



UNIVERSIDAD DE CÓRDOBA

**Máster Profesorado en
Enseñanza Secundaria
Obligatoria, Bachillerato,
Formación Profesional y
Enseñanza de Idiomas**

WE WILL SURVIVE

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Especialidad de inglés

Curso académico 2019/2020



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La alumna Gloria Pérez Cejudo con D.N.I. ----- informa que ha realizado esta memoria y que constituye una aportación original de su autor.

Y para que así conste, se firma el presente informe en Córdoba, a 9 de junio de 2020.

Fdo: GLORIA PÉREZ CEJUDO

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1. THE ROLE OF THE EFL TEACHER

Those who are fans of the Harry Potter's books know perfectly well the professors Harry, Ron and Hermione had to deal with during their attendance to Hogwarts. Prof. Minerva McGonagall was an "old school" professor with a kind heart. Prof. Severus Snape's disdain for his students was obvious. Most readers will agree that the greatest professor at Hogwarts was the Director Albus Dumbledore. And keeping him in mind, this section intends to explore the role of the teacher to find an answer to the question of how to become the *Dumbledores* of this profession.

The Teaching of Languages of Special Regime (*Enseñanzas de idiomas de regimen especial*) is regulated by the Spanish educative legislation *Ley Orgánica de Educación 2/2006, May 3rd* (LOE, from now on). The EOIs are the centers responsible for developing language programs and offering them following the Common European Framework of Reference for Languages (CEFR) that divides linguistic proficiency into six different levels (A1 to C2).

The LOE contains a chapter dedicated specifically to the responsibilities of the teaching staff. Teachers throughout all the educative levels –EOI included- are responsible for designing the curriculum, teaching and assessing the areas they are experts on (LOE 2/2006). As we will see, there is a myriad of nuances when we explore this simple statement. Teaching a foreign language requires much more than just transmitting content and putting grades on students' performance – even though Prof. Snape would totally disagree.

As for differences between EOIs and secondary school education, in secondary education, adolescents experience a turmoil of physical and psychological changes that coincide with puberty (Erikson, 1968; Piaget, 1970). The EOI, on the other hand, has been created for adults that voluntarily decide to learn a language. Therefore, most of them will already have their own learning strategies and a solid ground to build up. That does not mean it makes it easier for the teacher. Adult second language learners usually present higher cross-linguistic interference from the L1 to the L2 as they tend to use their L1 as a crutch to communicate. Additionally, adult learners will most probably have full-developed opinions on a wider range of topics than adolescents and may add a great deal into the conversation by sharing their own experiences. Nonetheless, adults may present fossilized errors and they may not be that flexible to change some strategies that they have been using for a long time.

Another salient difference between ESO and EOI students is motivation. Compulsory education obliges students to attend classes regardless their interest on the area. That may lead to students having issues with behavior and interrupting the course of the lesson. In the case of the EOI, most learners have intrinsic motivation as they are willingly attending the classes. That translates into a genuine interest in participating in class, clarifying doubts and eagerly looking for ways to improve.

With regards to the role of the EFL instructor, he or she needs to possess a strong knowledge of the language, or the “language proficiency factor” (Richards, 2011, p. 3). According to Richards, the teacher’s speech gains great importance as the way the instructor communicates the message has a direct impact on how effective the students’ learning process becomes. It is essential for us teachers to modulate a speech according to the proficiency level of the students. That means adapting the vocabulary and complexity of expressions, and providing good language models so that students can acquire novel structures and add them to their linguistic repertoire.

Richards also mentions the role of content knowledge, which consists of the pedagogical tools applied to a language class: when to use different group dynamics, types of activities to foster the different skills, how to successfully design a lesson plan, smooth transitions between contents, strategies to scaffold student’s learning, etc. Additionally, he emphasizes the importance of pedagogical reasoning skills, which constitute the cognitive processes the language instructor employs to plan and conduct the lesson. Richards refers to analyzing potential lesson content and identifying specific linguistic goals that could be developed from a particular oral or written text (2011). Having a proficient knowledge of English and pedagogical tools will spare us becoming Prof. Gilderoy Lockhart, Harry’s 2nd year Professor of Defense against the dark arts, known by his attractive looks rather than by his ability to fix bones.

The *Orden del 2 de julio de 2019* which regulates the curriculum for the teaching of languages of special regime at the regional level, indicates that ICTs should be used as integrated tools (2019). Richards (2011) stresses out how essential it is for teachers to use them in class and teach students on their most effective use. However, studies about the use of 2.0 web tools that were cutting-edge 5 years ago are obsolete nowadays. As a result, many teachers wonder what is the point in learning something that will change so soon. I believe it is not about the time but the objectives and needs. In times of COVID19, knowing how to arrange an online class on virtual

platforms (Moodle, Blackboard) or leading a class by videoconference (Zoom, Discord) is imperative to keep classes operative at the very least.

Additionally, the *Orden del 2 de julio de 2019* encourages learner-focused methodological approaches. Richards (2011) agrees that that instructor must give the lead to students so that they choose the topics they are interested in. Having engaged students fosters intrinsic motivation which increases language acquisition. Sybill Trelawney, Professor of Divination, did not align with Richards on this and coffee-ground reading was the only fortune-telling method. This approach proved disastrous to catch students' attention, and even Hermione was bored to death.

When we refer to learner-focused methodology, it is essential to consider attention to diversity. The learners' age at the EOI ranges from 14 to 70+. The cognitive abilities, social background and motivation will greatly vary as well. Gardner's theory of multiple intelligences (1999) claims that there are eight different intelligences that we develop in a higher or lower degree. We will have students who are really visual and learn by seeing; others learn better by touching or moving, etc. The *Orden del 2 de julio de 2019* indicates that the teacher should adapt his area to the students' initial level of competence and take into account attention to diversity and the respect for different learning rhythms and styles (2019). In the case of the *EOI Corduba*, the educative project on section 6 acknowledges that students may bring diverse cultural background, prior knowledge about the language they will study, different interests, aptitudes, learning styles and rhythms (EOI Corduba Plan de Centro, 2018). There are also recommendations that the teacher may implement such as organizing the physical space of the classroom accordingly, establishing flexible group dynamics, using diverse materials, etc.

Another role of the EFL teacher is to be an effective assessor, which implies "correction and organizing feedback" (Harmer, 2001, p. 237). There are several techniques on correction, but the main idea is to explicitly convey the idea that making mistakes is a natural and intrinsic part of the learning process (Ellis & Barkhuizen, 2005). We need to use different correction styles (immediate, delayed correction, explicit or implicit correction, etc.) when appropriate. Under no circumstance, should teachers punish or laugh at students when making mistakes. Prof. Snape, for instance, used to take points off if students' answers were wrong. As a consequence, he ended up having only one student raising her hand to answer: Hermione Granger, obviously.

The *Orden del 2 de julio de 2019* also mentions that the teaching-learning process must involve the teaching staff's joint strategies and teamwork (2019). We tend to see the different subjects as independent islands that have not relation among each other. The teaching staff needs to be united and coordinated under the same umbrella as we all are members of a community of practice (Richards, 2011). As such, we need to associate with other teachers in order to achieve common goals. We should not be afraid to be peer-observed. In the case of the EOI, all the teachers work with languages making it even easier to share strategies and tools that can be applied regardless the language.

The *Orden del 2 de junio de 2019* views the teacher as a guide, promoter and facilitator (2019). This is referenced in Harmer's continuum between the role of controller versus facilitator (2012). As a controller, "the teacher is a figure of authority who decides on what should be learned and how this should best be learned" (Tudor, 1993, p. 24). As a facilitator you let students decide for themselves certain aspects of the tasks, strategies to regulate their own learning process, etc. Being a controller seems more related to providing comprehensible input (Krashen, 1981), while being a facilitator seems to focus on the amount of output (Harley, Allen, Cummins & Swain, 1990). In Hogwarts, Prof. Remus Lupin could be described as the facilitator type, letting students learn by doing, as in defeating the boggart with wand and spells. On the other side of the spectrum, Prof. Dolores Umbridge, did not believe output was necessary and her classes were focused on reading and summarizing old books. EFL teachers should act as facilitators always keeping in mind that we are the experts in terms of learning strategies that can help our students.

Another responsibility of the EFL teacher is to tutor, guide and orient students' learning and to support them in their educative process, in collaboration with the families (LOE 2/2006). At the EOI, we will not have meetings with the families of our students, hopefully. The tutoring will align with Harmer's stance that the teacher may advise students by providing them strategies to maximize their learning objectives and shedding light on learning difficulties (2001). Emotional intelligence plays a critical role as serving as a tutor goes in hand with establishing successful connections with the students.

After reading so many papers to figure out how to become a *Dumbledore*, I have realized it is definitely not an easy task. It requires much knowledge on the English language, pedagogical skills and a series of personal attributes and attitudes towards learning that require study and

practice. It may seem like an impossible task for a simple human being. However, the bright side of this story is that learning how to teach effectively is a life-long process and as long as we are ready to keep growing in knowledge, skills and attitudes in a collaborative environment, I believe there is room for us to excel in education.

2. CURRICULUM DESIGN

2.1. Justification

The following proposal is designed for a regular course of basic level A2 and it is focused on developing communicative competence through the skills of comprehension, production and mediation in oral and written texts. We will follow a methodological approach based on task-based language learning that will also include a project per term in collaboration with other courses at the School of Languages. As attendance is not mandatory, we will offer two assessment options: formative and summative. The class is composed by 30 students from different ages and social backgrounds and one student that has a visual disability. Therefore, special attention will be given to mix-ability techniques that foster teamwork and cooperative learning.

2.2. Context

2.2.1. Social, historical and geographical context

The Official School of Languages *Corduba* is located in the neighborhood Las Margaritas. The *Junta de Andalucía* designated a building that was a primary school in the past and was renovated and opened in 1989. Because of this, the space has certain limitations like the classroom space, and absence of elevators and cafeteria, among others. The teaching staff is composed by more than 30 teachers and there are currently 2,250 students enrolled in English courses.

2.2.2. Student body

The students who attend *EOI Corduba* are very heterogeneous. The minimum age of admission is 16 years old (14 if students register in another language different than their first foreign language in compulsory education) (Real Decreto 1041/2017). As there is no maximum age of admission, it is quite common to have seniors enrolled.

Students' motivations may differ significantly: improve job opportunities, obtain an official certificate or learning English as a hobby. However, they all share motivation and high

autonomy in regulating their own learning process. Attendance is not mandatory, letting it up to the student to attend the classes he or she deems necessary and encouraging students to be autonomous about their own learning process.

2.2.3 School's track record

EOI Corduba is a referent for the schools of languages in Andalucía. It offers regular, blended learning courses and independent learning courses. As for English, it offers classes from A1 to C1.

The School Plan (*Plan de centro*) is available on their website and contains the Educative project, the Regulations of organization and functioning (*Reglamento de organización y funcionamiento*), the Management plan (*Plan de gestión*), and the Report of self-assessment and improvement plan (*Informe de auto-evaluación y plan de mejora*).

2.3. Legal framework

When it comes to the components of the curriculum, we need to consider the different curricular concretion levels, specifically, the national, regional and the own school's legal framework, as shown in Figure 1.

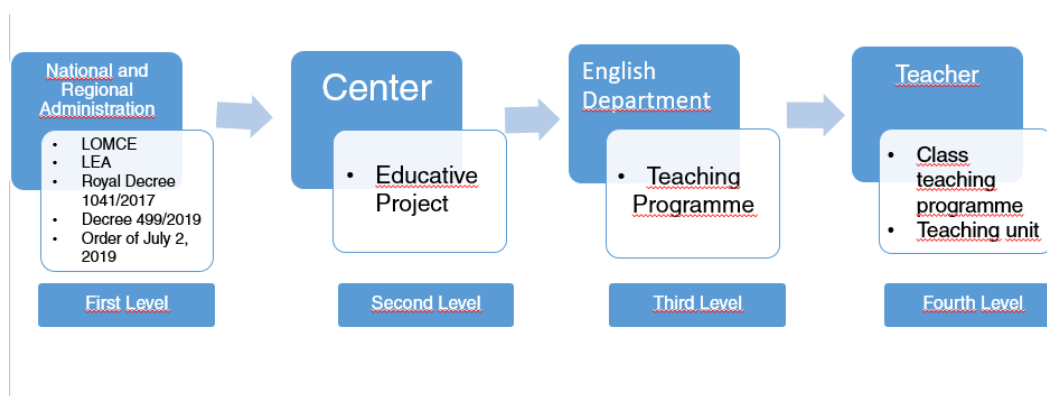


Figure 1. Levels of curricular concretion under the current legislative framework.

At national level, the teaching of languages of special regime is included in the *Ley Orgánica 2/2006 (LOE)* and, later on, modified by the *Ley Orgánica 8/2013 (LOMCE)*. The basic level includes A1 and A2, the intermediate comprises B1 and B2 and advanced is divided into C1 and C2. At regional level, the *Ley 17/2017 de Educación en Andalucía (LEA)*, dedicates chapter VII to the teaching of languages of special regime. As for the specifications related to the

curriculum design, the *Real Decreto 1041/2017 del 22 de diciembre*, the *Decreto 499/2019 del 26 de junio*, and the *Orden del 2 de julio de 2019* contain the guidelines to follow when deciding the objectives, contents, skills, methodology and assessment for each course. As regulated by the *LEA*, each school must have a school plan, composed by the educative project, the regulations of organization and functioning, and the management plan. The educative project is designed by each school's directive team and adapted to each school's specific needs. As *EOI Corduba* teaches English, French, German, Italian, Arabic and Chinese, the Educative project includes the teaching programmes for each department, which would constitute the third level, as shown in Figure 1.

At the fourth level, the teacher assigned to a specific group will have to design the teaching programme for that class and elaborate the teaching units accordingly, in line with the previous levels.

2.4. Objectives

The legislative framework related to the teaching of languages of special regime establishes the objectives under the same umbrella for all the languages offered. This serves as a starting point from which each language's specific curriculum must be developed. As we will see below, for the purpose of our teaching programme, we have considered the general objectives applicable to all languages, the general objectives for the initial level (A1, A2) and the specific objectives for A2 level according to the five skills or activities of the language:

General Objectives (regulated by the *Decreto 499/2019 del 26 de junio*)

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- a) To develop the communicative competence, orally as well as in written texts, according to the specifications contained in the definition of each level and in the general objectives according to each skill.
 - b) To develop communicative strategies, mediation strategies among the L2 speakers, learning strategies and attitudes that favor success in communicative and learning tasks, as well as foster students' autonomy.
 - c) To develop the competences and sociocultural, strategic, functional, discursive, syntactic, lexical, ortho-typographical and phonetic-phonological contents, being able to use them adequately in communicative tasks.
 - d) To assess and self-assess learning processes and use tools to improve them.
 - e) To develop the plurilingual and pluricultural competence, in which all the skills, competences, strategies and attitudes which intervene in the diverse languages used and learnt are integrated and interact with each other.
 - f) To use the learning of a language and the communicative act as a tool of personal, social, cultural, educative and professional enrichment, fostering intercultural values, linguistic diversity, democratic citizenship and the principles of equal opportunities between women and men.
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General objectives for Basic Level (A1, A2) (regulated by the *Orden del 2 Julio de 2019*)

-
- a) To understand the general sense, essential information and the explicit opinions and attitudes of speakers in brief well-structured oral texts that are articulated at a slow pace and in a standard variety of the language whose topics are well-known, or related to students' interests, as long as the acoustic conditions are good and the message can be listened twice as well as some details may be confirmed.
 - b) To produce and co-produce brief well-structured context-adequate oral texts about daily topics or related to personal interests, with enough precision and fluency to maintain the discourse. Pronunciation, at times, may

difficult comprehension. The student may hesitate and pause when planning a syntactic and/or lexical structure; the student may rephrase or correct errors when detects a problem. Repetition, rephrasing or cooperation between interlocutors may be needed in order to maintain the interaction.

- c) To comprehend the essential information, the most relevant details and the author's explicit opinions in brief, well-structured written texts in a standard variety of the language, in a formal or neutral register, with frequent vocabulary related to daily issues or personal interests.
- d) To produce and co-produce brief clear written texts in a formal or neutral register on daily issues or personal interest, using appropriate cohesive resources and following fundamental orthographical conventions.
- e) To mediate between L2 speakers or speakers of different languages in usual daily interactions.

Specific objectives for Basic Level (A1, A2) (regulated by the *Orden del 2 Julio de 2019*)

1. Activities of comprehension of oral texts

- a) To comprehend the general sense of simple transactions, articulated clearly, in a standard variety of language and at a slow or normal pace, provided that confirmation may be asked.
- b) To comprehend the main ideas of those conversations in which the speaker participates, as long as the topic is known, the discourse is articulated in a clear standard language and confirmation may be asked.
- c) To comprehend the main ideas and specific information, and to be able to detect a change of topic in clear paused conversations that are taking place before the speaker, as long as the topic is known.
- d) To comprehend the main ideas of radio and TV shows, such as advertisements, weather forecasts and informative reports whenever the comments have visual support and are articulated slowly and clearly.
- e) To comprehend texts which contain instructions, indications or other information, in physical or digital format, related to how common devices work, to daily activities or following safety guidelines.
- f) To comprehend the general sense and the most important aspects of advertisements, brief declarations which are articulated clearly, in a standard language and at a normal pace.
- g) To comprehend the main ideas and the relevant details of brief oral texts that deal with known topics or topics of personal interest, provided the discourse is clear, uses a standard variety of the language.
- h) To understand the presentation of a problem or information request in daily transactions (for example, in the case of a complaint), as long as confirmation about some details may be asked.
- i) To comprehend descriptions and narrations about daily topics and specific information of known topics or of personal interest, provided there are no acoustic interferences and the interlocutors speak clearly, slowly and directly, avoiding idiomatic expressions and repetitions and rephrasing are allowed.
- j) To comprehend, in formal conversations, in the public academic or job sphere, a big portion of what is said about daily activities, as long as the interlocutors avoid idiomatic expressions and pronounce clearly.
- k) To comprehend some movies, TV series and shows articulated in a clear simple way, in mainstream language, in which visual elements and action lead to a great part of the understanding of the plot.

