questions, kind netiquette rules and a clear agenda. You will practise questions, read misunderstandings, clarify difficult messages and, at the end, simulate the call. Ready to connect?

> *"How can we communicate with teenagers from another context while avoiding assumptions?"*

Your challenge

Create a virtual exchange pack for a partner class so that our first video call is friendly and respectful: a class profile, six open questions without stereotypes, netiquette rules and a clear agenda.

Audience: Partner classes of students aged 13-14 in Singapore, Cape Town and Toronto.

What you will create

Virtual exchange pack

Roadmap · 7 sessions

1. We analyse good and not-so-good exchange questions.
2. We build a class profile with safe, anonymous information.
3. We practise open questions and follow-up questions.
4. We read mini-cases of misunderstandings and compare languages.
5. We clarify ambiguous messages and rewrite a draft respectfully.
6. We write our exchange pack and plan the agenda.
7. We simulate the video call and reflect on our progress.

Success criteria

- ✓ I can describe my class and my school life clearly and without stereotypes.
- ✓ I can ask open questions and follow-up questions politely.
- ✓ I can clarify a misunderstanding and say 'I meant…'.
- ✓ I can compare my language and another language without judging.
- ✓ I can explain and rewrite a message so that it is respectful.

Working together

- We talk about groups and individuals, not about whole countries.
- We do not ask or share private information. Everybody can say 'pass'.
- We are curious and kind: we ask, we listen and we check.

ANNEX 2

Input Pack

Learning situation 10 · Culture Connect

STUDENTS

Everything you need for the exchange: a map and profiles of three partner classes, voices from students, good and not-so-good questions with the CARE checklist, a language survey of a fictional class, four mini-cases of misunderstandings, ambiguous messages (and one in Spanish) to explain, a video-call agenda with netiquette, a phrase bank and a model class profile.

F1 Our exchange partners

MAP



Time differences in winter (Spain = UTC+1): Cape Town is **1 hour ahead**, Toronto is **6 hours behind** and Singapore is **7 hours ahead**. In summer, Spain's clocks change and some differences change too. Use a time converter before you fix a real call.

Source: Base map from Natural Earth (public domain). The classes and schools are fictional; the cities are real. Time differences are approximate.

F2 Three partner classes

DATA

Partner class	Where	Languages you can hear	School life	Their message to us
Mei Ling's class (age 13)	Singapore	English is the main language at school. Singapore has four official languages: English, Mandarin, Malay and Tamil. Students also use other languages at home.	Classes: 7:30-13:30. After-school clubs: robotics, basketball, cooking.	"We'd love to learn about your school and your languages!"
Thabo's class (age 14)	Cape Town, South Africa	South Africa has 12 official languages. In Cape Town many students use English, Afrikaans or isiXhosa.	Classes: 8:00-14:30. Choir, football, dance.	"Tell us what a normal day is like for you."
Amara's class (age 13)	Toronto, Canada	Canada has two official languages, English and French. In Toronto students also speak many other languages at home.	Classes: 8:45-15:15. Drama, coding, hockey, art.	"We're curious: what do you do after school?"

Source: Fictional classes created for this notebook. The general information about languages is simplified (Singapore: four official languages; South Africa: 12 official languages; Canada: English and French). Real places have much more variety.

Which classes have a school day that finishes earlier than ours (8:30-14:30)? What is similar to your school?

F3 Four voices

TEXT

Ahmed · our class, 13
I live in a small city in Spain. I speak Spanish and Arabic at home and English at school. Classes start at 8:30 and finish at 2:30. I play football on Saturdays and I'm learning to cook with my grandmother.

Mei Ling · Singapore, 13
I live in a flat near my school. I speak English at school and Mandarin with my family. Some of my friends speak Malay or Tamil at home. Classes finish at 1:30, but I stay for robotics club on Tuesdays and Thursdays.

Thabo · Cape Town, 14
I speak isiXhosa at home and English at school, and I'm learning some Afrikaans. After school I play football with my cousins, and on Fridays I sing in the school choir. My friend Lerato lives in another neighbourhood and has a different routine.

Amara · Toronto, 13
I was born in Toronto. My mum speaks Twi, my dad speaks English and I learn French at school. I go to school by bus and my favourite club is drama. My best friend speaks Portuguese at home.

Source: Fictional students created for this notebook. They speak for themselves, not for a whole country or school.

Find two differences between the four voices and one thing that two of them have in common. Is every student in a country the same?

F4 Exchange questions and the CARE checklist

DATA

#	Question
1	Do all people in your country live in big houses?
2	What do you like doing after school?
3	Is it true that people in your country are always late?
4	How do you say 'hello' in your languages? Can you teach us a word?
5	How much money does your family earn?
6	What is a normal day like for you at school?
7	Do you eat strange food?
8	Which languages do you use at home, at school and with friends?

