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**A proposal for 4th year ESO students to explore
the cultural journey of learning:
Around the World in 6 Days**

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ABSTRACT

The main purpose of the present dissertation is to analyze the benefits of gamification, cooperation and cultural knowledge in the teaching of EFL in Secondary Education. These three pivotal tenets were considered in the design of the Lesson Plan as they were coherent with the results obtained from classroom observation and reflection and from two different surveys done among students. Consequently, the Unit, entitled *Around the World in 6 Days*, consists of a learning path of six lessons around five different countries focused on their main cultural descriptors with the aim of expanding students' intercultural identity and strengthening values such as tolerance and respect for diversity. Having in mind both CLT and curriculum framework, the proposal was also conceived to boost various motivational levels and meant to develop Students' academic and personal growth to promote a lifelong learning. Furthermore, the use of ICTs, authentic materials, creative and interactional tasks and the development of the seven keys competences was emphasized while the cognitive processes were worked from the less complex to the more complex, being efficiency in communication the ultimate goal.

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1. INTRODUCTION.

This proposal aims to implement an effective Learning Unit of English as a Foreign Language (EFL) from a Communicative Language Teaching (CLT) Approach which is meant to focus mainly on the communicative competence since, as Richards and Rodger states, language is not a system but a tool for communication and language learning a process of active construction (2001: 3). Moreover, as “motivation is one of the main determinants of second language (L2) learning achievement” (Dörnyei, 1994: 275), meaningful and engaged instruction is provided through a game-based method, that is, gamification. Besides, the designed Unit Plan seeks to answer some identified necessities by means of working in cooperative groups, providing motivational components and offering optimal challenges to the students. Furthermore, it also covers some compulsory contents and objectives in the *LOMCE (Ley Orgánica 8/2013)* demarcated by the *Orden ECD/489/2016 de 26 de mayo* which establishes the LOMCE Secondary Education curriculum at the regional curricular concretion level in Aragón, as well as in the *specific provisions* for English as a Foreign Language in the region.

The Unit Plan, therefore, demands a change in favour of a learner-centred focus in which learners’ needs, functional and linguistic skills are brought to the foreground. Besides, CLT emphasises the use of language for meaningful communication and the development of the linguistic competence “in terms of social interaction” (Kumaravadivelu, 2006: 27). Moreover, the goals pursued by gamification and CLT agree since they try to engage and motivate students in class tasks by reducing the affective filter by building a confident learning environment, to make learning more challenging but also accessible and to link multiple macro and micro skills with different ICTs and real world-like situations. Furthermore, gamification “takes content that is typically presented as a lecture and adds game-based elements and creates a gamified learning opportunity” (Kapp, 2012: 18) in which students acquire not only isolated vocabulary and grammar but also a sound basis for the syntax of English language. In addition, these game-based elements, namely, challenges, time control, competition or cooperation, instant feedback and reward structures, enhance students’ motivation and promote constant interaction with content and other peers, turning a common theme such as culture (sports, language and communication, food, etc.) in a great outcome opportunity where students invest brain share, time and energy.

As mentioned above, this Unit Plan deals with one of the compulsory contents established by the LOMCE, that is, culture. The foresaid framework of CLT and gamification is followed in order to raise awareness of the role of English as lingua franca and as a useful tool for communication when travelling abroad to get to know other places. Therefore, this topic has a focus on different aspects that define the culture of a country such as traditions, beliefs, costumes, alphabets, sports or traditional food, and it is worked in an interdisciplinary way taking into account some cross-curricular contents such as tolerance for difference. Consequently, one of the ultimate goals of the Unit Plan is to foster “lifelong language learning among students” (Brown, 2007: 46) and not just learning for the achievement of the classroom tasks. Besides, students’ holistic development academically, emotionally, socially and creatively is crucial since the lessons assist them with different opportunities of learning and production attending in this way Gardner’s Multiple Intelligences (Gardner, 1999: 72). These intelligences will be taken into account during the different tasks adapting them to the interests and needs of each individual as well as to their type of intelligence (Krashen and Terrell, 1983: 65) to transfer learning and knowledge to real-life situations.

In view of all of this, what makes the Unit Plan different and innovative is the way the topic is worked on. The integration of game components into educational purposes enriches instruction and learning since challenges that are at the margin of students’ ability step out them from the comfort zone and encourages them to explore. In other words, gamification provides students with real-life challenges teaching learners tools for being at the top (Koster, 2004: 52). Therefore, the topic of socio cultural knowledge becomes an engaging game-like situation in which students get to know different countries as well as learning English in a meaningful context in which they are exposed to Krashen’s comprehensible input, but also to beyond their current development level ($i+1$) (in Mitchell, Myles and Marsden, 2013: 54).

This paper will, firstly, present the purpose and objectives of the Unit Plan. Secondly, an emphasis will be placed on the justification, the relevant theoretical and curricular framework, and the methodology for the implementation and evaluation of the proposal. Subsequently, the Unit Plan is described and commented critically and related with the corresponding theoretical framework covering different aspects such as specific objectives and contents, key competences or evaluation criteria, among others. Lastly, the conclusion will be stated along with some improvements.

2. PURPOSE.

The purpose of the Unit, entitled *Around the World in 6 Days*, means the teaching and learning to become effectively communicative when using English language by practicing both productive and receptive skills since “communication is a holistic process that often calls upon the use of several language skills” (Richards, 2006: 22). Moreover, another noteworthy outcome to achieve throughout the lessons is the students to generate meaningful interaction in the target language as an act of communication in itself (Krashen 1998:1) and as a way of negotiation of meaning among cooperative groups. Therefore, although the seven keys competences, demarcated by the LOMCE, are taking into account, the Unit Plan is aimed at contributing mainly to the linguistic-communicative one by providing “meaningful, achievable and success-engendering language tasks” (Dörnyei, 1994: 277).

Other purposes or goals are also pursued since the students, at the end of the Unit Plan, have to deliver a final product about the culture of a country (real or invented) and the different strands that describe it seeing during the lessons. Therefore, to develop appreciation of the link between culture knowledge and language and awareness of how language and cultures differs is one of the main objectives. However, there are other subsidiary aims wanted to achieve too. To educate the students both as citizens and learners broadening their vision about the world and about English language is one of these aims since the role of English is gathering importance in a globalised world where interaction happened in multiple varied ways. Other sub-goal is to teach students to be open-minded about other cultures and other points of view because of the Unit Plan is also designed to make them think critically and to encourage them to be risk-takers. It is important to develop a sense of responsibility for their own learning and choices, so knowing to manage in any situation or in giving opinion or talking about other cultures is emphasised too. Students have to begin to understand English not as a compulsory subject but as a vehicle for future opportunities and to become skilful learners.

3. JUSTIFICATION AND METHODOLOGY.

3.1. Justification.

The innovation proposal is carried out in response to some identified needs, since “considering the students in their context of learning” (Hedge, 2000: 343) is a crucial step to take into account due to the “importance of matching course to context” (Hedge, 2000: 344). Elements such as learners’ perceptions of learning, their attitude towards language learning, preferences for interaction and methodology are significant for designing an effective Unit Plan and its corresponding goals, contents, procedures and evaluation.

Therefore, the implementation of this innovation proposal is justified dependent on some information gathered from classroom observation and reflection but also from questionnaire surveys among students. Information collected from classroom observation and reflection shows three main issues to deal with: lack of group interaction, scarcity of participation (often in L1) and need for engaging and motivational components in the lessons. To answer these problems, the Unit Plan focuses mainly on two aspects: gamification and cooperative learning. However, to set out gamification as the answer of the problems, a questionnaire to students (Appendix 1.1) was delivered to explore their habits of consumption of videogames and to get to know to what extent gamification is relevant in their daily life, that is, to have some background. In fact, the results of the questionnaire (Appendix 1.2) were also pertinent in the design of the Unit Plan since there were three elements students liked the most in videogames: to have a classification ranking, that is, competition; to deal with different missions or in other words, manifold tasks and challenges; and to explore different worlds, accessories, powers, etc. or as implemented in the lessons, to discover different cultures and countries.

Then, one of the main problems identified is a tendency towards a teacher-centred learning in which students are used to working individually and sometimes in pairs leaving aside the advantages of group-work or cooperation. Cooperative learning affects positively different factors of the classroom such as participation, time on task or management techniques. Moreover, Kagan (2009: 12.1) states 4 basic principles of cooperative learning: Positive Interdependence, Individual Responsibility, Equal Participation and Simultaneous Interaction (PIES). These principles are transferred to classroom in order to create a positive team identity and a cooperative environment where effective learning and students’

potentiality can flourish. Therefore, variety of interaction is provided during the lessons focusing mainly on pair-work and group-work to cater for students' preferences as they think that the interest in the tasks increases (Appendix 3.2). Furthermore, the nature of gamification is already an act of cooperation (Salen and Zimmerman, 2004: 7) as students have to work together and share their own resources to achieve mutually a goal.

The participation of students in class is other issue to take into account. Although they are not quite participative, their contributions in the lessons are more than often made in their mother tongue (L1). They usually speak in L1 when making questions or answering them, even though the teacher has used L2. Besides, students' main reason for using L1 seems to be their inhibition when speaking English and their fear of failing. As Felix states "learners should receive as much as possible exposure to L2 input" (1980: 107) but also be encouraged to push L2 output; otherwise if the CLT approach is taking as the leading axis of the proposal's framework and the communicative competence as the chief targeted, some goals are not going to be totally fulfilled. Therefore, to increase participation, cooperative learning is emphasised through heterogeneous groups combining students' level between high, low, medium high and medium low. In this way, some results can be seen from it such as "collaborative creation of meaning, creating meaningful and purposeful interaction through language, trying out and experimenting with different ways of saying things" (Richards, 2006: 4) since students are arranged with other peers of different level and they have to negotiate meaning to arrive at understanding by sharing ideas and resources in a friendly environment enriching others' knowledge and skills. Furthermore, gamification encourages students to actively participate in L2 during the different tasks since group-work fosters a better learning environment and lowers the affective filter. Besides, it also provides a game-like context in which students cooperatively take on the meanings of the tasks "to communicate to other players through the discourse" (Salen and Zimmerman, 2004: 7) that this context makes possible. In fact, "driving participation in an activity is a core element in gamification" (Kapp, 2012: 12).

Other problem is the predilection for traditional methods in teaching the content. Students need engaging components in the lessons to being more motivated about English language and content. Accordingly, to integrate game-based components in learning to increase their motivation and interest on the topic is contemplated as one of the solutions for this problem. Besides, gamification boosts both students' intrinsic and extrinsic motivation.

The former refers to the process, enjoyment and learning that an activity allows by providing motivational elements which draw the player into play (Csikszentmihalyi, 1975: 48) and the latter refers to the behavior undertaken to achieve an external reward. Moreover, the topic of culture develops Dörnyei's "social dimension of L2 motivation" (1994: 274) in which the integrative component of motivation is associated with "a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community" (1994: 274) and the instrumental component is related to achieve L2 proficiency for extrinsic rewards. In addition, to motivate the students, cooperative learning is prominent since it makes possible the creation of a supportive learning environment where all students have the opportunity to experience success and a sense of achievement, thus, decreasing students' anxiety since more often than not "group's, rather than the individuals', achievement is evaluated" (Dörnyei, 1994: 282).

3.2. Theoretical and Curricular Framework.

After having discussed the main issues identified to deal with and how cooperative learning and gamification can cover them, the relevant framework, models and principles applied to the design of the Learning Unit will be described having in mind the aspects mentioned before. As previously noted, CLT has been chosen as the basis of the teaching method throughout the six lessons since it characterizes classroom teaching with authenticity, real-world situation and meaningful tasks. But also, other CLT principles are taken into account such as an emphasis on fluency without leaving aside accuracy, autonomy and strategic involvement, the role of the teacher as facilitator of knowledge and the role of the students as active participants (Brown, 2007: 4). However, the Unit Plan is also aligned to some curricular principles described in *Anexo I: Orientaciones metodológicas para la etapa* (LOMCE) that have to be adequate to the students, the goal, the curriculum, the context and the social needs and that all of them have to be predictors of a change to a more student-centred learning. To do so, the Unit Plan focuses on the development of key competences and Multiple Intelligences, on meeting students' needs and styles of learning, on students' holistic growth as learners and citizens and on the integration of ICTs and cooperative group-work.

3.2.1. The linguistic competence.

This proposal, as Richards states, tries to develop different classroom activities reflecting on the principles that define a communicative methodology (2006: 46) in which the prime focus is on the linguistic competence by emphasising meaning rather than form. Therefore, some dimensions of language, namely, grammatical, discourse, functional, lexical, strategic and sociolinguistic, have to be interwoven to reach, according to Littlewood, a more fully communicative view (1981:1). Besides, communicative language competence is comprised in several components such as the above mentioned aspects of language, and thus, to pay attention to its interaction with the “grammatical and sociolinguistic competence” (Canale and Swain, 1980: 20-31) is fundamental since the three components are descriptors of knowledge, skills and know-how. Moreover, as Brown (2002:13) states, “communicative goals are best achieved by given due attention to language use and not just to usage, to fluency and not just to accuracy, to authentic language and contexts” and to students’ needs, so students will also learn by using, that is, through interaction not only with their peers but also with the materials and demands of the tasks. In fact, the push for authenticity enriches the lessons not only by providing classroom activities parallel to real life but also by means of realia or authentic materials that, according to Richards, give cultural information about the target language, expose to real language and relate more closely to learners’ needs (2006: 20). The use of authentic materials can be seen throughout the lessons since all of them are focused in one aspect that characterized a country, such as a video about the history of the Olympic Games or some English recipes that the students have to reorganize.

3.2.2. Students’ needs.

The Unit Plan tries to prepare students for mainstreaming, that is, the topic has been chosen to cater to the widest variety of students’ needs and interests (Richards, 2006: 29). Therefore, the topic of culture diversity is compelling as a motivational component for students since it creates conditions that facilitate and “help learners claim the right to speak” (Norton, 2000: 142) and interact as they have to talk about sports, food preferences, profiles on social networks, etc. Thus, students come across with lived experiences of language making the learning process more engaging and accessible due to the fact that students also have different opportunities or choices in some activities meeting their needs, learning styles and promoting creativity. For instance, in presenting the final product that unifies all the

lessons, students can choose between different options of digital resources (*Prezi, Piktochart*, etc). Besides, in this way, identity and language learning goes hand in hand, fostering the holistic development of the students and “turning classroom input and interaction into effective instruments of transformation” (Kumaravadivelu, 2006: 71). However to accomplish this, the teacher has to be far from “an all-knowing font of knowledge” (Brown, 2007: 4); he has to be the one who provides guidance and facilitates opportunities to the learners for being involved in their learning process and in the mechanics of the classroom. But also for being motivated and creative in order to foster meaningful learning, for example, by brainstorming (Appendix 9) or thinking visible routines as Think-Pair-Share (Appendix 21). In this way, the switch from a teacher-centred to a student-centred instruction allows the students to be active participants and autonomous learners not only, as Finney declares, within the four walls of the classroom but also in a world that is changing faster than ever before (2002: 69).

3.2.3. A student-centred approach.

The shift toward a student-centred approach captures the “rich view of language and language learning assumed by a communicative view or language” (Richards, 2006: 24) that marks also a shift in the way of thinking about teachers, learning and teaching. Thus, according to Brown (2002: 17), this approach makes instruction adaptable to different language contexts and purposes, to different students’ needs, learning styles and affective traits. Besides, student-centred instruction is quintessential for the development of the Unit Plan which focuses on learners’ diversity and differences as a way of enriching learning since students are encouraged to display their own resources, prior knowledge and abilities drawing an individualized path of progress. In addition, following the principles of CLT, the lessons also pay “greater attention to the social nature of learning rather than to the students as separate decontextualized individuals” (Richards, 2006: 24) emphasising Multiple Intelligences in developing curricula. In connection to Howard Gardner’s Multiple Intelligences (MI), the linguistic and interpersonal ones are the most relevant for the purposes of the Unit since students are using language in constant process of communication and also as a means of self-expression, interaction and cooperation with their classmates.

3.2.4. Grouping and interaction.

Cooperative learning is the engine of the lessons by arranging the groups as heterogeneously as possible to foster inclusion, diversity and learners' autonomy as well as a better classroom environment. However, to give a more communicative purpose to the tasks pushing students to interact to lower the affective filter, the emphasis on cooperative working goes hand in hand with an emphasis on one of the key elements of gamification, that is, competition. Although, competitiveness and cooperation seem to be two opposite terms and therefore difficult to match, this is much equidistant from what is stated in the Unit. Learners compete against each other while simultaneously encouraging their team to do their best in a cooperative environment to accomplish the goal of winning. Therefore, from the intertwining of these two strands, some positive outcomes are brought such as an engaging atmosphere, an increase of motivation, participation and curiosity, or an improvement of learning and retention. Nevertheless, winning is not the ultimate goal of the tasks but a stimulus to achieve the main objective, that is, being communicatively efficient. Moreover, creating competitiveness can demotivate the losing teams, so healthy competition is promoted to mitigate this effect and the quality of students' effort is highlighted above the extrinsic reward of winning. Besides, Lightbown and Spada (2013: 87) states that 'if students need to speak the L2 in a wide range of social situations or to fulfil personal ambitions, they will perceive the communication value of L2 and are therefore likely to be motivated to achieve proficiency in it'. However, by presenting the different tasks to the students as a competition, further motivation is added improving performance.

3.2.5. Digital resources.

ICTs help to develop critical thinking and effective information processing skills but also learning and communication. However, it is important to remember that they are a mean to an end, not a learning outcome and thus, as Burnett et al. (in Gil, 2017a) explain their role in teaching is to attend to individualized needs and enhance curriculum by stimulating and motivating students by developing new relationships with information and creating meaning in different ways. During the lessons different digital resources are employed for different purposes. For instance, *WordArt* is used as a trigger for the exploration and beginning of a new topic in which the teacher presents content adjusted to students' profile. *Fakebook* is utilised as a collaborative tool to promote group-work and peer collaboration but also a tool

for composing and sharing students' ideas. *PowerPoint Presentation* presents ideas dynamically and visually allowing student to receive feedback easily. But also, together with *Prezi* and *Piktochart*, they support skills to present work done. *Plickers* is an interactional resource that provides motivation and increases opportunities for students' interaction and decision making. *MindMeister* makes complex tasks such as summarize or synthesize the main ideas of a text more manageable and illustrates this process. Finally, *Symbaloo* works as a collaborative tool in which students have to complete different activities if they want to unblock the journey for the Unit but also a font of resources. Therefore, ICTs have an important role in the topic of the Unit since they link learning to real world situations and experiences that reflect cultural diversity. As Dickinson (in Gil, 2017a) declares they are most effective if they are embedded in the curriculum.

3.2.6. Error correction techniques.

Although the emphasis goes to fluency, accuracy is not leaving aside and therefore, some error correction techniques have to be tackled. Errors are going to be approached as a natural part of the learning process in order to avoid learners' inhibition when communicating in L2 since as Kroll and Schafer explain, "errors are clues to inner processes, windows into the mind" (1978: 243). Thus, techniques for correction such as peer-correction and self-correction will be emphasised over teacher-correction since they are primordial when approaching a communicative goal and they are less authoritarian and more supportive than teacher correction. Besides, they reduce students' affective filter and provide constructive feedback encouraging students to overpass difficulties and understanding that to commit language errors is very common when acquiring a foreign language. Moreover, self-correction encourages students to reflect on their achievements and fails becoming autonomous and active participants in their own learning process. However, the students receive reliable feedback from the teacher when he/she monitors the different tasks and group-work and makes use of different corrective feedback techniques, namely, repetition, recast, elicitation or metalanguage clues that best suited the specific learning situation. In addition to this, mistakes can be also ignored or indicated through gestures, visual contact or intonation since they are less threatening techniques.

3.2.7. New forms of assessment.

They are needed to stay focused in a student-centred instruction. Therefore, the proposal for the evaluation of the teaching-learning process is meant to replace traditional multiple-choice and other items that test lower-order skills by using multiple forms of assessment to build a comprehensible picture of what students can do in a second language (Richards, 2006: 25). Besides, effective teachers continually work towards proper outcomes and assessments and to do so, some feedback is needed since it enables teacher to assess what went right and what has to be improved, or as Brown declares, “to systematically evaluate the accomplishment of curricular objectives” (2002: 13). Thus, to evaluate the effectiveness of the proposal, students carry out a self-assessment and a teacher-assessment to reflect in what has been achieved through the lessons. The tool utilised is a spinner wheel (see Appedix 2) with different statements for assessing students’ own learning process and for teacher’s implementation. In addition to this, at the end of the Unit, a questionnaire (see Appendix 3.1) about teacher’s performance, tasks and methodology is posed to students in order to see what they will improve or change and what tasks they have liked the most and the least, and the reasons. In this way, students feel they are an essential part of their own education and learning process becoming autonomous learners. Some questions about the role of gamification in the lessons are also asked to see if this approach has met some expected objectives such as an increase of students’ motivation, engagement and curiosity on the tasks. Furthermore, when delivered the final product of the Unit, each student has to complete a Group-work Assessment (see Appendix 4) to reflect on the weaknesses and strengths of their work building simultaneously students’ self-confidence and self-awareness.

4. UNIT PLAN.

4.1. Unit Plan Presentation.

4.1.1. Justification.

The Unit Plan is organized in 6 lessons (Appendix 5) designed to be implemented in the 3rd academic semester for the 4th year ESO students in the *IES Tiempos Modernos* located in the Actur neighbourhood. However, only 4 of them have been implemented due to lack of time and resources. Lesson 1, 3, 4 and 5 were the ones taught during my practicum.

The proposal is carried out as an independent unit from the course textbook followed by the students, *Spectrum Student's Book* of the Oxford publishing house. One of the main motives for not following the said textbook is to engage demotivated students in the learning of English by meeting their needs and interests through the creation of a series of activities and lessons that involve them into challenges, further thinking and cooperation. Besides, some freedom on the part of the teacher was given for designing the materials and teaching the contents as in this point of the year they had already seen the 8 units that should be taught. Therefore, this unit plan was contemplated as a revision of these units, giving a special attention to the productive skills since the ultimate learning goal is to become communicatively efficient.

Furthermore, the main problems detected, namely, demotivation, traditional interaction patterns and limited participation were taking into account for both the design and implementation of the proposal in order to create a learning environment appealing for the students. This learning environment is fostered by the use of gamification and cooperation as the key elements of the unit which gives a different focus to the topic of culture making it engaging and varied in vocabulary, resources and knowledge.

4.1.2. Topic.

The chosen topic deals with some sociocultural and linguistic aspects stated in the contents of the specific provisions of English (as foreign language) proposed by the LOMCE for the 4th year ESO. Firstly, customs, traditions and beliefs of different cultures are displayed throughout the lessons so as to highlight the significant similitudes and differences among the native and foreign language speakers' culture. Secondly, the lessons try to develop a

respectful attitude towards what is considered as ‘different’ expanding students’ points of view and ways of thinking to new horizons. Thirdly, raising curiosity about the study of English, which has to be comprehended beyond the school’s contents, as a vehicle for exchange of information and for understanding between different cultures is emphasized. Lastly, teaching in tolerance will raise an open attitude and foster active listening which are quite important for a positive development of the lessons.

As previously stated, the topic of the Unit Plan, culture, is comprised of 6 lessons which emphasises different contents and skills. The topic has been chosen on the basis of providing an engrossing and creative review of the contents of the previous units.

The first lesson introduces the students in the ‘game’ and at the same time explains what it is expected from them (Appendix 6). Then, students get to know how to describe themselves psychologically by means of the beliefs surrounding the Chinese New Year (Appendix 10) which talks about animals, personality traits and birth years. Knowing how to show and talk about your own personality is important for building both social and professional relationships.

The second lesson explores the importance of traditional clothing to reaffirm ones’ cultural identity. Besides, students have to provide a complete description of different regional costumes (Appendix 17) and their peers have to guess them through a draw and listen activity. The lesson tries to develop creativity but also familiarize students with new words and structures in English. Moreover, clothing is also a way of communication of customs, identity, feelings, imagination, art, etc.

The third lesson focuses on the topic of typical food and how to formulate recipes (Appendix 22) with the proper procedures and quantities. This lesson supports students with important skills for their daily life since cooking and knowing how to cook following instructions is something they will come across every day. Moreover, when you travel abroad one of the most appealing things of the new culture is gastronomy; to taste all the flavours and textures that are nothing like the ones in our own culture.

The fourth lesson emphasises the ability of making questions and answering them by discovering the history of the Olympic Games (examples on Appendix 33). Sports are inherent in the culture of any country and thus, students will have to understand the effort, spirit of sacrifice and discipline of most of the athletes. Besides, it is essential to raise

awareness on the importance of competing in a healthy manner as well as of cooperating for achieving a common goal.

