



# **Syllabus Design for 4th year of Secondary Education in Spain**

**Trabajo Fin de  
Máster**

**Máster Universitario en Formación del  
Profesorado**

**Presentado por:**

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## **0. INTRODUCTION**

The aim of this Trabajo de Fin de Máster is to set attainable goals in the teaching practice, by designing a syllabus for the second cycle of Secondary Education according to the current legislation. It is my duty as a teacher that students acquire the minimum knowledge standards of English as a Foreign Language in compliance with the Common European Framework of Reference for Languages. It is also my personal desire to instil values of respect, equality, self-confidence, entrepreneurship and cooperation amongst peers, so that they can be integrated into a society which accommodates democratic attitudes and highly values the knowledge of relevant languages.

The contents present in the curriculum reinforce the development of the four skills (listening, writing, reading and speaking) while displaying a range of aspects concerning socio-cultural and sociolinguistic elements, syntactic-discursive structures, communicative functions, vocabulary and pronunciation. Moreover, these contents need the reinforcement of an education in democratic values illustrated by cross-curricular elements.

It is from this perspective that education is a tool to foster social abilities, in a world where people are constantly adding up new information to different types of fields. The creation of a social environment where the learning process is guaranteed is crucial, that is why the basis of this syllabus is conceived from a Socio Constructivist perspective. Moreover, the combination of Communicative and Task-Based Learning methodologies regulates the purpose and mode of teaching.

In conclusion, education constitutes a powerful instrument to change the future, thus, it should be inclusive, student-centred, enriching and inspiring. No one holds the absolute truth on how to teach, as education implies a constant change and a sense of renewal working in the classroom day after day. Hence, this proposal is destined to do justice to the teaching profession and can be adapted, as further study on the matter is advisable.

## **1. The Contextual Factors of the School and Classroom Setting**

The high school is situated in a residential area in the outskirts of Alcalá de Henares. Regarding the socio-economic background of the members of this community, they belong to upper-middle class. The predominant nationality is the neighbourhood is Spanish, except for some members who come from different countries and show different backgrounds. For instance, a Brazilian family and two Chinese ones coexist within the same community and are supported and integrated by the rest of the families. In the surrounding area, there are resources such as a park and a cultural centre where educational activities can be carried out.

The educational centre under study is a state school which levels of education encompass the following: from Secondary School (1st ESO – 4th ESO) to Bachillerato. Conforming to this, I have selected to design a year-long plan for 4th year of Secondary Education. On the one hand, the classroom is arranged in U-shape, so that each student is facing each other. However, there is enough space in the room to rearrange the classroom based on the necessities of the students and the teacher. As for the facilities, the school offers a wide range of them. There are projectors, tablet devices and whiteboards in each classroom. Besides, the school has a language lab equipped with computers and Wi-Fi connection, two schoolyards (outdoor and indoor) and a library. [See section 3 to see how these facilities are used]

The high school deals with approximately five hundred students; twenty-five students per class, two classes per grade. The class I am designing the programme has twenty-six students, fifteen girls and eleven boys. From these students, one of them is Brazilian and two of them are Chinese. The nature of the activities and pedagogy that will be taught in class has been arranged in order to avoid ethnic and racist discrimination and to guarantee the equal behaviour and education for all students. In relation to their attitudes towards one another, even when there are different groups of friends, they are positive. At times, there are discordances, but all in all they experience a high sense of acceptance. Regarding the nationality of the students, there is a second-generation immigrant boy whose parents are from Brazil. This student has a high language proficiency in Spanish, nevertheless, he occasionally misunderstands the meaning of some words as in Portuguese there are similar words in form. In spite of this, his academic

performance is excellent and his relationship with peers is perfectly consistent. Lastly, he favours an inspirational mentality towards the language as he is an eager learner of languages. On the other hand, both Chinese immigrants are first-generation immigrants. Yet, they have different approaches towards the language. The boy is fluent in Spanish when it comes to speaking, but he has some problems in writing. His academic performance leaves room for improvement, but his attitude towards the language and his relationship with peers is admirable. Differently, the girl encounters problems to express herself in Spanish due to her lack of self-confidence. This has brought some problems of communication with her peers, thus lowering her attitude towards the language. However, her classmates are comprehensive and help her whenever it is necessary. Her academic performance, on the other hand, is exemplary.

Overall, the level of proficiency of the class belongs to a B1, as indicated by the Common European Framework of Reference for Languages, although some are below that level and others slightly above. Notwithstanding, all of them share a sense of self-improvement that leads them to maintain a beneficial attitude towards the foreign language. In most cases, they exhibit greater ability with writing and reading skills, a satisfactory performance in listening and an improvable competence in speaking. This mixed-ability class display different learning styles: kinaesthetic, visual, auditory and logical. Predominantly, they prefer to work in groups as social learners, but there are some of them who feel more comfortable working individually.

Finally, as for student diversity and special needs, there is a student in the classroom who is hearing impaired. Thus, she has a special device implanted in her head to be able to listen properly. In this way, as the classroom is equipped with tablet devices, she is able to use technological applications for these devices as a tool to help her follow the lesson more comfortably. [See section 5.2 for further details]

## **2. Student learning outcomes**

### **2.1 General learning outcomes**

In this section, I will present a table for the general learning outcomes followed by their respective course goals according to the Statutory Education Law D.48/2015 for Educación Secundaria Obligatoria (hereafter D.48/2015). This table is based on five

criteria: a) Oral and written intelligence in comprehension, b) Written and spoken outcomes, c) Study of sounds and lexicon , d) Implementation of methods to guarantee language learning, e) Exposure to foreign language and its culture. On the left, five criteria are presented, followed on the right by the course goals of the academic year. I will briefly mention what students are required to be able to do before completing the school year by fostering the improvement of the four skills (speaking, reading, listening and writing), their critical spirit and a positive environment to learn and develop their abilities.

Oral and written intelligence in comprehension

- 1. Interpret feedback and integrate it into their own assignments.
- 2. Recognize and activate strategies to understand pieces of oral and written work.
- 3. Employ their own resources in order to decipher meaning.

Written and spoken outcomes

- 4. Adjust speech and writing to different registers
- 5. Learn different collocations and use them in their tasks.
- 6. Acquire certain level of fluency and focus on the quality of production rather than on the quantity.

Study of sounds and lexicon

- 7. Grasp words out of authentic materials based on real-life situations
- 8. Realise the role of the phonetic system when learning a language and distinguish the main characteristics of English phonetics.
- 9. Reproduce expressions within the natural course of speech.

Implementation of methods to guarantee language learning

- 10. Application of Information and Communication Technology (ICT) in language learning.
- 11. Develop autonomy and accomplish goals through autonomous learning out of class.
- 12. Follow logical structures and synthesize information.

Exposure to foreign language and its culture

- 13. Tolerate diverse opinions and keep an open-minded environment in class.
- 14. Develop own ideas and be able to validate them in respectful conversations.
- 15. Understand the potential of acquiring a second language as a professional tool.

## **2.2 The Curricular Integration of Key Competences**

According to Real Decreto 1105/2014, Article 2.2, there are seven competences here enlisted. They are fully explained and developed in Orden ECD/65/2015. I will proceed to list and explain each of the key competences which constitute the foundation of the Curriculum both for Statutory Education and Non-Statutory Education.

- a) Competence in Linguistic Communication
- b) Mathematical Competence and Basic Competence in Science and Technology
- c) Digital Competence
- d) Learning to Learn
- e) Social and Civic Competences
- f) Sense of Initiative and Entrepreneurship
- g) Cultural Awareness and Expression

### **1. Competence in Linguistic Communication**

Competence in linguistic communication is linked to specific social practices and offers an image of the individual as an informative operator who produces, and not just gets, messages through dialects for various purposes. Assessing the pertinence of this affirmation in educational decision-making means choosing dynamic learning methodologies. This competence symbolises the contact with different cultures, which involves an enrichment factor. For the adequate development of the linguistic communication competence, it is fundamental to consider different aspects involved in it: the pragmatic-discursive component, the linguistic component, and the socio-cultural and personal component.

### **2. Mathematical Competence and Basic Competence in Science and Technology**

Mathematical competence suggests the capacity to apply scientific thinking and its devices to portray, decipher and anticipate various elements in their specific circumstance. Comprehension of mathematical terms and ideas, familiarity with numbers, estimations and structures, as well as understanding scientific tasks are required. It incorporates a lot of perspectives and qualities dependent on meticulousness, regard for



information and honesty. The essential abilities in science and innovation provide a way to deal with the physical world from activities situated in the preservation of the common habitat, which reassure a most definitive stability in the population's quality of life. They add to the improvement of logical thought, since they incorporate the utilisation of the strategies for logical discernment and technological abilities, leading to the procurement of information, the examination of thoughts and the application of discoveries to social welfare. These skills must enable us to distinguish and solve circumstances present in day by day life, such as the actions when confronted with difficulties and the issues inherent in logical and technological exercises.

### 3. Digital Competence

This competence includes the innovative, critical and safe utilization of data and technological advances to accomplish objectives identified with work, employability, learning, utilization of leisure time, inclusive environments and active interest in society. The individual must have the option to use accessible technological assets so as to take care of genuine issues proficiently, just as to assess and choose new sources of information and mechanical developments as they show up, according to their useful benefits when applied to specific tasks or goals. The aim is to build up a functioning, significant and rational disposition towards technology and innovative methods, valuing their qualities and regarding moral standards in their utilization. Furthermore, the digital competence denotes cooperation and integrates motivation and interest for learning and improving in the utilization of technologies.

### 4. Learning to Learn

Learning to learn is described by the capacity to start learning, organising a personal method to do it and to persevere in the task. Thus, the student must be eager to search for an inspiration in order to learn, an inspiration which relies upon the feeling that students are the principal factor of this procedure and the consequence of their learning and, at last, that they meet the proposed learning objectives. It requires information and control of one's own learning forms, which prompts increasingly effective and autonomous learning. Figuring out how to learn incorporates information about the psychological procedures associated with learning. Moreover, this competence consolidates the student's knowledge about his or her own learning process. It manifests

itself in an environment where the individual is on their own, as well as in groups. Hence, the competence of learning to learn is also acquired in the context of teamwork. Confidence and motivation are essential for the achievement of this competence and are enhanced by setting realistic goals. At the point when objectives are accomplished, the view of self-viability and certainty increments, and consequently learning goals are continuously raised. Individuals must have the option to expand on past life and learning experiences so as to utilize and apply new information and aptitudes in different settings, for example, those of private and professional fields, instruction and training.

#### 5. Social and Civic Competences

These competencies incorporate types of individual conduct that enable people to live together in an increasingly pluralistic, dynamic, changing and complex society and to relate to others; to cooperate, engage and cope with conflict and actively propose coping perspectives; and to take perspective, develop an individual's impression of their ability to influence society and develop evidence-based arguments. The aim is therefore to combine the interest in deepening and ensuring that students participate in the public and private spheres of a democratic society, in order to prepare them to practice law based citizenship through the commitment to learn about social and political concepts present in structures of society to become an engaged participant in the community.

#### 6. Sense of Initiative and Entrepreneurship

This competence implies the capability to convert ideas into actions. It is necessary to address the creative and innovative capacity (creativity and imagination, autonomy and independence, effort, entrepreneurship, initiative), the proactive ability to organise projects (planning, organisation, decision making, problem solving and self-assessment), the ability to assume risks and deal with uncertainty, development of leadership spirit, team work and a sense of responsibility.

#### 7. Cultural Awareness and Expression

This competence implicates an engagement sentiment on the side of students to appreciate different cultural and artistic phenomena with a critical, respectful spirit. As a consequence, each nation recognises this competence as a source of personal improvement and gratification, and it is considered to play a significant role in the welfare

state and the heritage of the country. This competence additionally proves the individual's creativity and enhances the mastery of special creative and cultural codes, so that students can express themselves and communicate a relevant message. It also suggests the expression of interest in participating in cultural lifestyles, while this sense contributes to the preservation of cultural and artistic traditions.

### **2.3 Underlying objectives organizational rationale**

The section is intended to highlight the importance of student learning outcomes by establishing five criteria to formulate the course goals students need to obtain in following this plan. These principles comply with D.48/2015 and are subject to ensure the appliance and the good practice of the four skills. Combined with these criteria, the key competences described in Orden ECD/65/2015 guarantee the students' motivation to learn and their implication in the acquisition of sociocultural values. Such values enlarge the ability to communicate, to face technological and scientific challenges, to gain autonomy in the process of learning, to actively participate in society, to establish a sense of leadership and partnership, and to cultivate the critical thinking.

