Universidad de Alcalá

Syllabus Design for 4ESO

Trabajo Fin de Máster

Máster Universitario en Formación del Profesorado

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1. The contextual factors of the school and classroom setting

  The present syllabus design has been planned for the fourth year of secondary school (henceforth 4º ESO) group of students that belong to the bilingual section of the San Juan Bautista high school (henceforth IES San Juan Bautista) in Madrid. Throughout this school year, students are intended to achieve a B2 English level. This syllabus design is contextualized within the parameters of the current Educational Law D. 48/2015, issued the 14th of May, which establishes the statutory secondary education's curriculum of the Community of Madrid. The law guarantees an improvement in the educational quality by complementing the main curriculum established in the national law R.D 1105/2014, as it modifies the organization of the latter, as well as its objectives and the requirements to obtain specific certificates.

  This year long plan is designed for a bilingual state school in Madrid, located in an urban area in the northeastern part of it. The neighborhood, San Juan Bautista, is populated by a total amount of 12. 737 citizens, according to the local government's data bank, and it belongs to the district of Ciudad Lineal, characterized for being a calm residential area next to the M-30 highway. The district is composed by both Spanish and British families, as well as by some South American ones, whose socio-economic profile belong to the middle class and who are well integrated into the neighborhood. As stated in the local government's data bank an 89,5% of the district's population are Spanish while a 10,5% are foreigners. Due to their origin, both Spanish and South-American families have no difficulty in understanding the language and as for the British families, their command of Spanish is adequate. In addition, the school is surrounded by a park, where students will be able to enjoy diverse lessons. Moreover, it is next to both a sports center and a cultural center, where many students attend extracurricular activities after school.

  IES San Juan Bautista is a bilingual state school that teaches students from the age of 12 to the age of 18. With an approximate number of 25 students per class, the high school has four groups for each year of the statutory secondary education, six groups for each year of the non statutory education and four groups in the learning and performance improvement programs (PMAR) section. Educators there are keen on group learning, which explains why students are arranged in either pairs or threesomes within the classrooms and seated in movable desks, which is very beneficial as they are easy to relocate for activities that require movement. With

regard to school facilities, classrooms are equipped with whiteboards, as well as with traditional blackboards, a projector and a computer for both the students and the teachers to use. Furthermore, the institution has a big library with multiple English reading books for students to borrow, a language laboratory dedicated for foreign language acquisition and an assembly hall generally used to hold teacher – parent meetings and long conferences that involve more than one class.

Concerning the 4º ESO group characteristics, it is a class composed of 25 students: 14 girls and 11 boys. As a consequence of having studied in the high for the complete four school years that encompass the statutory secondary education, both Spanish and South American students already know the majority of their classmates and are familiar to the teachers, their teaching methods, the different subjects and the high school rules. However, there is a British student, new to the class, and hence new to the system. Bearing in mind the fact that he is a British -born second generation boy, his command of English is outstanding, which is very beneficial for the rest of the students, and his use of Spanish is adequate, since he has studied within the Spanish schooling system before. Therefore, this allows him to perform well in the rest of the subjects which are not taught in English and, what is more, to socialize with his classmates. As for South American students, they were born in Spain, this implying they are also second-generation immigrants. On account of this, they master the Spanish language and consequently, have no difficulty in understanding teachers outside the class or in interacting with peers. Furthermore, just as the Spanish students, as they have studied in IES San Juan Bautista in previous years and in the bilingual section, their proficiency with the English language is quite good, regardless of the skill, and their attitude towards improving it is also very positive. In general terms, all students within the classroom have an adequate level, regarding the Spanish language, and their academic performance is quite good, since they are all very much involved with the classroom activities. Moreover, their relationship with peers is excellent; they work well together, both in pairs and/or groups and aid each other, which favors a positive learning environment. Such cultural diversity provides the class with a very rich combination in terms of language and culture and therefore, allows students to learn from one another while performing classroom activities and in peer assessment.

The group, however, also includes a student who requires special educational needs, for she has a motor disability and makes use of a wheelchair [Section 5 describes the specific educational needs and an intervention plan in detail].

2. Student learning outcomes

2.1. General learning outcomes

According to the parameters of the current Educational Law D. 48/2015, issued the 14th of May, the general learning outcomes proposed in the following table are intended at teaching students the four skills, learning how to learn, socio – cultural values and a positive attitude towards the foreign language. In this way, these general results aim learners to understand and develop critical thinking in all four skills, so as to produce suitable outcomes using the language in an appropriate way in terms of grammar, lexicon and pronunciation. Moreover, its goal is for students to develop effective study tools, such as creating concept maps and developing symbols that represent concepts, which will favor their learning, and it also intends for them to engage with the subject, not only in terms of understanding and production, but also with regards to intercultural pragmatics and the socio-cultural aspects of others.

Written and oral language cognition

Understand language forms and functions.
Identify key and supportive ideas in listening and reading extracts.
Develop extensive reading and listening.

Written and spoken interaction

Use the appropriate grammar structures and vocabulary to ask questions, affirm, debate, generalize and formulate hypothesis.
Develop critical thinking to convey complex ideas in written and oral texts.
Self-assess written and oral performance.

Lexical and phonetic repertoire

Associate sounds to meaning despite the lack of correlation between English spelling and pronunciation
Use a wide range of linking devices in order to produce cohesive messages.
Adopt appropriate intonation, stress and rhythm in oral speech.

Critical skills and effective study tools

Develop critical thinking in academic contexts.
Integrate technological devices in the learning process in order to aid students in the access to information.
Identify main ideas and additional information.

Intercultural awareness and motivation

Raise awareness of contrastive aspects of the foreign language.
Engage personally with the socio-cultural characteristics of others.
Develop a good atmosphere where learning is enhanced at its highest.

2.2 The curricular integration of Competences

According to the parameters of the RD 1105/ 2014, issued the 26th of December, and the Orden ECD/65/2015, issued the 21st of January, the curriculum will integrate the objectives of each educational stage, as well as the connection of these competences to the contents and the assessment criteria of each level. The 4ESO key competences include:

a) Competence in linguistic communication: It requires the individual to interact with others by becoming active participants in their learning. It comprises lexical, grammatical, semantic and phonetic dimensions, as well as pragmatic-discursive, socio-cultural and strategic components that allow the individual to express him/herself in specific and contextualized communicative situations. In addition, it also works on the individual's personal component since it focuses on his/her attitude, motivation and personality, developing his/her capacity for socialization, respect, citizenship and critical spirit.

b) Mathematical competence and basic competences in science and technology: It involves applying mathematical, technological and scientific knowledge to specific personal, social, professional or scientific contexts. It implies that the individual is able to connect his/her conceptual knowledge to the procedural knowledge, as well as to approach the physical world by interacting respectfully with it. This competence enables responsible and respectful citizens, who develop critical judgments when faced with challenges and problems typical to scientific activity.

c) Digital competence: It involves the creative, critical, safe and responsible use of information and communication technologies to achieve objectives. This competence requires specific knowledge related to the language of digital competence and therefore implies an adaptation to the changes that these introduce. Thus, the competence requires attitudes of adaptation and the ability to interact socially around them, as well as collaborative work, motivation and curiosity for learning.

d) Learning to learn: It is a key competence for lifelong learning in formal and informal contexts. This competence fosters the ability to initiate, organize and persist in learning, thus requiring continuous motivation. It also requires knowledge on the mental processes involved in learning, leading to an effective and autonomous learning.

e) Social and civic competences: It involves the ability to use one's knowledge about society to interpret its phenomena and problems, develop responses, make decisions and resolve conflicts. It focuses on creating democratic citizens that participate actively in civic life. It requires the development of tolerance, integrity, empathy, respect and communication to ensure both the collective and one's personal well-being.

f) Sense of initiative and entrepreneurship: It develops the ability to transform ideas into actions by recognizing how to select, plan, cope with knowledge and make decisions in order to achieve a goal. It also requires cooperative working and leadership skills as well as responsibility, to form future entrepreneurial citizens with a creative mindset.

g) Awareness and cultural expression: It involves becoming acquainted in the cultural life of one's own community, its preservation and its artistic heritage as well as in others' communities. It requires specific knowledge in the development of thinking skills, sensitivity and aesthetics, as well as cooperation skills and freedom of expression.

2.3 Underlying outcomes organizational rationale

So far in chapter 2 I have dealt with the general learning outcomes stated in the current educational law on a national level and, more specifically, according to the parameters of the Community of Madrid. In accordance to these, I have established my own criteria. In this way, for the long-term course goals, my aim is to teach students the four skills, learning how to learn, socio – cultural values and a positive attitude towards the foreign language, not only by having them understand and develop critical thinking, but also by encouraging them to engage with the subject becoming active participants in their learning, monitoring their own process. In addition, a brief summary of the curricular key competences, as stated in the current Spanish educational law, has been mentioned, as they are relevant for understanding the specific final objectives of the educational stage.

It is important that pupils develop all seven competences equally, not only for academic purposes but also for their future professional career. By complying with these, they improve their communicative skills with others, for they are required to interact with peers; and they improve their capacity for socialization, respect and citizenship. Furthermore they connect with the real world by applying their own knowledge to personal, social, professional and scientific contexts, even through innovative methods that allow them to develop their creativity and reach their own goals. It is also important to mention that they broaden their understanding of responsibility since they become active participants in their learning process, employing tools that require continuous self- motivation in their acquisition, a very useful competence to develop for it can be applied in other contexts than the academic

one. Moreover, it develops student's ability to learn through cultures, fostering their respect towards others and applying their previous knowledge to new situations.

All in all, by developing all seven competences equally, students cultivate their sense of responsibility; they develop tolerance, integrity, empathy and respect towards others, as well as communication and with it, cooperative work.

3. Course Content

3.1 Contents of the subject in the official curriculum

As stated in the official curriculum D. 48/2015, English is structured in four different blocks. These sections are considered as the main axes of the subject since they contain the objectives students are intended to reach when comprehending and producing the language. Moreover, they require learners to consciously apply communicative strategies and organize and control their speech, correcting themselves if necessary, fostering their autonomy and helping them take risks, face challenges and develop their entrepreneurial spirit. The curriculum that has been designed complies with the Spanish educational law in such a way that it intends to form well-prepared students that are able to face communicative contexts in the real world. It is designed for them to take part and integrate accordingly in situations that stimulate their personal development and help them in personal, public, academic and professional contexts. In this way, the first section deals with the comprehension of oral texts and it focuses on the sociocultural and sociolinguistic aspects of the oral component, on syntactic-discursive structures — lexicon, sound, rhythm and intonation, and in comprehension strategies as well as in communicative functions.

The second block is related to the production of oral texts and thus encompasses syntactic – discursive structures and sociocultural and sociolinguistic aspects of the language too, as well as techniques in oral production, together with specific communicative functions, particularly selected considering the content included in the educational stage.

The third block covers the comprehension of written texts, which deals with the sociolinguistic and sociocultural aspects of written work, together with syntactic-discursive structures, therefore regarding its lexicon and its graphic components. It also focuses on comprehension strategies related to specific content and on communicative functions such as introducing, describing and suggesting.

The fourth block, production of written texts, covers techniques when producing written compositions, as well as sociocultural and sociolinguistic aspects to bear in mind while writing, and similar content in regards to the communicative functions in block III. It also encompasses syntactic –discursive structures — lexicon and graphic components (264 - 268). Bearing this in mind, all my units of work will be structured according to these four blocks. In this way, taking into account the school calendar, hence its holidays, and the contents to be taught, the first two terms, which are longer, will cover four units of work, leaving unit 9 and unit 10 for the third term.

3.2 Organization and sequencing of course content

As mentioned, all of my units of work have been structured identically and as stated in the official curriculum. In this way, each unit comprises a set of strategies, which correspond to the four different blocks designated in the D. 48/2015: sociocultural and sociolinguistic aspects, which include a social and civic attitude in class, as well as towards the foreign language, three communicative functions and syntactic-discursive features, as well as vocabulary and pronunciation. Moreover, it contains cross-cultural elements, a set of resources, which will be used in lessons, and the types of learning activities to be performed. Finally, each one ends with the assessment criteria set for each unit, related, as well, to the seven key competences according to the parameters of the RD 1105/ 2014 and the Orden ECD/65/2015.

All units of work are focused on a different Anglo speaking country and are designed for students to learn the English language through each country's culture. Thus, pupils will attend lessons related to Canada, Australia, New Zealand, United Kingdom, United States, Ireland, Jamaica, Kenya, Singapore and the Kingdom of Swaziland. Furthermore, all ten units, disregarding the topic, relate to each other since they follow a cyclical process, this implying that all strategies, grammar points and the lexical field, among others, are reviewed throughout the course for students not to forget. In this way, what is introduced in one unit is then revised in the following one or expanded in another. Consequently, bearing in mind this style of organization and sequencing, I have planned the course content as follows:

UNIT: 1		*Hit the Books*	*4 weeks*
CONTENTS			

BLOCK I: **Comprehension of oral texts**	Listening strategies: Listening for gist.	**Sociocultural and sociolinguistic aspects:** **Eagerness.** Motivating students to get involved in lessons. **Tolerance.** Showing respect towards others. **Concern.** Raising awareness about US traditions **Communicative functions:**
BLOCK II: **Production of oral texts**	Speaking strategies: Asking and answering questions accordingly.	- Reacting and asking for more information. - Referring to past events. - Paraphrasing to get the message across. **Syntactic-discursive structures:** - Introduction to gerunds and infinitives. - Revision of question formation using the simple past and simple present tenses as well as its continuous forms. - Extension of the present perfect continuous. **Vocabulary:**
BLOCK III: **Comprehension of written texts**	Reading strategies: Inferring the reading content for a better understanding.	Introduction to illnesses and treatments.
BLOCK IV: **Production of written texts**	Writing strategies: Using a text model to write an informal letter.	- Revision of opening and closing expressions for informal letter writing. - Extension of body parts and body-part idioms. **Pronunciation:** - Segmental features: command of – ing endings and of silent consonant letters: b, gh, k, c and e. - Suprasegmental features: distinguish the stressed auxiliary verbs in oral speech.

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Assigning a reading log asking students to reflect, in writing, how much they have read out of the classroom.
Audiovisual communication & ITC	Following student's learning progress through padlet.

Values	Fostering team spirit based on mutual respect.

RESOURCES	TYPES OF LEARNING ACTIVITIES
- Padlet. - Flashcards - Hock Panda. *Get Down, Study-Udy-Udy/ Hannah Montana/ Bone Dance.* [Video]. Youtube. https://www.youtube.com/watch?v=CMV8y2b4whI	- Write an informal letter - Group discussions - Gap - filling

<table>
<tr><td colspan="3" align="center">EVALUATION</td></tr>
<tr>
<td rowspan="8">E V A L U A T I O N</td>
<td>Specific learning outcomes</td>
<td><p>It is expected that students will:</p>

Master the use of gerunds and infinitives distinguishing their functions as objects or subjects in sentences in both writing and speaking.
Use of appropriate expressions to write an informal letter and recognize the different idiomatic expressions.
Articulate infinitives and gerunds accordingly, distinguishing the sound of silent letters in words and differentiate and utter stressed and unstressed terms distinctively.
Engage in lessons in a respectful manner, fostering a positive learning environment.
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<tr>
<td>Competences</td>
<td>Achievement indicators</td>
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<td>

Competence in Linguistic Communication
Mathematical competence and basic competence in Science and Technology
Digital competence
Learning-to-learn
Social and civic competences
Sense of initiative and entrepreneurship
Cultural awareness and expression

</td>
<td>
<p>Performance outcome 1. Competences (1, 3 & 4):</p>
<p>To understand the difference in use of the simple tenses and the present perfect using digital grammar resources.</p>
<p>Performance outcome 2. Competences (1, 3 & 7):</p>
<p>To distinguish specific body-parts vocabulary and differentiate formal from informal expressions in writing.</p>
<p>Performance outcome 3. Competences (1):</p>
<p>To utter the correct phonological elements in oral speech and distinguish stressed syllables.</p>
<p>Performance outcome 4. Competences (1, 3, 5 & 7):</p>
<p>To participate actively in lessons and show respect towards US values and traditions.</p>
</td>
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UNIT: 2		On the Wallaby Track	3 weeks
CONTENTS			

BLOCK I: Comprehension of oral texts	Listening strategies: Listening to confirm one's predictions on statements based on one's prior knowledge and the topic.	**Sociocultural and sociolinguistic aspects:** • **Enthusiasm.** Encouraging students to take an active role in communicative situations. • **Tolerance.** Welcoming others' experiences and events. • **Interest.** Developing curiosity in Australia and its culture.
BLOCK II: Production of oral texts	Speaking strategies: Keeping a fluent short conversation conveying meaningful statements about past and present events.	**Communicative functions:** • Talking about past and present events with ease. • Showing enthusiasm while speaking. • Improvising to maintain a conversation. **Syntactic-discursive structures:** • Introduction to contrast of present perfect and past simple. • Revision of irregular past forms. • Extension of question tags.
BLOCK III: Comprehension of written texts	Reading strategies: Working out meaning from context.	**Vocabulary:** • Introduction to vocabulary related to jobs and professions. • Revision of word formation. • Extension of phrasal verbs with *get*.
BLOCK IV: Production of written texts	Writing strategies: Managing to compose an adequate CV.	**Pronunciation:** • Segmental features: command of –ed endings in simple past regular verbs. • Suprasegmental features: distinguish between falling and rising intonation of question tags.

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Encouraging students into reading with authentic material.
Audiovisual communication & ITC	Completing homework on social media.

Values	Building relationships by working in teams.