The fifth lesson is a review of all the previous ones but it is carried out in a more attractive way, by decoding a secret message through hieroglyphics (Appendix 30). It is relevant to recycle as well as revise the new vocabulary and to set the already acquired before going to the last lesson in which they will have to demonstrate whether they have learned or not.

The sixth lesson is a demonstration of learning in which students have to give an oral and written presentation about a real or an imaginary country. They have to talk about all the descriptors (clothes, food, sports, etc.) of a culture. Therefore, this lesson constitutes the closure to the whole unit since they show what they have learnt and finally, both self and teacher assessment will take place.

4.1.3. Contextualization.

The school setting for this Unit Plan is *IES Tiempos Modernos* which is located in the Actur neighbourhood, in Zaragoza. According to the high school website (*IES Tiempos Modernos*, 2018), there are currently two foreign languages being taught: English and French, being the former compulsory and the latter optional in this year of ESO. Moreover, the school offers two bilingual education programs: the French bilingual section and the English bilingual section, which has implemented the CILE I British Council-MECD integrated curriculum respectively. This multilingual program has the aim of improving the basic competences of the students both in English and in French.

The targeted group consists of 12 students (8 boys and 4 girls) in the last academic year of the ESO, that is, in 4th year. The students come from different backgrounds and the group profile presents an irregular English level. Moreover, they are taking English as a second language and not in the bilingual programme, so they barely enjoy learning English which leads to a general demotivation.

Regarding the group profile, the students undergo some difficulties with productive skills, showing inhibition and less willingness when they have to communicate in written and oral form. This may be due to the interactional pattern the class follows that more often than not is traditional, or in other words, teacher-centred. Therefore, they have few opportunities

for production dropping their readiness for learning English since they are used to learn grammar and vocabulary through listening and observation. Besides, L1 interference in second language classroom impacts on fluency producing learning difficulties when speaking.

The level of English in the classroom is heterogeneous, having students with more eloquence and ability for the language and others with some difficulty for following the lessons. Moreover, all of them want to specialize in a higher grade and none of them have intentions of going to University, thus, they do not see English as something essentially necessary for their future. Despite this fact, some of them actually have interest in learning English and their participation in the lessons is noteworthy.

The pace of learning, in general, is slower than the average; they need more time to get the instructions and explanations as well as to be monitored in the activities. Paraphrasing and scaffolding are also necessary, supporting them with more resources for successfully complete the tasks. Overall, it is a group that needs support, encouragement and motivation so to stay focused on what it is required from them but once they concentrate and understand what they have to do, they answer positively, especially if they work in groups.

As for students' interests, the results obtained from the first questionnaire (Appendix 1.2) shows they are fond of playing videogames, spending between 1 and 3 hours per day. The Unit Plan tries to be a videogame with educational purposes, teaching them both form and meaning in a specific context: different countries and cultures. Moreover, they show interest in working in groups and in participating in the different challenges proposes by the Unit, as well as in the use of interactive ICTs.

As previously mentioned, the main source of input for the students during the course is the textbook, so the students are supposed to have already a background knowledge of what it is going to be explained in the Unit Plan. In fact, the unit serves as a revision of contents but going a little bit beyond their current level challenging the students to give the best of them. Besides, students have to work cooperatively in groups that are done as equally as possible, supporting and helping each other in the different areas of knowledge. Furthermore, as each lesson is focused in a different country, some cultural previous knowledge is needed, although some clues and scaffolding is provided.

Finally, flexibility and adaptability of the activities have been taken into account in the design of the Unit Plan due to some particular circumstances of the group. The reduced number of students comprising the group is a factor that influences both the implementation and development of the activities, since there was always a student who did not show up in the lessons. Therefore, being able to adapt the activities to last-minute issues is a characteristic in favour of this Unit.

4.2. Contribution to the development of the key competences.

The target learners' development of key competences for lifelong learning is a crux when designing a specific Unit, as it is pointed out by the European Parliament and the European Council (2006). The seven key competences are further explained by the legal framework which emphasises the need of following a communicative methodology to integrate knowledge, skills and behaviour in a practical and theoretical way. Therefore, this implies changes in the teaching methods which focus on the use of ICTs, group-work but also autonomous work, transferable learning and skills or constructive learning and essential learning (from knowing to applying). The lessons present activities based on this methods which also contributes to the development of the key competences, as follows:

- **Linguistic competence (LC):** English is a transversal language, so its own characteristics enrich the language classroom favouring the achievement of the communicative competence among the students. The Unit Plan tries to develop the acquisition of both oral and written skills as well as of a functional and contextual use of language by means of activities such as asking questions, talking about their personality or giving instructions for a recipe. The more functional language students know, the more real-life situations they can manage and interact in. Moreover, the production of language is also achieved through interaction (cooperation is a pivotal element in the Unit) and problem-solving activities, for instance when students have to decode a message or the Jigsaw activity.

- **Mathematical, scientific and technological competence (MSTC):** Although this competence has not an obvious connection with the study of English as Foreign Language, its development will contribute to students to become active participants in the current century. Students deal with this competence in lesson 4 with the game

Stinky Feet in which they can win as much as lose points and at the end of the activity they have to count the points they have. In short, this activity tries to get students into contact with the use of numbers and their basic operations. Moreover, the leaderboard (Appendix 7), for classifying students' points, also helps to the integration of this competence into the language learning.

- **Digital competence (DC):** The regular use of digital learning resources, including, websites, interactive applications, online materials, etc., directly contributes to the acquisition of this competence. The Unit provides students with a wide range of ICTs; different tools for exchanging of knowledge, sharing experiences and resources, interacting, dealing with real and functional language and contexts, etc. However, by no means ICTs are considered a learning outcome, but a mean to an end; resources for thinking, learning and communicating (Gil, 2017a).

- **Learning to learn competence (LLC):** The Unit contributes to this competence by integrating learning strategies and transferable skills. Students' own performance is evaluated in every lesson by means of a spinner wheel which makes them to reflect on their lesson performance. Besides, a group-work self-assessment (Appendix 4) also helps them in furthering their learning since they have to reflect on their group's strengths and weaknesses but also on other aspects such as the division of roles or the problems they found and the solutions they applied for solving them. However, learners also take part on the learning path of their peers as they have to evaluate them in certain activities and most of the activities are done cooperatively, therefore fostering critical thinking.

- **Social and civic competence (SCC):** Cooperation and collaboration for developing awareness of and respect for oneself as well as for the others are at the hearth of this competence. This can be seen, for example, in lesson 5 where students have to work in groups in order to decipher a message. Group-work fosters positive independence and tolerance as well as a better learning environment. Besides, one of the aims of the Unit is students to know different cultures and become open-minded with cultural diversity. Moreover, to educate is also to emphasise fully individual progress in society which along with to become a better world citizen substantiate the Unit.

- **Sense of initiative and entrepreneurship competence (SIEC):** Social skills such as cooperation and negotiation are presented in the majority of the lesson activities. Moreover, they are activities that require students' own initiative, decision-making skills and management of personal resources. One example of this is the match activity in lesson 3 in which students must come to an agreement on the solution and then share it with the rest since they have a Think Chart to reflect on their own response and that of the group. Moreover, together with the final product of the Unit they will have to hand over a group self-assessment and thus, this short project requires planning, cooperation, flexibility and time management, skills that can be transfer to real life situations like social and commercial contexts.

- **Cultural awareness and expression competence (CAEC):** The whole unit itself is a contribution to this competence. Students come across with different cultures and different aspects that define them such as traditions, habits, sports, gastronomy, personality, etc. in order to get to know other ways of thinking and expression. Besides, all these cultural descriptors are intertwined and essential for the final presentation, as students have to choose a country and talk about them. In this way, students' creativity is highlighted as they are free of producing and presenting the information in the format they want. Moreover, by default learning a foreign language is already a way of exposure to the culture of the countries in which it is spoken.

4.3. Unit Plan objectives and contents.

4.3.1. Objectives and learning outcomes.

The starting point for formulating the learning outcomes was to unpack the curriculum, that is, to depart from the general to the specific. For this purpose, the general stage objectives of ESO, which are set out in the national curriculum, in REAL DECRETO 1105/2014, de 26 de diciembre, and included in ORDEN ECD/2016, de 26 de mayo (LOMCE), are the first step to take into account. These objectives are formulated in terms of the capacities which are expected the students to develop throughout this stage. Therefore, the Unit Plan contributes, in a general scope, to 5 of these objectives, specifically a), b), g), i) and j) (included in Appendix 36.1.). Moreover, the said objectives make reference to 3 vital aspects for the

development of the Unit: cooperation, participation or sense of initiative and cultural awareness.

Objectives a) and b) emphasise personal development both as learners and as democratic citizens who are expected to act cooperatively in order to consolidate a tolerant and respectful attitude. As already explained, one of the cornerstones of the Unit is cooperation. Students learn while working together in groups developing, therefore, a sense of belonging and a positive attitude towards others. Besides, they also learn to become more open-minded and receptive towards other ways of thinking. Moreover, working in groups raises their interest and motivation about the studied topic producing great benefits in their learning process and lessening their inhibition when talking in a foreign language.

Objective g) is related with two key competences, Sense of initiative and entrepreneurship and Learning to learn, which are fully developed in the proposal. Planning and management of time, resources (personal as well as physical), materials and space are important skills that can be transfer from educational contexts to real-life situations and so, students need to work on them.

Objective i) is already inherent in learning languages, in the nature of an EFL classroom and it can be said that it is linked with the rest of the objectives since to be able to understand and express oneself appropriately in a foreign language is a process in which many aspects are involved. Therefore, this objective is covered by default.

Finally, objective j) is clearly reflected in the Unit and is related to promoting cultural awareness and building attitudes of respect and empathy for the diversity of cultural expression. Students enrich their knowledge while learning the importance of traditions and cultural identity. The whole Unit revolves around this objective.

Once dealt with the general stage objectives of ESO, the next step is to look at the *specific provisions* of English in which the stage objectives in the area of EFL (Appendix 36.2.) are demarcated. These objectives together with the general stage objectives of ESO are delimited by the national curriculum or the administrations but it is left to the teachers to interpret these in specific objectives (Hedge, 2000: 345). Therefore, from the stage objectives, the learning outcomes of the Unit are drawn and derived.

The objectives have two functions: to guide in the design of the contents and of the activities and to serve as a touchstone for the evaluation of the students' learning progress. Therefore, following Richards' Backward Design, the specific learning outcomes of the project have to be aligned with the evaluation criteria since everything that is a learning outcome need to be assessed and everything assessed needs to be a learning outcome. Besides, the evaluation criteria are considered a concretion of the stage objectives which have to be the trigger of the beginning of any didactic Unit; if you start with the stage objectives you are going to lose sight. Therefore, the learning outcomes have to form the basis of what is assessed and how it is assessed.

The specific learning outcomes, listed in Appendix 36.3, are organized in the different six lessons of the proposal. These learning outcomes can be defined as what learners are able to do as the result of a period of instruction and are often described in terms of objectives or in terms of performances, competencies or skills (Richards, 2013: 7). They have to be functional, observable, measurable and interesting and adaptive to the changing needs of the students. In addition, they have to be formulated in a specific and clear way so that students can understand what is demanded and expected from them from the very beginning. In other words, they have to be learner-centred oriented and provide students a solid framework to guide their studies and assist them to prepare for their assessment.

Finally, when formulating the learning outcomes, I made use of the revised Bloom's Taxonomy hierarchy of cognitive skills (in Anderson and Krathwohl, 2001), in which different action verbs are classified from simple recall through to the highest levels of critical thinking: remembering, understanding, applying, analysing, evaluating and creating. Besides, this taxonomy was very helpful to me when writing the learning outcomes in order to establish the cognitive level of understanding expected and to ensure that the learning is measurable, assessable. Therefore, throughout the educational proposal both lower order thinking skills and higher order thinking skills have been combined since it is important to take into account what students should be able to know and do. On the one hand, lower order thinking skills such as matching different concepts with their definitions or summarizing the information of a given written text can be found in the lessons. On the other hand, higher order thinking skills such as justify their answers or solve a hieroglyphic problem are also developed.

4.3.2. Curricular and cross-curricular contents.

The *Orden 489/ECD/2016* demarcates the curricular contents that must appear in each course and in each of the four blocks; a whole course plan has to deal with all of them. This syllabus has not covered all of them as it has been designed for a specific number of lessons and not for an annual extent. Moreover, it deals with the curricular contents of 4th ESO, as specified in the correspondent *specific provisions*, emphasising the most important ones inside each lesson.

According to the LOMCE, contents are a set of knowledge, skills, abilities and attitudes that contribute to the achievement of the objectives and to the acquisition of the competences. Therefore, they are means to an end and if the proposal is wanted to be fully curricular, it is needed to include different types of contents. To do this, select and grade the curricular contents of the Unit Plan, I followed Nunan's (1989) checklist organization of contents:

“Rather than working from syllabus items to tasks, I see syllabus specifications as traditionally conceived (i.e. lists of content) as being of most value as checklists and frameworks which can provide coherence and continuity to the course design” (19).

Hence, the contents are used as a checklist and the curriculum as a framework. Rather than go to the list of contents and pick some, I found an interesting and relevant task at the appropriate level of difficulty and then, I identified which language items on the syllabus checklist can be introduced or taught through the selected task. In other words, first I went to the evaluation criteria and then after thinking what I wanted my learners to do, I checked the most appropriate items and what is covered through the task. This is the process I used to select the curricular contents that were used in the Unit Plan (Appendix 37).

Moreover, some cross-curricular contents pointed in the Section 11 of the *general provisions* of the *Orden 489/ECD/2016* are also developed in the Unit Plan. For example, values of equality, respect, civic education, pluralism, entrepreneurship, etc. are promoted throughout the lessons so as students learn to manage themselves in different contexts and situations as well as in individual or teamwork. The cross-curricular contents are achieved

through two fundamental aspects: cooperation and creativity. Students have to work in cooperative groups strengthening their identity both as individuals and as group members in activities such as the charades in lesson 3 in which positive interdependence is fostered. Moreover, creativity is a pillar for letting flourish ones' initiative and ideas, and thus, activities such as create students' own encoded message in lesson 5 is a good example of that.

4.4. Sequencing of activities.

The way of sequencing the activities of the proposal is quite important if it is wanted to meet students' expectations and achieve optimal learning outcomes. Therefore, well sequenced lessons have to be built around two factors, the methodological principles established by the Aragonese Curriculum in the area of EFL and other demanding aspects when designing the activities such as the receptive and productive skills, the competences, the length, the topic, etc.

Furthermore, the syllabus followed in order to form a coherent Unit is coined as task-based approach because all the lessons throughout the proposal are structured in pre-, while, and post- tasks. The aim of this approach is to create tasks that require communicative language use as well as to engage the students gradually from simple to complex activities which have their reflection in real life situations. To do so, the definition of tasks given by Ellis (2003) has been considered in which he establishes some features to be followed: focus on meaning, real world language use, any of the 4 skills, cognitive processes and a communicative outcome (9-10). Besides, Van den Braden (2012) has been also taken into account as he states that, in the design of a task-based syllabus,

“Using different sources and different methods (such as interviews, observations, and surveys), a concrete description of the kinds of tasks students will face in the real world is drawn up. This description, then, serves as the basis for the design and sequencing of tasks in the syllabus [...] In a task-based approach, students are confronted with approximations and simulations of the kinds of tasks they are supposed to be able to perform outside the classroom and learn about relevant forms of language while trying to understand and produce the language that these communicative tasks involve” (133-134).

In addition, this kind of syllabus matches pretty well with the importance given to the linguistic-communicative competence since students have several opportunities for production gaining confidence and mastery for carrying out successfully the final task, an oral presentation, but also for being competent in their day-to-day. Besides, the lessons are designed as a gradual incremental process that goes from less to more, in which students activate knowledge and recapitulate the contents already learnt as well as recycle new linguistics items giving enough retrieval practice to them. Thus, lesson 1 starts with an introduction of what the Unit consists of, then lesson 5 is a review of all the contents taught and finally, lesson 6 is a demonstration of learning.

Regarding the curricular methodological principles, the activities have been designed to accomplish with the following ones: *meaningful learning*, *learning through key competences*, *autonomous and cooperative learning*, *learning through multiple intelligences* and *the development of motivation and creativity*.

The first principle, *meaningful learning*, is developed through activities that imply the activation of students' previous knowledge such as brainstorming (Appendix 9) in lesson 1 where they are exposed to the content with which they will have to deal with in the following exercises or in which they have to make guesses about the connection between the words in the cloud. Another example would be 'Find Someone Who...' (Appendix 15) in lesson 2, in which students have a checklist and they have to find a person who has a certain characteristic written in it. Activity 2, decode a message (Appendix 30), in lesson 5 is also a good example of meaningful learning. Students are given a definition and have to find the image correspondent to that definition and take as a clue the letter associated to it. On the whole, they are activities that build germane background knowledge for the students to start making connections to the new lesson contents and that require an active students' role while the teacher is seen as a facilitator of knowledge.

The second principle, *learning through key competences*, has been explained in section 4.2., where the contributions of the lessons to achieve this principle along with some examples have been displayed. The Unit fosters an interdisciplinary learning in which students have a place in their own learning process and know how to put theory into practice. For example, the Think Chart of the lesson 3 (Appendix 21) is a Think-Pair-Share activity

through with the Linguistic, Social and Civic and Learning to Learn Competences are fostered, among others.

The third principle, *autonomous and cooperative learning*, is achieved since the nature itself of the educational proposal attempts to develop students' capacity for teamwork in which positive interdependence is fostered. Moreover, some attention is paid to the different learning styles as each student has his/her own learning pace. Some of the activities that promote this principle would be '8 Things about the Olympic Games' (Appendix 26) in lesson 4, in which students cooperatively have to reach an agreement on whether a specific statement is fact or fiction, or guess the outfit activity in lesson 2, in which students in groups have to listen and draw what their peers describe in order to guess what traditional clothing is described. In general, the Unit has been designed to support students with individual responsibility, equal participation and positive interdependence since "a gain for one means a gain for another" (Gil, 2017b).

The fourth principle, *learning through multiple intelligences*, is worked chiefly through the linguistic and interpersonal intelligences by default since what the Unit seeks is students' personal and academic growth. However, other intelligences are also covered such as the intrapersonal one because of individual goals have to be in tune with the group ones, thus fostering positive interdependence. Or the corporal-kinaesthetic one which is developed since body language and gestures are needed for the expression of ideas when delivering the oral presentation.

The fifth and last principle, *the development of motivation and creativity*, is primordial in the Unit Plan as both are fundamental sources for raising interest and engagement on the topic. For this purpose, the activities have been designed with enough variety and originality, and sociocultural knowledge has also been included in this design. For instance, when students have to create their own alphabet in order to encode a message in lesson 5 (Appendix 31) or when they play charades in lesson 3 (Appendix 25); competition and cooperation plays a main role in this principle. Moreover, they are also free in choosing how to present the final product of the Unit since they have a wide range of applications from which they can pick the most appropriate from them.

In relation to the other aspects that justify the sequencing of the activities, the theme and the skills worked in the lessons play a major role. The structure of the Unit, as already explained, tries to imitate a journey of 6 days around different countries of the world experimenting with different cultures and different aspects of it. Therefore, the Unit is organized as a competition trip in which to get the ticket of the next country, students have to carry out a series of tasks and guess the country of the lesson; China, Spain, England, Greece or Egypt. Besides, at the end of the journey a reward is waiting for them; a celebration of learning which implies 0.10 extra points in the final mark of the Unit. In this way, students learn curriculum contents while exploring different cultural traditions and beliefs such as the Chinese New Year or the history behind the Olympic Games. They start establishing relationship between their culture and the one taught in the lessons but also between time and epoch as many traditions are rooted in past and history.

Moreover, the lessons also focus on the different skills, productive and receptive, although the main aim is to become communicatively efficient. Thus, this criteria used for selecting and sequencing tasks, sees language learning as an integrative process in which all four skills are developed in parallel and in which practice in one of them reinforces the others, as it is showed below in Table 1. The first lessons, in general, give more emphasis on the receptive skills while the lesson 5 and 6 stress the productive ones as students are about to elaborate the final product, an oral presentation about the culture of one country, making use of all the information gathered from the previous lessons.

Finally, it should be highlighted that inside each lesson, the activities are arranged from simple to complex thinking processes, as before explained with the revised Blooms' taxonomy. For instance, in lesson 2, students begin to familiarize with some clothing vocabulary and end up being able to elaborate a detailed description of an outfit. The same goes for lesson 5, where students in the pre-task, with the aid of an alphabet, have to match the definitions provided with the pertinent image and letter and then in the post-task, they have to be able to do the same but in reverse, now they are the ones that have to compose the alphabet with the definitions, the images and the letters.

LESSONS	SKILLS	ACTIVITIES
Lesson 1	Main skill: Reading	Pre-task: Brainstorming about Personality Traits
	Other skills: Speaking Writing	While task: Reading <i>Zodiac Animals</i> + mind mapping Post-task: <i>Plickers</i> Description of a classmate
Lesson 2	Main skill: Writing	Pre-task: Find Someone Who + Stop Game
	Other skills: Listening Speaking	While task: Description of pictures: Traditional Clothes Post-task: Listening and Draw: Guess the outfit
Lesson 3	Main skill: Reading	Pre-task: Would You Rather...?
	Other skills: Speaking	Match activity: Cooking verbs While task: Jigsaw about recipes + <i>Topgrade</i> test Post-task: Charades
Lesson 4	Main skill: Listening	Pre-task: Fact or Fiction: 8 things about the Olympic Games
	Other skills: Speaking Writing	While task: Video: <i>Olympic History- Behind the News</i> Post-task: Stinky Feet Game about the video
Lesson 5	Main skill: Writing	Pre-task: Vocabulary Review: Tic Tac Toe
	Other skills: Reading Speaking	While task: Decode a message Post-task: Create your own alphabet + encoded message
Lesson 6	Main skill: Speaking	Pre-task: Group self-assessment
	Other skills: Writing	While task: Oral Presentation Post-task: Questionnaire

Table 1. Sequencing of activities and skills.

4.5. Materials.

The materials designed for the implementation of the Unit Plan can be found from Appendix 6 to Appendix 35. The selection and use of these materials constitute an essential aspect in the methodology as they have to be adapted to the different student learning levels, styles and paces. Besides, variety and creativity have to rule in the choice of the materials as well as the integration of ICTs and Multiple Intelligences. Therefore, and as it is established in the Aragonese Curriculum, materials have to attend learning diversity so to provide suitable resources and input to students, either authentic or adapted ones. The aim is to choose and select the materials to achieve the goals of the educational proposal, and for this, three aspects have taken into account: authenticity, appropriacy and accessibility.

Firstly, the use of authentic materials is emphasised as they boost motivation that comes from the realism in using this kind of materials in the English language milieu. The term realism is related with real world tasks that together with the authentic materials of the proposal, both are promoted with the goal of working on long-term retention as well as on skill-development and attitude. Activities such as dealing with food recipes or watching a *Youtube* video would be used for this purpose. They are activities taken from L1 (English) material and not intended for ELT purposes, thus exploiting language in a communicative and real-world way (Hedge, 2000: 369).

Secondly, appropriacy of materials means they have to be appropriate and effective in helping learners to acquire English. The materials have to be interesting and challenging enough in order to hold students' attention and encourage learner independence, that is, the materials have to be topical. This would be the example of activities such as the charades in lesson 3 or the Stinky Feet game in lesson 4 which both increase students' motivation as they imitate the famous TV show format in which two or more teams compete for being the winner team.

However, to create materials suitable for all the learners is difficult as they have different profiles and learning styles. Therefore, the use of complementary materials is addressed as a measure to respond to the diversity in the classroom. Therefore, I designed scaffolding activities such as the brainstorming or the mind mapping in lesson

1 to assist those students with more difficulty in developing skills, concepts or higher levels of understanding. But I also provided students with additional materials for reinforcing, consolidating and expanding their knowledge (Appendix 18, 23 and 28), in case it was needed. Moreover, instructions were given with clarity to ease the procedure of the different tasks to ensure that everyone understood what they had to do.

Finally, students have to make use of different materials and resources (digital or not) throughout the proposal and to facilitate their accessibility, the application *Symbaloo* meets the expectations. This app allows the materials to be clearly organized in lessons, as it can be seen in Appendix 8, enabling students to access to them whenever they want. Besides, this ICT also serves as a database for the contents taught in the different lessons as students can make use of it for revision or self-study purposes exploiting effectively the materials.

Moreover, as the Unit Plan is also based on gamification, some materials have been designed following the demands of its mechanics. Therefore, the majority of the materials have a game-design element but with educational purposes. Lesson 5 is the best example since it develops students' critical thinking and attitude, encourages them to be autonomous as well as to work cooperatively and exploits their creativity. An example of this lesson is attached in Appendix 32.

4.6. Assessment criteria and tools.

4.6.1. Assessment criteria.

The assessment criteria for evaluating the learning process of the students is specified in the Aragonese Curriculum for 4th year ESO students. These standards, following the Backward Design model, are taken as the basis for a suitable evaluation throughout the lessons of the Unit Plan and are also adjusted to the proposal as it can be seen in Appendix 38.

