Presentación de la Narrativa 3:

The Timeless Journey

70's   80's   90's   2000   **2018**

Converging Grounds
Narrativa 3
The Timeless Journey

Contenido

1. ¿Qué es Converging Grounds?

El Plan Distrital de Segunda Lengua de la Secretaría de Educación del Distrito (SED) ha diseñado tres líneas estratégicas para 2018. La línea de Ambientes de Aprendizaje busca apoyar y acompañar a los colegios del sistema educativo del Distrito para impactar en las prácticas docentes y fortalecer el nivel de lengua en docentes y estudiantes. Dentro de esta línea *Converging Grounds* o "Áreas Convergentes" surge como una estrategia de la SED, en alianza con el British Council, para generar un ambiente de inmersión comunicativa y cultural sostenible en las IED de Bogotá, a través de diversos medios, herramientas y escenarios cuya instrumentalización busca generar experiencias significativas en las IED.

La implementación de esta estrategia extracurricular y transmedia, por medio de recursos mixtos y de la interacción con agentes culturales, tiene el objetivo de poner a los estudiantes en contacto con otras culturas, al tiempo que conocen y valoran la propia. Así, a través del uso de narrativas (historias) e interacciones entre agentes culturales (este papel puede ser asumido por el docente) y estudiantes, *Converging Grounds* propende por la activación de saberes previos, la generación de conexiones con áreas de interés particulares y el fomento de nuevas experiencias de uso de la lengua y de conocimientos interculturales.

1.1 ¿Cómo se generará la inmersión durante la estrategia?

La inmersión se genera a partir de 4 ejes temáticos que determinarán su aporte cultural: teatro y cine, música, deportes y tecnología. Cada eje se desarrolla en narrativas con los siguientes componentes:

▪ Un eje temático general: contexto en el que se alojan todos los contenidos básicos y las actividades de las tres fases alimentando el desarrollo de la narrativa.

▪ Una temática específica: historia que se construye a partir de un conjunto de actividades en tres fases distintas.

▪ Fases: etapas en las que se desarrollan las narrativas propuestas.

1. Storytelling: campaña de expectativa de la narrativa en las IED a cargo de los docentes de inglés.

2. Storyliving: desarrollo de diferentes actividades relacionadas con la narrativa, a través de la interacción con agentes culturales (este papel puede ser asumido por docentes), para fomentar la comunicación en la segunda lengua y la presentación de aspectos culturales de interés para los estudiantes. En las narrativas 1 y 2 se incluyen actividades específicas por nivel (A1, A2, B1) a manera de guía para los docentes. A partir de la narrativa 3, los docentes pueden producir materiales por nivel con base en las sugerencias extraídas del MCER.

3. Mediación digital: actividades dispuestas en la página de Red Académica de la SED que permiten a los estudiantes conocer los desenlaces de las historias, a través del desarrollo de las tareas allí dispuestas a manera de ejercicios de práctica y cierre de las narrativas.

Durante la Narrativa se realizará una campaña de expectativa en la fase de *Storytelling* con afiches proporcionados por el convenio entre la SED y el British Council, junto con una actividad en clase en la que estudiantes y docentes se familiarizan con el tema de la narrativa. Luego, en la fase de *Storyliving*, los estudiantes interactúan con agentes culturales o docentes según el caso.

1.2 Participantes y roles

La estrategia involucrará tanto a miembros de la comunidad educativa, como a personal del British Council. Los siguientes son los roles de los participantes en cada fase de la narrativa:

Fase	Rol	Funciones
Fase 1: Storytelling	Personal British Council	▪ Divulgar información acerca de la estrategia y la narrativa. ▪ Proporcionar materiales e instrucciones para asegurar la efectividad de la campaña de expectativa.
	Directivos docentes IED	▪ Familiarizarse con la estrategia y mantener contacto con personal del British Council y docentes para garantizar los espacios para la campaña de expectativa.
	Docentes IED	▪ Colaborar con el personal del British Council para la instalación y funcionamiento de la campaña de expectativa. ▪ Realizar una actividad de preparación indicada en una guía proporcionada por el British Council para preparar a los estudiantes para la fase 2.
	Estudiantes	▪ Participar en la campaña de expectativa y actividades de preparación para la fase 2.
Fase 2: Storyliving	Directivos docentes y docentes IED	▪ Apoyar la logística, a través de la asignación de espacios y recursos para el desarrollo de la fase *Storyliving* en la IED.
	Agentes culturales *(papel que puede ser desempeñado por el docente).*	▪ Implementar las acciones consideradas para la preparación, ejecución y cierre de la fase *Storyliving en* las IED. ▪ Liderar el desarrollo de actividades culturales *in-situ* de acuerdo con los lineamientos diseñados para la estrategia.
Fase 3: Mediación digital	Estudiantes	▪ Participar en la práctica por medio de actividades interactivas en Red Académica de la SED.
	Docentes IED	▪ Proporcionar información sobre la ubicación de los ejercicios (páginas web) y promover la práctica en ellos.

Tabla 1. Participantes de la Narrativa 3

1.3 Personajes de la Narrativa 3

Los siguientes son los personajes que están incluidos durante el desarrollo de esta narrativa.

Personaje	Descripción
Artista década de los 70	Persona con pantalón bota campana o falda a la rodilla, zapatos de plataforma. En esta época también se usaban gafas de sol grandes y vestuario de colores vivos. Representa el espíritu de la década caracterizado por el movimiento pacifista y la música disco. Además tiene referencias de las películas más destacadas de estos años.
Carlos Personaje década de los 80	Personaje masculino principal. Hombre de aproximadamente 50 años, empleado de una empresa de químicos que viste ropa de oficina, tal y como es en el año 2018. Aparece en el afiche de los años 80 como un adolescente de la época. Es el papá de Mateo, y juntos van a hacer un recorrido musical para descubrir que pueden tener gustos diferentes pero respetarse y apreciar la música con la que ha crecido cada uno.
Artista década de los 90	Persona con jeans y camiseta de puntos o rayas. Representa el espíritu de la década caracterizado por el surgimiento de la comunicación móvil y las telecomedias. Además tiene como referentes la música pop y la cultura alrededor de la misma.
Artista década del 2000	Chica con pantalón ajustado, de talle bajo y camiseta sin mangas o chico con pantalones anchos y camiseta esqueleto. Representa el espíritu de la época que entre sus características tiene el surgimiento del rap y la cultura alrededor que es percibida como agresiva, directa, pero que realmente expresa sentimientos, gustos, experiencias y vivencias cotidianas.
Mateo Personaje de actualidad	Personaje principal masculino; adolescente de aproximadamente 17 años. Chico con pantalón negro ajustado, saco negro deportivo y gorra de otro color o con pantalón negro, camiseta blanca, chaqueta negra y camisa a cuadros negros y rojos, amarrada a la cintura. Es el hijo de Carlos, y juntos van a hacer un recorrido musical para descubrir que pueden tener gustos diferentes pero respetarse y apreciar la música con la que han crecido cada uno.

Tabla 2. Personajes de la Narrativa 3

Por medio de esta narrativa el estudiante activará sus saberes lingüísticos previos acerca de gustos y opiniones; en el aspecto cultural destacará el conocimiento de géneros musicales, instrumentos y artistas.

2. Fases de la Narrativa 3

La siguiente narrativa contará con tres fases: *Storytelling, Storyliving y Mediación digital.* A continuación, se explicará cómo se trabajarán estas fases en la **Narrativa 3.**

1

Storytelling

La Institución Educativa recibirá un set de 5 afiches.