The CARE checklist for a good question - **C · Curious and open:** it starts with *What, How, Which* or *Can you tell me about…?* and invites a story. - **A · About their experience:** it asks about *you*, not about *all people* in a place. - **R · Respectful:** no judgement, no stereotype, no joke at the other person's expense. - **E · Easy to answer:** not too private. The other person can say **"pass"**.

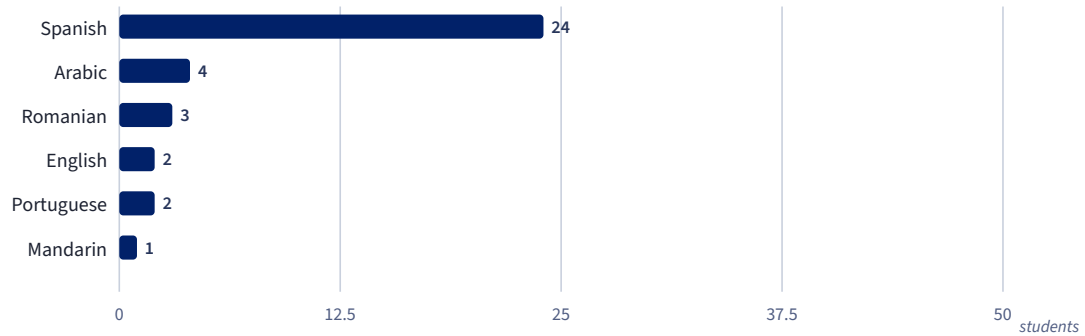
Follow-up questions: *Can you tell me more? · What do you mean? · Why is that important to you? · Is it different for your friends?*

Source: Questions and checklist written for this notebook. The questions are examples to analyse, not to send.

Which questions pass the CARE test? Which do not? Why?

F5 Languages we use at home: a class survey

CHART



How the survey worked: 26 students answered the question *Which languages do you use at home?* They could choose more than one language, so the numbers add up to more than 26. The teacher collected the answers on paper without names.

Source: Fictional survey created for this notebook (class 2.º C, 26 students). Collective and anonymous data: nobody's name appears.

What does the chart tell us about our class? Why is it a good idea to collect this information without names?

F6 Four mini-cases: what went wrong?

CASE

Case A · The assumption
Hugo writes to Amara: "You must love hockey, like all Canadians!" Amara answers: "Actually, I don't like hockey." Hugo only wanted to be friendly.

Case B · The same word, two meanings
Amara: "I play football on Fridays." Ahmed: "Me too! I love Messi!" Amara: "Who? I mean the game with helmets and a ball you carry."

Case C · The date
Lucía writes: "Let's have our video call on 03/04 at 5." Amara connects on 4 March. Lucía connects on 3 April, at 5 in the afternoon, Spanish time.

Case D · The "compliment"
Hugo says to Mei Ling: "Your English is very good for a person from Singapore!" Mei Ling answers: "Thank you, but English is one of our official languages and I speak it every day."

Source: Cases written for this notebook. The people are fictional; the situations are common in online exchanges.

For each case: what is the problem? How do you think each person feels? What could they say next?

F7 Mediation · ambiguous messages

DATA

#	Message	It could mean…
1	"Your school sounds so easy!"	Maybe a compliment ('it sounds relaxed') or maybe 'your school is not serious'.
2	"Let's talk on 05/06 at 4."	5 June or 6 May? 4 in the morning or in the afternoon? Whose time?
3	"Your accent is so funny!"	Maybe friendly, maybe mocking. The listener cannot see your face.
4	"We're stuffed after lunch!"	In some places it means 'very full'. A partner who doesn't know the word may not understand.

Hugo's draft (in Spanish): «Hola, ¿es verdad que en vuestro país todo el mundo vive en casas enormes? ¡Jajaja! Y vuestros profes, ¿son muy estrictos? En mi clase somos unos 26 y hablamos varios idiomas, ¡mola mucho! ¿Podéis contarnos algo de vuestro día?»

Source: Messages written for this notebook. The Spanish draft belongs to a fictional student, Hugo, who wants to send it to a partner class.

Message 1-4: explain what the writer wanted to say and write a clearer, kinder version. Hugo's draft: keep his curiosity, but remove the assumptions.

F8 Video-call agenda and netiquette

DATA

Minutes	Activity	Who speaks	Useful language
0-3	Welcome and names. How do you pronounce your name?	Host team	Hello! How do you say your name?
3-10	Class profiles: two minutes for each class	Each class	In our class, we… Some students…
10-25	Mixed groups of four: open questions and follow-up questions	Everyone	Can you tell me about…? Can you tell me more?
25-32	Show and tell: a photo or object from school life	Volunteers	This is… It's important because…
32-37	Clarify and questions	Everyone	Do you mean…? I meant…
37-40	Thanks and goodbye	Host team	Thank you! It was great to meet you.