4.6.2. Evaluation tools.

The Section 14 in the Aragonese Curriculum for Secondary Education establishes that the assessment of students' learning progress has to be continuous (evaluation of effort,

involvement and learning), formative (evaluation for learning) and integrative (evaluation of learning). Besides, learners' progress is taken into account concerning other aspects such as the key competences or the subject.

The assessment criteria and marking criteria are specified and compiled in a chart on Appendix 39. The chart shows how different elements of the curriculum are aligned in order to assess the students' performance. Therefore, it is included the activities that will be evaluated along with the correspondent evaluation tools, the evaluation criteria, the key competences and the percentage of these activities regarding the final mark.

Furthermore, taking into account the communicative framework, more weight is given to the productive skills when establishing the marking criteria, as it can be noticed in the following table:

SKILLS	PERCENTAGE	ACTIVITIES
Writing	30%	<i>Fakebook Profile</i> Final Written Presentation
Speaking	30%	Final Oral Presentation
Reading	20%	<i>Plickers</i> <i>Topgrade</i>
Listening	15%	Stinky Feet Listening and Draw Activity
Effort and Participation	5%	Teacher's Observation and Notes

It should be highlighted that the final products which are linked to the productive skills (writing and speaking) constitute the 60% of the final mark as students require more complex skills and performance and these tasks suppose the demonstration of learning of the whole Unit. These activities will be assessed by means of rubrics of evaluation which are included in Appendix 34 and 35, however the Final Written Presentation is

also evaluated by the own students through a group self-assessment (Appendix 4) in which they have to reflect about the teamwork carried out attending elements such as the planning, the roles, the strengths and weaknesses, etc.

Then, the receptive skills (reading and listening) are the 35% of the final mark, however giving more emphasis to the reading (20%) as the activities assessed are tests in which the results obtained are more reliable and unbiased as students' performance is showed in the two applications used in these tasks: *Plickers* and *Topgrade*. The listening activities account for the 15% and they are activities that are evaluated by means of teacher's observation and notes and that although they are cooperative tasks in which the content is elaborated by the group as a whole, every single member of the group has to participate and show understanding.

Finally, the last 5% of the students' mark goes for the effort and participation in the lessons. The evaluation tool for this case is the teacher's observation and notes taken throughout the Unit as an active role of students is expected in its development. Moreover, it should be recalled that the student or students with the high score in the leaderboard has or have an extra 0.10 points in the final mark.

4.6.3. Evaluation of teaching and learning process.

To evaluate the teaching process is an important aspect to focus on if it is wanted to work towards proper outcomes and assessments. To do so, students' feedback is asked in different ways: one more lesson-focused, a spinner wheel, and other more focused on evaluating the Unit as a whole, a questionnaire.

On the one hand, the spinner wheel, attached in Appendix 2, consists of a series of sentences such as 'Write down 3 things you learned today' or 'Were the instructions of the activities clear enough? Why?' in order to evaluate both the teaching and the learning process. The students have to spin the wheel at the end of each lesson and depending on where the wheel stop they have to answer one thing or another and upload it to *Moodle*. It is a creative and different way of evaluation and with great relevance for both students and teacher to keep improving.

On the other hand, the final questionnaire, included in Appendix 3, focuses on evaluating the proposal, that is, its activities and some game-based elements regarding motivation, competition, cooperation and the point system associated to different tasks. Therefore, this questionnaire poses a set of questions that tackle a general view of the Unit Plan providing with feedback about what should be improved or change, what students like the most, what they like the least and whether the approach has been effective or not. This last issue is quite important, as it is mentioned in section 3, what it is intended is to raise students' motivation and engagement throughout the lessons.

The results of the questionnaire (Appendix 3.2) show a positive impact of gamification on students' performance and participation. They really took benefits from working in heterogeneous teams, thus having individual and group responsibility for succeeding in the different tasks. Moreover, healthy competition also got them down to the demands of the proposal as it raised their motivation wanting to give their best. Besides, as some activities had to be accomplished in a limited period of time, students stayed focused on them, enjoying while learning.

Finally, reflecting on your own teaching means being self-critical with your own practice, as well as thinking about why things have worked or not, in other words, it is a process of self-observation and self-evaluation. Therefore, there are some aspects that should be improved for future implementation. Giving instructions is one of them as students understand better if you give an example of what it is required or if you make use of some strategies like paraphrasing for exemplifying the same in different ways. Another aspect to keep in mind is the timing as sometimes the pace of the lessons is relatively slow but in other occasions you can come across with fast-finishers, so to design extensive activities is a life-saver.

5. CONCLUSION.

To conclude, this educational proposal, aimed at 12 students studying 4th year ESO at the *IES Tiempos Modernos* in the Actur neighbourhood of Zaragoza, has addressed the purposes established at the beginning of the dissertation and covered simultaneously the main issues detected in the group profile.

As mentioned before, there were three main issues to deal with and which were the departing point in the design of the implementation: a teacher-centred approach, demotivated students and lack of any kind of interaction. This evaluation of learners' needs was tackled by integrating three centrepieces in the development of the lessons: cooperation, gamification and culture. All of these aspects combined present a powerful motivating engine for students which encourage them to take an active role in their learning process and in the dynamics of the classroom.

The Unit, *Around the World in 6 Days*, is a plan that seeks to match language and culture all within the curriculum framework. By exploring several countries, students get to know different cultural descriptors through which some transversal aspects are worked on along with the importance of growing an intercultural identity. Besides, the very nature of cooperation and gamification highlights the benefits of the proposal since students have to carry out tasks designed on basis of these two pivotal elements. In the majority of the activities, teamwork is the leading axis as I consider that it raises students' motivation and engagement while fostering other learning tenets such as positive interdependence, individual and group responsibility and equal participation.

Moreover, the ultimate goal is that students become communicatively efficient and competent, as the proposal also wants to develop students' lifelong learning. For this reason, the Unit mainly contributes to the communicative competence following the CLT paradigm and the EFL convictions. Besides, even though the four skills are promoted, more practice and weight is given to the productive ones, speaking and writing, since students have to deliver a final oral and written presentation as a compilation and demonstration of learning.

Furthermore, for sequencing the activities a task-based approach was followed intertwined with the curricular methodological principles for the EFL classroom. These principles fit perfectly inside the CLT framework and give students the opportunity for being challenged and pushed to become thorough thinkers, for working autonomously and cooperatively in a meaningful context and for growing academically and personally as the proposal also contributes to the Multiple Intelligences, specially the linguistic and interpersonal one.

Given that the Unit Plan accounts for tolerance and an intercultural view of the world, some attention to diversity in classroom has to be paid. Therefore, the materials have been designed having in mind this purpose. They have been adapted to the different student learning levels, styles and paces but also they have been created for enriching students' learning as much as possible offering real-world language which requires skills transferable to real life situations. In addition, scaffolding activities were also provided due to differentiation, thus facilitating the learning processes.

Also, some students' feedback is essential in order to keep learning and improving. Therefore, the teaching and learning process has been evaluated by an anonymous questionnaire which revealed students' preferences regarding the activities, gamification and teamwork. In relation to the Unit as a whole, they really enjoyed the 'trip' as variety and cooperation was quite pertinent in it. The results also show that gamification and teamwork have raised students' motivation making them feeling more confident about their performances what increased their level of participation and engagement. However, although the feedback was positive, it was also constructive and very helpful for future implementations.

Finally, a reflection has to be made. Much work has still to be made on spreading cultural diversity, tolerance and equality. Teachers and educators have a great influence in the socialization of the students and they have to be builders of knowledge as well as of values and instead of creating barriers, they have to show how to break down the already existing ones by means of the most powerful tool, the language.

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7. APPENDIX.

Appendix 1. Questionnaire and Results about Gamification.

1.1. Questionnaire.

Aprender Inglés mediante Gamificación

Estoy llevando a cabo un estudio sobre cómo las mecánicas de los videojuegos (tanto juegos online como no) se pueden aplicar en el aula, más concretamente, en el aprendizaje de idiomas. Por este motivo, este cuestionario tiene por objeto conocer tu opinión acerca del tema y para ello me gustaría hacerte unas preguntas sobre estos juegos. El cuestionario es anónimo. Muchas gracias por tu colaboración.

***Obligatorio**

1. Edad *

2. Sexo *

Marca solo un óvalo.

- Mujer
 Hombre

Cuestiones generales sobre el consumo de videojuegos entre jóvenes

A continuación vamos a hacerte unas preguntas sobre los videojuegos.

3. Indica cuántas veces has jugado a videojuegos en los últimos meses *

Marca solo un óvalo por fila.

	Nunca juego	Alguna vez	1-3 veces al mes	1-2 veces a la semana	3-4 veces a la semana	Casi todos los días
Videojuegos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. En el caso de que juegues, indica cuántas horas al día le dedicas a videojuegos *

Marca solo un óvalo por fila.

	Ninguna	Menos de 1 hora	1-3 horas	3-6 horas	Más de 6 horas	No puedo parar de jugarlos
Videojuegos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Indica qué plataforma sueles usar para jugar *

Selecciona todos los que correspondan.

- Xbox

- Play Station
- Wii
- PC
- Android/iPhone
- Ninguna
- Otro: _____

6. Indica cómo sueles obtener los videojuegos *

Selecciona todos los que correspondan.

- Los compro de Internet
- Los compro en tiendas
- Los descargo de Internet
- Me los prestan
- No tengo
- Otro: _____

7. Indica quién crees que juega más a este tipo de juegos *

Marca solo un óvalo.

- Chicos
- Chicas
- Ambos

Preferencias a la hora de jugar videojuegos

A continuación vamos a hacerte unas preguntas sobre las razones y las preferencias a la hora de jugar a este tipo de juegos

8. Indica cómo sueles jugar a este tipo de juegos *

Selecciona todos los que correspondan.

- Solo
- Con amigos
- Con amigos pero online
- Sólo miro
- No juego

9. Indica cuándo sueles jugar a este tipo de juegos *

Marca solo un óvalo por fila.

	Entre semana	Fin de semana	Ambos	Ninguno
Videojuegos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Indica en qué momento del día prefieres jugar *

Marca solo un óvalo por fila.

	Por la mañana	Por la tarde	Por la noche	Cualquier momento	No juego
Videojuegos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Indica dónde sueles jugar a este tipo de juegos *

Selecciona todos los que correspondan.

- En mi casa
- En casa de otros amigos
- No juego
- Otro: _____

12. Indica qué género de videojuegos prefieres *

Selecciona todos los que correspondan.

- Acción
- Disparos
- Estrategia
- Simulación
- Deporte
- Carreras
- Aventura
- Rol
- Musical
- Ninguno
- Otro: _____

13. Indica con qué tipo de jugador te identificas más *

Selecciona todos los que correspondan.

- Triunfador
- Explorador
- Sociable
- Ambicioso
- Ninguno

14. Indica la razón por la que juegas a videojuegos

Selecciona todos los que correspondan.

- Juegan mis amigos
- Diversión

- Pasar el tiempo
- Puedo aprender y mejorar diferentes habilidades mientras juego
- Relacionarme con otros jugadores
- Me siento alguien importante
- Domino estos juegos y me gusta demostrarlo
- Hobby favorito
- No juego
- Otro: _____

15. Indica cuál es el aspecto que más te gusta de un videojuego

Selecciona todos los que correspondan.

- Poder crear mi propio avatar
- Tener diferentes niveles de dificultad
- Desbloquear mundos, accesorios, poderes, etc.
- Obtener diferentes premios
- Que haya ranking de clasificación, es decir, competición
- Poder subir de nivel
- Que haya diferentes misiones
- Otro: _____

16. En el caso de que hayas jugado a este tipo de juegos, ¿prefieres jugar en versión original o traducidos? *

Marca solo un óvalo.

- Versión original
- Traducidos a mi idioma
- No juego

17. Indicia con qué frecuencia sueles jugar a estos juegos en inglés *

Marca solo un óvalo.

	1	2	3	4	5
Nunca	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Siempre				

18. En caso de que la respuesta haya sido afirmativa, indica si crees que tu nivel de inglés ha mejorado

Marca solo un óvalo.

	1	2	3	4	5
No lo creo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
					Por supuesto

19. Indica la razón principal por la que has jugado a un videojuego en inglés

Marca solo un óvalo.

- El videojuego solo estaba en ese idioma
 - Voluntad propia
 - Otro: _____
-

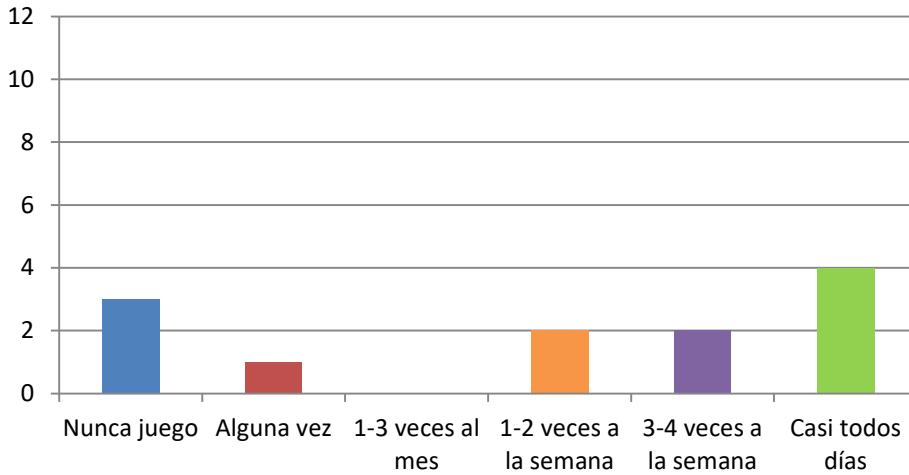
1.2. Questionnaire's Results.

Cuestiones generales sobre el consumo de videojuegos entre jóvenes

A continuación vamos a hacerte unas preguntas sobre los videojuegos.

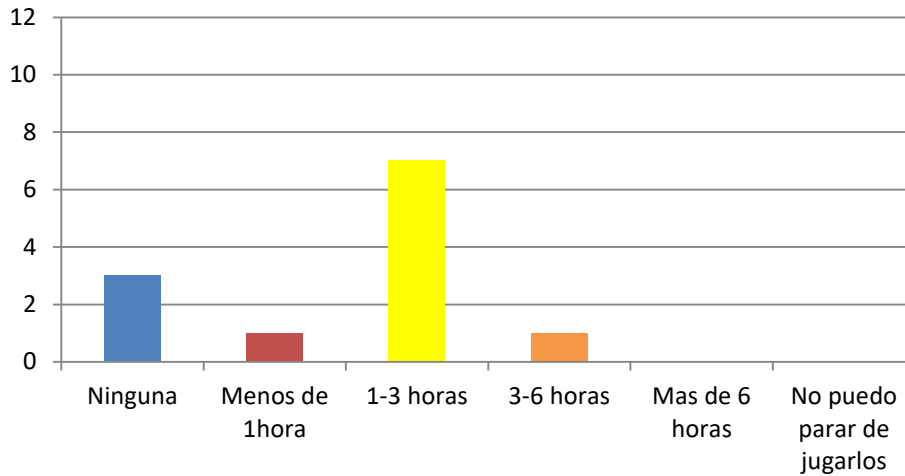
3. Indica cuántas veces has jugado a videojuegos en los últimos meses *

Marca solo un óvalo por fila.



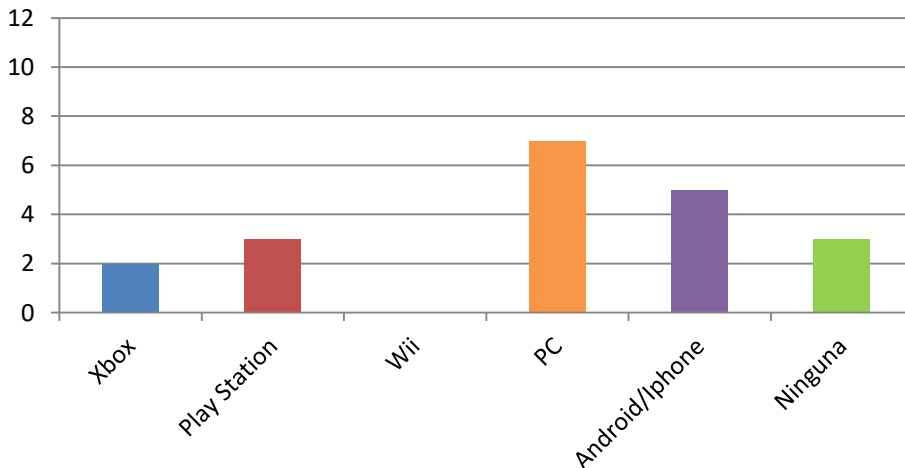
4. En el caso de que juegues, indica cuántas horas al día le dedicas a videojuegos *

Marca solo un óvalo por fila.



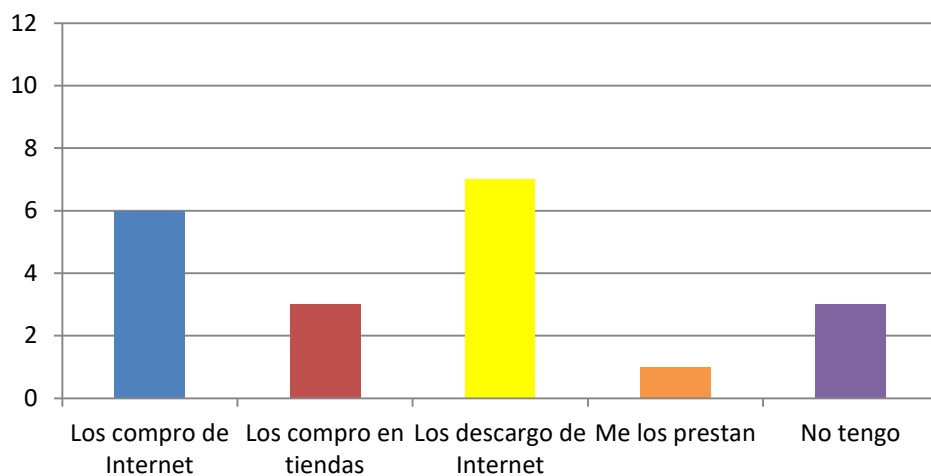
5. Indica qué plataforma sueles usar para jugar *

Selecciona todos los que correspondan.



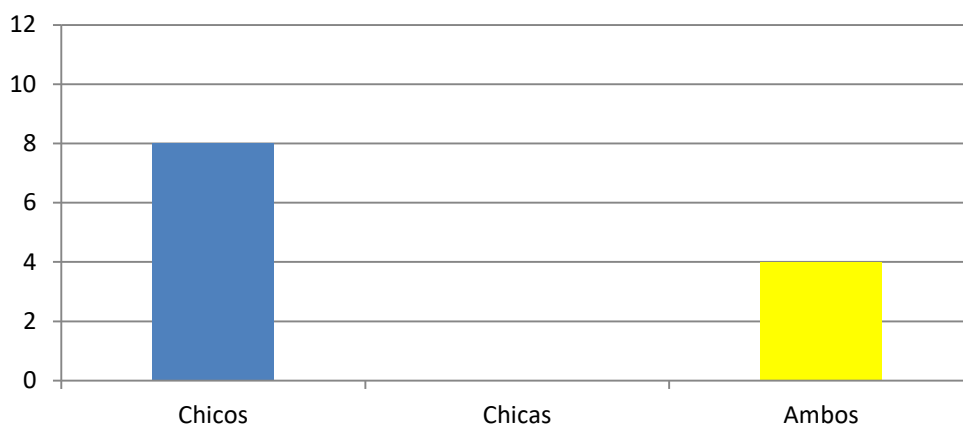
6. Indica cómo sueles obtener los videojuegos *

Selecciona todos los que correspondan.



7. Indica quién crees que juega más a este tipo de juegos *

Marca solo un óvalo por fila.

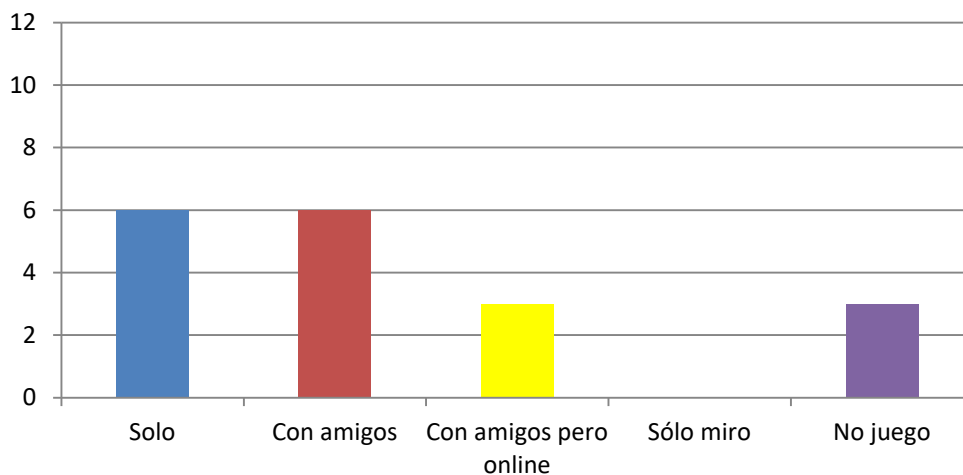


Preferencias a la hora de jugar videojuegos

A continuación vamos a hacerte unas preguntas sobre las razones y las preferencias a la hora de jugar a este tipo de juegos

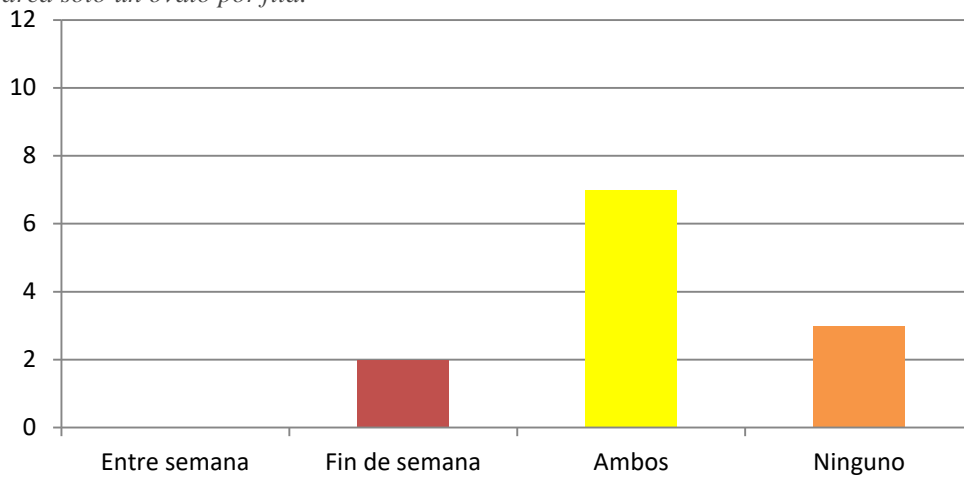
8. Indica cómo sueles jugar a este tipo de juegos *

Selecciona todos los que correspondan.



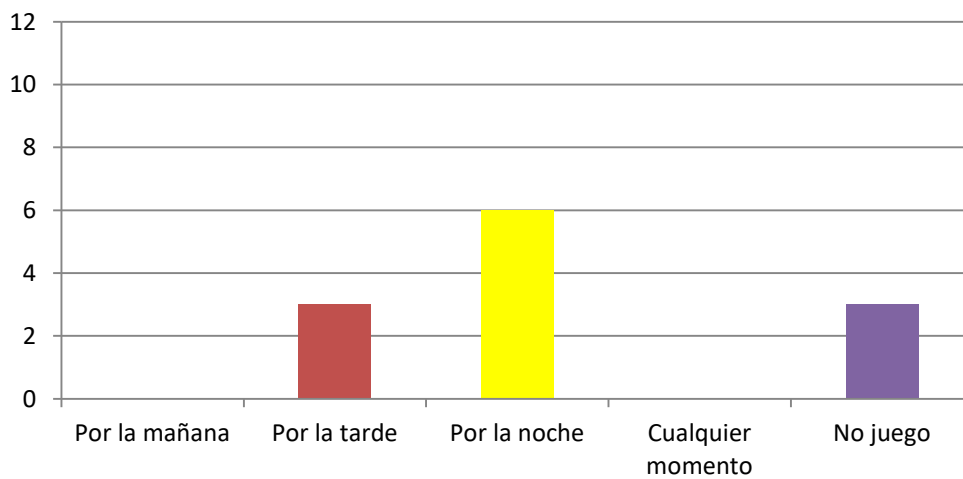
9. Indica cuándo sueles jugar a este tipo de juegos *

Marca solo un óvalo por fila.