RESOURCES	TYPES OF LEARNING ACTIVITIES
- Conversation cards - CV examples: https://europass.cedefop.europa.eu/es/documents/curriculum-vitae/examples - Character Grid - Whiteboard - Ball - Online articles: Knaus, C. (2020). Firefighters' group that disputes climate link to bushfires has close ties to Shooters party. *The Guardian.* Retrieved from: https://www.theguardian.com/australia-news/2020/jan/09/firefighters-group-that-disputes-climate-link-to-bushfires-has-close-ties-to-shooters-party Morton, A. (2020). Australia records worst December fire conditions after its hottest, driest year. *The Guardian.* Retrieved from: https://www.theguardian.com/australia-news/2020/jan/09/bushfires-crisis-more-than-75-of-australia-had-worst-weather-conditions-on-record-last-month - Dictionary - Buzzer - Bingo Cards - Blackboard - Textbook: Capel, A. & Sharp, W. (2008). *Objective First Certificate* (2nd ed.). Cambridge: Cambridge UP Oxenden, C. & Latham-Koenig, C. (2008). *New English File: Upper-intermediate Student's Book.* Oxford: Oxford UP. - Power point presentations - Computer - *Animal Farm* by George Orwell - Notebooks - Handouts: Kwiatkowska, G. (2016). Word Formation maze. Retrieved from: https://www.lessonplansdigger.com/wp-content/uploads/2016/03/Word-Formation-	- Gap filling - Hands – on learning - Sing along - Debates

Maze_student.pdf

What's the difference? Present Perfect and Past Simple. (n.d). Retrieved from https://www.perfect-english-grammar.com/present-perfect-or-past-simple.html

Word Formation. (n.d). Retrieved from:https://www.english-grammar.at/worksheets/language-in-use/word-formation/wf008-word-formation.pdf

- Learning Log

- Videos:

Noll, S. [Shannon Noll]. *Shannon Noll – What About Me (Official Video)*. [Video file]. Retrieved from:https://www.youtube.com/watch?v=DYjl1GFrWD8,

Noll, S. [Ryhthm Cafe]. *Shannon Noll – What About Me (Lyrics)*. [Video file], Retrieved from:https://www.youtube.com/watch?v=kJRAzWlRLhA

Warner, J. (1998). *The Eight Hour Day*. Retrieved from: http://unionsong.com/u053.html

Bragh, G. E.[Erin Go Bragh]. (2018, dec,1). *Workers United: Australian Labor Movement*.[Video file]. Retrieved from: https://www.youtube.com/watch?v=aZK5n5AIaxk
South China Morning Post. *Koala rescued from deadly Australian bush fires*.[Video file]. Retrieved from: https://www.youtube.com/watch?v=-Yw5MM2-aR8

EVALUATION

E V A L U	**Specific learning outcomes**	***It is expected that students will:*** 1. Master the use of past participle forms and use the simple past and present perfect tense accordingly in both written and oral production. 2. Connect jobs to working places and use appropriate lexicon in written production. 3. Distinguish the different endings in –ed endings and employ the correct intonation when producing question tags. 4. Participate in cooperative working, respecting others' ideas.
	Competences	**Achievement indicators**

A T I O N	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Cultural awareness and expression	**Performance outcome 1. Competences (1, 3 & 4):** To employ the past simple and present perfect tenses distinctively with no spelling mistakes in the past participles using grammar digital resources. **Performance outcome 2. Competences (1 &7):** To understand the different jobs and master its use. **Performance outcome 3. Competences (1 & 5):** To pronounce the correct consonant phoneme in regular past simple tenses as well as question tag intonation. **Performance outcome 4. Competences (4, 5 &6):** To show a positive attitude towards others ideas.

UNIT: 3		*Ending up in the wop-wops!*	*4 weeks*
CONTENTS			

BLOCK I: Comprehension of oral texts	Listening strategies: Listening to connect previous knowledge and new information.	**Sociocultural and sociolinguistic aspects:** • **Enthusiasm.** Learning from peers. • **Consideration.** Showing a positive attitude towards others. • **Interest.** Combining the culture's values and worldview.
BLOCK II: Production of oral texts	Speaking strategies: Speaking for problem solving in a traveling context.	**Communicative functions:** • Communicating accordingly using fixed phrases. • Developing a good rapport with others. • Speaking using traveling phrases. **Syntactic-discursive structures:** • Introduction to the past perfect and the past perfect continuous.
BLOCK III: Comprehension of written texts	Reading strategies: Employing word attack strategies for better comprehension.	• Revision of the use of adjectives as nouns and adjective order. • Extension of the present perfect continuous. **Vocabulary:** • Introduction to air travel.
BLOCK IV: Production of written texts	Writing strategies: Narrating experiences using captivating opening sentences.	• Revision of irregular verbs. • Extension of expressions with *all* and *the whole.* **Pronunciation:** • Segmental features: identify the different utterances in words that are spelt with *ch* and *y.* • Suprasegmental features: recognize falling and rising word stress.

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Promoting the use of a reading area in class.
Audiovisual communication & ITC	Practicing theory in class using online resources such as Kahoot.

Values	Fostering team spirit learning from peers.

RESOURCES	TYPES OF LEARNING ACTIVITIES
Blog Kahoot Mockups	Hands-on learning Game-based learning Role play

EVALUATION		
E V A L U A T I O N	**Specific learning outcomes**	*It is expected that students will:* 1. Narrate experiences using simple and perfect tenses indistinctively. 2. Employ specific terminology related to traveling in unexpected situations. 3. Recognize and utter word stress accordingly and distinguish the different pronunciations in words with *ch* and *y* spelling. 4. Raise awareness about polite and impolite ways of communicating.
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Cultural awareness and expression	**Performance outcome 1. Competences (1 & 4):** To describe events with the correct use of tenses. **Performance outcome 2. Competences (1, 5 & 7):** To keep fluent conversations employing the new vocabulary. **Performance outcome 3. Competences (1& 4):** To distinguish sounds: /tʃ/ /k/ /ʃ/ /aɪ/ /ɪ/ /i/ **Performance outcome 4. Competences (1, 5 & 7):** To be well-mannered in determined situations.

UNIT: 4		Chop - Chop	4 weeks
CONTENTS			

BLOCK I: Comprehension of oral texts	Listening strategies: Outlining information to help remember ideas.	**Sociocultural and sociolinguistic aspects:** • **Awareness.** Fostering pupil's participation in lessons. • **Cooperation.** Sharing ideas with others. • **Curiosity.** Developing interest in poetry. **Communicative functions:** • Expressing feelings.
BLOCK II: Production of oral texts	Speaking strategies: Speaking to practice rhyme in poetry.	• Using comparisons to refer to other people and situations. • Making use of literary devices. **Syntactic-discursive structures:** • Introduction to comparative and superlative forms. • Revision of auxiliary verbs. • Extension of adverbs of degree.
BLOCK III: Comprehension of written texts	Reading strategies: Reading between the lines.	**Vocabulary:** • Introduction to literary devices and feelings. • Revision of cooking vocabulary. • Extension of rhyming words.
BLOCK IV: Production of written texts	Writing strategies: Using rhyme in poetry compositions.	**Pronunciation:** • Segmental features: pronounce and spell schwa correctly. • Suprasegmental features: identify strong and weak syllables.

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Involving students into reading poetry as a way of getting to know its author.
Audiovisual communication & ITC	Comparing written works to performances through movies.

Values	Building relationships by expressing and performing feelings.

RESOURCES	TYPES OF LEARNING ACTIVITIES
Poems Video retrieved from: https://www.youtube.com/watch?v=SjuZq-8PUw0 Brainscape (Flashcard App)	Card creating Drama performance Observation

EVALUATION		

<table>
<tr><td rowspan="2" rowspan="9">E V A L U A T I O N</td><td>Specific learning outcomes</td><td><i>It is expected that students will:</i>

1. Compare accordingly employing the adequate adverbs of degree.

2. Understand and make use of as many literary devices as possible to express ideas.

3. Make a distinction between stressed and unstressed syllables within a poem to see the meter.

4. Understand British culture through poetry.</td></tr>
<tr><td>Competences</td><td>Achievement indicators</td></tr>
<tr><td>1. Competence in Linguistic Communication
2. Mathematical competence and basic competence in Science and Technology
3. Digital competence
4. Learning-to-learn
5. Social and civic competences
6. Sense of initiative and entrepreneurship
7. Cultural awareness and expression</td><td>Performance outcome 1. Competences (1 & 4):
To apply knowledge on comparatives and superlatives when referring to objects, situations and people.
Performance outcome 2. Competences (1, 2, 5 & 7):
To convey a message through poetry and its devices.

Performance outcome 3. Competences (1 & 7):

To distinguish the arrangement of stress patterns in poems for further analysis.

Performance outcome 4. Competences (1, 3, 5 & 7):
To interpret British socio – cultural aspects through poems and films.</td></tr>
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UNIT: 5		*A Day Late and a Dollar Short*	*3 weeks*
		CONTENTS	

BLOCK I: **Comprehension of oral texts**	Listening strategies: Identifying major concepts in speeches, discussions and presentations.	**Sociocultural and sociolinguistic aspects:** • **Attitude**. Developing a more positive attitude towards the language. • **Interrelation.** Respecting turn taking in communicative situations. • **Globalization**. Understanding Canadian manners and protocol.
BLOCK II: **Production of oral texts**	Speaking strategies: Offering constructive feedback.	**Communicative functions:** • Repeating ideas employing reported speech. • Commenting on oral and written production critically. • Improvising in oral presentations. **Syntactic-discursive structures:**
BLOCK III: **Comprehension of written texts**	Reading strategies: Monitoring reading and prioritizing information while reading.	• Introduction to reported speech. • Revision of the use of verb patterns. • Extension of reporting verbs. **Vocabulary:** • Introduction to new vocabulary on education
BLOCK IV: **Production of written texts**	Writing strategies: Outlining compositions to produce effective writings.	• Revision of working jobs at school. • Extension of expressions with *make*. **Pronunciation:** • Segmental features: master the diphthongs before voiceless final consonants. • Suprasegmental features: distinguish terms with primary and secondary stress.

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Inviting students into reading by visiting local libraries.
Audiovisual communication & ITC	Submitting homework through online platforms.

Values	Helping others improve by providing peers with feedback.

RESOURCES	TYPES OF LEARNING ACTIVITIES
Edmodo (Online Educational App) Handout made by teacher Game: Tick Tack Boom	Library visit Improvising Self - recording

EVALUATION		
E V A L U A T I O N	**Specific learning outcomes**	***It is expected that students will:*** 1. Apply their knowledge on reported speech in both oral and written production, expanding the use of verbs. 2. Expand their lexis and expressions in speaking. 3. Understand the different ways of pronouncing diphthongs before voiceless final consonants. 4. Contrast Canadian manners to their own.
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Cultural awareness and expression	**Performance outcome 1. Competences (1 & 3):** To use reported speech in speaking and writing online activities employing reporting verbs. **Performance outcome 2. Competences (1 & 4):** To take into consideration the old and the new vocabulary while speaking to others. **Performance outcome 3. Competences (1 & 7):** To regard other varieties of English distinguishing its allophones. **Performance outcome 4. Competences (1, 6 & 7):** To consider foreign protocol.

UNIT: 6		*Elvis has left the building*	*3 weeks*
CONTENTS			

BLOCK I: **Comprehension of oral texts**	Listening strategies: Listening for answers.	**Sociocultural and sociolinguistic aspects:** • **Enthusiasm.** Demonstrating a positive behavior towards local varieties. • **Tolerance.** Listening before speaking. • **Consciousness.** Raising awareness about the political issues in Ireland.
BLOCK II: **Production of oral texts**	Speaking strategies: Supporting a position in a formal debate.	**Communicative functions:** • Deliver coherent and clear ideas in small discussions. • Engage critically in oral exchanges. • Respond behaving accordingly and respecting others. **Syntactic-discursive structures:** • Introduction to relative clauses: defining and non-defining.
BLOCK III: **Comprehension of written texts**	Reading strategies: Reading for searching a variety of sources to gather information and answer questions.	• Revision of verbs of the senses and relative pronouns. • Extension of clauses of contrast and purpose. **Vocabulary:** • Introduction to vocabulary related to crime and punishment.
BLOCK IV: **Production of written texts**	Writing strategies: Using specific vocabulary to write about a given topic.	• Revision of expressions with *take*. • Extension of idioms about crime. **Pronunciation:** • Segmental features: distinguish between long and short vowel sounds. • Suprasegmental features: distinguish meaning in sentences due to sentence stress.

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Providing students with authentic readings to connect them to updated news.
Audiovisual communication & ITC	Understanding sociocultural aspects of the language through films.

Values	Respecting others' ideas at all times verbally and through body language.

RESOURCES	TYPES OF LEARNING ACTIVITIES
Articles and periodicals Postcards Whiteboard	Reflection Group dialogues For or against essay production

EVALUATION		
E V A L U A T I O N	**Specific learning outcomes**	***It is expected that students will:*** 1. Include relative clauses in oral and written descriptions and narrations, understanding the difference between defining and non-defining clause. 2. Incorporate the new lexis in written production and learn from authentic materials. 3. Make a distinction between long and short vowels in a word and understand the different meanings in a sentence depending on where the stress relies. 4. Identify expressions and idioms concerning the Irish culture and be aware of the socio-political issues in the country.
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Cultural awareness and expression	**Performance outcome 1. Competences (1 & 3):** To apply the grammar input in everyday situations using defining and non-defining clauses. **Performance outcome 2. Competences (1, 3, 6 & 7):** To include vocabulary related to crime and punishment to one's lexis and learn new terms from authentic materials. **Performance outcome 3. Competences (1 & 4):** To identify terms with long and/or short vowels and master the stress in a sentence accordingly. **Performance outcome 4. Competences (1, 3, 5 & 7):** To relate idioms and expressions according to local varieties and understand the culture through its conflicts.

UNIT: 7		*When Elephants fight, it is the grass that suffers*	*3 weeks*
CONTENTS			

BLOCK I: Comprehension of oral texts	Listening strategies: Detecting signpost language, which help link ideas and understand the message.	**Sociocultural and sociolinguistic aspects:** • **Interest.** Fostering students' participation in classes. • **Understanding.** Accepting other's differences. • **Concern**. Getting involved in Kenyan traditions. **Communicative functions:** • Managing interaction.
BLOCK II: Production of oral texts	Speaking strategies: Distinguishing between formal and colloquial English.	• Interacting informally and formally according to the situation. • Speaking using linkers. **Syntactic-discursive structures:** • Introduction to the passive voice. • Revision of gerunds and infinitives. • Extension of action verbs.
BLOCK III: Comprehension of written texts	Reading strategies: Skimming and scanning texts for practical use.	**Vocabulary:** • Introduction to typical openings and endings in a formal letter. • Revision of formal and informal language. • Extension of common phrases in an interview.
BLOCK IV: Production of written texts	Writing strategies: Composing a formal letter.	**Pronunciation:** • Segmental features: distinguish the pronunciation of words with an irregular sound-spelling relationship. • Suprasegmental features: speak with the correct intonation and sentence rhythm.

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Inviting students to read their own formal letters to others.
Audiovisual communication & ITC	Practicing listening skills through YouTube videos and online podcasts.

Values	Learning ethics by understanding foreign rules of conduct.

RESOURCES	TYPES OF LEARNING ACTIVITIES
YouTube Dictionary Authentic letters	Formal letter composition Independent learning Peer Assessment

EVALUATION		
E **V** **A** **L** **U** **A** **T** **I** **O** **N**	**Specific learning outcomes**	*It is expected that students will:* 1. Be proficient in the use of gerunds and infinitives as well as in the use of the passive voice in speaking and writing activities. 2. Integrate the appropriate opening and closing terminology in formal letters. 3. Speak with the appropriate intonation and sentence rhythm at all times. 4. Distinguish formal English from colloquial English in speaking activities.
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Cultural awareness and expression	**Performance outcome 1. Competences (1 &3):** To master gerunds and infinitives and understand the different passive voices in production skills. **Performance outcome 2. Competences (1 & 6):** To incorporate specific expressions in formal writings. **Performance outcome 3. Competences (1 & 7):** To articulate fluent sentences maintaining the correct rhythm. **Performance outcome 4. Competences (1, 3, 4 &7):** To know when to use formal and informal English when speaking.

UNIT: 8		*Boonoonoonoos*	*3 weeks*
CONTENTS			

BLOCK I: **Comprehension of oral texts**	Listening strategies: Listening for details.	**Sociocultural and sociolinguistic aspects:** • **Eagerness.** Encouraging students to take an active role in class. • **Consideration.** Accepting other's differences. • **Curiosity.** Recognizing Jamaican culture as a part of the anglosphere.
BLOCK II: **Production of oral texts**	Speaking strategies: Speculating about uncertain future situations.	**Communicative functions:** • Reacting with spontaneous decisions. • Referring to future events. • Offering and promising. **Syntactic-discursive structures:** • Introduction to future tenses: future continuous and future perfect.
BLOCK III: **Comprehension of written texts**	Reading strategies: Reading different text forms: proposals, literary texts, and graphic texts.	• Revision of passive grammar sentences. • Extension of time expressions. **Vocabulary:** • Introduction to hobbies and leisure. • Revision of connectors and linking devices.
BLOCK IV: **Production of written texts**	Writing strategies: Structuring a proposal.	• Extension of suggesting and recommending phrases and structures. **Pronunciation:** • Segmental features: distinguish the difference in sound between /ɛə/ and /ɪə/. • Suprasegmental features: notice the changes of assimilation in connected speech.

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Assigning students to create their own movie and/or TV show version of a novel.
Audiovisual communication & ITC	Allowing students to reflect their own interpretation of literature through online resources.

Values	Accepting mistakes as a part of the learning process.

RESOURCES	TYPES OF LEARNING ACTIVITIES
- Literary texts - Edmodo (Online Educational App) - Flashcards	- Proposal composition - Movie making - Hands on learning

EVALUATION

E **V** **A** **L** **U** **A** **T** **I** **O** **N**	**Specific learning outcomes**	***It is expected that students will:*** 1. Distinguish between spontaneous and planned future actions. 2. Include the new lexis in written production making use of interesting connectors. 3. Avoid confusion in speaking and listening between the vowel sounds /ɛə/ and /ɪə/. 4. Understand the Jamaican culture through its idioms.
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Cultural awareness and expression	**Performance outcome 1. Competences (1, 3 & 5):** To employ future tenses accurately in spontaneous speech and through online exercises. **Performance outcome 2. Competences (1 & 5):** To combine linking devices with suggesting and recommending structures and phrases. **Performance outcome 3. Competences (1 & 7):** To understand the glide in vowels /ɛə/ and /ɪə/. **Performance outcome 4. Competences (1, 4, 6 & 7):** To regard unknown cultures as a part of the anglosphere through its language.

