Módulo: Una Aldea Global / Semana 1: Medios de Comunicación
Language Components or Skills

- Listening
- Speaking
- Reading
- Writing
- Pronunciation
- Vocabulary
- Collaboration

Learning Goals

- Identificar palabras clave relacionadas con los medios de comunicación.
- Describir rutinas diarias utilizando el Presente Simple y adverbios de frecuencia.
- Crear un diccionario ilustrado de términos mediáticos.
- Realizar presentaciones orales sobre la importancia de los medios de comunicación.

Vocabulary

- First
- Next
- Then
- Last
- Television
- Network

- Radio
- Newspapers
- Reality shows
- Soap opera
- Documentary
- Local news
- Programmes
- Music programmes
- Articles

Resources for the Week

- TV
- Computer
- Classroom
- Internet
- Didactic unit
- Notebooks

Possible Challenges for Students
Challenge:
Understanding media terminology can be challenging for lower levels.
Recommendation:
Use images and video clips to provide visual support.
Challenge:
Distinguishing between adverbs of frequency in sentences.
Recommendation:

Provide examples with visual timelines to illustrate frequency.
Informal Assessment
Assessment Tips:

- Create short quizzes at the end of lessons to assess vocabulary retention.
- Use peer feedback during activities like role-playing to encourage self-correction and peer evaluation.

Look Fors:

- Students' ability to use new vocabulary in writing assignments.
- Participation and initiative in group activities such as discussions and role-plays.

References
Based on resources from Teaching English by British Council and official curriculum guidelines.
Circle of Greetings
Description:
Students greet each other in a circle, using simple phrases like 'Hello, how are you?' and respond accordingly.
Time (aprox.):
5 minutes
Type of Interaction:
Whole Group
Language Components or Skills:

- Speaking
- Listening

Resources for the Activity:

- Simple phrase cards with images

resources:

- ...

Source:
British Council
Step-by-step:

- Form a circle with the students. Ensure everyone makes eye contact with the person they greet.
- Encourage students to think of additional greeting questions, like 'What's your favorite TV show?'
- Monitor students to use complete sentences when responding to each other's questions.

Recommendations for different English Levels:

- For Pre A1: Provide vocabulary cards with basic greetings and related images.
- For A1.1: Encourage adding one more sentence, such as 'I am fine, thank you.' with corresponding visuals.

Introducing Mass Media Vocabulary
Description:
Using the internet and TV, the teacher showcases images and brief video clips of different mass media (e.g., television, radio, newspapers). Students listen and observe.
Time (aprox.):
20 minutes
Type of Interaction:
Teacher to Students
Language Components or Skills:

- Listening
- Vocabulary

Resources for the Activity:

- Visual aids such as images of mass media
- Video clips

resources:

- ...

Source:
British Council
Step-by-step:

- Prepare and organize the media clips for presentation.
- Introduce each media type and show an image or short clip.
- Ask students to repeat the names and use them in a sentence.
- Verify understanding by asking simple questions like 'What do you see?' or 'What is this called?' and showing related images.

Recommendations for different English Levels:

- For Pre A1: Repeat the words several times, allowing slower responses, showing images.
- For A1.1: Ask them to form simple sentences using the new words and related images.

Creating a Media Vocabulary Chart
Description:
Students work in pairs to create a vocabulary chart in their notebooks, using the words shown in the introduction (e.g., reality shows, soap opera, documentary). They include forensic, phonetic transcription and translation using the unit didactica. Accompany each word with an image.
Time (aprox.):
60 minutes
Type of Interaction:
Pairs
Language Components or Skills:

- Writing
- Pronunciation
- Collaborative Learning

Resources for the Activity:

- Picture dictionaries
- Notebooks
- Unit didáctica

resources:

- ...

Source:
British Council
Step-by-step:

- Provide students with vocabulary lists and ask them to write the phonetic transcription for each word.
- Instruct students to draw simple illustrations next to each word in their charts.
- Encourage pair discussion on how they each understand or use the terms presented, referring back to the video clips and images shown earlier.

Recommendations for different English Levels:

- For Pre A1: Focus on illustrating and labeling each word.
- For A1.1: Encourage phonetic transcription and example sentences with corresponding images.

Reflective Journal Entry
Description:
Students write a short entry in their journals about how they use different media in their daily lives, using vocabulary learned today. Optionally attach images or drawings demonstrating use.
Time (aprox.):
15 minutes
Type of Interaction:
Individual
Language Components or Skills:

- Writing
- Reflection

Resources for the Activity:

- Notebooks
- Image templates

resources:

- ...