Cada pieza representará una década por medio de representaciones culturales, como la moda y los dispositivos de reproducción de música característicos de dicha década.

Se espera que, con la ayuda de los afiches, los estudiantes se familiaricen con los personajes, las décadas y los géneros musicales que se trabajarán en el Storyliving.

2

Storyliving

Los agentes culturales abordarán esta fase preguntando por los personajes, décadas y géneros musicales exaltados en los afiches y por los gustos de los estudiantes con relación a la música. Para visitar las estaciones los estudiantes conformarán tres equipos de 5 a 7 integrantes. Cada estación representará una década, un género musical y, en algunos casos, aspectos culturales del momento.

Los estudiantes realizarán actividades orientadas hacia la relación entre música y representaciones culturales de una época con los que deben formar oraciones o responder preguntas para ganar en competencias por equipos.

3

Mediación digital

Mateo y su papá han recorrido cinco décadas aprendiendo de música y aspectos culturales. Sin embargo, aún están renuentes a aceptar que los gustos de su generación son relevantes. Los estudiantes ayudarán a Mateo y a Carlos a entender la importancia de los gustos del otro y a promover el respeto entre generaciones.

Gráfica 1. Fases de la Narrativa 3

3. ¿Cómo se implementará la Fase *Storytelling*?

En la fase *Storytelling,* los estudiantes vivirán una experiencia de acercamiento a la historia que desarrolla la narrativa. La institución educativa recibirá un set de cinco piezas gráficas (afiches) que servirán de contextualización para la historia que se desarrollará a través de las tres fases del ciclo transmedia propuesto. Este set servirá como campaña de expectativa para las actividades a desarrollar durante el *Storyliving*, por lo que se recomienda que los afiches queden distribuidos en toda la IED, y en lugares visibles para los estudiantes.

Junto con las piezas gráficas se distribuirá una guía con la que los docentes de las IED participantes de la estrategia reforzarán la campaña de expectativa. El propósito de la guía es que los docentes lleven al aula una práctica pedagógica que les permita a los estudiantes conocer un poco más acerca de la narrativa, y se preparen para las actividades del *Storyliving*. Esta práctica pedagógica tendrá una duración aproximada de 30 minutos, y se propone que, adicionalmente, los docentes recorran la IED con los estudiantes para observar los afiches y sean motivados a discutir a propósito de la información contenida en los mismos.

El tipo de actividades que pueden acompañar el momento de *Storytelling* son aquellas que permitan a los estudiantes: expandir el contexto de la inmersión, activar saberes previos, relacionar con experiencias pasadas, evocar experiencias similares, elaborar lluvias de ideas.

3.1 Instrumentos de la Narrativa 3 Fase *Storytelling*

Los instrumentos para llevar a cabo la narrativa son los siguientes: 5 afiches alusivos a la narrativa que se entregarán a las IED para ambientar la fase 1.

Estos proponen la campaña de expectativa de la siguiente manera:

Keep ya head up! Wazzupp

2000

But first a selfie, LOL!
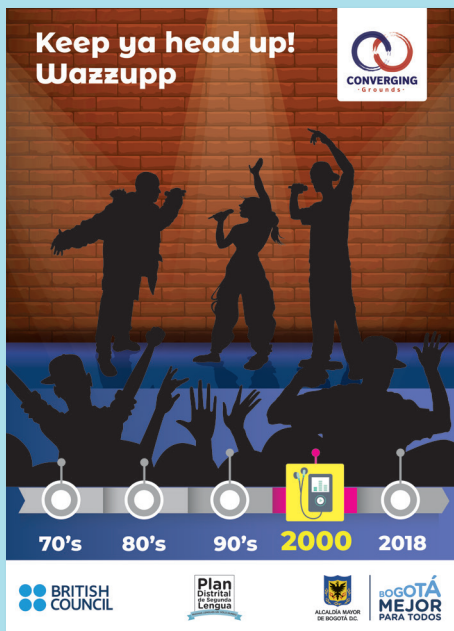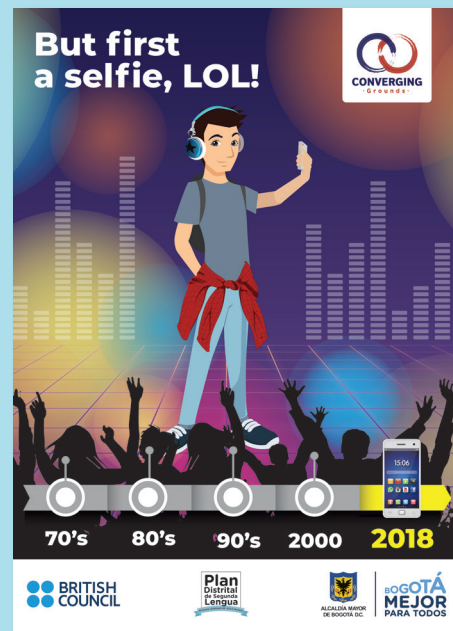
2018

3.2 Guía para docentes Fase *Storytelling*

Timeless Journey

Dear teacher,

We are Carlos and Mateo, and we are father and son. Lately, we argue a lot, most of the time because one of us listens to music that the other does not like. We wish we could stop arguing but we really do not know how to live with each other's preferences. Your students will help us see why we should listen to and respect the artists or bands we both like, while they review and learn about music and teach us about the music they enjoy. Join us!

Step 1 – What do students know about music?

In order to elicit students' previous knowledge about music, draw two clouds on the board and ask students to tell you the musical genres they know about, and give the example of your favorite genre, too. Then ask about devices to play music; give an example in each case.

Then, ask students questions like:

- What is your favourite music genre?
- Who is your favourite singer?
- What songs do you listen to these days?
- Why do you think you listen to the best music?

Step 2

- Ask students into get in groups of no more than 3 people.

- If the students have talked about the posters, ask them to use that information to complete the timeline below in 5 minutes. If they have not seen or paid much attention to the posters, take them on a walking tour around the school so that they can see the posters, and even take pictures of them.

- Explain to your students what a timeline is, and why it is useful.

- Once the term is clarified, ask your students to draw a timeline and write information for each decade presented on the posters (characteristic, aesthetics of the decade and devices) and from what they know (genres, instruments, artists, among other things you can include depending on your students' interests and motivation). They can even include their own ideas.

| 1970s | 1980s | 1990s | 2000s | 2018 | the future? |

Complete the timeline on the board with students' contributions.

After that, ask students to keep working on their timelines, but this time with personal experiences. Students will draw additional lines (or a new timeline, if necessary) and write events in their lives that they can relate to music: for example, "in 2017 I was in 9th grade and I listened to a song called "Shape of You" every day".

Step 3 – Family time!

Tell students that they have a short assignment to do at home. They have to ask a family member to tell them about the music they like now and the music they liked when they were the student's age. Also, the student will tell the person about the genres and artists he/she likes, and ask how their family member feels about these and why. Students must complete the following paragraphs with the information they obtained in the conversation.

I talked to _____. S/He is _____ years old.

S/he likes _____
_____

When s/he was my age, s/he liked _____
_____

About the music that I like, s/he said that s/he _____

because _____
_____

Ideas for Teachers

- Do the walking tour around the school and help students gather important information by asking them questions like: "So, what decade is this poster from? Do you know the name of that device? Did you already know about it?"

- After the walking tour, draw a timeline on the board and complete it with the information your students give to you. If they could not get the information for that decade or they forgot, give them clues such as: "I believe that poster has a device that can play a CD".