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UNIT: 9		*To see once is to see twice*		*4 weeks*
CONTENTS				

BLOCK I: **Comprehension of oral texts**	Listening strategies: Listening for implied information.	**Sociocultural and sociolinguistic aspects:** • **Awareness.** Motivating learners in speaking activities. • **Interrelation.** Accepting other's differences. • **Globalization.** Raising awareness on minor countries in the Anglo sphere. **Communicative functions:**
BLOCK II: **Production of oral texts**	Speaking strategies: Comparing pictures.	• Describing images. • Discussing literary aspects from novels • Talking about hypothetical situations. **Syntactic-discursive structures:** • Introduction to conditionals and mixed conditionals. • Revision of contrast between present and future tenses.
BLOCK III: **Comprehension of written texts**	Reading strategies: Summarizing a text extracting the main points.	• Extension of structures used in "I wish" and "If only". **Vocabulary:** • Introduction to idioms and set phrases. • Revision of literary devices. • Extension of adjectives to describe novels.
BLOCK IV: **Production of written texts**	Writing strategies: Evaluating a book.	**Pronunciation:** • Segmental features: identify minimal pairs. • Suprasegmental features: master the processes of elision and linking when transitioning from one sound to the next.

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Hosting reading events with authors through videoconferences so that students can ask them questions and comment on the text.
Audiovisual communication & ITC	Learning about literature through videoconferences with authors.

Values	Promoting cooperative learning as a way of building relationships.

RESOURCES	TYPES OF LEARNING ACTIVITIES
- Posters - Kahoot - Bookworm Log	- Video conference - Poster creating - Critical thinking

EVALUATION		
E **V** **A** **L** **U** **A** **T** **I** **O** **N**	**Specific learning outcomes**	***It is expected that students will:*** 1. Expand their use of conditional forms in oral and written production by employing more complex structures with the correct verb tenses. 2. Understand the meaning of idioms and set phrases. 3. Master phonological aspects such as minimal pairs and elision. 4. Learn African values and its culture through image description.
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Cultural awareness and expression	**Performance outcome 1. Competences (1, 2 & 5):** To include new structures accordingly when formulating hypothesis. **Performance outcome 2. Competences (1 & 4):** To perceive the intended meaning of idiomatic expressions. **Performance outcome 3. Competences (1, 3 & 7):** To recognize minimal pairs as well as linking and elision aspects related to connected speech. **Performance outcome 4. Competences (1, 3, 6 & 7):** To understand a new culture, linked to the Anglo sphere, through images.

UNIT: 10		*Fly Aeroplane*	*4 weeks*
CONTENTS			

BLOCK I: **Comprehension of oral texts**	Listening strategies: Listening for paraphrasing.	**Sociocultural and sociolinguistic aspects:** • **Attitude.** Developing a greater interest in the language. • **Understanding.** Using peers' experiences to learn. • **Consciousness.** Showing a positive attitude towards the culture of Singapore.
BLOCK II: **Production of oral texts**	Speaking strategies: Using rhetorical questions.	**Communicative functions:** • Dealing with unknown words. • Using more sophisticated language. • Speaking for five minutes. **Syntactic-discursive structures:** • Introduction to the use of modal verbs of obligation, prohibition and permission.
BLOCK III: **Comprehension of written texts**	Reading strategies: Employing paragraph openers to locate key information.	• Revision of modal verbs: ability and possibility. • Extension of modal verbs of deduction. **Vocabulary:** • Introduction to collocations with common verbs: do, come, put and take.
BLOCK IV: **Production of written texts**	Writing strategies: Expressing the same ideas in different ways.	• Revision of connectors • Extension of sentence starters for essay writing. **Pronunciation:** • Segmental features: revision of vowels sounds. • Suprasegmental features: stress strong syllables in content words.

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Involving students in extensive reading by reading their classmates' favorite novels through book swapping
Audiovisual communication & ITC	Improving pronunciation through online resources.

Values	Improve relationships based on learning from peers.

RESOURCES	TYPES OF LEARNING ACTIVITIES
- Youtube - Handmade sheets - Articles	- Sing along - Running dictation - Debate

EVALUATION		
E **V** **A** **L** **U** **A** **T** **I** **O** **N**	**Specific learning outcomes**	***It is expected that students will:*** 1. Master the use of modal verbs in oral and written production. 2. Understand what kind of information each connector suggests and use them adequately. 3. Avoid confusion in speaking and listening between vowel sounds. 4. Understand the culture from Singapore through its idioms.
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Cultural awareness and expression	**Performance outcome 1. Competences (1 & 5):** To distinguish between the types of modal verbs. **Performance outcome 2. Competences (1 & 7):** To employ linking devices understanding the meaning of each one. **Performance outcome 3. Competences (1, 4 & 7):** To utter vowel sounds accordingly. **Performance outcome 4. Competences (1, 3, 5 & 7):** To learn new cultures through its language.

3.3 Underlying content organizational rationale

In this section ten units of work have been developed, structured according to the four main blocks stated in the D.48/2015 — comprehension of oral texts, production of oral texts, comprehension of written texts and production of written texts. The templates also include a set of sociocultural and sociolinguistic aspects, together with three communicative functions and the key pronunciation aspects for each unit, as well as syntactic-discursive structures and vocabulary. Furthermore, there is a section devoted to ITC integration, reading habits and values, and a set of resources to be used in the lessons, linked to the type of learning activities that will be carried out. There is also a category for evaluation and assessment.

In these, the aim is to develop all four skills equally by connecting the main grammar points and the lexis to both the receptive and the productive skills and by including activities that combine more than one skill at a time. Moreover, they intend to create contexts in which the language is used for the exchange of real information and for real life situations, for students to feel that they are learning English with a purpose. Grammar and vocabulary are presented following a cyclical process in such a way that what is introduced in one unit, is later on revised and/or expanded in another one; as do units 1 and 7 where students are firstly introduced to the use of gerunds and infinitives and then revise them. All units are focused on an English-speaking country and they are designed to enable students to learn the language through its culture, since by understanding traditions, one understands its language.

4. Teaching and learning resources

4.1 Teaching philosophy: principles and practices

Language teaching has a long history and the different approaches and methodologies employed in the discipline date back to the beginning of the twentieth century. Despite the many principles, not all of them are as successful, and teaching English, or any other language, requires more than just one methodology. An additional important factor to this is the place of the English language today. According to Kachru's model of the three concentric circles (1985), in Spain, English is positioned in the expanding circle since it functions as a non- native language, but with a great influence due to globalization. Consequently, I believe that a combination of different

methodological approaches is necessary to guarantee an optimum result in English acquisition as a global communication vehicle. Nevertheless, before delving into them, the main theories of language learning ought to be considered, these being: behaviourism, cognitivism, constructivism and connectivism.

Behaviourism is characterized by the belief that behaviour is the result of a stimulus – response association (Demierezen, 1988). In language teaching, and according to Thorndike in Demierezen's *Behaviorist Theory and Language Learning*, learning comes from habits and from the rewards or punishments in the learning process, with the aim of creating connections between a stimulus and its response; J.B. Watson, B.F. Skinner and I.P. Pavlov contributed to this theory in the 1900's.

In contrast to behaviourism, cognitivism is a language learning theory that defends that human beings have the innate capacity to develop logical thinking: "language reflects properties of the mind" (Richards & Rodgers, 2014, p.23). In this way, as Atkinson (2011) understands it, the mind acts like a computer, processing the input and establishing connections. Like this, students become active agents in their own learning since it focuses on the process of it rather than on the behaviour. Chomsky, with his Universal Grammar, and Piaget were the main authors to this theory.

Constructivism highlights the connection between what a learner already knows to the new input. As stated, it is highly influenced by the learner's past experiences, making the internal processing and, consequently, the understanding of reality as personally constructed (Cooper 1993). In this way, learners become active participants in their learning, as in cognitivism, only constructing individual, and therefore subjective, interpretations of the information given.

Finally, connectivism arises as a result of the new era we are living in. One of its main authors George Siemens (2004) defends that with the inclusion of new technologies in our every day lives, the already existing paradigms do not meet student's needs, for learning takes place in many different ways — informal learning included. Connectivism is therefore characterized by the belief that it takes place when a process of connecting to others and to non – human appliances occurs. It is in these

interactions where acquisition takes places, increasing personal learning through cooperative work.

Once having contextualized some different styles of learning, I understand teaching English as using a combination of approaches in lessons to guarantee the best type of learning possible. Consequently, the methodologies that will guide my teaching practice are: cooperative learning, game – based learning, flipped classroom, the communicative approach and task-based learning.

In cooperative learning (CL) a small group of students or pairs, work together on the same assignment. According to Olsen and Kagan (1992), learning depends on the exchange of information between the participants, therefore considering that each student is responsible of their own learning process and is eager to increase the learning motivation of others. In this way, the individual contribution of each member is necessary, since each student has a specific role that contributes in a different way to the assignment. By applying this approach, the students have an active role in their learning process. Moreover, CL is useful for scaffolding since educators tend to mix low achievers with more advanced language users to extend opportunities and build a learning atmosphere based on mutual aid: "students learn together, but perform alone" (Johnson, Johnson & Smith 1991).

In cooperative learning situations students do not only improve their own and their peers' learning, but it also fosters cooperation, as opposed to competition, increasing the values of mutual respect and aiding others. In addition it develops critical thinking and it allows each student to understand the given input at his/her own pace, not only improving one's attitude towards the foreign language, but also one's communicative skills with others in an effective way.

However, competition is also necessary in language learning since it is also a method of engaging students in the lessons. Game- based learning (GBL) could be defined as a teaching strategy in which games become the main component of language acquisition, balancing the need to cover the subject topics while having fun (Plass, Homer & Kinzer, 2015). GBL is effective because learning takes place with a purpose; students need to demonstrate their understanding and their ability in the game so as to continue playing. Consequently, learning occurs in a meaningful context, as opposed to

more formal teaching methodologies such as drilling exercises. Moreover, following Piaget's theories on language learning: equilibrium and disequilibrium, or assimilation and accommodation respectively, it is important to state that although the cycle of both occur in GBL, it is in cognitive disequilibrium that learners progress. By playing, students are continuously exposed to situations they may need to test and revise to be able to resolve and continue in the game (Van Eck, 2006). In this approach students learn at their own pace and in an autonomous manner, practicing the language in a ludic and unusual way.

Flipped classroom is an approach that is characterized by inverting the traditional classroom roles in which educators teach and students learn. The method implies moving lectures outside the class — students watch a video, listen to podcasts, read articles etc., and bringing the practical parts of homework, assignments and projects into the lessons (Arnold-Garza, 2014). In this way, students perform Bloom's lower order thinking skills at home (remembering, understanding and applying) and carry out the higher order thinking skills in class with the rest of their peers: analyzing, evaluating and creating. Such role inversion allows teachers to provide their students with a more useful and immediate feedback, as by carrying out the higher order thinking skills in class; teachers can detect learner's difficulties and focus on them. Flipped classroom allows a more customized type of learning, for teachers design activities based on a class' specific needs. Furthermore, by spending time on practical application while at school, and not on inactive lessons, class time is used efficiently leaving space for discussions and a better understanding of the main concepts (Cole, 2009). Moreover, it fosters student's autonomous learning and it increases their responsibility. Moreover, not only does it develop their cognitive and social communicative skills when interacting in class with others, but it also develops their critical thinking when stating opinions or hesitations.

The Natural Approach emerged as a teaching methodology that confirmed what many teachers understood as the *natural* way in which learners assimilate a second language. Its main authors defined it as an approach based on "engaging in oral communication without reference to either grammar or ones' native language" (Krashen and Terrel 1998, 9). In order to understand this, it is important to point out the difference Krashen considers between the terms "acquisition" and "learning", since he

understands language acquisition as an unconscious and natural process of language assimilation, while the latter involves a formal and conscious process of learning, which is useful when one wants to monitor his/her mistakes. In this way, one can understand the Natural Approach as a methodology that disregards grammatical drilling exercises since it focuses on human's natural acquisition of their native language, giving importance to more communicative approaches. The method adheres to a communicative approach, which allows educators to make lessons meaningful by bringing students closer to Anglo speaking countries' real world, as well as by promoting real communication among peers. It is a methodology that engages students in lessons since, as they are exposed to realia rather than to textbooks, they feel they are acquiring language with a purpose other than for examinations. The innovation of the method lies on the type of activities: comprehensible and meaningful.

All in all, teaching English means involving students in lessons that are practical for development. As a teacher, my main aim is for learners to become successful individuals both personally and professionally, which can be achieved by following the above-mentioned teaching methodologies. The outline of the previously stated units of work is aimed at an autonomous, meaningful and engaging learning, where students become active in their own acquisition of the language in a ludic way.

4.2 Materials selection and development

4.2.1 Materials to develop Listening and Reading skills

Being proficient in a language involves one's ability to both produce and comprehend it in such a way that others, native and/or non-native speakers, understand the message, thus leading to a conversation. In order for this to take place, learners must be exposed to the receptive skills, so as to develop language intuition; since oral production and expressing ideas takes place once the latter occurs. Moreover, by reading and listening, one pays special attention to unknown terms and therefore acquires new terminology, which is then reflected in one's producing skills.

Owing to this, a lesson on both reading and listening has been developed, in which students will be practicing integrated skills, for they will have the chance to train writing, reading, speaking and listening in one session. The activities have been designed following Krashen and Terrel's Natural Approach and cooperative learning.

Regarding these methods, the aim is for students to acquire English by learning from the British culture. Therefore, and given that food is a very appealing topic to many, the session is related to British gastronomy. In it, learners will be exposed to authentic listening, as they will be watching a four-minute video in which children express their likes and/or dislikes to typical British dishes. Moreover, throughout the lesson, they will be asked to connect past and present events with the correct use of the past simple and continuous tenses, as well as with the present perfect: for, already, since, yet etc. Furthermore, they will be expected to use comparatives and infer the meaning of certain terms by its context and finally, students will be expected to use linking devices, according to their level, as well as gastronomy vocabulary.

The lesson will begin with a brief warm-up activity in which, as stated, students will be watching and listening to a four-minute video "Kids Try British Food / HiHo Kids". In the meantime, they will be asked if they know of any typical British dish and whether they like it or dislike it. Then, the video will be played and after having watched it, in pairs, they will have to discuss their feelings towards the dishes: whether they have tried them, if they would like to try them, if they seem appealing or not and compare them to other typical Spanish dishes or to any other nationality. Meanwhile, the teacher will be walking around the tables, making sure they follow instructions and speak English, for this three-minute activity will get them ready for the following activity: speaking out loud in front of the entire group, sharing opinions. In this first part of the lesson a communicative approach will be employed, which is essential since learners, at this stage, already have enough theoretical input on how English grammar functions but need to acquire communicative skills for real life situations (Littlewood, 1981). In this way, the approach does not focus on language acquisition through grammar and/or vocabulary drilling exercises but on employing such structures in real life speech. In addition, it teaches students that the main goal of learning a language is to communicate, by conveying adequate messages and being able to have fluent conversations.

Once the warm-up activity is finished, if no student has mentioned the sandwich as a typical British dish, it will be introduced to them, since the rest of the lesson is devoted to its origin. As a pre- reading activity, so as to get learners familiarized with

the text, they will be provided with a true or false worksheet in which they will have to decide whether the statements are untrue or not in a maximum of five minutes. Afterwards, they will be exposed to an adapted text of the history of the sandwich, which they will have to read and fill in the gaps while reading, modifying the terms on the right so that they fit the text. In this way, students will have to apply their knowledge on word formation: verbs, nouns, adjectives, adverbs etc. to be able to complete the story accordingly so that it makes sense.

In the after-reading stage, once having completed the text, students will have to check with a classmate whether their true or false statements were correct or not and compare their results on word formation. The teacher's role in these three phases: pre-reading, while-reading and after-reading, will be that of a facilitator since she will be answering questions and walking around the classroom making sure that the students work following the instructions. The activity promotes cooperative work and independent learning.

Finally, before the end of the lesson, the text will be corrected as a group and the teacher will explain the most common mistakes and/or questions students have asked while doing the exercises, if any, as well as those that could arise during correction. Lastly, learners will be provided with homework for the following session, consisting in the invention of the origin of another dish in an original manner, just as the name of Sandwich did, using appropriate vocabulary and linking devices (Go to appendix 2 to see the lesson plan and the activities).

4.2.2 Materials to develop Speaking and Writing skills

Along the lines as to why the receptive skills are important in language learning, developing both speaking and writing are equally relevant if one wants to become proficient in the English language. On the one hand, writing allows individuals to organize ideas and is useful to check progress since one can always go back to what was written. On the other hand, developing one's speaking ability is important since English is spoken on a worldwide scale and many companies, universities and scholarships, among others, require individuals to master this specific skill. In addition, it develops social abilities.

Owing to this, a lesson on both speaking and writing has been developed, in which students will be practicing integrated skills, for they will have the chance to train speaking, writing and reading in one session. The activities have been designed with the purpose of fostering communicative situations, as well as cooperative learning and game-based learning.

For the lesson, learners will be demanded to employ past, present and future forms in both its simple, continuous and perfect tenses, according to the annual programme layout. Moreover, they will be expected to employ linking devices according to their level and to the unit (unit 8) and to learn and include the new vocabulary in their compositions. Bearing this in mind, in three groups of six and a group of seven, students will be asked to write the introduction of a made up dystopia. For this, I will take advantage of the novel they are all reading in class, *Animal Farm* by George Orwell (1945) to introduce the concept.

The session will begin with a brief analysis on what a dystopia is and why the book they are reading is regarded as such. Then they will be asked whether they know of any other novels, TV shows or movies that are catalogued under this genre with the aim of comparing them to *Animal Farm* so as to establish some dystopian characteristics and aid them in their future writing. In this way, not only will student learning be focused on the communicative skill, but it will also foster their cultural awareness on the genre and on other well-known female dystopian authors as Louise O'Neill, Lois Lowry and Margaret Atwood. Furthermore, in this initial pre-writing stage, pupils will also be provided with new vocabulary on the genre with the aim of expanding their lexis.

During the writing stage, students will be arranged in groups — three groups of six and one group of seven, as mentioned, in order to write an original introduction to a dystopian story. In it, they will be expected to introduce as many terms from the new list of vocabulary as possible, together with suitable connectors according to their level and to the unit. Once having been exposed to the new lexis, they will decide when to use the terms according to their need when writing. In this second stage, cooperative learning will be employed so as to encourage students' independence while working.

The role of the teacher will be that of a facilitator since she will be answering questions and walking around the classroom making sure that students write their stories.

When finished, each group will be asked to write an alias instead of their names and four random students will be handed out one story each to read out loud in front of the class. When all four readings are done, each student will vote on the best dystopia, excluding his/hers, and the best one will win (Go to appendix 3 to see the lesson plan and the activities).