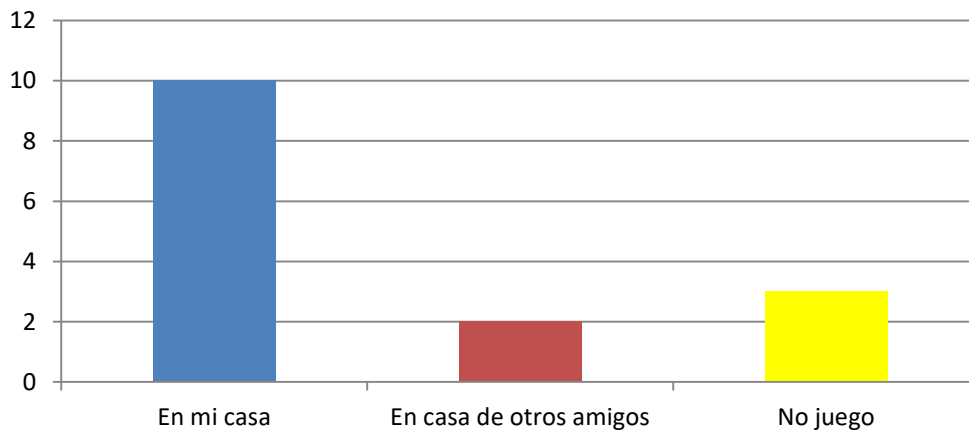
10. Indica en qué momento del día prefieres jugar *

Marca solo un óvalo por fila.



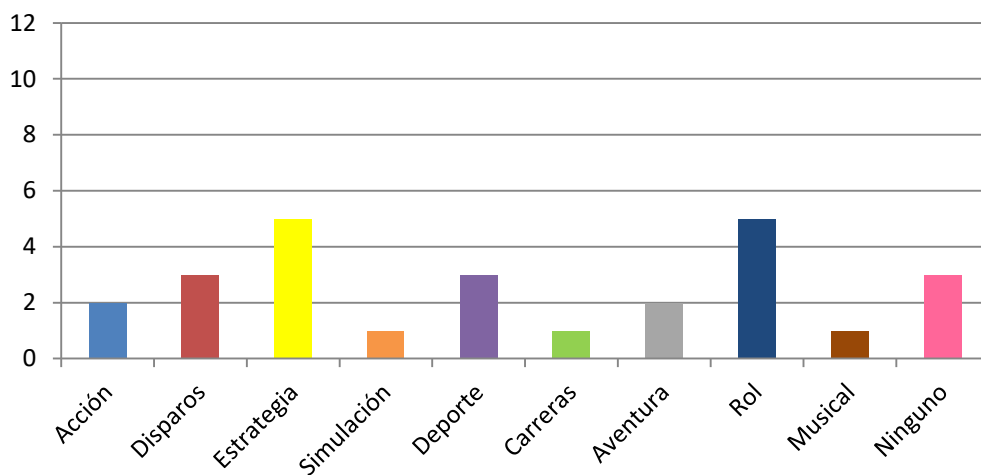
11. Indica dónde sueles jugar a este tipo de juegos *

Selecciona todos los que correspondan.



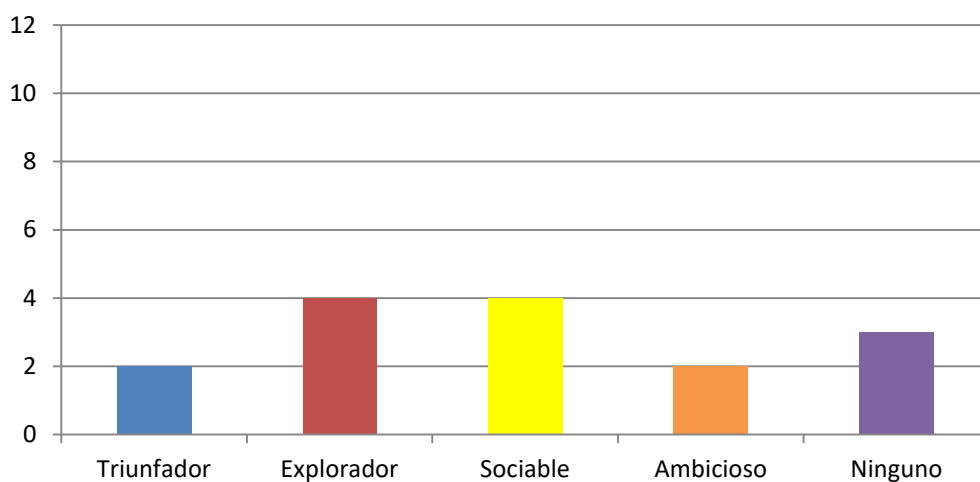
12. Indica qué género de videojuegos prefieres *

Selecciona todos los que correspondan.



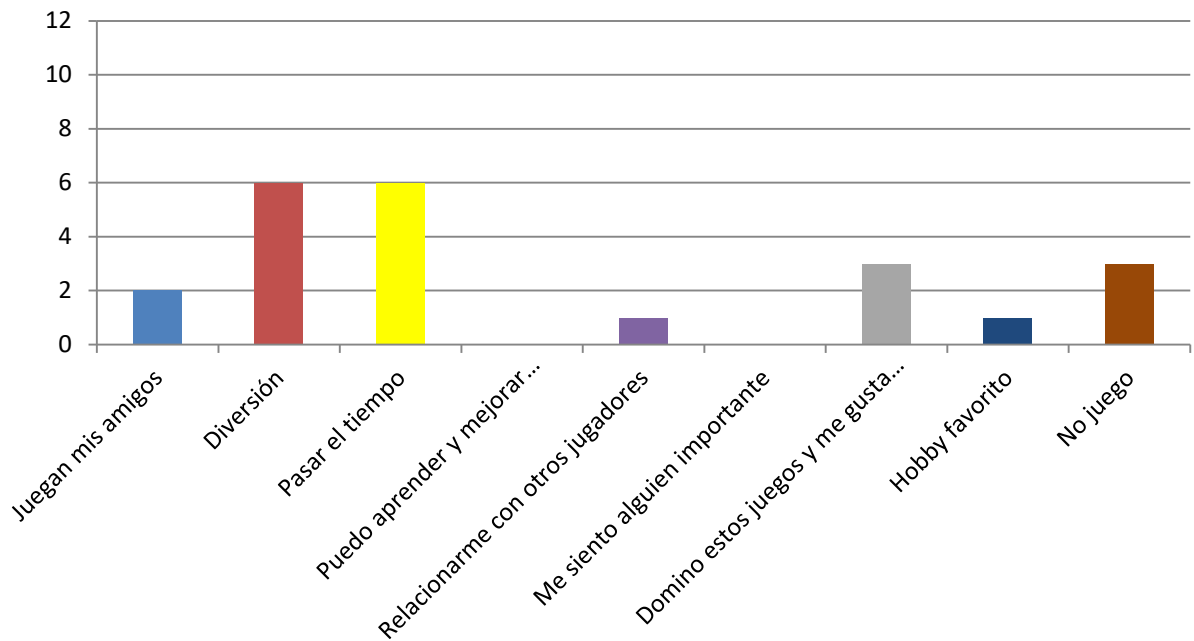
13. Indica con qué tipo de jugador te identificas más *

Selecciona todos los que correspondan.



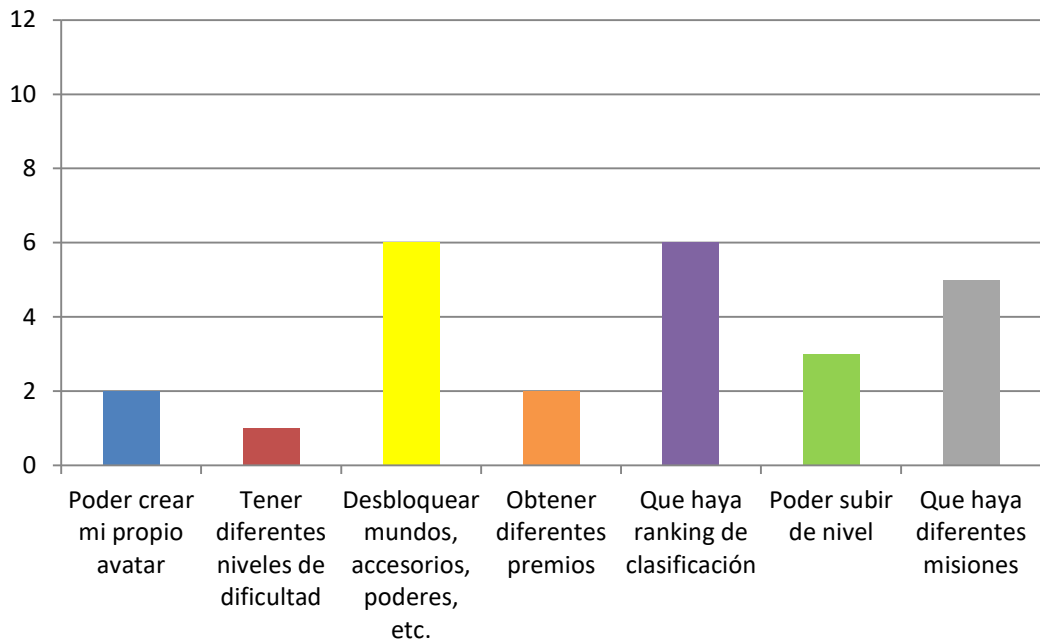
14. Indica la razón por la que juegas a videojuegos

Selecciona todos los que correspondan.



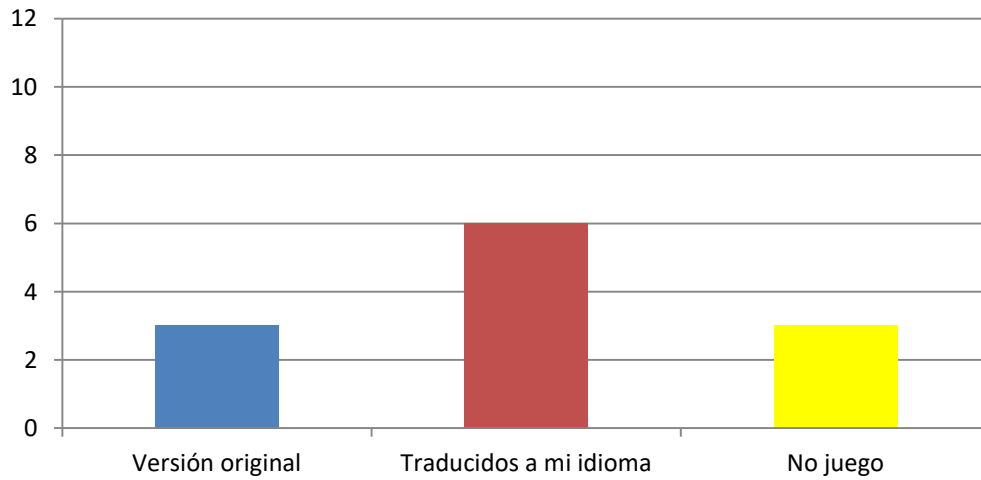
15. Indica cuál es el aspecto que más te gusta de un videojuego

Selecciona todos los que correspondan.



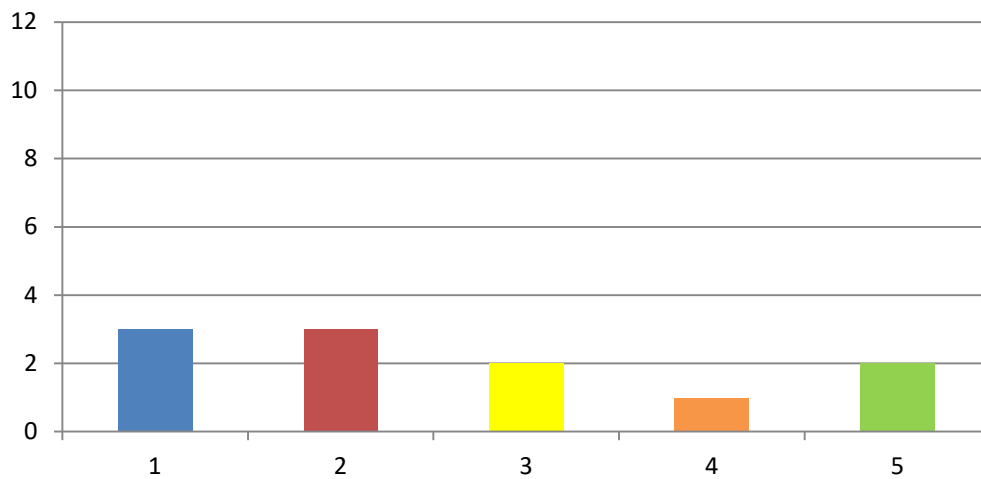
16. En el caso de que hayas jugado a este tipo de juegos, ¿prefieres jugar en versión original o traducidos? *

Marca solo un óvalo.

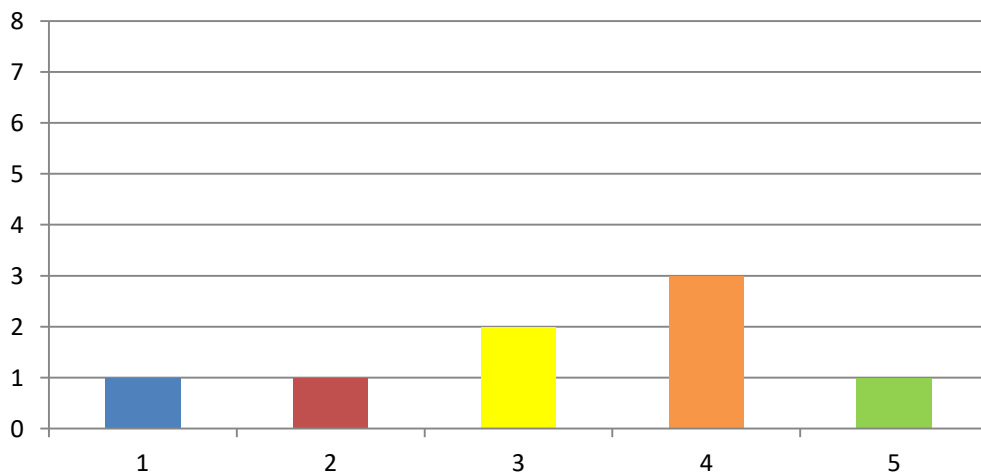


17. Indicia con qué frecuencia sueles jugar a estos juegos en inglés *

Marca solo un óvalo.

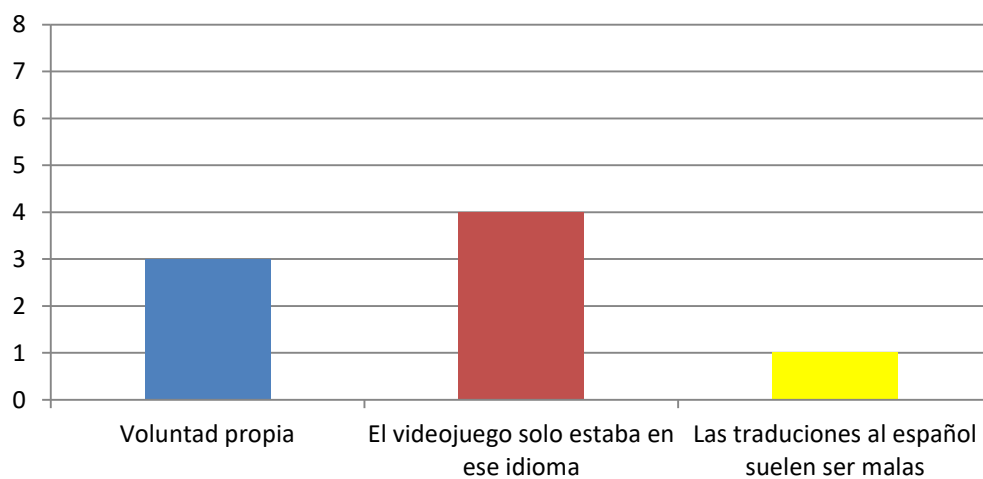


18. En caso de que la respuesta haya sido afirmativa, indica si crees que tu nivel de inglés ha mejorado.



19. Indica la razón principal por la que has jugado a un videojuego en inglés.

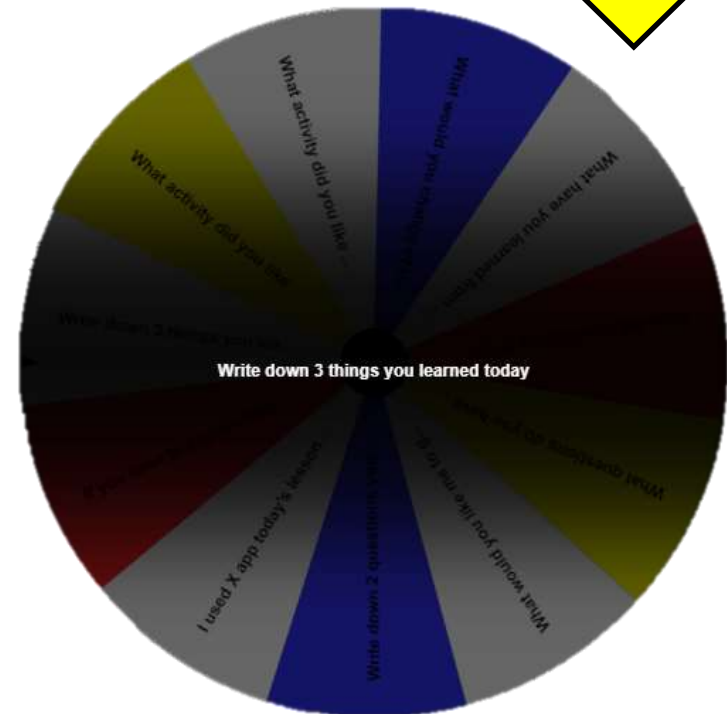
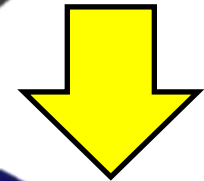
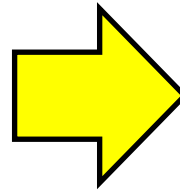
Marca solo un óvalo



Con la tecnología de

Appendix 2. Self and Teacher Assessment Spinner.

What questions do you have about we learned today?
What would you like me to go over again next lesson?
Write down 2 questions you would put in a quizz about today's lesson
I used X app today's lesson. Was it helpful? Why/Why not?
If you have to explain today's lesson to someone, what would you tell him/her?
Write down 3 things you learned today
What activity did you like most? Why?
What activity did you like least? Why?
What would you change of today's lesson? Why?
What have you learned from working in groups?
Were the instructions of the activillies clear enough? Why?



Retrieved from: <http://wheeldecide.com>

Appendix 3. Questionnaire about the Implementation of the Unit.

3.1. Questionnaire.



Facultad de Educación
Universidad Zaragoza

MASTER EN PROFESORADO DE E.S.O,
BACHILLERATO, F.P. Y ENSEÑANZAS
DE IDIOMAS, ARTÍSTICAS Y
DEPORTIVAS

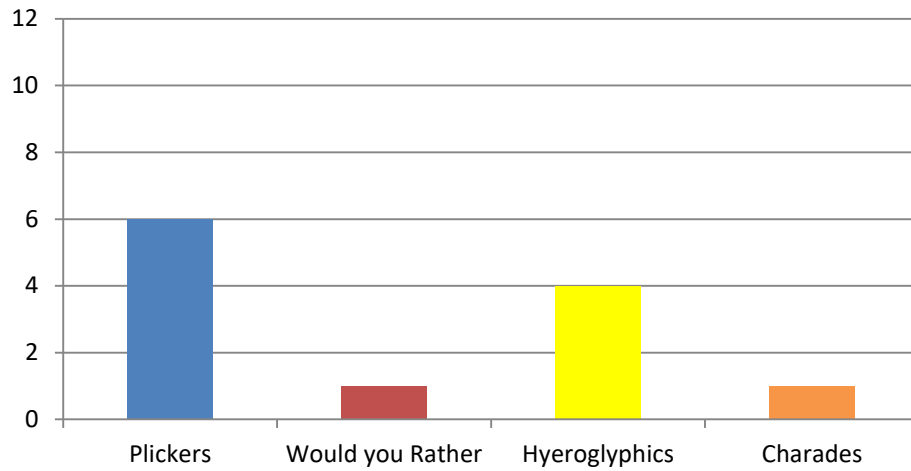
CUESTIONARIO

Vas a realizar un cuestionario anónimo sobre gamificación y sus elementos integrados en la educación. Por favor, conteste con sinceridad y de acuerdo a cómo ha vivido la experiencia. Gracias por la colaboración.

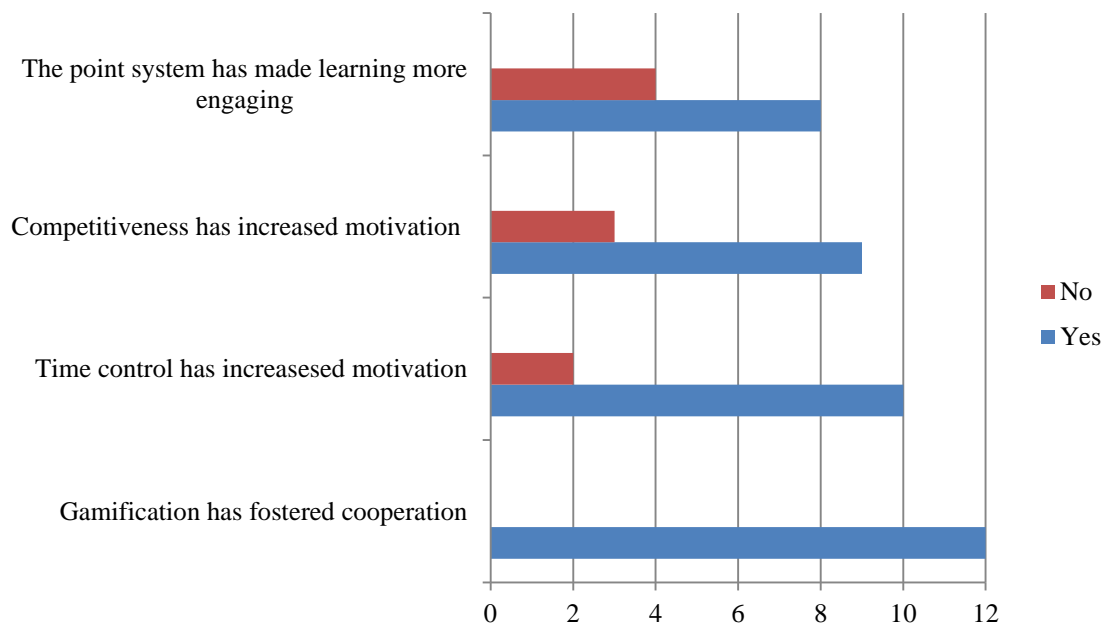
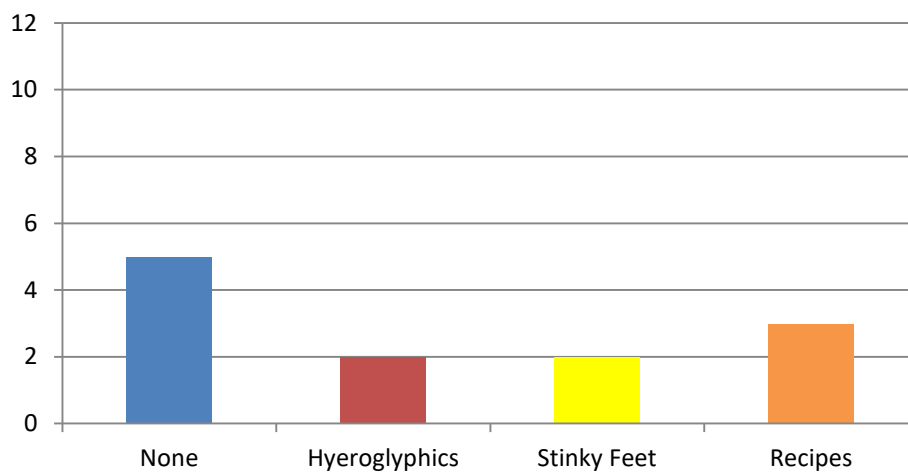
1. ¿Qué actividad de las realizadas te ha gustado más? ¿Por qué?
2. ¿Qué actividad de las realizadas te ha gustado menos? ¿Por qué?
3. ¿Qué mejorarías?
4. ¿Competir en grupos aumentó tu interés a la hora de realizar las actividades?
5. ¿Qué hubiera una tabla de clasificación aumentó tu interés hacía la actividad y por lo tanto, hizo que quisieras hacer las actividades lo mejor posible?
6. ¿Establecer un tiempo límite (y una cuenta atrás) para realizar una actividad hizo que te involucraras más en ella?
7. ¿Crees que el aprendizaje fue más interesante llevando a cabo el sistema de puntos asociado a las diferentes actividades o ejercicios realizados en el aula?

