

**Activity Name:** "The trip"

**SDG focus:** SDG 4

### Aims

- To communicate with each other around the same topic.
- Problem-Solving activities that require discussion and agreement using communication.
- To understand the structure of a text and produce one with the topic given.
- To raise awareness on SDG 4 through intercultural education.

### Language focus

- Establishment and maintenance of the communication and the organization of the speech.
- Identify, applying strategies of oral comprehension, the essential information, essential ideas, and opinions.
- Planification and creation, in all types, oral texts adequate to the functions and communicative intentions

### Creative focus

- To manage effective form tasks or projects, to do creative offers and to trust in their possibilities
- To organize a team of work distributing responsibilities and managing resources so that all the members inform and reach the common goals
- Resources for the production of a text with other students, turn-taking, co-evaluation, discussion, negotiation and decision making

Level: B1

Age: 15-18

Time: 90 minutes

### Preparation

- Prepare the material: the tale (\*), templates (\*\*), flashcards (\*\*\*), mentor text – the tale (\*\*\*\*).

### Procedure

- Step 1: WARM UP (Ranking). Students will work in groups. Each group should read the story first and find all the events and situations of the story. After that the whole group should create a ranking with the situations and events, from the one they think is the most important related to SDG 4 to the one they think has no importance. For that students, should be interacting with each other in the target language and reach an agreement because then they have to explain to the class why they have chosen to do that ranking and no other.
- Step 2: ACTIVITY ONE (Just explain...). Students will be divided into pairs and they will have two templates, one will be for student A and the other one for student B. These templates will have the tale with missing information they have to talk about, ask questions and explain to the other students to fill the tale so as the real one.
- Step 3: ACTIVITY TWO (Jeopardy game). Again, in groups, students will be given flashcards with the name of some characters in the play, actions that take place in the play, culture... Students should take the roles of participants and jury because the presenter is going to be the teacher and they have to create questions related to the tale that the presenter is going to ask. After that in teams, they have to answer correctly to the questions so that the team who has more points in the game wins.
- Step 4: COOL DOWN (Now is your turn...). In this activity, after students had been working with the tale, they must write a draft of a tale they create on themselves and, when the draft is finished, they will be given the mentor text, the tale. After looking carefully at it, they have to write a final story. The

tale/story should be about a trip they had done if they do not know or did not go on any trip they can imagine a trip and write about it.

**Follow-up**

For the evaluation of the activities the teacher will be using two rubrics (\*\*\*):

- Rubrics for evaluating the oral presentation
- Rubrics for evaluating the writing text.

**Additional resources**

(\*\*) Templates

**THE SHEEP AND THE FOX – TEMPLATE A**

It was a sunny afternoon in the village of Huacapongo, in the province of Virú, lived Nieves, a beautiful and lively little \_\_\_\_\_, and she was prepar participate in the Plum Festival.

George, a crafty and charismatic fox, lived in the big city of Trujillo, the capital spring. One day like any other, \_\_\_\_\_.

It said: "We warmly invite you to be part of the jury of the great Plum Festival". \_\_\_\_\_ was very excited; he packed his bag and made his way to Virú.

The long-awaited \_\_\_\_\_ day arrived for Nieves, who also did the \_\_\_\_\_.

It all was cheerfulness, laughter, music, dancing, etc. George, sensing so happiness, \_\_\_\_\_ joined in enjoying people's trad \_\_\_\_\_.

"It is time!", said Nieves when the jury approached. "Nieves, it that you?", asked G Nieves, very surprised answered: "George! George, is that you? My friend!, after time I see you again", and she rushed giving him a big hug.

They had not seen each other in a very long time; they were friends from school the \_\_\_\_\_ big \_\_\_\_\_ meeting \_\_\_\_\_.

Third place went to: Ruperto, the guinea pig with a big smile.

Second place went to: Paty, the beautiful and charming llama.

First place went to: Nieves, the beautiful and lively little sheep. \_\_\_\_\_.

Nieves took it very happily and when she opened was surprised to find that it was a trip to the city of Trujillo to visit the most p archaeological centres such as: "The Pyramids of the Sun and the Moon", "The Ri Chan Chan", etc.

**THE SHEEP AND THE FOX – TEMPLATE B**

It was a sunny afternoon in the village of Huacapongo, in the province of Virú. There lived Nieves, a beautiful and lively little sheep. She farmed and took care of her big and leafy plum trees, and she was preparing to participate in the Plum Festival.

George, a crafty and charismatic fox, lived in the big city of Trujillo, the capital of the spring. One day like any other, George got an invitation, he was very surprised when he opened and read it. It said: "We warmly invite you to be part of the jury of the great Plum Festival". \_\_\_\_\_.