2. Activities of production and co-production of oral texts

- a) To transmit basic information about the personal life (for example: age, nationality, interests and likes).
- b) To transmit basic information, instructions and indications in common situations of daily life (for instance: in stores, restaurants, means of transport, other public services and places).
- c) To give public brief prepared statements on general topics (for instance: family, free time, daily routine, likes and preferences) with enough clarity so that the message can be followed most of the times.
- d) To make brief clear prepared presentations on general topics (for instance: family, free time, daily routine, likes and preferences) with enough clarity so that the message can be followed.
- e) To maintain basic and simple conversations (for instance: greetings, farewells, introductions, apologies and congratulations), using the most common courtesy expressions, and responding to brief questions.
- f) To participate in basic and simple informal face-to-face conversations about usual topics of personal interest or important in daily life (for instance: family, free time, likes and preferences).
- g) To offer, suggest, express feelings, opinions, agreement and disagreement, as long as repetitions and rephrasing are allowed.
- h) To narrate experiences and to describe daily aspects of the speaker's environment (for instance: people, places, work or study), as well as daily activities, plans, comparisons and what one likes and dislikes.

3. Activities of comprehension of written texts

- a) To comprehend instructions, indications or basic information in advertisements, posters or signs found in public spaces (for instance: in the streets, stores, restaurants, means of transport and educative and job areas), written in a simple clear way with the support of images or illustrated texts.

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- b) To identify the main points and specific information in brief simple written materials, with mostly frequent vocabulary related to daily topics and topics of personal interest.
 - c) To understand brief personal notes and correspondence, as well as daily informative messages that can be found on websites (for instance: online stores, medical leaflets, menus, timetables and plans).
 - d) To comprehend the essential information in brief formal correspondence (for instance: messages or blog notifications, virtual platforms or mobile apps, emails or letters) about practical personal issues.
 - e) To comprehend the main information in brief news, written with frequent vocabulary using a simple predictable standard language variety dealing with daily topics or related to personal and educative interests.
 - f) To comprehend the plot of adapted well-structured simple fiction stories, short stories and tales.
 - g) To understand essential information in websites and other reference materials whose structure is predictable and deals with topics of personal interest or immediate need.
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4. Activities of production and co-production of written texts

- a) To write, in physical or digital format, simple instructions, related to daily aspects, such as a recipe or the instructions needed to arrive to a place.
 - b) To briefly narrate or describe facts, activities and personal past experiences, daily situations and feelings, using the verbal forms and the basic connectors to articulate the texts simply and coherently.
 - c) To write opinions, in physical or digital format, about topics of general interest or daily issues, using basic expressions and vocabulary and linking sentences with simple connectors.
 - d) To complete a general and short questionnaire with strictly personal information.
 - e) To write notes, advertisements and brief simple messages related to immediate needs or on topics of personal interest (for instance: sending and replying to an invitation, confirming or changing an appointment, apologizing, sharing opinions, transmitting personal information or introducing oneself).
 - f) To take simple notes with information and instructions related to daily activities during an informal conversation, provided the discourse is clear and a standard variety of language is used.
 - g) To write personal simple correspondence to thank, apologize or talk about oneself or the surrounding environment, to describe facts, events or people related to oneself (for instance: family, plans and projects).
 - h) To write, in physical or digital format, brief simple formal correspondence in which a service or information is requested about a product.
-

5. Activities of mediation

- a) To transmit the main idea about information related to daily or personal topics contained in oral or written texts to third parties, as long as the texts are clear and presented a non-idiomatic standard language variety.
- b) To act as an interpreter in daily situations during brief exchanges (for instance: with friends or family), as long as the participants speak slowly and clearly, and clarification and repetition may be requested.
- c) To take brief notes for other people, gathering with certain precision specific relevant information related to messages, advertisements or instructions articulated with clarity on usual or well-known topics.
- d) To translate simple sentences with the support of a dictionary or reference material in any format.
- e) To transmit the main ideas contained in short well-structured texts, by use of different means (for instance: gestures, drawings or words in other language) when the repertoire is limited.

2.5. Competences and contents

The *Orden del 2 de julio de 2019* in its Annex I includes competences and contents simultaneously as they appear below:

Sociocultural and sociolinguistic competence (SOC): Knowing and applying sociocultural and sociolinguistic aspects for the comprehension, production and co-production of oral or written texts.

Contents

- a) Daily life: daily activities; food and drinks; basic good manners; festivities relevant to the culture; most usual leisure activities; work and study.
- b) Life conditions: characteristics and types of housing; introduction to the levels of life; trips, accommodation and transport; environment (shopping, stores, prices).
- c) Interpersonal relations: introduction to the social structure and relations among its members.

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- d) Kinesics and proxemics: introduction to the meaning and possible taboos of gestures, postures and most common facial expressions; physical proximity and persona sphere; visual and body contact.
 - e) Culture, traditions and values: basic aspects of ritual behavior; basic notions on values and fundamental beliefs related to the culture; cultural and geographical referents; basic introduction to the geographical and register language varieties.
 - f) Social conventions: courtesy formulas and social behavior rules.

Strategic Competence (SC)

Contents

- Strategies of oral and written text comprehension: Knowing and applying the strategies of planning, execution, control and repair in understanding oral and written texts.
 - a) To be acquainted with the general and communicative competences in order to carry out the task.
 - b) To identify the type of oral or written text and its application to make understanding easier.
 - c) To distinguish the structure of the text, by using linguistic, paralinguistic and para-textual elements.
 - d) To learn to foresee and to pay attention to different aspects related to the comprehension of oral and written texts, how to understand the general meaning and search for specific information.
 - e) To distinguish, at an elemental level, between the main and secondary ideas of an oral or written text.
 - f) To be acquainted with deduction and hypothesis of the meaning of words or sentences through context, the analysis of the structure or the knowledge of other languages.
 - g) To learn how to infer or make hypothesis from the comprehension of isolated meaningful elements in order to reconstruct the global meaning of the text, where linguistic, para-linguistic and para-textual elements are taken into account in view of possible linguistic flaws.
 - h) To locate and use adequately the linguistic or thematic resources appropriate to the level with external help (for instance, using a dictionary or a grammar book, among others).
 - i) To predict and make hypothesis about the content of texts based on the knowledge about the topic and the context (transmitter, addressee, situation or paralinguistic elements) and co-text (rest of the text).
 - j) To use resources such as highlighting or note-taking in order to achieve a better comprehension of the content and structure of the text.
 - k) To rephrase from understanding new elements or from the global comprehension.
- Strategies of production, co-production and mediation of oral and written texts: Knowing and applying the strategies of planning, execution, control and repair in producing and co-producing oral and written texts.
 - a) To identify the requirements of the task and use own linguistic resources to complete it.
 - b) To be acquainted with the general and communicative competences in order to complete the task effectively (review what is known about the topic, what one is able to say, among other techniques).
 - c) To discover how to plan the message with clarity, distinguishing the main idea and basic structure.
 - d) To adapt in a basic manner, the oral or written text to the addressee, context, channel, register, and the structure of the discourse among other aspects appropriate to each case.
 - e) To be conscious about the oral interaction scheme (model of situational dialogue) or the type of written text (informal or basic formal letter, among others) appropriate for the task.
 - f) To identify and recognize how to express the message in a clear and coherent way, structuring it in a basic manner and adjusting it, if necessary, to the models and formulas of each type of oral or written text.
 - g) To verify how to readjust the task after assessing the difficulties and available resources.
 - h) To locate and use adequately the linguistic or thematic resources appropriate to the level.
 - i) To compensate linguistic flaws through linguistic procedures (making hypothesis based on prior knowledge; using the L1 to create words; modifying words of similar meaning; defining or rephrasing); using paralinguistic and paratextual elements (asking for help or repetition; using body language).
 - j) To identify how to use linguistic, paralinguistic or paratextual procedures related to the discursive contents.
 - k) To adequately use prior knowledge (using already-made sentences or those that the speaker is sure about).
 - l) To remember new expressions and to be able to adopt certain risks without blocking communication.
 - m) To act before communicative interruptions (due to factors such as memory blocks, now knowing what to say or write) by way of techniques such as gaining time or changing topic, among others.
 - n) To solve doubts or blocks in oral interaction, for instance gaining time to think, directing communication towards another topic or asking for repetition when the message has not been understood.
 - o) To be aware of how to respond to the message emitted by the other person in a clear way, and how to indicate the characteristics of the message expected in a written interaction.

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- p) To cooperate with the interlocutor indicating when the message is understood or not, asking and facilitating help, repetition, clarification or confirmation when necessary in a simple way or through fixed expressions.
 - q) To identify and use simple techniques to require attention, maintaining or finishing a brief conversation.
 - r) To monitor the effect or success of the communicative process in oral texts in a simple way.
 - s) To be aware of how to correct oral or written texts during execution, and after in the case of written texts.
 - t) To repeat and clarify in order to compensate the flaws and misunderstandings during the conversation.
 - u) To emit simple and predictable information in brief texts such as advertisements, signs and posters.
 - v) To invite other people to participate in the communicative process by using simple and short sentences.
 - w) To use simple words and gestures to show interest and to confirm that the message has been understood.
 - x) To express a very simple idea and ask if the message has been understood.
 - y) To favor communication by expressing interest, to interact in the communicative process and to indicate that the message has been understood.

Functional Competence (FC): Recognizing, comprehending and executing the communicative functions through its most frequent elements in oral and written language, according to the communicative context.

Contents

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1. Assertive acts: affirming, nodding and negating; describing physical qualities and giving opinion about people, objectives, places and activities; describing present situations; expressing agreement and disagreement; expressing one's knowledge and lack of knowledge; expressing probability and possibility; expressing that something cannot be remembered; expressing future events; expressing and asking for an opinion; formulating hypothesis; narrating past events; asking if someone knows something; asking for likes and preferences; asking for agreement or disagreement.
 2. Compromising acts: offering, intention, will and decision; expressing necessity and lack of necessity; offering to and rejecting doing something; asking for plans; asking for the skills to do something.
 3. Directive acts: giving advise; expressing obligation and lack of obligation; offering; asking for help and permission; asking for an explanation; asking for need; asking for obligation; prohibiting; proposing.
 4. Phatic and solidary acts: starting and maintaining personal and social relations: thanking and replying to the person who thanked; catching the attention; verifying that the message was understood; welcoming and giving farewell; inviting and declining an invitation; addressing somebody; apologizing and excusing oneself; congratulating and replying to a congratulation; identifying oneself; showing interest; apologizing/accepting apologies and forgiving; greeting and response to greetings.
 5. Expressive acts: approval and disapproval; desires, likes and dislikes; diverse moods, feelings and emotions (affection, disinterest, anger, hope, happiness, unhappiness...); a physical or health state (heat, tiredness, pain...); formulating good wishes; asking for feelings.

Discursive Competence (DC): Knowledge and comprehension of varied common contextual models and textual patterns proper to the monologic and dialogic oral and written language.

Contents

-
1. Textual coherence:
 - a) Characteristics of the context according to the general action area; specific communicative actions; participants (features, relations, communicative intention); situations (channel, place, time).
 - b) Textual characteristics required by the context: type, format; language variety, register and style; topic, focus and content; time-space context; syntactic, lexical, phonetic-phonologic patterns.
 2. Textual cohesion: Organization and structure of the text according to:
 - a) The (macro)genre (for instance: interview, interview on a TV show; mail exchange, email invitation).
 - b) The textual (macro)function: presentation, description, narration, exhortation and argument.
 - c) The primary internal structure: beginning; development: maintaining the topic; theme expansion; basic aspects of turns to speak; asking for clarifications; verifying the message was understood; conversational markers, conversational implications; conclusion: summary and recap, textual ending.
 - d) The secondary internal structure: contextual sentence, syntactic, lexical and co-textual relations.
 - e) Intonation, volume, pauses, para-linguistic means and punctuation marks as text cohesive resources.
-

Syntactic Competence (SynC): Recognizing and understanding the meanings associated to simple syntactic structures used in oral and written texts.

Contents

-
1. Nominal and adjective phrases. Entities and properties: existence (quality, quantity and scale).
-

-
2. Adverbial and prepositional phrases: Time and time relations: absolute and relative time location (time divisions and indications, location in time); duration; frequency; sequence, before, after and simultaneity.
 3. Verbal phrases. Space and spatial relations: location, position, movement, origin, direction, destination, distance, arrangement, dimension and order. Aspect: punctual, perfective and imperfective, durative, progressive, usual, prospective, inchoative, terminative, iterative and causative. Modality: epistemic; deontic.
 4. Sentences: Simple sentences: types of sentences, constituent elements and their position; concordance phenomena. Compound sentences: expression of logical relations; time relations.
 5. States, events, actions, processes and executions: semantic roles and focalization.
-

Lexical Competence (LC): Comprehension, knowledge, selection and use of simple frequent oral lexical items within the interests of the speaker in personal, public, educative and professional areas.

Contents

1. Lexical-thematic contents
 - a) People and objects: personal identification data; basic documents and personal objects; job; likes; physical appearance: basic description of the human body; character and personality.
 - b) House and environment: types of houses, accommodation; furniture and domestic objects; house services and facilities; basic description of the environment; basic description of domestic animals and plants.
 - c) Daily activities: the time; at home (frequent meals); at work (frequent activities); at the school.
 - d) Leisure time and activities: basic hobbies and interests (films, theater, music, concerts, sports and games); mass media and basic ICT; basic intellectual and artistic interests (museums, exhibitions).
 - e) Food: food and drinks; recipes; basic kitchen utensils; restaurants; diet and nutrition.
 - f) Health and physical care: body parts; basic description of physical and mood conditions; basic hygiene; diseases, common sickness and basic symptoms; going to the doctor and pharmacy.
 - g) Shopping: stores and basic commercial transactions; prices, money and payment methods; product selection and comparison; objects for the house, cleaning and food products; fashion.
 - h) Travelling: basic description of types of trips; public and private means of transport; traffic; holidays; hotel and accommodation; luggage; basic travel documents and objects.
 - i) Goods and services: communication services; health services; information services (tourist offices).
 - j) Usual aspects of science and technology: basic operation of different devices and ICT.
 - k) Personal, social, academic and professional relations: family and social celebrations and events; basic religious aspects; basic personal mail; basic invitations.
 - l) Daily aspects related to education and study: educative schools and institutions; teaching staff and student body; basic subjects; materials and furniture in the classroom; information and enrollment fees.
 - m) Intercultural language and communication: languages; basic language for the classroom.
 - n) Work and entrepreneurship: jobs (professions); job activities; unemployment and job search; salary.
 - o) Geography and climate; countries and nationalities; the environment; basic flora and fauna; basic concepts the atmospheric weather; basic concepts about the universe and outer space.
 2. Notional-lexical contents:
 - a) Entities: expressing and referencing entities (determined and undetermined deixis).
 - b) Entity properties: existence (existence/inexistence, presence/absence, availability/no availability, event); quantity (numbers: numerals, ordinals [two digits]); measure (form, color, material, age); value (price and value, quality, correction/incorrectness, easiness/uneasiness, ability/lack of ability, competence/lack of competence).
 - c) Relations: space (place and absolute or relative position in space; origin, direction, distance and movement; order; dimension); time (time divisions and indications: days of the week, seasons, months, parts of the day; location in time: present, past and future; duration and frequency; simultaneity, before, after; beginning, continuing and end; states, processes and activities (aspect, modality, participants and their relations); logical relations between states, processes and activities (conjunction and disjunction, opposition, comparison, condition, cause, finality, result).
 3. Semantic operations and relations.
 - a) Semantic groupings.
 - b) Most frequent synonyms, antonyms and polysemic words.
 - c) Word formation: prefixes and suffixes, principles of composition and derivation.
-

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- d) Most frequent fixed and idiomatic expressions.
 - e) Vocabulary aspects related to pragmatics (register) or grammar (grammar rules).
 - f) Common false friends.
-

Phonetic-Phonological Competence (PPC): Perception, selection and production of frequent sound patterns, accent, rhythm and intonation, as well as comprehension of the general meanings and communicative intentions.

Contents

-
- 1. Vowel sounds and phonemes and their combinations.
 - 2. Consonant sounds and phonemes and their groupings.
 - 3. Phonological processes.
 - 4. Phonic/tonal accents from isolated lexical elements.
 - 5. Accent and no tonicity: tonal patterns in phrases and sentences.
-

Ortho-typographical Competence (OTC)

Contents

-
- 1. Recognizing and comprehending the most common meanings and communicative intentions (associated to the graphic formats, patterns and elements) and most common orthographic conventions.
 - 2. The alphabet and its characters; graphic representation of phonemes and sounds; orthography of foreign words; use of characters in their different forms; orthographic signs and punctuation marks; syllabic structure; word division at the end of the line.
-

Intercultural Competence (IC)

Contents

Appreciation of cultural plurality and one's own cultural identity: showing curiosity and respect towards other cultures, cherishing ethnic religious social and linguistic diversity; identifying prejudices and stereotypes towards other cultures and societies in order to overcome them; raising interest to gain intercultural values which include a broader perspective and a critical sense of one's own culture and society when comparing it to others; knowing and appreciating the European dimension of education; recognizing the personal enrichment that relations among people of different cultures and societies provide; to get familiarized with attitudes that favor gender equality and that collaborate to achieve effectively equal opportunities for women and men, as well as using non-sexist language; fostering the exercise of democratic citizenship.