3.2. Results from the Questionnaire.

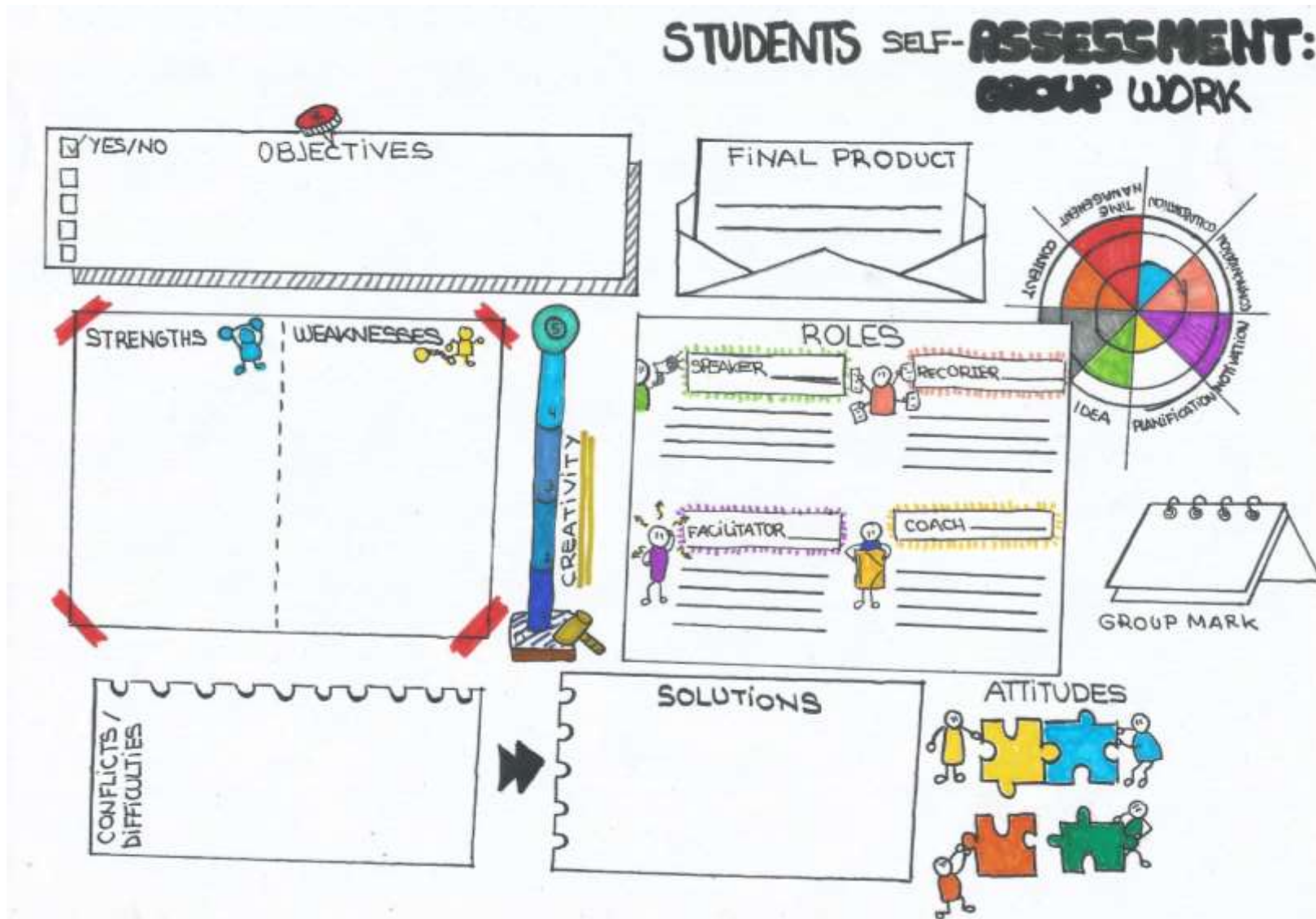
Most Enjoyed Tasks



Less Enjoyed Tasks



Appendix 4. Students Group Self-Assessment before the Oral Exposition.



Appendix 5. Unit Plan Proposal.

50 minutes	LESSON 1: ZODIAC ANIMALS		
<p>Expected learning outcomes</p>	<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> - Identify and produce at least two words related to personality traits through brainstorming. - Synthesize a written text through a mind mapping showing understanding of the principal ideas. - Distinguish the right answer in the questions posed in <i>Plickers</i> about the reading by discerning it between the wrong ones. - Describe other peers by using the adjectives seen in the reading and in <i>Plickers</i> and justify the description. - Write a profile in <i>Fakebook</i> by uploading a picture with its corresponding psychological description and justify it. 		
Teacher's Guide	Description of Activities	Interaction	Timing
<p>Pre-Task activities and critical input</p>	<p><u>Activity 1: Introduction to the Unit Plan.</u></p> <p>Through a <i>Power Point Presentation</i> (See Appendix 6), the main aim of the Unit Plan is explained. A trip around the world is going to take place during the next 6 lesson. This trip will be a competition, individual and in groups, so all students have the opportunity to be the best. The students will be travelling to different countries but without knowing the name of the country, so at the end of the lesson they will have to guess it. Moreover, to make their learning process visible different tools are going to be utilised: a leaderboard (see Appendix 7) to write down the points they gather and <i>Symbaloo</i> (see Appendix 8), in which the learning path of the whole unit is showed. Furthermore, the students can find there different resources and materials that will expand their knowledge or that they can just consult in order to revise what it is seen in the lessons.</p>	<p>Teacher</p>	<p>5 minutes</p>

	<p><u>Activity 2: Personality Traits.</u></p> <p>Activate Schemata. Brainstorming by means of <i>WordArt</i> (Appendix 9) to show students different adjectives that define personality traits. In this way, students will activate effectively their previous knowledge about the showed vocabulary while generating new ideas as well as new words they might have acquired previously. However, in the word cloud there is not only adjectives, some animal nouns also appear.</p> <p>Think-Pair-Share: The teacher asks students to think and discuss in pairs (rally robin) what adjectives describe themselves better and the reasons (they have to choose at least 3) and also to think about the possible relation of the animals with the adjectives. It is a good opportunity for sharing knowledge and getting acquired with unfamiliar words. After monitoring the discussion, the teacher picks some students to explain to the rest of the class how they define themselves according to the personality traits they have to select and why. They can also add new adjectives if they explain how they are connected with their personality. Therefore, students will expand their knowledge and be prepared for new vocabulary, contexts and contents since brainstorming is a group creativity technique.</p> <p>After sharing experiences all the class and revise the vocabulary and deal with new one, the teacher asks them the link between the psychological adjectives and the animal nouns. A new discussion is opened. Then the teacher gives feedback, the answer is Zodiac Animals and he/she explains that according to the tradition, the year you were born may determine your personality. Every year is represented by an animal, and legend has it that people born under that animal have certain personality traits.</p>	<p>Teacher-Student</p> <p>Student-Student</p> <p>Whole Class</p>	<p>10 minutes</p>
--	--	--	-------------------

<p>Learning Task</p>	<p><u>Activity 3: Reading Zodiac Animals</u></p> <p>Retrieved and Adapted from:</p> <p>https://kids.nationalgeographic.com/explore/chinese-horoscopes/</p> <p>In 4 groups of 3, each group have to read the article about the Zodiac Animals (Appendix 10) and decide what animal matches with them the most and explain the reason because they are going to create their own group profile for this lesson. To help students to organize the information, they have to build a mind mapping by using <i>MindMeister</i>, so they can visualise and summarise the main ideas of the text. This reading has been selected and adapted to students' level since it is a different way of learning how to describe the psychological aspect or attitude of a person. Besides, it is a guide for the subsequent activities and provides students with comprehensible input so they can push output in the next tasks.</p>	<p>Groupwork</p> <p>Teacher-Students</p>	<p>15 minutes</p>
<p>Post-Task Activities and Understanding Performances</p>	<p><u>Activity 4: Plickers.</u></p> <p>In the same groups, the teacher gives the students some minutes to have a quick look to the reading again. They are going to play a competition through the app <i>Plickers</i>. 12 questions about the reading will be posed with multiple choice answers (Appendix 11) and the students have to choose the right one if they want to score and win. The winner group receives 3 points, then 2 points and the rest 1 point. The aim of the task is to check comprehension but also to increase students' motivation since they have to focus on the reading to get the answers. Besides, it is a non-traditional way of dealing with a reading and it will give them a clear purpose for reading it again. Moreover, the app shows which team has the answer right engaging students in the task and raising their enthusiasm of getting the good one.</p>	<p>Groupwork</p> <p>Whole Class</p>	<p>10 minutes</p>

50 minutes	LESSON 2: WHAT ARE YOU WEARING?		
Expected learning outcomes	<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> - Identify and produce at least two words related to clothing by making questions to other peers following a checklist. - Show understanding of the right order of the adjectives by practicing them through the Stop Game. - Describe different outfits using the proper adjectives and the right order of them by dictating them to their peers. - Elaborate different outfits following others' outfit descriptions by listening and drawing them. - Create their own traditional outfit with its pertinent accurate description by making use of different resources and upload it to <i>Youblisher</i>. 		
Teacher's Guide	Description of Activities	Interaction	Timing
Pre-Task activities and critical input	<p><u>Activity 1: Find Someone Who...</u></p> <p>A checklist with 9 'Find someone who' statements (see Appendix 15) about clothes vocabulary is passed out to the students. They have to ask everyone in class until they find someone who does that activity, has that characteristic, or can answer the question. They should write that person's name on the checklist and go on to the next question with another person since a student can write a person's name only once. The first student in completing all the statements wins a point.</p> <p>This activity is a good ice breaker for reviewing and introducing material but also to practice asking and answering questions while fostering a good classroom environment.</p>	Student-Student	5 minutes

	<p><u>Activity 2: Stop Game.</u></p> <p>Students are delivered a sheet with 5 different categories (opinion, size, colour, pattern, material and clothing) (see Appendix 16) that have to be completed with the letter provided by the teacher. The students write the words that start by that letter in the categories and when one of them completes all the categories, he/she shouts Stop! If no one achieves to fill all the categories, then students can write words with the said letter and the one that first finishes is the winner. There will be 4 rounds, and the winner of each round receives 1 point and the opportunity of making their own group of 3 for the next activities.</p> <p>With this activity students not only improve their vocabulary but also revise the adjective order in English since the categories are arranged as they should be written.</p>	Teacher-Student	8 minutes
Learning Task	<p><u>Activity 3: Traditional Clothes.</u></p> <p>Students are divided in 4 groups of 3. Each group receives a different picture (see Appendix 17) about a traditional costume of one country. Students have to describe the picture as precise as possible following the adjective order of the previous activity with the help of a cheat sheet provided by the teacher (see Appendix 18).</p>	Groups	12 minutes
Post-Task Activities and Understanding Performances	<p><u>Activity 4: Guess the outfit.</u></p> <p>This is a listening and draw activity in which students in turns describe their outfit and the rest of the class has to draw and try to guess what type of traditional costume is. Each group can choose if they want to describe the male or the female clothes. Finally, the students show the outfit for</p>	Groups Whole Class	15 minutes

	<p>his/her classmates to check the comprehension.</p> <p><u>Activity 5: Guess the country.</u></p> <p>Each student, individually and secretly, think about what country has the lesson based on and he/she justifies the answer. They submit the answer through <i>Symbaloo</i> (See Appendix 13) and if they have written Spain a new path is opened. Then, students have to carry out a self and teacher assessment through a spinner wheel (see Appendix 2).</p> <p>Before the lesson ends, the leaderboard is updated and the winner receives a reward (see Appendix 14) that can be useful in the next lessons.</p>	<p>Students individually</p> <p>Teacher-students</p>	<p>5 minutes</p>
<p>Materials Needed: <i>Symbaloo</i>, leaderboard, Find Someone Who sheet, Stop Game sheet, 4 pictures about traditional costumes, laptops, electricboard and projector, sheet of scaffolding about clothing, self and teacher assessment spinner, sheets for drawing and <i>Youblisher</i>.</p>			
<p>Homework: Students have to carry out the following tasks in time, if they want to keep scoring points. Students, in groups, have to design their own traditional costume by drawing it or by magazines cut-outs or other materials they might consider. Then, they have to upload their outfit to <i>Youblisher</i> in order to create an online fashion catalogue of the whole class. They will have also to provide a proper description of the design. They can check <i>Clothes and Fashion: Regional Costumes</i> (retrieved from: https://www.proyectosupua.es/lifestyles/sites/default/files/Regional_Costumes.pdf) through <i>Symbaloo</i>.</p>			

50 minutes	LESSON 3: TO BE THE CREAM OF THE CROP		
Expected learning outcomes	<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> - Talk about food preferences by using the structure ‘I would rather...’ - Match correctly some cooking verbs with their pertinent definition by discussing the solution cooperatively. - Understand and use vocabulary related to cooking and recipes by giving a definition and a context. - Describe recipes to others using the proper cooking vocabulary according to the activities of the lesson. - Explain recipes after understanding them from completing scrambled or filling the gaps activities by using imperatives. - Elaborate their own recipe by explaining the procedures, measures and ingredients needed following the example provided in the previous lesson exercises. 		
Teacher’s Guide	Description of Activities	Interaction	Timing
Pre-Task activities and critical input	<p><u>Activity 1: Would You Rather...?</u></p> <p>The whole group stands up and goes to the middle of the class. Some questions are going to be asked to activate schemata and prior knowledge about the topic of food by using a <i>Power Point Presentation</i> (see Appendix 19). Students according to their preferences become closer or not to the middle of the class. In this way, the affective filter is lowered and a better classroom environment is fostered creating a sense of group class.</p>	<p>Whole Class</p> <p>Students-Teacher</p>	<p>5 minutes</p>

	<p><u>Activity 2: Match.</u></p> <p>Students, individually, are given a cooking verb or the definition of it (see Appendix 20). If they receive the verb they have to give a definition and think about a situation or a recipe in which that verb is used. If they receive the definition they have to guess what verb is and think about a situation or a recipe in which it is used. In this way, students put the word in context and make use of their own resources by giving a definition of it or imaging the context in which it is used.</p> <p>After some minutes, the teacher ask all the pairs about their word or definition to check understanding and to see if the student that has the verb and the student that has the definition have come to the same conclusions. Then, groups of 2 are made in order to discuss their answers and in order to elaborate a final solution together. Then, they will have to complete a Think Chart (see Appendix 21) with their first answer and then the final one in order to reflect on how gathering information from others or in other words, how collaborative learning has helped them to understand deeply a concept and its definition.</p>	<p>Students individually</p> <p>In pairs</p> <p>Whole Class</p>	<p>10 minutes</p>
<p>Learning Task</p>	<p><u>Activity 3: Jigsaw about recipes.</u></p> <p>The previous teams are split and each member goes to a new team, the expert team. The expert team is going to be specialized in two recipes among the 6 possible ones: Jacked Potatoes, Fish and Chips, Roast Beef, Carrot Cake, Blueberry Muffins or Chicken Pie. There are two types or recipes, scrambled recipes or recipes for filling the gaps (see Appendix 22). Although scaffolding was provided with the previous activities, the teacher will also give a cheat sheet with cooking verbs to help students in the task (see Appendix 23).</p> <p>Once the expert group have finished with its two recipes, each member goes back to his/her original group and explains the recipes to the rest of the members. The whole group have to understand all recipes because the next activity is a group competition. To check students are getting right, they will have to pass a test with true/false questions, fill the blanks or ordering.</p>	<p>Groups</p>	<p>23 minutes</p>

	The app used is <i>Topgrade</i> (see Appendix 24).		
Post-Task Activities and Understanding Performances	<p><u>Activity 4: Charades.</u></p> <p>Students are going to play a game in which two members of the group described a recipe and the other two have to guess it. However, in the recipe card (see Appendix 25) provided by the teacher there are some words that are forbidden to say, making the game trickier. Each team will have 1 minute to answer and if they do not answer or do not guess the recipe the other groups can answer and receive 1 point extra. Therefore, all groups pay attention to their peers' performance so to take advantage of their mistakes. But if the team gets the answers all its members receive 3 points. There will be two rounds per group, so all of them have the same opportunities for production and understanding.</p> <p>The teacher will state some rules such as students cannot speak in L1, gestures and sounds are forbidden or if they use one of the banned words in the card, their answer is immediately considered as erroneous giving the opportunity for scoring to other groups.</p> <p>This task allows students to make use of their own resources in a creative way since they have a challenge to overcome as a group and as individuals. Besides, they have pressure since a limited period of time is set engaging in the activity since they play while learn.</p>	Groups	7 minutes
	<p><u>Activity 5: Guess the country.</u></p> <p>Each student, individually and secretly, think about what country has the lesson based on and he/she justifies the answer. They submit the answer through <i>Symbaloo</i> (See Appendix 13) and if they have written England a new path is opened. Then, students have to carry out a self and teacher assessment through a spinner wheel (see Appendix 2).</p>	Students individually Teacher-Students	5 minutes

	<p>Before the lesson ends, the leaderboard is updated and the winner receives a reward (see Appendix 14) that can be useful in the next lessons.</p>		
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Materials Needed: Leaderboard, *Symbaloo*, *Power Point Presentation*, cooking verbs' scaffolding sheet, scrambled and filling the gaps recipes, *Stop Watch Bomb*, electricboard and projector, laptops, charades' cards, *Fakebook*, think chart, visual organizer, match's activity sheet and *Topgrade*.

Homework: Students have to carry out the following tasks in time, if they want to keep scoring points. Students have to update their *Fakebook* profile by explaining their avatar's favourite food as they have learnt in the lesson, that is, by providing the ingredients and the amount of them and the procedures of the recipe. Moreover, if they want to get extra points they can upload a video of them making the recipe explaining the steps to follow.

50 minutes	LESSON 4: OLYMPIC GAMES		
Expected learning outcomes	<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> - Distinguish between facts and fictions by justifying their answers. - Formulate five open questions about the information gathered in the Olympic Games video by taking some notes. - Answer correctly the questions posed by their peers by justifying their choice if it is necessary. - Compose a journal front page by compiling some curiosities about one edition of the Olympic Games, using <i>Joomag</i>. 		
Teacher's Guide	Description of Activities	Interaction	Timing
Pre-Task activities and critical input	<p><u>Activity 1: 8 Things about the Olympic Games.</u></p> <p>The students are delivered a sheet (See Appendix 26) with 8 statements about the Olympic Games. In 3 groups of 4, students have to decide which statement is true or fact and which one is false or fiction. Once all the groups have finished, a <i>Power Point Presentation</i> (see Appendix 27) reveals the answers explaining the reasons and putting students into context. Besides, the team with more right answers receives two points, making the task more engaging and raising competition.</p>	<p>Teacher-Student</p> <p>Groupwork</p>	<p>10 minutes</p>

<p>Learning Task</p>	<p><u>Activity 2: Watching Olympic History- Behind the News (3'27).</u></p> <p>Retrieved from:</p> <p>https://www.youtube.com/watch?v=KTrWQOztqoo</p> <p>The students watch the video that explains the origin of the Olympic Games and its history just for pleasure. It provides a context with a meaningful visual support and an understandable content what will lower the anxiety of them and will make them comfortable. The teacher asks students if they have had problems with the vocabulary of the video.</p> <p>After watching the video, it is explained that they are going to watch it again and they have to gather as much information as possible in order to make questions to other groups and know the answer to those questions. Before watching it again, some scaffolding is provided to make sure the students know how to make all sort of questions along with some new vocabulary (see Appendix 28). Then, students write down between 5 questions with their pertinent answers that will be the main content for the next competitive activity.</p>	<p>Groups</p> <p>Teacher-Students</p>	<p>15 minutes</p>
<p>Post-Task Activities and Understanding Performances</p>	<p><u>Activity 3: Stinky Feet About Olympic Games.</u></p> <p>With the questions about the video, one group asks one question to the rest of the groups and they have to write the answer in a small blackboard and if they answer correctly they can go to the blackboard and pick one stinky note from it. Each stinky note has a point value on it, however to make the game more engaging some points are negative. At the end of the game, the team with more points is the winner and receives 3 points.</p> <p>Once the game has finished, the students upload their questions to <i>Padlet</i>, so they have access to everyone's questions and can revise them whenever they want.</p>	<p>Groups</p> <p>Whole Class</p>	<p>20 minutes</p>

	<p><u>Activity 4: Guess the country.</u></p> <p>Each student, individually and secretly, think about what country has the lesson based on and he/she justifies the answer. They submit the answer through <i>Symbaloo</i> (See Appendix 13) and if they have written Greece a new path is opened. Then, students have to carry out a self and teacher assessment through a spinner wheel (see Appendix 2).</p> <p>Before the lesson ends, the leaderboard is updated and the winner receives a reward (see Appendix 14) that can be useful in the next lessons.</p>	<p>Students individually Teacher-students</p>	<p>5 minutes</p>
<p>Materials Needed: <i>Symbaloo</i>, Leaderboard, <i>Power Point Presentation</i>, laptops, electricboard and projector, <i>YouTube</i>, 8 things about the Olympic Games' sheet, stinky notes, scaffolding sheet about questions, self and teacher assessment spinner, small blackboards, <i>Padlet</i> and <i>Joomag</i>.</p>			
<p>Homework: Students have to carry out the following tasks in time, if they want to keep scoring points. They have to choose one edition of the Olympic Games and explain some curiosities about it by designing a journal front page using <i>Joomag</i> and uploading it to <i>Fakebook</i>.</p>			

50 minutes	LESSON 5: HYGROGLYPHICS		
Expected learning outcomes	<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> - Understand and produce vocabulary related to personality traits, clothes, food and sports by giving definitions and put them in context. - Decode a message making use of a hieroglyphic alphabet by understanding a definition and matching it with the pertinent picture and letter. - Create their own hieroglyphic alphabet, following the example of the previous activity, with the aim of encoding a message by writing definitions and associating a picture and a letter to them. 		
Teacher's Guide	Description of Activities	Interaction	Timing
Pre-Task activities and critical input	<p><u>Activity 1: Vocabulary Review.</u></p> <p>The class is divided in two groups and it is explained that they are going to play a game called Tic, Tac, Toe (Appendix 29). Each group, in turns, will have to choose one word, define it and make a sentence with it so as to review the vocabulary learnt during the previous lessons. The group that first makes three in a row is the winner and all the members receive 1 point.</p>	<p>Teacher-Student</p> <p>Groupwork</p>	<p>5 minutes</p>

<p>Learning Task</p>	<p><u>Activity 2: Decode a Message.</u></p> <p>Now, the class is divided in 4 groups of 3, they have to decode a message provided by the teacher (see Appendix 30). The students have to read a definition, find the corresponding described image and write in the answer line the letter associated to that image. There is a countdown to raise students' motivation and engagement in the tasks since the first group that guess the scripted message will receive 1 point and choose the topic (personality traits, clothing, cuisine or sports) about the next activity is based on.</p>	<p>Groups Teacher-Students</p>	<p>15 minutes</p>
<p>Post-Task Activities and Understanding Performances</p>	<p><u>Activity 3: Create your own alphabet and encoded message.</u></p> <p>Each group has to create their own alphabet by taken as a model the first provided by the teacher. They have to think about the message they want to encode in order to start drawing and making definition (see Appendix 31). As there is 4 groups, each group have to encode a message in relation to the different topics seen in the last lessons. Once they have finished they have to share it with the rest of the class since it will be helpful for revising vocabulary and consolidate learning of the whole Unit Plan.</p> <p><u>Activity 4: Guess the country.</u></p> <p>Each student, individually and secretly, think about what country has the lesson based on and he/she justifies the answer. They submit the answer through <i>Symbaloo</i> (See Appendix 13) and if they have written Egypt a new path is opened. Then, students have to carry out a self and teacher assessment through a spinner wheel (see Appendix 2).</p>	<p>Groups Whole Class Students individually Teacher-students</p>	<p>25 minutes 5 minutes</p>

	Before the lesson ends, the leaderboard is updated and the winner/s is/are revealed. They receive 0'10 points of the final mark of the Unit Plan.		
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Materials Needed: *Symbaloo*, leaderboard, laptops, electricboard and projector, self and teacher assessment spinner, Tic Tac Toe Game and Encoded Message sheet.

Homework: As it was explained at the beginning of the Unit Plan, students in groups have to give an oral presentation about a country (invented or not) compiling all the vocabulary seen during the previous lessons. That is, they have to talk about the personality traits of the people of that country, about the traditional costume and cuisine there and about sports or sport events held there. They can make use also of all the resources and tasks carried out throughout the lessons. For the presentation, there are some presentation tools such as *Prezi*, *Piktochart*, *PowerPoint Presentation*, *Canva*, *Powtoon* and *Pitcherific* among others. It is about showing understanding and applying the concepts already acquired into practice.