## **3. Course content**

### **3.1 Contents of the subject in the official curriculum**

The content in the subject of English as a Foreign Language as detailed in the official curriculum in D.48/2015 (Annex 2, pp. 264-273) is structured in 4 blocks: 1) Comprehension of oral texts, which comprises listening strategies 2) Production of oral texts, which contains speaking strategies 3) Comprehension of written texts, in which reading strategies are described 4) Production of written texts, which encompass writing strategies. These contents are in turn divided into sociocultural and sociolinguistic aspects, communicative functions, syntactic-discursive structures, vocabulary, and pronunciation. On this basis, ten units of work will be developed over the course as follows:

<p><b>Unit 1. <i>The Magical Mystery Tour is coming to take you away</i></b></p> <p><b>Unit 2. <i>Somewhere only we know</i></b></p> <p><b>Unit 3. <i>I want to break free</i></b></p> <p><b>Unit 4. <i>I am what I am</i></b></p>	<p><b>First term</b></p>
<p><b>Unit 5. <i>The show must go on</i></b></p> <p><b>Unit 6. <i>What doesn't kill you makes you stronger</i></b></p> <p><b>Unit 7. <i>I will survive</i></b></p>	<p><b>Second term</b></p>
<p><b>Unit 8. <i>Should I stay or should I go?</i></b></p> <p><b>Unit 9. <i>Sweet dreams are made of this</i></b></p> <p><b>Unit 10. <i>Somebody once told me</i></b></p>	<p><b>Third term</b></p>

### 3.2 Organisation and sequencing

I have created ten units of work based on music as a common thread. Personally, since my first years learning English, I have acquired many aspects of the language and the culture it portrays due to musical culture. Music is an appealing art to young students and, as such, can lead to the development of sociocultural aspects, grammatical and lexical notions of the target language, pronunciation skills and values common to the society as a whole. The importance of music as an entity that nourishes and educates, together with the exaltation of literature and the integration of information and communication technologies are important elements that supplement the goals of these teaching units to serve the purpose of education. I have fully developed a unit of work, which corresponds to Unit 4 I am what I am, where a variety of different activities and materials are meant to teach the four skills in a dynamic fashion, as knowledge is constructed on the basis an integration between the teacher and the class as a whole. The purpose of this unit is to raise awareness on each person's differences and personalities,

as it is our right to defend our identities while building a community that supports and nourishes our actions. [See developed unit of work in Annex 1].

UNIT: 1	<i>The Magical Mystery Tour is coming to take you away</i>		3 weeks
<b>CONTENTS</b>			
<b>BLOCK I:</b> Comprehension of oral texts	Listening strategies: Recognising instructions and being able to follow them correctly.	<p><b>Sociocultural and sociolinguistic aspects:</b></p> <ul style="list-style-type: none"> <li>• <b>Involvement.</b> Motivating students to make use of English outside the classroom.</li> <li>• <b>Tolerance.</b> Respecting each other’s ideas and points of view.</li> <li>• <b>Cultural awareness.</b> Providing with knowledge of different expressions and forms of politeness in anglophone countries.</li> </ul> <p><b>Communicative functions:</b></p> <ul style="list-style-type: none"> <li>• Talking about important events happening at moment.</li> <li>• Reporting daily actions, routine and habits.</li> <li>• Requesting classmates the turn to speak and replying to objective statements.</li> </ul> <p><b>Syntactic-discursive structures:</b></p> <ul style="list-style-type: none"> <li>• Introduction to the adverbs of frequency.</li> <li>• Revision of present simple.</li> <li>• Extension of contrast between present simple and present continuous.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Introduction to nouns and verbs used in the field of politics.</li> <li>• Revision of vocabulary related to ideologies and types of governments.</li> <li>• Extension of vocabulary related to immigration.</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• Segmental features: Pronunciation of -s in third person and plurals: /s/, /z/ and /ɪz/</li> <li>• Suprasegmental features: Importance of pauses when giving a speech.</li> </ul>	
<b>BLOCK II:</b> Production of oral texts	Speaking strategies: Developing a method to respond in class discussions in order to construct critical thinking and assertiveness.		
<b>BLOCK III:</b> Comprehension of written texts	Reading strategies: Acknowledging the importance of reading efficiently through the use of skimming and scanning.		
<b>BLOCK IV:</b> Production of written texts	Writing strategies: Noticing structures of texts and reproducing them.		
<b>CROSS-CURRICULAR ELEMENTS</b>			
<b>Promotion of reading habits</b>	Introducing students to the community of readers on the Internet (Booktube).		
<b>Audiovisual communication &amp; ITC</b>	Instructing a lesson in the school’s language lab through educative platforms.		

<b>Values</b>		Learning to accept diversity of opinions and individuals.	
<b>RESOURCES</b>		<b>TYPES OF LEARNING ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• White board</li> <li>• Projector</li> <li>• Video taken from <a href="https://www.youtube.com/watch?v=zYuQjGCZmYA">https://www.youtube.com/watch?v=zYuQjGCZmYA</a></li> <li>• Language lab</li> </ul>		<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Team competition</li> <li>• Formal debate</li> <li>• Online chat</li> </ul>	
<b>EVALUATION</b>			
<b>E V A L U A T I O N</b>	<b>Specific learning outcomes</b>	<i>It is expected that students will:</i>	
		<ol style="list-style-type: none"> <li>1. Recognise different instances of the present tense and verbalise coming events.</li> <li>2. Internalise political aspects and the vocabulary used to express them.</li> <li>3. Approach key elements to give a good speech, among them are the correct pronunciation of /s/, /z/ and /ɪz/.</li> <li>4. Embrace autonomous learning by using apps, internet and digital platforms.</li> </ol>	
	<b>Competences</b>	<b>Achievement indicators</b>	
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Cultural awareness and expression</li> </ol>	<p><b>Performance outcome 1. Competences (1, 7):</b> To delve into the mechanisms of the language.</p> <p><b>Performance outcome 2. Competences (1, 4, 5, 7):</b> To develop a critical spirit through the introduction to political affairs useful for the student's future.</p> <p><b>Performance outcome 3. Competences (1, 3, 7):</b> To be capable of stating one's thoughts in a clear and logical way while paying attention to the correct pronunciation.</p> <p><b>Performance outcome 4. Competences (1, 3, 4, 6):</b> To acquire the desire to learn and activate student's confidence by the use of technologies.</p>	

UNIT: 2	<i>Somewhere only we know</i>		<i>3 weeks</i>
CONTENTS			
<b>BLOCK I:</b> <b>Comprehension of oral texts</b>	Listening strategies: Predicting what a person is going to say due to the topic and context embedded in the situation.	<p><b>Sociocultural and sociolinguistic aspects:</b></p> <ul style="list-style-type: none"> <li>• <b>Curiosity.</b> Provoking interest with innovative topics.</li> <li>• <b>Team spirit.</b> Working together to favour esteem between students.</li> <li>• <b>Realism.</b> Noticing different patterns of stereotypes in society.</li> </ul> <p><b>Communicative functions:</b></p> <ul style="list-style-type: none"> <li>• Describing physical appearance.</li> <li>• Communicating hobbies and interests.</li> <li>• Arranging appointments.</li> </ul> <p><b>Syntactic-discursive structures:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Past Simple with ago.</li> <li>• Revision of subject and object questions.</li> <li>• Extension of like/dislike + gerund.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Introduction to glossary of physical appearance.</li> <li>• Revision of structures to express interest.</li> <li>• Extension of vocabulary dealing with leisure and free time.</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• Segmental features: Pronunciation of η.</li> <li>• Suprasegmental features: Practice of correct intonation in questions.</li> </ul>	
<b>BLOCK II:</b> <b>Production of oral texts</b>	Speaking strategies: Recording or filming your performance in order to improve it in the future.		
<b>BLOCK III:</b> <b>Comprehension of written texts</b>	Reading strategies: Getting to know extensive and intensive reading as strategies to approach a text.		
<b>BLOCK IV:</b> <b>Production of written texts</b>	Writing strategies: Taking notes of a topic to summarise or find the main ideas.		
CROSS-CURRICULAR ELEMENTS			
<b>Promotion of reading habits</b>	Visiting the school library and doing workshops on creative writing.		
<b>Audiovisual communication &amp; ITC</b>	Searching for information on customs and forms of address and politeness of English speaking countries.		



<b>Values</b>		Inculcating a spirit of tolerance for different types of physical appearance.
<b>RESOURCES</b>		<b>TYPES OF LEARNING ACTIVITIES</b>
<ul style="list-style-type: none"> <li>• School library</li> <li>• Park nearby the school</li> <li>• <a href="https://www.historic-uk.com/CultureUK/British-Etiquette/">https://www.historic-uk.com/CultureUK/British-Etiquette/</a></li> <li>• Podcast “Stuff you should know” <a href="https://www.iheart.com/podcast/105-stuff-you-should-know-26940277/">https://www.iheart.com/podcast/105-stuff-you-should-know-26940277/</a></li> </ul>		<ul style="list-style-type: none"> <li>• Observation</li> <li>• Mind mapping</li> <li>• Small group discussion</li> <li>• Open cloze activities</li> </ul>
<b>EVALUATION</b>		
<b>E V A L U A T I O N</b>	<b>Specific learning outcomes</b>	<p><i>It is expected that students will:</i></p> <ol style="list-style-type: none"> <li>1. Master the use of gerunds when expressing interests.</li> <li>2. Grasp the knowledge of vocabulary concerning the physical aspect.</li> <li>3. Discern the correct intonation when asking questions.</li> <li>4. Abolish prejudices and stereotypes in the classroom.</li> </ol>
	<b>Competences</b>	<b>Achievement indicators</b>
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Cultural awareness and expression</li> </ol>	<p><b>Performance outcome 1. Competences (1, 4):</b> To perform the functions required by the act of communication</p> <p><b>Performance outcome 2. Competences (1, 4, 7):</b> To produce written or oral interaction about this topic.</p> <p><b>Performance outcome 3. Competences (1, 6, 7):</b> To avoid possible misunderstandings.</p> <p><b>Performance outcome 4. Competences (5, 7):</b> To show a receptive attitude towards people who speak another language and have a different culture.</p>

UNIT: 3	<i>I want to break free</i>		3 weeks
CONTENTS			
<b>BLOCK I:</b> <b>Comprehension of oral texts</b>	Listening strategies: Understanding and following spoken instructions	<p><b>Sociocultural and sociolinguistic aspects:</b></p> <ul style="list-style-type: none"> <li>• <b>Interest.</b> Pointing out topics that appeal to the students, so that they can express different viewpoints.</li> <li>• <b>Turn-taking.</b> Nurturing the students’ relationship of mutual respect with their environment.</li> <li>• <b>Interrelation.</b> Developing strong and supportive connections.</li> </ul> <p><b>Communicative functions:</b></p> <ul style="list-style-type: none"> <li>• Narration of past events, past actions in process and actions that were happening when something else happened.</li> <li>• Asking for and giving personal details.</li> <li>• Describing places.</li> </ul> <p><b>Syntactic-discursive structures:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Past Simple/Past Continuous</li> <li>• Revision of expressions of time and connectors (time and sequence) and Subject and Object questions.</li> <li>• Extension of verbs + ing</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Introduction to gradable and non-gradable adjectives</li> <li>• Revision of personality traits</li> <li>• Extension of lexicon related to places and landscapes</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• Segmental features: recognition and reproduction of long and short vowels.</li> <li>• Suprasegmental features: emphasis on important words of a sentence to convey meaning.</li> </ul>	
<b>BLOCK II:</b> <b>Production of oral texts</b>	Speaking strategies: Giving oral instructions during the course of a conversation.		
<b>BLOCK III:</b> <b>Comprehension of written texts</b>	Reading strategies: Distinguishing and defining the function of fundamental short story elements (i.e. characters, setting, plot, conflict...).		
<b>BLOCK IV:</b> <b>Production of written texts</b>	Writing strategies: Using a sentence model to write about a given topic.		
CROSS-CURRICULAR ELEMENTS			
<b>Promotion of reading habits</b>	Reading a short story to choose from: “How Anansi Brought Wild Animals into the World”, “Fenris the Wolf” and “The Hound”.		
<b>Audiovisual communication &amp; ITC</b>	Visiting the Language Lab to learn through the use of interactive tools like Kahoot.		