Source:
British Council
Step-by-step:

- Ask students to think of a medium they use frequently.
- Instruct them to write three sentences about it, incorporating at least three vocabulary words from the lesson.
- Encourage them to include images or drawings showing media usage.

Recommendations for different English Levels:

- For Pre A1: Support through picture prompts.
- For A1.1: Coach on forming coherent paragraphs and include illustrative pictures.

Speaking Activity Using Action Verbs
Description:
Students work in pairs to create short dialogues using action verbs related to media contexts (e.g., watch, listen, read, write, and report).
Time (aprox.):
20 minutes
Type of Interaction:
Pairs
Language Components or Skills:

- Speaking
- Listening

Resources for the Activity:

- Action verb flashcards
- Dialogue templates

resources:

- ...

Source:
British Council
Step-by-step:

- Provide each pair with action verb flashcards.
- Ask students to create short dialogues incorporating each verb with a media context, such as 'I watch television every evening.'
- Have pairs practice their dialogues, encouraging clear pronunciation and expression.
- Invite pairs to perform their dialogues in front of the class, using expressive gestures and visuals.

Recommendations for different English Levels:

- For Pre A1: Provide verb lists with simple example dialogues.
- For A1.1: Encourage expanded dialogues with additional context or details.

Adverbs of Frequency Quiz
Description:
In pairs, students quiz each other on adverbs of frequency (e.g., always, usually, sometimes), using simple questions and visual timeline images.
Time (aprox.):
5 minutes
Type of Interaction:
Pair Work
Language Components or Skills:

- Speaking
- Grammar

Resources for the Activity:

- Adverb cards
- Simple question cards with images

resources:

- ...

Source:
Teaching English
Step-by-step:

- Provide each pair with a set of adverb and question cards.
- Ask students to take turns using each card in a sentence with supporting images.
- Encourage answers to relate to daily routines or habits demonstrated in visuals.

Recommendations for different English Levels:

- For Pre A1: Simplify sentences to 'I always (verb).'.
- For A1.1: Encourage crafting full sentences with more context and visual reference.

Exploring Daily Routines
Description:
Watch a short documentary clip illustrating daily routines and identifying the use of Simple Present and Adverbs of Frequency. Supplement with sequence images.
Time (aprox.):
25 minutes
Type of Interaction:
Whole Group
Language Components or Skills:

- Listening
- Vocabulary Expansion
- Grammar

Resources for the Activity:

- Collocation Pelmanism: Daily Routines
- Documentary clip
- Sequence images

resources:

- Collocation Pelmanism: Daily Routines

Source:
Teaching English
Step-by-step:

- Introduce the documentary and key vocabulary to look for.
- Play the clip, pausing at significant examples of adverbs.
- Utilize sequence images to reinforce adverbs of frequency in context.
- Discuss examples given, reinforcing adverbs of frequency in context with visual aids.

Recommendations for different English Levels:

- For Pre A1: Focus on identifying specific phrases with visual examples like sequence cards.
- For A1.1: Prompt recognition of adverbs and other contextual words, linking them to images.

Role-Playing Routines
Description:
In groups of three to four, students create and perform short role-plays of their daily routines, integrating vocabulary and grammar from the lesson with image prompts.
Time (aprox.):
65 minutes
Type of Interaction:
Small Group
Language Components or Skills:

- Speaking
- Collaboration
- Creative Thinking

Resources for the Activity:

- None

resources:

- ...

Source:
Teacher Suggestion
Step-by-step:

- Divide students into groups and assign roles along with images as prompts.
- Instruct them to write a short script using at least five new vocabulary words with corresponding image cards.
- Conduct the role-play, prompting them to use correct tense and fluency, referring to images as needed.

Recommendations for different English Levels:

- For Pre A1: Provide scaffolded sentence starters for guidance, including images.
- For A1.1: Encourage development of more complex dialogues adapting real-life scenarios, illustrating them with images.

K-W-L Chart
Description:
Students complete a K-W-L chart (Know, Want to Know, Have Learned) about how media affects their routines, using assistive visuals for memories.
Time (aprox.):
15 minutes
Type of Interaction:
Individual
Language Components or Skills:

- Reflection
- Writing

Resources for the Activity:

- K-W-L templates
- Visual aids

resources:

- ...

Source:
British Council
Step-by-step:

- Distribute K-W-L charts and visual aids.
- Ask students to fill out 'K' and 'W' before the lesson with related images.
- Encourage them to add to 'L' section after discussion and presentation of routines, aligning with images.

Recommendations for different English Levels:

- For Pre A1: Provide visual supports and sentence prompts.
- For A1.1: Foster complete reflective insights in each section, integrating images for reference.

