

**Activity Name:** “Would you visit Trujillo?”

**SDG focus:** SDG 4 Quality Education

**Aims**

- To use the L2 to express themselves and to communicate with their partners.
- To practise writing in English with an authentic purpose.
- To know how to organise an advertisement poster.
- To be able to gather strategies to make their work attractive.
- To work in teams accepting everyone’s proposals.
- To be able to imagine themselves in different real situations.

**Language focus**

- Writing in English with an authentic purpose.

**Creative focus**

- Developing imagination and creativity for carrying out posters and WhatsApp conversations.

Level: A2

Age: 12-13

Time: 45 minutes

**Preparation**

- Prepare the material: information about Trujillo, cardboard, markers, pens, pencils, sheets of paper, template of WhatsApp.

**Procedure**

- Start by explaining what is intercultural education and why it is important for quality education (SDG4). Contextualise SDG 4 in the 2030 Agenda.
- Activity 1 (warm-up): (8’): ‘Remember the best trip you’ve ever had’. Students have to think of the best trip they have ever had and give one reason why they

think it is. The reason may be related to the culture of that place, its food, one particular tradition, etc. The activity will be carried out in pairs and then some of them will show some examples aloud. Through this, students will work on a communicative approach so they will start using the L2 to express themselves and to communicate with their partners.

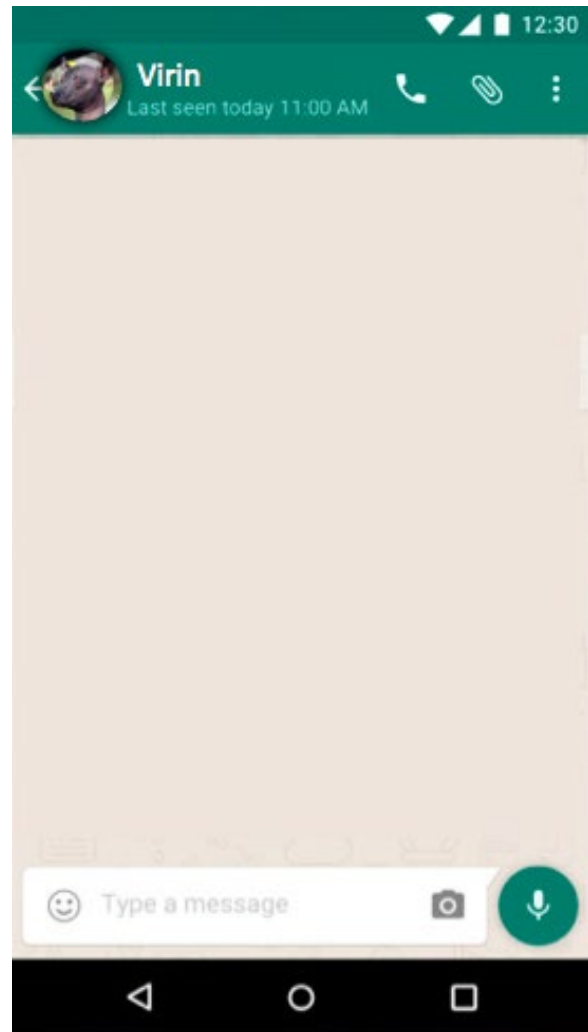
- Activity 2 (body): (30’): ‘Attract tourists to Trujillo’. Students will use the information they have brought from home about the city of Trujillo. Then, the students will be divided into groups and each group will be asked to imagine that they are a travel agency that wants to design a poster, with words and drawings, of the city of Trujillo to attract tourists. Before starting, the students might be asked to brainstorm as to what language and elements they would expect to include in their posters to complete the task successfully. In this way, students will work on task-based learning since they follow a sequence for the activity (brainstorming, realization of the poster and pooling) and such activity has an objective in itself: to design an attractive poster for the travel agency.
- Activity 3 (cool down): (7’): ‘Send a WhatsApp to Viringo Dog’. Students will be provided with a template of WhatsApp and they will have to create a brief conversation. They will have to imagine that they are Chihuahua and they want to talk to his friend, the Viringo Dog. As an example, some situations to create the conversation could be:
  - Situation 1: Chihuahua feels like eating a “ceviche” so he asks the Viringo Dog to join him
  - Situation 2: Chihuahua wants to surf at Huanchaco Beach

-Situation 3: After visiting the Pyramid of the Sun, Chihuahua talks to Viringo Dog

- Through this activity, students will work on a literacy-based approach because they have an authentic purpose for writing: creating a WhatsApp conversation. It implies approaching the L2 in an accessible manner and using it to communicate, therefore, they are working on a communicative approach too.

### Follow-up

- Write down some keywords about the relationship between this tale and SDG 2. Share them with the rest of the group through the usual virtual tool or platform.
- For Activity 2 -> Assessment: Students will assess their classmates' work voting on the best poster. There may be several categories, including best use of visuals or best wording and most convincing. Thus, they will have to pay attention to details.
- For Activity 3 -> Assessment: The teacher will assess if the different conversations have coherence if they follow the patterns of a dialogue (question-answer, answer-answer...), their originality...



### Additional resources

Template of WhatsApp