Netiquette - Mute your microphone when you are not speaking. Raise your hand or use the chat to ask for a turn. - Speak slowly and clearly. It is fine to say: *Could you repeat that, please?* - Ask before you take a screenshot or share a photo of someone. - Do not share private information (address, phone number, family details). - Everybody can say **"pass"** if a question is too personal. - Write dates clearly (**4 March**, not 03/04) and say whose time you are using (*5 pm Spanish time*). - Be kind in the chat: no jokes about accents, bodies, families or countries.

Source: Agenda and rules written for this notebook. The call lasts 40 minutes and the times are illustrative.

Which rule do you think is the most important for a first call? Why?

F9 Phrase bank: respectful exchange

GLOSSARY

What / How / Which…? · Can you tell me about…?	Open questions that invite a story.
Do you…? · Does she…? · Are you…? · Can you…?	Closed (yes/no) questions. In English we need do / does, be or can before the subject.
Can you tell me more? · What do you mean?	Follow-up questions.
Do you mean…? · I meant… · Let me say it in another way.	Clarifying and repairing.
Is it OK if I ask…? · You can say 'pass'.	Respectful limits.
We both… but… · In my class…, in your class…	Comparing without judging.
a student who…, a place where…	Who / where clauses for describing: She is a student who speaks three languages.
speak / use / at home / at school / with friends	Talking about languages.
Some students… · Many of us… · Most of us… · A few…	Talking about a group without saying 'all'.

Source: Phrase bank written for this notebook.

F10 Model class profile

TEXT

HELLO FROM 2.º C!

We are a class of 26 students aged 13 and 14. In our class we use Spanish, Arabic, Romanian, English and other languages at home. Some students walk to school and some take the bus. School starts at 8:30 and finishes at 2:30. Many of us play football, but others prefer music, drawing or cooking. We are learning English and French, and today we are making a video call with you!

Our greetings: *Hola! · Marhaba! · Bună! · Hello!*

Our questions: What is a normal day like for you? Which languages do you use at school and with friends? Can you teach us a word in your language?

Remember: this profile is about our class, not about every student in Spain.

Source: Model profile written for this notebook for a fictional class (2.º C). It describes a group, not every student.

ANNEX 3

Student Worksheets

Learning situation 10 · Culture Connect

STUDENTS

WORKSHEET 1 Good questions, not-so-good questions

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read about the partner classes (F2) and the questions (F4).

1 Warm-up quiz. Tick the correct answer.

___ do you do after school?
☐ What ☐ Who ☐ Where

Mei Ling ___ English at school.
☐ speak ☐ speaks ☐ speaking

Which question is more open?
☐ Do you like school? ☐ What do you like about your school? ☐ Is your school big?

Where ___ you from?
☐ is ☐ are ☐ do

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

	T	F
Mei Ling's classes finish at 13:30.	☐	☐
Canada has three official languages.	☐	☐
Singapore has four official languages.	☐	☐
All students in Cape Town speak the same language at home.	☐	☐
Amara's class wants to know what we do after school.	☐	☐

3 Analyse the eight questions in F4 with the CARE checklist. Complete the table.

#	Good or not good?	Why? (C, A, R or E)	A better version
1			
2			
3			
4			
5			
6			
7			
8			

4 **Write two good questions for Mei Ling's class. Use the CARE checklist.**

_____

_____

_____

WORKSHEET 2 Who are we? A class profile

Session 2

Use the survey (F5) and the model profile (F10). Remember: we only share collective and anonymous information.

1 **Read the chart in F5. True (T) or false (F)?**

	T	F
Spanish is the language used at home by the most students.	☐	☐
Four students use Arabic at home.	☐	☐
Some students use more than one language at home.	☐	☐
The survey shows the students' names.	☐	☐
One student uses Mandarin at home.	☐	☐

2 **Survey of our class. Count with a show of hands. Don't write names. Complete the table.**

Question for the class	Number of students
How many students use more than one language at home?	
How many students walk to school?	
How many students play a sport?	
How many students like music?	

3 **Complete with who or where.**

a) Ahmed is a student _____ speaks three languages.

b) Our classroom is a place _____ everybody can say 'pass'.

c) Mei Ling is a girl _____ stays for robotics club.

d) Cape Town is a city _____ many languages are spoken.

4 **Complete with the present simple or the present continuous.**

a) We _____ (learn) English and French at school.

b) At the moment we _____ (prepare) a video call.

c) Many of us _____ (play) football at the weekend.

d) Look! Our teacher _____ (connect) the screen.