2.6. Plurilingual and pluricultural strategies (PPS)

In terms of linguistic education, the European policies have been oriented towards the notion of plurilingualism as an identity sign of European citizenship. The Spanish legislation aligns with this approach and is aware of its great impact on European integration and peaceful coexistence. The *Orden del 2 Julio de 2019* determines that A2 students need:

-
- a) To apply knowledge, strategies and attitudes used previously when developing one's native language and other languages to facilitate plurilingualism and pluriculturality.
 - b) To adequately apply linguistic or thematic resources according to the level and development of the plurilingual and pluricultural competence (using a dictionary, glossary or grammar book and being able to ask for help...).
 - c) To identify the characteristics of diverse cultures and communicate adequately according to the cultural differences in order to avoid or solve misunderstandings.
 - d) To apply knowledge, strategies and attitudes of one or more languages when comprehending, producing, co-producing and mediating with oral and written texts.
 - e) To apply linguistic resources when communicating adequately in a plurilingual context.
-

2.7. Learning strategies (LS)

In order to achieve control and foster learner's autonomy, the *Orden del 2 Julio de 2019* specifies the learning strategies that need to be included in the A2 curriculum:

1. Metacognitive strategies: control of planning, directing and assessing the learning process.

1.1. Planning

- a) To plan parts, sequences, main ideas or linguistic functions expressed orally or in written.
- b) To consciously decide to pay attention to aspects of a task beforehand ignoring irrelevant distractors.

1.2. Direction

- a) To comprehend that the purpose linguistic learning is communication and to use the knowledge of the elements that intervene in the communicative competence for its development.
- b) To establish objectives realistically in relation with the needs and planning in the short and long run.
- c) To identify the impact of the activities and the instructor on the autonomous learning process.
- d) To develop one's own style of learning and autonomy through the learning strategies.
- e) To organize adequately personal learning time and material.

1.3. Assessment

- a) To verify how the activities of language are being performed during the process and at the end of it.
 - b) To repair problems found during and after the activities of language.
 - c) To use self-evaluation as an element of improvement of the learning process.
-

2. Cognitive strategies: control of processing, assimilating and using the L2.

2.1. Assimilation

- a) To efficiently use guides and self-learning tools according to the level of communicative competence.
- b) To use different memory and organizational techniques appropriate to the linguistic context and/or personal learning style.
- c) To imitate the L2 paying attention to the meaning in order to perform an oral or written task.
- d) To use adequately the mother tongue or other known languages to facilitate the activities of comprehension, production, co-production and mediation of oral and written texts on the L2.
- e) To place words or sentences in a context and in specific examples to better comprehend, produce, co-produce and mediate oral and written texts.
- f) To organize and classify words, terminology or concepts according to their attributes of meaning like, for instance, through conceptual maps or classification charts.
- g) To analyze texts, sentences and words trying to understand the structure and construction in order to grasp the meaning more efficiently and create rules for their use.
- h) To apply adequately the L2 rules of use and construction.
- i) To efficiently underline the important information of a text.
- j) To write key words or concepts of oral or written texts in a brief graphic, verbal or numeric way.
- k) To elaborate more information from note taking in order to produce an oral and written text which reflects the original structure.
- l) To summarize oral and written texts.
- m) To revise the prior knowledge already developed and relate it with the new information in order to use it communicatively and to solve problems or limitations in the activities of language.

2.2. Use

- a) To search, take advantage and create opportunities to use what has been learnt, as well as to clarify, verify or fix communicative problems in real, natural or learning situations communicatively.
-

3. Social strategies: control of the social aspects of learning.

3.1. Cooperation and empathy:

- a) To ask for help, repetition, rephrasing, corrections, clarifications or confirmations.
- b) To know how to do teamwork considering the peers as other sources of learning.
- c) To develop cultural understanding on topics of personal, public, educative and professional nature.
- d) To develop forms of leisure connected to language learning.

2.8. Attitudes (Att.)

The last component that the *Orden del 2 Julio de 2019* mentions for the curriculum design of A2 level courses is a series of attitudes that must be trained and practiced in order to successfully develop the communicative competence:

1. Communication

 - a) To value communication as the fundamental goal for learning a language and to show a positive and participative attitude towards the activities and communicative tasks inside and outside the classroom.
 - b) To communicate with other people inside and outside the classroom as a mean for personal, social, cultural, educative and professional development.

2. Language

 - a) To value learning a language as an instrument for personal, social and professional development.
 - b) To use learning a language as a base for other linguistic and non-linguistic learning processes.
 - c) To develop the plurilingual competence as an instrument of intellectual and cultural development.
 - d) To value the importance of the form and use of the L2 as a mean to communicate through speech acts and the different levels of content and communicative competence.

3. Culture and society

 - a) To know and value cultural plurality and one's own cultural identity.
 - b) To be curious and show respect towards other cultures, valuing ethnic, religious and social diversity.
 - c) To promote deconstructing prejudices and stereotypes towards other cultures and societies.
 - d) To develop intercultural values that include a broader vision and a critical sense of one's own culture and society when comparing it with others.
 - e) To know and value the European dimension of education.
 - f) To enjoy personal enrichment from the relations among people from different cultures and societies.
 - g) To develop attitudes that favor gender equal rights and collaborate with the effective achievement of equal opportunities between men and women, as well as the non-sexist use of language.
 - h) To promote the exercise of democratic citizenship.

4. Learning

 - a) To develop attitudes that favor success in learning.
 - b) To develop creativity, persistency in one's own work method, analysis and initiative abilities.
 - c) To develop self-esteem and realistic trust in one's own abilities.
 - d) To identify intrinsic and extrinsic motivation and appreciate its impact on learning a language by defining one's own learning objectives.
 - e) To solve communicative problems by using the communicative strategies available and to be able to express by taking more risk and effort.
 - f) To learn to reduce affective aspects such as anxiety before comprehension or expression tasks that may affect communication negatively.
 - g) To develop one's own learning style and autonomy through the use of the L2 learning strategies.

2.9. Cross-curricular elements

The current legislative framework for the EOI does not provide any guidelines with regards to the teaching of cross-curricular elements. The EOI Corduba's educative project indicates that all the curricular contents will be impregnated with the values of education, integrating gender equality as a vital objective, creating a climate of affection, honesty and trust that favors dialogue, expressing doubts and critical analysis, as well as conflict resolution through dialogue (*Plan de Centro*, 2019, p. 25). Similarly, the educative project indicates that students will participate of a teaching-learning process based on co-responsibility where a critical spirit is fostered before sexist

elements present in beliefs, activities and values of our tradition and cultural background. For the purpose of our teaching programme, we will consider equal rights for men and women, incorporate critical analysis practices and develop activities related to conflict resolution through dialogue.

2.10. Teaching programme

In order to establish a coherent teaching programme, the first thing we need to bear in mind is the time we have. By law, English students have a total of 4 hours and 30 minutes distributed along the week in two sessions of 2 hours and 15 minutes each, twice a week. This is essential not only when planning the annual teaching programme but also the lesson plan. All in all, if we calculate that the academic year has around thirty-six weeks, we will have seventy-two sessions of 2 hours and 30 minutes.

This teaching programme for A2 level is to be developed in 12 teaching units along three terms. Even though it is recommended to dedicate around 5 to 7 sessions to each unit, we need to be aware of keeping a flexible mind in terms of temporalization. In the case of the Official School of Languages, students' motivation makes them prone to need extra information and they usually demand to make a halt on certain topics that may be of their interest. Therefore, as teachers, we need to be considerate of our students' pace of learning and interests and adjust accordingly to empower them in their own learning process.

The following tables contain the information related to the twelve teaching units: the final task, the skills or activities of language with their corresponding assessment criteria and objectives, the competences together with the contents taken from the regulations at regional level –*Orden del 2 de julio de 2019*, plurilingual and pluricultural strategies, learning strategies and attitudes. At the end of the table, we also include the assessment criteria with their percentages, as well as the assessment tools for each skill.

First term – 14 weeks, 28 sessions

TEACHING UNIT 1: THAT'S WHAT I LIKE

FINAL TASK: To interview and record your partner about personal information, likes and dislikes. (In pairs)				
EVALUATION CRITERIA¹	SKILL	SKILL OBJECTIVES	BASIC LEVEL OBJECTIVES	GENERAL OBJECTIVES
a, b, g, l	Production of oral texts	a, e, f	b	a, b, c, d, e, f
b	Comprehension of oral texts	b	a	a, b, c, d, e, f
b, e	Production of written texts	d	d	a, b, c, d, e, f
b, c	Comprehension of written texts	b, c	c	a, b, c, d, e, f
c	Mediation	a	e	a, b, c, d, e, f
COMP.	CONTENTS			
LC	Lexical-thematic contents: people and objects, personal identification data, likes, physical appearance, character and personality. Daily activities, most usual leisure activities, basic hobbies and interests.			
FC	Likes and dislikes, physical descriptions, emotions.			
DC	Textual coherence: Expectations generated by the context and selection of patterns and textual characteristics. Textual cohesion: the (macro)genre: interview.			
SynC	Nominal and adjective phrases. Entities and properties: existence (quality).			
SOC	Daily life: daily activities.			
SC	Comprehension strategies: a. Production strategies: a, b, e, f, p			
PPC	1, 2			
OTC	1			
IC	Appreciation of cultural plurality and one's own cultural identity.			
PPS	a, b			
LS	Metacognitive: -Planning: a, -Direction: a, b, c, e -Assessment: a, b, c. Cognitive: -Assimilation: c, d, e, g, h, I, l, m - Use: a -Social: a, b			
ATT.	- Communication: a, b - Language: d -Culture and Society: b, c, f			
EVALUATION				
SKILL	CRITERIA (%)	INDICATORS	INSTRUMENTS	STAGE
Production of oral texts	a – 10%, b – 10% g – 10%, l – 10%	<ul style="list-style-type: none"> The student is able to answer to the questions about his/her personal life in the interview. The student is able to use the lexical items seen in class. 	Teacher's rubric	Formative
			Teacher's observation checklist	Formative
			Self-assessment form	Formative
	b – 25%		Teacher's rubric	Formative

¹ We have included the evaluation criteria in the tables in order to integrate all the essential curricular elements which compose each unit. The assessment section can be found on page 42 and it provides further details about the specific evaluation criteria and absence of learning standards.

Comprehension of oral texts		<ul style="list-style-type: none"> The student is able to understand the questions of the interview. The student is aware of strategies to facilitate comprehension. 	Self-assessment form	Formative
Production of written texts	a – 5%, b – 10%	<ul style="list-style-type: none"> The student is able to write the questions for the interview efficiently. The student is able to apply the lexical and syntactic contents learnt in class. 	Diagnostic test	Initial
			Teacher's observation checklist	Formative
			Peer-assessment	Formative
Comprehension of written texts	b – 2,5%, c- 2,5%	<ul style="list-style-type: none"> The student is able to understand and point out the main ideas of the text. The student is aware of the strategies used to understand the general meaning and applies them efficiently. 	Diagnostic test	Initial
			Teacher's observation checklist	Formative
Mediation	c – 10%	<ul style="list-style-type: none"> The student is able to understand and interpret the figures related to passports and personal objects. The student is able to ask for clarification and repetition efficiently. 	Teacher's observation checklist	Formative

TEACHING UNIT 2: TIME OF MY LIFE

FINAL TASK: To give a presentation about your best birthday celebration. While listening to the others' presentations, you need to choose 5 presentations, take notes about the main ideas and elaborate a short summary. (Individual)

EVALUATION CRITERIA	SKILL	SKILL OBJECTIVES	BASIC LEVEL OBJECTIVES	GENERAL OBJECTIVES
a, b, e	Production of oral texts	d, h	b	a, b, c, d, e, f
b, d, e, f	Comprehension of oral texts	g, i	a	a, b, c, d, e, f
b	Production of written texts	b, f	d	a, b, c, d, e, f
b	Comprehension of written texts	f	c	a, b, c, d, e, f
e	Mediation	c, d	e	a, b, c, d, e, f
COMP.	CONTENTS			
LC	Lexical-thematic: Personal, social relations: family and social celebrations and events. Notional-lexical: Entities, time: location in time (past), duration and frequency, processes and activities (conjunction, disjunction, opposition, comparison). Word formation.			
FC	Narrating past events, expressing acts, expressing desires, divers moods, feelings and emotions.			
DC	Textual coherence: specific communicative actions. Textual cohesion: the textual (macro)function: narration. The primary internal structure: beginning, maintaining the topic and conclusion.			
SynC	Adverbial and prepositional phrases: time and time relations, duration, frequency. Verbal phrases: punctual, perfective, durative.			
SOC	Daily life: festivities relevant to the culture, interpersonal relations: introduction to the social structure and relations among its members. Kinesics and proxemics: physical proximity and persona sphere, visual and body contact. Culture, traditions and values: basic aspects of ritual behavior (celebrations). Social conventions.			
SC	Strategies of oral and written comprehension: c, e, j Strategies of production, co-production and mediation of oral and written texts: b, g, i, q			

PPC	1, 2, 5			
OTC	1			
IC	Cherishing ethnic religious social and linguistic diversity, showing curiosity and respect towards other cultures.			
PPS	a, b, e			
LS	Metacognitive: -Planning: a, b -Direction: a, b, c, d, e -Assessment: a, b, c . Cognitive: -Assimilation: b, c, d, e, g, h, i, j, l, m - Use: a			
ATT.	- Communication: a, b - Language: b, c -Culture and Society: b, c, f -Learning: b, c, f.			
EVALUATION				
SKILL	CRITERIA (%)	INDICATORS	INSTRUMENTS	STAGE
Production of oral texts	a – 10%, b – 10% e – 20%	<ul style="list-style-type: none"> The student is able to express the main ideas adequately. The student is able to narrate events in the past using the appropriate constructions. 	Teacher’s rubric	Formative
			Teacher’s observation checklist	Formative
			Self-assessment form	Formative
Comprehension of oral texts	b – 10%, d – 10%, e – 10%, f – 10%	<ul style="list-style-type: none"> The student is able to understand the main points of the presentations. The student used bullet point techniques appropriately and that made comprehension improve. 	Teacher’s rubric	Formative
			Self-assessment form	Final
Production of written texts	b – 10%	<ul style="list-style-type: none"> The student is able to summarize the main ideas of the presentations effectively. The student is able to apply the lexical and syntactic contents learnt in class. 	Teacher’s observation checklist	Formative
			Only-commented feedback	Formative
			Peer-assessment editing	Formative
Comprehension of written texts	b – 5%	<ul style="list-style-type: none"> The student is able to understand and point out the main ideas of the text. The student is aware of the strategies used to understand the general meaning and applies them efficiently. 	Teacher’s observation checklist	Formative
Mediation	e – 5%	<ul style="list-style-type: none"> The student is able to ask questions to the presenters to verify he or she understood the message. The student is able to ask for repetition and clarification to verify he or she understood the message. 	Teacher’s observation checklist	Formative

TEACHING UNIT 3: THIS IS HALLOWEEN

FINAL TASK: To create a poster with Halloween stories and Spanish folklore tales adapted for children. (Groups of 4 or 5)				
EVALUATION CRITERIA	SKILL	SKILL OBJECTIVES	BASIC LEVEL OBJECTIVES	GENERAL OBJECTIVES
a, b, c	Production of written texts	b, c	d	a, b, c, d, e, f
a, b, e	Comprehension of written texts	f	c	a, b, c, d, e, f
a	Comprehension of oral texts	d, k	a	a, b, c, d, e, f
f	Production of oral texts	c, f, g	b	a, b, c, d, e, f
b, f	Mediation	c, d	e	a, b, c, d, e, f

COMP.		CONTENTS		
LC	Lexical-thematic contents: folklore tales. Personal relations: family and social celebrations and events. Intercultural language.			
FC	Assertive acts related to the expression of opinion, affirming, nodding and negating, asking for and expressing agreement and disagreement, narrating past events. Expressive acts: approval and disapproval, feelings and emotions.			
DC	Textual coherence: characteristics of the context. Expectations generated by the context and selection of patterns and textual characteristics required by the context. Textual cohesion: (macro)genre: short stories for children. The textual (macro)function: narration.			
SynC	Verbal phrases: space and spatial relations, location, position, movement, dimension and order. Aspect: punctual, perfective. Compound sentences: logical relations (conjunction, disjunction, opposition, comparison, cause and result), time relations.			
SOC	Daily life: festivities relevant to the culture, basic notions on values and fundamental beliefs related to the culture, cultural and geographical referents, basic introduction to the geographical and register language varieties.			
SC	Strategies of oral and written comprehension: a, b, c, d, f, g, h Strategies of production, co-production and mediation of oral and written texts: a, c, d, l			
PPC	1, 2, 3, 4			
OTC	1, 2			
IC	Appreciation of cultural plurality and one's own cultural identity: showing curiosity and respect towards other cultures, raising interest to gain intercultural values which include a broader perspective and a critical sense of one's own culture and society when comparing it to others, recognizing the personal enrichment that relations among people of different cultures and societies provide.			
PPS	a, b, d, e			
LS	Metacognitive: -Planning: a, b -Direction: a, b, c, d, e -Assessment: a, b, c. Cognitive: -Assimilation: a, d, g, h, m - Use: a -Social: b, c			
ATT.	- Communication: a, b - Language: a, b, c, d -Culture and Society: a, b, c, d, f -Learning: a, b, c, d			
EVALUATION				
SKILL	CRITERIA (%)	INDICATORS	INSTRUMENTS	STAGE
Production of written texts	a – 20%, b – 10% c – 10%	<ul style="list-style-type: none"> The poster includes all the relevant information. The narrative text is well-structured in a clear understandable way. There is a coherent comparison between the Spanish and the Anglophone stories. 	Teacher's rubric	Formative
			Teacher's observation checklist	Formative
			European Portfolio	Formative
			Cooperative learning rubric	Formative
Comprehension of written texts	a – 10%, b – 10%, e – 10%	<ul style="list-style-type: none"> The student understood the main ideas of the stories. The student identified sociocultural and socio-linguistic aspects of the book. 	Test	Summative
Comprehension of oral texts	a – 5%	<ul style="list-style-type: none"> The student is able to understand and identify the main ideas of the podcasts seen in class. The student is able to relate the main ideas of the podcast with his final task. 	Teacher's observation checklist	Formative
Production of oral texts	f – 5%	<ul style="list-style-type: none"> The student is able to negotiate meaning with his peers at a basic level. The student is able to produce a clear message and is able to rephrase and use non-verbal communication successfully. 	Teacher's observation checklist	Formative
			Cooperative learning rubric	Formative