<b>Values</b>		Appreciation of the English language as a relevant factor in international and personal relations.	
<b>RESOURCES</b>		<b>TYPES OF LEARNING ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Computers, headphones</li> <li>• Language lab</li> <li>• White board and Projector</li> <li>• Kahoot</li> <li>• Online dictionaries</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.stornory.com/baskervilles-14-the-hound/">https://www.stornory.com/baskervilles-14-the-hound/</a></li> <li>• <a href="https://www.stornory.com/fenris-the-wolf/">https://www.stornory.com/fenris-the-wolf/</a></li> <li>• <a href="https://www.stornory.com/how-anansi-brought-wild-animals-into-the-world/">https://www.stornory.com/how-anansi-brought-wild-animals-into-the-world/</a></li> </ul> <p>Videos:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=f_ufntcTUMs">https://www.youtube.com/watch?v=f_ufntcTUMs</a></li> <li>• <a href="https://www.youtube.com/watch?v=Wm9sx55CSPI">https://www.youtube.com/watch?v=Wm9sx55CSPI</a></li> </ul>		<ul style="list-style-type: none"> <li>• Info-gap activities</li> <li>• Hands-on activities</li> <li>• Gap-filling activities</li> <li>• Small group discussion</li> </ul>	
<b>EVALUATION</b>			
<b>E V A L U A T I O N</b>	<b>Specific learning outcomes</b>	<i>It is expected that students will:</i>	
		<ol style="list-style-type: none"> <li>1. Describe sequenced actions in the past.</li> <li>2. Learn the function of extreme adjectives while giving details about themselves and the world that surrounds them.</li> <li>3. Identify long and short vowels in pronunciation.</li> <li>4. Respond accordingly in debates and conversations.</li> </ol>	
	<b>Competences</b>	<b>Achievement indicators</b>	
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Cultural awareness and expression</li> </ol>	<p><b>Performance outcome 1. Competences (1, 5, 7):</b> To obtain progressive proficiency in the expression and understanding of exchanges in a variety of communicative situations.</p> <p><b>Performance outcome 2. Competences (1, 4, 6):</b> To create a bond with classmates by exposing their personal characters incorporating the practice of extreme adjectives.</p> <p><b>Performance outcome 3. Competences (1, 4):</b> To acquire strategies as an aid to recognise words <i>pari passu</i>.</p> <p><b>Performance outcome 4. Competences (4, 5, 6, 7):</b> To exploit social interaction to learn to participate and express ideas, listen to external opinions, develop the ability to build dialogues and make decisions based on contributions of others.</p>	

UNIT: 4	<i>I am what I am</i>		3 weeks
CONTENTS			
<b>BLOCK I:</b> <b>Comprehension of oral texts</b>	Listening strategies: Observing contextual factors when listening and profiting from them.	<b>Sociocultural and sociolinguistic aspects:</b> <ul style="list-style-type: none"> <li>● <b>Engagement.</b> Building a unique relationship with English language inside and outside the classroom.</li> <li>● <b>Patience.</b> Respecting each other’s turns and times.</li> <li>● <b>Diversity.</b> Accepting differences while integrating them in their own minds.</li> </ul>	
<b>BLOCK II:</b> <b>Production of oral texts</b>	Speaking strategies: Communicating ideas with classmates which convey meaning and logic.	<b>Communicative functions:</b> <ul style="list-style-type: none"> <li>● Producing ideas of their own before and after debating a topic.</li> <li>● Using idiomatic sentences bound to a certain topic.</li> <li>● Coping with mechanisms of repetition to consolidate some grammatical structures.</li> </ul> <b>Syntactic-discursive structures:</b> <ul style="list-style-type: none"> <li>● Introduction to contrast present perfect / past simple</li> <li>● Revision ‘used to’</li> <li>● Extension of past participles</li> </ul>	
<b>BLOCK III:</b> <b>Comprehension of written texts</b>	Reading strategies: Discerning words from context.	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>● Introduction to the body and its functions</li> <li>● Revision of words to express emotions</li> <li>● Extension of illness and medicine</li> </ul>	
<b>BLOCK IV:</b> <b>Production of written texts</b>	Writing strategies: Noticing patterns in writing and getting to know them by practice.	<b>Pronunciation:</b> <ul style="list-style-type: none"> <li>● Segmental features: pronunciation of past tenses.</li> <li>● Suprasegmental features: final sounds /t/ /d/ and /m/ /n/.</li> </ul>	
CROSS-CURRICULAR ELEMENTS			
<b>Promotion of reading habits</b>	Presenting highly estimated writers as Jen Campbell, who adds up new values to the field.		
<b>Audiovisual communication &amp; ITC</b>	Using an educative platform for explanations and creating games on-line.		

<b>Values</b>		Promoting team work and an enthusiastic spirit towards learning English.	
<b>RESOURCES</b>		<b>TYPES OF LEARNING ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• White board</li> <li>• Projector</li> <li>• Tablets</li> <li>• Computers</li> <li>• Schoology</li> <li>• Bitmoji App</li> <li>• Videos: <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=1AJmKkU5POA">https://www.youtube.com/watch?v=1AJmKkU5POA</a></li> <li><a href="https://www.youtube.com/watch?v=NEhWBptJSno">https://www.youtube.com/watch?v=NEhWBptJSno</a></li> <li><a href="https://www.youtube.com/watch?v=F2bk_9T482g">https://www.youtube.com/watch?v=F2bk_9T482g</a></li> <li><a href="https://www.youtube.com/watch?v=bcm6blWios8">https://www.youtube.com/watch?v=bcm6blWios8</a></li> <li><a href="https://www.youtube.com/watch?v=5fIaUK1fQwA">https://www.youtube.com/watch?v=5fIaUK1fQwA</a></li> <li><a href="https://www.youtube.com/watch?v=YJySYQn8Hs&amp;list=PLIRIaAzTjWi5onpjRQzypc_yNfpRtnPVy&amp;index=6&amp;t=0s">https://www.youtube.com/watch?v=YJySYQn8Hs&amp;list=PLIRIaAzTjWi5onpjRQzypc_yNfpRtnPVy&amp;index=6&amp;t=0s</a></li> </ul> </li> <li>• On-line games: <ul style="list-style-type: none"> <li><a href="https://www.classtools.net/vortex/202001-EXSHB5">https://www.classtools.net/vortex/202001-EXSHB5</a></li> <li><a href="https://www.buzzfeed.com/alejandragomez/what-emotion-are-you-99h17qx3a1">https://www.buzzfeed.com/alejandragomez/what-emotion-are-you-99h17qx3a1</a></li> <li><a href="https://jeopardylabs.com/play/unit-3-i-am-what-i-am">https://jeopardylabs.com/play/unit-3-i-am-what-i-am</a></li> </ul> </li> <li>• Texts: <ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/newsround/15351828">https://www.bbc.co.uk/newsround/15351828</a></li> <li><a href="https://www.bestmedicaldegrees.com/evolution/">https://www.bestmedicaldegrees.com/evolution/</a></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Quizzes.</li> <li>• Brainstorming.</li> <li>• Online posts.</li> <li>• Grammar sheets.</li> <li>• Discussions.</li> <li>• Games.</li> </ul>	
<b>EVALUATION</b>			
<b>E V A L U A T I O N</b>	<b>Specific learning outcomes</b>	<i>It is expected that students will:</i>	
		<ol style="list-style-type: none"> <li>1. Learn present perfect and past participles' functions.</li> <li>2. Assimilate vocabulary related to body and emotions and benefit from the knowledge they provide.</li> <li>3. Apply rules for the pronunciation of past participles and final sounds /m/ /n/ /t/ and /d/.</li> <li>4. Develop self-determination to achieve new goals through the use of technology.</li> </ol>	
	<b>Competences</b>	<b>Achievement indicators</b>	
	<ol style="list-style-type: none"> <li>1.Competence in Linguistic Communication</li> <li>2.Mathematical competence and basic competence in Science and Technology</li> <li>3.Digital competence</li> <li>4.Learning-to-learn</li> <li>5.Social and civic competences</li> <li>6.Sense of initiative and entrepreneurship</li> <li>7.Cultural awareness and expression</li> </ol>	<p><b>Performance outcome 1. Competences (1,4):</b> To fathom the rationale behind verbal tenses.</p> <p><b>Performance outcome 2. Competences (1,4,5):</b> To expand their mentality and apply information to day-to-day life.</p> <p><b>Performance outcome 3. Competences (1,4,7):</b> To maintain a good practice in pronunciation through the years.</p> <p><b>Performance outcome 4. Competences (3, 4, 5, 6):</b> To acquire a non-conformist and innovative character.</p>	

UNIT: 5	<i>The show must go on</i>		3 weeks
CONTENTS			
<b>BLOCK I:</b> Comprehension of oral texts	Listening strategies: Differentiating between key words and less important words to profit from a most effective comprehension.	<b>Sociocultural and sociolinguistic aspects:</b> <ul style="list-style-type: none"> <li>● <b>Motivation.</b> Fomenting environments where communicative exchanges with speakers or learners of the English language can occur.</li> <li>● <b>Politeness.</b> Implementing the appropriate use of expressions and formulas commonly uttered in situations where courtesy, agreement and disagreement are at stake.</li> <li>● <b>Attitude toward other cultures.</b> Cultivating open minds to communicate with people from other cultures.</li> </ul> <b>Communicative functions:</b> <ul style="list-style-type: none"> <li>● Making simple requests.</li> <li>● Expressing obligation and ability.</li> <li>● Telling people to do something and asking for permission.</li> </ul> <b>Syntactic-discursive structures:</b> <ul style="list-style-type: none"> <li>● Introduction to countable and uncountable nouns.</li> <li>● Revision of some / any and their compounds.</li> <li>● Extension of modal verbs.</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>● Introduction to -ed -ing adjectives; Adjective + noun; Compound adjectives.</li> <li>● Revision of compound nouns.</li> <li>● Extension of -ly and not -ly adverbs; Verb + adverb.</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>● Segmental features: vowel sounds /ε/ and /εI/</li> <li>● Suprasegmental features: Stress in words of three and four syllables.</li> </ul>	
<b>BLOCK II:</b> Production of oral texts	Speaking strategies: Building a strong sense of self-confidence which leaves room for improvement.		
<b>BLOCK III:</b> Comprehension of written texts	Reading strategies: Asking questions on the text to make the process of reading more advantageous.		
<b>BLOCK IV:</b> Production of written texts	Writing strategies: Acquiring the habit of writing regularly and practicing different types of texts.		
CROSS-CURRICULAR ELEMENTS			
<b>Promotion of reading habits</b>	Getting acquainted with ‘Goodreads’, a community of readers who review books, add friends and follow reading challenges.		
<b>Audiovisual communication &amp; ITC</b>	Learning to learn through online websites and digital applications.		