5 **Write a profile of our class (about 50 words). Use: In our class… Some students… Many of us… We both…**

WORKSHEET 3 Ask, listen, ask again

Session 3

Listen to a video call. Then practise open questions and follow-up questions in pairs.

1 **Listening 1 · Ahmed meets Mei Ling. Your teacher reads the conversation twice. Choose the correct answer.**

Mei Ling asks Ahmed to…
☐ speak more slowly ☐ speak louder ☐ write in the chat

Ahmed speaks Spanish, Arabic and English. He uses English…
☐ at school ☐ at home ☐ with friends only

Ahmed's school finishes at…
☐ 13:30 ☐ 14:30 ☐ 15:30

Mei Ling stays after school for…
☐ a choir ☐ robotics club ☐ football

2 **Listen again. Write two follow-up questions that Ahmed or Mei Ling use.**

3 **Turn each closed question into an open question.**

1 Do you like your school? ●	● a Which sports do you play, and where?
2 Do you play any sports? ●	● b What is a normal day like for you?
3 Do you speak other languages? ●	● c Which languages do you use at home and with friends?
4 Is your day long? ●	● d What do you like about your school?

4 **Interview in pairs. Student A is Thabo or Amara (use F2 and F3). Student B asks four open questions and two follow-up questions. Then swap. Plan your questions.**

Open question	Follow-up question

5 **Pronunciation. Say the questions aloud: the voice goes down in Wh- questions (What do you do after school? ↘) and up in yes/no questions (Do you play football? ↗). Then ask your partner: How do you pronounce your name? Write one name you have learnt.**

6 **Observe another pair. Tick what you hear.**

- ☐ They greet each other and say goodbye.
- ☐ They ask open questions (What, How, Which).
- ☐ They ask a follow-up question (Can you tell me more?).
- ☐ They don't ask about private things.
- ☐ They accept 'pass' politely.
- ☐ They check understanding (Do you mean…?).

WORKSHEET 4 Misunderstandings

Session 4

Read the four cases (F6). Think about what happened, how people feel and how to repair it.

1 **Analyse the cases. Complete the table.**

Case	What happened?	What was the problem?	What can we say?
A			
B			
C			
D			

2 **Match each case with the type of problem.**

1 A · Hockey ●	● **a** A date written in two ways
2 B · Football ●	● **b** An assumption about everybody in a country
3 C · 03/04 ●	● **c** A word with different meanings
4 D · 'Very good English' ●	● **d** A 'compliment' with a hidden idea

3 **Write a mini-dialogue (6 lines) to repair Case C. Use: Do you mean…? · I meant… · Sorry, let me say it in another way.**

4 **Compare English and Spanish. Complete the table.**

	English	Spanish (or another language I know)
A yes/no question		
Question marks		
The date 03/04		
Saying 'you' to a teacher or a friend		

WORKSHEET 5 What do you mean? Session 5

Mediation. First, clarify four ambiguous messages (F7). Then rewrite Hugo's draft in Spanish as a respectful message in English.

1 **Choose three messages from F7. Explain what the writer may want to say and write a clearer, kinder version.**

Message	What may the writer want to say?	A clearer and kinder version
1		
2		
3		
4		

2 **Read Hugo's draft in Spanish (F7). Rewrite it in English for the partner class (40-50 words). Keep his curiosity, but remove the assumptions. Don't translate word by word.**

3 **Tell Hugo in two sentences what you changed and why.**

4 **Check your messages. Tick.**

- [ ] The message is clear: one meaning only.
- [ ] It doesn't say 'all people…' or 'your country'.
- [ ] The questions are open and respectful (CARE).
- [ ] It keeps the writer's intention.

WORKSHEET 6 Our exchange pack: draft and review

Session 6

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

1 **Time zones. Our video call is at 11:00 in Spain (winter). Use F1 to write the time in each place.**

Cape Town	Toronto	Singapore

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

- [ ] The class profile is clear and talks about a group, not 'everybody'.
- [ ] The six questions pass the CARE test.
- [ ] There are follow-up questions and clarification phrases.
- [ ] The netiquette rules are kind and clear, and protect privacy.
- [ ] The agenda has times, activities and roles.
- [ ] The language is clear (question forms, present tenses, who / where).

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

4 Plan the agenda of your simulation. Choose who does what.

Minutes	Activity	Who

WORKSHEET 7 A message from Amara

Session 7

Work on your own. Read the message, reply and reflect on your progress.

1 Read Amara's message: «Hi! I'm Amara from Toronto. I'm 13 and I love drama. Tomorrow is our video call! I have a question: is it true that you eat dinner at 11 pm every night? Also, I'm going to ask my friend Mateo to join. What time is it for you, 4 or 5 pm? Thanks!» Write a reply (50-70 words). Say hello, answer her question without generalising, explain the time difference clearly and ask two open questions.