4.2.3 Materials for Vocabulary and Grammar

Practicing all four skills equally is an important task to progress successfully in learning a language. However, developing one's grammar and vocabulary is relevant to the same extent, since one has to have basic vocabulary and grammar knowledge to understand a text or a conversation and then reply. In addition, as the lexis becomes more difficult, one's proficiency improves. For this, a lesson on vocabulary and grammar has been planned, in which students will be practicing integrated skills, as they will have the chance to train listening, speaking and writing, while acquiring new terminology and practicing the use of relative pronouns and relative clauses. The activity has been designed with the objective of motivating students into becoming active in communicative situations, as well as cooperative learning and game-based learning. Learners will be demanded to employ relative pronouns and relative clauses to provide quick and short definitions, as well as the unit's vocabulary (unit 6). Furthermore, they will be expected to practice working in groups.

The session will begin with a warm up activity in which student's will be watching Ellen's New Game "Heads Up!". In this initial phase, learners will be exposed to authentic listening material since they will be watching a popular North-American TV show. Once the video has been played, they will have to imitate Ellen's game in small groups, but using specific vocabulary from the unit. The aim of the game is for pupils to provide as many correct definitions as possible using relative clauses.

Students will be divided in groups of six and play three against three. Each threesome will have seven minutes to provide as many definitions as possible. However, only those, in which relative sentences are used, will be considered valid.

Once the teams have practiced within their groups, the entire class will play together, but differently: One student will stand at the front, facing the class, and he/she will have to provide a definition, using a relative, of the given term in the flashcard. The rest of the students will have to guess what word the learner is referring to and the student who guesses the term will win a point for his/her team. Random students, from different groups will take turns to provide definitions.

Once the activity is over, students will be asked to reflect on the lesson bearing in mind what terms they already knew, which ones they did not and why, they will also have to state whether they had difficulty when listening to the video, or in pronunciation, an activity which will be also addressed in the class, and submit it the following day as a writing activity.

4.2.4 Materials for the technological environment
With the aim of implementing ICT in the syllabus design, vocabulary from unit 8 will be taught in a fun and creative way, as learners will cover terminology on hobbies and leisure using Instagram and Youtube, two applications they are already familiarized with, this implying that very little time will have to be devoted to the explanation of the use of them.

For the activity, students will have to think of their hobby and upload a descriptive picture of it on the following Instagram account the teacher has created for this exercise: @what_i_like_about__. In the caption, they will have to write a short descriptive paragraph, including their name and five interesting vocabulary units employing hashtags (#StopOver). Adding to this, learners will create an original video (between 1 minute and a half and 2 minutes) in which they will explain, in detail, what their hobby is. For this, they can record themselves performing a particular sport; they can explain it in a song or following a *Questions and Answers* (*Q+A*) kind of video just as famous people do on their youtube accounts. Students will also have to add the URL of the video to the instagram caption so that everyone can see it (See appendix 4 for an example).

This activity is useful for learners since they acquire vocabulary related to their own personal interests and their peers' in a fun and unusual way by taking advantage of

the social media they employ daily and which they enjoy using. Moreover, they are exposed to authentic videos since many famous people record themselves and upload it to youtube and, what is more, it is an innovative way for students to practice integrated skills as the activity involves speaking for the video creation; writing using instagram and listening to other classmate's videos.

4.3 Motivation and discipline plan

4.3.1 Classroom rules

Classroom management is an essential component for the well development of a class and to establish a comfortable atmosphere for students to learn in, where asking questions and making mistakes, as a part of the learning process, are safe. Coinciding with the educator Haim Ginott, the state of happiness, or an individual's will and motivation in learning highly depends on the teacher, since it is their approach that creates the climate (Ginott 2000). However it is not exclusive, as cases of misbehavior can still arise, disrupting the positive environment. For this, it is necessary, as both a teacher and a student, to know what to expect from each other, which explains why classroom rules are an important component to guarantee the well development of a class.

Bearing this in mind, students should become active participants of the English lesson's classroom rules to ensure the above-mentioned suitable learning environment. This translated implies that pupils will establish the norms of the class together with the teacher, as their commitment to the rules will be directly proportional to their implication in the formation of these. For this, an initial document will be given to pupils on the first day (go to appendix 5 to see the English Classroom Rules sheet), as a draft which pupils can modify so as to create a final version that complies to both the center's rules and more specifically to the English lesson's norms.

It is important to point out that penalizations for not complying with the rules will be individual, however, having special lessons will be a class reward that needs to be achieved as a group. In other words: the teacher will keep track of good behavior and students' completion with the norms and for every time all learners abide by the rules, a golden star will be stuck on a student-made poster. For every 20 golden stars a special

English session will be held. In this way, students will not only motivate themselves to follow the classroom rules, but they will also encourage others to do the same.

4.3.2 Extrinsic and Intrinsic motivational techniques

Motivation is one's personal incentive for achieving a particular goal. In language learning, this stimulant is important when an individual begins to learn a language, but it is even more necessary once the pupils have acquired a certain level of proficiency. However, it is relevant to distinguish the two types of motivation in students: extrinsic and intrinsic motivation.

On the one hand, extrinsic motivation takes place when one's stimulus to engage in an activity comes from outside the individual. In this case, they participate in activities not because they are regarded as satisfying or associated to learning, but because their motivation is linked to earning rewards, such as good grades, once the activity is completed. On the other hand, intrinsic motivation occurs when the pupil's aim is to learn, this is, when the student engages in the activity because it is personally gratifying. As Bandura stated, intrinsic motivation takes place when "the reward is the enjoyment of the activity itself or a feeling of competence (self-efficacy) in doing the task." (1997). In this way, intrinsic motivation can also be understood as knowledge, accomplishment and stimulation. Knowledge can be connected to the student's motivation in learning the language with a specific purpose, for this reason, it is intended that learners are exposed to authentic material, so as to encourage them to acquire English with a purpose other than sitting a test. Accomplishment is related to an individual's attempt in mastering a task — by going abroad and understanding oral speech, one's goal would have been achieved, and stimulation is linked to the idea of enjoying a task.

Considering that motivation is an essential key to guarantee progress in student's language acquisition, it is important that the teacher is aware of the learners' different stimulations in class, to ensure that everyone is keen on attending lessons. A combination of both intrinsic and extrinsic motivations should be considered: as external rewards, such as positive or negative marks, as well as punishments. For this, I have designed an annual project that will maintain student's motivation throughout the whole year. Taking into account that the group read an adaptation of J.K Rowling's

Harry Potter and the Philosopher's Stone (1997) the year before, as in the novel, students will be randomly divided into four houses: Blyton, Austen, Stockett and O'Neill. Their aim will be to defeat the rest of the houses by winning, as many points as possible by the end of the school year.

Prior to house selection, 25 sticks will have been introduced into a can with colored ends — 6 red sticks for O'Neill, 6 blue sticks for Austen, 6 yellow sticks for Stockett and 7 green sticks for Blyton, then, in class, learners will take turns to pull out a stick from the can to know what house they belong to. Subsequently, each house will be given a handmade passport (see appendix 6), created by the teacher, with their names and surnames, as well as with their house name. It will be the team's responsibility not to lose the document and bring it into class everyday since both individual outstanding performances, together with unacceptable work; participation and attitude in class will be reflected in it with happy and/or sad faced stickers the teacher will adhere onto the passport.

This project is exactly what students need to motivate themselves into working properly, both in and out of the classroom, having an active role in lessons, participating in voluntary activities and showing respect towards others and the foreign language. It encourages teamwork and therefore fosters student's social skills and their sense of belonging within the classroom and in regards to their classmates. Furthermore, the project increases competitiveness and teaches students the value of becoming a good peer, by helping their team members. In addition, it raises awareness on women writers since all the house names are the surnames of well-known Anglo speaking authors: Enid Blyton, Louise O'Neill, Jane Austen and Kathryn Stockett.

5. Catering to student diversity

5.1 Student diversity and the Spanish curriculum

According to the current educational law RD 1105/ 2014, concerning student diversity (article 9), there are three particular groups of students who require a specific educational approach, different from the ordinary, to ensure equal educational opportunities. It corresponds to the Education Administrations to adopt the most suitable measures to identify the learners who demand specific learning and consider

their individual needs. As established at a national level, attending to diversity involves three groups of students:

1. **Students with special educational needs**, which, as stated in the standing legislation D.48/2015, article 16, comprises:

    a. Physical disabilities

    b. Mental disorders

    c. Behavioral disorders

2. **Students with outstanding abilities** include gifted or talented learners. As mentioned and according to article 16 in D. 48/2015, it corresponds to the Education Administrations to identify learners who possess such abilities and provide them with a specialized education, focusing on their individual needs. Moreover, intervention plans for students under this category may include altering classroom content by extending it to higher levels, among others.

3. **Students who have integrated into the education system at a late stage.** As stated in the standing legislation D. 48/2015 article 18, it is the Educational Administration's responsibility to ensure that students under this category join lessons where learners share a similar age, academic record and knowledge, so as to adapt the new student in the best possible way. In addition, they may also have to develop special programs for those pupils who lack language skills so as to aid and improve their integration into the corresponding school year.

These three groups of students require specialized support with non-discrimination and educational normalization; their particular educational approach needs to be integrated into the conventional approach, for students, who require such particularities, need to feel a part of the group regardless of their necessity. For this, there are two kinds of measures to adapt the curriculum: ordinary measures and extraordinary measures.

5.2 Strategies for students with specific educational needs

Background information:

A first student is a 15 year-old girl with a motor disability — disability in legs, and therefore uses a wheelchair. According to her diagnosis she has a degree of medical disability greater than a 33%, which she has had from the very beginning, as she was born with Spina Bifida. Despite her having the most severe case of the disease, Myelomeningocele, this involving the complete paralysis of her legs and hence, the use of the wheelchair, she has been in the high school since 1 ESO. This is important to point out for it implies that both students and teachers are aware of the disability and, consequently, there have already been other intervention plans taken into account.

The student attends a rehabilitation centre every day where she receives individualized aid, in a 60-minute session, and exercises her legs to improve her strength, flexibility and movement. Moreover, bearing in mind that she underwent depression as a consequence of her impairment, she attends a psychologist once a month to prevent her from having a relapse. Nevertheless, she has her parent's and the school's full support which is very beneficial for her complete integration in daily activities.

Characteristics:

She has always been a bright and very participative student and the impairment has rarely interfered with school performance or any disruptive behavior. On the contrary, she has always engaged positively in all lessons. However, as a consequence of her disability she has difficulty in understanding and sometimes requires repetition. She also struggles in sustaining her attention for the entire 50-minute lesson and misses parts of the input or conversations with peers. These inconveniences are also present in her L1 lessons and other subjects, nevertheless, she is aware of them and tries her best to overcome them, despite them being challenging for her.

Her proficiency in English and in the rest of the skills is adequate and her attitude towards improving is very positive. As stated, her integration in class and the relationship with the rest of her classmates is excellent.

Intervention plan:

Ordinary measures:

1. To avoid lack of attention, any possible distractions and/or distractors in the environment will be reduced. Moreover, the educator will arrange all pupils in a specific seating position, seating her in the first rows so that the teacher is aware of what she is doing and before explaining any particular task or prior to giving instructions, the teacher will make eye contact with her specifically, as well as with the rest of the class, to ensure that she is paying attention in that particular moment. Furthermore all instructions will be repeated more than once to make sure that they have been understood and the questions will be checked by asking students to repeat the instructions.

2. To ensure a better understanding of materials being read in class, students will work in pairs and/or groups to be able to discuss aspects of the reading or ask questions, if any. In addition, when reading assignments as a large group (the entire class) are held, the teacher will ask questions throughout the reading, tackling the most important aspects, so that the main ideas are clearer and can therefore be discussed.

Extraordinary measures: Unit 2 *On the Wallaby Track* will be used as a model.

1. **Objectives.** In this unit, one of the main aims is for the student to participate actively in cooperative learning and take advantage of working with peers to ask questions when necessary and keep up with the rest of the pupils in certain aspects of the language.

   Concerning vocabulary, the demanded number of terms to include in written production will be fewer in comparison to the rest of the pupils, as the aim is for her to acquire vocabulary and employ the lexis accordingly. This will avoid confusion with other terms, due to the high number of vocabulary units, for she will only have to focus on a certain amount of words.

   Contents. All contents will be the same, however her written texts (assignments and tests) will have highlighted terms, statements or headlines so as to aid her

comprehension when working individually.

2. **Assessment criteria.** As some of the reading exercises will involve working in pairs and groups to help her in her understanding of the text and focus her attention on what is important, her participation in collaborative tasks will be highly taken into consideration.

6. Assessment and evaluation procedures

6.1 Principles and Techniques

Assessment is an important part of education since it allows teachers to regulate learning and to detect the possible difficulties students may encounter in the process to help them improve. Moreover, it is an essential component as it notifies both pupils and parents on the progress and the results of their learning. However, in order for it to be effective and assist individual growth, assessment must be continuous and present throughout the entire school year.

Before delving into its functions, it is important to point out the difference between assessment and evaluation. On the one hand, the former refers to the feedback teachers give to their pupils to aid them in their learning acquisition; on the other hand, evaluation involves giving a value (normally in numbers) to a student's performance. Assessment is process oriented, since educators collect, review and use the information with the aim of improving learner's performance, while evaluation is product oriented for it determines on a scale whether certain objectives have been achieved. Considering these definitions, there are two ways of assessing: formative assessment that focuses on the learning process (assessment) and summative assessment, in which the final grade is what is considered important (evaluation).

Highlighting what one is going to evaluate is essential since the way of doing so is influenced by one's concept of education and therefore conditions the individual's teaching approach and hence the quality of the teaching. Following my teaching philosophy (see section 4), the aim is for learners to acquire English with a purpose, this is, the final objective is for them to feel safe using the language in real life situations: using formal and informal vocabulary when required, understanding authentic materials

such as newspapers, being able to ask for or provide information, having a formal and/or informal conversation and sending text messages among many others. For this reason I understand assessing not as a final stage in their learning process but as a tool to maintain learners on the right path. Consequently, what will be taken into account is how students use what they acquire in the lessons in different contexts. This will be carried out complying with the assessable learning standards within the Spanish law, which are stated in the following section. To do so, formative assessment will be employed to check pupil's progress throughout the entire school year, to reinforce their learning.

In order to do so it is important to know their initial starting point and monitor their evolution, understanding why or why they do not reach the desired objectives. Consequently, the first term will begin with a diagnostic test, which will be useful for the educator to understand her pupil's level and adapt or modify her lessons in accordance to the results. From that initial stage, and bearing in mind that critical thinking and autonomous learning as well as cooperative work are highly valued, formative assessment will go beyond the traditional bidirectional teacher – student feedback, since it will also include an evaluation involving peers and self- assessment. In this way, not only will students feel more responsible of their language acquisition, fostering their intrinsic motivation, but they will also become more efficient since they will be able to recognize, and thus, focus on their difficulties and their strengths better. Furthermore, peer assessment will improve student's relationships and develop a safe and positive learning classroom environment.

Speaking assessment will give importance to one's pronunciation, vocabulary, fluency, strategies, register and grammar as well as to the student's ability to communicate ideas and interaction. This productive skill will be daily assessed by the teacher in class participation making slips and error corrections when necessary — on the spot or after the activity, and taking into account learner's attempts while speaking to get the message across. Regular class interaction and participation corrections will be made by the teacher by giving the learner a puzzled look to show confusion, providing him/her with a general or more focused suggestion such as "Try again" or "Use a different verb tense" respectively, by repeating the entire sentence and stopping at the

part that was incorrect: "I wanted to *what*?" or reformulating the idea correctly in a low voice while listening.

However, assessment for oral presentations or debates will be provided at the end of the activity to avoid distracting the student. For these kinds of tasks the learner will receive feedback from both peers and the teacher. The educator will take notes on the student's language and provide both individual comments and give an overall assessment to the group, writing down general mistakes on the blackboard to learn from and avoid repeating. In addition, each class member will have to think of a constructive comment for his/her peer to improve oral skills and write it down on that individual's commitment booklet so that he/she can focus on more specific aspects to improve, such as posture, eye contact, intonation, developmental errors etc., in further oral presentations.

Writing assessments will consider vocabulary, structure, originality, coherence and cohesion and grammar when expressing ideas, narrating or describing in writing. Students will be required to self-asses their writings bearing in mind the rubric I will use to asses them myself afterwards (See appendix 7). Compositions will be corrected in a different colored pen to red, blue and black, and mistakes regarding spelling, verb tense, word order, vocabulary, punctuation and unclear meaning, will be highlighted using a specific code students are already familiar with, so that they can correct their mistakes when their compositions are returned to them (See appendix 8). Moreover, they will have to rewrite them, including the correct form of their errors, which they will then include in their portfolios. All of their written works throughout the school year will go into their portfolios for further use at the end of every term. Learner's self-assessment will be taken into consideration for the final grade.

As above-mentioned (section 4) I understand learning a language as acquiring it in a natural way just as one acquires his/her mother tongue. Consequently, lessons will not be devoted exclusively to one skill, in this way, listening will be practiced by watching videos, listening to songs and by understanding others. Pupils will be exposed to authentic material in classroom activities where they will be forced to face listening difficulties in terms of speed, accents, omission of words, fillers and false starts or unfinished sentences among many others. It will be the way they perform subsequently

how the teacher realizes if learners have understood the listening and whether they are able to perform the task related to it.

The assessment concerning reading is specially focused on the way learners read extensively to learn to think critically. For this, pupils will have a discussion session on *Animal Farm* every Tuesday, where they will be able to share their opinions and doubts about the book in groups, then, they will be tested on it in writing (see section 6.3 where the reading test is discussed). The test will have two parts: a first section devoted to vocabulary, where learners will be asked to write down a dictated term and use it in a meaningful sentence, and a second part where learners will have to develop their critical thinking and answer questions about the book.

Despite the fact that the type of assessment I would like to follow is formative, there are standards in the Spanish legislation one must comply with. Consequently, in order to establish a final grade to every student, summative assessment is required. For this, student's individual progress reflected in portfolios and in their commitment booklets will be taken into account as well as class participation and homework submission, which will be reflected on the teacher's record sheet as well as in student's passports.

6.2 Assessment criteria and assessable learning standards

This section is devoted to the assessment criteria and the assessable learning standards of English as a second language in 4 ESO. The information has been taken from both D. 48/2015 (pp. 173 – 178) and R.D 1105/2014 (pp. 430 – 433).