- After you finish completing the timeline, ask your students about the musical preferences of people in their families. Use questions like:

  - What music genre do your brothers or sisters like?

  - What about your parents? How about your grandparents?

  - Do you like their music?

  - Is there a song you like too?

  - What do you do when your parents listen to loud music?

  - Do your parents like your music? What do they say about it?

- With more advanced students ask questions using tenses such as present perfect or past perfect (Have you ever been to a concert? Have you ever bought a CD? Have you taken a picture with a famous singer?) or use the passive voice (Do you know where country music is listened to?

- **Teach or review vocabulary and expressions related to music and to giving an opinion:**

| A1	**Vocabulary:** Singer, band, group, guitar, piano, violin, song, radio, singer, dance. Tenses: Nouns + Adjectives (That song is nice. /That music is relaxing.) Present simple (Rock is cool. / I don't like pop. /Is that a genre?) Present continuous (What are people listening to?) Can for ability (Can you play an instrument?) **Expressions for expressing and justifying opinion:** - I think that … - I believe (that) … - I'm sure that … - In my opinion / My opinion is …

A2	**Vocabulary:** album, artist, concert, stage, drums, fans, hip-hop, radio programme, music video. **Tenses: Present perfect:** (Have you ever been to a concert? / I haven't learned to play any songs yet.) Past simple (X was a rock singer. / X was a great band.) Future will/going to (What genre will be popular in the coming years?) **Expressions for expressing and justifying opinion:** ▪ I guess/imagine … ▪ I strongly believe that … ▪ My personal opinion is that / Personally, my opinion is that.
B1	**Vocabulary:** Radio station, flute, festival, guitarist, musician, perform. **Grammar:** Imperatives, reported speech, conditionals. **Modal verbs:** Could, would, should, may, might, have to, must, mustn't. **Expressions for expressing and justifying opinion:** ▪ To be honest / In my honest opinion, … ▪ I could be wrong, but … ▪ I'm positive that … ▪ I'm pretty sure that … ▪ It seems to me that … ▪ Some people may disagree with me, but … ▪ This is just my opinion, but …

4. ¿Cómo se implementará la fase Storyliving?

En la fase de *Storyliving* los asistentes experimentarán situaciones que requieren interacción entre todos ellos y con los agentes culturales. Aquí se espera que, por medio de estrategias de colaboración y liderazgo, los asistentes logren resolver problemas específicos que varían en complejidad y elaboración según su nivel de inglés.
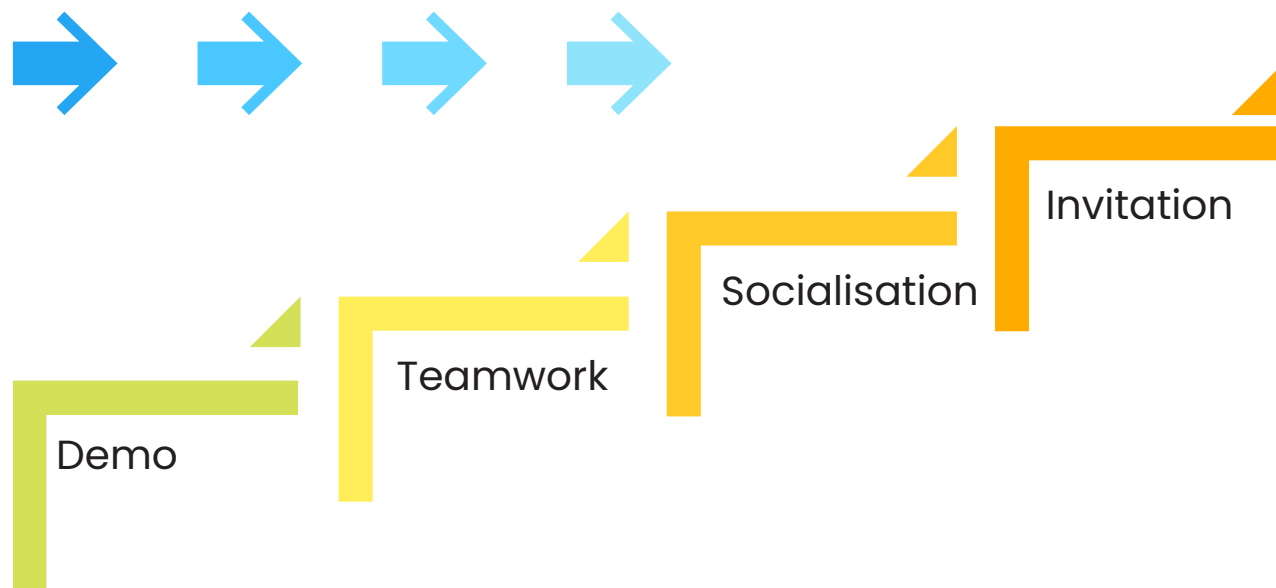
En primera instancia, los agentes culturales harán una puesta en escena (*demo*) que servirá como ambientación de la jornada. Se espera que esta actividad ilustre el contexto de la narrativa y motive a todos a participar en las actividades del día. Seguidamente, los asistentes serán ubicados en grupos de 7 a 10 integrantes, dependiendo de la cantidad de participantes (*teamwork*). Cada equipo visitará varias estaciones resolviendo problemas y ganando incentivos.

Los agentes culturales se ubicarán en 5 estaciones distribuidas a lo largo del lugar destinado en la Institución Educativa para la actividad. Cada grupo de estudiantes deberá visitar las distintas estaciones con el fin de completar un reto de duración de 15 minutos. La complejidad de los retos varía dependiendo del nivel de inglés del estudiante o grupo. Los docentes serán contactados con antelación para acordar el material que se debe utilizar; el concepto del maestro le indicará a la persona a cargo de la inmersión que debe preparar: A1, A2 o B1 y en casos excepcionales se incluirá material mixto, es decir, de dos niveles distintos. La resolución satisfactoria de cada tarea le permitirá al grupo obtener incentivos pequeños que los llevarán a obtener un premio más grande al final del trabajo por estaciones.

El día cerrará con la socialización de los logros obtenidos y el reconocimiento a los desempeños destacados (*socialisation*). En una corta ceremonia se hará mención de los participantes y/o equipos que se destacaron durante las actividades por distintas razones.

Finalmente, se invitará a la comunidad a hacer parte de la experiencia de mediación digital que se propone para la culminación del ciclo de cada narrativa (*invitation*).

4.1 Guía de implementación para la Fase de *Storyliving*

Demo

Para la Narrativa 3, se presentan Carlos y Mateo ante los participantes de la jornada. Carlos está llamándole la atención a Mateo por escuchar una canción de k-pop a todo volumen. Mateo le responde que lo deje escuchar la música que le gusta, respuesta que se explica por el hecho de que a Mateo tampoco le gusta la música de su papá pero se siente obligado a escucharla. Los agentes culturales de las estaciones, con el vestuario de las décadas de los 70 y 90 se ubicarán junto a Carlos como apoyándolo en la discusión, mientras el agente de la estación 2000 y 2018 se ubicarán junto a Mateo. Durante la discusión tanto Mateo como Carlos asegurarán que su música es mejor que la que escucha el otro. Uno de los agentes se dirige a la audiencia:

Agente Cultural: Guys, do you think k-pop is the best type of music? Or is rap? Do you prefer rock or pop music? How about disco? Well, it looks like all musical genres are popular; there are fans for all types of music. I think all music and every artist may be good depending on someone's preferences. It is not OK to argue about a singer or a type of music, right? Parents (pointing at Carlos) and children (pointing at Mateo)should not argue about whose preferences are better. Guys, stop questioning your parents. We are going to visit 5 decades of music... (the cultural agent introduces the agent of the 70's station: "the spirit of the 70's").

