

Ministerio de
Educación

Dirección de
Educación Secundaria



GOBIERNO DE
TUCUMÁN

TALLER INICIAL MULTIDISCIPLINAR LENGUA EXTRANJERA INGLÉS

CALEIDOSCOPIO TUCUMANO Un viaje con mil historias



“Taller Inicial Multidisciplinar”

ÁREA: Lengua Extranjera Inglés

Área: Lengua Extranjera Inglés.

Destinatarios: Alumnos del Ciclo Básico y Ciclo Orientado - Nivel Secundario.

Título de las propuestas: *"What Makes Tucumán Unique?" – Ciclo Básico*

"Lola Mora's Legacy: Language through Art" – Ciclo Orientado

Objetivos específicos:

- Comprender, producir y dramatizar colectiva e individualmente textos diversos (escritos y orales) que propicien la reflexión, el intercambio de ideas y la interacción entre pares.
- Reconocer que la oralidad, la lectura y la escritura en Lenguas Culturas Extranjeras propician aprendizajes, una inserción social más amplia y la expansión del universo cultural.
- Valorar el aprendizaje de Lenguas Culturas Extranjeras, en el marco de una perspectiva plurilingüe e intercultural como una experiencia de índole formativo que trasciende la etapa y el ámbito escolar.
- Reflexionar y debatir sobre la identidad tucumana.

Contenidos:

- Contenidos léxicos apropiados a la temática y al nivel: platos típicos y expresiones culturales y artísticas de Tucumán.
- Participación asidua en intercambios, producción de textos orales (interacciones espontáneas, diálogos breves, debates y entrevistas).
- Participaciones en dramatizaciones, simulaciones y otras instancias lúdicas que impliquen interacción oral.
- Producción escrita, oral y multimodal de recetas y reportajes.



Introducción:

El fenómeno de la globalización sumado a la internacionalización de la enseñanza de lenguas extranjeras ha generado un ámbito complejo pero enriquecido desde amplias miradas. Es a través de esta propuesta de Taller Inicial Multidisciplinar del área de inglés que se pretende crear espacios donde se brinden oportunidades y competencias para reflexionar y compartir puntos de vista y roles en una sociedad global e interconectada. Así también resulta necesario comprender y argumentar acerca de las complejas relaciones en temas comunes sociales, ecológicos, culturales, políticos y económicos, de tal modo que deriven en nuevas maneras de pensar y actuar. Según Fisher y Hicks (1995) la educación global promueve el conocimiento, actitudes, y competencias relevantes para vivir responsablemente en un mundo multicultural e interdependiente. Kniep (1985) la define como educación cuyo objetivo es provocar cambios en el contenido, método y contexto social de la educación para preparar a los alumnos para la ciudadanía en una era global.

La clase de Lenguas Culturas Extranjeras es una ventana al mundo y la educación global una forma de traer contenidos relevantes y significativos al aula mediante temas contemporáneos del mundo real.

En efecto, al aprender una Lengua Cultura Extranjera, los estudiantes se ponen en contacto con una sociedad y una cultura diferentes de la suya; se acercan a otras costumbres y creencias. Esa otra cultura se expresa, explica y transmite fundamentalmente a través de la lengua. Por ello, el aprendizaje de una LCE supone un avance hacia la comprensión y la aceptación de la diversidad, a la vez que fortalece la identidad cultural propia.

Para finalizar, en este taller proponemos trabajar con las comidas tradicionales y personajes relevantes de la historia de Tucumán. Estas temáticas no solo permiten revalorizar nuestra cultura, sino también fortalecer la identidad local.

CICLO BÁSICO

Actividades:

En este taller les proponemos realizar las siguientes actividades:

- Si surge alguna duda, puedes consultar al siguiente diccionario online:
<https://www.oxfordlearnersdictionaries.com/>

Título de la propuesta: "What Makes Tucumán Unique?"



1)a. Read the text.

"Tucumán: The Garden of the Republic"

Tucumán is a province located in northwest Argentina with a population of around 1.5 million people. The capital of the province is the city of San Miguel de Tucumán, which is known for its rich cultural history and delicious traditional foods and drinks.

One of the most popular traditional foods in Tucumán is "empanadas". "Empanadas" are a type of pastry filled with various ingredients such as meat, chicken, vegetables, and cheese. They are typically baked or fried. The dough is made with flour, water, salt, and lard, and the filling is seasoned with spices such as cumin and paprika.

Another popular food in Tucumán is "locro". "Locro" is a hearty stew made with corn, beans, meat (usually beef or pork), and other vegetables such as onions and squash. It is seasoned with a blend of spices and often served with a side of hot sauce.