50 minutes	LESSON 6: A PLACE CALLED WORLD		
Expected learning outcomes	<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> - Critically assess their own work by completing a group self-assessment about their learning process. - Structure with clarity and coherence an oral presentation about the aspects that define the culture of a country using proper body language as well as extralinguistic and prosodic conventional qualities in terms of intensity of voice or volume. - Use different connectors and linkers (sequence, additive, concessive, contrastive, result, exemplification, summative) according to their needs in relation to the ideas they want to defend and express in their presentation. - Establish and maintain communication in an organised discourse. 		
Teacher's Guide	Description of Activities	Interaction	Timing
Pre-Task activities and critical input	<p><u>Activity 1: Group Evaluation.</u></p> <p>Students in groups have to complete a self-assessment (Appendix 4) in order to reflect on their learning process as well as on the weaknesses and strengths of their work. This routine involves a process of self-observation and self-evaluation, that is, of being self-critical. It is also a process of reflecting of the effort made and of how satisfy with the final product you are.</p>	Groupwork	13 minutes

<p>Learning Task</p>	<p><u>Activity 2: Oral Presentations.</u></p> <p>The four groups will have 8 minutes to do their presentation in which all members of the groups have to participate. Moreover, the rest of the class has to pay attention to their peers since they will have to evaluate them by means of a rubric (Appendix 34) and give positive and constructive feedback.</p>	<p>Groups</p>	<p>32 minutes</p>
<p>Post-Task Activities and Understanding Performances</p>	<p><u>Activity 3: Questionnaire about Unit Plan.</u></p> <p>Students complete a questionnaire (see Appendix 3) about the strengths and weaknesses of the Unit Plan; giving opinions about what need to be improved or what need to be more clarified. Suggestions are accepted.</p>	<p>Students individually</p>	<p>5 minutes</p>

Materials Needed: *Symbaloo, Prezi, Piktochart, PowerPoint Presentation, Canva, Powtoon Pitcherific, PC, electricboard and projector, students assessment: group work, peer and teacher assessment rubric and questionnaire.*

Appendix 6. Power Point Presentation of the Unit Plan.



INTRODUCTION

- Competition:
 - Individual.
 - In groups.
- Leaderboard and points:
 - Some of the activities have a point value.
 - Leaderboard = visible learning.
- Winner:
 - Of each lesson → reward.
 - Of the Unit Plan → +0'10 in the final mark of the Unit.



AIM

● UNIT PLAN: CULTURE AND ITS DESCRIPTORS

- Each lesson is focused on a different country and on a different cultural aspect (costumes, cuisine, sports, personality traits, etc.).
- The name of the country is not going to be said.
- You will have to make a guess of it.

FINAL PRODUCT: an oral presentation about a country of your choice.



LESSONS' OVERVIEW

- Lesson 1: Zodiac Animals.
- Lesson 2: What are you wearing?
- Lesson 3: To be the cream of the crop.
- Lesson 4: Olympic Games.
- Lesson 5: Hieroglyphics.
- Lesson 6: A place called World.



EVALUATION



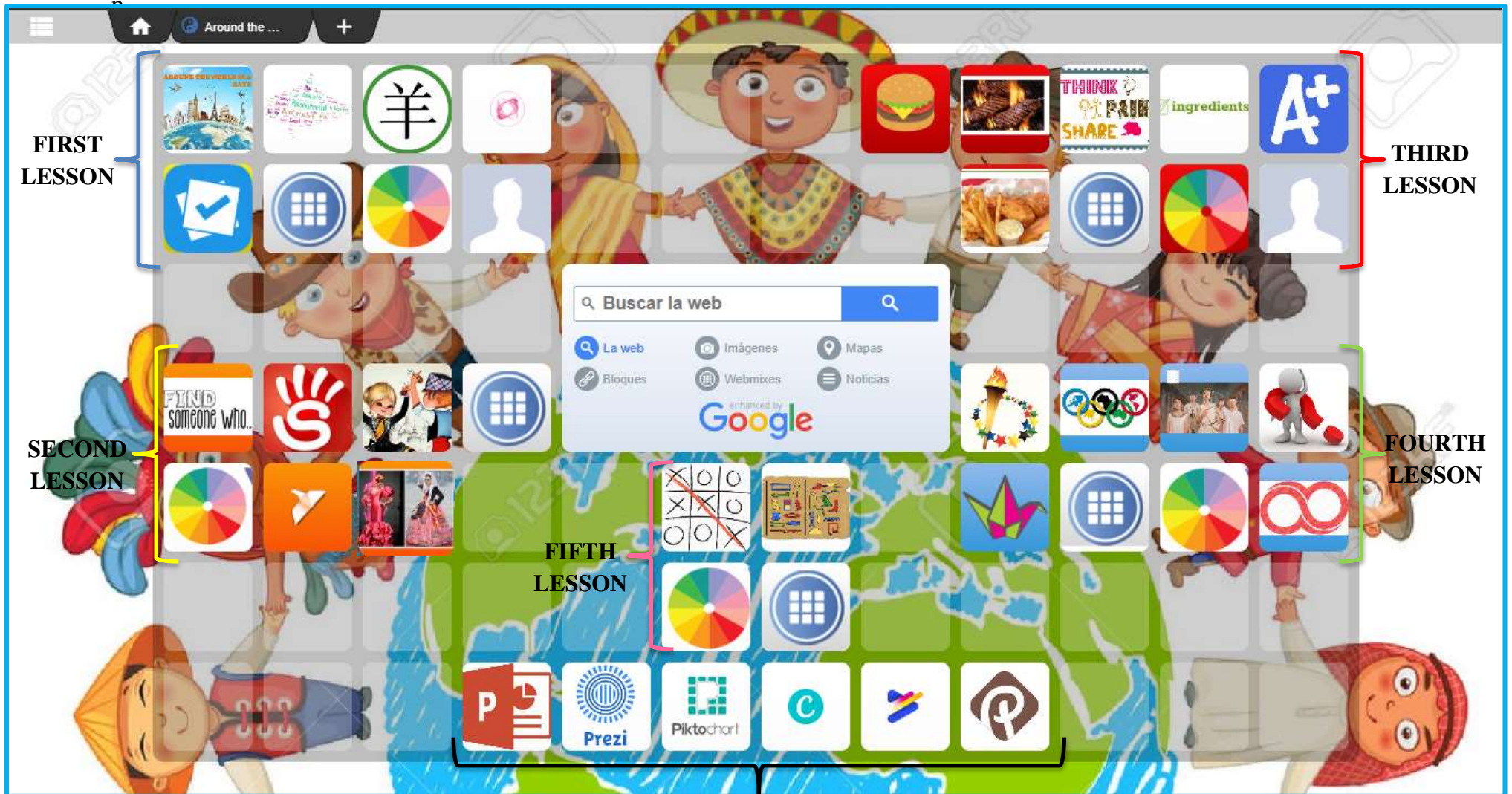
- **Writing 30%:**
Fakebook profile
Final written presentation
- **Speaking 30%:**
Final oral presentation
- **Reading 20%:**
Plickers
Topgrade
- **Listening 15%:**
Listening and draw exercise
Stinky Feet Quiz
- **Effort and participation 5%.**



Appendix 7. Leaderboard.

NICKNAMES	Task 1	Country	Total Points Lesson 1	Task 1	Task 2	Country	Total Points Lesson 2	Task 1	Country	Total Points Lesson 3	Task 1	Task 2	Country	Total Points Lesson 4	Task 1	Task 2	Country	Total Points Lesson 5	FINAL POINTS
Noelia																			
Luis																			
Deborah																			
Adrián																			
Fernando																			
Marcos																			
Abel																			
Juan																			
Soraya																			
Lucia																			
Guillermo																			
Javier																			

A



RESOURCES FOR THE ORAL PRESENTATION

Retrieved from:
<https://www.symbaloo.com/home/mix/13eP2BFB9T>

Year of the Sheep/Goat (1991, 2003)



The Real Thing

Sheep have good memories; they can recognize many other sheep faces and remember them for many years.

Born a Sheep/Goat?

When people who admire you gather to your side, you stick by your friends. You are artistic, creative, and like to look good.



Year of the Rat (1996, 2008)



The Real Thing

Most rats are highly adaptable. They can live just about anywhere and eat just about anything.

Born a Rat?

You welcome challenges and enjoy learning about new things. Funny and smart, you are generous and will protect your pack of friends.



Year of the Ox (1997, 2009)



The Real Thing

Oxen have been known to pull loads of 11,284 pounds (5,118 kilograms). People value their strength as well as their work ethic.

Born an Ox?

You approach projects in a step-by-step manner, wanting to do things right the first time. Shy but dependable, you are caring and trustworthy and never lose sight of your goal.



Year of the Tiger (1998, 2010)



The Real Thing

The largest of the big cats, tigers hunt alone and attack when the time seems right.

Born a Tiger?

You're a natural leader but often like to do things by yourself. You believe in fighting for what's right, even if you'll lose in the end.



Year of the Rabbit (1999, 2011)



The Real Thing

Rabbits normally give birth to about six babies at once and often live in groups. Their long ears help them cool off by lowering the temperature of the blood that circulates through them.

Born a Rabbit?

Well-liked and popular, you have a large circle of family and friends. You are very protective of them, and they protect you back. You tend to keep your cool and avoid conflicts.



Year of the Dragon (2000, 2012)



The Real Thing

The mythical dragon is a symbol of power and good fortune. The dragon is believed to be a combination of nine animals, including a frog, a tiger, an eagle, and a fish.

Born a Dragon?

You go out of your way to help your friends, who often seek you out for advice. Your outgoing personality helps you get along with many types of people.



Year of the Snake (2001, 2013)



The Real Thing

Snakes have great instincts. They can take more than an hour to swallow a meal, and they become inactive for up to two weeks before they change their skin.

Born a Snake?

You rely on your instincts before asking others their opinions. At times you want to take a break from the action. It's not that you're lazy—sometimes you just like to think.



Year of the Horse (2002, 2014)



The Real Thing

A horse sleeps only about three hours a day. Intelligent, most can sense nervousness in people.

Born a Horse?

You have loads of energy and love adventure. You take charge and understand people, so you know how to work a crowd.



Year of the Monkey (2004, 2016)



The Real Thing

Social and playful, monkeys show affection and friendship. These animals use their hands and feet to hold objects and climb trees. Some even have tails that can grab items as small as peanuts.

Born a Monkey?

Swinging from one group of friends to another, you love to have a good time. You like to entertain your friends by showing off your talents, and they appreciate your cleverness and sense of humour.



Year of the Rooster (2005, 2017)



The Real Thing

The red comb on his head may help other roosters identify him, and it also sets him apart from other bird species.

Born a Rooster?

You are practical and resourceful, and you use what you have to succeed without taking a lot of risks. A hard worker, you say what's on your mind and have a sense of style that sets you apart.



Year of the Dog (1994, 2006)



The Real Thing

A dog's supersensitive ears can hear a noise about 100 yards (91.44 meters) away that a person couldn't hear more than 25 yards (22.86 meters) away. Its strong sense of smell helps it to do things like find lost people or detect bad guys.

Born a Dog?

You're a great listener who can keep a secret. Loyal to your friends, you have a keen sense of right and wrong and stick to what you believe in.



Year of the Pig (1995, 2007)



The Real Thing

Incredibly intelligent, a pig shows its smarts by rolling in mud and sticking its snout in dirt. Why? The mud keeps it cool, and rooting in the dirt provides important vitamins.

Born a Pig?

Smart and caring, you live to help other people. You have great taste and love to wallow in the nicer things in life.



Retrieved and adapted from: <https://kids.nationalgeographic.com/explore/chinese-horoscopes/>

Appendix 11. Questions in *Plickers* about the Reading.

If you are emphatic, you born in the year of the...



A Rat B Horse C Ox D Dragon

  [Expand](#)


What adjective does not define snakes?





A Careful
B Prudent
 C Lazy
D Reasonable

  [Collapse](#)


What animal is described as sociable?





A Monkey B Tiger C Snake D Rooster

  [Expand](#)

Tigers are not...



A Brave
B Determined
 C Cowards
D Leaders

  [Collapse](#)

What animal is defined as strong?



A Dragon

B Horse

C Ox

D Pig



Expand

What animal is concerned with its appearance?



A Dog

B Ox

C Pig

D Sheep/Goat



Collapse

Rabbits are...



A Introverted

B Peaceful

C Argumentative

D Unreasonable



Collapse

What animal can be defined as risk-taker?



A Rabbits

B Rats

C Dogs

D Snakes



Expand

The rooster is defined as...



A Risk-taker
B Lazy
C Sincere
D Wicked

Collapse

If you are extroverted and powerful, you are a



A Dragon
B Horse
C Serpent
D Rooster

Expand


Dogs are...



A Fair
B Evil
C Careful
D Selfish

Expand

What animal is described with a helpful attitude?



A Sheep/Goat
B Dragon
C Monckey
D Pig

Collapse

Retrieved from: <https://www.plickers.com/library?folder=5adf663f68981f0004355e88>

Appendix 12. Random Name Picker (Nicknames of students).



Retrieved from: <https://flippity.net/>

Appendix 13. Guess the country using *Symbaloo*.



Lesson 1: Guess the country

Write down the name of the country. 1 punto

¡Buen trabajo!
¡Has respondido correctamente!

Explicación
We have dealing with the Chinese New Year and with the Zodiac Animals. Well done!

0% 1

Lesson 2: Guess the country

Write down the name of the country 1 punto

Spain

¡Buen trabajo!
¡Has respondido correctamente!

Explicación
The traditional costumes we have been working on are typical from Spain

Inténtalo de nuevo ¡Continúa! →

20% 2

Lesson 3: Guess the country

Write down the name of the country 1 punto

England

¡Buen trabajo!
¡Has respondido correctamente!

Explicación
The recipes we have seen during the lesson are typical from England. Good guess!

Inténtalo de nuevo ¡Continúa! →

40% 3

Lesson 4: Guess the country

Write down the name of the country 1 punto

Greece

¡Buen trabajo!
¡Has respondido correctamente!

Explicación
The Olympic Games were held for first time in the Ancient Greece. Keep it up!

Intento de nuevo Continuar →

60% 8

Lesson 5: Guess the country

Write down the name of the country 1 punto

Egypt

¡Buen trabajo!
¡Has respondido correctamente!

Explicación
Hieroglyphics are the alphabet of Egyptians. Good observe!

Intento de nuevo Continuar →

80%

Retrieved from:

<http://lessonplans.symbaloo.com/lesson/L92403/builder.html#>

Appendix 14. Rewards.

You can choose the members of your group in the next lesson	You can choose the members of your group in the next lesson
You can take one point from a classmate	You can take one point from a classmate
You can make the groups in the next lesson	You can make the groups in the next lesson
Extra help in the next lesson activities	Extra help in the next lesson activities
Extra vowel to guess the country in any of the lessons	Extra vowel to guess the country in any of the lessons
Extra consonant to guess the country in any of the lessons	Extra consonant to guess the country in any of the lessons
You can change your prize for one of your classmates	You can change your prize for one of your classmates
You can take one point from a group	You can take one point from a group

Appendix 15. 'Find Someone Who...'



Wears a watch	Loves baggy clothes	Wears your same shoe size
Prefers plain rather than patterned shirt	Wears a belt	Likes tight clothes
Is Trendy	Hates fur clothes	His/her clothes match well

Appendix 16. Stop Game.



LETTER	OPINION	SIZE	COLOUR	PATTERN	MATERIAL	CLOTHING
S	Shiny	Small	Silver	Stripy	Silk	Shirt
L	Lovely	Long	Lilac	Lace-up	Leather	Leggings

Appendix 17. Traditional Costumes.

TRADITIONAL COSTUMES



Sevilla



Tenerife



Zaragoza



Madrid

Appendix 18. Cheat Sheet about clothes.

CLOTHES VOCABULARY

❖ Size:

1. Long.
2. Short.
3. Big/ Large.
4. Small/ Little/ Tiny.
5. Tight.
6. Loose/ Baggy.
7. High.
8. Low.



❖ Pattern:

1. Spotted.
2. Plain.
3. Stripped.
4. Checked.
5. Patterned/ print.
6. Flowery.
7. Polka-dotted.
8. Tartan.
9. Paisley.
10. Embroidered.



❖ Material:

1. Leather.
2. Woollen.
3. Silk.
4. Cotton.
5. Polyester.
6. Suede.
7. Nylon.
8. Linen.
9. Velvet.
10. Denim.
11. Fur.



❖ Clothes:

1. Blazer.
2. Blouse.
3. Cravat.
4. Cloak.
5. Clogs.
6. Flip-flops.
7. Knee breeches.
8. Hoody.
9. Kilt.
10. Loafers.
11. Poncho.
12. Shawl.



13. Tights/ Stocking.

14. Waistcoat.

15. Neckerchief.

16. Sash.

17. Espadrilles.

18. Beret.

19. Apron.

20. Castanets.

21. Comb.

22. Lace mantilla.

23. Ruffle/Frill.



❖ Style:

1. Sleeveless.

2. Long sleeved.

3. Short sleeved.

4. Hooded.

5. V-neck.



WOULD YOU RATHER EAT...

■ Milk chocolate?



■ White chocolate?



WOULD YOU RATHER EAT...

■ Mexican food?



■ Chinese food?



WOULD YOU RATHER EAT...

■ Salty food?

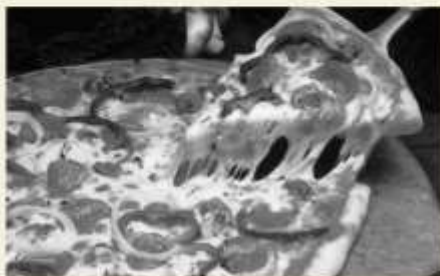


■ Spicy food?



WOULD YOU RATHER...

■ Never eat pizza again?



■ Only eat pizza with pineapple?



WOULD YOU RATHER...

■ Cook?



■ Order fast food?



WOULD YOU RATHER...

■ Only eat your favourite food?



■ Never eat it again?



WOULD YOU RATHER...

- Be vegetarian forever?



- Be able to eat meat but have to catch it and kill it yourself?



WOULD YOU RATHER...

- Always be starving no matter what you eat.



- Never be hungry and only eat 1-2 meals a day.



WOULD YOU RATHER EAT...

- Ice cream with BBQ sauce on top?



- A block of cheese with syrup on top?



WOULD YOU RATHER ...

- Eat meat that's been expired for 15 days?



- Drink milk that's been expired for 15 days?






Appendix 20. Match Activity.

MATCH ACTIVITY

Pour	To transfer liquid from one container to another
Mix	To combine two or more things using a spoon, spatula, or electric mixer
Slice	To cut into thin, wide portions
Beat	To mix quickly and continually, commonly used with eggs
Season	To add salt, pepper or other spices to food
Stir	To mix liquid ingredients by moving a spoon around in a circular motion

Appendix 21. Students' Think Chart.

THINK-PAIR-SHARE

<p><u>My answer</u> <u>(What I</u> <u>knew)</u></p> 	<p><u>My classmate's answer</u> <u>(What he/she thought)</u></p> 	<p><u>Our</u> <u>answer</u> <u>(What we</u> <u>learned)</u></p> 

BLUEBERRY MUFFINS



ingredients

- 2 cups self-raising flour.
- 1 tsp cinnamon.
- Juice of 1 lemon.
- 1/2 cup sugar.
- 1 egg.
- 100g butter, melted.
- 1 cup milk.
- 1 cup frozen blueberries.

method

1. PRE-HEAT oven to 180°C.
2. Line a 12 cup muffin tin with muffin patty pans.
3. SIFT flour and cinnamon in a bowl.
4. MIX lemon zest, juice, sugar, egg and melted butter together.
5. POUR wet ingredients into dry and gently STIR to combine.
6. SPOON into patty pans.
7. BAKE for 25-30 minutes.

BLUEBERRY MUFFINS



ingredients

- 2 cups self-raising flour.
- 1 tsp cinnamon.
- Juice of 1 lemon.
- 1/2 cup sugar.
- 1 egg.
- 100g butter, melted.
- 1 cup milk.
- 1 cup frozen blueberries.


method

1. _____ oven to 180°C.
2. Line a 12 cup muffin tin with muffin patty pans.
3. _____ flour and cinnamon in a _____.
4. _____ lemon zest, juice, sugar, egg and _____ butter together.
5. _____ wet ingredients into dry and gently _____ to combine.
6. _____ into patty pans.
7. _____ for 25-30 minutes.

PRE-HEAT	POUR	MELTED
SIFT	STIR	SPOON
MIX	BAKE	BOWL

CARROT CAKE

ingredients

- 1 cup of flour.
 - $\frac{3}{4}$ tsp baking soda.
 - 1 tsp baking powder.
 - $\frac{1}{2}$ tsp cinnamon.
 - $\frac{1}{2}$ tsp ginger.
 - $\frac{1}{2}$ salt.
 - 3 eggs.
- 
- 1 cup icing sugar.
 - 2 cups of grated carrot.
 - 1 cup chopped walnuts.
 - 2 ounces of cheese cream.
 - $\frac{1}{2}$ cup of butter.

method

1. PRE-HEAT oven to 150° C.
2. ADD the flour, salt, baking powder, baking soda, cinnamon, cloves and ginger to the sugar and cooking oil.
3. ADD the three eggs separately and STIR the mixture.
4. MIX the carrots and walnuts.
5. POUR it into a cake tin and cook for one hour.
6. MIX the cream cheese, butter and icing sugar.
7. PUT the icing on the top and in the middle of the cake.

CARROT CAKE RECIPE

ingredients

- 1 cup of flour.
- $\frac{3}{4}$ tsp baking soda.
- 1 tsp baking powder.
- $\frac{1}{2}$ tsp cinnamon.
- $\frac{1}{2}$ tsp ginger.
- $\frac{1}{2}$ salt.
- 3 eggs.
- 1 cup icing sugar.
- 2 cups of grated carrot.
- 1 cup chopped walnuts.
- 2 ounces of cheese cream.
- $\frac{1}{2}$ cup of butter.



method

1. PRE-HEAT the _____ to 150° C.
2. _____ the flour, salt, baking powder, _____ soda, cinnamon, cloves and ginger to the sugar and cooking oil.
3. ADD the three eggs separately and _____ the mixture.
4. _____ the carrots and walnuts.
5. _____ it into a cake tin and cook for one hour.
6. MIX the cream _____, butter and _____ sugar.
7. _____ the icing on the top and in the middle of the cake.

OVEN	STIR	ICING
ADD	MIX	PUT
BAKING	POUR	CHEESE

CHICKEN PIE



ingredients

- 2 sheets of pastry.
- 400g of chicken breast.
- 2 cups diced vegetables.
- 1/2 cup corn.
- 1/2 cup peas.
- 1 diced onion.
- 1 can cream of chicken condensed soup.
- 1 egg yolk.

method

1. PRE-HEAT oven to 180°C.
2. In a frying pan COOK the chicken until it is just done and SHRED with 2 forks.
3. In the same frying pan COOK the onion until translucent and ADD the rest of the vegetables with the cream of chicken condensed soup. ADD the chicken and bring to the boil.
4. PUT a layer of pastry in the bottom.
5. POUR the chicken and vegetable mixture on top of the pastry and top with the second sheet of pastry. Press edges together.
6. Seal edges with a fork and apply egg yolk on the pastry.
7. COOK for 30-40 mins.

CHICKEN PIE



ingredients

- 2 sheets of pastry.
- 400g of chicken breast.
- 2 cups diced vegetables.
- 1/2 cup corn.
- 1/2 cup peas.
- 1 diced onion.
- 1 can cream of chicken condensed soup.
- 1 egg yolk.

method

- ___ PUT a layer of pastry in the bottom.
- ___ In a frying pan COOK the chicken until it is just done and SHRED with 2 forks.
- ___ Seal edges with a fork and apply egg yolk on the pastry.
- ___ In the same frying pan COOK the onion until translucent and ADD the rest of the vegetables with the cream of chicken condensed soup. ADD the chicken and bring to the boil.
- ___ PRE-HEAT oven to 180°C.
- ___ COOK for 30-40 mins.
- ___ POUR the chicken and vegetable mixture on top of the pastry and top with the second sheet of pastry. Press edges together.

1	3	5	7
2	4	6	

FISH AND CHIPS



ingredients

- 1kg boneless fresh white fish.
- 1/3 cup plain flour.
- 2 eggs, lightly beaten.
- ¾ cup fresh bread crumbs.

method

1. SLICE the fish into 20 fingers.
2. ADD the flour in a bowl.
3. BREAK eggs into another bowl and BEAT to combine.
4. ADD bread crumbs in a third bowl.
5. PUT a fish finger in the flour bowl and cover well. DIP the fish finger in egg and then, in the bread crumb mixture. Repeat for remaining fish fingers.
6. When ready to cook, HEAT the oven to 210°C.
7. BAKE for 10-15 minutes until golden and sizzling.