Personaje de los años 70: Welcome, I'm the spirit of the 70's! Hey man stop dipping in my Kool-Aid, and boogie down (expressions from the 70's)... my thing is disco. Grooving is my passion, though these recent years have been explosive because of the war, and the peace and love movements. We don't know what the future will bring so we'd better dance and watch movies. Have you seen this year's blockbuster, Star Wars? I want to be the Han Solo of a beautiful Princess Leia, and dance to our love to the rhythm of ABBA, John Travolta and Kool and the Gang. Do you like disco? This music is so catchy; you will love it. Let's hear some more.

Personaje de los años 80 (Carlos): (Mumbling Michael Jackson's song "Bad", or "Persiana Americana" from Soda Stereo) Hi there! I am Carlos, you all look bodacious! (Excellent, attractive, remarkable) But girls, I have to tell you that none of you is as fashionable and beautiful as Maribel... aww Maribel... I like her big time so I hope to see her at the party this weekend. Do you think she would like to see me in this outfit? What? You don't like how I look? Let me show you people who really know about fashion, and who my friends and I check out in magazines and posters. Our parents think we have lost our senses, but you know, they don't know what they are talking about, right?

Personaje de los años 90: Welcome to the best years on Earth, the 90's, when we can be on the phone anytime, anywhere. Mobile phones are changing the way we relate to family and friends and, by the way, the new sitcom Friends is a hit! I love Joey and Rachel. But better yet is the music and pop hits which are on the radio. Are you into pop music? You should be if you aren't. Let me show you some of the covers I love from my favourite bands. What do you think of them? You can fall in love with this music too, just like with mobile phones!

Personaje del año 2000: Welcome everyone! I'm 19 years old and I will show you something that I like to do, guess what, I want to teach you something that is really fun: rap. D'ya know rap? This kind of music is a type of music in which the words are not sung but are spoken in a fast, rhythmic way. Some people consider this music violent, but it is not. With this music you can express what you don't like about society, the dangers outside and more. D'ya wanna show your abilities? You'll also see that rap is not what people think; it's a way to express feelings, likes, experiences and more. Let's get together and see what we can do.

Personaje del año 2018 (Mateo): Good day, everyone! Remember me? I'm Mateo, and like many of you, music is in my life every day. I like reggaetón, rock, vallenato (Silvestre is the

greatest, I am silvestrista from head to toe), salsa, merengue... all sorts of music, I guess. My parents, and especially my father, don't like the music I listen to, and sometimes we fight about it because he says that's not real music, but I don't care. Now, I would like to know about your musical tastes, and prove to my father, my friends, and to myself that I know about music. So this is the challenge: I'll play the first minute of some songs and you are going to identify their names, the singer and the genre. If you get them all, you win a prize. Are you ready? Who's up for the challenge?

Agente Cultural: *Wow, that looks awesome! (Asks the students) Would you like to come with us? Would you join us in The Timeless Musical Journey? How about starting with a dance?* El agente cultural da las instrucciones para el Cha Cha Slide Dance, enseñando los pasos básicos diciéndolos y representándolos con su cuerpo: Clap your hands

- To the left
- To the right
- One hop
- Left foot stomp
- Right foot stomp
- Reverse
- Cha cha
- Criss cross
- Hands on knees

Después de presentar cada uno de los pasos, el agente les dirá en orden aleatorio para saber si los estudiantes los memorizaron o los recuerdan. Luego, realizarán el baile como lo indique el agente. Si hay suficiente tiempo se podrá pedir a los estudiantes que organicen equipos de 7 estudiantes para crear una coreografía diferente usando los mismos pasos para que luego la presenten frente a los demás grupos.

Al finalizar esta dinámica, el docente de inglés o la persona de la institución a cargo de la actividad debe dar las instrucciones a los estudiantes para que se dirijan hacia la estación correspondiente a su color de manilla.

Teamwork

Durante este momento los estudiantes rotarán por cada una de las cinco estaciones propuestas para la jornada.

El/la coordinador/a logístico/a o persona a cargo de la inmersión dará instrucciones detalladas sobre el trabajo por estaciones, tiempos y rotación de los equipos.

Socialisation

La totalidad de los participantes se reúnen en el lugar donde se realizó el demo (inició el *storyliving*). El agente cultural que inició el demo les pregunta a los estudiantes a quién le gustó más la estación de los 70, a quién la de los 80 y así con todas las estaciones. Luego, puede preguntar cosas más específicas, como: *What do you think about disco music*? / *Rap is ...* (para que el estudiante complete la oración). Después de eso, les puede preguntar a los estudiantes por las tendencias en moda que vieron en las estaciones, mientras pasa adelante el agente de una estación determinada. Al final, pasa Carlos diciendo que el aún no está tan convencido de que la ropa de Mateo sea adecuada, aunque reconoce que su música (de Mateo) es divertida.

La actividad termina con un "*flashmob*" o baile grupal en el que se espera que todos los asistentes y agentes culturales bailen el Chaha Slide juntos.

Invitation

Carlos y Mateo agradecen a todos los participantes el haber estado activos durante la jornada, pero les dicen que infortunadamente aún no están del todo convencidos de que la música que escucha el otro sea tan importante como suya. Mateo reconoce que le está empezando a gustar la música de su papá pero en especial la que ha influenciado

la música de su generación. Carlos le pide a los estudiantes que ingresen a la mediación digital y lo ayuden a terminar de convencer a Mateo de que su música es importante y Mateo a la vez pide lo mismo.

4.2 Teamwork - Estaciones Narrativa 3

The Timeless Journey

Name of the station: Can you dig it?

(Expression from the 70's meaning do you understand?)

Participants: 3 groups of 5-7 students

Timing: 15 min.

Key themes: Young peoples' interests.

Overview: Students are going to decipher a code where some lyrics of the 70s are transcribed. The point is to talk about the message and what it makes you feel. At the end, the students are going to talk about their opinions and insights about the messages of the lyrics and how that can help them to create stronger relationships.

Your mission: Discover the secret lyrics and their message.

Aim: Interpret the message the lyrics communicate, and how it can be related to participants' lives/experiences.

Layout:

- Display an image of the 70's to create the environment of the decade.

Materials:

- Code board.
- Lyrics cards.
- Paper and pens.
- Music/videos from the chosen songs.

Setting: Location with a desk where the agent can put the material for easy access, so students can use the material for the activity.

Clue/reward received: A disco ball (1 per group).

Introductory Chapter script: (person from the 70's) – agent can put on some accessories to represent the character (vest, hat, make-up, glasses).

Welcome, I'm the spirit of the 70's! Hey man stop dipping in my Kool-Aid, and boogie down (expressions from the 70's)... my thing is disco. Grooving is my passion, though recent years have been explosive because of the war, and the peace and love movements. We don't know what the future will bring so we'd better dance and watch movies. Have you seen this year's blockbuster, Star Wars? I want to be the Han Solo of a beautiful Princess Leia, and dance to our love to the rhythm of ABBA, John Travolta and Kool and the Gang. Do you like disco? This music is so catchy; you will love it. Let's listen to some more.