Mediation	b – 10%, f – 10%	<ul style="list-style-type: none"> The student is able to identify the main ideas and express them in a simpler way for the audience. The student is able to use some basic strategies to transform the narrative text into a text for children. 	Teacher's observation checklist	Formative
			Teacher's rubric	Formative

TEACHING UNIT 4: SANTA CLAUS IS COMING TO TOWN

PROJECT: To create party invitations for the Christmas annual party at the EOI and postcards for the students attending. (Groups of 5)					
EVALUATION CRITERIA	SKILL	SKILL OBJECTIVES	BASIC LEVEL OBJECTIVES	GENERAL OBJECTIVES	
a, b, c, g	Mediation	a, b, d, e	e	a, b, c, d, e, f	
a, b	Production of written texts	e, g	d	a, b, c, d, e, f	
g	Comprehension of written texts	c, g	c	a, b, c, d, e, f	
i, k	Production of oral texts	e, g	b	a, b, c, d, e, f	
d	Comprehension of oral texts	b, c	a	a, b, c, d, e, f	
COMP.	CONTENTS				
LC	Lexical-thematic contents: leisure time and activities, personal, social and academic relations: family, social celebrations and events. Notional-lexical contents: entities, entity properties: event, quantity; relations: space, time logical relations between states. Semantic operations and relations: vocabulary aspects related to pragmatics (basic differences of register).				
FC	Phatic acts: giving thanks and replying to the person who thanked, inviting, declining an invitation or offering.				
DC	Textual cohesion: (macro)genre: party invitation. The textual (macro)function: exhortation. Punctuation marks as text cohesive resources.				
SynC	Nominal and adjective phrases. Entities and properties: existence. Adverbial and prepositional phrases: absolute time location; duration. Verbal phrases: space and spatial relations: location. Aspect: punctual, prospective. Simple sentences: declarative and imperative.				
SOC	Daily life: festivities relevant to the culture. Interpersonal relations. Kinesics and proxemics: physical proximity and persona sphere. Culture, traditions and values: basic aspects of ritual behavior (celebrations, festivities). Social conventions: courtesy formulas.				
SC	Strategies of oral and written comprehension: a, b, c, e, f, g, i Strategies of production, co-production and mediation of oral and written texts: a, b, d, e, f, , h, j, k.				
PPC	1, 2, 3				
OTC	1				
IC	Appreciation of cultural plurality and one's own cultural identity: showing curiosity and respect towards other cultures, cherishing ethnic religious social and linguistic diversity, raising interest to gain intercultural values which include a broader perspective and a critical sense of one's own culture and society when comparing it to others, recognizing the personal enrichment that relations among people of different cultures and societies provide, recognizing the personal enrichment that relations among people of different cultures and societies provide.				
PPS	a, b, d, e				
LS	Metacognitive: -Planning: a, b -Direction: a, b, c, d, e -Assessment: a, b, c. Cognitive: -Assimilation: a, e, g, h, k, m - Use: a -Social: b, c, d				
ATT.	- Communication: a, b - Language: a, b, c, d -Culture and Society: a, b, c, d, f -Learning: a, b, c, d, e, f				
EVALUATION					
SKILL	CRITERIA (%)	INDICATORS		INSTRUMENTS	STAGE
Mediation	a – 10%, b – 10%			Teacher's rubric	Formative

	c – 10%, g – 10%	<ul style="list-style-type: none"> The student is able to express simple ideas and encourages his peers to interact. The student is able to transmit the strategies to identify the main structure of the invitation. 	Teacher’s observation checklist	Formative
			Self-assessment check	Formative
Production of written texts	a – 15%, b – 15%	<ul style="list-style-type: none"> The student created a well-structured invitation. The student included the most frequent expressions to wish a good holiday. 	Teacher’s rubric	Formative
Comprehension of written texts	g – 10%	<ul style="list-style-type: none"> The student is able to identify the structure of a postcard and an invitation to a party The student is able to understand the lexical and syntactic elements that compose an invitation and a postcard. 	Teacher’s observation checklist	Formative
Production of oral texts	i – 5%, k – 5%	<ul style="list-style-type: none"> The student is able to negotiate meaning with his peers at a basic level. The student is able to produce a clear message and is able to rephrase and use non-verbal communication successfully. 	Teacher’s observation checklist	Formative
			Cooperative learning rubric	Formative
Comprehension of oral texts	d – 10%	<ul style="list-style-type: none"> The student is able to understand the main ideas of the conversations about Christmas holidays. The student is able to relate the main ideas of the podcast with his final task. 	Teacher’s observation checklist	Formative
			Teacher’s rubric	Formative

2nd Term – 12 weeks, 24 sessions

TEACHING UNIT 5: POPPIN’ TAGS

FINAL TASK: To buy clothes at a real store with the conversation assistant following her/his requirements. (Groups of 3)				
EVALUATION CRITERIA	SKILL	SKILL OBJECTIVES	BASIC LEVEL OBJECTIVES	GENERAL OBJECTIVES
a, f, h, j	Production of oral texts	b, g	b	a, b, c, d, e, f
b, c, f	Comprehension of oral texts	a, b	c	a, b, c, d, e, f
d	Mediation	d, e	d	a, b, c, d, e, f
g	Comprehension of written texts	a, c	c	a, b, c, d, e, f
e	Production of written texts	h	d	a, b, c, d, e, f
COMP.	CONTENTS			
LC	Lexical-thematic contents: Shopping: stores and basic commercial transactions; prices, money and payment methods; product selection and comparison; objects for the house, cleaning and food products; fashion (clothes, shoes and complements). Notional-lexical contents: entities, existence (existence/inexistence, presence/absence, availability/no availability, event); quantity (numbers: numerals, ordinals [two digits]); measure (form, color, material, age); value (price and value, quality).			
FC	Assertive acts related to the expression of knowledge, opinion, beliefs and conjectures: affirming, nodding and negating; agreement and disagreement; formulating hypothesis, expressing and asking for an opinion. Directive acts: giving advice. Phatic acts: offering help.			

DC	Textual coherence: characteristics of the context (functional, application of knowledge schemes). Expectations generated by the context and selection of patterns and textual characteristics required by the context. Textual cohesion: (macro)genre: shopping transactions. Primary internal structure: theme, focus, list. Development: basic aspects of taking, maintaining and giving turns to speak, support, showing understanding, asking for clarifications, conversational implications. The secondary internal structure: sentence, syntactic, lexical and co-textual relations with reference to the context.
SynC	Nominal and adjective phrases. Entities and properties: existence. Verbal phrases: usual, prospective, causative. Modality: epistemic. Sentences: Simple sentences. Compound phenomena: expression of logical relations. States, events, actions.
SOC	Life conditions: environment (shopping).
SC	Strategies of oral and written comprehension: a, b, c, d, e, f, g, h, k. Strategies of production, co-production and mediation of oral and written texts: o, p, q, r, s, t, v, w, x, y.
PPC	1, 2, 3, 4, 5
OTC	1, 2
IC	Raising interest to gain intercultural values and a critical sense of one's own culture and society when comparing it to others.
PPS	a, b, d, c, e
LS	Metacognitive: -Planning: a, b -Direction: a, b, c, d, e. Cognitive: -Assimilation: f, g, j, l
ATT.	- Communication: a, b - Language: a, b, c, d -Culture and Society: a, b, g -Learning: a, b, c.

EVALUATION

SKILL	CRITERIA (%)	INDICATORS	INSTRUMENTS	STAGE
Production of oral texts	a – 10%, f – 10% h – 10%, j – 10%	<ul style="list-style-type: none"> The student is able to express simple ideas and encourages his peers to interact orally. The student is able describe the clothes successfully using a wide range of vocabulary seen in class. 	Teacher's rubric	Formative
			Teacher's observation checklist	Formative
			Bullseye	Formative
Comprehension of oral texts	b – 10%, c – 10% f - 10	<ul style="list-style-type: none"> The student understands the information required to buy the clothes. The student is able to distinguish the main ideas based on the discursive structures learnt in class. 	Teacher's rubric	Formative
Mediation	d – 10%	<ul style="list-style-type: none"> The student is able to interpret the data and perform the task based on the specifications given to him through lists, charts and tables. 	Teacher's observation checklist	Formative
			Bullseye	Formative
Comprehension of written texts	g – 10%	<ul style="list-style-type: none"> The student is able to locate the information about items on sale. 	Teacher's observation checklist	Formative
Production of written texts	e – 10%	<ul style="list-style-type: none"> The student is able to use the vocabulary seen in class efficiently. The student writes a cohesive and coherent written text. 	Teacher's observation checklist	Formative
			Feedback sandwich	Formative

TEACHING UNIT 6: I WANT TO BREAK FREE

FINAL PROJECT: To create an informative video showing awareness about sexist micro-aggressions at home and adding subtitles in Spanish for the EOI Project "March 8". (Groups of 5)

EVALUATION CRITERIA	SKILL	SKILL OBJECTIVES	BASIC LEVEL OBJECTIVES	GENERAL OBJECTIVES
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a, b, d	Production of written texts	b, c, e	d	a, b, c, d, e, f
c, d, f	Mediation	a, b, d	e	a, b, c, d, e, f
a, d	Production of oral texts	c, d, f	b	a, b, c, d, e, f
b	Comprehension of written texts	a, b, c, e	c	a, b, c, d, e, f
b	Comprehension of oral texts	b, g, j	a	a, b, c, d, e, f
COMP.	CONTENTS			
LC	Lexical-thematic contents: House and environment: types of houses, accommodation; furniture and domestic objects; house services and facilities; basic description of the environment; basic description of domestic animals and plants. Notional-lexical contents: entities, measure (form, color, material, age); relations: space, origin, direction, distance and movement; order; dimension. Semantic operations and relations: word formation. Common false friends.			
FC	Assertive acts related to the expression of knowledge, opinion, beliefs and conjectures: affirming, nodding and negating; expressing agreement and disagreement; Compromising acts related to the expression of offering, intention, will and decision.			
DC	Textual cohesion: (macro)genre: instructive video. Textual (macro)function: presentation. Intonation, volume, pauses, para-linguistic means and punctuation marks as text cohesive resources.			
SynC	Nominal and adjective phrases. Entities and properties: existence. Verbal phrases: usual, prospective, causative. Modality: deontic (obligation and prohibition). Sentences: Simple sentences: declarative sentences.			
SOC	Life conditions: characteristics and types of housing. Introduction to the social structure and relations among its members. Kinesics and proxemics: introduction to the meaning of most common facial expressions. Social conventions.			
SC	Strategies of oral and written comprehension: a, b, c, d, e, f, g, h, i, k. Strategies of production, co-production and mediation of oral and written texts: a, b, d, d, e, f, g, h, i, j, k, l, u.			
PPC	1, 2			
OTC	1, 2			
IC	To get familiarized with attitudes that favor gender equality and that collaborate to achieve effectively equal opportunities for women and men, as well as using non-sexist language. Fostering the exercise of democratic citizenship. Identifying prejudices and stereotypes towards other cultures and societies in order to overcome them, knowing and appreciating the European dimension of education.			
PPS	a, b, d, c, d, e			
LS	Metacognitive: -Planning: a, b -Direction: a, b, c, d, e -Assessment: a, b, c Cognitive: -Assimilation: d, e,, g, h - Use: a -Social: a, b, c, d			
ATT.	- Communication: a, b - Language: c, d -Culture and Society: e, f, g, h -Learning: d, e, f, g			
EVALUATION				
SKILL	CRITERIA (%)	INDICATORS	INSTRUMENTS	STAGE
Production of written texts	a – 10%, b – 10% d – 10%	<ul style="list-style-type: none"> The student is able to apply the L2 cultural background to produce a clear well-structured written script for the video. The group is able to apply the strategies given in class to complete the task. 	Teacher's rubric	Formative
			Teacher's observation checklist	Formative
			Cooperative learning rubric	Formative
Mediation	c – 10%, d – 10% f - 10	<ul style="list-style-type: none"> The student is able to analyze interpret the data and figures seen in class. The student is able to translate and produce subtitles adequately. 	Teacher's rubric	Formative
			Teacher's observation checklist	Formative
			Cooperative learning rubric	Formative

Production of oral texts	a - 10%, d – 10%	<ul style="list-style-type: none"> The student is able to make brief simple statements about micro-aggressions at home. The student is able to express his/her opinion and make simple judgments showing agreement or disagreement. 	In-class corrections	Formative
			Peer-assessment check	Formative
Comprehension of written texts	b – 10%	<ul style="list-style-type: none"> The student is able to understand the main ideas on gender violence and sexism. 	Teacher’s observation checklist	Formative
Comprehension of oral texts	b – 10%	<ul style="list-style-type: none"> The student is able to understand the main ideas on gender violence and sexism. The student is able to recognize the sexist sociocultural aspects on which Anglophone countries are built. 	Teacher’s observation checklist	Formative

TEACHING UNIT 7: RED RED WINE

FINAL TASK: To write a recipe from an Anglo-phone country and present it in class. (Groups of 4)

EVALUATION CRITERIA	SKILL	SKILL OBJECTIVES	BASIC LEVEL OBJECTIVES	GENERAL OBJECTIVES
a, b, c, d	Production of written texts	a	c	a, b, c, d, e, f
a, c	Production of oral texts	a, b, d	b	a, b, c, d, e, f
b, g	Comprehension of oral texts	a, b, e	a	a, b, c, d, e, f
f	Comprehension of written texts	a, c	c	a, b, c, d, e, f
d	Mediation	a, b, d	e	a, b, c, d, e, f
COMP.	CONTENTS			
LC	Lexical-thematic contents: food and drinks; recipes (basic indications to prepare meals, basic ingredients); basic kitchen utensils; restaurants; diet and nutrition. Notional-lexical contents: entities, measure (form, color, material, age); relations: time, processes and activities. Semantic operations and relations: Semantic groupings. Word formation.			
FC	Compromising acts: expressing necessity and lack of necessity, asking for the ability or skill to do something.			
DC	Textual coherence: characteristics of the context, specific communicative actions; situations (at a restaurant). Expectations generated by the context and selection of patterns and textual characteristics required by the context. Intonation, volume, pauses as text cohesive resources.			
SynC	Nominal and adjective phrases. Entities and properties: existence. Verbal phrases: punctual, perfective. Modality: epistemic (factuality). Sentences: Simple sentences: imperative and declarative sentences. Compound phenomena: expression of logical relations: conjunction, disjunction, cause, result). States, events, actions.			
SOC	Daily life: food and drinks (most frequent products, purchasing habits and schedules); at the table (basic good manners); social conventions: courtesy formulas and social behavior rules.			
SC	Strategies of oral and written comprehension: a, b, c, d, e, f, g. Strategies of production, co-production and mediation of oral and written texts: a, b, c, d, e, f.			
PPC	1, 2, 3			
OTC	1, 2			
IC	Appreciation of cultural plurality and one’s own cultural identity: showing curiosity and respect towards other cultures.			
PPS	a, b, d, c, d, e			

LS	Metacognitive: -Planning: a, b -Direction: a, b, c, d, e -Assessment: a, b, c. Cognitive: -Assimilation: a, b, f, m - Use: a -Social: a, b, c, d			
ATT.	- Communication: a, b - Language: a, b, c, d -Culture and Society: a, b -Learning: a, b			
EVALUATION				
SKILL	CRITERIA (%)	INDICATORS	INSTRUMENTS	STAGE
Production of written texts	a – 10%, b – 10% c – 10%, d – 10%	<ul style="list-style-type: none"> The student is able to apply the L2 cultural background to produce a clear well-structured written recipe. The group is able to apply the strategies given in class to complete the task. 	Teacher’s rubric	Formative
			Teacher’s observation checklist	Formative
			European Portfolio	Formative
Production of oral texts	a – 10%, c – 10%	<ul style="list-style-type: none"> The student uses a good intonation and is easily understandable. The student is able to order at a restaurant in a clear adequate way. The student is able to ask for the menu, the bill using discursive patterns seen in class. 	Teacher’s rubric	Formative
			Teacher’s observation checklist	Formative
			European Portfolio	Formative
Comprehension of oral texts	b - 10%, g – 10%	<ul style="list-style-type: none"> The student is able to understand how a recipe is structured. The student is able to understand some language varieties in natives’ speech. 	Time in class to make corrections	Formative
			European Portfolio	Formative
Comprehension of written texts	f – 10%	<ul style="list-style-type: none"> The student is able to understand and identify the format conventions for a well-written recipe. 	Teacher’s observation checklist	Formative
			European Portfolio	Formative
Mediation	d – 10%	<ul style="list-style-type: none"> The student understands, interprets and lists data from recipes. 	Teacher’s observation checklist	Formative

TEACHING UNIT 8: THE PASSENGER

FINAL TASK: To plan and book a trip for the class. (Groups of 4)

EVALUATION CRITERIA	SKILL	SKILL OBJECTIVES	BASIC LEVEL OBJECTIVES	GENERAL OBJECTIVES
a, b, c, d	Comprehension of oral texts	a, b, d, e, f	a	a, b, c, d, e, f
a, b, c	Comprehension of written texts	a, b, c, g	c	a, b, c, d, e, f
c	Production of oral texts	b, e	a	a, b, c, d, e, f
c	Production of written texts	a, e, g	d	a, b, c, d, e, f
b, c	Mediation	a, b	e	a, b, c, d, e, f
COMP.	CONTENTS			
LC	Lexical-thematic contents: basic documents and personal objects, Travelling: basic description of types of trips; public and private means of transport; traffic; holidays; hotel and accommodation; luggage; basic travel documents and objects. Geographical physical mean and climate; countries and nationalities; basic geographical units; basic concepts related to the environment; basic flora and fauna; basic concepts about the climate and the atmospheric weather.			
FC	Compromising acts: asking for intentions or plans. Directive acts: offering, asking for help, asking someone to explain something, asking for permission.			
DC	Textual coherence: characteristics of the context, specific communicative actions; situations (at a travel agency). Textual cohesion: (macro)genre: mail exchange. Textual (macro)function: argument.			