Asado, or grilled meat, is a staple of Argentine cuisine, and Tucumán is no exception. Asado is usually made with beef, but it can also be made with pork, chicken, or lamb. The meat is marinated in a blend of spices and cooked over an open flame. "Asado" is often enjoyed with chimichurri sauce, which is made with parsley, garlic, vinegar, and olive oil.

In addition, Tucumán is also known for its refreshing drinks. One of the most popular drinks in Tucumán is called "clericó", which is a type of "sangria" made with red wine, fruit juice, and chopped fruit such as apples, peaches, and strawberries. It is a refreshing drink that is perfect for hot summer days.

To sum up, Tucumán's food and drinks reflect our rich cultural heritage and diverse tastes typical from the North of our country.

Texto adaptado de <https://www.typicaldish.com/showitem.php?item=tucum%C3%A1n-argentina&lang=en#gsc.tab=0>





1)b. Are these sentences true or false? Correct the false ones.

a. Tucumán is located in southwest of Argentina.

b. The capital of Tucumán is the city of San Miguel de Tucumán.

c. “Empanadas” are typically made with pasta and cheese.

d. “Locro” is a stew made with corn, beans, and meat, often served with hot sauce.

e. “Clericó” is made with white wine and no fruit.



Preparation activity!

2)a. Write the correct word below each picture. Use the words from the box.

oil onion cooking pot corn cheese pumpkin frying pan red pepper



2)b. Put the sentences in order to make the recipe for the dish: "Humita".

Method

Heat some olive oil and fry onions and red peppers

Serve the humita with cheese and enjoy it!!!

Cut onions and red peppers

Add grated corn, salt, pepper, cumin and water

My favourite dish

HUMITA

Ingredients

12 corn
1 kg pumpkin
4 onions
2 red peppers
olive oil
salt, pepper, cumin
5 cup of water
Fresh cheese



Method

1

2

3

4

5



Street Food: "Panchuque"!

3)a. Match the pictures to the verbs.



HEAT

PUT

COOK

SERVE

MIX

ADD

POUR





3)b. Complete the following recipe using verbs from exercise 3.a.

My favourite dish Panchuques

Ingredients

200 g of self-rising flour

700 ml of milk

2 eggs

1 pinch pepper

Salt to taste

18 Vienna sausages

Mayonnaise, mustard

Ketchup



Method

1 _____ milk, the flour and eggs in a bowl

2 _____ salt and pepper

3 _____ the panchuquera and _____ the dough

4 _____ Vienna sausages and _____ for 20 minutes

5 _____ panchuques with dressing to taste and enjoy them!



4)a. Write your own recipe.

You can use the following link of traditional Argentine foods for exploring different recipes: <https://platosargentinos.com/platos-del-noroeste/>

My favourite dish

Ingredients

.....
.....
.....
.....
.....
.....
.....

Method

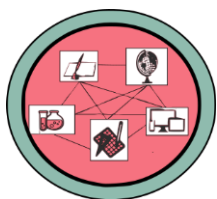
1
2
3
4
5

Fuente de la imagen: <https://learnenglishteens.britishcouncil.org/skills/writing/a2-writing/recipe>

4)b. Individual or team work: Produce a five-minute video of yourself cooking your favourite dish.

You can use “Sánguche de milanesa” recipe as an example:

<https://www.youtube.com/watch?v=G6ZHcs0Nw4>



Articulate with
Computer
Studies



Take note!



La historia,
el secreto
y la mística
del mejor
sánguche
de milanesa
de Tucumán



Fuente de la imagen: <https://esdeargentino.com/tucuman-dia-del-sanguche-de-milanesa/>

WHAT IS YOUR SECRET FOR THE BEST “SÁNGUCHE DE MILANESA”?



Read more about it!

<https://www.lagaceta.com.ar/nota/935299/actualidad/por-hoy-se-celebra-dia-sanguche-milanesa-tucuman.html>

Fuente: *La Gaceta*.



Suggested activity!

Organize an Expo Gourmet at your school!



Fuente: Canva <https://www.canva.com/>

CICLO ORIENTADO

Actividades:

En este taller les proponemos realizar las siguientes actividades.

Título de la propuesta: "Lola Mora's Legacy: Language Through Art"



Warming up activity!

1)a. In groups, discuss the following questions.

1. Who is your favourite artist from Tucumán? (music, art, theatre)
2. Would you like to visit an art museum in Tucumán? Mention any museum in Tucumán that you know.
3. Which sculptures or paintings do you like most from Tucumán?

1)b. Read the text about Lola Mora's life.