Methodology:

Time	What	Step-by-step	Materials
0:00–1:00 min.	Welcome students	Make sure every student at the station has not yet participated in it.	
1:00–2:00 min.	Present the character	If you are male: present your script and perform the character. If you are female: adapt the script for telling the story accordingly.	
2:00–5:00 min.	Introduction of the activity	**Cultural agent:** Do you listen to old music? Have you heard music from the seventies? I would like to tell you more about it. Disco songs talk about dreams and hopes through very energetic rhythms. I want you to play along with me finding messages of some of my favourite songs. Give groups of 4 a piece of paper with 2 lines of some lyrics and the name of the artist. Ask them to analyse the information on the paper; if it is necessary, help them understand the vocabulary.	Pieces of paper with 2 lines from a song.
5:00–12:00 min.	Instructions for the main activity	1. Show students the image with the code, and don't say anything, let them guess what the board is. 2. Explain to students that they are going to transcribe the lyrics they receive into a code for the other team to decipher. It is important not to let the groups see each other's lyrics. 3. Once teams finish their codes, they exchange papers to have others decipher the message. The first team to finish raises their hands and the game stops. One of the team members reads the deciphered message. If correct, the cultural agent congratulates the fastest team and plays the song to which the lyrics belong. If incorrect, the cultural agent gives a little more time until one of the teams does it correctly, and plays the song.	Copies of the Code Board ▪ Lyrics cards ▪ Paper ▪ Pens

12:00–14:00 min.	Closing	Give some time to talk about the message of the lyrics. ▪ The lyrics are nice because _____. ▪ The message is _____. ▪ We can learn _____ from the songs. **Examples of expressions:** ▪ Family is important. ▪ You can be happy. ▪ You can make your dreams come true. ▪ Fight for your future. ▪ Dancing can make you happy. **Reminder:** **Disco music can make you feel excited and energetic.**	Poster for interaction.
14:00–15:00 min.	Invitation	Being with friends and family is important, and helps us create strong ties with them. Having the chance to express what we feel is also important. This can be done through music. Finally, encourage the team to take a 70's selfie at your station.	

Vocabulary and expressions:

A1	relatives, dreams, real, relations.
A2	fight, future, problems, siblings, sisters.
B1	ciphered codes, hidden messages, importance, family ties.

Review and Conclusions:

If there's time, give the students more songs of the 70's so they can have more opportunities to know more of the decade's music hits.

Image of the 70's

Materials:
Lyrics cards

You can dance, you can jive

Having the time of your life

Dancing queen. ABBA

Poster for interaction

Expressions
The lyrics are nice because _ _ _ _ _ _

The message is_ _ _ _ _

We can learn _ _ _ _ _from the songs

Expressions for closing
Family are important

You can be happy

You can make your dreams come true

Fight for your future

Dancing can make you happy

CODE BOARD

A	B	C	D	E
F	G	H	I/J	K
L	M	N	O	P
Q	R	S	T	U
V	W	X	Y	Z

The Timeless Journey

Name of the station: Like, totally! (Station from the 80's)

Participants: 3 groups of *5-7 students*

Timing: 15 min.

Key themes: Fashion and music.

Overview: Students are going to get to know the 80's with regards to music and clothing. They will see some pictures of relevant singers and bands of the decade wearing trendy clothes of the time, and they will give their opinions about what they see in terms of fashion and looks. Afterward, they are going to recreate one of the looks they saw, choosing the one they most identify with, the funniest, etc. and take a picture of their creation.

Aim: Participants give their opinion about how fashion and looks were in the 80's, and see the importance of accepting and not judging people only by their appearance. They also work as a team to create the best version of the 80's look.

Layout: Tables where material can be displayed, posters showing the singers of the time and how they looked back then. If possible, play background music.

Materials:

- "Gummies" (soft plastic bracelets).

- Hairspray/gel.

- Ribbons of different colours.

Setting: Location with a desk where the agent can put the material for easy access, so students can use the material for the activity.

Clue/reward: Students will receive a paper that says I love (heart) the '80s.

Introductory Chapter script: Carlos – agent can wear tight jeans, T-shirt, leather jacket, gummies, sneakers, and any other piece of clothing from the 80's.

(Mumbling Michael Jackson's song "Bad", or "Persiana Americana" from Soda Stereo) Hi there! I am Carlos, you all look bodacious! (Excellent, attractive, remarkable) But girls, I have to tell you that none of you is as fashionable and beautiful as Maribel... aww Maribel... I like her big time so I hope to see her at the party this weekend. Do you think she would like to see me in this outfit? What? You don't like how I look? Let me show you people who really know about fashion, and that my friends and I check out in magazines and posters. Our parents think we have lost our senses, but you know, they don't know what they are talking about, right?

Methodology:

Time	What	Step-by-step	Materials
0:00–1:00 min.	Welcome students	Make sure every student in the station has not yet participated in it.	
1:00–2:00 min.	Present the character	If you are male: present your script and perform the character. If you are female: tell participants how Carlos felt during the 80's and being 17.	
2:00–5:00 min.	Introduction of the activity	1. Cultural agent shows the pictures of famous singers and bands from the 80's displayed in the setting. 2. Cultural agent says: What do you think of these clothes? 3. Elicit a few answers from students. *Beautiful, horrible, nice, ugly, interesting, awful, cool, gaudy, old-fashioned, colourful, tight.*	▪ Pictures of famous singers/ bands of the 80's ▪ Poster with expressions
5:00–12:00 min.	Instructions for the activity	1. Give every group the opportunity to choose which picture they want to recreate. Tell them they can use the material given to make it as similar as possible. Allow 5 minutes for the creation part, then ask them to present their piece. You can tell students to choose a model in their group so they can present their creation. 2. Give students some expressions *I prefer this____ because____.* *We decided to use_____.* *We designed_____ to represent_____.* *I would use_____ so_____.* When finished, take a picture of the students' creations. **Cultural Agent:** Remember that our relatives like different kinds of music. Our aunts, uncles, or grandparents enjoy different things. Let's give them the opportunity to show us what they like.	▪ "Gummies" (soft plastic bracelets) ▪ Hairspray/ gel ▪ Ribbons of different colours

|		Ask students these questions:	
12:00–14:00 min.	Closing	1. Do you like your partners' pieces? 2. Which one looks more like the original? 3. How can you tell people that clothes are just about preferences? Give students these expressions for the interaction. A1: Clothes are just a preference; personality is more important. A2: Clothes do not define people; you can wear what you like. B1: It's a matter of your personality; you can choose what to wear.	Poster with expressions
14:00–15:00 min.	Invitation	You need to accept others' likes; no matter what clothes they wear, they can be really good people. DO NOT JUDGE. Help Mateo and Carlos accept their differences, and understand that they live according to the time they live in, and that music motivates different behaviours. Go to the next station and continue having fun!	

Vocabulary and expressions:

A1	Personality, clothes, accessories, T-shirts, clothes are just preferences; personality is more important.
A2	Music, difference, bright, intelligence, Clothes do not define people; you can wear what you like.
B1	Ripped, vest, bracelets, sleeveless shirt, it's a matter of your personality; you can choose what to wear.

Review and Conclusions

If you have enough time, give students more vocabulary about clothes or accessories for different decades.

SET OF PICTURES FOR 80's clothes
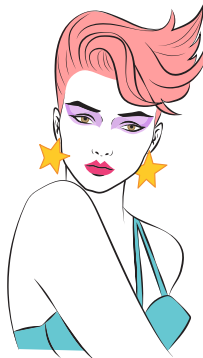
Materials:

Poster for interaction

Expressions for opinions

I think/believe it is *beautiful, horrible, nice, ugly, interesting, awful, cool, gaudy, old-fashioned, colourful, tight.*

Expressions for closing

A1: Clothes are just a preference;

personality is more important.