SynC	Nominal and adjective phrases. Entities and properties: existence. Adverbial and prepositional phrases. Verbal phrases: space and spatial relations, destination. Aspect: progressive. Modality: epistemic (factuality). Sentences: Simple sentences: declarative sentences. States, events, actions, processes and executions: focalization.			
SOC	Daily life: most usual leisure activities; life conditions: trips, accommodation and transport; environment (shopping, stores, prices). Culture, traditions and values: basic aspects of ritual behavior (celebrations: Easter).			
SC	Strategies of oral and written comprehension: a, b, c. Strategies of production, co-production and mediation of oral and written texts: a, b, c, d, n, o, q.			
PPC	1, 2, 3, 4, 5			
OTC	1, 2			
IC	Showing curiosity and respect towards other cultures, cherishing ethnic religious social and linguistic diversity; identifying prejudices and stereotypes towards other cultures and societies in order to overcome them.			
PPS	a, b, d, c, d, e			
LS	Metacognitive: -Direction: a, b, c, d, e -Assessment: a, b, c. Cognitive: - Use: a -Social: a.			
ATT.	- Communication: a, b - Language: a, b, c, d -Culture and Society: a, b –Learning: a, b, c			
EVALUATION				
SKILL	CRITERIA (%)	INDICATORS	INSTRUMENTS	STAGE
Comprehension of oral texts	a – 10%, b – 10% c – 10%, d – 10%	<ul style="list-style-type: none"> The student is able to identify and comprehend the L2 sociocultural patterns in communicative situations. The student is able to identify and analyze the discursive functions of the texts. 	Teacher's rubric	Formative
			Teacher's observation checklist	Formative
			K-W-L Chart	Formative
Comprehension of written texts	a – 10%, b – 10% c – 10%	<ul style="list-style-type: none"> The student identifies travel agencies advertisements and its basic information. The student is able to distinguish the main communicative discursive patterns of confirmation of trips and online trip bookings. 	Teacher's rubric	Formative
			Teacher's observation checklist	Formative
			K-W-L Chart	Formative
Production of oral texts	c – 10%	<ul style="list-style-type: none"> The student is able to give basic directions to arrive to different destinations. 	K-W-L Chart	Formative
			Teacher's observation checklist	Formative
Production of written texts	c – 10%	<ul style="list-style-type: none"> The student is able to write an email to book a trip or ask for specific details related to a trip and its conditions. 	Teacher's observation checklist	Formative
			K-W-L Chart	Formative
Mediation	b – 5% c – 5%	<ul style="list-style-type: none"> The student is able to identify the characteristics of a trip and convey the information to his/her peers by applying some basic strategies. 	Teacher's observation checklist	Formative
			K-W-L Chart	Formative

3rd Term – 10 weeks, 20 sessions

TEACHING UNIT 9: WORKING GIRL

FINAL TASK: To write your CV in Spanish and English. (Individual)

EVALUATION CRITERIA	SKILL	SKILL OBJECTIVES	BASIC LEVEL OBJECTIVES	GENERAL OBJECTIVES
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b, c, d	Mediation	a, c,	e	a, b, c, d, e, f
b, c, d	Production of written texts	a, d, g	d	a, b, c, d, e, f
c, g	Comprehension of written texts	a, d	c	a, b, c, d, e, f
l	Production of oral texts	e	b	a, b, c, d, e, f
b	Comprehension of oral texts	a, b, c	a	a, b, c, d, e, f
COMP.	CONTENTS			
LC	Lexical-thematic contents: People and objects: job (studies, professions, basic job activities and common work places); Work and entrepreneurship: jobs (professions); job activities; unemployment and job search; salary; future job perspectives. Notional-lexical contents: Entity properties: ability/lack of ability, competence/lack of competence. Semantic operations: semantic groupings, most frequent synonyms, antonyms and polysemic words.			
FC	Assertive acts: expressing one's knowledge and lack of knowledge, describing present situations. Phatic acts: verifying the message was understood, welcoming and giving farewell, addressing somebody, identifying oneself, showing interest for somebody, introducing somebody or oneself and reacting to an introduction, greeting and replying to the greeting			
DC	Textual coherence: characteristics of the context, specific communicative actions; situations (job interview). Expectations generated by the context and selection of patterns required by the context. Textual cohesion: (macro)genre: CV. Textual (macro)function: description.			
SynC	Verbal phrases: Aspect: usual, perfective, iterative. Modality: epistemic (factuality, ability). Sentences: Simple sentences: declarative and interrogative sentences. Compound phenomena: expression of logical relations: conjunction, disjunction, opposition, finality and result).			
SOC	Daily life: work (basic aspects of schedules and habits); life conditions: introduction to the levels of life; kinesis and proxemics. Social conventions.			
SC	Strategies of production, co-production and mediation of oral and written texts: a, b, c, d, f, I, k.			
PPC	1, 2			
OTC	1, 2			
IC	Appreciation of cultural plurality and one's own cultural identity: showing curiosity and respect towards other cultures.			
PPS	a, b, d, c, d, e			
LS	Metacognitive: -Planning: a, b -Direction: a, b, c, d, e -Assessment: a, b, c Cognitive: -Assimilation: d, f - Use: a -Social: a, b, c			
ATT.	- Communication: a, b - Language: a, b -Culture and Society: d, g -Learning: a, b, c, e, f, g			
EVALUATION				
SKILL	CRITERIA (%)	INDICATORS	INSTRUMENTS	STAGE
Mediation	b – 10%, c – 10% d – 10%	<ul style="list-style-type: none"> The student is able to identify job-related key information in order to design his/her own CV. The student interprets chars and figures about job-related issues. 	European Portfolio	Formative
			Teacher's observation checklist	Formative
Production of written texts	b – 10%, c – 10% d – 10%	<ul style="list-style-type: none"> The student is able to create his own written CV in English and translate it in Spanish appropriately. The student controls the linguistic structures used to create a CV. 	Teacher's rubric	Formative
			Peer-assessment check	Formative
Comprehension of written texts	c – 10%, g - 10%	<ul style="list-style-type: none"> The student is able to identify the communicative functions and discursive patterns of texts related to work. 	European Portfolio	Formative

		<ul style="list-style-type: none"> The student is able to locate specific information about job requirements and training. 	Teacher's observation checklist	Formative
Production of oral texts	1 – 10%	<ul style="list-style-type: none"> The student is able to participate in basic job interviews replying to short questions about himself/herself. 	Teacher's observation checklist	Formative
			European Portfolio	Formative
Comprehension of oral texts	b – 10%	<ul style="list-style-type: none"> The student is able to understand the general meaning of a job interview identifying the parts a job interview is structured in. 	Teacher's observation checklist	Formative
			European Portfolio	Formative

TEACHING UNIT 10: WE'RE ALL IN THIS TOGETHER

FINAL TASK: To give a presentation about the main improvements the EOI could implement as a reply to an EOI Director's open letter addressed to the whole school. (Groups of 4)

EVALUATION CRITERIA	SKILL	SKILL OBJECTIVES	BASIC LEVEL OBJECTIVES	GENERAL OBJECTIVES
a, c, d, f	Production of oral texts	c, d, g, h	b	a, b, c, d, e, f
b, c, f	Production of written texts	b, c, g	d	a, b, c, d, e, f
b	Comprehension of written texts	a, e	c	a, b, c, d, e, f
b	Mediation	a	e	a, b, c, d, e, f
b	Comprehension of oral texts	b, c	a	a, b, c, d, e, f
COMP.	CONTENTS			
LC	Lexical-thematic contents: Daily aspects related to education and study: educative schools and institutions; teaching staff and student body; basic subjects; basic materials and furniture in the classroom; information and enrollment fees. Intercultural language and communication: languages; basic linguistic terms; basic language for the classroom.			
FC	Compromising acts: expressing necessity and lack of necessity. Directive acts: expressing obligation and lack of obligation; proposing.			
DC	Textual coherence: characteristics and expectations required by the context. Textual cohesion: (macro)genre: letter response with recommendations. Textual (macro)function: argument.			
SynC	Simple sentences: declarative sentences. Compound sentences: conjunction, disjunction, opposition, condition, finality and result).			
SOC	Daily life: study; cultural referents (most common artistic, cultural and institutional referents).			
SC	Strategies of oral and written comprehension: a, b, c, d, e. Strategies of production, co-production and mediation of oral and written texts: a, b, c, d, f, h, i.			
PPC	1, 2, 3, 4, 5			
OTC	1, 2			
IC	Knowing and appreciating the European dimension of education, fostering the exercise of democratic citizenship			
PPS	a, b, d, c, d, e			
LS	Metacognitive: -Planning: a, b -Direction: a, b, c, d, e -Assessment: a, b, c. Cognitive: -Assimilation: l, f, m - Use: a -Social: a, b, c			
ATT.	- Communication: a, b - Language: a, b -Culture and Society: d, h -Learning: a, b, e, f, g			
EVALUATION				
SKILL	CRITERIA (%)	INDICATORS	INSTRUMENTS	STAGE
	a – 10%, c – 10%		Self-assessment check	Formative

Production of oral texts	d – 10%, f – 10%	<ul style="list-style-type: none"> The student is able to convey his/her message in a clear way making it easy for the peers to follow the presentation. The student has prepared a coherent cohesive text following the discursive patterns seen in class. 	Teacher's rubric	Formative
			Test	Summative
Production of written texts	b – 10%, c – 10% f – 10%	<ul style="list-style-type: none"> The student is able to apply the strategies to adapt to the textual typology adequately. The student adequately uses the punctuation marks and orthographic rules seen in class. 	Teacher's rubric	Formative
			Peer-assessment check	Formative
			Test	Summative
Comprehension of written texts	b – 10%	<ul style="list-style-type: none"> The student is able to understand the general meaning of the texts seen in class. 	Test	Summative
			Teacher's observation checklist	Formative
Mediation	b – 10%	<ul style="list-style-type: none"> The student is able to identify the main ideas and codes them into a simpler speech to make his/her peers follow the conversation. 	Teacher's observation checklist	Formative
			Test	Summative
Comprehension of oral texts	b – 10%	<ul style="list-style-type: none"> The student understands the main ideas and relates the ideas so that he or she can incorporate them in the final task. 	Teacher's observation checklist	Formative
			Test	Summative

TEACHING UNIT 11: DEEP BLUE

FINAL TASK: To write a complaint letter about a defective product bought online. (Pairs)				
EVALUATION CRITERIA	SKILL	SKILL OBJECTIVES	BASIC LEVEL OBJECTIVES	GENERAL OBJECTIVES
b, c, d, e	Production of written texts	e, h	d	a, b, c, d, e, f
b, e	Comprehension of written texts	a, c, d	c	a, b, c, d, e, f
b, c	Production of oral texts	b, g	b	a, b, c, d, e, f
f	Comprehension of oral texts	e, h	a	a, b, c, d, e, f
g	Mediation	a, b	e	a, b, c, d, e, f
COMP.	CONTENTS			
LC	Lexical-thematic contents: Usual aspects of science and technology: basic operation of different devices (computer, TV, radio, smartphones, tablets, etc.); ICT (basic language to use Internet and email). Goods and services: communication services (mail, phone). Basic concepts about the universe and outer space. Notional-lexical contents: Entities and entity properties, relations. Semantic operations: vocabulary related to pragmatics or grammar. Most frequent idiomatic expressions. Common false friends.			
FC	Directive acts: asking for need. Phatic acts: apologizing and excusing oneself, apologizing/accepting apologies and forgiving.			
DC	Textual coherence: characteristics and expectations required by the context. Textual cohesion: (macro)genre: electronic appliance manuals, mail exchange. Textual (macro)function: argument. Primary internal structure and secondary internal structure.			
SynC	Nominal and adjective phrases. Adverbial and prepositional phrases. Entities and properties: existence. Verbal phrases: Aspect: punctual, imperfective. Modality: epistemic (factuality); deontic (will and intention, permission, obligation). Sentences: Simple sentences: declarative sentences. Compound phenomena: conjunction, disjunction, opposition, cause, finality and result). Semantic roles and focalization.			
SOC	Life conditions: environment (shopping, stores, prices).			
SC	Strategies of oral and written comprehension: f, g, h, i, j, k.			

	Strategies of production, co-production and mediation of oral and written texts: a, b, c, d, f, h, i.			
PPC	1, 2			
OTC	1, 2			
IC	Raising interest to gain intercultural values which include a broader perspective of one's own culture and society when comparing it to others.			
PPS	a, b, d, c, d, e			
LS	Metacognitive: -Planning: a, b -Direction: a, b, c, d, e -Assessment: a, b, c. Cognitive: -Assimilation: l, f, m - Use: a -Social: a, b, c			
ATT.	- Communication: a, b - Language: a, b, c, d -Culture and Society: a, d. e, h -Learning: a, b, c, d, e, f, g			
EVALUATION				
SKILL	CRITERIA (%)	INDICATORS	INSTRUMENTS	STAGE
Production of written texts	b – 10%, c – 10% d – 10%, e – 10%	<ul style="list-style-type: none"> The student is able to produce a simple well-structured complaint letter. The student uses a wide range of the vocabulary seen in class with precision. The student is able to use the syntactic and grammar structures appropriately. 	Peer-correction	Formative
			Teacher's rubric	Formative
			Test	Summative
Comprehension of written texts	b – 10%, e – 10%	<ul style="list-style-type: none"> The student identifies the structure of complaint letters. The student is able to guess the main idea despite the use of expressions he/she may not have seen before. 	Teacher's observation checklist	Formative
			Bullseye	Formative
			Test	Summative
Production of oral texts	b – 10%, c – 10%	<ul style="list-style-type: none"> The student is able to understand the general meaning of the texts seen in class. The student is able to distinguish the different structural parts of the texts seen in class. 	Test	Summative
			Teacher's observation checklist	Formative
Comprehension of oral texts	f – 10%	<ul style="list-style-type: none"> The student is able to describe the main problems his/her product is facing in a simple way with minor errors. 	Bullseye	Formative
			Teacher's observation checklist	Formative
Mediation	g – 10%	<ul style="list-style-type: none"> The student is able to express simple ideas appropriately after seeing a series of pictures related to new technology. 	Teacher's observation checklist	Formative
			Test	Summative

TEACHING UNIT 12: WE WILL SURVIVE²

² This table has been moved to Section 3 as this is the teaching unit that will be presented in this master's thesis.

2.11. Methodology

The *Orden del 2 de julio de 2019* recommends active methodologies which set the educative process in context, present contents in an interrelated way and favor participation and motivation among the student body.

As we can observe, these guidelines align with a constructivist language learning approach and, more specifically, with the communicative approach. As a result, the curriculum is not focused exclusively on contents but on integrating contents within competences and activities of language or skills.

This proposal promotes task-based language learning, an approach whose final goal is the development of the communicative competences through the creation of a final socially-relevant meaningful product elaborated cooperatively (Nunan, 2004). In order to successfully complete the final task, the whole teaching unit is designed to provide students the tools with which they will be able to elaborate such task. As mentioned before, final tasks are mostly made in groups favoring cooperative learning. Cooperative learning is a teaching strategy by which students work in small groups and generate a positive synergy of knowledge, skills and attitudes (Sharan, 2010). Techniques such as “think-pair-share”, “6 thinking hats” or “rally coach” will be applied in class and there will be assessing tools to measure the degree of cooperative work and student implication.

Another methodological approach we have decided to implement is project-based language learning. This is not new in itself, but *EOI Corduba*'s English educative project is mostly focused on the preparation for the *PTECs* (certification tests), so it would be the first time that a project across levels and languages is implemented in this school. PBL is a methodological approach which aims to develop the communicative competence by working on an extended project (Bender, 2012). This project involves more than completing a task; it is about contributing to the creation of something bigger that also involves the collaboration of the whole school. We decided to work on projects once per term, and this curriculum proposes three projects throughout the academic year.

The main medium of instruction will be the L2, but planned instructional code-switching will be used when needed, and translanguaging practices will be fostered. The final task as well as

the assessment scales should be explained since the beginning, so students know the learning targets. The small tasks will also require the use of the five language activities or skills, and will involve different group dynamics: individual, in pairs, small groups and as a class. The type of activities will take into account Bloom's taxonomy promoting low and high-order thinking skills.

On another note, students should also receive explicit instructions on the different strategic and learning strategies that they can use in order to acquire the contents and competences more efficiently. Likewise, every class should dedicate some time for reflecting on the learning process.