The long-awaited day arrived for Nieves, who also did the same; she said good-bye to her family and made her way to the big village of Virú.

It all was cheerfulness, laughter, music, dancing, etc. \_\_\_\_\_ Nieves, already in her stand, showed nice and tasty desserts to everyone passing by before being judged by the jury.

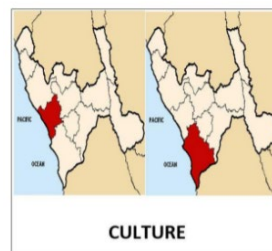
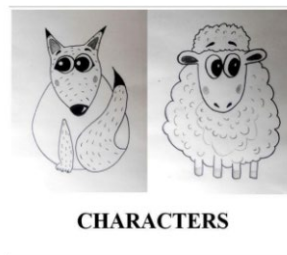
"It is time!", said Nieves when the jury approached. "Nieves, it that you?", asked George. Nieves, very surprised answered: \_\_\_\_\_.

They had not seen each other in a very long time; they were friends from school. After the big surprise meeting, the jury calculated the results and immediately announced them as follows: \_\_\_\_\_.

George gave the prize to the winner. Nieves took it very happily and when she opened it \_\_\_\_\_ such as: "The Pyramids of the Sun and the Moon", "The Ruins of Chan Chan", etc.

George and Nieves made their way to Trujillo to visit the beautiful and very important historic places.

(\*\*\*) Flaschards



(\*\*\*\*) Rubrics

Written evaluation				
	Poor 1 pts	Fair 2 pts	Very Good 3 pts	Excellent 4 pts
<b>Grammar</b>	Poor many errors; little sentence structure; hard/ impossible to understand due to grammar mistakes	Fair Hard to understand due to grammar mistakes. few complex sentences	Very Good good command of sentence structure and verb conjugation; some errors; several complex sentences	Excellent excellent command of sentence structure and verb conjugation; very few or no errors; many complex sentences
<b>Spelling and mechanics</b>	Poor Many errors; hard/impossible to spelling and mechanics mistakes	Fair Hard to understand and read due to spelling and mechanics mistakes	Very Good A few spelling errors throughout. Capitalized many nouns.	Excellent Very infrequent spelling errors. Great attention to details and noun capitalization.
<b>Vocabulary</b>	Poor inadequate; shows limited use of resources and vocabulary use; wrong word choice makes sentences incomprehensible	Fair limited to basic words; often inaccurate word choice which hinders understanding	Very Good Made very good use of resources; sentences included a good variety of chapter and semester vocabulary	Excellent Make excellent use of resources; sentences included a wide variety of chapter and semester vocabulary
<b>Content</b>	Poor Numerous details are missing about how this holiday is spent.	Fair Many details are missing about how this holiday is spent.	Very Good Creative description of how a holiday is spent from sun-up to sun-down but key details are missing.	Excellent Thorough and creative description of how a holiday is spent from sun-up to sun-down.
<b>Task Appropriateness</b>	Poor Only a few sentences were written. Does not pay attention to separable-prefix verb requirement.	Fair Description limited to 4-5 sentences. Does not pay attention to separable-prefix verb requirement.	Very Good Meets 8-10 sentence requirement. Uses 4 separable-prefix verbs.	Excellent Meets or exceeds 8-10 sentence requirement. Uses 5 separable-prefix verbs.

Oral Presentation Rubric B				
	Level 1 4 pts	Level 2 6 pts	Level 3 8 pts	Level 4 10 pts
<b>Knowledge and Understanding</b>	Level 1 -does not understand the current event -sound confused about their topic	Level 2 -somewhat understands the current event -do no outline there finding -misconceptions are seen	Level 3 - understands the current event -outlines their finding	Level 4 -very clear understanding of a current event -describes in detail about their findings
<b>Communication</b>	Level 1 -Poor posture -Seldom eye contact with the audience -Not enough or too much gesture and expression	Level 2 - Somewhat of a good posture -Occasional eye contact with the audience -Appropriate tone, gesture and expression	Level 3 -Good posture -Frequent eye contact with the audience -Appropriate tone, gesture and expression	Level 4 -Excellent posture -Eye contact with the audience most of the time -Appropriate tone, gesture and expression -Deliverance with confidence
<b>Application of Grammar</b>	Level 1 -Unclear -Minimally support the effectiveness of the presentation -Occasional mistakes in grammar -Appropriate to audience	Level 2 -Not interesting -Partially support the effectiveness of the presentation -Correct grammar -Appropriate to audience	Level 3 -Support the effectiveness of the presentation -Correct grammar -Appropriate to audience	Level 4 -Enhance the effectiveness of the presentation -Correct grammar -Appropriate to audience