2 **Reflect on your progress. How well can you do it now?**

Statement	Not yet	With help	Well	Very well
I can ask open questions without stereotypes.	○	○	○	○
I can ask a follow-up question.	○	○	○	○
I can clarify a misunderstanding politely.	○	○	○	○
I can compare English and Spanish without judging.	○	○	○	○

3 **Which strategy helped you most when you didn't understand a message? Write one example.**

4 **Write one thing in English that works differently from Spanish (or another language you know).**

ANNEX 4

Final Product Template

Learning situation 10 · Culture Connect

STUDENTS

Name: Class: Date:

Our Virtual Exchange Pack. Write in English. Talk about groups and individuals, not about whole countries. Never include private information.

Our class profile

Who we are, languages, school life and interests. Use: In our class… Some students… Many of us…

Six open questions for our partners

Pass the CARE test: curious, about their experience, respectful, easy to answer.

Follow-up and clarification

Three follow-up questions and three clarification phrases.

Netiquette: our five rules

Kind, clear and safe for everyone.

Video-call agenda

Minutes, activity, who speaks. Remember the time zones (F1).

Words in our languages

Three greetings or words from the languages in our class.

One thing we want to learn

A question about one person's experience (not about a whole country).

Our final language check

Tick when ready: CARE · question forms · who / where · clarity of dates.

ANNEX 5

Useful Language & Final Check

Learning situation 10 · Culture Connect

STUDENTS

Name: Class: Date:

Functions and model sentences

Introducing school life	In our class we… Some students… Many of us… School starts at 8:30.
Asking respectful questions	Can you tell me about…? Is it OK if I ask…? You can say 'pass'.
Following up	Can you tell me more? What do you mean? Why is that important to you?
Comparing without judging	We both… but… In my class…, in your class… It's different, not better or worse.
Clarifying a misunderstanding	Do you mean…? I meant… Let me say it in another way.
Netiquette	Please speak slowly. I'm going to mute my microphone. I'd prefer not to answer: pass.

Grammar in context

Question forms	What do you do? Where does she live? Are you OK? Can you repeat?
Present simple / continuous	We learn English. At the moment we're making a video call.
Comparatives	earlier than, bigger than, more popular than; as … as
can	Can you tell me more? You can say 'pass'.
who / where (guided)	a student who speaks three languages; a place where we can learn

Vocabulary bank

School life: timetable, break, club, subject, uniform, canteen, choir

Interests: football, drama, robotics, music, cooking, coding, art

Languages and communication: speak, use, accent, pronounce, translate, greeting, mean, repeat

Community and culture: neighbourhood, tradition, celebrate, family, stereotype, assumption, respect

Pronunciation tips

- Question intonation: Wh- questions go down (What do you do? ↘); yes/no questions and Do you mean…? go up ↗.
- Names: ask How do you pronounce your name? and repeat it: Mei Ling /meɪ lɪŋ/, Thabo /ˈtɑːbɔː/, Amara /əˈmɑːrə/.
- Stress the key word in a clarification: I meant the OTHER football.

When I get stuck (clarify & repair)

Sorry, can you repeat that?

Can you speak more slowly?

Do you mean…?

What do you mean?

I meant…

How do you say … in English?

Let me say it in another way.

Final check before you hand in: Virtual exchange pack

- ☐ Our class profile talks about a group (some, many, most), not 'everybody'.
- ☐ There are follow-up questions and clarification phrases.
- ☐ The agenda has times, activities and who speaks.
- ☐ We use question forms and present tenses correctly.
- ☐ The six questions are open and pass the CARE test.
- ☐ The netiquette rules protect privacy and are kind.
- ☐ Dates and times are clear (4 March, 5 pm Spanish time).
- ☐ We checked spelling and capital letters (names, languages, days).

ANNEX 6

Printable Rubric

Learning situation 10 · Culture Connect

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Virtual exchange pack**. 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 gives a clear, friendly class profile, six open questions that invite stories and a realistic agenda; a partner class could use it without help.	The pack has a clear profile, open questions and an agenda; one part is less clear or less useful.	The pack is incomplete: some questions are closed or generalising, or the agenda is unclear.	The pack does not help the first video call; key parts are missing.	
Organisation & language	The sections are clear; question forms, the present simple and continuous, comparatives and who / where are mostly accurate and varied; the questions sound natural.	The sections are clear; a few errors in question forms or verbs do not stop understanding.	Sections are uneven; frequent errors in question forms or word order make some questions unclear.	Hard to follow; errors often stop understanding.	
Interaction / delivery	In the video-call simulation I start, keep and close the conversation, ask follow-up questions, clarify, accept 'pass' and share the turns naturally.	I take part, ask some follow-up questions and use basic clarification phrases.	I need prompts to ask questions or clarify; I mostly read the questions.	I rarely speak, or I interrupt or ignore my partner.	
Mediation & audience	The ambiguous messages are explained clearly and rewritten in respectful English that keeps the writer's intention; nothing is added or lost.	The messages are clarified with one small problem in wording or meaning.	Some messages are still ambiguous, copied from the Spanish or the intention changes.	The message is copied or becomes offensive or false.	
Intercultural / ethical use	The pack describes individuals and groups without stereotypes, shows variation inside our class, protects privacy and sets kind netiquette rules.	Respectful and inclusive; one or two generalisations are corrected after feedback.	Some generalisations (all students in…) or too personal questions need revising.	Stereotypes, private information or disrespectful language.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 10 · Culture Connect