The proposed A2 textbooks that are currently used at *EOI Corduba* and the compulsory books are shown in the table below:

<p>Textbooks</p> <ul style="list-style-type: none"> - Clare, A. et al. (2011). <i>Speakout Pre-Intermediate</i>. Pearson: UK. - Gairns, R. & Redman, S. (2008). <i>Oxford Words Skills</i>, Basic Student's Pack, Oxford University Press: UK. <p>Compulsory readings:</p> <ul style="list-style-type: none"> - Poe, E. A., & Hubbell, J. B. (1969). <i>Tales, and, the raven and other poems</i>. Columbus, Ohio: C.E. Merrill Pub. Co. <p>This book will be read in Term 1, Unit 3: This is Halloween. This book will serve as an introduction to one of the most important US authors, the genre of Gothic and stories of death and mourning that studies may use as input for the final task.</p> <ul style="list-style-type: none"> - White, E. B. 1., & Williams, G. (1952). <i>Charlotte's web</i>. New York: Harper & Brothers. <p>This book will be read in Term 2, Unit 7: Red Red Wine. As this unit is about food, this book will be used to introduce vocabulary about animals and different types of food that can be produced in a farm.</p> <ul style="list-style-type: none"> - Cisneros, S. (1991). <i>The house on Mango Street</i>. New York: Vintage Books. <p>This book will be read in Term 3, Unit 10: We're all in this together. This story narrates how she starts making new friends and how the school can have an enormous impact on the way one person behaves through the different experiences with teachers and classmates.</p>
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2.12. Complementary and extra-curricular activities

1st term

Complementary activities: Part of the project "Fiesta de Navidad EOI Corduba". Our class will design the Christmas party invitation and postcards, as a gift to be handed out at the party itself.

Extracurricular activities: "Fiesta de Navidad EOI Corduba"

2nd term

Complementary activities: Final task of Unit 5 "Popping Tags". Students will perform a real purchasing transaction with the English conversation assistant at a real store.

Extracurricular activities: "March 8 at the EOI" event. Group meeting to march together.

3rd term

Complementary activities: Unit 10: "We're all in this together". Guided tour around the school.

Extracurricular activities: EOI workshop: “Crea tu CV” organized by the *OFEI* department.

2.13. Attention to diversity and students with specific needs of educative support

As we have already mentioned, EOI students come from different backgrounds, are different in age, interests and each class is highly heterogeneous. Our A2 class is composed by 30 students whose age ranges from 20 to 68 years old. Some of them have higher studies and have a job, some of them are unemployed and looking for a job, some students do not have studies and would like to improve their CV, and others are retired and would like to learn English to travel and communicate with their relatives who live abroad. One student has an important visual disability. This diversity implies different prior knowledge, ideas and conceptions about the English language and culture, different interests, learning difficulties, rhythm and styles, and definitely different attitudes towards learning itself. Diversity entails a challenge, but it also shows how rich the teaching-learning process may turn into. This teaching programme intends to use diversity as an opportunity to increase learning and develop the communicative competence in all its components: knowledge, skills and attitudes.

Some of the measures that the school plan and our teaching programme contemplate are:

- Different classroom arrangements according to the activities (U-shape, circle, tables arranged in small groups, etc.).
- Flexible groupings depending on the activities, time, interests and resources.
- Using diverse materials, resources and techniques (visual, auditive, sensorial, etc.). This is why using ICT becomes an essential component due to the unlimited resources it offers for instructional purposes.

Our A2 level class has a student with a visual disability that has been dealt with thanks to ONCE’s help. The EOI school plan establishes the possibility of counting with external entities and institutions that may guide teachers on adjusting the curriculum for mixed-ability students. In this particular situation, we propose to have a meeting with the ONCE every term and negotiate a way to adapt the contents and materials, extending deadlines, giving extra-time and other options as per ONCE’s recommendations.

2.14. Assessment

The *Orden del 12 de diciembre de 2011* is the most updated regional regulation with regards to the design and organization of common annual certification tests to obtain the official basic (A2), intermediate (B1, B2) or advanced (C1, C2) levels (*Pruebas de Certificación, PTEC*) in Andalucía. This requirement does not apply to basic A2 level regular courses which means that each school may establish its own assessment system.

As attendance is optional, we may have students who attend our classes regularly and their progress can be assessed formatively, but we may also have students who may not come to class often or who do not attend classes at all. Regardless the situation, they all have the right to be assessed at the end of the academic year.

This teaching programme proposes two types of assessment: a comprehensive formative assessment for those who come to class regularly and wish to be assessed based on their learning process along initial, progressive and final performance. The second option is a summative assessment by means of a final exam which measures the different degree of proficiency over the five skills, for those students who prefer to study on their own and cannot come to class due to personal circumstances. The students will be initially assessed formatively, and, may switch to the only-summative assessment when attendance is compromised or they may not achieve the objectives set by means of formative assessment.

2.14.1. Assessment criteria and tools

1. Activities of comprehension of oral texts

- a) The student is able to identify the sociocultural and sociolinguistic aspects in a text comprehension task or a conversation that are common to daily topics, conditions of life, interpersonal relations, kinesics and proxemics, traditions and values, as well as social conventions of the L2 culture.
 - b) The student knows how to apply the most adequate strategies in each case to understand the general meaning, the essential information, the main ideas and the most relevant details of the text.
 - c) The student is able to distinguish the most relevant communicative function or functions of the text and a common repertoire of its elements, as well as basic discursive patterns related to text organization.
 - d) The student is able to apply the comprehension of a text or conversation, the knowledge about the constituent parts and the organization of frequently-used syntactic patterns in oral communication.
 - e) The student is able to recognize with some difficulty words and basic expressions that are frequently used, related to himself/herself, his/her family and near environment when speaking slowly and clearly.
 - f) The student is able to understand frequently used sentences and vocabulary about topics of personal interest
 - g) The student is able to discriminate sound patterns, accents, rhythm and frequently used intonation.
-

2. Activities of production and co-production of oral texts

- a) The student is able to pronounce and intonate in a clear and intelligible way by using foreign accent and intonation and making errors that do not interfere with the global comprehension of the message.
- b) The student is able to transmit basic information about personal daily life using vocabulary and structures of frequent use in order to provide information about age, nationality, house, interests, likes and skills.
- c) The student is able to transmit basic information and instructions such as directions, price, means of transport, products and goods.

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- d) The student is able to make brief and prepared public declarations before an audience on a common topic.
 - e) The student is able to narrate brief simple presentations about experiences and past and future events.
 - f) The student is able to describe and compare, in a simple clear way, with basic descriptive vocabulary, people, places, objects, daily-life actions, as long as there was previous time for preparation.
 - g) The student is able to maintain basic conversations responding to brief and simple questions, asking for repetition and clarification when the message has not been understood.
 - h) The student is able to participate in basic simple conversations in structured situations in which an exchange of ideas and information on well-known topics and common situations is taking place.
 - i) The student is able to participate in informal face-to-face conversations about common topics, of personal interest or related to daily issues (for instance: family, free time, likes and preferences).
 - j) The student gives opinions, invite, apologize, suggest and plan using basic vocabulary and structures.
 - k) The student is able to participate in simple conversations about well-known topics by using forms of courtesy to greet and farewell.
 - l) The student is able to participate in interviews responding to direct questions about personal information that have been formulated in a clear simple way by using a non-idiomatic language.
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3. Activities of comprehension of written texts

- a) The student is able to recognize and apply the most common sociocultural and sociolinguistic aspects related to the written communication which entail a clear contrast with his native language and own culture.
 - b) The student is able to apply the most adequate strategies to comprehend the general sense and the most relevant specific information in a predictable text, provided it is written in a simple language.
 - c) The student is able to distinguish the main communicative functions and elements of the text, as well as some general frequent discursive patterns related to the organization, development and conclusion of a written text. The student is able to deduce the meaning and function of certain expressions because of their position in the written text (for instance, at the beginning or at the end of a mail exchange).
 - d) The student is able to recognize the most frequent syntactic structures in written communication and is able to understand the communicative intentions associated to them.
 - e) The student is able to recognize high-frequency written lexical repertoire related to general topics, of personal interest and immediate need; he or she is able to understand the general meaning of the text despite he or she may find words or expressions he or she may not know; and he or she may use the general meaning of the text, its format, appearance and typographical characteristics to identify the type of text.
 - f) The student is able to know the most commonly used format, typographical, orthographical conventions, punctuation marks, symbols and acronyms related to daily topics.
 - g) The student is able to locate predictable and specific information in concrete practical written texts, related to daily issues (for instance: letters, leaflets, adds in a website, etc.), and is able to isolate such information depending on the immediate needs (for instance, an email from a specific department found on a website).
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4. Activities of production and co-production of written texts

- a) The student is able to apply basic relevant-to-the-L2-language-and-culture sociocultural and sociolinguistic aspects when producing and co-producing written texts, with some incongruences when formulating which do not impede socializing in a simple effective way.
 - b) The student knows and is able to apply some strategies to elaborate brief simple written texts if he or she receives external support about the textual typology and a script or outline is provided so that he or she can organize the information and ideas (for instance, narrating a brief story or describing), following some bullet points or using words, sentences and simple expressions to give examples.
 - c) The student knows and is able to perform the main functions required by the communicative purpose, using some of the most usual elements depending on the contexts and he or she is able to use, with external help, general and frequent discursive patterns to organize the written text according to its genre and type.
 - d) The student is able to control simple structures with incongruences in concordance and basic systematic errors that may slightly affect communication, even if his message comes across in a general way.
 - e) The student knows and is able to apply a limited but sufficient lexical repertoire to get by in common familiar daily situations where he or she has to express basic communicative needs.
 - f) The student is able to use basic punctuation marks and orthographic rules in a sufficient manner, even if an effort must be made by the reader to fully understand the text.
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5. Activities of mediation

- a) The student contributes to an intercultural exchange, using simple words and non-verbal language to show interest, welcome, explain and clarify what is being said, inviting the others to interact.

- b) The student is able to identify key information that must be transmitted by applying the necessary strategies.
- c) The student is able to interpret and describe visual elements on well-known topics (for instance: a weather map or brief texts supported with illustrations and tables), with pauses, repetitions and rephrasing.
- d) The student is able to list data (for instance: numbers, names, prices about well-known topics), as long as the message has been articulated in a clear way, at a slow pace and it may be repeated.
- e) The student is able to take notes with the necessary information to convey to the addressees with regards to messages about daily topics as long as the message is clear and the emitter allows note-taking.
- f) The student is able to repeat or reformulate what he or she said in a simpler way in order to clarify or make his or her speech more comprehensible for the rest of the addressees.
- g) The student is able to transmit a main specific idea in brief simple oral and written texts (for instance: labels, advertisements, messages) about daily issues, provided the original speech is produced at a slow pace.
- h) The student is able to make simple relevant questions to obtain the basic or complementary information he or she needs to be able to transmit the message clearly and efficiently.

The *Orden del 2 de julio de 2019* does not include learning standards so we will consider the assessment criteria when evaluating the communicative competence. As we can observe in the tables from page 18 to 32, we have included the assessment criteria that we will be evaluating and the percentage that has been assigned to each criteria. As for the assessment tools, they are briefly described below:

1. Diagnostic test: Focused on the five skills, this exam is aimed to establish the level of English the students have when the course starts. Only by having a picture of the type of students we have, will we be able to adjust the curriculum appropriately to the students' needs.

2. Teacher's rubric: Tool that contains descriptors of the task, assessment criteria or objectives that the student needs to achieve with a rating scale so that the student gets a clear picture of where the learning process is heading and what his/her learning targets are.

3. Teacher's observation checklist: Set of questions or descriptors related to the degree of proficiency of the communicative competence that the teacher checks in class to verify objectively the students' learning process.

4. European Portfolio (e-Pel): Personal document promoted by the EU which contains a language passport where students can self-assess their learning process in the skills of listening, writing, reading and speaking. Likewise, students fill a linguistic biography and there is an online dossier where they can upload the materials they elaborate.

5. Cooperative learning rubric: Tool which contains descriptors related to how the students performed as a group such as contribution to group goals, consideration of others, contribution of knowledge, teamwork and leadership skills, etc.

6. Self-assessment form: Tool provided to each student to reflect on your own learning process and decide the degree of proficiency you achieved depending on the descriptors.

7. Only-commented feedback: Teacher's feedback whose purpose is not to give a traditional mark but rather emphasizes the homework's strengths and flaws. It is thought as a way to lower students' affective filter.

8. Feedback sandwich: Teacher's feedback with positive reinforcement, constructive comments and grade.

9. Peer-assessment check: Tool which involves peer-correction, that is, students review their peers' homework or tasks, they correct them and make suggestions to improve their peers' work.

10. Bullseye: Self-assessment tool in the form of a shooting target which contains the different descriptors and the student himself or herself gives a score on his or her performance. The final picture is visual and representative of the learning process with regards to the elements that have been properly learnt and aspects that need to be improved.

11. Time in class to make corrections: This type of assessment makes learning a group task as students learn from others' errors and realize about their learning process in a collaborative environment.

12. K-W-L Chart: Table divided in three cells, "what I know", "what I want to know" and "what I learned". It is used throughout the entire unit and it is meant to do it as a class, keeping the table hung on the classroom wall, so that at the end of the unit, students can have a picture of their prior knowledge, learning goals and achievements.

13. Test: The tests are the only summative tools that have been used in this programme and are placed in the last three units. The intention behind this decision is to make students aware and trained about the types of questions and format of the final exam, as we cannot forget that there is a second assessment option which is to take the final test.

2.14.2. Grading scales and promotion criteria

There will be three assessment sessions during the academic year, in which the student body will be graded as *APTO/NO APTO* (PASS/FAIL) depending on the grades obtained at the end of each term. The table below contains the percentage of the final grade that each skill has depending on the term.

ASSESSMENT SESSIONS	SKILLS	PONDERATION
1st term (December)	Comprehension of oral texts	10%
	Production of oral texts	10%
	Comprehension of written texts	10%
	Production of written texts	10%
	Mediation	10%
2nd term (April)	Comprehension of oral texts	30%
	Production of oral texts	30%
	Comprehension of written texts	30%
	Production of written texts	30%
	Mediation	30%
3rd term (June)	Comprehension of oral texts	60%
	Production of oral texts	60%
	Comprehension of written texts	60%
	Production of written texts	60%
	Mediation	60%
Extraordinary call (September)	Comprehension of oral texts	100%
	Production of oral texts	100%
	Comprehension of written texts	100%
	Production of written texts	100%
	Mediation	100%

The students will be assessed formatively based on the five skills and percentages explained above during the whole academic year. At the end, the student will be considered PASS/FAIL. For this type of assessment, attending classes is extremely important as the assessment is mostly formative and focused on the student's learning process.

In case attendance may be compromised or the student is not able to get the grade PASS, the student will have to take a final test that will measure the five skills and the final grade will be the one that the student obtains in the final exam, being qualified as PASS/FAIL.

In order to obtain a promotion to the next level, the student must do well in the skills of comprehension of written and oral texts with a minimum grade of 60% and the skills of oral, written production and mediation with a minimum grade of 50%.

3. TEACHING UNIT

3.1 Justification

The reason for having selected this unit is because of the authenticity and meaningful content for language acquisition. The topic of COVID19 is currently mainstream and adults are bombarded day after day with news, fake news via *Whatsapp* and government guidelines. Therefore, we can combine the content of health, which is part of the A2 level curriculum, with this pandemic. This proposal does not intend to focus exclusively on the coronavirus, and has been designed with the idea that the unit can be recycled and adapted to cover other topics such as global pandemics, hygiene and healthy habits.

It is also interesting to notice that the final task is part of the EOI joint project that will gather the whole school on the same activity, so I deemed it relevant to include a unit that forms part of one of the three projects that take place over the academic year.

I left this unit as the last one, as it is a topic that can combine all the main functional structures learnt during the academic year: to talk about habits, to express opinions on healthy habits and to give recommendations. This translates into the main grammar structures such as the use of modal verbs, the use of the present tense and the past tense. To sum up, this unit is thought to be new in terms of some competences, but the linguistic structures have already been learnt and are meant to be reviewed and practiced in the health context.