A2: Clothes do not define people;

You can wear what you like.

B1: It's a matter of your personality;

You can choose what to wear.

The Timeless Journey

Name of the station: Chillax, bestie, let's get some inspiration here (Station from the 90's)

Participants: 3 groups of *5-7 students*

Timing: 15 min.

Key Themes: Feelings towards different kinds of music.

Overview: Students are going to talk about pop music and what it represents. Then they will work in pairs, describing covers of some records of the 90's to each other. The pair will decide who observes and who draws. The observer will have 1 minute to look carefully at a cover; when the time is up, he/she will go to his/her partner to describe what was on the cover. The illustrator (the person who draws) will interpret the description of the observer in a sketch.

Aim: Describe and give instructions to others to get a result.

Your mission: Tell your partner what you saw and guide his hand to get a copy of the cover.

Layout: A place to display the covers near a table on which participants can draw. Background music from one of the records from the covers.

Materials:

- Markers.
- Paper.
- Copies of album covers.

Setting: Location where students can comfortably observe and draw.

Clue/reward received: a record cover (copied/created for the activity).

Introductory Chapter script: (person from the 90's) – agent can put on some accessories to represent the character

I'm the spirit of the 90's. Welcome to the best years on Earth, the 90's, when we can be on the phone anytime, anywhere. Mobile phones are changing the way we relate to family and friends and, by the way, the new sitcom Friends is a hit! I love Joey and Rachel. But better yet is the music and pop hits which are on the radio. Are you into pop music? You should be if you aren't. Let me show you some of the covers I love from my favourite bands. What do you think of them? You can fall in love with this music too, just like with mobile phones!

Methodology:

| Time	What	Step-by-step	Materials
0:00 - 1:00 min	Welcome students	Make sure every student in the station has not yet participated in it.	
1:00 - 2:00 min.	Present the character	Present your script and represent your character.	
2:00 - 5:00 min.		1. Cultural agent says Do you know what POP means? Have you heard of Britney Spears, Christina Aguilera or NSYNC? These artists are very famous for their songs and concerts. Optional: play a pop song from the artists mentioned above or others. 2. Cultural agent says: You are going to work in pairs. Choose who you want to work with. Now decide who is an observer and who is an artist (illustrator), you don't need to be an expert on either, just be ready to have fun.	Music reproduction device (optional activity).
5:00 - 12:00 min.	Instructions for the activity	3. Give students who are artists a piece of paper and something to draw with. 4. Put students who are observers in front of the piece of paper with the cover facing down so that it cannot be seen. 5. Explain that observers will have 1 minute to look carefully at all the details on the cover. During this minute, illustrators will wait for the observer to come to them. 6. When the minute is up, the observers will go to their partner and describe what they saw with as many details as possible to have a perfect copy of the original. Observers and ilustrators will have 2 minutes to work together. 7. When the 2 minutes are up, pairs will compare their work with the original, and find out how close they got their cover. 8. After the comparison, they can discuss what they see on the original covers by using these prompts: ▪ We think the cover is _____ because _____. ▪ It represents _____. ▪ The title on the cover expresses _____. ▪ I am interested/not interested in listening to this record because the cover shows _____.	▪ Piece of paper ▪ Markers ▪ Record covers on paper ▪ Timer ▪ Poster with expressions

12:00–14:00 min.	Closing	Collect the drawings, and put the covers face down again; you may use them with other groups. Ask students these questions: ▪ Is pop only for old/young people? ▪ Can you think of pop songs that represent your feelings? ▪ What other aspect does music represent? (cultural things, generational influences...) A1: Pop music is ____. This music isn't ____. A2: I believe pop music can be ____. This music can ____. B1: For me, pop represents ____. Pop doesn't ____. **Reminder:** **It's important to be aware that music influences all generations.** After finishing the activity give the group a plastic cell phone (toy) or sticker.	▪ mobile phone (toy) or sticker ▪ Poster with expressions
14:00–15:00 min.	Invitation	Ask students: How can this music help Carlos understand his son's interests? Give them some ideas/clues (people can express feelings, can show respect for others, fashions change over time).	

Vocabulary and expressions:

A1	music, album, hit, pop music is, this music isn't.
A2	cover, mobile phone, I believe pop music can be.
B1	design, fall in love, For me pop represents , survive.

Review and Conclusions

Recap the information they learned in the activity, and then give them some suggestions of songs/artists/ bands they can find on the internet.
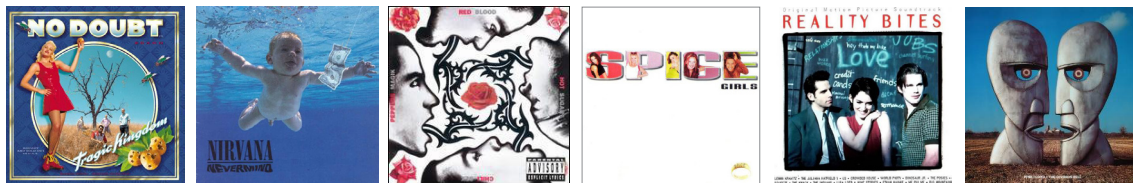
The cover designs used for this poster have copyright. Their reproduction is permitted under the criteria of educational purposes.

Materials

Poster for interaction

Expressions for the cover design

- *We think the cover is _____ because _____.*
- *It represents _____.*
- *The title on the cover expresses _____.*
- *I am interested/not interested in listening to this record because the cover shows _____.*

Expressions for closing

A1: Pop music is _____.

This music isn't _____.

A2: I believe pop music can be _____.

This music can _____.

B1: For me, pop represents _____.

Pop doesn't _____.

The Timeless Journey

Name of the station: Cool your jets!

(Expression from the 2000's To calm oneself down; to become less agitated. To stifle or control one's eagerness, enthusiasm, or hastiness. Taken from https://idioms. thefreedictionary.com/cool+your+jets!).

Participants: 3 groups of 5 students

Timing: 15 min.

Key Themes: Show feelings about being your age.

Overview: Students will get to the station and learn what rap music is about. They will think about positive things about being a teenager, and list them on a piece of paper (Post-it). Then, they are going to sing a rap song with the things they wrote on the Post-its. The cultural agent will play the song, so the students can sing it.

Aim: Express what your likes and dislikes are in terms of general topics (video games, music and others).

Your mission: Sing the easy rap and get the plastic necklace.

Layout:

- Distribute the students around a desk, so all can hear the instructions and the music they will use in the exercise.

Materials:

- Speakers.

- Post-its.

- Pens.

- Set of cards.

Setting: A place (indoors) where students can listen to the songs played. A desk is necessary where the speakers can be placed.

Clue/reward received: A plastic necklace (bling bling).

Introductory Character script: Welcome everyone! I'm 19 years old, and I will show you something that I like to do. Guess what? I want to teach you something that is really fun, rap. D'ya know rap? This kind of music is one in which the words are not sung but are spoken in a fast, rhythmic way. Some people consider this music violent, but it is not. With this music you can express what you don't like about society, dangers outside and more. D'ya wanna show your abilities? You'll also see that rap is not what people think; it's a way to express feelings, likes, experiences and more. Let's get together and see what we can do.