FISH AND CHIPS



ingredients

- 1kg boneless fresh white fish.
- 1/3 cup plain flour.
- 2 eggs, lightly beaten.
- ¾ cup fresh bread crumbs.

method

1. _____ the fish into 20 fingers.
2. _____ the flour in a bowl.
3. _____ eggs into another bowl and _____ to combine.
4. ADD bread _____ in a third bowl.
5. PUT a fish finger in the flour bowl and cover well. _ the fish finger in egg and then, in the bread crumb mixture. ___ for remaining fish fingers.
6. When ready to cook, _____ the oven to 210°C.
7. _____ for 10-15 minutes until golden and sizzling.

SLICE	HEAT	REPEAT
BEAT	CRUMBS	DIP
BREAK	ADD	BAKE

JACKET POTATOES



ingredients

- 4 medium washed potatoes.
- ½ cup light sour cream.
- 4 green onions, thinly sliced.
- ½ cup grated tasty cheese.
- Salt and black pepper.

method

1. **PIERCE** each potato 6-8 times with a fork. Place on the microwave and **COOK** on high for 10 minutes.
2. Leave to rest for 10 minutes while you prepare the other ingredients.
3. Remove a potato from the microwave and cut off the top. Use a spoon to empty the potato leaving only the flesh and place in a bowl. Repeat with the remaining potatoes.
4. **ADD** the sour cream, green onion and cheese to the hot potato flesh in the bowl and **MASH**.
5. **SEASON** with sea salt and freshly ground black pepper.
6. Place in the oven and **COOK** on high for 2 minutes.

JACKET POTATOES



ingredients

- 4 medium washed potatoes.
- ½ cup light sour cream.
- 4 green onions, thinly sliced.
- ½ cup grated tasty cheese.
- Salt and black pepper.

method

- ___ Place in the oven and COOK on high for 2 minutes.
- ___ PIERCE each potato 6-8 times with a fork. Place on the microwave and COOK on high for 10 minutes.
- ___ SEASON with sea salt and freshly ground black pepper.
- ___ ADD the sour cream, green onion and cheese to the hot potato flesh in the bowl and MASH.
- ___ Leave to rest for 10 minutes while you prepare the other ingredients.
- ___ Remove a potato from the microwave and cut off the top. Use a spoon to empty the potato leaving only the flesh and place in a bowl. Repeat with the remaining potatoes.

1	3	5
2	4	6

ROAST BEEF



ingredients

- 1kg beef.
- 2 tablespoons olive oil.
- ½ cup basil leaves.
- 2 cloves garlic, peeled.
- 6 whole peppercorns.
- Salt.

method

1. **PRE-HEAT** oven to 230°C.
2. **ADD** oil, basil, garlic, peppercorns and salt in a blender; begin **MIXING** until you have a thick paste.
3. **SEASON** meat with salt and pepper all over.
4. **HEAT** a frying pan until very hot. **SEAR** meat on all sides until it is slightly brown all over, then place into the oven.
5. **ROAST** in oven for 30 minutes then take out, and rest for 15 minutes.
6. **SLICE** and serve with gravy, Yorkshire pudding and veggies.

ROAST BEEF



ingredients

- 1kg beef.
- 2 tablespoons olive oil.
- ½ cup basil leaves.
- 2 cloves garlic, peeled.
- 6 whole peppercorns.
- Salt.

method

- ___ ADD oil, basil, garlic, peppercorns and salt in a blender; begin MIXING until you have a thick paste.
- ___ HEAT a frying pan until very hot. SEAR meat on all sides until it is slightly brown all over, then place into the oven.
- ___ SLICE and serve with gravy, Yorkshire pudding and veggies
- ___ SEASON meat with salt and pepper all over.
- ___ PRE-HEAT oven to 230°C.
- ___ ROAST in oven for 30 minutes then take out, and rest for 15 minutes.

1	3	5
2	4	6

Retrieved from:
<https://kidspot.co.nz/recipe/>

Appendix 23. Cooking Vocabulary Scaffolding.

BE A 5-STAR CHEF!

1. **Add:** to put ingredients together; to put one ingredient with the others.
 - a. Example: Add cheese and mix carefully with a whisk*.



2. **Stir:** to mix liquid ingredients by moving a spoon around in a circular motion.
 - a. Example: The cook stirred the sauce until it boiled*.



3. **Pour:** to transfer liquid from one container to another.
 - a. Example: Pour the sauce from cooking the fish in the pan* and cook the rice, adding stock** whenever necessary.



4. **Sear:** to brown the surface of food by exposing it to extremely high heat.
 - a. Example: The chef sears the meat in order to keep it juicy*.



5. **Mix:** to combine two or more things using a spoon, spatula or electric mixer.
 a. Example: Mix all the ingredients together for the dough* except for the flour.



6. **Pierce:** to make holes with forks.
 a. Example: Pierce each potato several times with a fork* and place in a baking pan**.



7. **Slice:** to cut into thin, wide portions.
 a. Example: Peel* and slice onion into 4 pieces.



8. **Break:** to separate into smaller parts by force.
 a. Example: In order to do this, we have to break the egg and separate the white* and the yolk**.



9. **Beat:** to mix quickly and continually, commonly used with eggs.
- Example: Beat 3 egg whites, add 3 tablespoons* sugar and continue beating until meringue** point.



*



**



10. **Bake:** to cook in an oven by using heat.
- Example: Bake at 180°C until golden, sprinkle* with powdered sugar** and eat when cool.



*

**



11. **Dip:** to put something into a liquid for a short time.
- Example: Cover and dip in beaten egg and breadcrumbs* and fry in plenty of oil.



*



12. **Season:** to add salt, pepper or other spices to food.
- Example: Cook for a further 5 minutes and then season with salt, pepper or parsley*.



*



13. **Roast:** to cook in the oven or over a fire.

- a. Example: Roast the peppers until the skin begins to char and blister*.



14. **Shred:** to cut or tear in small, long, narrow pieces.

- a. Example: Shred the chicken breasts* and thighs** and place them in a saucepan with green salsa and salt to taste.



15. **Mash:** to crush food, usually after cooking it, so that it forms a soft mass.

- a. Example: Mash pumpkin* and stir in flour and yeast** previously dissolved in a small amount of water.



16. **Sift:** to put one or more dry ingredients through a sieve*.

- a. Example: Sift the remaining flour with the nutmeg** and fold into the creamed mixture.



17. **Spoon:** to move something, especially food, using a spoon.
- Example: Spoon 2 tablespoons of walnut* cream onto the tart shell** in a smooth layer.




Appendix 24. Recipes Test using *Topgrade*.

Question 1 of 6 Time Left 00:20 Reveal Answers Skip Question

The sixth step in the carrot cake recipe consists of MIXING

Fill in the blanks (0/1) Check All Answers




The sixth step in the carrot cake recipe consists of MIXING

Question 2 of 6 Time Left 00:49 Reveal Answers Skip Question

The third thing you have to do in the chicken pie recipe is to COOK THE CHICKEN IN A FRYING PAN UNTIL IT IS JUST DONE AND SHRED WITH 2 FORKS.

Select the Correct Answers

(0/1)



False True

Question 3 of 6 Time Left 00:06

Reveal Answers Skip Question



Fish and Chips: PUT a fish finger in the flour bowl and cover well. ___ the fish finger in egg and then, in the bread crumb mixture. ___ for remaining fish fingers.

Fill in the blanks (0/2)

Check All Answers



PUT a fish finger in the flour bowl and cover well. ___ the fish finger in egg and then, in the bread crumb mixture.



Enter the missing text

___ for remaining fish fingers.



Enter the missing text

Question 4 of 6 Time Left 00:13

Reveal Answers Skip Question



The fourth step when cooking jacket potatoes is to ADD THE SOUR CREAM, GREEN ONION AND CHEESE TO THE HOT POTATO FLESH IN THE BOWL AND MASH.

Select the Correct Answers

(0/1)



True



False



Question 5 of 6 Time Left 00:48

Reveal Answers Skip Question



Put the recipe of Roast Beef in order.

Match The Text (click and drag) (0/6)

Check Order Of Answers



1

PRE-HEAT oven to 230°C.



2

ADD oil, basil, garlic, peppercorns and salt in a blender; begin MIXING until you have a thick paste.



3

ROAST in oven for 30 minutes then take out, and rest for 15 minutes.



4

HEAT a frying pan until very hot. SEAR meat on all sides until it is slightly brown all over, then place into the oven.



5

SLICE and serve with gravy, Yorkshire pudding and veggies.



6

SEASON meat with salt and pepper all over.



Question 6 of 6 Time Left 00:10

Reveal Answers Skip Question



The third step in the blueberry muffins recipe is to SIFT FLOUR AND CINNAMON IN A BOWL.

Select the Correct Answers

(0/1)



False



True



Retrieved from: <https://topgradeapp.com/quizzes/recipes>

Appendix 25. Cards using in Charades.



- **BLUEBERRY MUFFINS.** You cannot say:

- Blueberry
- Muffin
- Bake

- **Tips:** Think about other ways of saying muffin or in what type of food a blueberry is. Think a synonym for bake or what you need for doing this action.



- **CARROT CAKE.** You cannot say:

- Carrot
- Cake
- Icing sugar

- **Tips:** Think about the colour of the carrots or what animal eat them. Think about the flavour or taste of sugar or where cakes are made.



- **FISH AND CHIPS.** You cannot say:

- Fish
- Chips
- Slice

- **Tips:** Think about the kind of animal is a fish and also about a synonym for chips and for slice.



- **CHICKEN PIE.** You cannot say:

- Chicken
- Pie
- Pastry

- **Tips:** Think about what kind of animal a chicken is or a synonym for it. Think also about where pie and pastry are made or about the form and colour of them.



- **JACKET POTATOES.** You cannot say:

- Jacket
- Potatoes
- Pierce

- **Tips:** Think about a definition for jacket and for pierce or another word to say potatoes or how you describe them (form, colour, size, vegetables...).

- **ROAST BEEF.** You cannot say:



- Roast
- Beef
- Meat

- **Tips:** Think about the description of roast, what kind of animal is a beef and how it can be described.

Appendix 26. 8 Things about the Olympic Games.

8 FACTS ABOUT THE OLYMPIC GAMES

1. The official languages of the games are English and Spanish.
2. Artists, like painters, sculptors, architects, writers and musicians, participated in the Olympics.
3. The 2016 Rio Games were the first Olympics in which all participating countries sent female athletes.
4. The famous Olympic torch has travelled on the back of a camel and underwater.
5. The five rings of the Olympic symbol represent the five inhabited continents of the world.
6. Today's gold medal is made of solid gold. However, until 1912, gold medals were mostly silver.
7. Only five athletes have won medals at both the Summer & Winter Games.
8. The youngest Olympic athlete in history was 15 years old.





8 THINGS ABOUT THE OLYMPIC GAMES

FACT OR FICTION?

- The official languages of the games are English and Spanish.



FICTION

- The official languages of the games are English and French, complemented by the official language of the host country.



FACT OR FICTION?

- Artists, like painters, sculptors, architects, writers and musicians, participated in the Olympics.



FACT OR FICTION?

- The 2016 Rio Games were the first Olympics in which all participating countries sent female athletes.



FACT

- They competed in the Olympic Games from 1912 to 1948.



FICTION

- It was in the 2012 London Games when all participating countries sent female athletes.



FACT OR FICTION?

- The famous Olympic torch has travelled on the back of a camel and under water.



FACT OR FICTION?

- The five rings of the Olympic symbol represent the five inhabited continents of the world.



FACT

- In the 2000 Sydney Olympics, the flame went under water at the Great Barrier Reef.
- In the 2014 Sochi Games, the torch travelled on the back of a camel.



FACT

- The five olympic rings were designed in 1912 and represents the five continents.



FACT OR FICTION?

- Today's gold medal is made of solid gold. However, until 1912, gold medals were mostly silver.



FACT OR FICTION?

- Only five athletes have won medals at both the Summer & Winter Games.



FICTION

- Gold medal is not solid gold. In fact, today's gold medal is mostly silver with about 6 grams of gold plating.



FACT

- At the moment, only five Olympic athletes have won medals at both the Summer and Winter Olympics.
 - Eddie Eagan, USA.
 - Jacob Tullin Thams, Norway
 - Christa Luding-Rothenburger, East Germany
 - Clara Hughes, Canada
 - Lauryn Williams, USA

FACT OR FICTION?

- The youngest Olympic athlete in history was 15 years old.



FICTION

- To compete in the Olympics today, you have to be at least 16 years old. But, the youngest Olympic athlete in history was 10 years old.



Appendix 28. Scaffolding about Questions and Olympic Games.



WH- QUESTIONS STRUCTURE:

Question Word + Auxiliary Verb + Subject + Main Verb

EXAMPLE:

VERB TENSE	QUESTION WORD	AUXILIARY VERB	SUBJECT	MAIN VERB	
Present Simple	Where	do/does	you/Luis	work?	
Past Simple	How	did	they	finish	the race so fast?
Present Continuous	What	are/is	you/she	doing	at the moment?
Past Continuous	Why	were/was	the children/the child	eating	candies?
Present Perfect	How long	have/has	the teachers/teacher	worked	at this school?
Future	Who	Will	you	invite	to the party?



YES/NO QUESTIONS STRUCTURE:

Auxiliary Verb + Subject + Main Verb

EXAMPLE:

VERB TENSE	AUXILIARY VERB	SUBJECT	MAIN VERB	
Present Simple	Do/does	you/Luis	invent	the wheel?
Past Simple	Did	they	enjoy	the movie?
Present Continuous	Are/is	you/she	studying	English?
Past Continuous	Were/was	you/she	sleeping	last night at home?
Present Perfect	Have/has	you/he	finished	the homework?
Future	Will	you	go	to the party?

VOCABULARY ABOUT OLYMPIC GAMES

The Ancient Olympics

Word	Example Sentence	Meaning
ability	She has the ability to be a world champion, but she needs a world-class coach.	skill in doing something, resulting from talent and training
ancient	Sports were popular in ancient Greece, where the Olympic Games were born.	relating to a period of history a very long time ago; very old
athlete	The world's best athletes compete in the Olympic Games.	a person who trains and competes in a sport
boxing	Boxing matches are staged in weight-based divisions,	a hand-to-hand combat sport in which punches are thrown to

	such as lightweight and heavyweight.	score points
celebration	The ancient Olympics were a celebration of both sporting ability and the human body.	an act or event that praises or expresses joy in something
chariot	Do you think chariot racing should be an event in the modern Olympics?	a two-wheeled horse-drawn vehicle used in ancient times for wars and for racing
compete	Athletes train hard to prepare themselves to compete against their opponents.	to take part in a contest or a competition
competition	Our team won this year's football competition, so we had a party to celebrate.	an organized event in which people compete to win
contest	The winners of our national swimming contest will compete in the Olympic Games.	a game or event in which people compete to win

discus	Discus throwing is one of the oldest events in athletics.	an event in which the discus, a disc-shaped object, is thrown
event (1)	The Millennium Stadium is used for both cultural and sporting events.	a planned and organized occasion
event (2)	Joe competes in several athletics events, including the 100 metres hurdles and the long jump.	a particular contest in a sporting programme
festival	Christmas is a religious festival, while Chinese New Year is a seasonal festival.	celebration of a religious or cultural occasion
hold (hold, held, held)	The next Winter Olympics will be held in Canada in 2010.	to organize and carry out an event, such as a meeting or a contest
javelin	Javelin throwing was one of the events in the original Olympic Games.	an event in which the javelin, a spear-like object, is thrown

nude	In the ancient Olympics, athletes competed in the nude.	without clothes; naked
outlaw	Taking drugs to improve athletic performance has been outlawed for many years.	to make something illegal; to ban something
pagan	The Olympics Games were banned because they were seen as being a pagan festival.	relating to a religion other than Christianity, Judaism or Islam
physique	Weightlifters have more muscular physiques, and distance runners have lean physiques.	the form or shape of a person's body
stage	The World Cup football competition is staged every four years.	to organize and carry out an event or a performance
threat	Why did the Roman Emperor think the Olympic Games were a threat to Christianity?	a person or thing that is regarded as dangerous and likely to cause harm

wrestling	The Olympic Games feature two wrestling styles; Greco-Roman and Freestyle.	a hand-to-hand combat sport in which holds, throws and locks are used to gain control of an opponent
-----------	--	--

The Modern Olympics

Word	Example sentence	Meaning
athletics	Which athletics events did you compete in at school?	'track and field' events of running, jumping, throwing, etc.
curling	Curling involves a lot of strategy, and has even been called 'chess on ice'.	sport similar to bowls in which players slide heavy stones over ice, aiming at a target area
cycling	In some cycling events the riders go slow for most of the race, but then sprint at the end.	sport of racing on bicycles
diving	Many people love to watch the diving as it's one of the most graceful and beautiful sports.	sport of jumping into water in a stylized manner

Word	Example sentence	Meaning
equestrian	Equestrian events are the only ones in which males and females compete as equals.	of or relating to horseback riding
figure skating	Figure skating competitions are scored by a panel of judges.	sport involving the performance of stylized movements while wearing skates on ice
football	The type of football played at the Olympics is also called soccer.	team game in which a ball is kicked in order to pass it and score goals; soccer
gymnastics	Gymnastics events are scored by a panel of judges.	sport involving the performance of stylized exercises
hockey	Hockey is a popular sport in India and Pakistan.	team game in which a ball is a hit with a stick in order to pass it and score goals

Word	Example sentence	Meaning
ice hockey	Ice hockey is popular in North America and in Northern Europe.	team sport similar to hockey, but played in skates on an ice rink
International Olympic Committee (IOC)	The IOC organizes both the Summer Olympics and the Winter Olympics.	the group of officials who run the Olympic Games and lead the Olympic Movement
revive	The little boy nearly drowned, but he was revived on the beach by a doctor.	to bring someone back to life, or bring something into use again
rowing	The rowing events take place on a river far from the main stadium.	sport of racing in rowboats
sailing	Most people find the sailing events a little boring to watch.	sport of racing in sailboats

Word	Example sentence	Meaning
shooting	There were 17 shooting events in the 2004 Olympics; 10 for men and 7 for women.	sport of pistol and rifle shooting
skiing	Alpine skiing has fast, downhill events while cross-country skiing has slower, long-distance events.	sport of racing over snow on skis
ski jumping	Many people think ski jumping is one of the most exciting winter sports.	sport in which contestants ski over a take-off ramp and jump as far as they can
speed skating	Speed skating events are staged on an ice-covered oval track 400 metres long.	sport of racing over ice on skates
take place	Where will the next competition take place?	to happen; occur

Word	Example sentence	Meaning
track and field	Most track and field events are held in the main Olympic Stadium.	sports events of running, jumping, and throwing
weightlifting	There were no Olympic weightlifting events for women until the 2000 Sydney Olympics.	sport in which contestants attempt to lift heavy weights mounted on barbells

Retrieved from: <https://www.englishclub.com/vocabulary/sports-olympics-modern.htm>














Appendix 29. Tic Tac Toe Game.














TIC TAC TOE- VOCABULARY REVIEW

RESOURCEFUL	WRESTLE	LOOSE-FITTING
SCRUFFY	SIFT	RISK-TAKER
FADED	HOLD AN EVENT	MASH

Appendix 30. Decode a Message (results on page 152).

HYEROGLYPHICS

	A	Torch
	B	Rooster
	C	Apron
	D	Kilt
	E	Season
	F	Ox
	G	Walnut
	H	Wrestle
	I	Cinnamon
	J	Silk
	K	Snout
	L	Shawl
	M	Bake

	N	Dragon
	O	Trustworthy
	P	Stadium
	Q	Leather
	R	Crown
	S	Yolk
	T	Oath
	U	Discus
	V	Castanets
	W	Slice
	X	Striped
	Y	Wicked
	Z	Stocking

Appendix 31. Create your own Alphabet and Encoded Message (results on pg. 153 & 154).

1. Now, create your own alphabet!

	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	

2. Make an encoded message for other group to guess it.

Appendix 32. Example of Activities 2 and 3 of Lesson 5.

32.1. Activity 2.

1. Find the encoded message. Read the description and match it with the hieroglyphics (images above) and their corresponding letter.

L A N G V A G E . E O O D A N D V A L V E S

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

1. A large piece of cloth worn over the shoulders and/or head.
2. A light to be carried in the hand, consisting of some combustible substance, as resinous wood.
3. It symbolises power and good fortune.
4. Consisting of two halves contained within a hard shell which is enclosed in a green fruit.
5. It was one of the events of the ancient Greck pentathlon in which an athlete throws a heavy disc.
6. It has travelled on the back of a camel and underwater.
7. Many people are allergic to this seed.
8. This step/ process greatly affects the taste of your food.
9. Very strong animal.
10. Someone dependable, reliable.
11. Someone that is there for you and others even when he/she does not need something from you or others.
12. It is a knee-length skirt originating in the traditional dress of Gaelic men and boys in the Scottish Highlands.
13. A percussion instrument that consists of a pair of concave shells joined on one edge by a string.
14. It has been used throughout history, and is still used in processions, symbolic and religious events, and in juggling entertainment.
15. It is part of the regional costume of many communities of Spain.
16. This sport is demonstrated by the fifth-century-BC Myron statue, *Discobolus*.
17. The process of adding salt, herbs, or spices to food to enhance the flavour.
18. The yellow internal part of a birds or reptiles' egg, which is surrounded by the white, is rich in protein and fat.

32.2. Activity 3.

1. Now, create your own alphabet!
2. Make an encoded message for other group to guess it.

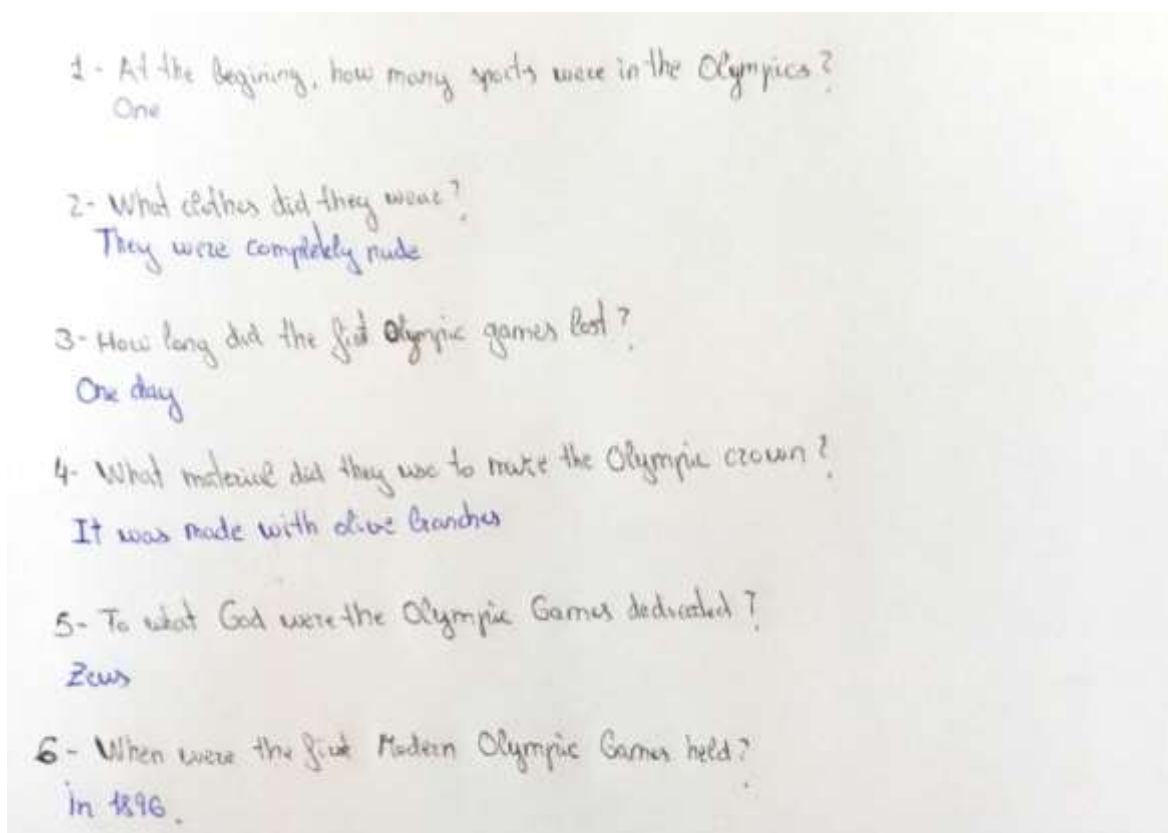
	A	Medal		N	Rooster
	B	Ox		O	Chicken thighs
	C	Beret		P	hockey
	D	Fish and chips		Q	Snake
	E	wastebasket		R	knife
	F	Striped		S	Fork
	G	Torch		T	cycling
	H	Clogs		U	Flip flops
	I	Flag		V	Whisk
	J	Sleeveless		W	Football
	K	Pumpkin		X	Spotted
	L	high heel shoe		Y	Blueberry Muffin
	M	Pan		Z	Cup

1 2 3 4 5 6 AND 7 8 9 10 11

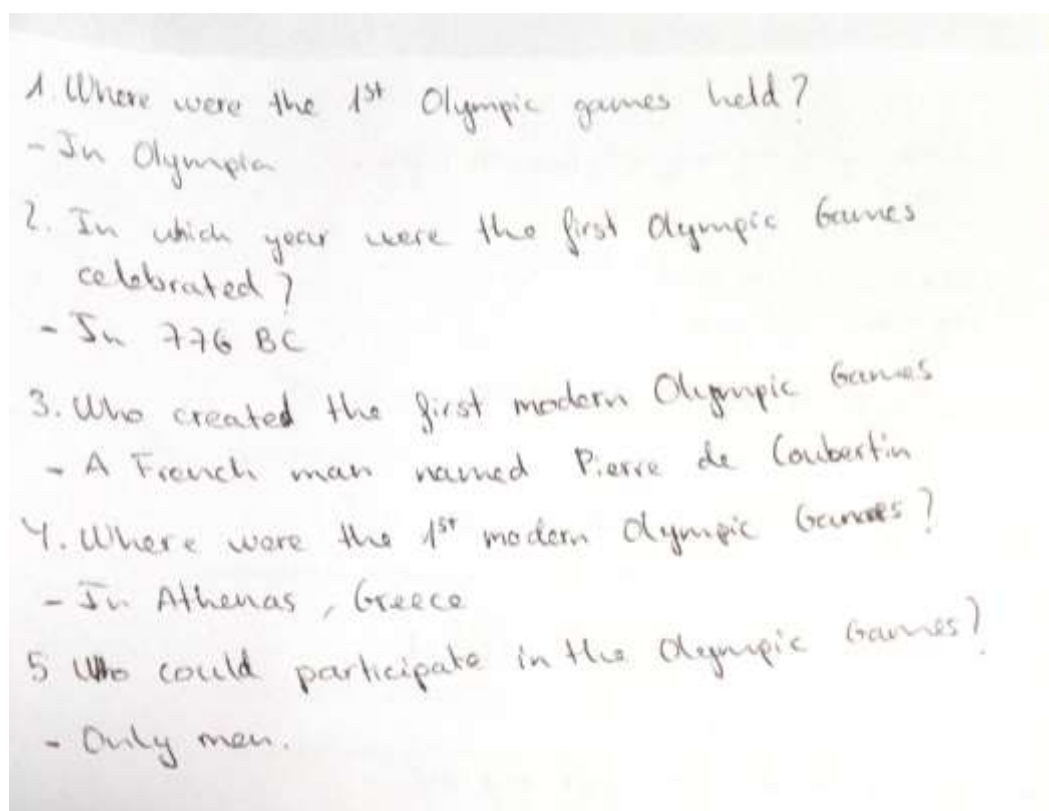
- 1- The traditional costume from Madrid wears it in the head
- 2- All the countries have one and it is different in each country
- 3- It is an animal that sings in the morning
- 4- You can see the hour with it
- 5- It serves for cooking food
- 6- There are 3 types: gold, silver and bronze
- 7- It has to be hot before cooking the food
- 8- They are normally used in summer on the foot
- 9- You pierce with it the food
- 10- It moves with the wind and it is hung on a stick
- 11- It is like a hat but for old man

Appendix 33. Example of Students' Questions about the Video *Olympic History- Behind the News* in Lesson 4.