Optional Open Discussion
Description:
Conclude with a short class discussion on new insights regarding past learning and routines, using images to guide conversation.
Time (aprox.):
Not specified
Type of Interaction:
Whole Group
Language Components or Skills:

- Speaking
- Critical Thinking

Resources for the Activity:

- None

Source:
Teacher Suggestion
Step-by-step:

- Invite students to share one surprising fact learned with image references.
- Facilitate an open discussion, connecting to environment care lessons with visual support.
- Provide feedback and facilitate linking past vocabulary to personal experiences with images.

Recommendations for different English Levels:

- Prompt responses for Pre A1.
- Encourage relevant contributions from A1.1.

Memory Game
Description:
Students play a memory game using flashcards of different media terms with associated images to reinforce vocabulary.
Time (aprox.):
5 minutes
Type of Interaction:
Pairs
Language Components or Skills:

- Vocabulary
- Memory Skills

Resources for the Activity:

- Flashcards with images

resources:

- ...

Source:
British Council
Step-by-step:

- Distribute flashcards with images among each pair of students.
- Instruct them to take turns flipping cards to find matching vocabulary with images.

- Encourage correct pronunciation and contextual usage with visual prompts.

Recommendations for different English Levels:

- For Pre A1: Allow time to identify and repeat vocabulary names with images.
- For A1.1: Promote creating simple sentences with matched terms and corresponding images.

National News Project Introduction
Description:
Using the computer and internet, students are showcased different types of national media outlets. Discussion on how these might report on a specific event using visual representations.
Time (aprox.):
25 minutes
Type of Interaction:
Teacher to Students
Language Components or Skills:

- Listening
- Reading Comprehension

Resources for the Activity:

- Internet media sources with images

resources:

- ...

Source:
British Council
Step-by-step:

- Access and display selected national media outlets, integrating related images.
- Describe how each outlet presents information and its audience, supported by visuals.
- Encourage reflective thinking on how stories differ among sources, aided by similar images.

Recommendations for different English Levels:

- For Pre A1: Focus on drawing connections between visuals and vocabulary.

- For A1.1: Discuss bias and presentation in small groups, using representative images.

Illustrated Word Dictionary
Description:
Students create an illustrated dictionary in their notebooks, focusing on words related to media. They write, draw, and label each entry with supportive images.
Time (aprox.):
65 minutes
Type of Interaction:
Individual
Language Components or Skills:

- Writing
- Drawing
- Creativity

Resources for the Activity:

- Notebooks
- Image sources

resources:

- ...

Source:
Teaching English
Step-by-step:

- Distribute instructions on dictionary formatting with image options.
- Guide students to choose ten words from previous lessons to illustrate with images.
- Ensure students incorporate phonetic transcription and definition with each entry, alongside pictures.

Recommendations for different English Levels:

- For Pre A1: Concentrate on labeling and drawing simple illustrations, supporting with images.

- For A1.1: Challenge with explanations and word variations in usage, encouraged by images.

Gallery Walk and Feedback
Description:
Students display their illustrated dictionaries on their desks and walk around to view others'. Provide feedback using sticky notes and image references.
Time (aprox.):
15 minutes
Type of Interaction:
Individual
Language Components or Skills:

- Critical Thinking
- Peer Assessment

Resources for the Activity:

- Sticky notes
- Image aids for inspiration

resources:

- ...

Source:
British Council
Step-by-step:

- Setup desks in a circle with dictionaries visible next to image prompts.
- Instruct students to leave respectful feedback on sticky notes with visual support.
- Conclude with pairing students to discuss constructive feedback received, envisioning through images.

Recommendations for different English Levels:

- For Pre A1: Assist in writing simple feedback phrases, using images.
- For A1.1: Guide on critical yet supportive note-writing, with visuals as context.

Optional Media Diorama Creation
Description:
Encourage students to create a diorama representing the media vocabulary in context during leisure, supported by image ideas.
Time (aprox.):
Not specified
Type of Interaction:
Individual
Language Components or Skills:

- Artistic Skills
- Vocabulary

Resources for the Activity:

- Art Supplies
- Image examples

Source:
Teacher Suggestion
Step-by-step:

- Invite students to craft a small diorama scene showing media usage, inspired by images.
- Encourage planning sketches and material preparation, supported by corresponding images.
- Foster a short show-and-tell session post-creation if time allows, using images for support.

Recommendations for different English Levels:

- Guide Pre A1 with materials not requiring intricate skills, accompanied by images.
- Prompt A1.1 for realistic scenes referencing their illustrations, with visual guidance.