Block I. Comprehension of oral texts

Students be able to do the following:

- Identify the main ideas and the most relevant aspects of oral texts with a clear structure and regardless of their length. They can include formal and/or informal language and deal with abstract or more specific topics such as daily routines or personal, public or educational interests, as long as the acoustic conditions are optimum.
- Apply specific strategies to understand the most relevant aspects of the text.

- Understand and employ sociocultural and sociolinguistic aspects (daily routine, interpersonal relationships, behavior and social conventions), for a better understanding of the text.
- Distinguish the most relevant communicative functions of the text.
- Apply one's syntactic and discursive knowledge, frequent in oral texts.
- Identify terminology related to daily routines and common topics such as one's personal interests, education and occupation, as well as to a limited set of expressions and idioms of frequent use.
- Distinguish sound patterns, accent, rhythm and intonation in common speech and understand both the message as well as its communicative function.

Assessable learning standards. By the end of the year the student:

1. Understands the main points and most relevant aspects of recorded or spoken messages, clearly articulated, that contain instructions, indications or other information, including that of technical kind.

2. Understands what is being said in structured and regular day to day conversations (i.e. in stores, hotels or restaurants), as well as in less usual types of conversation (i.e. in pharmacies, hospitals or the police station).

3. Identifies the main ideas of everyday topics in a formal and/or informal conversation between two or more participants that is being held in his/her presence.

4. Understands explanations and different points of view of everyday topics, as well as less frequent ones in an informal conversation, hypothesis, feelings and the description of abstract topics.

5. Understands relevant information and practical details in a formal conversation or interview in which he/she takes part in, asking for repetition or paraphrasing.

6. Distinguishes, with visual or written aid, the main ideas and the most relevant information of oral presentations to his/her liking, or related to education, and with a clear structure.

7. Identifies the main ideas of television news that are clearly articulated when there is visual support that complements the discourse, as well as clearly articulated television commercials, series and films, in a standard variety of the language, when images aid the comprehension.

Block II. Production of oral texts: expression and interaction

Students be able to do the following:

- Produce short or medium length texts, either in face-to-face conversations or with technical means, in a formal and/or informal register in which information, ideas and opinions are exchanged and hypothesis are formulated. Repetition, pauses or paraphrasing may be needed.

- Know and apply the most suitable strategies to produce monologues and dialogues in a clear and structured way, employing simple definitions for unknown terms or starting again when communication fails.

- Incorporate one's sociocultural and sociolinguistic knowledge to the production of monologues and dialogues related to interpersonal relations and social conventions, in the personal, public and educational spheres, adjusting one's expression to the recipient, the communicative purpose, the subject and the channel.

- Carry out the required function for the communicative purpose, employing the necessary repertoire to initiate and conclude a speech adequately, organizing the information in a clear way and providing examples.

- Prove one's proficiency in a wide repertoire of common syntactic features, although with some L1 influence, and select the appropriate coherence and cohesion elements to organize one's speech in a simple but effective way.

- Know and employ commonly used oral lexicon related to everyday aspects and general topics, as well as a limited set of frequently used expressions and idioms.

- Pronounce and articulate statements in a clear and comprehensible way, despite having to repeat certain words or making mistakes.

- Maintaining the appropriate pace of speech, regardless of the length of the intervention, with an adequate fluency to make the message comprehensible for others.

- Interact simply but effectively in a clear and structured manner.

Assessable learning standards. By the end of the year the student:

1. Creates short, well structured and pre-rehearsed visually supported presentations on topics related to academic or occupational topics of his/her interest, organizing the information in a coherent way, explaining the main ideas clearly and briefly and answering to questions.

2. Is able to cope with everyday situations and /or less usual ones that may arise on an outing and knows how to ask for attention, information, help or explanations and make a complaint.

3. Takes part adequately in informal face-to-face conversations, or by other means, in which the exchange of information and points of view takes place; narrates and describes past and future events; formulates hypothesis and makes suggestions; asks for and gives instructions or indications in detail; expresses and justifies feelings and describes specific and abstract topics.

4. Takes part in formal conversations, interviews and meetings of academic or occupational purposes, exchanging relevant information, asking for and giving instructions or solutions to practical problems by stating one's point of view in a clear and reasonable manner.

Block III. Comprehension of written texts

• Students be able to do the following:

• Identify the main ideas and the most relevant aspects of written texts with a clear structure and regardless of their length. They can include formal and/or informal language and deal with abstract or more specific topics such as daily routines or personal, public or educational interests.

• Apply specific strategies to understand the most relevant aspects of the written text.

• Understand and employ sociocultural and sociolinguistic aspects (daily routine, interpersonal relationships, behavior and social conventions), for a better understanding of the text.

• Distinguish the most relevant communicative functions of the text.

• Apply one's syntactic and discursive knowledge, frequent in written texts, as well as recognize the syntactic structures.

• Identify terminology related to daily routines and common topics as one's personal interests, education and occupation, as well as to a limited set of expressions and idioms of frequent use.

• Distinguish the main formatting and orthographic and punctuation conventions as well as specific abbreviations, symbols and their meanings.

Assessable learning standards. By the end of the year the student:

1. Identifies relevant information in detailed instructions on the use of gadgets and software and on the implementation of security activities and rules.

2. Understands the general meaning and the main points of advertisements and of public, institutional or corporative, clearly structured announcements related to issues of personal, academic or occupational interests.

3. Includes personal correspondence in any support, including online forums and blogs, in which impressions and feelings are described; facts and experiences are narrated and there is an exchange of information, ideas and opinions.

4. Understands official letter, faxes or emails to be able to react accordingly.

5. Spots specific information in well-structured journalistic texts of medium length; identifies relevant ideas from articles and identifies the conclusions of argumentative texts.

6. Understands specific information on web pages and other reference materials concerning academic or occupational topics of their interest.

7. Understands the general aspects and the most relevant details of well-structured fiction and literary works that follow a linear plot, and can be easily followed, where characters and their relationships are clearly described.

Block IV. Production of written texts: expression and interaction

Students be able to do the following:

• Produce short or medium length coherent and clearly structured compositions, either on paper or using electronic sources, in a formal and/or informal register employing adequate uses of cohesion resources, spelling conventions, correct punctuation marks and proving one's proficiency of expressions, structures and frequently used lexicon.

• Know and apply the most suitable strategies to produce short or medium length texts.

• Incorporate one's sociocultural and sociolinguistic knowledge to the production of compositions related to interpersonal relations and social conventions, in the personal, public and educational spheres, adjusting one's expression to the recipient, the communicative purpose, the subject and the channel.

• Carry out the required function for the communicative purpose, employing the necessary repertoire to begin and conclude a composition adequately, organizing the information in a clear way, providing examples and summarizing.

- Prove one's proficiency in a wide repertoire of common syntactic features, although with some L1 influence, and select the appropriate coherence and cohesion elements to organize one's writing in a simple but effective way.

- Know and employ commonly used lexicon related to daily aspects and general topics, as well as a limited set of frequently used expressions and idioms.

- Use common spelling, punctuation and formatting conventions so that the message is clearly understood, although there may be some L1 influence; know how to use simple resources to correct spelling mistakes in an electronic format and adapt to the common conventions for writing texts on the internet.

Assessable learning standard. By the end of the year the student:

1. Completes a detailed questionnaire with personal, academic or work experience information.

2. Composes his/her curriculum vitae in an electronic format.

3. Takes notes with relevant information on common topics and general aspects in the personal, academic and occupational fields within his/her area of interest.

4. Writes notes, announcements, messages and short comments, requesting and conveying simple information and opinions.

5. Writes short and simple reports, providing information on academic, occupational or less frequent topics, briefly describing situations, people, objects and places; narrating and explaining events in a clear and linear sequence.

6. Writes personal emails and participates in forums, blogs and chats, describing experiences, impressions and feelings, narrating it in a clear and coherent way; shares information and ideas on specific topics selecting the most relevant aspects, justifying his / her point of view.

7. Writes simple and formal emails addressed to public or private institutions or entities, for the purpose of requesting or providing information, requesting a service, making a complaint or others.

6.3 Marking and feedback

The main assessment process in this school year will be a continuous evaluation in which student's grades will depend on their improvement and progress from the beginning of the school year. Therefore, feedback will be based on observing and providing the pupil with constructive comments to help him/her reflect and grow. The final grade of these will depend on **attendance (25%),** which includes homework submission (10%) and active and constructive class participation (15%), a **speaking task (25%)**, a **reading test (25%)**, divided in use of vocabulary (10%) and content (15%) and **written tasks (25%)**, these including compositions done in class (17%) and at home (8%).

Homework and effective class participation will be marked and registered in the teacher's record notebook with positive (+) and negative (-) symbols — one negative will be nullified by two positives. In the third term, the annual project's results reflecting a positive or negative attitude towards the subject will be reflected, this implies that the members of the house with the best results will win an extra point on their final grade.

The final speaking task, which will consist of a 7-minute oral presentation, will be graded on a scale from 0 – 10 according to the teacher-created rubric (See appendix 9).

The reading test, also graded on a scale from 0 – 10, will be composed of two parts:

1. Use of vocabulary – 10%
2. Content – 15%

However, it is compulsory for students to pass both sections individually to be able to pass the test.

Writing tasks will be graded differently whether done at home or in the classroom. Both of them will be evaluated on a scale from 0 – 10 according to the teacher's parameters (see appendix 7) and taking into consideration learner's self-assessment averaging them in general. All the evaluation criteria will be given to both parents and students beforehand.

6.4 Assessment and procedure rationale

I have devoted section VI to explain the main principles and techniques of assessing my 4ºESO group of students according to my own personal teaching philosophy and considering the current Spanish legislation D. 48/2015 (pp. 173 – 178) and R.D 1105/2014 (pp. 430 – 433).

I have made a distinction between the terms "assessment" and "evaluation" since they are two misleading concepts that may seem similar but are quite different in terms of feedback, purpose and orientation as the former is process oriented and follows a formative kind of assessment, while the latter is product oriented and fits under the definition of a "summative evaluation".

In the same way that I agree with students acquiring English, rather than learning it, I do not understand assessing as a final step in teaching, but as a process that aids students in their learning and helps them grow. For this, it is important to begin the subject with a diagnostic test, since it will be useful and it will let the teacher know what level her students have.

Assessment is going to be carried out by both students and teachers. Peer and self-assessment is essential to improve relationships among others and to develop a sense of autonomy in learning and observe oneself in lessons recognizing one's weaknesses and strengths. For this, constructive feedback will be provided to help the student grow, not to put them down.

Students will use portfolios and commitment booklets as well as their group passports for assessing, which will reflect a 25% of their final grade. A speaking final task will represent another 25% of their English mark and the remaining 50% will be divided in their performance on the reading test (25%) and their writings (25%).

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Annexes

Appendix 1: Development and detailed description of the unit of work entitled

UNIT: 2	*On the Wallaby Track*	*3 weeks*

CONTENTS		
BLOCK I: **Comprehension of oral texts**	Listening strategies: Listening to confirm one's predictions on statements based on one's prior knowledge and the topic.	**Sociocultural and sociolinguistic aspects:** • **Enthusiasm.** Encouraging students to take an active role in communicative situations. • **Tolerance.** Welcoming others' experiences and events. • **Interest.** Developing curiosity in Australia and its culture.
BLOCK II: **Production of oral texts**	Speaking strategies: Keeping a fluent short conversation conveying meaningful statements about past and present events.	**Communicative functions:** • Talking about past and present events with ease. • Showing enthusiasm while speaking. • Improvising to maintain a conversation. **Syntactic-discursive structures:**
BLOCK III: **Comprehension of written texts**	Reading strategies: Working out meaning from context.	• Introduction to contrast of present perfect and past simple. • Revision of irregular past forms. • Extension of question tags. **Vocabulary:**
BLOCK IV: **Production of written texts**	Writing strategies: Managing to compose an adequate CV.	• Introduction to vocabulary related to jobs and professions. • Revision of word formation. • Extension of phrasal verbs with *get*. **Pronunciation:** • Segmental features: command of –ed endings in simple past regular verbs. • Suprasegmental features: distinguish between falling and rising intonation of question tags.

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Encouraging students into reading with authentic material.

Audiovisual communication & ITC	Completing homework on social media.
Values	Building relationships by working in teams.

RESOURCES	TYPES OF LEARNING ACTIVITIES
- Conversation cards - CV examples: https://europass.cedefop.europa.eu/es/documents/curriculum-vitae/examples - Character Grid - Whiteboard - Ball - Online articles: Knaus, C. (2020). Firefighters' group that disputes climate link to bushfires has close ties to Shooters party. *The Guardian.* Retrieved from: https://www.theguardian.com/australia-news/2020/jan/09/firefighters-group-that-disputes-climate-link-to-bushfires-has-close-ties-to-shooters-party Morton, A. (2020). Australia records worst December fire conditions after its hottest, driest year. *The Guardian.* Retrieved from: https://www.theguardian.com/australia-news/2020/jan/09/bushfires-crisis-more-than-75-of-australia-had-worst-weather-conditions-on-record-last-month - Dictionary - Buzzer - Bingo Cards - Blackboard - Textbook: Capel, A. & Sharp, W. (2008). *Objective First Certificate* (2nd ed.). Cambridge: Cambridge UP Oxenden, C. & Latham-Koenig, C. (2008). *New English File: Upper-intermediate Student's Book.* Oxford: Oxford UP. - Power point presentations - Computer - *Animal Farm* by George Orwell - Notebooks - Handouts:	- Gap filling - Hands – on learning - Sing along - Debates

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- Learning Log

- Videos:

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South China Morning Post. *Koala rescued from deadly Australian bush fires.*[Video file]. Retrieved from: https://www.youtube.com/watch?v=-Yw5MM2-aR8

EVALUATION		
E V A L U	**Specific learning outcomes**	*It is expected that students will:*
		1. Master the use of past participle forms and use the simple past and present perfect tense accordingly in both written and oral production.
		2. Connect jobs to working places and use appropriate lexicon in written production.
		3. Distinguish the different endings in –ed endings and employ the correct intonation when producing question tags.
		4. Participate in cooperative working, respecting others' ideas.

A	Competences	Achievement indicators
T **I** **O** **N**	8. Competence in Linguistic Communication 9. Mathematical competence and basic competence in Science and Technology 10. Digital competence 11. Learning-to-learn 12. Social and civic competences 13. Sense of initiative and entrepreneurship 14. Cultural awareness and expression	**Performance outcome 1. Competences (1, 3 & 4):** To employ the past simple and present perfect tenses distinctively with no spelling mistakes in the past participles using grammar digital resources. **Performance outcome 2. Competences (1 &7):** To understand the different jobs and master its use. **Performance outcome 3. Competences (1 & 5):** To pronounce the correct consonant phoneme in regular past simple tenses as well as question tag intonation. **Performance outcome 4. Competences (4, 5 &6):** To show a positive attitude towards others ideas.

LEARNING ACTIVITIES & TEACHING METHODS

Unit 2: Lesson No: 1	Date: 3/10/2019	Time: 9:25 - 10:15	Class: 4ESO	Length of lesson: 50 min	No. of students: 25

Learning activities/tasks	**ACTIVITY 1:** <u>Warm up activity: G'Day Mate!</u> Aims: To put together as much information about Australia as possible, to practice speaking in pairs and in front of the class. Resources: Conversation cards and blackboard. Time: 7 minutes. Interaction type: In pairs and as a group. Procedures: I will use the heading of the unit "On the Wallaby track" to ask students if they know what the idiomatic expression means and where it is normally used. Then I will distribute some conversation cards for students to discuss in pairs and then they will all share their ideas in front of their classmates.

Conversation Cards	
How was Australia populated?	Name five Australian landmarks.
What typical dishes come to your mind when you think about Australian food?	What are the original people of Australia called? What do they look like?

How many well-known people do you know from the island?	Do you believe that all Australians are criminals? Yes or No and why.
What are the most common wild animals in Australia?	In what ways is Australia different from Spain? Name at least three.
What languages do people speak in Australia?	Do you know of any fun facts about Australia?
Describe the Australian flag	What is the demonym of Australia?
Name five cities in Australia	What currency is used in Australia?
Can you name three stereotypes that Australians have?	How many states compose the island?
What do you think Australians think about us?	How expensive is living in Australia?

ACTIVITY 2: Pre listening activity: In Gear
Aims: To activate schemata and to preview the song content.
Resources: Song retrieved from: https://www.youtube.com/watch?v=DYjl1GFrWD8, whiteboard, computer and notebook.
Time: 7 minutes.
Interaction type: Individual work and in pairs.
Procedures: I will play the song showing the video image only, so that students can predict the content they will be listening to. Once they have written down their predictions they will comment them with the person sitting next to them.

ACTIVITY 3: Listening activity: What about me?
Aims: To listen to understand specific terms.
Resources: https://www.youtube.com/watch?v=DYjl1GFrWD8, computer, whiteboard, notebook and fill in the gaps worksheet.
Time: 10 minutes.
Interaction type: Individual work.
Procedures: The song will be played twice; in the first listening, students will listen for gist to see if their predictions are true. The second listening will be for students to fill in the gaps.

What about me — Shannon Noll
Well there's a little boy waiting at the _____ of the corner shop
He's been waiting down there, waiting half the day,
They never ever see him from the top.
He gets pushed around, _____,
He gets to his feet and he says
What about me? It isn't _____.
I've had enough, now I want my _____.
Can't you see, I want to live
But you just take more than you give
Well, there's a _____ at the counter of the corner shop
She's been waiting back there, waiting for a dream,
Her dreams walk _____, they never stop.
Well, she's not too _____, to cry out loud
She runs to the street and she screams:
_____? It isn't fair
I've had enough, now I want my share
Can't you see, I want to live
But you just take more than you give.
So Take a step back and see the little people
They may be young, but they're the ones that _____.

So listen as they _____:
"What about me?"
And now I'm standing on the corner, all the world's _____
Nobody's changed, nobody's been saved
And I'm feeling _____.
I guess I'm lucky, I smile _____
But sometimes I wish for more than I've got
What about me? It isn't fair
I've had enough, now I want my share
Can't you see, I want to live
But you just take more
What about me? It isn't fair
I've had enough, now I want my share
Can't you see, I want to live
But you just take more, you just take more,
you just take more than you give.
What about me?
What about me?
_____ ?