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can describe my class and ask open questions to someone from another context without making assumptions.	○	○	○	○
I can clarify a misunderstanding and rewrite a message so that it is respectful.	○	○	○	○
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 · Culture Connect

STUDENTS

Name: Class: Date:

Extra help: question stems, a model profile and clarification cards.

Question stems and a model profile

- **What** do you like doing …? · **How** do you …? · **Which** … do you …?
- **Can you tell me about** …? · **Can you tell me more?**
- **Model:** *Hello! We are 2.º B. We are 25 students aged 13. We speak Spanish and other languages at home. School starts at 8:30. Many of us like football and music. Our question: What is a normal day like for you?*

Clarification cards

- **I don't understand.** → Sorry, can you repeat that?
- **It was too fast.** → Can you speak more slowly?
- **The word is new.** → What does … mean?
- **It may be a misunderstanding.** → Do you mean…? / I meant…
- **The question is too personal.** → I'd prefer to say 'pass'.

1 Complete your class profile with the model.

Hello! We are _____. We are _____ students aged _____. We speak _____ and other languages at home. School starts at _____. Many of us like _____ and _____. Our question: What is _____?

2 Turn the closed questions into open questions with the stems.

1 Do you like your school? ●	● a What do you usually have for lunch?
2 Do you have lunch at school? ●	● b What do you like about your school?
3 Do you play a sport? ●	● c Which sport do you play, and when?

3 Match the situation with the clarification card.

1 The call is very fast. ●	● a Do you mean…? / I meant…
2 You don't know a word. ●	● b I'd prefer to say 'pass'.
3 Your partner looks confused. ●	● c What does … mean?
4 You don't want to answer. ●	● d Can you speak more slowly?

ANNEX 9

Extension

Learning situation 10 · Culture Connect

STUDENTS

Name: Class: Date:

Culture, not country

A country is not one person. Write a short section for the exchange pack called **'Culture, not country'**: it shows that people in the same place live in different ways. Use source card X1 as inspiration, and then write about your own class.

X1 Three students from Canada

TEXT

Amara (Toronto) speaks English with her dad and Twi with her mum. She goes to school by bus and loves drama.

Étienne (Montréal) speaks French at home and at school, and English with some friends. He walks to school and plays the guitar.

Noah (a small town in Saskatchewan) takes a school bus for 40 minutes every morning. He speaks English and likes helping at his uncle's farm.

Source: Fictional students created for this notebook. They speak for themselves, not for all of Canada.

Steps

1. Read X1. Then ask two classmates (anonymously, with permission) about a routine, a language or an interest.
2. Write a section (80-100 words) that shows variation inside our class. Use some, many and most, and avoid 'all'.

1 **Complete the table with the differences you found in X1 and in our class.**

Topic	Differences in X1	Differences in our class (anonymous)
Languages		
Getting to school		
Interests		

2 **Write your 'Culture, not country' section (80-100 words). Use: Some students… Others… Many of us… but…**

What to hand in

The table and your 'Culture, not country' section, with a short note: how did you avoid stereotypes?

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 10 · Culture Connect

TEACHER

Worksheet 1

1. Quiz: What; speaks; What do you like about your school?; are.
2. F2 true/false: T; F (English and French); T; F (many students use different languages, e.g. English, Afrikaans or isiXhosa); T.
3. CARE table: 1 not good (A: «all people»; closed) · better: «What kind of home do you live in?» / «Can you tell me about your home?». 2 good. 3 not good (R: stereotype) · better: «What time do you usually meet your friends?». 4 good. 5 not good (E: too private) · better: «What do you like doing with your family at the weekend?». 6 good. 7 not good (R: judgemental) · better: «What do you usually eat for lunch? Can you tell me about a dish you like?». 8 good.
4. Open answer. Models: «What do you like doing after school?» «Can you tell me about your robotics club?» Check CARE: open, about them, respectful and not too private.