3.2 Teaching Unit Overview: WE WILL SURVIVE

TEACHING UNIT 12: WE WILL SURVIVE

FINAL PROJECT: To create cheerful videos with healthcare instructions and recommendations in times of COVID for the rest of the EOI students. (Groups of 5)				
EVALUATION CRITERIA	SKILL	SKILL OBJECTIVES	BASIC LEVEL OBJECTIVES	GENERAL OBJECTIVES
a, c, d, f	Production of oral texts	b, e, f	b	a, b, c, d, e, f
b, c	Comprehension of oral texts	a, b, d, e	a	a, b, c, d, e, f
a, c	Production of written texts	c, e	d	a, b, c, d, e, f
f	Mediation	b	e	a, b, c, d, e, f
g	Comprehension of written texts	a, e	c	a, b, c, d, e, f
COMP.	CONTENTS			
LC	Lexical-thematic contents: People and objects: physical appearance: basic description of the human body (body parts and physical characteristics); Health and physical care: body parts; basic description of physical and mood conditions; basic hygiene; diseases, common sickness and basic symptoms; going to the doctor and pharmacy. Notional-lexical contents: Relations: duration and frequency, processes and activities. Semantic operations: semantic groupings, most frequent synonyms, antonyms and polysemic words. Common false friends.			
FC	Assertive acts: affirming, nodding and negating; expressing that something cannot be remembered. Compromising acts: expressing intention or will to do something. Directive acts: expressing obligation and lack of obligation; proposing; giving advice. Phatic and solidarity acts: catching the attention, verifying the message was understood, welcoming and giving farewell, showing interest for somebody or something. Expressive acts: expressing a physical or health state (heat, tiredness, pain, sickness, hunger, thirst and lack of sleep).			
DC	Textual coherence: characteristics and expectations required by the context. Textual cohesion: (macro)genre: informative video. Textual (macro)function: presentation.			
SynC	Nominal and adjective phrases. Entities and properties: existence. Adverbial and prepositional phrases: duration, frequency. Verbal phrases: Aspect: punctual, perfective, imperfective, inchoative, iterative, causative. Modality: epistemic (factuality, necessity); deontic (will and intention, obligation and prohibition). Sentences: Simple sentences: declarative, interrogative and exclamatory sentences. Compound phenomena: expression of logical relations: conjunction, disjunction, condition, finality and result).			
SOC	Daily life: food and drinks; interpersonal relations; social conventions: courtesy formulas and social behavior rules.			
SC	Strategies of oral and written comprehension: g, h, i, j, k. Strategies of production, co-production and mediation of oral and written texts: m, n, o, p, q, r, s, t, u, v, w, x, y.			
PPC	1, 2, 3, 4, 5			
OTC	1, 2			
IC	Raising interest to gain intercultural values which include a broader perspective of one's own culture and society when comparing it to others.			
PPS	a, b, d, c, d, e			
LS	Metacognitive: -Planning: a, b -Direction: a, b, c, d, e -Assessment: a, b, c. Cognitive: -Assimilation: a, c, f - Use: a -Social: a, b, c, d			
ATT.	- Communication: a, b - Language: a, b, c, d -Culture and Society: a, d, e, h -Learning: a, b, c, d, e, f, g			
EVALUATION				
SKILL	CRITERIA (%)	INDICATORS	INSTRUMENTS	STAGE
	a – 10%, c – 10%		Cooperative learning rubric	Formative

Production of oral texts	d – 10%, f – 10%	<ul style="list-style-type: none"> The student has a clear pronunciation and intonation following the studied phonetic-phonological patterns. The student is able to transmit basic recommendations and suggestions to keep a healthy life. 	Teacher’s rubric	Formative
			Test	Summative
Comprehension of oral texts	b – 10%, c – 10%	<ul style="list-style-type: none"> The student understands the causes of a disease, the symptoms and the diagnosis given by the doctor. The student adequately identifies most of the parts of the body when watching to the videos seen in class. 	Teacher’s rubric	Formative
			Cooperative learning rubric	Formative
			Test	Summative
Production of written texts	a – 10%, c - 10%	<ul style="list-style-type: none"> The student is able to apply the L2 sociolinguistic conventions in the written texts. The student is able to address the communicative purpose according to the task. 	Test	Summative
			Cooperative learning rubric	Summative
			Teacher’s observation checklist	Formative
Mediation	f – 10%	<ul style="list-style-type: none"> The student is able to interpret charts and data related to medical purposes. The student is able to act as an interpreter at the doctor when one person does not know the language. 	Teacher’s observation checklist	Formative
			Test	Summative
Comprehension of written texts	g – 10%	<ul style="list-style-type: none"> The student understands the specific information in a medical leaflet and a medical report. 	Teacher’s observation checklist	Formative
			Test	Summative

3.3. Content sequence

As mentioned before, there are two sessions a week (Tuesdays and Thursdays). Each session is 2 hours and 15 minutes long. There is usually a break of 10 minutes in between, so we will design a lesson plan that will consider approximately a full lesson of 2 hours. We have decided to divide this unit into 5 sessions which will amount to 12 hours and a half covering a period of three weeks. This unit will be taught during the third term between the 4th of May and the 19th of May.

The following tables will offer specific details about the day-to-day lesson planning including information about the expected order of the activities, the contents that the session will be focused on, competences associated, resources and expected time:

Final task: To create a 2-minute video for the rest of the EOI students with healthcare instructions to avoid the spread of COVID19. (Groups of 5)

LESSON 1 DATE: May 5, 2020

Seq.	Task	Skills	Group dynamic	Content	Competences	Resources	Time
1	Warm-up activity: How was your weekend?	Production of oral texts	Class	Revise past tense Hobbies and chores	Lexical and syntactical		5 min
2	Listen to the song “I will survive” by Gloria Gaynor and complete the gaps with the words in the box	Comprehension of oral texts and production of written texts	Pairs	Revise past tense	Intercultural and sociocultural	Worksheet	10 min
3	Read the questions and discuss with your partner	Comprehension of written texts and production of oral texts	Pairs	Love relationships Global issues COVID pandemic	Lexical and syntactical	Worksheet	5 min
4	Correction of seq. 3 and the teacher writes in the blackboard the main issues that the world is facing	Production of oral texts	Class	Global issues, COVID pandemic	Lexical	E-board	5 min
5	The teacher highlights the word “COVID” and writes the objectives of this didactic unit.	Comprehension of oral texts	Class			E-board	5 min
6	Ask your students what would they like to learn in this unit				Strategic	Blackboard	5 min
7	Reading activity	Comprehension of written texts		Health, body parts	Lexical, strategic	Worksheet	10 min
8	Vocabulary practice	Production of written texts		Health, body parts	Lexical		15 min
<i>Break</i>							
9	Watch a video about a visit to the pharmacy	Comprehension of oral texts	Individual	Health, drugs	Lexical, functional, sociocultural	Worksheet	5 min
10	Activities about the video	Production of written texts	Groups of three	Health, drugs, symptoms	Strategic, phonetic-phonological, functional, intercultural	Worksheet	20 min
11	Vocabulary practice	Production of written texts	Groups of three	Health, drugs, symptoms	Lexical, syntactic, discursive	Worksheet	10 min
12	Role-play: Buying at a pharmacy: client, friend and pharmacist	Production of oral texts and comprehension of oral texts	Groups of three	Health, drugs, symptoms	Lexical, syntactic, functional	Notebook	20 min

13	Reflection on the session and round of questions and comments	Class	Learning strategies, attitudes	5 min
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LESSON 2 DATE: May 7, 2020

Seq.	Task	Skills	Group dynamic	Content	Competences	Resources	Time
1	Write down the objectives of the day and explain briefly				Learning strategies, attitudes		5 min
2	Homework correction: Doubts about the translation of the song "I will survive"	Production of written texts	Class		Sociocultural		15 min
3	Activate prior knowledge with speaking activities: Do you think men or women go more often to the doctor? What reasons do you think people give for not going to the doctor?	Comprehension and production of oral texts	Pairs	Health, doctor's appointment	Sociocultural, lexical, syntactic	Textbook, page 62 A	15 min
4	Seeing the doctor. Listening activity	Comprehension of oral texts	Individual	Health, doctor's appointment	Lexical, discursive, syntactic	Youtube	10 min
5	Vocabulary practice. Complete sentences with words in the box. Underline the correct alternative.	Production of written texts	Pairs	Health, indicating symptoms	Lexical, syntactic	Textbook page 63 C, and 4	5 min
6	Filling in a patient history form	Production of written texts	Individual	Health, indicating symptoms	Discursive, strategic	Worksheet	10 min
<i>Break</i>							
7	Predict information on a visit to the doctor. Most frequent structures in patient-doctor interaction.	Comprehension of oral texts and production of oral texts	Pairs	Health, doctor's appointment	Strategic, discursive	Textbook, page 63 5	15 min
8	Pronunciation practice. The sound of vowels /æ/ /ʌ/ /ɪ/	Production of oral texts	Class	Health	Phonetic-phonological	Worksheet	15 min
12	Role-play: Having a doctor's appointment with an interpreter	Production of oral texts, comprehension of oral texts and mediation	Groups of 3	Health, drugs, symptoms	Lexical, syntactic, functional	Notebook	30 min

13	Reflection on the session and round of questions and comments	Individual	Learning strategies, attitudes	5 min
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LESSON 3 DATE: May 12, 2020

Seq.	Task	Skills	Group dynamic	Content	Competences	Resources	Time
1	Brief explanation on the objectives of the day				Learning strategies, attitudes	E-board	5 min
2	Division of the class in the groups of 5 people that will do the final task together and explanation of the final task.			Final task	Learning strategies	E-board	5 min
3	Homework correction	Production of oral and written texts		Health	Lexical, syntactic, ortho-typographical		15 min
4	Interpreting some figures about most common reasons to go to the doctor in the USA	Comprehension of written texts, production of oral texts and mediation.	Groups	Health	Lexical, sociocultural	Worksheet	10 min
5	Think about your health. What do you do to keep your body healthy?	Production of oral texts	Individual	Health, food	Lexical, syntactic, functional	Worksheet	5 min
6	Interview your group about their healthy habits.	Comprehension and production of oral and written texts	Groups	Health, healthy habits	Lexical, syntactic, functional, discursive	Worksheet	10 min
7	Compare results and share with the class.	Production of oral texts	Groups	Health, healthy habits	Lexical, syntactic, discursive		10 min
<i>Break</i>							
8	Reading activity on Coronavirus. Answer to the questions and discuss with your group.	Comprehension and production of written and oral texts	Groups	Health, COVID	Lexical, syntactic, functional	Worksheet	20 min
9	Revision of modal verbs.	Comprehension of oral texts	Class		Syntactic	Worksheet	20 min
10	What can you do on phase 1? Which things could you do in the past that now you can't? Revision of past tense.	Comprehension and production of oral texts.	Groups	Health, COVID	Syntactic, lexical		15 min
11	Reflection on the session and round of questions and comments		Class		Learning strategies, attitudes		5 min

LESSON 4 DATE: May 14, 2020

Seq.	Task	Skills	Group dynamic	Content	Competences	Resources	Time
1	Brief explanation on the objectives of the day				Learning strategies, attitudes		3 min
2	Brainstorm. What are the reactions of famous artists to COVID?	Production of oral texts	Class	Health, artists, videos	Lexical, syntactic		2 min
3	Watch videos made by famous artists to encourage people to stay at home. Write down their recommendations	Comprehension of oral texts and production of written texts	Groups	Health, COVID	Lexical, syntactic, discursive	Youtube	5 min
4	What structure do these videos have?	Production of oral texts	Groups	Health	Discursive, strategic	Worksheet	10 min
5	Preparation time for the final task: - Script writing - Prompts preparation	All	Groups	Health	Lexical, functional, discursive	Worksheet Materials brought by the teacher (cardboard, crayons, markers...)	20 min
6	Tutorial on Movie Maker and how to edit clips.	Comprehension of oral texts	Class	ICT	Strategic	E-board	20 min
<i>Break</i>							
7	Practice for the test.	Comprehension and production of written texts	Class	Revision unit 8 - 11	Lexical, syntactic, ortho-typographical, discursive, functional	Practice test	20 min
8	Preparation for the final task: - Script writing - Prompts preparation - Video recording	All	Groups	Health	Lexical, functional, discursive	Worksheet Materials brought by the teacher (cardboard, crayons, markers...)	35 min
9	Reflection on the session and round of questions and comments		Class		Learning strategies, attitudes		5 min

LESSON 5 DATE: May 19, 2020

Seq.	Task	Skills	Group dynamic	Content	Competences	Resources	Time
1	Brief explanation on the objectives of the day		Class		Learning strategies, attitudes	E-board	5 min
2	Test	Comprehension and production of written texts	Individual	Revision unit 8 - 11	Lexical, syntactic, ortho-typographical, discursive, functional	Test	60 min
<i>Break</i>							
3	Watching the final task	Comprehension of oral texts	Class	Health, COVID	Lexical, syntactic, discursive, functional	E-board	20 min
4	Reflection on the final task and learning goals	Production of written texts	Class		Learning strategies, plurilingual strategies, attitudes	Worksheet	15 min
5	Filling in the cooperative rubric	Production of written texts	Individual		Learning strategies, attitudes	Cooperative rubric	15 min
6	Explanation of the objectives for the next week (last week of class)				Learning strategies, attitudes	E-board	5 min

3.4. Methodological guidelines

Aligned with the methodology that impregnates the whole teaching programme, this didactic unit intends to follow and respect the same principles focused on the communicative approach which takes into consideration the development of the five skills of language: production and co-production of oral and written texts and mediation. In order to do so, the approach that this didactic unit takes is task-based language learning. The social product the students have to create at the end of the 5 lessons is a video containing recommendations to keep a healthy and safe environment at the EOI when classes resume, that is, instructions such as washing your hands, maintaining social distancing, wearing mask, using hand sanitizer, etc. Task-based language learning goes hand in hand with cooperative learning as the groups of five members will have to work together in order to accomplish the final goal.

The process of teaching is student-centered as activities will be adjusted depending on the learning style and rhythm of our students. Student-centered learning also implies that students are responsible for their learning process and that is why we will scaffold their knowledge in order to empower them to be able to create the final video and decide which instructions they want to include as well as the edition of the video itself. We have decided that the final task will be a video as the regulation also encourages to promote ICT use and learning. On top of that, if classes became fully online or blended learning was implemented, the videos would still be useful as they could be posted on the EOI website and the recommendations would also be valid in working environments or at home.

Finally, developing students' autonomy also means establishing clear goals for every lesson that will be shown on the e-board every day. This simple action will allow students to have a visual representation of what is going to be learnt in class. Showing the objectives explicitly may help students have a clear goal and discuss what they would like to focus on. Similarly, every lesson should contain room for reflection on the process of learning. At the end of the session, there will be some time dedicated to think about what students have learned, how they have learnt it, and what they need to focus on for the next session.

3.5. Learning and teaching activities

Some of the contents that will be taught during this didactic unit are included in Annex I. I have developed what the first class would be like: an introductory lesson to the topic of health with emphasis on the vocabulary related to diseases and parts of the body. I have included activities related to the four skills of language: production of oral and written texts as well as comprehension of oral and written texts.

3.6. Resources

The resources we are going to use for this unit are as follows:

- Clare, A. et al. (2011). *Speakout*. Pre-Intermediate. Pearson: UK.
- Gairns, R. & Redman, S. (2008). *Oxford Words Skills*, Basic Student's Pack, Oxford University Press: UK.
- ISL Collective. (n. d.). Retrieved from <https://en.islcollective.com/english-esl-worksheets/grammar/present-simple-tense/visiting-doctor/62634>

- Delac, Filip. (July 20, 2018). Movie maker tutorial for beginners. Retrieved from https://www.youtube.com/watch?time_continue=34&v=aoc5ppLhPbE&feature=emb_log
- EnglishCurrent.com (n. d.). Retrieved from <https://www.englishcurrent.com/wp-content/uploads/2012/03/body-worksheet-labels.png>
- LinguaHouse.com (n. d.). Retrieved from <https://www.linguahouse.com/en-GB/esl-lesson-plans/general-english/at-the-pharmacy>
- Mad English TV. (August 30, 2017). At the pharmacy. Retrieved from <https://www.youtube.com/watch?v=e3usANOiRR8>

3.7. Assessment proposal

The assessment for this didactic unit is based, as all of the units of this curriculum, on the learning criteria established by the current legislation applied to the five skills or activities of language. The learning criteria and their correspondent grading percentages that have been selected are as follows:

1. Production and co-production of oral texts. (40%)

- a) The student is able to pronounce and intonate in a clear and intelligible way by using foreign accent and intonation and making errors that do not interfere with the global comprehension of the message. (10%)
- c) The student is able to transmit basic information and instructions such as directions, price, means of transport, products and goods. (10%)
- d) The student is able to make brief and prepared public declarations before an audience on a common topic. (10%)
- f) The student is able to describe and compare, in a simple clear way, by using basic descriptive vocabulary about people, places, objects, daily-life actions, through a simple relation between elements, as long as there was previous time for preparation. (10%)

2. Comprehension of oral texts (20%)

- b) The student knows how to apply the most adequate strategies in each case to understand the general meaning, the essential information, the main ideas and the most relevant details of the text. (10%)
- c) The student is able to distinguish the most relevant communicative function or functions of the text and a common repertoire of its elements, as well as basic discursive patterns related to text organization. (10%)

3. Production and co-production of written texts (20%)

- a) The student is able to apply basic relevant-to-the-L2-language-and-culture sociocultural and sociolinguistic aspects when producing and co-producing written texts, with some incongruences when formulating which do not impede socializing in a simple effective way (for instance: to deal with brief social exchanges where usual courtesy forms or greetings are used, to respond to basic functions of the language using the most common forms in line with basic behavior routines). (10%)
- c) The student knows and is able to perform the main functions required by the communicative purpose, using some of the most usual elements depending on the contexts and he or she is able to use, with external help, general and frequent discursive patterns to organize the written text according to its genre and type. (10%)

4. Mediation (10%)

- f) The student is able to repeat or reformulate what he or she said in a simpler way in order to clarify or make his or her speech more comprehensible for the rest of the addressees. (10%)

5. Comprehension of written texts (10%)

g) The student is able to locate predictable and specific information in concrete practical written texts, related to daily issues (for instance: letters, leaflets, ads in a website, etc.), and he or she is able to isolate such information depending on the immediate needs (for instance, an email from a specific department found on a website). (10%)

The assessment tools for this unit are a teacher's rubric for the final task, an observation checklist, a cooperative learning rubric and a test (See Annex II). The teacher's rubric will take into consideration the final product. The teacher's observation checklist is meant to be used during the whole process. The cooperative learning rubric will be used as self-assessment and will measure the degree of cooperation the members of the group have carried out during the creation of the video, and, finally, the test is designed to measure the skill of production and coproduction of written texts (writing) and the comprehension of written texts (reading), following the same format of the final test, for those students who decided to take the summative final exam at the end of the academic year.

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ANNEX I: LEARNING AND TEACHING ACTIVITIES - LESSON 1 DATE MAY 5, 2020

Worksheet



Listen to the song and complete the gaps with the words in the box. Remember to use the verbs in the past simple.