<b>Values</b>	Promoting values to develop a good conduct associated with road safety education and the prevention of traffic accidents.
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<b>RESOURCES</b>	<b>TYPES OF LEARNING ACTIVITIES</b>
<ul style="list-style-type: none"> <li>• Goodreads</li> <li>• <a href="https://arility.com/">https://arility.com/</a></li> <li>• <a href="http://englishtalkapp.com/">http://englishtalkapp.com/</a></li> <li>• Whiteboard and projector</li> <li>• Schoolyard</li> </ul>	<ul style="list-style-type: none"> <li>• Posting on Goodreads</li> <li>• Reflection</li> <li>• Info transfer activities</li> <li>• Puzzle</li> </ul>

**EVALUATION**

<b>E V A L U A T I O N</b>	<b>Specific learning outcomes</b>	<i>It is expected that students will:</i>	
		<ol style="list-style-type: none"> <li>1. Learn the functions of modal verbs and rules for countable and uncountable nouns.</li> <li>2. Understand different forms and uses of adjectives, nouns and adverbs.</li> <li>3. Recognize stress patterns depending on the number of syllables of a word.</li> <li>4. Communicate with other learners of English via digital devices.</li> </ol>	
	<b>Competences</b>	<b>Achievement indicators</b>	
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Cultural awareness and expression</li> </ol>	<p><b>Performance outcome 1. Competences (1, 7):</b> To convey a wide range of meanings during social interaction.</p> <p><b>Performance outcome 2. Competences (1, 4, 7):</b> To assure the improved performance of language functions and acquire a more complex level in communication.</p> <p><b>Performance outcome 3. Competences (1, 4, 5, 7):</b> To blend in linguistic and cultural patterns different to our own.</p> <p><b>Performance outcome 4. Competences (3, 4, 5, 6, 7):</b> To boost an innovative and open-minded spirit who seeks to get involved with other cultures and societies through the use of technological devices.</p>	

UNIT: 6	<i>What doesn't kill you makes you stronger</i>		3 weeks
<b>CONTENTS</b>			
<b>BLOCK I:</b> <b>Comprehension of oral texts</b>	Listening strategies: Listening for gist and content words such as nouns, verbs and adjectives that provide valuable information about the text.	<p><b>Sociocultural and sociolinguistic aspects:</b></p> <ul style="list-style-type: none"> <li>• <b>Flexibility.</b> Adapting our own abilities to those of others in the educative environment.</li> <li>• <b>Critical eye.</b> Broadening viewpoints and cultivating the mind in a tolerant ambience involved in the use of technologies.</li> <li>• <b>Inclusiveness.</b> Identifying and respecting the most significant characteristics of the customs, norms, behaviours and values of diverse societies.</li> </ul> <p><b>Communicative functions:</b></p> <ul style="list-style-type: none"> <li>• Describing the effect or result of an action.</li> <li>• Giving and asking for information (at the post office, tourist office, secretariat, etc.).</li> <li>• Making comparisons.</li> </ul> <p><b>Syntactic-discursive structures:</b></p> <ul style="list-style-type: none"> <li>• Introduction to comparatives and superlatives.</li> <li>• Revision of so and such.</li> <li>• Extension of clauses of result.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Introduction to verbs and adjectives followed by preposition.</li> <li>• Revision of vocabulary related to the work world.</li> <li>• Extension of suffixes -er/-or/-ist.</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• Segmental features: æ, ɑ:, ɒ, ɔ:, ʌ</li> <li>• Suprasegmental features: stressed and unstressed words (weak/strong)</li> </ul>	
<b>BLOCK II:</b> <b>Production of oral texts</b>	Speaking strategies: Acquiring conversational skills which include changes of register.		
<b>BLOCK III:</b> <b>Comprehension of written texts</b>	Reading strategies: Collecting information in mind maps, outlines, summaries after reading.		
<b>BLOCK IV:</b> <b>Production of written texts</b>	Writing strategies: Identifying the different structures of texts according to the syllabus.		
<b>CROSS-CURRICULAR ELEMENTS</b>			
<b>Promotion of reading habits</b>	Creating a book club to comment on the books included in the program.		
<b>Audiovisual communication &amp; ITC</b>	Profiting from apps for hearing impairment used to aid students with learning difficulties to create an inclusive environment.		



<b>Values</b>		Encouraging principles of equality and accessibility, and prevent discrimination and violence against people with disabilities.
<b>RESOURCES</b>		<b>TYPES OF LEARNING ACTIVITIES</b>
<ul style="list-style-type: none"> <li>• App uSound (<a href="https://www.usound.co/es/">https://www.usound.co/es/</a>)</li> <li>• App ASL (<a href="https://theaslapp.com/">https://theaslapp.com/</a>)</li> <li>• Coloured papers</li> <li>• Whiteboard and projector</li> <li>• School library</li> </ul>		<ul style="list-style-type: none"> <li>• Reading group</li> <li>• Small group discussion</li> <li>• Survey</li> <li>• Hands-on task</li> </ul>
<b>EVALUATION</b>		
<b>E V A L U A T I O N</b>	<b>Specific learning outcomes</b>	<p><i>It is expected that students will:</i></p> <ol style="list-style-type: none"> <li>1. Manage to express the results of an action and make comparisons.</li> <li>2. Revise vocabulary related to professions and gain a vast knowledge on verbs/adjectives followed by prepositions.</li> <li>3. Distinguish between different sounds and emphasize the stress depending on the type of word.</li> <li>4. Develop a critical mind with the aid of digital apps which enrich both the student's intellect and sense of cooperation.</li> </ol>
	<b>Competences</b>	<b>Achievement indicators</b>
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Cultural awareness and expression</li> </ol>	<p><b>Performance outcome 1. Competences (1, 5):</b> To exchange vital information with mutual learners or native speakers of the English language.</p> <p><b>Performance outcome 2. Competences (4, 6):</b> To develop themselves professionally and cope with the real world in the future.</p> <p><b>Performance outcome 3. Competences (1, 4, 5, 7):</b> To deliver speech acts which are perfectly suitable with a committed, dedicated individual.</p> <p><b>Performance outcome 4. Competences (1, 3, 4, 5, 7):</b> To declare their own ideas based on a strong bond with technology and the people that surround them.</p>

UNIT: 7	<i>I will survive</i>		3 weeks
CONTENTS			
<b>BLOCK I:</b> <b>Comprehension of oral texts</b>	Listening strategies: Noticing signpost language and structures that break the listening into different parts and alert of important messages.	<b>Sociocultural and sociolinguistic aspects:</b> <ul style="list-style-type: none"> <li>● <b>Imagination.</b> Advocating for patterns that stimulate the creativity given by experimenting with the language.</li> <li>● <b>Self-esteem.</b> Valuing every step in the process of learning.</li> <li>● <b>Intercultural Communication.</b> Valuing the personal enrichment that comes from relating to people from other cultures.</li> </ul> <b>Communicative functions:</b> <ul style="list-style-type: none"> <li>● Expressing intentions and fixed personal plans.</li> <li>● Expressing possible future events.</li> <li>● Making predictions.</li> </ul> <b>Syntactic-discursive structures:</b> <ul style="list-style-type: none"> <li>● Introduction to <i>going to</i> for predictions.</li> <li>● Revision of contrast between <i>going to</i> / <i>will</i>.</li> <li>● Extension of First Conditional.</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>● Introduction to verb + noun collocation.</li> <li>● Revision of vocabulary related to global issues: climate change, justice and Human Rights.</li> <li>● Extension of idioms and phrases.</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>● Segmental features: /dʒ/ /tʃ/ /j/</li> <li>● Suprasegmental features: paying attention to the right intonation in sentences.</li> </ul>	
<b>BLOCK II:</b> <b>Production of oral texts</b>	Speaking strategies: Profiting from intonation and stress to be capable of delivering changes in meaning.		
<b>BLOCK III:</b> <b>Comprehension of written texts</b>	Reading strategies: Detecting the organization of a text and implement learning through the use of reading logs.		
<b>BLOCK IV:</b> <b>Production of written texts</b>	Writing strategies: Adjusting the text to one's experiences to make it more unique and connect with the reader.		
CROSS-CURRICULAR ELEMENTS			
<b>Promotion of reading habits</b>	Going on a field trip to a second-hand bookstore.		
<b>Audiovisual communication &amp; ITC</b>	Developing cultural awareness with online interactive games.		

<b>Values</b>		Learning the importance of sustainable models in socio-economic environments.
<b>RESOURCES</b>		<b>TYPES OF LEARNING ACTIVITIES</b>
<ul style="list-style-type: none"> <li>• Bookstore</li> <li>• <a href="https://culturebuffgames.com/?affiliate=fVIENsQWUm">https://culturebuffgames.com/?affiliate=fVIENsQWUm</a></li> <li>• <a href="https://quizlet.com/es/509236344/make-or-do-flash-cards/">https://quizlet.com/es/509236344/make-or-do-flash-cards/</a></li> <li>• Self-assessment charts</li> </ul>		<ul style="list-style-type: none"> <li>• Field trip</li> <li>• Escape Room</li> <li>• Self-assessment</li> <li>• Simulation</li> </ul>
<b>EVALUATION</b>		
<b>E V A L U A T I O N</b>	<b>Specific learning outcomes</b>	<p><i>It is expected that students will:</i></p> <ol style="list-style-type: none"> <li>1. Comprehend the notions of hypothesis in the First Conditional.</li> <li>2. Grasp key words to talk about the environment and acts of justice necessary for inhabiting any society, as well as learn idioms common to the English culture.</li> <li>3. Polish oral speech by giving the adequate tone in their conversations.</li> <li>4. Fathom the importance of intercultural communication and the role self-esteem plays in learning a new language.</li> </ol>
	<b>Competences</b>	<b>Achievement indicators</b>
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Cultural awareness and expression</li> </ol>	<p><b>Performance outcome 1. Competences ():</b> To acknowledge that English is a means of communication.</p> <p><b>Performance outcome 2. Competences ():</b> To respect cultural patterns other than one's own and acknowledge the necessity to help enforce underprivileged causes.</p> <p><b>Performance outcome 3. Competences ():</b> To copy intonation patterns when relating to other speakers of the language and to find out and deliver implicit meanings.</p> <p><b>Performance outcome 4. Competences ():</b> To appreciate the importance of the English language, growing in self-confidence in international relations.</p>

UNIT: 8	<i>Should I stay or should I go?</i>		3 weeks
CONTENTS			
<b>BLOCK I:</b> Comprehension of oral texts	Listening strategies: Inferring meaning and using prior knowledge to clarify a situation.	<b>Sociocultural and sociolinguistic aspects:</b> <ul style="list-style-type: none"> <li>● <b>Participation.</b> Motivating students to be an active part of the learning process.</li> <li>● <b>Investment.</b> Dedicating time to apprehend the system of the English language as a tool for their future.</li> <li>● <b>Cultural conventions.</b> To engage with pragmatic aspects of the language.</li> </ul> <b>Communicative functions:</b> <ul style="list-style-type: none"> <li>● Giving and asking for advice.</li> <li>● Expressing opinions and agreeing or disagreeing with other people's opinions or comments.</li> <li>● Formulating hypotheses.</li> </ul> <b>Syntactic-discursive structures:</b> <ul style="list-style-type: none"> <li>● Introduction to Second conditional.</li> <li>● Revision of should / shouldn't</li> <li>● Extension of Third Conditional.</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>● Introduction to vocabulary concerning money and the financial world.</li> <li>● Revision of phrasal verbs and formulas to agree and disagree.</li> <li>● Extension of separable phrasal verbs.</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>● Segmental features: ʃ ʒ z</li> <li>● Suprasegmental features: silent letters.</li> </ul>	
<b>BLOCK II:</b> Production of oral texts	Speaking strategies: Practicing different situations outside the classrooms with friends, family or language exchange groups.		
<b>BLOCK III:</b> Comprehension of written texts	Reading strategies: Reading out loud or repeating information to get a clearer perspective.		
<b>BLOCK IV:</b> Production of written texts	Writing strategies: Expressing clarity and precision in writing so as to avoid the loss of the important message.		
CROSS-CURRICULAR ELEMENTS			
<b>Promotion of reading habits</b>	Listening to audio books as a tool to endorse active reading.		
<b>Audiovisual communication &amp; ITC</b>	Preventing risk situations arising from the inappropriate use of ICTs.		