Methodology:

Time	What	Step-by-step	Materials
0:00–1:00 min	Welcome students	Make sure every student in the station has not yet participated in it.	
1:00–2:00 min	Present the character	1. Present your script and perform how a rapper moves and talks. 2. Cultural agent, you can play the intros of some popular rap songs from the 2000's. (optional). Scan this code with your phone so you can see a list of the songs. In case the code does not work, use this short list and download them before the visit: ▪ Stan- Eminem ▪ 7 days- Craig David ▪ Dilemma- Nelly/Kelly R ▪ Work it- Missy Elliot ▪ Me&U- Cassie Say that in Rap songs, there are words that are very common. For example: love, game, friend, struggle, hood, family… Students can think of these words for the next exercise.	▪ Internet access or downloaded rap clip files. ▪ Speakers.

2:00 – 6:00 min.	Introduction to the activity	1. Give each student 1 Post-it. Ask them to write what they like and don't like. They need to think about what they like and don't like in terms of music, TV, internet activities, games and others. Show them some examples (cards with images of likes) these images are just a way to guide the exercise. 2. Give 2 minutes for writing. 3. Then ask them to share what they have in the group. 4. Copy these expressions on a piece of paper and paste them so students can see what they have. **Expressions:** • Hey, I love _____. • I really like _____. • I don't like _____ much.	▪ Cards of likes ▪ Piece of paper ▪ Post-its ▪ Tape ▪ Markers ▪ Pens
6:00 – 10:00 min.	Instructions for the activity	1. Scan the code and play the following song "do you like it?" or use the mp3 file of the song. 2. Cultural agent: You need to say, with the rhythm of the song, *"do you like it?"* and show one or two cards of likes. Tell students to answer *Yes, I do, yes I do* Practice this 2 times 3. Then repeat the song and ask students "do you like it?" show the card, make students answer and then ask "What do you like?" Students say "I like" (what they wrote on the papers), each student says one word. **What do you like? (show the cards).** *S1: music* *S2: videogames* *S3: cartoons* **Etc…** Once the students finish their rap, ask them how they felt doing the rap.	▪ Internet access ▪ Speakers ▪ Cards of likes

| 10:00 – 14:00 min. | Closing | **Ask students these questions:**

▪ Do you like rap?

▪ Was it easy to rap for you?

▪ Is rap violent?

▪ What can you tell your partners about this kind of music?

▪ Can you teach others to rap?

Expressions for levels

A1: I think it's _____.

    In my opinion, it is nice/good/…

A2: Well, I really like _____.

    I believe rap is _____.

B1: Rap has a lot of nice things; it is _____.

I can say that rap is _____ because _____.

<u>Reminder:</u>

Give students the plastic necklace. | Plastic necklace for each group |
| 14:00 – 15:00 min. | Invitation | Tell students that no matter what kind of music you like, you can learn many things from them, and teach others why you like it and how it makes you feel. Also, that music can help you feel relaxed. | |

Vocabulary and expressions:

A1	Love, friends, family, speak, I think it's _____. In my opinion, it is nice/good/…
A2	Rap, rhythm, songs, lyrics, well, I really like _____. I believe rap is _____.
B1	Rapid, spoken, interesting, amazing, Rap has a lot of nice things; it is _____. I can say that rap is _____ because _____.

Review and Conclusions

If you have extra time, ask students what their favourite music is and then ask them why they like that music. It's possible to elicit some examples and ask them about their favourite songs or their family members' favourite kind of music.

Materials:

Poster for interaction

Expressions

Hey, I love _____.

I really like _____.

I don't like _____ much..

Expressions for closure

A1: I think it's _____.

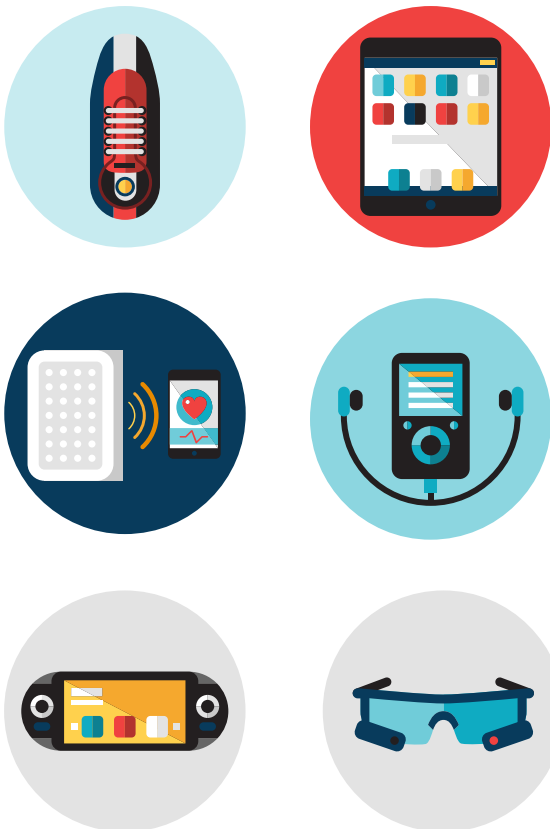   In my opinion, it is nice/good/...

A2: Well, I really like _____.

     I believe rap is _____.

B1: Rap has a lot of nice things; it is _____.

I can say that rap is _____ because _____.

Set of pictures cards of like

The Timeless Journey
Name of the station: Do you hear what I hear? (Station year 2018)

Participants: One group of *5-7 students*

Timing: 15 min.

Key Themes: Identify 6 to 8 popular songs nowadays by their title, singer and genre.

Overview: Students are going to talk about music young people may or may not listen to nowadays. The challenge is to recognise a song they hear within the first minute to win a point. They challenge each other to complete the activity and get the point. Once they learn which song they heard, they will say which one they relate better to, and explain why.

Aim: Discuss reasons for choosing/accepting challenges and express emotions.

Your mission: Complete the challenge and get the concert ticket.

Layout: A table with a device (devices) that allows participants to clearly listen to the music from the challenge. Decoration related to the challenge (ears, the word challenge, musical notes, symbols of music, and posters of the singers in the songs).

Materials:

- Device to listen to music.
- Earphones/speakers.
- Recording with the songs to be used.
- Guide with the answers to the challenge.

Setting: Room with enough space for the participants to listen comfortably enough to the recording.

Clue/reward received: A music listener symbol similar to the example given (cardboard with the symbol on it):

taken from: https://musicandhearingaids.org/2015/08/11/calling-all-audiologists/

Introductory Chapter script: Good day, everyone! Remember me? I'm Mateo, and like many of you, music is in my life every day. I like reggaetón, rock, vallenato (Silvestre is the greatest, I am silvestrista from head to toe), salsa, merengue… all sorts of music, I guess. My parents, and especially my father, doesn't like the music I listen to, and sometimes we fight about it because he says that's not real music, but I don't care. Now, I would like to know about your musical taste, and prove to my father, my friends, and to myself that I know about music. So this is the challenge: I'll play the first minute of some songs and you are going to identify their names, the singer and the genre. If you get them all, you win a prize. Are you ready? Who's up for the challenge?