Worksheet 2

1. F5: T; T; T (the answers add up to 36, more than the 26 students); F (anonymous: no names); T.
2. Class survey: open (real data from the class; check anonymity and that the question does not single out students).
3. who / where: a) who; b) where; c) who; d) where.
4. Present tenses: a) learn; b) are preparing; c) play; d) is connecting.
5. Model profile (about 50 words): «In our class there are 26 students aged 13 and 14. Some students walk to school and others take the bus. Many of us speak Spanish and other languages at home. We both have a school day with a break, but our days finish at different times.» Check: some / many, no 'all', who/where optional, a comparison.

Worksheet 3

1. Listening 1 (see script): speak more slowly; at school; 14:30; robotics club.
2. Models: «Can you tell me more?» «Is it OK if I ask what your favourite project is?» «Do you mean you don't have clubs?» Accept any follow-up question from the script.
3. Match: Do you like your school? → What do you like about your school?; Do you play any sports? → Which sports do you play, and where?; Do you speak other languages? → Which languages do you use at home and with friends?; Is your day long? → What is a normal day like for you?
4. Open answer. Models: «What do you do after school? / Can you tell me more?» «Which languages do you use at home? / Is it the same for your friends?» «What is your favourite club? / Why do you like it?» «What is a normal day like for you? / What do you do at break?»
5. Open answer. Accept any name (for example Thabo, Amara, Mei Ling).
6. Observation list: open; use it for oral feedback.

Worksheet 4

1. Case A: Hugo assumes that all Canadians like hockey; Amara doesn't. Problem: an assumption about everybody. Say: «Do you like hockey? What do you like doing?» Case B: «football» means soccer in Europe but a different game in Canada. Problem: a word with different meanings. Say: «Do you mean soccer? I meant the game with helmets.» Case C: 03/04 can be 3 April or 4 March. Problem: date format and time zone. Say: «Do you mean 4 March? I meant 3 April, at 5 pm Spanish time.» Case D: «good for a person from Singapore» suggests that English is unusual for her. Problem: a 'compliment' with an assumption. Say: «I'm sorry. I didn't mean that. How many languages do you use?»
2. Match: A · Hockey → an assumption about everybody in a country; B · Football → a word with different meanings; C · 03/04 → a date written in two ways; D · 'Very good English' → a 'compliment' with a hidden idea.
3. Model dialogue: «Lucía: Hi Amara! Are you ready for our call? Amara: Yes! I'm ready on 4 March. Lucía: Sorry, do you mean 4 March? I meant 3 April. Amara: Oh! 03/04 is 4 March for me. Lucía: Let me say it in another way: Friday 3 April at 5 pm Spanish time. Amara: Great, thanks!» Check: Do you mean / I meant / another way.
4. Comparison. English: Do you…? Does she…? (do/does or be/can + subject, voice goes up); Spanish: ¿Hablas…? (no auxiliary, ¿? at the beginning and end). Dates: English 03/04 = 3 April (UK) or 4 March (USA/Canada); Spanish: 3/4 = 3 de abril; write '4 March'. 'You': English has one 'you'; Spanish has tú / usted (and vosotros). Accept other correct comparisons and examples from other languages.

Worksheet 5

1. Model table: 1 «Your school sounds so easy!» → I think your school day sounds relaxed. → «Your school day sounds very interesting. What is a normal day like?» 2 «05/06 at 4» → 5 June or 6 May, 4 am or pm; whose time → «Let's talk on 5 June at 4 pm Spanish time (3 pm in Cape Town).» 3 «Your accent is so funny!» → I find it interesting/new but it can sound mocking → «I like listening to your accent. How do you say 'hello' in your language?» 4 «We're stuffed» → We're very full → «We're very full after lunch!» Accept other clear versions.
2. Model reply for Hugo's draft (about 45 words): «Hello! We are a class of 26 students and we speak several languages. We are curious about your school. What is a normal day like for you? What do you like about your teachers? Can you tell us about the languages you use at home and at school?» Check: open questions, no assumptions, original intention (curiosity about school life and languages).
3. Model: «I removed the question about big houses and 'all people' because it is an assumption. I changed 'strict' into open questions about teachers.»
4. Checks: self-assessment.

Worksheet 6

1. Time zones (winter): Cape Town 12:00; Toronto 05:00; Singapore 18:00.
2. Peer review: open. Stars and wishes should refer to concrete parts of the pack (for example «Your questions pass the CARE test»; «Add the time zone to the agenda»).
3. Open answer. Check that the agenda has times that add up to about 40 minutes, activities from F8 and roles. Accept different orders if they are logical.