<b>Values</b>		Anticipating situations of bullying or discrimination in the classroom to secure the protection for the members of the educational community.
<b>RESOURCES</b>		<b>TYPES OF LEARNING ACTIVITIES</b>
<ul style="list-style-type: none"> <li>• Audible <a href="https://www.audible.com/">https://www.audible.com/</a></li> <li>• WebQuest <a href="http://questgarden.com/205/82/6/200429110831/">http://questgarden.com/205/82/6/200429110831/</a></li> <li>• Cultural centre</li> <li>• <a href="https://www.end-violence.org/safe-to-learn">https://www.end-violence.org/safe-to-learn</a></li> <li>• <a href="https://www.wordreference.com/">https://www.wordreference.com/</a></li> </ul>		<ul style="list-style-type: none"> <li>• WebQuest</li> <li>• Jigsaw reading</li> <li>• Digital portfolio</li> <li>• Research investigation</li> </ul>
<b>EVALUATION</b>		
<b>E V A L U A T I O N</b>	<b>Specific learning outcomes</b>	<p><i>It is expected that students will:</i></p> <ol style="list-style-type: none"> <li>1. Acquire a level of aptitude sufficient to get by in English situations in which they need to ask for advice and agree or disagree.</li> <li>2. Prepare for holding concepts about money and professional environments.</li> <li>3. Discern the difference between /ʃ/ /ʒ/ /z/ and the importance of silent letters in pronunciation.</li> <li>4. Invest time and effort on learning pragmatic rules as an act of involvement with the subject.</li> </ol>
	<b>Competences</b>	<b>Achievement indicators</b>
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Cultural awareness and expression</li> </ol>	<p><b>Performance outcome 1. Competences (1, 5, 6):</b> To sustain a high level of fluency in social interactions to uphold their ideas.</p> <p><b>Performance outcome 2. Competences (4, 5, 6):</b> To help them find their future careers and to become competent individuals.</p> <p><b>Performance outcome 3. Competences (1, 5):</b> To be skilled in terms of diction in order to understand and be understood.</p> <p><b>Performance outcome 4. Competences (4, 6):</b> To heed every opportunity to learn and prosper both inside and outside the classroom and maintain the interest in a longer term.</p>

UNIT: 9	Sweet dreams are made of this		3 weeks
<b>CONTENTS</b>			
<b>BLOCK I: Comprehension of oral texts</b>	Listening strategies: Avoiding instant translation to the mother tongue and listening for context.	<b>Sociocultural and sociolinguistic aspects:</b> <ul style="list-style-type: none"> <li>• <b>Attitude.</b> Disclosing a positive inclination towards English.</li> <li>• <b>Innovation.</b> Embracing new approaches and methodologies with a receptive mindset.</li> <li>• <b>Linguistic varieties.</b> Discovering English varieties other than standard English.</li> </ul>	
<b>BLOCK II: Production of oral texts</b>	Speaking strategies: Identifying words that are difficult to pronounce and practicing the correct pronunciation.	<b>Communicative functions:</b> <ul style="list-style-type: none"> <li>• Exchanging information about characters, inventions and important writers.</li> <li>• Describing processes and lifestyles.</li> <li>• Providing information on a subject based on previous, thorough research.</li> </ul>	
<b>BLOCK III: Comprehension of written texts</b>	Reading strategies: Visualising the text to make it concrete and less distant.	<b>Syntactic-discursive structures:</b> <ul style="list-style-type: none"> <li>• Introduction to passive voice.</li> <li>• Revision of relative clauses who, which, where and that.</li> <li>• Extension of defining and non-defining clauses.</li> </ul>	
<b>BLOCK IV: Production of written texts</b>	Writing strategies: Using digital applications for self-assessment in order to become aware of possible errors.	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Introduction to glossary related to discoveries and inventions (materials and products).</li> <li>• Revision of causal and consecutive conjunctions.</li> <li>• Extension of conjunctions of purpose.</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>• Segmental features: /θ/ /ð/</li> <li>• Suprasegmental features: British English vs. American English.</li> </ul>	
<b>CROSS-CURRICULAR ELEMENTS</b>			
<b>Promotion of reading habits</b>	Inviting an interesting author to the school to speak about his/her career path as a reader and writer.		
<b>Audiovisual communication &amp; ITC</b>	Turning information drawn from digital resources into knowledge.		

<b>Values</b>	Integrating scientific experiments into the syllabus to enhance the importance of Science and Technology and to teach the vocabulary of the unit in a dynamic way.	
<b>RESOURCES</b>		<b>TYPES OF LEARNING ACTIVITIES</b>
<ul style="list-style-type: none"> <li>• <a href="https://www.grammarly.com/">https://www.grammarly.com/</a></li> <li>• School's Laboratory</li> <li>• Video camera</li> <li>• <a href="https://www.makebeliefscomix.com/">https://www.makebeliefscomix.com/</a></li> </ul>		<ul style="list-style-type: none"> <li>• Memory game</li> <li>• Peer review</li> <li>• Simulation</li> <li>• Laboratory exercise</li> </ul>
<b>EVALUATION</b>		
<b>E V A L U A T I O N</b>	<b>Specific learning outcomes</b>	<p><i>It is expected that students will:</i></p> <p>comprehend the grammatical rules on which the passive voice is modelled.</p> <p>Identify cause and purpose in their interactions and demonstrate their knowledge on terminology about theories and materials.</p> <p>Recognize the main characteristics common to British and American English's system of pronunciation.</p> <p>Be open to exploring and embracing new approaches to English learning.</p>
	<b>Competences</b>	<b>Achievement indicators</b>
<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Cultural awareness and expression</li> </ol>		<p><b>Performance outcome 1. Competences (1, 7):</b> To communicate particular notions of the English language.</p> <p><b>Performance outcome 2. Competences (2, 4, 6):</b> To evince an ample spectrum of the English lexicon by participating in experiments to fulfill the accomplishment of an empirical spirit.</p> <p><b>Performance outcome 3. Competences (5, 7):</b> To adjust the production and interaction to the socio-cultural uses and customs of the foreign language.</p> <p><b>Performance outcome 4. Competences (4, 5, 7):</b> To develop a critical spirit while learning new ways of amassing knowledge.</p>

UNIT: 10	<i>Somebody once told me</i>		3 weeks
CONTENTS			
<b>BLOCK I:</b> <b>Comprehension of oral texts</b>	Listening strategies: Relying on visual hints and non-verbal cues.	<b>Sociocultural and sociolinguistic aspects:</b> <ul style="list-style-type: none"> <li>● <b>Foresight.</b> Stimulating the ability to look ahead in the learning process.</li> <li>● <b>Challenge.</b> Nurture a competitive attitude and strive to meet objective goals.</li> <li>● <b>Respect.</b> Displaying consideration and acceptance of cultures and societies other than our own.</li> </ul> <b>Communicative functions:</b> <ul style="list-style-type: none"> <li>● Making recommendations.</li> <li>● Reporting what others have said.</li> <li>● Expressing probability, possibility, permission, suggestions, hopes and wishes.</li> </ul> <b>Syntactic-discursive structures:</b> <ul style="list-style-type: none"> <li>● Introduction to reported speech</li> <li>● Revision of may, might, could.</li> <li>● Extension of say vs. tell</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>● Introduction to reporting verbs.</li> <li>● Revision of types of accommodation and holidays.</li> <li>● Extension of terms concerning the Internet.</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>● Segmental features: diphthongs.</li> <li>● Suprasegmental features: pitch, silences, emphasizing, and body language</li> </ul>	
<b>BLOCK II:</b> <b>Production of oral texts</b>	Speaking strategies: Applying rules of social or spoken English in everyday life situations.		
<b>BLOCK III:</b> <b>Comprehension of written texts</b>	Reading strategies: Connecting the text to other texts, to myself and to the world.		
<b>BLOCK IV:</b> <b>Production of written texts</b>	Writing strategies: Maintaining a clear purpose throughout the process of writing.		
CROSS-CURRICULAR ELEMENTS			
<b>Promotion of reading habits</b>	Dedicating a session to talk about books that were banned in the past to encourage students to read them and to convey the sense that literature not only displays words or fictional stories, but ideas, knowledge, ideologies, sociopolitical aspects and a way of expressing ourselves.		
<b>Audiovisual communication &amp; ITC</b>	Providing tools to create their own materials and their own resources to study and transfer it to other subjects.		



<b>Values</b>		Promoting entrepreneurship by teaching how to fill in a curriculum vitae (Europass format).	
<b>RESOURCES</b>		<b>TYPES OF LEARNING ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• <a href="https://europass.cedefop.europa.eu/documents/curriculum-vitae">https://europass.cedefop.europa.eu/documents/curriculum-vitae</a></li> <li>• <a href="https://filmora.wondershare.com/es/editor-de-video/">https://filmora.wondershare.com/es/editor-de-video/</a></li> <li>• BBC Learning English</li> <li>• Cardboard, scissors, glue, colouring pencils.</li> </ul>		<ul style="list-style-type: none"> <li>• Fill in a curriculum</li> <li>• Scavenger hunt</li> <li>• Team project</li> <li>• Digital portfolio</li> </ul>	
<b>EVALUATION</b>			
<b>E V A L U A T I O N</b>	<b>Specific learning outcomes</b>	<p><i>It is expected that students will:</i></p> <ol style="list-style-type: none"> <li>1. Master the uses of direct and indirect speech.</li> <li>2. Acquire a degree of knowledge of terminology related to the Internet and holidays.</li> <li>3. Gather the knowledge to give a good presentation in front of an audience.</li> <li>4. Create opportunities to challenge themselves and foster a competitive spirit.</li> </ol>	
	<b>Competences</b>	<b>Achievement indicators</b>	
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Cultural awareness and expression</li> </ol>	<p><b>Performance outcome 1. Competences (1, 5, 7):</b> To increase mutual understanding in social interactions with other speakers of the target language.</p> <p><b>Performance outcome 2. Competences (3, 4, 5, 6, 7):</b> To blend in with the changing times and be a constantly renewing individual aware of new additions to the digital field.</p> <p><b>Performance outcome 3. Competences (4, 5, 6):</b> To achieve greater opportunities in a professional and social environment.</p> <p><b>Performance outcome 4. Competences (4, 5, 6, 7):</b> To evolve as individuals and acquire new psychological and emotional skills that are practical for the real world.</p>	

### **3.3 Underlying content organisational rationale**

In this section I have developed ten units of work of my syllabus design where I have tried to integrate the topics covered in each unit and the key competences as stated in D48/2015, the main purpose of which is “to enable students to acquire the basic elements of culture [...]; to develop and consolidate habits of study and work; prepare them for further studies and for their insertion and train them to exercise their rights and obligations in life as citizens” (my own translation, Article 2, p. 2). I have attempted to work on the four skills equally, as they are proportionately important for the syllabus plan. There is a sense of continuity and cohesion amid units, as well as a cyclical progress in teaching grammar and vocabulary, by introducing a topic first to extend it furthermore to a correlative topic, and revising a notion that is supposed to have been taught previously. I have included both segmental and suprasegmental features that are useful for learners of English, emphasising their importance for the development of their skills. Furthermore, certain socio-cultural aspects have been included, such as social attitudes towards the foreign language, a civic attitude to be taken into consideration in class and various cultural aspects. All these facets have been shaped to handle a wide range of materials and different types of activities.

## **4. Teaching and learning resources**

### **4.1 Teaching philosophy: principles and practices**

*“Education is not the filling of a pail,  
but the lighting of a fire”.*

W. B. Yeats

Language shapes words, which shape ideas, which shape our reality. Languages are a tool to exchange information, to communicate messages. The Sapir-Whorf Hypothesis states that language forges the thinking process. According to Sapir, the language habits of the community structuralise the perception of the world and manages the interpretation of reality (Sapir, 1929). However, Whorf processes this theory and claims that reality presents itself to our mind as an impression and needs to be processed

and organised through an agreement between the different members of the community, who has to decode the patterns of a language. Namely, “what Whorf iterated was that the grammatical structure of a language subtly and profoundly shaped the structure which the mind imposed upon reality”, (van Troyer, 1994, p.165). Certainly, language and culture are concepts that go hand in hand. I believe that in order to learn a foreign language, the individual progressively acquires a new set of skills and a new mental order. It does not mean that the new language puts itself before the mother tongue, but it expands the abilities that one has developed to identify other interpretations of reality. I aspire to inculcate this belief in my students that acquiring a foreign language is not just to collect a set of grammatical rules and pronunciation features, but it also encompasses a degree of knowledge that relates to cultural aspects and a certain way of thinking and behaving.

The guiding thread revolves around the theme of music, specifically songs and artists that carry a personal interest or meaning, being this program as personal as it can be. In 2008, the Dana Arts and Cognition Consortium published a book with different research studies conducted by several scientists. In Chapter 1, Posner et al. concluded that arts training developed a positive cognitive response in students who were influenced and driven by their interest in arts. Curiosity enhanced learning of an art form, which heightened attention and motivation (Posner et al. 2008). Music, therefore, can foster an impact on intelligence and on the performance of students. According to Lems, “because music is motivating, it allows the mind to ‘train attention’ and sets these learning processes in motion” (2018, p. 15). I believe that music, apart from enhancing motivation and intelligence, is able to provide context and points out the need of human beings to express themselves and connect with their environment.