Methodology:

Time	What	Step-by-step	Materials
0:00 – 1:00 min.	Welcome students	Make sure every student in the station has not yet participated in it.	
1:00 – 2:00 min.	Present the character	If you are male: present your script and perform the character. If you are female: tell participants that Mateo has sent them a message, and describe to the participants what Mateo says.	
2:00 – 4:00 min.	Introduction of the activity	1. Cultural agent: ask these questions. A1: Do you listen to music? What kind of music do your parents listen to? A2: Did you listen to the music charts (e.g. Top Ten) this week? Does your family share your musical tastes? B1: Have you ever participated in a challenge? Have you gone to a concert of your favourite singer? 2. Ask them what their favourite song is today/ nowadays and let them sing a bit of it. Afterwards, ask them if they know what a challenge is. Note: If a teacher is present during the activity, ask him/her the same question.	
4:00 – 10:00 min.	Instructions for the activity	Cultural agent explains the rules of the challenge: 1. A song is to be played for 1 minute maximum. 2. During that minute participants are to identify the name of the song. 3. First to identify it raises her/his hand. 4. Music stops, and the cultural agent asks the first person to raise their hand for the answer. If correct, a bit more of the song is played for students to sing and play. If not, another minute is played for students to identify it. The activity is repeated for as long as 8 songs of varied genres and singers (Suggestion: get the music from *las 40 principales* or any other popular radio station).	▪ Device to listen to music ▪ Recording with 8 to 10 songs (provided for the station)

10:00 – 13:00 min.	Closing	Ask students these questions: 1. What's your opinion of challenges? 2. Did you accept the challenges of your partners? 3. Can your teachers accept the challenges you propose? Are challenges good or bad? **A1:** Challenges are _____. I do not like challenges/I like challenges because **A2:** I accept challenge because _____. I think challenges _____. **B1:** Accepting challenges makes our social relationships bigger…. We can interact with _____. Once the activity has finished, ask groups to do a boomerang dance and have fun, or take a selfie. Afterwards, give each group the corresponding reward. **Reminder:** **Music should not be a reason to argue; rather, it should be an opportunity to make relations stronger.** Note: The Cultural agent makes sure he/she keeps boomerangs/selfies to share later on.	Poster for interaction
13:00 – 15:00 min.	Invitation	Tell students that even if they don't share their musical tastes with adults, there is always the possibility to learn from each other, no matter what one's age or preferences are; it can be fun. The best way is by expressing what we think in a respectful way, and get close to people we don't have things in common with, for example, by posing or accepting a challenge.	

Vocabulary and expressions:

A1	Likes, dislikes, listen to.
A2	Challenge, opportunity, parents, social networks.
B1	Argue, convince, trouble, have fun, argument.

Review and Conclusions

If there is extra time, ask students this question: ***"How important is it to accept people's differences in music, hobbies, etc..?"*** Remind students that music is a *meaningful* way to *connect with people.*

Invite students to get ready for the next station.

Materials

Poster for interaction

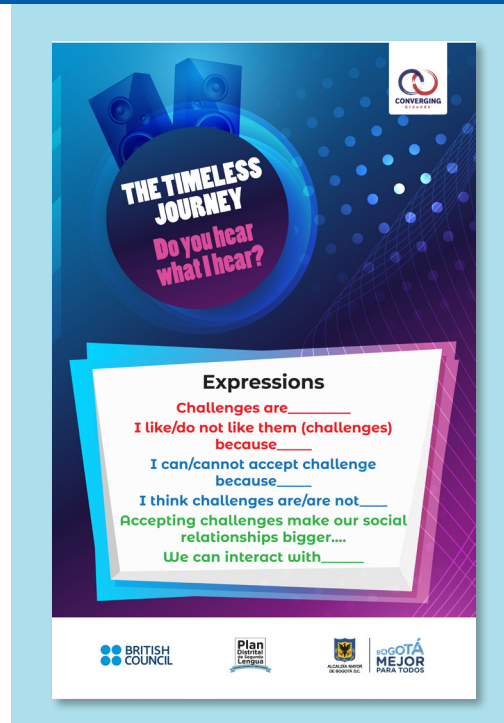> **Expressions for closure**
>
> A1: Challenges are _____.
>
> I do not like challenges/I like challenges because
>
> A2: I accept challenge because _____.
>
> I think challenges _____.
>
> B1: Accepting challenges make our social relationships bigger….
>
> We can interact with _____.

El componente de mediación digital es la tercera y última fase del ciclo transmedia de cada narrativa. Consiste en actividades interactivas dispuestas en Red Académica que le permiten a los estudiantes llegar a un desenlace de la historia sobre la cual trata la narrativa a través del desarrollo de las tareas allí dispuestas. Este momento se plantea como ejercicios de práctica estrechamente relacionados con las actividades planteadas en la fase de *Storytelling* y, en especial, de las estaciones en la fase del *Storyliving*.

Se espera que el componente de mediación digital se desarrolle en las instituciones. Este trabajo deberá ser guiado por los docentes de inglés en una sesión de una hora académica por narrativa. Se sugiere que antes de iniciar con el trabajo en este componente, el docente realice una recapitulación de la narrativa y ejercicios de predicción u opinión sobre cómo creen los estudiantes que terminará o se resolverá la historia desarrollada en la narrativa.

5.1 ¿Cuáles son los componentes de la Mediación digital?

Cada mediación digital incluye 4 etapas, en las cuales habrá 1 o más diapositivas. A continuación se describe cada etapa.

Etapa	Descripción
Contextualización	Bienvenida al estudiante. Incluye el nombre de la narrativa y los personajes que intervendrán en ella. 1 a 3 diapositivas.
Práctica	Ejercicios interactivos en los que los estudiantes deberán usar los conocimientos adquiridos durante las fases de *Storytelling* y *Storyliving*. Se presentan actividades por cada nivel A1, A2 y B1 del MCER. 3 diapositivas por nivel del MCER.

Cierre	Resumen de cómo se concluye o resuelve la historia desarrollada durante la narrativa. 1 diapositiva.
Invitación	Invitación a seguir participando de las actividades de *Converging Grounds*. 1 diapositiva.

Tabla 1. Momentos de la mediación digital

Imagen 1. Partes de la diapositiva de práctica

5.2 Recursos de la mediación digital de esta Narrativa

Para acceder a los recursos de esta narrativa, debe acceder a la siguiente dirección:

https://www.redacademica.edu.co/catalogo/timeless-journey

También puede acceder usando el siguiente código QR.

6. Ficha Técnica para The Timeless Journey

Narrativa	The Timeless Journey	
Objetivo Comunicativo	Los estudiantes solicitan justificación acerca de la información presentada por los pares de manera oral, reconoce opiniones y puntos de vista y respeta los puntos de vista de los demás. (CSI, 2016)	
Objetivo lingüístico	Los estudiantes identificarán información como eventos pasados y actuales y utilizarán vocabulario relacionado con su música favorita. Los estudiantes utilizarán expresiones para opinar. (CSI, 2016)	
Componente intercultural	Los estudiantes sostienen conversaciones espontáneas y sencillas acerca de temas que son de su conocimiento, interés personal o académico. (DBA, 2016)	
	Estación años 70	Solicita y brinda información sobre experiencias y planes de manera clara y breve (hablar de sueños y planes expresados en canciones).
	Estación años 80 Estación años 90	Expresa de manera oral su posición acerca de un tema conocido (música y moda de los años 80 y años 90).
	Estación años 2000 Estación año 2018	Expresa su opinión sobre un tema discutido (cómo se siente ser un adolescente).
Recordatorio-MCER Y DBA	**A1:** **MCER:** Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar. **DBA:** Describe, de manera oral, personas, actividades, eventos y experiencias personales. Describe las características básicas de personas y cosas, a través de frases y oraciones sencillas. **A2:** **MCER:** Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes. **DBA:** Distingue información general y específica en textos de opinión y discusiones orales sobre temas conocidos. Explica las ideas de un texto oral acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones. Intercambia opiniones sobre situaciones de interés personal, escolar o social. **B1:** **MCER:** Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes. **DBA:** Distingue información general y específica en discusiones orales sobre temas conocidos. Sostiene conversaciones espontáneas y sencillas acerca de temas que son de su conocimiento, interés personal o académico.	