ACTIVITY 4: <u>After listening activity 1: Predictions</u>
Aims: To express likes and or dislikes providing arguments.
Resources: Fill in the gaps worksheet.
Time: 8 minutes.
Interaction type: As a group.
Procedures: Fill in the gaps correction; discuss what the song is about and whether their predictions were true or untrue. They will also have to express their attitude towards the song (likes and/or dislikes). In this last activity students will be able to ask questions regarding vocabulary or any other question they may have about it or the lesson as a whole.

ACTIVITY 5: <u>After listening activity 2: Making the people "big"</u>
Aims: To write a short meaningful story based on another one.
Resources: Notebook.
Time: 15 minutes.
Interaction type: Individual work.
Procedures: Based on "What about me" and using the lyrics of the song to help them, students will have to write a short story of how the little boy or the girl from the counter stopped being unnoticed and became a part of the "big people" who are heard.

ACTIVITY 6: <u>After listening activity 3: Sing Along</u>
Aims: To pronounce terms appropriately bearing in mind the unfamiliar Australian accent.
Resources: https://www.youtube.com/watch?v=kJRAzWlRLhA, whiteboard, computer and fill in the gaps worksheet.
Time: 3 minutes
Interaction type: As a group
Procedures: They will sing along to "What about me".

LEARNING ACTIVITIES & TEACHING METHODS

Unit 2: Lesson No: 2	Date: 4/10/2019	Time: 9:25 - 10:15	Class: 4ESO	Length of lesson: 50 min	No. of students: 25

Learning activities/tasks	**ACTIVITY 1:** Warm up activity: Parts of Speech Bingo

ACTIVITY 1: Warm up activity: Parts of Speech Bingo
Aims: To activate schemata on word formation.
Resources: Parts of Speech Bingo Cards made by the teacher.
Time: 4 minutes.
Interaction type: In groups of three and a group of four.
Procedures: Using different colours, so as to differentiate the parts of speech, students need to cross out the words that belong to the different parts of speech that the teacher calls out. For example if she says "nouns", students need to cross out all of the nouns in their bingo card. The first group to complete the bingo card wins.

Parts of Speech Bingo Cards 1		
Boss	Generosity	Unemployed
Responsible	Disappeared	Patience
Undressed	Illogical	Unsuccessful
Sailor	Lawyer	Decisive
Performance	Commute	Technician

Parts of Speech Bingo Cards 2		
Commute	Irresponsible	Trainer
Succeed	Employee	Applicant
Decisive	Counter	Energetically
Performer	Fame	Satisfaction
Creativity	Generosity	Illogical

Parts of Speech Bingo Cards 3		
Bossy	Management	Trained
Employ	Commutation	Decision
Energetic	Generosity	Performance
Expensive	Creativity	Fame
Agreement	Responsibly	Statistically

Parts of Speech Bingo Cards 4		
Manager	Successful	Employment
Commuter	Steward	Apply
Decisive	Responsible	Patience
Satisfy	Unemployed	Statistically
Fame	Application	Creation

ACTIVITY 2: Grammar input: Word formation (prefixes).
Aims: To distinguish parts of speech (prefixes).
Resources: Notebooks and Power Point presentation made by the teacher.
Time: 15 minutes.
Interaction type: Individual work.
Procedures: I will quickly explain how prefixes are used and provide students with examples. Then, they will perform a heads-down activity by copying into their notebook the different ways in which terms are formed.

PREFIX	USE	EXAMPLES
IL -	Before –l **except** : Unlawful, unlearn, unless…	**Ill**egal , **Ill**egible
IR -	Before –r **except**: Unreal , unrated	**Ir**responsible **Ir**regular
IN -		**In**complete **In**formal
IM -	Before –m , -p , -b **except:** Unpack, unmark, unpaid	**Im**possible , **Im**balance **Im**moral
UN -		**Un**comfortable **Un**able

DIS -		**Dis**advantage **Dis**honest
MIS -		**Mis**leading **Mis**spell

NON -	Not Absence of	**Non**violent **Non**payment
RE -	To repeat	**Re**do **Re**type
SUB -	Under Below	**Sub**soil **Sub**urbs
UN -	Not	**Un**employed **Un**felt
UNDER -	Beneath	**Under**sized **Under**ground

ACTIVITY 3: Prefixes word formation maze.
Aims: To use the prefix -in accordingly.
Resources: Word formation maze by "Lesson Plans Digger". https://www.lessonplansdigger.com/wp-content/uploads/2016/03/Word-Formation-Maze_student.pdf
Time: 6 minutes.

Interaction type: Individual work.

Procedures: Students need to exit the maze by following the words that add prefix –in. Fast finishers can add the correct prefix to the rest of the words.

ACTIVITY 4: <u>Grammar input: Word formation input (suffixes).</u>

Aims: To distinguish parts of speech (suffixes).

Resources: Power Point presentation made by the teacher and notebooks.

Time: 15 minutes.

Interaction type: Individual work.

Procedures: I will quickly explain how suffixes are used and provide students with examples. Then, they will perform a heads-down activity by copying into their notebook the different ways in which terms are formed.

Nouns

SUFFIX	MEANING	EXAMPLES
- ATION	State / Process of	Starv**ation** Separ**ation**
- ISM	Action or practice	Bapt**ism** Alcohol**ism**
- ION	Condition of	Un**ion** Act**ion**
- ENCE	State of	Depend**ence**
- NESS	Quality and State	Dark**ness** Kind**ness**
- MENT	A product resulting from the verb	Govern**ment** Refresh**ment**
- AL	Having the form or character of	Natur**al**

- SHIP	State or condition of	Friend**ship** Relation**ship**
- ITY	State or condition of	Civil**ity**

Adjectives

SUFFIX	MEANING	EXAMPLES
- IBLE	Capable of	Vis**ible** Cred**ible**
- ABLE	Capable of	Teach**able** Honou**rable**
- Y	Resembling Related to	Sunn**y** Sand**y**
- AL	Having the form or character of	Accident**al** Season**al**
- IVE	Having a connection with	Act**ive** Sport**ive**
- FUL	Full of	Beauti**ful** Harm**ful**
- LESS	Not having	Care**less** Motion**less**
- OUS	Possessing	Nerv**ous** Glori**ous**

ACTIVITY 5: The Buzzer Suffix Game

Aims: To recognize and form different parts of speech.

Resources: A buzzer.

Time: 7 minutes.

Interaction type: In groups.

Procedures: I will call out a suffix ending and a member of the first group will have 10 seconds to shout out as many correct terms as possible that contain the mentioned suffix. The rest of the class will listen quietly until it is their turn to participate. The group that has been able to shout out more correct terms with the appropriate suffix ending wins. Each player from the team that has won will receive an extra happy face on his or her team passport.

ACTIVITY 6: Sending homework: Happy Weekend

Aims: To consolidate the input learnt in class on suffixes and prefixes.

Resources: Word formation handout by English grammar: https://www.english-grammar.at/worksheets/language-in-use/word-formation/wf008-word-formation.pdf

Time: 3 minutes.

Interaction type: Individual work.

Procedures: Students will collect the homework sheet and check whether they understand the headlines to ask questions in class prior to doing the homework at home.

LEARNING ACTIVITIES & TEACHING METHODS

Unit 2: Lesson No: 3	Date: 7/10/2019	Time: 9:25 – 10:15	Class: 4ESO	Length of lesson: 50 min	No. of students: 25

Learning activities/tasks

ACTIVITY 1: Power Point Presentation: It's Labour Day!

Aims: To raise awareness in Australian national holidays.

Resources: Teacher made Power Point presentation and Notebooks.

Time: 20 minutes.

Interaction type: Individual work.

Procedures: Students will pay attention to a presentation on Australia's Labour Day to get to know about the country's public holiday. They are free to ask any questions and /or comment on any aspect they find interesting or relevant.

Labour Day

The Eureka Flag

- It was initially used as a war flag of the Eureka Rebellion by gold miners who revolted against colonial authority of the UK.
- **Now** it is used as a symbol of democracy, egalitarianism and general purpose symbol of protest.

The Eight-Hour Day by John Warner

Come all you workers and hear what I say,
They're trying to **plunder** the eight-hour day,

Won by our **forbears** in a bloody campaign,
So rise up and be in the struggle again.

So stand up united, let no one betray
Our right and our children's - the eight-hour day.

Individual contracts were made for the fool,
If business divides us then business can rule,

If we let the government back what they say,
It's a twelve-hour **shift** and no **penalty pay**.

So stand up united, let no one betray
Our right and our children's - the eight-hour day.

This system they're making's a ticket to hell,
Working weekends and Christmas and New Year as well.

No time for the needs of our children and wives,
If we let productivity measure our lives.

So stand up united, let no one betray
Our right and our children's - the eight-hour day.

It's **a user-pay's system** as I have heard tell,
They're using us hard, so they'd better pay well,

Business and government **walk hand in fist**
And it's only in union that we can resist.

So stand up united, let no one betray
Our right and our children's - the eight-hour day.

So come all you workers and fight this abuse,
Let **overtime hours** be our right to choose,

Fight to regain a fair penalty pay,
And **grip** like a bulldog the eight-hour day.

So stand up united, let no one betray
Our right and our children's - the eight-hour day.

http://unionsong.com/u053.html

Labour Day in Australia

- 4th March → Western Australia

- 11th March → Victoria and Tasmania

- 6th March → Northern Territory and Queensland

- 7th October → New South Wales and Southern Australia

Labour Day: Public life

- Government offices, schools and businesses are closed.
- Public transport is reduced.
- It is an occasion for unions, community groups and gatherings.
- There are marches in Brisbane (Queensland)
- Trips and barbecues.

https://www.youtube.com/watch?v=aZK5n5AIaxk

Vocabulary

- Stonemason (n)
- To struggle (v)
- To push for (v)
- Sash (n)
- Revolt (n)
- To plunder (v)
- Forbear (n)
- Penalty pay (n)

- **User's pay** system (adj)
- **Overtime** hours (adj)
- Shift (n)

ACTIVITY 2: Labour Day presentation: Better Together
Aims: To delve into the lyrics of the song and connect it to real life events.
Resources: Song retrieved from: http://unionsong.com/u053.html computer and whiteboard.
Time: 7 minutes.
Interaction type: Individual listening and commenting in groups.
Procedures: We will all listen to John Warner's *Eight-Hour Day* song and then we will comment on the lyrics together connecting it to the real life events that took place in Australia on Labour Day.

ACTIVITY 3: Labour Day presentation: Connect the dots
Aims: To connect the theory seen in class to the lyrics and the images of the video.
Resources: Video retrieved from: https://www.youtube.com/watch?v=aZK5n5AIaxk computer, whiteboard and notebooks.
Time: 7 minutes.
Interaction type: As a group.
Procedures: Students will watch the video "Workers United: Australian Labour movement", understanding the content of the images and the audio, taking notes if necessary. Once the video is finished we will all comment our opinions on Labour Day and try to connect it to any similar situations in Spain or any other place around the world.

ACTIVITY 4: Labour Day presentation: Off the cuff
Aims: To expand lexis.
Resources: Power Point presentation made by the teacher.
Time: 5 minutes.
Interaction type: As a group.
Procedures: I will ask students to define interesting vocabulary units seen throughout both the presentation and the songs to expand their lexis. They will have to write the terms down together with their definitions so they can use them for further activities.

Vocabulary

- Stonemason (n)
- To struggle (v)
- To push for (v)
- Sash (n)
- Revolt (n)
- To plunder (v)
- Forbear (n)
- Penalty pay (n)

- **User's pay** system (adj)
- **Overtime** hours (adj)
- Shift (n)

ACTIVITY 5: Labour Day presentation: Between two minds
Aims: To develop critical thinking in societal issues.
Resources:
Time: 8 minutes.
Interaction type: As a group.
Procedures: Using the statement "We're fighting for a better world not just for better pay" sung in the video, students will carry out a debate providing ideas and arguments on how they would fight for a better country regarding Spain.

ACTIVITY 6: Learning log explanation: No pain no gain
Aims: To foster self-learning.
Resources: Blackboard.
Time: 3 minutes.
Interaction type: Individual listening.
Procedures: I will explain to students their final unit project. For this they will have to submit a learning log on Australia one week after the unit is over where their knowledge on the country, its people and/or traditions is

reflected. They will be able to use the content seen in class and any extra information they wish to add. Outstanding learning logs will receive extra credit in the form of happy faces in student's passports.

LEARNING ACTIVITIES & TEACHING METHODS

Unit 2: Lesson No: 4	Date: 8/10/2019	Time: 10:20 – 11:10	Class: 4ESO	Length of lesson: 50 min	No. of students: 25

Learning activities/tasks

ACTIVITY 1: Book reading Session Animal Farm: Literacy Circle

Aims: to develop critical thinking.

Resources: Animal Farm novel by George Orwell and Literacy Circle sheets made by Sandra Fernández-Shaw.

Time: 40 minutes.

Interaction type: In groups of four.

Procedures: Bearing in mind that students will be reading *Animal Farm* by George Orwell throughout the entire school year, it is important to point out that I will be devoting Tuesdays to the book analysis. Before coming to class students will have read the corresponding extract at home and they will have uploaded, via an online platform (Raíces), their corresponding assignment, which varies throughout the lessons, and which is exemplified below. Each member of the group will be given a different role every week and they will have to fill in their corresponding worksheet. In class, they will have to discuss their findings and comments to delve into the story and learn from other peer's perspectives. The roles are the following: summariser, discussion leader, connector, illustrator, vocabulary master, passage picker, and investigator.

Summariser	Name
Literary Circle for Chapter on (date)	
Summariser: Using your own words you have to summarize the reading you will then cover in three minutes within your group. The summary must include the main ideas and key points.	
Summary:	

Key Points: - - - -

Discussion Leader	Name
Literary Circle for Chapter on (date)	

Discussion leader: Think about questions that will help your group discuss about the reading. The aim is to engage in conversation about the reading. Usually the best discussion questions come from one's own thoughts, feelings and concerns.
Tips: - Are characters realistic, historically based or symbolic?   - What motivates the characters into making choices?   - Why do events take place the way they do?   - Bear in mind confusing passages.   - What historical contexts are taken into consideration? How does it influence the book?   - Book analysis: images, sentences, descriptions, etc.
Discussion questions:

-	
-	
-	

Connector	Name
Literary Circle for Chapter on (date)	
Connector: Your job is to find connections between what you have read, yourself and the real world.	

Tips:
Consider
    • Your own experiences: events at school, the news.
    • Similar events at other times and places
    • Other people's experiences you may know.
    • Between this book and other writings on the same topic or by the same author.	

Connections made:	

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Illustrator	**Name**
Literary Circle for Chapter on (date)	
Illustrator: Connect the reading with images by bringing in to class illustrations of what has come to your mind while reading the chapter. Drawings, sketches, cartoon, charts, etc. are also allowed. In class let others guess what you mean, at the end you can explain to them what they mean.	

Vocabulary Master	**Name**
Literary Circle for Chapter on (date)	

Vocabulary master: Working with the other vocabulary masters in class find 9 words (so that everyone has the same words) with its class, definition, synonym and a meaningful sentence.

	Word	Definition	Synonym(s)	
1.				
E.g.				
2.				
E.g.				
3.				
E.g.				
4.				
E.g.				
5.				
E.g.				
6.				
E.g.				
7.				
E.g.				
8.				
E.g.				
9.				

E.g.		ández-Shaw

Passage picker	Name
Literary Circle for Chapter on (date)	

Passage Picker: Select relevant passages from the reading for your group to comment on. The idea is to help people go back to interesting, powerful, funny or important sections from the reading.

Quote / Extract	Why is it relevant?

Investigator	Name
Literary Circle for Chapter on (date)	

Investigator: Find relevant information about the book, it can involve topics such as the geography, weather, culture or history of the reading as well as pictures, objects or any information about any character that is based on a historical person.

ACTIVITY 2: <u>Book reading Session Animal Farm: Discussion</u>
Aims: To foster group learning.
Resources: Animal Farm novel by George Orwell and Literacy Circle sheets
Time: 10 minutes.
Interaction type: As a group.
Procedures: A member of each group will summarise to the rest of the students their most relevant findings and class discussion.

LEARNING ACTIVITIES & TEACHING METHODS

Unit 2: Lesson No: 5	Date: 10/10/2019	Time: 9:25 – 10:15	Class: 4ESO	Length of lesson: 50 min	No. of students: 25

Learning activities/tasks	**ACTIVITY 1:** <u>Homework correction: Teacher for a day</u> Aims: To consolidate previous knowledge and to practice peer correction. Resources: Word formation handout by English Grammar: https://www.english-grammar.at/worksheets/language-in-use/word-formation/wf008-word-formation.pdf Time: 4 minutes. Interaction type: Individual work. Procedures: Students will give their completed handout to another classmate to perform peer correction. Students will also be able to ask questions about the previous lesson or about the homework sheet. **ACTIVITY 2:** <u>Warm up activity Irregular verbs: Toss the ball</u> Aims: To revise irregular verbs and their meaning. Resources: Ball. Time: 10 minutes Interaction type: As a group. Procedures: I will choose an irregular verb and say its base form out loud. Then I will toss the ball to a random student who will have to repeat the base form and say the correct form of its past simple, past participle and its translation in Spanish. If all three are correct, then he/she will select a new verb and toss the ball to another player. **ACTIVITY 3:** <u>Grammar input: Back on track</u> Aims: To understand the use of the present perfect. Resources: Oxenden, C. & Latham-Koenig, C. (2008). *New English File: Upper-intermediate Student's Book.* Oxford: Oxford UP. pp. 132 and notebooks. Time: 10 minutes. Interaction type: Individual work. Procedures: Students will pay attention to the explanation and take notes on the present perfect simple instructions. I will also provide sentences as examples for each grammatical rule and select students randomly for them to provide other examples too to make sure that they are following the explanation and the lesson.

1 in short answers, instead of answering just *Yes / No*.
2 to avoid repeating the main verb / verb phrase, e.g. *I like*
   doesn't (~~like dogs~~).
3 with *so* and *neither* to say that something is the same. Us
   auxiliary with a positive verb, and *neither* (or *nor*) + sub
   negative verb.

1C present perfect (simple and continuous)

present perfect simple: *have / has* + **past participle**

> 1 **I've been** to Australia. **Have you ever broken**
>   your leg?
> 2 We've **just phoned** the doctor.
>   **I've already finished** my lunch.
> 3 It's the best book **I've** ever **read**.
>   It's the first time **we've done** this.
> 4 My sister**'s had** a baby! Look, **I've cut** my finger.
> 5 **I've known** her **since** I was a child.
>   **She's had** the job **for** six months.
> 6 **How many** of his books **have you read**?
>   **She's been out** twice this week.