Regarding my teaching practice, it combines different methodological approaches. Among them are strategies used in Content and Language Integrated Learning (CLIL), such as the 4Cs Curriculum and the 3As tool (Coyle, 2005). When organizing a syllabus, the content is the main link that determines the entire process. On that basis, content is linked with communication and cognition or thinking skills, while culture acts as a thread that entwines the process. The 3As tool works significantly for the planning of a lesson and includes three stages: Analysis of content of the language for

learning, addition to content language for learning and application to content language through learning (Coyle, 2005).

Another inspiration for my teaching philosophy is Social Constructivism, under the names of Lave, Wenger and Vygotsky. Language learning cannot be separated from the social environment in which it occurs. Knowledge is, thus, achieved through social interaction. The establishment of relationships inside the classroom is emphasized and is viewed as a compelling factor to learn, becoming the actual purpose of education. In Vygotsky's words, the learning takes place in the Zone of Proximal Development (ZPD), which is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (1978, p. 86). That is, learning is a collaborative task that is generated in Communities of Practice. These communities are constituted by people who have the same interests and who support each other's processes of learning by sharing ideas and interacting regularly in the classroom, in this case (Lave, 1991 and Wenger, 1998).

In addition to this, my teaching practice is based on a combination of the Communicative Approach and Task-Based Learning. A communicative task, as explained by Nunan is "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (1989, p. 10). Continuing with this train of thought, Communicative Language Teaching (CLT) proposed a learner-centred education, where students are more active and engage in their own learning process by participating in class and interacting with their classmates in a realistic setting. The role of the teacher, thus, is of a mere facilitator of information in the learning process and the student is encouraged to work on their autonomy (Richards & Rodgers, 2014). Regarding the four skills, I have tried to integrate them as well as balance the production of fluency and accuracy. However, I contemplate grammar as a fifth skill, what Larsen-Freeman names as 'grammaring': "one of the dynamic linguistic processes of pattern formation in language, which can be used by humans for making meaning in context-appropriate ways" (2003, p. 142). The aim is to see grammar not as a set of rules but as a way of forming a new identity which conforms to a sociocultural context. Furthermore, I

have applied a Task-Based Learning approach, which is centered on the use of tasks “as the primary unit to be used, both in planning teaching (i.e., in developing a syllabus) and also in classroom teaching” (Richards, 2006, p. 30). Besides, in order for this method to be successful, I have implemented four conditions for language learning: 1) Exposure to real input, both written and spoken language in use 2) Use of the language to exchange meanings 3) Motivation to listen, read, write and speak 4) Instruction in language, allowing to focus on form (Willis, 1996).

All in all, these methodological approaches that frame my teaching practice can be summarized in the following principles:

- **Purpose in language.** The process of acquiring a new language should convey an intention, that is, language is functional.
- **Collaborative learning.** Peer learning and social relationships are highly esteemed.
- **Student-centred approach.** The learning process reveals an active role played by students. Participation and motivation are key factors.
- **Authenticity.** Students work on authentic materials to develop a real use of language and an authentic approach to the world.

## **4.2 Materials selection and development**

### **4.2.1 Materials to develop Listening and Reading skills**

Listening and reading skills are important because they function as a means to absorb a language. To comprehend English is to elaborate original ways to communicate. They serve the purpose of gathering information to decipher a message, which ultimately becomes an active process in language learning.

Listening strategies can be depicted as it follows: listening for specific information, listening for the gist, predicting information, inferring meaning and using non-verbal cues. These strategies encompass one of the most important factors in teaching listening skills. If students are provided this information, they will become accomplished students in oral comprehension. Creating materials that let students listen for the gist or

listen to predict is essential. Moreover, to put these strategies into practice, the activities should be relevant to students, providing background knowledge of certain topics and activating schemata while using a wide range of different activities. This also applies to reading comprehension, which fosters their own reading strategies such as contextualising, summarising, skimming and scanning. In addition to this, the use of authentic materials is crucial for these activities to work properly in the classroom, as they prepare students for real life situations and creates more chances to use every day English, for "authentic language and real-world tasks enable students to see the relevance of classroom activity to their long term communicative goals" (Brown, 2001, p. 258).

To illustrate the importance of these skills, I have designed a lesson for a listening class based on an Internet video. The aim of the lesson is to learn in a dynamic way about imperatives and sequencing in a text (i.e. giving instructions). Students can extrapolate the skills acquired in this lesson to real world activities as they work together combining different techniques. [See activities in Annex 2]

#### **4.2.2 Materials to develop Speaking and Writing skills**

Speaking and writing skills are essential to develop the target language. Their purpose is to guide students when producing a language. These skills, combined with those of listening and speaking, give greater complexity to the output of the language.

As explained in Vijaya's empirical study, peer team teaching enhances interest and motivation within the task of speaking, as "the activity-based learning approach through peer team teaching will enhance student participation and makes learning and teaching more enjoyable and easier to understand and apply" (2016, p. 20). This resonates with my teaching philosophy of constructing knowledge as a whole class. Furthermore, the materials regarding writing skills should follow a Teaching/Learning Cycle (TLC) as it would prove useful when following three stages: "1. Teacher modelling a text (joint deconstruction and analysis of a text), 2. Teacher–student jointly constructing a text and 3. Student independently constructing a text" (Lin, 2016, p. 89).

For this section, I have designed a session consisting of a writing lesson in which the rest of the skills are also involved. How these skills are involved will be explained in

each of the exercises. The activities are designed to be overcome by students, while at the same time they use the outcomes produced at the end of each exercise. That is, students have to focus on the tasks one by one, but they need the knowledge obtained from all of them to continue with the rest of the activity. Students will need to work in groups and communicate real meaning in order to be successful at the completion of the activity. Moreover, one of my own personal teaching philosophies is to teach the language integrated within cultural aspects. I believe this way of teaching is more familiar to students and more appealing, as language is contextualized. [See activities in Annex 2]

### **4.2.3 Materials for Vocabulary and Grammar**

Teaching vocabulary and grammar is crucial for the process of language learning. As cited in Wangru's work, Wilkins highlights that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (2016, p. 64). Lexical and syntactical aspects provide language fluency and accuracy throughout the process of acquisition of the main elements of English. Fostering the quality of teaching of these aspects is a guarantee for success.

To illustrate how these skills might be taught inside the classroom, I have created several <sup>1</sup>flashcards on verb + noun collocations via Quizlet. Students can play on their mobile phone or tablet devices, individually or in pairs. There are some sentences with make/do but there is a blank space, so that students match the correct verb to the sentence. Quizlet is a dynamic digital tool that enhances participation and motivation in students and makes vocabulary and grammar activities look more appealing.

### **4.2.4 Materials for the technological environment**

As the world advances towards a globalized status, so does Information and Communications Technologies (ICT). Technology is gradually becoming more and more important to the development of the educational system. However, using ICTs in education should not be about reaching an unattainable target. It must therefore complement the teacher's performance and the student's learning and it should not prevail over the goal of education itself. Teachers should be competent enough to train and to be

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<sup>1</sup> Link to flashcards game on Quizlet <https://quizlet.com/es/509236344/make-or-do-flash-cards/>

aware of the newest additions to this field, as there have been findings of an inappropriate use of ICTs in the classroom, which undercovers many weaknesses regarding the school’s policy and practice. Moreover, these policies that constrain teachers to use ICTs in the classroom do not include strategies to introduce them in the curriculum for the students, nor it includes how to gain the knowledge to understand and implement them (Hennesy, Ruthven and Brindley, 2005, p. 159). Henceforth, teachers and students can profit from the integration of technologies, as it provides a new scope for the imagination and fosters creativity and initiative to interact with the world (Drigas and Charami, 2014, p.9)

The benefits of introducing technologies within the classroom are multiple, but instead of focusing the whole process of teaching on them, they should be seen as a powerful tool when used in the right context. By “providing students with appropriate skills to approach authentic material, teachers promote meaning interaction, raise students’ interest and motivation; and ensure more participation and engagement in the classroom” (Azmi, 2017, p. 112).

**List of some ICT resources that will be used during the course:**

<p><b>Sources of audio-visual materials:</b> Audio-visual materials are effective when motivating our students to learn. These engaging, appealing materials can positively affect the process of learning and reinforce the teaching procedures. As they combine both visual and auditory resources, they enhance the students’ attention and impact their critical thinking, while they help to pave the way to any type of activity.</p>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/">https://www.youtube.com/</a></li> <li>2. <a href="https://www.bbc.co.uk/learningenglish/english/features/6-minute-english">https://www.bbc.co.uk/learningenglish/english/features/6-minute-english</a></li> <li>3. <a href="https://www.ted.com/">https://www.ted.com/</a></li> <li>4. <a href="https://toontastic.withgoogle.com/">https://toontastic.withgoogle.com/</a></li> <li>5. <a href="https://www.buzzfeed.com/">https://www.buzzfeed.com/</a></li> <li>6. <a href="https://www.podcasts.com/">https://www.podcasts.com/</a></li> <li>7. <a href="https://www.thinglink.com/">https://www.thinglink.com/</a></li> </ol>
<p><b>Sources of written materials:</b> Written materials are ideal for implementing both informal and academic style. It is a great complement in the students’ process of learning and have a major impact on their interests and ideas. They are useful to improve their reading and writing skills, while strengthening their perspective and their cultural awareness. Resources such as</p>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. <a href="https://www.theguardian.com/media/newspapers">https://www.theguardian.com/media/newspapers</a></li> <li>2. <a href="https://www.teachingenglish.org.uk/resources/secondary/stories-poems">https://www.teachingenglish.org.uk/resources/secondary/stories-poems</a></li> <li>3. <a href="http://www.gutenberg.org/">http://www.gutenberg.org/</a></li> <li>4. <a href="http://www.manythings.org/">http://www.manythings.org/</a></li> <li>5. <a href="https://learnenglish.britishcouncil.org/es">https://learnenglish.britishcouncil.org/es</a></li> <li>6. <a href="https://www.simplyscripts.com/">https://www.simplyscripts.com/</a></li> <li>7. <a href="https://www.snopes.com/">https://www.snopes.com/</a></li> </ol>



<p>newspapers, blogs, brochures, resumes provide valuable information.</p>	
<p><b>Platforms for online writing:</b> Writing is an efficient way to gather information and concepts learned in the classroom and structure the students' thoughts. It is also a good way to practice new structures, grammatical features and coherence/cohesion of a text. Putting ideas into words is key to the development of the language. Online diaries, blogs, penpals, etc. can introduce the students to the world that surrounds them.</p>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. <a href="https://gethermit.com/">https://gethermit.com/</a></li> <li>2. <a href="https://www.blogger.com/about/?r=1-null_user">https://www.blogger.com/about/?r=1-null_user</a></li> <li>3. <a href="https://www.scoop.it/">https://www.scoop.it/</a></li> <li>4. <a href="https://write.as/">https://write.as/</a></li> <li>5. <a href="https://www.interpals.net/">https://www.interpals.net/</a></li> <li>6. <a href="https://new.edmodo.com/">https://new.edmodo.com/</a></li> <li>7. Mobile App Squid</li> </ol>
<p><b>Tools for informal assessment:</b> Providing feedback to our students is as important as self-assessment of peer assessment in the learning process. Assessing their skills and their progress motivate students to continue in the effort for improvement. It is necessary to facilitate tools so that they can measure their own progression towards their ultimate goal in the English classroom.</p>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. <a href="https://writeandimprove.com/">https://writeandimprove.com/</a></li> <li>2. <a href="https://socrative.com/">https://socrative.com/</a></li> <li>3. <a href="https://www.quia.com/web">https://www.quia.com/web</a></li> <li>4. <a href="https://www.peerceptiv.com/">https://www.peerceptiv.com/</a></li> <li>5. <a href="https://www.myperfectresume.com/">https://www.myperfectresume.com/</a></li> <li>6. <a href="https://es.educaplay.com/">https://es.educaplay.com/</a></li> <li>7. <a href="https://kahoot.com/">https://kahoot.com/</a></li> </ol>
<p><b>Online dictionaries:</b> Although students should learn how to adequately use a dictionary and despite them using online dictionaries to complete their English homework every time they encounter an unknown word, it is essential to teach strategies such as guessing from context with a monolingual dictionary, finding synonyms and antonyms or consulting a collocation dictionary. These are beneficial to students' spelling and understanding concepts from sources they can rely on.</p>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. <a href="https://www.wordreference.com/">https://www.wordreference.com/</a></li> <li>2. <a href="https://www.linguee.es/">https://www.linguee.es/</a></li> <li>3. <a href="https://www.thesaurus.com/">https://www.thesaurus.com/</a></li> <li>4. <a href="https://www.macmillandictionary.com/">https://www.macmillandictionary.com/</a></li> <li>5. <a href="https://www.urbandictionary.com/">https://www.urbandictionary.com/</a></li> </ol>
<p><b>Other resources:</b> There are many learning and teaching resources available for both the teacher and the student. The class can profit from streaming platforms, social networks, apps for management of time and management of the classroom, games, etc.</p>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. <a href="https://www.netflix.com/">https://www.netflix.com/</a></li> <li>2. <a href="https://twitter.com/">https://twitter.com/</a></li> <li>3. <a href="https://www.classdojo.com/">https://www.classdojo.com/</a></li> <li>4. <a href="https://todoist.com/es">https://todoist.com/es</a></li> <li>5. <a href="https://www.marinaratimer.com/">https://www.marinaratimer.com/</a></li> <li>6. <a href="https://www.jeopardy.com/">https://www.jeopardy.com/</a></li> <li>7. <a href="https://quizlet.com/es">https://quizlet.com/es</a></li> </ol>

To exemplify this section, I have designed a WebQuest<sup>2</sup>. As reported by the creator of this model, Bernie Dodge, a WebQuest is “an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet, optionally supplemented with videoconferencing” (1995). This activity consists of four main sections:

- **Introduction:** where I introduce the topic of the lesson. It is explained so that it can interest and appeal students as much as possible.
- **Task:** where the ultimate goal of the lesson is explained. Students have a clear idea of what they have to do.
- **Process:** the activities are precisely described step by step.
- **Evaluation:** where the assessment method is defined. It contains a rubric on how to evaluate different criteria.