Fuente: <https://es.wikidat.com/info/lola-mora>



Our own sculptor “Lola Mora, Art and thoughts”

Lola Mora (1866–1936) was an Argentine sculptor and a pioneer in a field dominated by men. Her full name was Dolores Candelaria Mora Vega de Hernández and she was born on November 17, 1866. Lola spent her childhood in Tucumán with her six siblings and she studied at *Colegio del Huerto*, where she showed her strong inclination towards art. At the age of 29, she moved to Rome (Italy) to learn from the best teachers.

Known for her bold style, she created famous works like *“Fuente Monumental de Las Nereidas”*, which features nude mythological figures and caused public controversy in Buenos Aires. Lola was among the first women to study art in Argentina and worked on several historic projects and portraits. Her dedication and artistic courage broke gender barriers, making her a pioneer in Latin American art.

There is no doubt that Tucumán was one of the places where the artist left her legacy. It was precisely in the famous “Casa Histórica de Tucumán” where two examples of her talent stand out in the backyard of the house where National Independence was proclaimed on July 9, 1816: the sculptures of Independence and the May Revolution. However, Lola Mora's legacy in Tucumán does not end there. In the city's Plaza Independencia, her iconic “Estatua de la Libertad” stands proudly, serving as a powerful symbol of freedom and justice. This remarkable sculpture is one of her most recognized works, drawing visitors from around the world to admire its elegance and profound meaning. Additionally, Lola Mora's charcoal paintings depict the faces of the governors of Tucumán in the Avellaneda Museum. These works, along with her sculptures in the “Casa Histórica de Tucumán” and “Estatua de la Libertad” in Plaza Independencia, emphasize her significant contributions to art in the region.

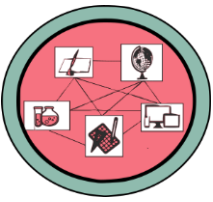
Texto adaptado de: https://www.welcomeargentina.com/personas-y-personajes/lola_mora/index_i.html

Take note!

You can visit Lola Mora's gallery in this web site:

<https://buenosaires.gob.ar/areas/educacion/escuelas/escuelas/artistica/lolamora/lolaescu.html>





Articulate with
Arts and History

2) a. Answer the following questions from the text in exercise 1) b.

1. What was Lola Mora's profession?
2. Where was she from?
3. What is the name of one of her famous sculptures?
4. Why was her work controversial?
5. What barriers did Lola Mora break?

2) b. Match the pictures with Lola Mora's works:

You can find
Lola Mora's
works at....



A. Museo Casa Histórica de la
Independencia - Tucumán

B. Fuente Monumental Las Nereidas
Costanera Sur - Buenos Aires

C. Estatua de la Libertad - Tucumán

D. Museo Histórico Nacional
Nicolás Avellaneda - Tucumán





3)a. Watch the following video.

“Lola Mora's work as a Sculptor”






Video extraído de: https://www.youtube.com/watch?v=M7IWHL9_vj0

Revision of regular and irregular verbs in the past!

3)b. Fill in the blanks with the correct option. Use information from the video.

1. She _____ techniques that came from European neoclassicism and romanticism.
A. Learns B. Learning C. Learnt
2. In 1894, she _____ for the first time a collection of portraits of the Tucumán governors.
A. Exhibited B. Exhibit C. Exhibits
3. Soon, she ____ a sculptor.
A. Become B. Became C. Becomed
4. She _____ some sculptures in the National Monument to the Flag, in Rosario, Argentina.
A. Made B. Make C. Maked
5. It _____ the nudity of female characters from Roman mythology.
A. Show B. Shows C. Showed

	<p>6. The ladies of the time _____complaints to the Director of the Cemetery to remove the statue.</p> <p>A. Present B. Presents C. Presented</p>
	<p>4) Role play: Interview Lola Mora. You can dramatize it in the classroom or share it as a podcast.</p> <p>Suggested questions for the interview:</p> <ol style="list-style-type: none"> 1. What is your full name? 2. Tell us about your family. 3. Where and when were you born? 4. Was your life in Italy exciting? 5. Are you passionate about your work? 6. Why did you return to Argentina? 7. What is your favourite piece of art? 8. Which challenges did you face?
	<p>Extra activity!</p> <p><i>Time for reflection!</i></p> <p>Sit down in a semicircle and debate about the following idea:</p> <p style="text-align: center;"><i>Art can change society. Do you agree?</i></p>
	<p>Bibliografía:</p> <ul style="list-style-type: none"> ● Diseño Curricular Lenguas y Culturas Extranjeras Ciclo Básico y Ciclo Orientado. Campo de la Formación General. Dirección de Educación Secundaria. Ministerio de Educación. (2015). ● Oxford Learner’s dictionaries: https://www.oxfordlearnersdictionaries.com/ ● Typical Dish. (n.d.). <i>Tucumán, Argentina.</i>

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