I WILL SURVIVE by Gloria Gaynor

BE (x2)	SPEND (x2)	WALK	TAKE	FEEL
---------	------------	------	------	------

At first I _____ afraid, I _____ petrified
 Kept thinking I could never live without you by my side
 But then I _____ so many nights thinking how you did me wrong
 And I grew strong
 And I learned how to get along
 And so you're back
 From outer space
 I just _____ in to find you here with that sad look upon your face
 I should have changed that stupid lock, I should have made you leave your key
 If I'd known for just one second you'd be back to bother me

Go on now, go, walk out the door
 Just turn around now
 'Cause you're not welcome anymore
 Weren't you the one who tried to hurt me with goodbye
 Do you think I'd crumble
 Did you think I'd lay down and die?

 Oh no, not I, I will survive
 Oh, as long as I know how to love, I know I'll stay alive
 I've got all my life to live
 And I've got all my love to give and I'll survive
 I will survive, hey, hey

 It _____ all the strength I had not to fall apart
 Kept trying hard to mend the pieces of my broken heart
 And I _____ oh-so many nights just feeling sorry for myself
 I used to cry
 But now I hold my head up high and you see me
 Somebody new
 I'm not that chained-up little person and still in love with you
 And so you _____ like dropping in and just expect me to be free
 Well, now I'm saving all my lovin' for someone who's loving me
 Go on now, go, walk out the door
 Just turn around now
 'Cause you're not welcome anymore
 Weren't you the one who tried to break me with goodbye
 Do you think I'd crumble
 Did you think I'd lay down and die?

 Oh no, not I, I will survive
 Oh, as long as I know how to love, I know I'll stay alive
 I've got all my life to live
 And I've got all my love to give and I'll survive
 I will survive



Check your answers with a partner and discuss the following questions:

- What is the main topic of the song?
- Why do you think the singer has to survive?
- Are there similar songs in Spanish? Are these songs about love or about other topics?

READING ACTIVITY



Read the text and answer to the following questions. Discuss with your partner:

If we caught cold, if we have a strong headache, have a running nose, cough and high temperature, we must make an appointment and go to the family doctor. A doctor will do a quick checkup, that is, he will listen to our heart and lungs and will also check our kidneys, liver, stomach, eyesight and hearing. After that, the doctor may order a blood analysis, take our blood pressure and x-ray us. The nurse will be in charge of doing that. The nurse may also take our temperature.

In my case, last time the nurse took my temperature, it was quite high: 38.1. The doctor asked which symptoms I had. After I explained to her, she diagnosed my case as the flu. Then she wrote out a prescription for some medicines: ibuprofen pills and a cold syrup for congestion and cough. The result of my x-ray examination and blood analysis was normal, but I was low on iron, so, in order to stop the anemia, the doctor prescribed some iron supplements that I need to take every day in the morning before having breakfast for 5 months. For the flu, I followed the prescribed treatment for 10 days, but, after two days, I was better and in a week, I felt completely recovered.

The text is about:

- Visiting a doctor

- b) Reading a book about the flu
- c) Taking care of a sick person
- d) Serious complications at the hospital

Answer to the following questions and discuss with your partner:



1. Who took the temperature at the hospital?
2. What did the doctor diagnose?
3. What was the result of the blood analysis?
4. For how long did I follow the treatment against the flu?

[Retrieved from <https://en.islcollective.com/english-esl-worksheets/grammar/present-simple-tense/visiting-doctor/62634>]

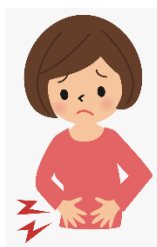
VOCABULARY PRACTICE



Read the following symptoms and determine the disease from the pictures above:



shutterstock.com • 1470808466



shutterstock.com • 1108314056

HEADACHE

TOOTHACHE

STOMACHACHE

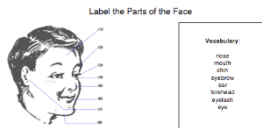
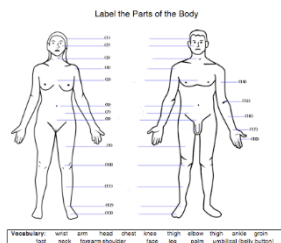
BACKACHE

ALLERGY

1. Oh, I can't focus on this work. My head is about to explode. It hurts so much. I feel dizzy and nauseous.
2. I can't eat, I can't open my mouth and if I have cold or hot drinks, the pain is bigger. I need to go see a doctor.
3. I think I ate too much this afternoon. We had a birthday celebration and I had three portions of cake. And the cake had milk and I'm lactose-intolerant. Now, I've got a bit of a _____.
4. The office job kills my back. I am sitting 8 hours a day in the same position and since last week, I feel like a big tension on the lower part of my back. I think I need to go and see a doctor so he prescribes me something for this _____.
5. My favorite season is Summer. It's hot and you can go on holidays and enjoy the sun. On the other hand, I hate Spring because my eyes and nose are itchy, I sneeze very often and I feel congested most of the day. I can't even go outside because my symptoms get worse. I have a very bad Spring _____.



Determine the parts of the body and relate them with the picture:



Retrieved from <https://www.englishcurrent.com/wp-content/uploads/2012/03/body-worksheet-labels.png>

VOCABULARY PRACTICE FROM THE TEXTBOOK SPEAKOUT



VOCABULARY

ILLNESS

2 A Match problems 1–4 below with advice a)–d).

- 1 You have **got a headache/ backache**.
 - 2 You have **caught a cold/flu**.
 - 3 You have **broken your arm/leg**.
 - 4 You have a **sore throat** and a **bad cough**. You also have a **high temperature**.
- a) Take some **medicine/antibiotics**.
 - b) Go to the hospital for an **X-ray**.
 - c) **Get some rest**, and **drink lots of hot drinks**.
 - d) Take some **painkillers/pills**.

B  **6.5** **DIFFICULT WORDS: spelling versus pronunciation** Check your pronunciation. Listen and repeat.

C Work in pairs. Discuss. What do you do when you have a cold/headache/flu to make yourself feel better?

A: *I usually go to bed with a hot drink. How about you?*

B: *I don't do anything. I just carry on working.*

A VISIT TO THE PHARMACY

Pre-activity.



Discuss with your partner:

- Where do you usually buy your medicines? Can you describe how your pharmacy looks like? What do you usually buy at the pharmacy?
- Can you describe the interaction at a pharmacy between the client and the customer?

While watching the video



Now we are going to watch a video of a visit to the pharmacy in Canada. The process of buying medicines at a pharmacy varies from country to country and it is not like in Spain.

<https://www.youtube.com/watch?v=e3usANOiRR8>



Watch the video and answer to the questions individually. Then compare your answers with you group:

1. Where do Canadians buy their medicines?
2. Which two areas can you see when you enter the pharmacy?
3. What are the most frequent medicines that you can buy at the pharmacy?
4. What does the client need to do in order to buy medicines?
5. Which differences and similarities can you see between Spanish and Canadian pharmacies?



Now let's share this information with the class.

VOCABULARY PRACTICE



Complete the dialogue with your group:

At the Pharmacy

linguahouse.com

PRACTICAL ENGLISH

Complete the dialogue with the words below.

advice
pillsbacteria
probioticsexpensive
side effectsin stock
tap

Pharmacist: Next please.

Customer: Hi, I have this prescription for Bactrim from my doctor. Do you have it _____ ?

Pharmacist: Let me see. Hmm, give me a minute to check. Yes, we have it - here it is.

Customer: Oh, good.

Pharmacist: Now, you need to take these _____ twice a day with meals, once in the morning and once in the evening.

Customer: How long do I need to take them for?

Pharmacist: Five days. It's important that you finish the whole package.

Customer: Okay. Are there any _____ ?

Pharmacist: Er, you might feel a little sleepy, so if you do, it's better that you don't drive.

Customer: That's good _____. Is there anything else that I should know?

Pharmacist: Yes. It's a good idea to take _____ with this medicine.

Customer: Oh, what do they do?

Pharmacist: They help the good _____ in your stomach. I recommend these.

Customer: Are they _____ ?

Pharmacist: No, not very.

Customer: Hmm, well okay then. Can I pay with my card?

Pharmacist: Of course, just _____ it on the machine. Thank you.

Customer: Great, thanks. And thanks for your help.

Pharmacist: No problem. Bye.

Customer: Bye.

Retrieved from [<https://www.linguahouse.com/en-GB/esl-lesson-plans/general-english/at-the-pharmacy>]

Complete the table with the following information. You can also add the sentences you already know:

To greet	To express what you need	To ask for information	To pay	To farewell
Hello...	I would like...	Are there any side effects?	How much is it?	Bye







ROLE PLAY ACTIVITY






Imagine you are going to buy at a pharmacy in Canada. One person will play as the pharmacist. Another person will be the customer and another person will be the customer's friend. Create a whole dialogue and present it to the class.

REFLECTION ON THE SESSION

What have you learned today? Think about the role play activity and how you performed in this activity.

If you were the client...			
Did I buy what I needed?			
Did I use the words I needed to buy the medicines?			
Did I use the structures I have learned to buy the medicines?			
Did I ask for repetitions to the pharmacist?			
Was my message clear and well-pronounced?			
If you were the pharmacist...			

Did I sell what the client needed?			
Did I use the words I needed to sell the medicines?			
Did I use the structures I have learned to sell the medicines?			
Did I advise the client on how many times he needs to use the medicines?			
Was my message clear and well-pronounced?			
If you were the friend accompanying the client...			
Did I support my friend in the communicative tasks?			
Did I use the words I needed to talk about the medicines?			
Did I use the structures I have learned to participate in the conversation?			
Did I advise my friend on how many times he needs to use the medicines?			
Was my message clear and well-pronounced?			

ANNEX II: ASSESSMENT TOOLS

1. Teacher's rubric for the final task

	Outstanding 3	Good 2	Needs to improve 1	Does not qualify 0
Communicative Goals	<ul style="list-style-type: none"> -Excels at transmitting basic information and instructions to maintain safety at working environments and the school against COVID19. - Expresses brief and prepared public declarations related to health. -Excels at describing and comparing by using basic vocabulary about health issues. 	<ul style="list-style-type: none"> - Transmits basic information appropriately with minor errors. -Expresses brief and prepared public declarations appropriately with minor errors. -Describes and compares using basic vocabulary about health issues with minor errors. 	<ul style="list-style-type: none"> -Transmits basic information with errors that difficult communication. - Expresses brief public declarations with difficulties and long pauses that compromise the message. - Describes or compares with some errors which compromise communication. 	<ul style="list-style-type: none"> -Errors and pauses difficult severely communication. -Is not able to express declarations before an audience as errors and long pauses severely difficult communication. - Is not able to describe or compare.
Task Completion	<ul style="list-style-type: none"> -The group was able to make a video following most of the guidelines given by the instructor. - The video contained recommendations for the EOI students with regards to COVID19. 	<ul style="list-style-type: none"> -The group was able to make a video following some of the guidelines given by the instructor. - The video contained recommendations for the EOI students with regards to COVID19. 	<ul style="list-style-type: none"> -The group was able to make a video, even though most of the guidelines provided by the instructor were not followed. 	<ul style="list-style-type: none"> -The group was not able to make a video or the video does not follow the topic and guidelines given by the instructor.
Vocabulary	<ul style="list-style-type: none"> -Uses a wide range of vocabulary applied to the topic and studied in class. 	<ul style="list-style-type: none"> -Uses some vocabulary applied to the topic and studied in class. 	<ul style="list-style-type: none"> -Uses a limited amount of vocabulary applied to the topic and studied in class. 	<ul style="list-style-type: none"> -The amount of vocabulary used is insufficient. -The lexical items of the video are

	-The quality of the content is excellent and is adapted to the goals of the task.	-The lexical items of the video are adequate and adapted to the communicative goals.	-The lexical items of the video are limited and below A2 level.	clearly below A2 level.
Accuracy	-Uses linguistic structures with no errors or minor ones that do not affect the message. - Uses modal verbs adequately. - Uses commands appropriately.	-Uses linguistic structures with some errors. -Uses modal verbs with some errors. - Uses commands with some errors.	-Uses a limited amount of linguistic structures with some errors that may affect communication. - Uses modal verbs or commands with errors.	-Uses insufficient linguistic structures with major errors that difficult the comprehension of the message.
Fluency and pronunciation	-Speaks with excellent fluency and conveys the message with almost no hesitation. -Is aware of pronunciation patters and applies them successfully.	-Speaks with reasonable fluency and conveys the message with some minor pauses and interruptions. -Tries to pronounce applying the pronunciation rules studied in class.	-Speaks with some fluency, but mostly doubts about the message and needs obvious pauses to continue the speech. -The pronunciation gets affected by the L1.	-Speaks dubitatively, needing pauses that difficult communication. -The pronunciation gets severely affected by the L1 making comprehension difficult.
Digital Competence	-The group used the recording tool appropriately and the quality of the recording was excellent. -The group followed all the instructions to upload or send the instructor the clip.	- The quality of the recording was good with minor background noise. - The group used the recording tool. - The group followed the instructions to upload or sent the instructor the clip.	- The quality of the recording is bad and there is background noise. - The group was not able to use the features of the recording tool explained in class. - The group followed most of the instructions to upload or send the clip.	- The quality of the recording was bad with major background noise making comprehension difficult. - The group missed the deadline to upload or send the content to the instructor.

2. Observation checklist

The student...	1	2	3	4	5
...participates in the conversations using English as the main vehicle for communication.					
...expresses and justifies his/her opinions in a basic comprehensible way.					
... actively listens and answers to what his/her peer says.					
...is focused on completing the activities.					
...maintains a positive tolerant attitude in class.					
...has enough vocabulary and syntactic structures to express his/her ideas.					
...speaks with precision and accuracy.					
...speaks with an adequate degree of fluency.					

...uses the linguistic elements studied in class.					
... takes the lead in the group dynamics and proposes ideas to incorporate to the tasks.					
... uses adequate strategies to maintain the conversation and negotiate ideas.					
...tries to anticipate the information that the other students are trying to convey.					
... corrects peers in a tolerant positive way and shows interest towards peers' learning.					

3. Cooperative learning rubric

<h2>Cooperative Learning Rubric</h2>				
Name _____		Class Period _____		Date _____
Category	4	3	2	1
Contribution to Group Goals Score: _____	Consistently and actively works toward group goals; willingly accepts and fulfills individual role within the group.	Works toward group goals without occasional prompting; accepts and fulfills individual role within the group.	Works toward group goals with occasional prompting.	Works toward group goals only when prompted.
Consideration of Others Score: _____	Shows sensitivity to the feelings and learning needs of others; values the knowledge, opinion, and skills of all group members.	Shows and expresses sensitivity to the feelings of others; encourages the participation of others.	Show sensitivity to the feelings of others.	Needs occasional reminders to be sensitive to the feelings of others.
Contribution of Knowledge Score: _____	Consistently and actively contributes knowledge, opinions, and skills without prompting or reminding.	Contributes knowledge, opinions, and skills without prompting or reminding.	Contributes information to the group with occasional prompting and reminding.	Contribute information to the group only when prompted.
Working and Sharing with Others Score: _____	Helps the group identify necessary changes and encourages group action for change; does assigned work without reminders.	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding.	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work.	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work.
Total Overall Score _____	Comments:			

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Retrieved from Prof. Trinidad Jerez's class notes on the course on assessment.

4. Test³

COMPREHENSION OF WRITTEN TEXTS

Name:

Date:

Top websites for travel tips

More and more people are booking their holidays on the internet, so we've looked at some useful websites to help you.

1. If you can't decide where to go on holiday, look at www.worldreviewer.com for some ideas. First you can look at the interactive weather map, which tells you when different parts of the world are hot and sunny. Then there is lots of information about different places to visit with photos and travellers' reviews. Here you can read about what other travellers really think about the place you are going to.
2. You can find great advice on which hotel to choose on www.tripadvisor.com. It has reviews and information on over 400,000 locations. You can also compare prices of different holidays to make sure you don't pay too much. And finally, there are photos of places to visit and fun travel stories, too.
3. If you want more than just a holiday, try www.thepodsite.co.uk. Here you can find out about holidays where you can work or volunteer and spend some time learning new skills and meeting new people. You can travel anywhere in the world to do all kinds of different jobs, from building in Tanzania to looking after elephants in Thailand. Just think what you could do.
4. Have you ever wanted to edit your own travel guide? Go to www.ivebeenthere.co.uk and you will be able to do just that. Using this site, you can create your own guides, choosing from the hundreds of different tips. Then just print it out and take it with you when you go. Make a guide for hostels in Southeast Asia, cafés in Italy, or family fun in New York. When you find another interesting tip, just add it to the list. Happy travelling.

A) Find words in the article to match definitions 1-6. (___ / 6) ___ / 10

- 1 making a reservation: _____
- 2 someone's opinion in writing: a _____
- 3 places: _____
- 4 abilities/things you can do: _____
- 5 make changes to improve a piece of writing: _____
- 6 places where you can eat and sleep cheaply for a short time: _____

B) Which websites do you think these people should look at? Write 1, 2, 3, or 4. (___ / 4)

- 1 Tom and Amanda want to travel around the world but they would like to do something useful. They both love working with animals. _____
- 2 Michail doesn't buy travel guides because they contain information which he doesn't need or which is out-of-date. _____
- 3 Kamil doesn't mind where he goes to but he doesn't want to go anywhere which is too hot. _____
- 4 Eva wants to hear stories about what has happened to other travellers. _____

CO-PRODUCTION OF WRITTEN TEXTS

Name:

Date:

You work for **DEAR LUCY'S BLOG**. Respond to one of your reader's problems and give her some advice to solve her problem. Write about **100 words**.

May, 25, 2020

My child spends all the time in front of the computer or on his mobile. I know he is only a teenager, but I'm his parent and I don't know what to do.

What do you think the problem is? Can you help? You are always so clever! Do you have any ideas?

³ This test is a real example used at the EOI provided by my internship supervisor.