### 4.3 Motivation and discipline plan

#### 4.3.1 Classroom rules

In educative environments, punitive practices are often regulated to maintain the order among the members of the community. This happens in many schools where, by using punishment and retribution as a response to students’ bad behaviour, “they structure peer groups by tracking and grouping students into relative winners and losers of the schooling enterprise” (Swain & Noblit, 2011, p. 466).

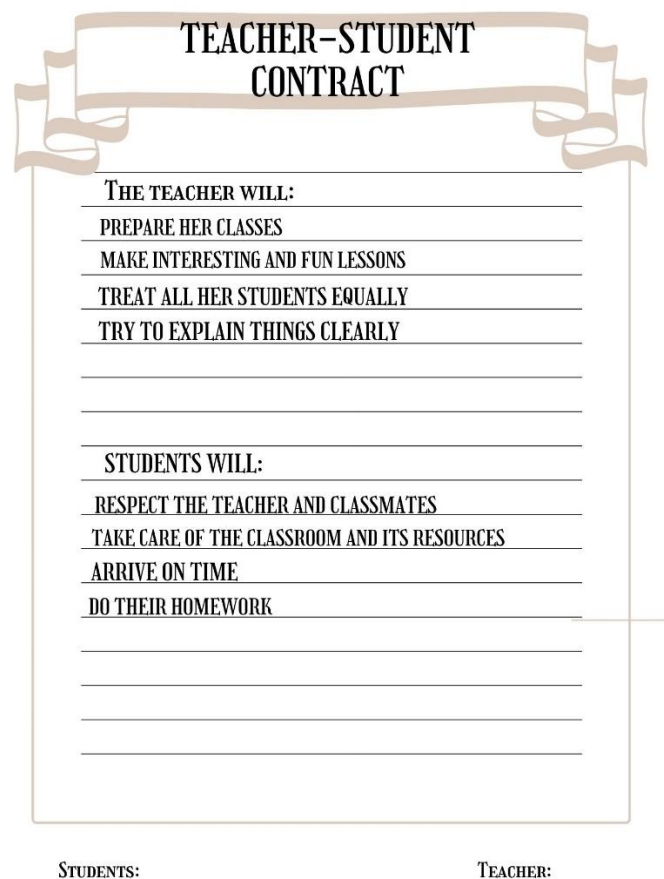
In such manner, I will base my classroom rules on restorative practices which provide a support system for my students. One of the main goals of the Restorative Classroom Discipline is to educate. It is centred on people, “accepting that positive and supportive relationships are crucial for learning to occur in educational environments. Conflict must be addressed by making amends, or relationships will otherwise be damaged and even broken” (Meyer & Evans, 2012, p. 8).

The creation of classroom rules is personal to each teacher. In my case, I will create a teacher-student contract where students propose ideas through a brainstorming

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<sup>2</sup> Link to the WebQuest <http://questgarden.com/205/82/6/200429110831/>

the first day of class. As Newbould states, “by jointly negotiating expectations in the classroom, the teacher and the students alike are accountable for their actions. The contract also gives students a sense of autonomy and agency in their learning” (2018, p. 37). This <sup>3</sup>contract, generally related to behavioural aspects, is the first key to the system I will implement.



The form is titled "TEACHER-STUDENT CONTRACT" in a decorative banner at the top. Below the banner, there are two sections of commitments. The first section is headed "THE TEACHER WILL:" and lists four commitments: "PREPARE HER CLASSES", "MAKE INTERESTING AND FUN LESSONS", "TREAT ALL HER STUDENTS EQUALLY", and "TRY TO EXPLAIN THINGS CLEARLY". The second section is headed "STUDENTS WILL:" and lists four commitments: "RESPECT THE TEACHER AND CLASSMATES", "TAKE CARE OF THE CLASSROOM AND ITS RESOURCES", "ARRIVE ON TIME", and "DO THEIR HOMEWORK". Each commitment is followed by a horizontal line. At the bottom of the form, there are two labels: "STUDENTS:" on the left and "TEACHER:" on the right, each followed by a horizontal line for a signature.

The Teacher-Student Contract works for the whole year. Students’ fulfilment of these rules interferes with the whole-school-year project that will be further explained in 4.3.3, concerning Intrinsic motivation. That is, students must pass a revision test at the end of each unit, so that they will gain fake money as a token for the final project. These tokens will be useful, as students need money to play a special Monopoly which revises

<sup>3</sup> Made with Canva (<https://www.canva.com/>)

every unit in the syllabus. If students do not comply with the rules, they will be penalized with the removal of a sum of money.

Alternatively, for shorter periods of time, I have created a <sup>4</sup>rewards chart that will be renewed every four weeks. If students accomplish the statements on the contract (good behaviour, finished tasks, active participation), they will get a star for that session. At the end of the four weeks, if they have reached certain stipulated targets, they will have a reward.



**MY GOAL TRACKER**

Name: \_\_\_\_\_  
Class: \_\_\_\_\_

	M	T	W	T	F
Week n <sup>o</sup>	★	★	★	★	★
Week n <sup>o</sup>	★	★	★	★	★
Week n <sup>o</sup>	★	★	★	★	★
Week n <sup>o</sup>	★	★	★	★	★
Week n <sup>o</sup>	★	★	★	★	★
MY STAR COUNT GOAL:	_____				



## LIST OF REWARDS

- When the whole class has 20 stars, then you can choose a song.
- When the whole class has 40 stars, then you can listen to music while you work.
- When the whole class has 60 stars, then you can use your mobile phone in class.
- When the whole class has 80 stars, then you can sit where you like the next lesson.
- When the whole class has 100 stars, then we can organise a lesson in the school yard.
- When the whole class has 200 stars, then we can go on a field trip.

All in all, the intention of this system is to shape a positive environment in the classroom where students' actions are reinforced and their abilities are valued. This system will help me to establish a positive relationship with students, which is a decisive factor to sustain an effective discipline atmosphere (Boynton & Boynton, 2005).

<sup>4</sup> Made with Canva (<https://www.canva.com/>)

### 4.3.2 Extrinsic motivational techniques

When implementing motivating strategies to arise the interest for the language in the students, we should distinguish between two types of self-determined motivations which directly affects behaviour. Extrinsic motivation emerges from outside the individual. According to Deci and Ryan, “the extrinsic motivational subsystem is based in the primary drives and in acquired needs, such as the need for money or status” (1980, p.39). The existence of an external regulation leads students to behave in order to achieve a positive consequence or reward and to avoid an unsatisfactory aftermath (Levesque et al, 2010).

As I have mentioned before, I will use a reward chart and money as a token economy system. Although the money is aimed to be spent in the final project, it is a good way of combining both extrinsic and intrinsic motivations, because students feel the need to collect these tokens as a sense of gratification from an external source, but they will use it to participate in a game that boosts their intrinsic motivation, as it will be a time for competition and social bonding.

Moreover, I believe that it is important to praise students and congratulate their valuable actions. In fact, it has been found that praise enhances students’ intrinsic motivation (Henderlong & Lepper, 2002). Thus, extrinsic motivation, when used for the purpose of learning, can foster intrinsic motivation, which is the main barrier teachers encounter in the classroom. Effective praise is based on a sincere and spontaneous response of the teacher to students’ effort in the process of learning. For instance, if a student has greatly improved their pronunciation, this is an object of praise. (Conroy et al, 2009). “You have really improved your pronunciation, congratulations!” could be an example. This can be done verbally or in the form of written notes and a small drawing.<sup>5</sup>



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<sup>5</sup> Made with Canva (<https://www.canva.com/>). The following charts, diagrams and images have also been created with Canva.

### 4.3.3 Intrinsic motivational techniques

Intrinsic motivation comes from the idea that the individual takes an interest in “the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards” (Ryan and Deci, 2000, p. 56).

Legault claims that intrinsic motivation is the result of a conduct that is inherently pleasant, “for example, a child may play outdoors – running, skipping, jumping – for no other reason than because it is fun and innately satisfying” (2016, p. 1). This idea of portraying a behaviour from a motivated situation in which the individual is playing can be integrated into the field of education through ‘gamification’. This term can be described as “the use of game design elements in non-game contexts” (Deterding et al., 2011, p. 9). Because of the way in which games are designed, they follow a process of trial and error. This could lead eventually to learning from experiencing mistakes and repeating them. In Lee & Hammer’s words, “gamification can shorten feedback cycles, give learners low-stakes ways to assess their own capabilities, and create an environment in which effort, not mastery, is rewarded” (2011, p. 3). All this adds up to the main motive of playing games: learning is fun.

It is on this premise that I have designed a whole-year project for my class. At the end of each unit, students will play Jeopardy<sup>6</sup> in groups. Depending on the question they answer correctly, they can earn up to 500 points, which will be translated in Monopoly money. Students collect money from these quizzes until Unit 10 is finished. In the meantime, some classes will be dedicated to create a monopoly board. Although the rules are similar to the ones in Monopoly, the spaces contain different aspects. For instance, students will include grammatical points they need to revise, important vocabulary, questions on culture and everyday English, questions on literature... Also, instead of having names of Europe or of different countries, there is a city from English speaking countries written in each space. Besides, to be able to land houses in the spaces, the groups will have to answer questions related to the ten units. Students play in groups, choosing

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<sup>6</sup> This is an example of a self-made Jeopardy game for unit 4 <https://jeopardylabs.com/play/unit-3-i-am-what-i-am>

a spokesperson to throw the dice and to answer the question, after they have reflected on the question as a group. If the answer is right, they can pay the money the space is worth and land a house. As in Monopoly, if any other group enters that square, they will pay the toll.



From my perspective, students will find this motivating because it is a project on which they will be working for the whole course, putting extra effort in creating their unique game. Furthermore, the competition factor is taken into account, “as students begin to grow in self-efficacy the scoreboard will provide the metric that makes competition an effective learning vehicle” (Banfield & Winkerson, 2014, p. 293).

## 5. Catering to student diversity

### 5.1 Student diversity and the Spanish curriculum

The Article 9, as stated in RD. 1105/2014, acknowledges the existence of students who require extraordinary measures in the educational system, so that they can “reach the maximum development of their personal capacities and the objectives and competencies of each stage” (my own translation, p. 175). Quality, equity and inclusion shall be promoted in education. In order to do this, the curriculum will be adapted to contemplate

integration of subjects in areas, flexible groupings, supportive functions in ordinary groups, the offer of specific subjects, Learning and Performance Improvement Programs and other personalised treatment programs for students with specific needs for educational support (Article 16, RD. 1105/2014, p. 181). Besides, the evaluation process will be adapted to the needs of these students (Article 30, RD. 1105/2014, p. 193).