Use the present perfect simple:
1 to talk about past experiences when you don't say
  when something happened.
2 with *already, just*, and *yet*.
3 with superlatives and *the first, second, last time*, etc.
4 for finished actions (no time is specified) which are
  connected in some way with the present.
5 with *How long?* and *for / since* with **non-action**
  verbs (= verbs not usually used in the continuous
  form, e.g. *be, have, know, like*, etc.) to say that
  something started in the past and is still true now.
6 when we say / ask *how much / many* we have done
  or *how often* we have done something up to now.

ever have I ever
...mple in all of its forms: affirmative, negative and interrogative and to
encourage students into short story telling.
Resources: Notebooks.
Time: 9 minutes.

Interaction type: In groups.

Procedures: Students will sit in small groups and play "Never have I ever" so as to practice the present perfect simple structure in all of its forms. When a member of the group says a statement such as "Never have I ever been to Byron Bay", the rest of the members have to reply to the statement as well. They must take notes on what their classmates have said since I will then be asking some students about their classmates experiences.

ACTIVITY 5: Writing: My character my story

Aims: To use their imagination to practice the present perfect simple in writing.

Resources: Whiteboard, Character Grid, Computer and Notebook.

Time: 17 minutes.

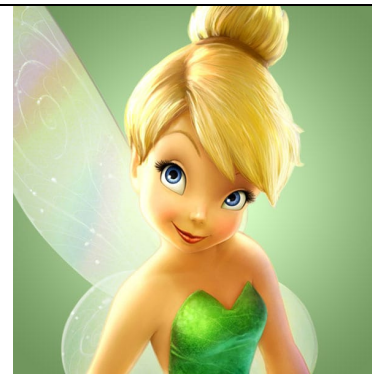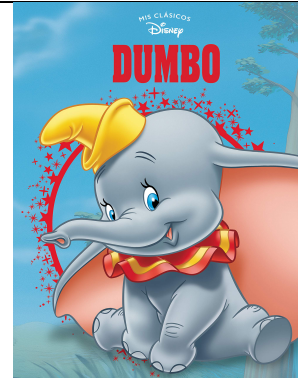Interaction type: In groups of three and a group of four.

Procedures: Without letting the rest of the teams know, students will have to select a character from the character grid I have created and answer to the questions stated below in order to write a short story. By answering the questions with a brief explanation they should be able to link the story.

Answer the following questions to write a short story about one of the characters. There are no wrong or right answers but be as creative as possible.

Questions:
1. What is his/her name?
2. What is it that you like/dislike about them? What do you find strange/unusual/nice/pleasant about them?
3. What was his/her problem the last time you saw him/her? Explain
4. Why has he/she become so _____ as a consequence?
5. How many _____ has he/she ____ ?
6. How is he/she recently?

Character Grid

LEARNING ACTIVITIES & TEACHING METHODS

Unit 2: Lesson No: 6	Date: 11/10/2019	Time: 9:25 – 10:15	Class: 4ESO	Length of lesson: 50 min	No. of students: 25

Learning activities/tasks	**ACTIVITY 1:** <u>Warm up activity: Who am I?</u> Aims: To develop communication and interpersonal skills. Resources: Notebooks, whiteboard and computer. Time: 20 minutes. Interaction type: As a group. Procedures: Since reading out loud all of the stories would take up the entire session, four groups would read their writings to the rest of the group and the remaining five would read theirs the following day. After having read each story (written in session 5) the rest of the group would have to guess what character from the character grid corresponds to each narrative. **ACTIVITY 2:** <u>Grammar input: Present perfect simple or past simple?</u> Aims: To understand the difference between both tenses to employ them adequately. Resources: Theoretical explanation taken from: https://www.perfect-english-grammar.com/present-perfect-or-past-simple.html whiteboard, computer and notebook. Time: 20 minutes. Interaction type: Individual work. Procedures: Students will revise their prior knowledge on the use of each verb tense by paying attention to the input on when to use each one accordingly.

Present Perfect Simple	**Past Simple**
Unfinished actions that started in the past and continue to the present: I**'ve known** Julie for ten years (and I still know her).	Finished actions: I **knew** Julie for ten years (but then she moved away and we lost touch).
A finished action in someone's life (when the person is still alive: life experience):	A finished action in someone's life (when the person is dead):

My brother **has been** to Mexico three times.	My great-grandmother **went** to Mexico three times.
A finished action with a result in the present: I**'ve lost** my keys! (The result is that I can't get into my house now).	A finished action with no result in the present: I **lost** my keys yesterday. It was terrible! (Now there is no result. I got new keys yesterday).
With an unfinished time word (this week, this month, today): I**'ve seen** John this week.	With a finished time word (last week, last month, yesterday): I **saw** John last week.

ACTIVITY 3: Grammar activity: Is it you or is it me?
Aims: To practice and understand the use of each tense.
Resources: https://www.perfect-english-grammar.com/past-simple-present-perfect-1.html handout.
Time: 10 minutes.
Interaction type: individual work.
Procedures: Students will fill in the worksheet for the following lesson and those who have not been able to complete it will do it for homework.

LEARNING ACTIVITIES & TEACHING METHODS

Unit 2: Lesson No: 7	Date: 14/10/2019	Time: 9:25 – 10:15	Class: 4ESO	Length of lesson: 50 min	No. of students: 25

Learning activities/tasks	**ACTIVITY 1:** <u>Warm up activity: Who am I?</u> Aims: To develop communication and interpersonal skills. Resources: Notebooks, whiteboard and computer. Time: 25 minutes. Interaction type: As a group. Procedures: Since reading out loud all of the stories would have taken up the entire session, the remaining five groups would read their writings to the rest of the groups. After having read each story (written in session 5) the rest of the group would have to guess what character from the character grid corresponds to each narrative. **ACTIVITY 2:** <u>Homework correction: Correct me if I'm wrong</u> Aims: To consolidate previous knowledge, practice peer correction and check students' progress. Resources: Past simple and present perfect simple handout. Time: 7 minutes. Interaction type: Individual work. Procedures: Students will give their completed handout to another classmate to perform peer correction. Each student will have to correct another handout but their own in a different colour and add their name to the sheet under "corrected by ___". Then they will turn in all of the completed and corrected exercises for me to check their progress and understanding of the grammar input. **ACTIVITY 3:** <u>Grammar revision: Reviewsical Chairs.</u>

Aims: To be engaged in the learning process.
Resources: Blackboard and notebooks.
Time: 13 minutes.
Interaction type: Individual work.
Procedures: A student (randomly selected or a volunteer) will go up to the front of the classroom and challenge another student who he/she will play against. The game will consist in me asking a vocabulary and/or grammar question related to what we have seen in class. It can be an incorrect statement, irregular verbs, wrong definitions or spelling mistakes etc. The two students at the front of the class will have to provide the correct answer while the rest of the group write it down in their notebooks. The first student to answer correctly gets to stay for the next round and challenges another student who will have to go to the front of the class. The last one at the front of the class wins.

ACTIVITY 4: Learning Log: Lets get to work!
Aims: To ensure students understand the structure of their unit project.
Resources: Notebook.
Time: 5 minutes.
Interaction type: Individual work.
Procedures: Students will begin to work on their learning logs in draft copies and I will walk around to make sure they have understood the instructions and guide them in their work.

LEARNING ACTIVITIES & TEACHING METHODS

Unit 2: Lesson No: 8	Date: 15/10/2019	Time: 10:20 – 11:10	Class: 4ESO	Length of lesson: 50 min	No. of students: 25

Learning activities/tasks	**ACTIVITY 1:** <u>Book reading Session Animal Farm: Literacy Circle</u> Aims: To develop critical thinking. Resources: Animal Farm novel by George Orwell and Literacy Circle sheets. Time: 40 minutes. Interaction type: In groups of four. Procedures: Class discussion on individual findings concerning *Animal Farm* according to the roles: summariser, discussion leader, connector, illustrator, vocabulary master, passage picker, and investigator. (See detailed description under lesson 4 day 8/10/2019) **ACTIVITY 2:** <u>Book reading Session Animal Farm: Discussion</u> Aims: To foster group learning. Resources: Animal Farm novel by George Orwell and Literacy Circle sheets Time: 10 minutes. Interaction type: As a group. Procedures: A member of each group will summarise to the rest of the students their most relevant findings and class discussion.

LEARNING ACTIVITIES & TEACHING METHODS

Unit 2: Lesson No: 9	**Date: 17/10/2019**	**Time: 9:25 – 10:15**	**Class: 4ESO**	**Length of lesson: 50 min**	**No. of students: 25**

| **Learning activities/tasks** | **ACTIVITY 1:** <u>Warm up Activity: 24/7</u>
Aims: To activate students' schemata on professions.
Resources:
Time: 4 minutes.
Interaction type: In pairs and as a group.
Procedures: Students will talk to their partner about what their parents do for a living and then they will all share their ideas.

ACTIVITY 2: <u>Pre-reading activity: Yes Man</u>
Aims: to encourage learners to make predictions.
Resources: Capel, A. & Sharp, W. (2008). *Objective First Certificate* (2nd ed.)*.* Cambridge: Cambridge UP. pp 52.
Time: 4 minutes.
Interaction type: In groups of three and a group of four.
Procedures: Students will discuss about how they feel in regards to the working conditions nowadays. They will be required to use the vocabulary learnt with the bingo cards if necessary and interesting vocabulary learnt in Australia's Labour Day presentation. They will also have to argue whether things have improved or worsened. Then they will share their ideas with the rest of the group.

ACTIVITY 3: <u>Reading activity: Downshifting</u>
Aims: To ensure students work out the meaning of terms by the context.
Resources: Textbook.
Time: 8 minutes.
Interaction type: Individual work.
Procedures: Students will read the article on downshifting, underlining words they may not understand. |

8.1 Downshifting

How do you feel about working conditions today? Do you think that things have got better or worse? Why?

Work with a partner and each look at one pair of photos. Say how you think working life has changed in the last 100 years and why.

Downsizing is when a company reduces staff or offices in order to become more efficient. Skim the article to find out what *downshifting* is.

Exam spot

...of Paper 1 is a text with 8 multiple choice ...ns, where you have to choose the answer ...stion or finish a sentence from four given ...ives. You should read the text and the ...s carefully, because this part of the exam ...ailed understanding. It is helpful to ...the words in the text which contain the ...to the questions.

...he article again more carefully ...swer question 1. Then look at ...planation below – were you right?

...rding to the writer, people are ...ning to rethink their lives because ...y feel too dependent on their ...sessions.

...y are worried about the amount ...bbish they throw away.
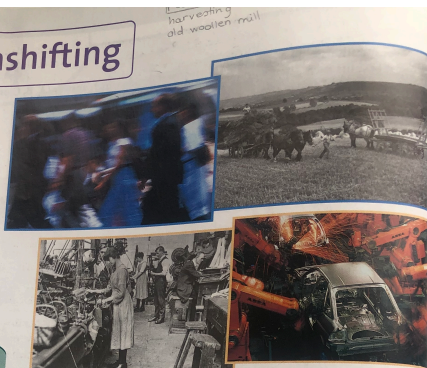
...want to spend time doing ...r things.

...families object to their ...ng so hard.

...is C. – 'leaving them precious ...r energy for family or leisure.' ...ut not the real reason. ...ter thinks that the *reader* ...rried, rather than people

...y true but also not the ...question.

As you move around your home take a good hard look at its contents. It's likely that your living room will have a television set and a DVD player, and your kitchen a washing machine and tumble drier, maybe also a microwave oven and electric toaster. Your bedroom drawers will be stuffed with almost three times as many clothes as you need. You almost certainly own a car and a home computer, holiday abroad at least once a year and eat out at least once a week. If you could see the volume of rubbish in your dustbin over a year, you would be horrified.

Now, perhaps, more than ever before, people are wondering what life is all about, what it's for. The single-minded pursuit of material success is beginning to trouble large numbers of people around the world. They feel the long-hours work culture to make more money to buy more things is eating up their lives, leaving them precious little time or energy for family or leisure. Many are turning to alternative ways of living and downshifting is one of them.

According to a national consulting group, this new approach to work coincides with radical changes in the employment market, where a job is no longer guaranteed and lifetime employment can only be achieved by taking personal responsibility for your career.

Six per cent of workers in Britain took the decision to downshift last year, swapping their highly pressured, stressful positions for less demanding, less time-consuming work which they believe gives them a better balanced life.

One couple who downshifted is Daniel and Liz. They used to work in central London. He was a journalist and she used to work for an international bank. They would commute every day from their large house in the suburbs, leaving their two children with a nanny. Most evenings Daniel wouldn't get home until eight or nine o'clock, and nearly twice a month he would have to fly to New York for meetings. They both earned a large amount of money but began to feel that life was passing them by.

Nowadays, they run a farm in the mountains of Wales. 'I always wanted to have a farm here,' says Daniel, 'and we took almost a year to make the decision to downshift. It's taken some getting used to, but it's been worth it. We have to think twice now about spending money on car repairs and we no longer have any holidays. However, I think it's made us stronger as a family, and the children are a lot happier.'

Liz, however, is not totally convinced. 'I used to enjoy my job, even though it was hard work and long hours. I'm not really a country girl, but I suppose I'm gradually getting used to looking after the animals. One thing I do like though is being able to see more of my children. My tip for other people wanting to do the same is not to think about it too much or you might not do it at all.'

...what you mean

...their own experience.

Resources: Whiteboard, computer, notebooks, textbook and handout made by teacher.

Time: 11 minutes.

Interaction type: as a group.

Procedures: Students will have some time to go through the questions and to think of answers before we all read them out loud and provide the answers as well as synonyms, definitions and meaningful sentences of the new vocabulary. Learners will be required to write down the terms along with a synonym and/or definition as well as a meaningful sentence for further use.

Find the words in bold in the article and then answer the questions.

1. If you need **some time getting used to** something, roughly, how much time are we talking about?
2. What would you **swap** to improve your life conditions?
3. 2 Bachillerato students feel that life is **passing them by**, what does this mean?
4. What three things do you consider are **time consuming** in your daily routine?
5. What is another word for **single-minded**?
6. What other alternative ways of living can you think of when you **downshift**?
7. Would you like to **commute** to school every morning and live in a calmer area or would you rather sleep in more?
8. What is another way of saying "**eating up**"? What noun can you think of that means the opposite?
9. What is the difference between a **career** and a **degree**?

ACTIVITY 5: Learning vocabulary: Adopt a concept

Aims: To expand their knowledge on jobs related to places.

Resources: Whiteboard and notebooks.

Time: 12 minutes.

Interaction type: In groups

Procedures: In five groups of four and a group of six, each group will have 2 minutes to think of as many terms and jobs related to their category. Once the 2 minutes are over each group will provide the rest of the class with their list of terms. When all of the groups have finished I will provide them with some more terms they may have not thought about. Then, at home, learners will have to write down the meaning of each term and/or a synonym together with a meaningful sentence for future use.

Jobs and Professions linked to…

1. School… principle, dean, professor, teacher, tutor, counselor	2. Science… doctor, general practicioner, scolar, chemist, surgeon, paediatrician, paramedic, nurse	3. Art and creative work… artists, playwright, journalist, reporter, graphic designer, film director, performer
4. Pilots, drivers and crew members… pilot, flight navigator, flight attendant, steward, chauffer, sailor, skipper, captain	5. Law and order… judge, lawyer, attorney, warden, detective, barrister, solicitor, bodyguard	6. Restaurants… Chef, head cook, cook, maître d'hotel, busboy, waiter/waitress, bartender

ACTIVITY 6: Learning vocabulary: Getting along with vocabulary

Aims: To develop their knowledge on phrasal verbs.

Resources: Textbook: Capel, A. & Sharp, W. (2008). *Objective First Certificate* (2nd ed.)*. Cambridge: Cambridge UP. pp 55. and notebooks.

Time: 11 minutes.

Interaction type: Individual work.

Procedures: We will comment on phrasal verbs they already know and expand their lexis with those that contain "get". As a group we will go over the meaning of the phrasal verbs together, providing examples orally so that they can complete the sentences from the text later on.

7 Phrasal verbs with *get*. Complete the sentences using the endings below.

> my new boss   your exams
> being made redundant   much money
> his new job   his guards

a The prisoner get away from _his guards_
b I get on well with _my new boss_
c I hope you get through _your exams_
d He never got over _being made redundant_
e My nephew is getting on well with _his new job_   → success out of it
f While I'm doing an apprenticeship, I'll have to get by without _much money_
   → manage

Now replace the phrasal verb in each sentence with a suitable form of one of these verbs.

> make a success of   escape
> like   manage
> recover from   pass

8 Look back at the article in 8.1 and find four examples of compound adjectives. (These were covered in Unit 4.)

LEARNING ACTIVITIES & TEACHING METHODS

Unit 2: Lesson No: 10	Date: 18/10/2019	Time: 9:25 – 10:15	Class: 4ESO	Length of lesson: 50 min	No. of students: 25

Learning activities/tasks	**ACTIVITY 1:** <u>Warm up activity: "I'm pleased to meet you"</u>
	Aims: To develop students ability in identifying the purpose of a CV.
	Resources: Whiteboard.
	Time: 5 minutes.
	Interaction type: In groups.
	Procedures: Students will be introduced to the topic CV's. In small groups they will have to answer to the following questions:
	   - How do you apply for a job?
	   - What documents do you need to attach?
	   - What parts does a CV have? What should I include?
	
	ACTIVITY 2: <u>Analysing CV's: "I've done a lot of research"</u>
	Aims: To develop student's knowledge in identifying the parts of a CV.
	Resources: CV examples: https://europass.cedefop.europa.eu/es/documents/curriculum-vitae/examples
	Time: 3 minutes.
	Interaction type: In groups.
	Procedures: In the same groups as before students will have to analyse what parts have been included in the CV's and think about any other things they believe are missing and would like to add.
	
	ACTIVITY 3: <u>How to compose a CV activity: "I'm always looking to build my skills"</u>
	Aims: To foster students into writing an appropriate CV.
	Resources: Notebooks, whiteboard, computer and https://europass.cedefop.europa.eu/

Time: 10 minutes.
Interaction type: Individual work.
Procedures: Students will listen to the input on how to compose an adequate CV for the future job they would like to apply. They will have to take notes on the different parts and ask questions if necessary. At home, they will have to compose a CV.