Worksheet 7

1. Model reply (about 60 words): «Hi Amara! I'm Lucía. Our call is tomorrow, great! About dinner: some families in my class eat at 9 pm, but others eat earlier, so it's different for each family. For the call, it is 4 pm for you? Then it's 10 pm in Spain, so can we meet at 11 am Toronto time? Can you tell me about your drama club? What is your next show?» Accept any correct reply. Assess with the rubric: no generalisation, a clear time zone (Toronto is 6 hours behind), two open questions.
2. Scale: open (self-assessment).
3. Open answer. Models: «I said 'Do you mean…?' and the person repeated the date.» «I asked a follow-up question and understood better.»
4. Open answer. Models: «English needs do/does in questions; Spanish doesn't.» «English has one 'you'.»

Support (Annex 8)

1. Open answer following the model.
2. Match: Do you like your school? → What do you like about your school?; Do you have lunch at school? → What do you usually have for lunch?; Do you play a sport? → Which sport do you play, and when?
3. Match: The call is very fast → Can you speak more slowly?; You don't know a word → What does … mean?; Your partner looks confused → Do you mean…? / I meant…; You don't want to answer → I'd prefer to say 'pass'.

Extension (Annex 9)

1. Table (X1): Languages: Amara uses English and Twi; Étienne French and English; Noah English. Getting to school: bus, on foot, a 40-minute school bus. Interests: drama, guitar, farm work. Our class: open, anonymous and collective.
2. Model section (about 85 words): «In our class, some students speak only Spanish at home and others speak Arabic, Romanian or Portuguese too. Many of us walk to school, but a few take the bus. Some students love football, others prefer music or cooking. We are different, but we all enjoy lunch with friends. A country is not one person, so we want to learn about your own routines, not about everybody.» Check: some / many / others, no 'all', no names.

Listening script · Worksheet 3 · Ahmed meets Mei Ling (Listening 1)

Read twice with two readers (Ahmed and Mei Ling).

Ahmed: Hi, Mei Ling! Can you hear me?

Mei Ling: Yes, I can hear you, but could you speak a little more slowly, please?

Ahmed: Of course. Hello, I'm Ahmed. I'm from a small city in Spain. Where do you live?

Mei Ling: I live in Singapore, in a flat near my school. What languages do you speak, Ahmed?

Ahmed: I speak Spanish and Arabic at home, and English at school. How about you?

Mei Ling: I speak English at school, and Mandarin with my family. Can you tell me about your school day?

Ahmed: Sure. We start at half past eight and finish at half past two. Then I have lunch at home.

Mei Ling: Interesting! My classes finish at half past one, but I stay for robotics club on Tuesdays and Thursdays.

Ahmed: Robotics? Can you tell me more?

Mei Ling: Yes, we build small robots that follow a line. Do you have clubs too?

Ahmed: Some, but not many. Is it OK if I ask about your favourite project?

Mei Ling: Of course! My team's robot is called Mochi, and it can carry a small cup.

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 45 minutes each; leave 15 minutes of session 7 for the individual task. Use pair work before group work (interaction support) and give students time to rehearse the interview.
- Privacy and safety: all class data are collective and anonymous. Do not ask students to share their address, family details, religion, origin or health. Everybody can say 'pass'. If real exchanges are organised, follow the school's rules on video calls, images and personal data, and ask for family permission.
- Intercultural note: the profiles use fictional classes in real cities. Facts about languages are simplified (Singapore: four official languages; South Africa: 12 official languages; Canada: English and French). Remind students that the aim is to ask about individual experiences, not to learn «facts about a country»; Spanish classes also contain many languages (F5).
- Mediation (Worksheet 5): accept different wordings as long as the intention is kept, the message is clear and nothing offensive is added. Students may discuss the Spanish draft in Spanish in their teams but write in English.

Likely errors

- Question forms without do/does: «What you do after school?» instead of «What do you do after school?»; «Where lives she?» instead of «Where does she live?».
- Third person -s: «She speak Mandarin» instead of «She speaks Mandarin».
- Present continuous or simple: «We learn English now» instead of «We are learning English at the moment».
- Generalising with all: «All people in Spain…» instead of «Many people / some families in my class…».
- Dates written as digits only (03/04) and times without time zone: write «3 April, 5 pm Spanish time».
- Pronouncing question intonation as a statement, or translating tú/usted word by word when the English 'you' is enough.

Accepting alternative answers

- Accept any open, respectful, non-stereotyped question, even if it differs from the model; reject questions about private matters or about 'all people'.
- In mediation, accept different wordings if the writer's intention is kept and the message is clear and kind.
- Accept any correct comparison between English and another language; encourage examples from the languages of the class.
- Accept British or American spelling and date formats if the date is written with the month in words.
- For the time zone task, accept answers that apply the difference in F1 correctly and mention the time zone.

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Edición revisada: octubre de 2026

Situaciones de aprendizaje · Inglés · Lengua Extranjera · 2.º ESO. Material elaborado y editado por **recursoseso.com**.

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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