33.1. Example 1.



33.2. Example 2.



Appendix 34. Analytic Rubric: Peer and Teacher Evaluation of the Final Presentation.

EVALUATION	Excellent (10/9)	Very Good (8/7)	Good (6/5)	Bad (4/3)	Very Bad (2/1)
Creativity and Oral Presentation	Great clarity, voice projection, seriousness and use of full sentences.	One of the previous features is missing.	Two of the previous features are missing.	More than two of the previous features are missing, or difficult to understand.	None of the previous features are fulfilled.
Written Presentation	Visually appealing, easy to understand. The presentation and the infographic matches.	Visually good but with possibilities of improvement. The presentation was slightly different from the infographic.	The infographic is enough adequate to the criteria. The presentation was different from the infographic in various aspects.	Visually poor and difficult to understand. The presentation was clearly different from the infographic of the poster.	The poster was not delivered. The presentation was not performed.
Group work	All members collaborate equally.	All the members collaborate, but some more than others.	All the members collaborate, but some are considerably less participative.	Not all the members collaborate in the poster; one or more members barely collaborate.	No member collaborates in the poster.

Appendix 35. Holistic Rubric: Evaluation of *Fakebook* Profile.

Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
<ul style="list-style-type: none"> Grammatical errors are minor and do not impede comprehensibility. 	<ul style="list-style-type: none"> Some grammatical errors but they do not impede comprehensibility. 	<ul style="list-style-type: none"> Grammatical errors impede comprehensibility.
<ul style="list-style-type: none"> All the tasks are uploaded on time. 	<ul style="list-style-type: none"> Some tasks are uploaded on time. 	<ul style="list-style-type: none"> None tasks are uploaded on time.
<ul style="list-style-type: none"> Profile is original, interesting and engaging. 	<ul style="list-style-type: none"> Profile has some creative elements showing an attempt to be creative. 	<ul style="list-style-type: none"> Surface attempt at being creative.
<ul style="list-style-type: none"> Includes more than 5 avatar's personality references with justification. 	<ul style="list-style-type: none"> Includes 2-3 avatar's personality references with justification. 	<ul style="list-style-type: none"> Fewer than 2 avatar's personality references with justification.
<ul style="list-style-type: none"> Includes more than 5 detailed descriptions of a traditional costume. 	<ul style="list-style-type: none"> Includes 2-3 detailed descriptions of a traditional costume. 	<ul style="list-style-type: none"> Fewer than 2 detailed descriptions of a traditional costume.
<ul style="list-style-type: none"> Includes a completed description of a recipe. All directions are in the imperative form. 	<ul style="list-style-type: none"> Includes some descriptions of a recipe. Some directions are in the imperative form. 	<ul style="list-style-type: none"> None description of a recipe is included.
<ul style="list-style-type: none"> Includes more than 5 curiosities about one edition of the Olympic Games in journal format. 	<ul style="list-style-type: none"> Includes 2-3 curiosities about one edition of the Olympic Games in journal format. 	<ul style="list-style-type: none"> Fewer than 2 curiosities about one edition of the Olympic Games in journal format.

Appendix 36. Objectives.

36.1. LOMCE general objectives of ESO students.

- a) To responsibly assume one's duties, know and exercise one's rights in terms of respecting others, practise tolerance, cooperation and solidarity among people and groups, engage in dialogue to strengthen human rights as shared values within a multicultural society and be prepared to exercise democratic citizenship.
- b) To develop and consolidate habits in the areas of discipline, study and individual and group work as a necessary requirement for successfully performing learning tasks and as a means of personal development.
- g) To develop an entrepreneurial spirit and self-confidence, a participative spirit, critical awareness, personal initiative and the ability to learn how to learn, plan, make decisions and assume responsibilities.
- i) To understand and express oneself appropriately in one or more foreign languages.
- j) To know, value and respect the basic aspects of one's own culture and history and artistic and cultural heritage and those of others.

36.2. English as a Foreign Language curricular objectives.

Obj. IN. 1. To understand general and specific information in oral texts about general, daily or interesting topics, emitted face to face or by technical means.

Obj. IN. 2. To express orally and exchange information in a comprehensible, adequate and autonomous way, about general, daily or interesting topics in different communicative situations arising from specific functions.

Obj. IN. 3. To read and understand written texts of a different typology, which present an adequate level according to their abilities and interests, in order to get general and specific information, and to appreciate reading as a source of information and leisure.

Obj. IN. 4. To write simple texts about well-known, general and interesting topics with enough propriety, cohesion and coherence, paying attention to the intended reader and to the communicative purpose.

Obj. IN. 6. To develop autonomous-learning and cooperative strategies by carrying out class activities, individual and team work, the use of all the available resources (ICTs), self-

evaluation and co-evaluation, in order to progress in the Foreign Language learning and acquisition.

Obj. IN. 7. To value foreign language as a mean of access to information, and to recognise its importance as an instrument of communication and understanding between people from different origin and culture, with the purpose of develop an intercultural consciousness without prejudices or stereotypes.

Obj. IN. 8. To develop and show an attitude of reception, interest, effort and confidence in the ability to learn and use the Foreign Language.

36.3. Unit learning outcomes.

At the end of the lesson students will be able to:

- Identify and produce at least two words related to personality traits through brainstorming.
- Synthesize a written text through a mind mapping showing understanding of the principal ideas.
- Distinguish the right answer in the questions posed in *Plickers* about the reading by discerning it between the wrong ones.
- Describe other peers by using the adjectives seen in the reading and in *Plickers* and justify the description.
- Write a profile in *Fakebook* by uploading a picture with its corresponding psychological description and justify it.
- Identify and produce at least two words related to clothing by making questions to other peers following a checklist.
- Show understanding of the right order of the adjectives by practicing them through the Stop Game.
- Describe different outfits using the proper adjectives and the right order of them by dictating them to their peers.
- Elaborate different outfits following others' outfit descriptions by listening and drawing them.
- Create their own traditional outfit with its pertinent accurate description by making use of different resources and upload it to *Youblisher*.
- Talk about food preferences by using the structure 'I would rather...'

- Match correctly some cooking verbs with their pertinent definition by discussing the solution cooperatively.
- Understand and use vocabulary related to cooking and recipes by giving a definition and a context.
- Describe recipes to others using the proper cooking vocabulary according to the activities of the lesson.
- Explain recipes after understanding them from completing scrambled or filling the gaps activities by using imperatives.
- Elaborate their own recipe by explaining the procedures, measures and ingredients needed following the example provided in the previous lesson exercises.
- Distinguish between facts and fictions by justifying their answers.
- Formulate five open questions about the information gathered in the video by taking some notes.
- Answer correctly the questions posed by their peers by justifying their choice if it is necessary.
- Compose a journal front page by compiling some curiosities about one edition of the Olympic Games, using *Joomag*.
- Understand and produce vocabulary related to personality traits, clothes, food and sports by giving definitions and put them in context.
- Decode a message making use of a hieroglyphic alphabet by understanding a definition and matching it with the pertinent picture and letter
- Create their own hieroglyphic alphabet, following the example of the previous activity, with the aim of encoding a message by writing definitions and associating a picture and a letter to them.
- Critically assess their own work by completing a group self-assessment about their learning process.
- Structure with clarity and coherence an oral presentation about the aspects that define the culture of a country using proper body language as well as extralinguistic and prosodic conventional qualities in terms of intensity of voice or volume.
- Use different connectors and linkers (sequence, additive, concessive, contrastive, result, exemplification, summative) according to their needs in relation to the ideas they want to defend and express in their presentation.
- Establish and maintain communication in an organised discourse.

Block 1: Comprehension of oral texts.

- Comprehension skills and strategies:
 - General and specific information comprehension of different oral texts (instructions, dialogues), transferred aloud or through technical means or different sources such as *Youtube*.
 - Interpretation and identification of the main ideas and of speakers' intentions transmitted by the videos in the unit.
 - Use of comprehension strategies to activate previous knowledge about the topic and the task, to generate new content and begin to establish relationships.
 - Note-taking skills while listen a *Youtube* video as a strategy for resolving a quiz.
- Sociocultural and sociolinguistic aspects:
 - Customs and traditions (similarities and differences between natives and foreign language speakers).
 - Values, beliefs and attitudes; respect towards other ways of thinking.
- Communicative functions:
 - Description of the own and others' personality traits; of recipes; and of traditional clothing pictures.
 - Narration of events of the past (curiosities about the history of Olympic Games).
 - Give instructions for following a food recipe.
 - Expression of food preferences.
- Syntactic discursive structures:
 - The verb and the verb phrase:
 - Present simple to describe and define people, clothes and images.
 - Past simple of regular verbs; irregular verbs; to talk about events related to Olympic Games.
 - The noun and the noun phrase:
 - Number: invariable plurals (e.g. athletics, gymnastics).
 - The adverbs:
 - Adverbs: only, always, never, forever to talk about food

preferences.

- The preposition and the prepositional phrase:
 - Time relations (for, until).
 - Instrument (e.g. with a fork, with a whisk).
- Oral lexicon of common use (reception): personal identification, sports, culture, clothing, food and language and communication.

Block 2: Production of oral texts: expression and interaction.

- Production skills and strategies:
 - Produce of oral descriptions about personality and outfits; explanations about Olympic Games' curiosities and experiences.
 - Spontaneous participation in communicative activities carried out in the classroom, sharing ideas, opinions and points of view on different topics related with cultural aspects.
 - Use of communication strategies:
 - Planning:
 - Express the message with clarity and coherency, distinguishing the basic structure about an oral presentation.
 - Make proper use of technological resources to give group oral presentations.
 - Adjust the text to the listener, context and channel, using the proper register and discourse structure for each case.
 - Execution:
 - Transmit a clear and coherent message, using a proper structure and adjusting it to the models and formulas that characterized each type of text (a description, an opinion, an exposition).
- Sociocultural and sociolinguistic aspects:
 - Customs and traditions (similarities and differences between natives and foreign language speakers).
 - Values, beliefs and attitudes; respect towards other ways of thinking.
 - Linguistic registers (formal and informal).
- Communicative functions:
 - Description of the own and others' personality traits; of recipes; and of

traditional clothing pictures.

- Give instructions for following a food recipe.
- Exchange of personal information, points of view, etc.
- Syntactic discursive structures:
 - The verb and the verb phrase:
 - Present simple to describe and define people, clothes and images.
 - Past simple of regular verbs; irregular verbs; to talk about events related to Olympic Games.
 - The noun and the noun phrase:
 - Number: invariable plurals (e.g. athletics, gymnastics).
 - Interrogative pronouns.
 - The adjectives:
 - Adjective order to describe clothes.
 - Adjectives in –ing (e.g. caring, remaining) and in –ed (e.g. extroverted, stripped).
 - Compound adjectives (e.g. hard-worker).
 - The preposition and the prepositional phrase:
 - Time relations (for, until).
 - Instrument (e.g. with a fork, with a whisk).
 - The simple sentence:
 - Statements: affirmative sentences, negative and interrogative.
 - Questions: Yes/No questions/ Wh-questions.
 - Commands: the imperative.
 - Other connectors: additive (also, too, moreover); result (therefore); exemplification (for instance, for example, such as); summative (in conclusion, to sum up).
- Oral lexicon of common use (production): personal identification, sports, culture, clothing, food and language and communication.

Block 3: Comprehension of written texts.

- Comprehension of written texts:
 - Comprehend general and specific information of recipes.
 - Comprehend general and specific information of stories about the Chinese New Year and the Zodiac Animals.

- Comprehend general and specific information of authentic texts written in social media posts such as *Fakebook*.
- Autonomous reading of texts related to their interests.
- Use of comprehension strategies to activate their previous knowledge about the topic of personality traits and food, predicting information through textual and non-textual elements.
- Distinction between facts and fictions of different statements.
- Sociocultural and sociolinguistic aspects:
 - Understand commonly used written vocabulary.
 - Customs and traditions (similarities and differences between natives and foreign language speakers).
 - Values, beliefs and attitudes; respect towards other ways of thinking.
- Communicative functions:
 - Exchange of information in a social media, *Fakebook*.
 - Description of outfit pictures, other images, and food recipes.
- Syntactic discourse structures:
 - The verb and the verb phrase:
 - Present simple to describe and define people and animals, and images.
 - Present and past simple of regular verbs; irregular verbs; to talk about events related to Olympic Games.
 - The adjectives:
 - Adjectives in –ing (e.g. caring, remaining) and in –ed (e.g. extroverted, stripped).
 - Compound adjectives (e.g. hard-worker).
 - The preposition and the prepositional phrase:
 - Time relations (for, until).
 - Instrument (e.g. with a fork, with a whisk).
 - The simple sentence:
 - Statements: affirmative sentences, negative and interrogative.
 - Commands: the imperative to give instructions for recipes.
 - Compound sentence:
 - Coordination (and, or, but).
 - Complex sentence:
 - Subordination:

- *That* clauses (e.g. you have a sense of style that sets you apart).
 - *To*-infinitive clauses (e.g. the dragon is believed to be a combination of nine animals).
 - *-Ing* clauses (e.g. swinging from one group of friends to another).
- Written lexicon of common use (reception):
 - Personal identification, sports, culture, clothing, food and language and communication.
 - Process of word formation:
 - Conversion: e.g. cook (n) – to cook (v), spoon (n) – to spoon (v).
 - Composition: e.g. tea + spoon = teaspoon.
- Graphic patterns and orthographic conventions: abbreviations (e.g. IOC = International Olympic Committee) and use conventions and punctuations of written texts in different formats.

Block 4: Production of written texts: expression and interaction.

- Production skills and strategies:
 - Composition of brief written text such as a summary about the topic of personality traits or a description of a traditional outfit.
 - Composition of creative written texts in social media such as *Fakebook*.
 - Composition of formal written texts about the culture of a country.
 - Use of production strategies: rely on previous knowledge; brainstorming; write texts (recipes) based on a model; express the message clearly and coherently, take notes, drafts; proper written presentation layout.
- Sociocultural and sociolinguistic aspects:
 - Customs and traditions (similarities and differences between natives and foreign language speakers).
 - Values, beliefs and attitudes; respect towards other ways of thinking.
 - Linguistic registers (formal and informal).
- Communicative functions:
 - Exchange of information in a social media, *Fakebook*.
 - Description of outfit pictures, other images, and food recipes.
- Syntactic discourse structures:
 - The verb and the verb phrase:

- Review of to be/ have got; present simple/ past simple/ present perfect/ past perfect.
 - Present simple to describe personality traits and outfits, and to define images.
 - Present and past simple to write about curiosities of the Olympic Games.
- The noun and the noun phrase:
 - Compounds.
 - Articles, possessives, demonstratives.
 - Pronouns.
- The preposition and the prepositional phrase:
 - Time relations (for, until).
 - Instrument (e.g. with a fork, with a whisk).
- The simple sentence:
 - Statements: affirmative sentences, negative and interrogative.
 - Commands: the imperative to give instructions for recipes.
- Compound sentence:
 - Coordination (and, or, but).
- Other connectors: additive (also, too, moreover); result (therefore); exemplification (for instance, for example, such as); summative (in conclusion, to sum up).
- Written lexicon of common use (production):
 - Personal identification, sports, culture, clothing, food and language and communication.

Appendix 38. Evaluation Criteria.

ENGLISH AS A FOREIGN LANGUAGE		4th of ESO
BLOCK 1: Comprehension of oral texts		
EVALUATION CRITERIA	KEY COMPETENCES	INDICATORS
<p>Crit.IN.1.1. To understand specific and general information and some relevant details when listening a <i>Youtube</i> video.</p> <p>To understand detailed descriptions transmitted by other classmates about quotidian topics.</p>	<p>LC –DC –LLC –SCC - CAEC</p>	<p>Est.IN.1.1.1. The student can understand oral texts where a single interlocutor speaks and can demonstrate understanding by carrying out specific tasks.</p>
		<p>Est.IN.1.1.2. The student can understand oral texts between two or more interlocutors in formal and informal contexts and show demonstration of understanding by carrying out specific tasks.</p>
<p>Crit.IN.1.2. To know and apply sociocultural aspects to understand oral texts related to cultural aspects, showing a confident attitude in using the language as a means of communication and understanding.</p>	<p>LC –LLC –SCC –CAEC</p>	<p>Est.IN.1.2.1. The student can identify non-verbal linguistic features and is able to apply them to enhance oral text comprehension and understand the language as a means of access to other cultures and knowledge.</p>

ENGLISH AS A FOREIGN LANGUAGE		4th of ESO
BLOCK 2: Production of oral texts: expression and interaction		
EVALUATION CRITERIA	KEY COMPETENCES	INDICATORS
Crit.IN.2.1. To communicate clearly and in a structured manner using a variety of tenses in discourse, giving reasons and explanations.	LC –DC –LCC –SCC – SIEC -CAEC	Est.IN.2.1.1. The student can give oral presentations about different cultural aspects of a country and express their own ideas in a clear manner.
		Est.IN.2.1.2. The student can explain and give reasons about socio-cultural issues, in a clear and logical way.
Crit.IN.2.2. To use sociocultural knowledge in the production of oral texts respecting rule conventions and showing confidence in using the language as a means of communication and understanding.	LC –LCC –SCC –SIEC – CAEC	Est.IN.2.2.1. The student can perform correctly in discussions about cultural aspects (e.g. food, sports) reflecting on language to improve oral production and adapting his/her discourse to the current environment taking into account social aspects.

ENGLISH AS A FOREIGN LANGUAGE		4th of ESO
BLOCK 3: Comprehension of written texts		
EVALUATION CRITERIA	KEY COMPETENCES	INDICATORS
Crit.IN.3.1. To understand general and specific information in short written stories and texts about cultural issues.	LC –MSTC –DC –LLC – SCC –CAEC	Est.IN.3.1.1. The student can understand authentic written texts about cultural issues, and can demonstrate comprehension by carrying out specific tasks.
		Est.IN.3.1.2. The student can read and understand a variety of texts, getting the general idea, and showing deep understanding by carrying out specific tasks.
Crit.IN.3.2. To know and apply knowledge of sociocultural aspects in understanding a written text, showing a positive and confident attitude when using the language as a means of accessing information.	LC – MSTC –DC –LCC – SCC –CAEC	Est.IN.3.2.1. The student can interpret information about sociocultural environments, and apply his/her knowledge for better understanding of the text, using digital resources to access the information.

ENGLISH AS A FOREIGN LANGUAGE		4th of ESO
BLOCK 4: Production of written texts: expression and interaction		
EVALUATION CRITERIA	KEY COMPETENCES	INDICATORS
Crit.IN.4.1. To produce different short written texts with coherence and cohesion about different cultural aspects, applying basic strategies of planning and execution, expressing the communicative functions required according to the patterns associated with them.	LC –DC –LLC –SCC –SIEC –CAEC	Est.IN.4.1.1. The student can write a formal written text about cultural aspects of a country, structuring discourse in a clear manner.
		Est.IN.4.1.2. The student can describe abstract and physical traits of persons, objects and activities related to cultural aspects using a variety of vocabulary and transmit information and opinions properly justified.
Crit.IN.4.2. To demonstrate awareness of context and communicative purpose in using the appropriate register when writing texts about cultural aspects, showing a confident and hard-working attitude in the use of written language.	LC –DC –LLC –SCC –SIEC –CAEC	Est.IN.4.2.1. The student can write brief messages in social networks about cultural aspects, respecting the education standards of the Internet and reflecting on the functioning of the English language so as to improve his/her written expression.

Appendix 39. Specific Evaluation and Marking Criteria.

KC	EVALUATION CRITERIA	INDICATORS	ASSESSMENT ACTIVITIES AND TOOLS	MARKING CRITERIA %
LC –DC –LLC – SCC –SIEC – CAEC	Crit.IN.4.1.	Est.IN.4.1.1.	<u>Activities:</u> Writing tasks. - Final Written Presentation. <u>Tools:</u> ○ Rubric: Teacher Evaluation. ○ Rubric: Peer Evaluation. ○ Group Self-assessment.	30% 20% ▪ 10% ▪ 5% ▪ 5%
LC –DC –LLC – SCC –SIEC – CAEC	Crit.IN.4.2.	Est.IN.4.2.1.	- <i>Fakebook</i> Profile. <u>Tools:</u> ○ Rubric: Teacher Evaluation.	10%
LC –DC –LCC – SCC –SIEC – CAEC	Crit.IN.2.1.	Est.IN.2.1.1.	<u>Activities:</u> Speaking tasks. - Final Oral Presentation. <u>Tools:</u> ○ Rubric: Teacher Evaluation. ○ Rubric: Peer Evaluation.	30% 30% ▪ 15% ▪ 15%
LC – MSTC –DC –LLC –SCC – CAEC	Crit.IN.3.1.	Est.IN.3.1.1.	<u>Activities:</u> Reading tasks. - <i>Plickers</i> : The Chinese New Year. <u>Tool:</u> results in the app.	20% 10%
LC – MSTC –DC –LCC –SCC – CAEC	Crit.IN.3.2.	Est. IN.3.2.1.	- <i>Topgrade</i> : English food recipes. <u>Tool:</u> results in the app.	10%

LC –DC –LLC – SCC –CAEC	Crit.IN.1.1.	Est.IN.1.1.1.	<u>Activities:</u> Listening tasks. - Listening and Draw: Outfits’ Description. <u>Tool:</u> Observation and notes.	7’5% 15%
LC –DC –LLC – SCC –CAEC	Crit.IN.1.1.	Est.IN.1.1.2	- Stinky Feet Quiz: Olympic Games. <u>Tool:</u> Observation and notes.	7’5%
			<u>Activities:</u> Effort and participation. <u>Tool:</u> Observation and notes.	5%