ACTIVITY 4: Grammar input: Easy, aren't they?
Aims: To practice asking and answering questions using question tags.
Resources: Blackboard and notebooks.
Time: 12 minutes.
Interaction type: Individual work.
Procedures: Students will listen and take notes on the grammar input regarding question tag formation and use.

ACTIVITY 5: Tag Questions game: Communicate, isn't it?
Aims: To practice asking and answering questions using question tags.
Resources: Question tags worksheet made by the teacher.
Time: 15 minutes.
Interaction type: As a group.
Procedures: Each student will have a worksheet for his/her own and they will have to walk around the classroom asking the tag questions to the rest of class. When a classmate answers properly he/she will be allowed to complete the grid with the classmate's name. Then, the student will have to ask a follow up question to have more information, which he/she will write down in the last column. The aim of the game is to complete the grid with as many different classmates as possible. The student with more different names on the grid wins and extra happy face for his/her passport.
Specific student needs: For this activity students will help me move both chairs and desks to the sides of the classroom so that the student who is in a wheelchair can move freely through the classroom like the rest.

Question Tags	Name	Extra information
1. You weren't late to class today, _____?		

2. You went shopping with your _____ last weekend, _____ ?		
3. You didn't study English before school, _____ ?		
4. You are going on holiday soon, _____ ?		
5. You go to extra curricular activities after school, _____ ?		
6. Your favourite subject is history, _____ ?		
7. You were in class last Monday, _____ ?		
8. You have a brother who can speak French, _____ ?		
9. You _____ ?		
10. _____?		
11. _____ ?		

ACTIVITY 6: Tag Questions game: It was fun, wasn't it?
Aims: To practice asking and answering questions using question tags

Resources: Question tags worksheet made by the teacher shown above.
Time: 5 minutes.
Interaction type: As a group.
Procedures: Students will provide the rest of the group with their findings while doing the activity. Before they leave I will remind them to have their CV's ready for the following week.

LEARNING ACTIVITIES & TEACHING METHODS

Unit 2: Lesson No: 11	Date: 21/10/2019	Time: 9:25 – 10:15	Class: 4ESO	Length of lesson: 50 min	No. of students: 25

Learning activities/tasks	**ACTIVITY 1:** <u>Warm up activity: The Hazards of Australia</u>
	Aims: To develop critical thinking in regards to current situations.
	Resources: video taken from: <u>https://www.youtube.com/watch?v=-Yw5MM2-aR8</u> computer, whiteboard.
	Time: 5 minutes.
	Interaction type: Individual work
	Procedures: Students will watch the video to get acquainted with Australia's current situation. The video will allow me to ask some questions before the pre-reading activity such as:
	   - Were you aware of what was going on in Australia?
	   - How long have the fires been going on?
	   - Do you watch the news to keep yourselves updated on the issue?
	
	ACTIVITY 2: <u>Pre-reading activity: Arson?</u>
	Aims: To motivate students focus their attention and facilitate the task.
	Resources: Blackboard, whiteboard and online articles:
	Time: 5 minutes.
	Interaction type: As a group.
	Procedures: By reading the title of the articles students have to predict the content and talk about the main idea of the articles. They will also have to mention any terms related to the fires in Australia they may encounter while reading and provide definitions, synonyms or examples.
	
	ACTIVITY 3: <u>Reading activity: Weather Conditions</u>
	Aims: To develop summarizing skills.
	Resources: Dictionaries and online articles:
	<u>https://www.theguardian.com/australia-news/2020/jan/09/firefighters-group-that-disputes-climate-link-to-bushfires-has-close-ties-to-shooters-party</u> , <u>https://www.theguardian.com/australia-</u>

news/2020/jan/09/bushfires-crisis-more-than-75-of-australia-had-worst-weather-conditions-on-record-last-month

Time: 12 minutes.

Interaction type: In groups.

Procedures: Students will be divided in four different groups and since the articles are very long each one will be divided in two parts and each group will focus on one, in this way each group would have different segments. Their task is to read and understand the text, looking up any word they may not know for further description.

ACTIVITY 4: Post – Reading: Let's talk about it

Aims: To foster extensive reading.

Resources: Notebooks.

Time: 16 minutes.

Interaction type: In groups.

Procedures: In the same groups as before, students will give a brief summary of what their part of their article is about to inform the rest of the class.

ACTIVITY 5: Post – Reading: Instagram

Aims: To integrate the reading skill with the writing skill.
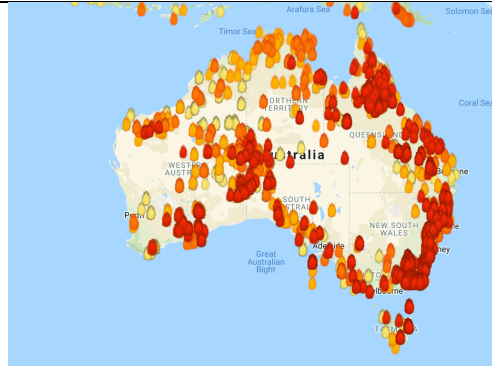
Resources: Notebooks, whiteboard and Fires in Australia Grid.

Time: 12 minutes.

Interaction type: In groups.

Procedures: In the same groups as before, students will have to select an image from the grid and invent an instagram entry on their notebooks as if they were going to post it on social media, letting the entire world know, briefly, what is happening in the country.

Fires in Australia

KOALAS CAUGHT UP IN
DEADLY AUSTRALIAN BUSH FIRES

LEARNING ACTIVITIES & TEACHING METHODS

Unit 2: Lesson No: 12	Date: 22/10/2019	Time: 10:20 – 11:10	Class: 4ESO	Length of lesson: 50 min	No. of students: 25

Learning activities/tasks	**ACTIVITY 1:** Book reading Session Animal Farm: Literacy Circle

Learning activities/tasks

ACTIVITY 1: <u>Book reading Session Animal Farm: Literacy Circle</u>
Aims: to develop critical thinking.
Resources: Animal Farm novel by George Orwell and Literacy Cirlce sheets.
Time: 40 minutes
Interaction type: in groups of four.
Procedures: Class discussion on individual findings concerning *Animal Farm* according to the roles: summariser, discussion leader, connector, illustrator, vocabulary master, passage picker, and investigator. (See detailed description under lesson 4 day 8/10/2019)

ACTIVITY 2: <u>Book reading Session Animal Farm: Discussion</u>
Aims: To foster group learning.
Resources: Animal Farm novel by George Orwell and Literacy Circle sheets
Time: 10 minutes.
Interaction type: As a group.
Procedures: A member of each group will summarise to the rest of the students their most relevant findings and class discussion.

Appendix 2: Materials to develop Listening and Reading skills

ACTIVITIES	
WARM UP ACTIVITY	Youtube video: Kids Try British Food/ Kids Try/ HiHo Kids → https://www.youtube.com/watch?v=EAVIgBDeOE8
PRE- READING ACTIVITY	True / False Statements
WHILE- READING ACTIVITY	Fill in the gaps exercise and word formation

Lesson Plan:

Time*	Activity	Description
10 minutes	Warm up activity	Students watch "Kids Try British Food" and comment about it with the person sitting next to them. Introduction to the term sandwich.
3 minutes	Pre- Reading activity	Students work individually on Activity 1 to become familiarized with the larger text from Activity 2.
20 minutes	While – Reading activity	Students work individually on Activity 2, filling in the gaps to complete the text with the most suitable word.
15 minutes	After – Reading activity	1. Students check their true or false statements in pairs. 2. Exercise correction as a group and explanation on any doubt.
2 minutes	Homework instructions	Explain what students need to bring to the following English lesson.

* Times are approximate bearing in mind that some students may enter the classroom later than the actual start to class, they may have more doubts than expected or it may take them more/less time to do the writing exercises depending on their level.

Activity 1:

Read the following statements and decide whether the headings are True or False.

a. The sandwich is originally from an English town called Sandwich.
b. A professional Chef invented the sandwich.
c. A descendant of the sandwich inventor said his ancestor knew the sandwich would become a global phenomenon.
d. There is a town near Sandwich called Ham.
e. The sandwich has its own National Sandwich Day around the world.
f. The first sandwich was made of ham and cheese.

g. The sandwich was firstly eaten while gaming one afternoon.

h. The term can also be used as a verb.

Activity 2:

Complete the text by filling in the gaps with the most suitable form of the word.

The sandwich, which is most popular with world-wide eaters, functions as a noun or a verb and besides the more obvious occupation of being something ¹_____ between two or more slices of bread, ²_____ speaking it also likes to squeeze in between two other people, places, things, materials etc. For example, he is willing to *sandwich* in an appointment between two other meetings or her car was *sandwiched* between two cars in the parking lot.

EAT
METAPHOR

The word sandwich that we use today was born in London during the late hours one night in 1762 when an English nobleman, John Montagu, the 4th Earl of Sandwich, was too busy gambling to stop for a meal although he was hungry. The legend ³_____that he ordered a waiter to bring him roast beef between two slices of bread to continue his ⁴_____while eating his snack. Apparently, he had the meat put on slices of bread so he wouldn't get his fingers ⁵_____while he ⁶_____cards; and from that incident, we ⁷_____ what we know as the sandwich.

GO
GAMBLE
GREASE
PLAY
INHERIT

⁸_____ the town of Sandwich is next to another town called Ham and the family of the Earls of Sandwich had no ⁹_____to the town itself, only the title. As a matter of fact, the first Earl ¹⁰_____intended to take the title of the Earl of Portsmouth. Can you imagine ordering a roast beef Portsmouth?

CURIOUS
CONNECT
ORIGINAL

Today, the humble sandwich is celebrated in the month of May during British Sandwich Week, a week-long ¹¹_____of the ¹²_____food to go and quite possibly the most iconic British culinary ¹³_____. National Sandwich Day is the North American version of British Sandwich Week that takes place in November.

CELEBRATE
GREAT
INVENT

Appendix 3: Materials to develop Speaking and Writing skills
Lesson Plan:

Time	Activity	Description
15 min	Pre writing	- Definition of dystopia and its characteristics. - Group discussion on *Animal Farm* and other dystopias.

		- Lexis expansion on dystopian vocabulary.
20 min	Writing	- In groups, students will write the introduction of a dystopian short story using the new vocabulary. - An alias will be used to name their composition.
15 min	Post writing	- Randomly selected students will read the dystopias out loud. - Voting for the best dystopia

Dystopian Vocabulary Sheet

DYSTOPIA	Society characterized by human misery, oppression, disease and overcrowding.
UTOPIA	Any ideal place or state described as enjoying perfection in law and politics.
INDIVIDUALISM	The principle of independent thought or action.
TO RULE	To be superior in a group so as to hold influence or control.
TRAPPED	Enclosed in a space allowing entry but no exit.
SOCIALISM	A political and economic system in which the means of production and distribution of goods are controlled by the government rather than by private enterprises and in which exchange is owned and regulated by the community as a whole.
TOTALITARIAN	Related to a centralized government that does not allow differing opinion.
ANARCHY	A state of society without government or law.
PEACE	A state of harmony. Absence of fighting and freedom from war.
AVARICE	Extreme greed for wealth.
GREED	Excessive or strong desire for wealth, profit or possessions.
HARMONY	A state or condition of agreement, cooperation or peacefulness.
EQUALITY	The state of being the same or alike in quantity, value, degree etc.
DISSATISFACTION	A feeling of displeasure, disappointment or discontent.
PROPAGANDA	Information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view.
DEHUMANIZE	To deprive of human qualities or attributes.

SURVEILLANCE	Continuous observation of someone or something in order to gather information.
OPPRESSIVE	Unfairly or unjustly restriction especially on a minority or subordinate group.

**Appendix 4: Materials to develop the technological environment**

**Youtube link:** https://www.youtube.com/watch?v=LKN2Ww_Pk2o&feature=youtu.be

Appendix 5: English Classroom Rules

4 ESO English Classroom Rules

1. I must speak English at all times.
2. I must respect others:
    - I mustn't interrupt.
    - I mustn't laugh at others.
3. I must speak politely to everyone.
4. I have to be on time.
5. I must participate at least once in every lesson.
6. I mustn't leave the room without permission.

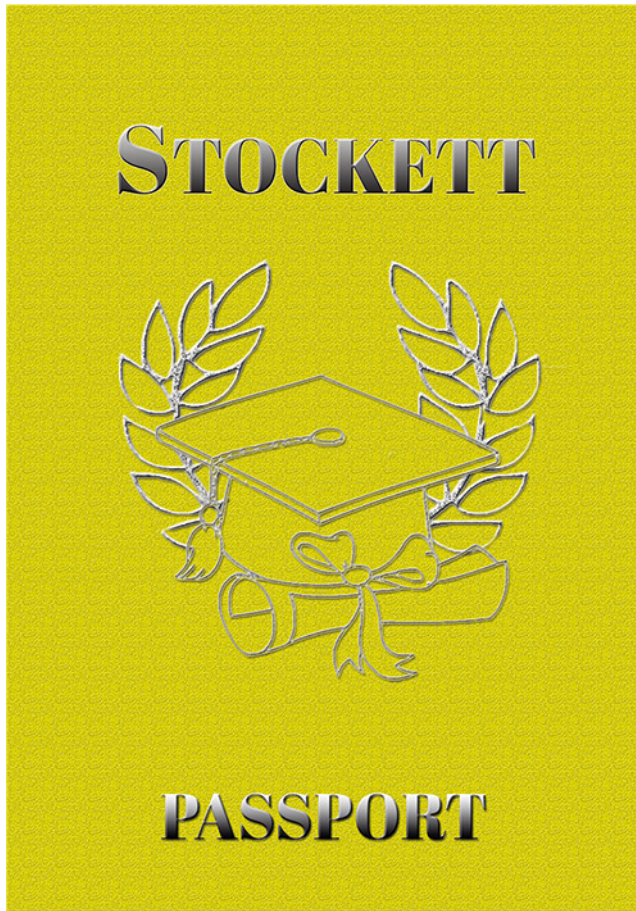| Rewards	Punishment
- Game-based Lessons - Cooking Day - Watch a film, short film and/or music videos	Submit a writing explaining: - The broken rule - Why it was broken - Why it shouldn't be broken - Consequences

Appendix 6: Passports
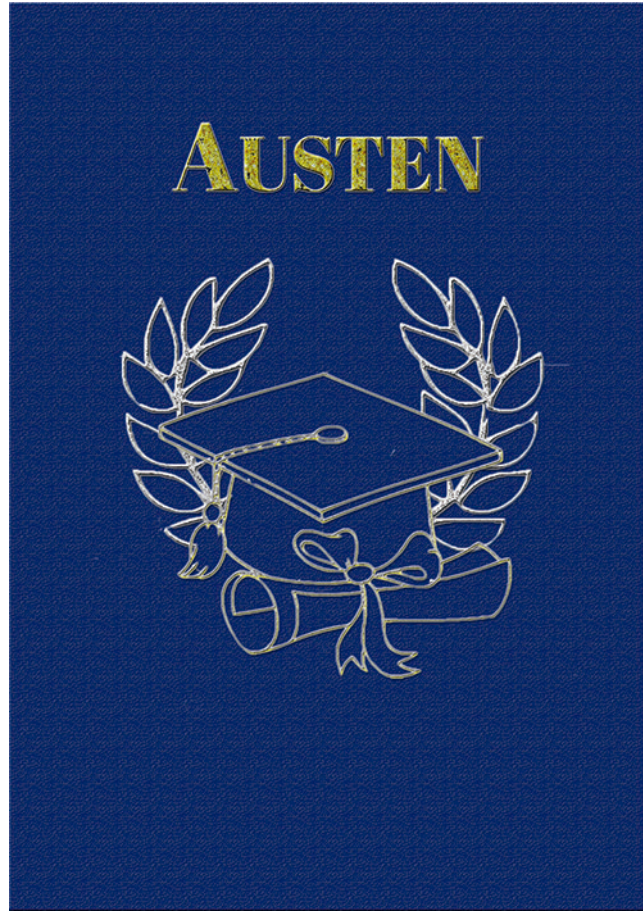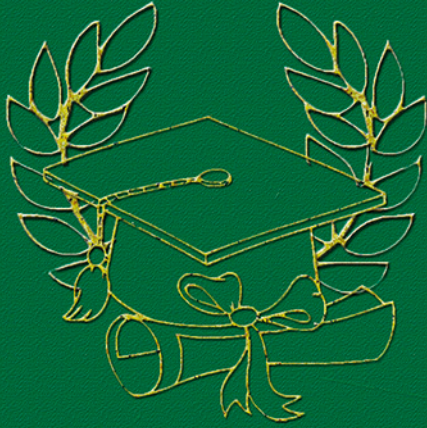
Appendix 7: Writing Assessment Rubric

Criteria	Points
Vocabulary (lexis and connectors)	3p
Task completion (presentation, paragraphs, punctuality on the due date…)	2p
Originality	1p
Grammar	3p
Spelling and punctuation	1p

Appendix 8: Writing Correction Code

Sp – Spelling   Pa – Paragraph

VT – Verb tense   ? - Unclear meaning

WW – Wrong word

WO – Word order

^   – Missing word

Appendix 9: Speaking Assessment Rubric

Dimensions and Criteria	Insufficient (0,5p)	Sufficient (1p)	Good (1,5p)	Excellent (2p)
Content	Does not seem to understand the topic.	Shows a good understanding of some parts of the topic	Shows a good understanding of the topic.	Shows a full understanding of the topic and answers questions.
Attitude and Eye Contact	Leans against the wall and does not look at people during the presentation	Sometimes stands up straight and has eye contact.	Stands up straight and establishes eye contact with everyone in the room.	Looks relaxed and confident while establishing eye contact and stand up straight
Time Limit	Too long / too short.	Presentation is 3, 5 minutes long.	Presentation is over 5 minutes long.	Presentation fits perfectly in the time limit.
Volume, intonation, rhythm	Volume too soft to be heard by others, rushes while presenting or bores the audience	Volume is low but can be heard by all the audience members. Speaks in a neutral tone.	Correct volume, intonation and rhythm.	Volume, intonation and rhythm is excellent throughout the entire presentation, engaging the class.
Listens to other presentations	Does not appear to be listening and distracts others or talks.	Sometimes seems to be distracted but does not distract others.	Listens intently but has one distracting movement.	Listens intently to other presentations, does not make distracting noises and asks questions.