As explained in D.48/2015, attention to diversity regards three particular types of groups:

- Students with special educational needs. This section includes physical disability (visual, hearing or motor impairment), mental disorders (Autism, Asperger, Schizophrenia, Attention Deficit Hyperactivity Disorder) and other behavioural disorders (anti-social tendencies).
- Students with outstanding abilities. Consistent with the law in force, the department with competencies in education matters will implement action plans as well as curricular enrichment programmes adequate to these needs, which will allow students to develop to the maximum its capabilities. Moreover, it will guarantee the flexibilization of the subjects in the curriculum, allowing for these students to enrich themselves from higher level subjects (Article 16).
- Late entry students into the education system. The schooling of students who incorporate at later stages into the education system will be carried out according to their circumstances, knowledge, age, and academic history. Students with serious deficiencies in language will receive specific attention and those who present a gap in their level of curricular competence will benefit from the necessary reinforcement measures to facilitate their school integration to allow them to continue their studies with good results (Article 18).

With these three groups of students in mind, and because I want to implement a positive atmosphere in the classroom where there is a sense of integration and equality, the standing law permits two types of adjustments:



- Ordinary measures, which do not imply a significant modification of the constitutive elements of the curriculum and are extensible to all students.
- Extraordinary measures, which address the individual difficulties of students, especially those with specific needs for educational support and involve significant curricular changes, repetition of a school year as well as social programmes and curricular diversification. Curricular adaptations are made for each student with specific needs and comprise the modification of content, objectives and assessment criteria. According to the regulations, in order for a student to benefit from any of these measures, the student must have undergone a psycho-pedagogical evaluation. In the report, the need to adopt one of the extraordinary measures for attention to diversity must be clearly reflected. The monitoring of their process must ensue to incorporate the student to the ordinary curriculum eventually.

## **5.2 Strategies for students with special educational needs**

Within this setting, I will propose an intervention plan for a student inside my classroom who is hearing impaired. Apart from this student, there are two students who are first-generation Chinese immigrants. They are competent according to the curriculum, but due to a lack of self-confidence, they are experiencing problems with some aspects of the language (one of them in writing, another one in communication). However, due to their capability in their curricular performance, meeting all expectancies, it is not necessary to create an intervention plan for them. Their family and their classmates provide a safe environment to learn where they can overcome adversity. Thus, I will present the plan that follows:

### **Background information:**

*The student belongs to 4<sup>th</sup> year. She is not new at the school, therefore she knows the school climate, her peers and her teachers. She is acquainted with the classroom and handles digital devices to communicate. The student is competent, sociable and open-minded. Her family is supportive of her condition and favours equality in the classroom.*

### **Characteristics:**

*The student suffers from hearing impairment. As a consequence, she has cochlear implants. She developed moderate hearing loss at early stages of life. That is, she may hear almost no speech when another person is talking at a normal level.*

### **Intervention plan:**

#### **Ordinary measures:**

**Classroom environment.** The distribution of the class is important in order for the student to benefit from instruction. The arrangement of the classroom should be in U-shape, so that the student can visibly observe the lips and body language of her classmates. This is also important to provide a sense of inclusion and integration within the whole group. Moreover, it is essential for the student to sit as near as possible to the teacher's usual place of instruction. This is helpful for the student to listen to explanations and to participate in active discussions and questioning. Finally, it is necessary to eliminate unnecessary noises that can disrupt the student's implants in the search for sound. Therefore, the teacher will benefit from applications that measure the sound in decibels so that the classroom maintains a safe climate of work for this student.

**Visual aids.** Visual support is crucial for this student to follow a normal pace of the course. Explanations and activities must include images, diagrams, written information, charts, illustrations, graphics, etc. To this extent, subtitles must be assured for each video/audio, as well as transcriptions if needed. The classroom is equipped with a tablet device which is at the disposal of the student in order to look for extra information or as a tool to communicate and understand others, due to several applications installed in this device.

#### **Extraordinary measures:**

- 1. Objectives.** The student shares objectives with her classmates, except for the objectives fixed for listening. In this case, she will be evaluated as in written comprehension.
- 2. Contents.** The student will be offered the choice to dedicate some classes to learning American Sign Language (ASL) as a part of cultural awareness. Use of cued speech to know the phonetic system of the language.
- 3. Assessment criteria.** The assessment procedure follows the same process for her and for the rest of the students. However, it must be mentioned that, as she may have sometimes different assignments based on the contents explained above, and due to the nature of changing the listening objectives to written comprehension objectives, these assignments and exams will differ from her classmates'.

## **6. Assessment and evaluation procedures**

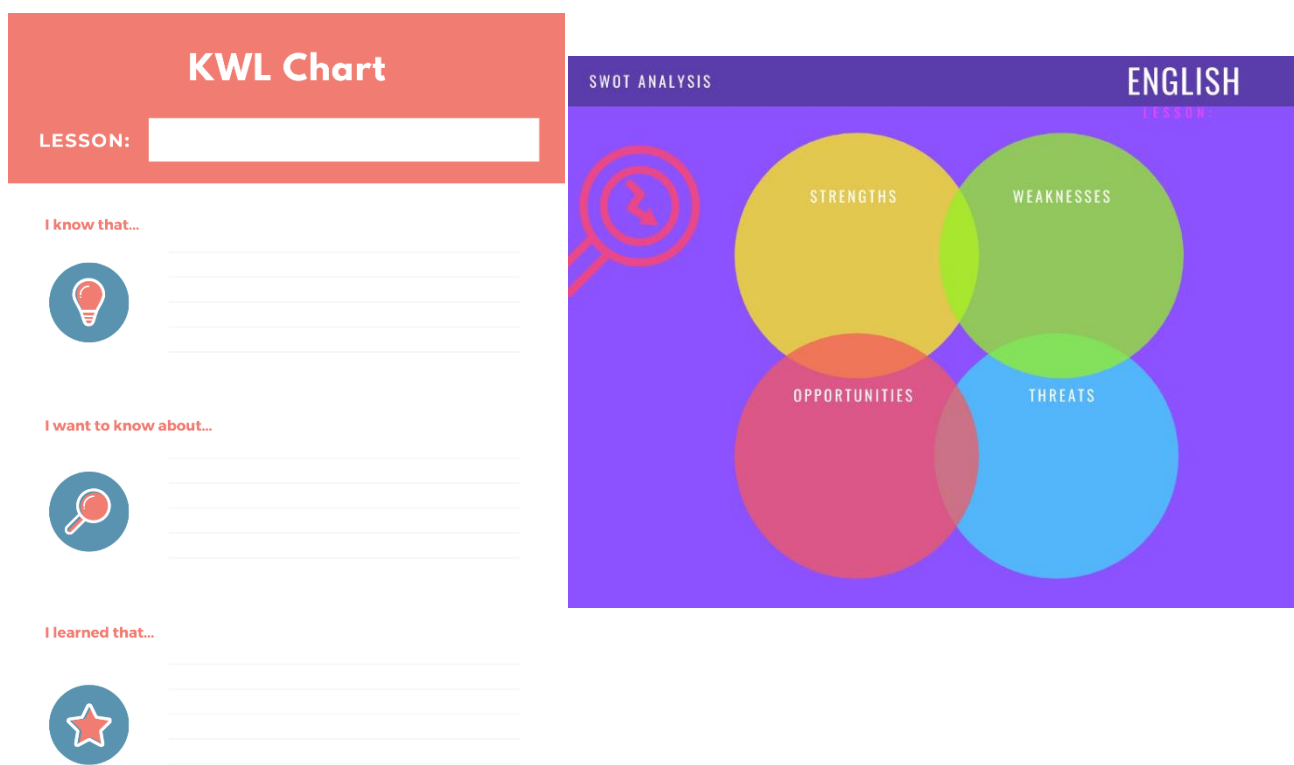
### **6.1 Principles and techniques**

The importance of assessment and evaluation resides in their cyclical process of teaching and learning. Both teacher and students need to know why they act as they do and how they approach teaching and learning. In order to do this, criteria are established to be followed in the classroom for the personal enrichment of the student and to motivate the learning process. Teachers benefit from assessment and evaluation from their students in the form of feedback concerning their delivery of knowledge. In this way, there is a balance in the teacher-student relationship as both elements are providing and receiving information about their particular progress.

Assessment is a continuous process of observation, documentation of evidence, analysis of scores and interpretation of outcomes which encourages a decision-making progress to improve teaching/learning skills. This is essential for teachers to be involved in the effectiveness of their methodologies and the subsequent results achieved by students. Conforming to Astin & Antonio's views, "the term assessment can refer to two different activities: (a) the mere gathering of information (measurement) and (b) the use of that information for institutional and individual improvement (evaluation)" (2012, p. 3). We could say, thus, that assessment is progress-oriented, while evaluation is product-oriented. The product that derives from gathering information through assessment procedures is called evaluation, which provides an objective judgment about the learning process based on the evidence collected and, as a consequence, results in a grade. There are three types of assessment: formative assessment, which measures the student's learning progress and guides the teacher on how their instruction works for that course; summative assessment refers to how much the student has learned in the process compared to some established criteria and they usually require a mark; diagnostic assessment evaluates prior knowledge. A distinction could also be drawn between low-stakes assessment (the importance of a test does not affect your future or your life significantly, it is an incentive to learn) and high-stakes assessment (the final mark of a test is vital, it leads to anxiety).

Taking these concepts into account, I will proceed to mention some techniques that will be used on my syllabus:

- a) Self-assessment. Reflecting on the process of learning is key for students to understand their own methods towards the acquisition of knowledge, as it is to develop new skills. Setting their own goals is fundamental to stay motivated. A good way to foment control over their own progress and to gain autonomy is through a KWL chart. This indicates what the student knows, what they want to know and what they learned. Similarly, SWOT analysis can serve the purpose of considering various aspects of an individual applied to educative purposes. This tool was originally created to be implemented on business strategies and measures strengths, weaknesses, opportunities and threats.



- b) Peer-assessment. This is a useful tool for students to work together, to learn from others' and own's mistakes. It creates opportunities to use the language in an interactive context, while promotes real linguistic exchanges. For instance, it could be advantageous for oral production activities such as oral

presentations, role-plays, dialogues. Moreover, it encourages the development of situations where the core value is respect for others and for oneself

- c) Learning diary. A log that records the progress of the student can be profitable for both the teacher and the student. This comprises the student's reflections on the course and the subject in the form of summaries and analysis of the lessons and makes it a good way for students to interiorise them and for teachers to verify the student's comprehension on a particular point. Ultimately, writing a diary can foster writing skills.
  
- d) Digital portfolio. This is a compilation that includes several examples of the student's work along the course. These samples, considered the most representative of their learning process, showcase the skills the student has acquired in the subject. Apart from this, the student should also include some reflections on these examples of their performance and stating why they have chosen to include them. The advantages of creating a portfolio using ICTs are multiple, as students can develop their creative minds and choose a format they feel comfortable with. It is very interesting to implement this tool in the languages field because students can include both audio and video recordings to prove their oral production skills, while in paper format this is not possible.

## **6.2 Assessment criteria and assessable learning standards**

These are the assessment criteria and assessable learning standards for English as a Foreign Language, according to the law in force RD. 1105/2014 and D.48/2015:

### **Block I: Comprehension of oral texts**

- Assessment criteria
- To identify the general meaning, essential information, main points and most relevant details in short or medium-length oral texts, clearly structured, and transmitted by voice or technical means and articulated at a medium speed, in a formal, informal or

neutral register, and dealing with concrete or abstract aspects of general subjects, on everyday matters in ordinary or less usual situations, or on one's own interests and to be able to apply the appropriate strategies for their understanding.

- To use socio-cultural and sociolinguistic aspects related to daily life, living conditions, interpersonal relationships, behaviour and social norms to understand the text.
- To distinguish the most relevant communicative functions of the text as well as frequently used discursive patterns.
- To recognise commonly used oral lexicon relating to everyday matters and general topics or related to one's own interests, studies and occupations, and a limited repertoire of frequently used expressions and idioms when context or visual support facilitate understanding.
- To identify common sounds, accents, rhythm and intonation patterns in order to decipher communicative intentions.

- Assessable learning standards

The student:

- Identifies relevant details of clearly articulated messages, such as instructions and directions, including technical terms.
- Understands daily actions performed in different settings (e.g. in banks, shops, hotels, restaurants, transport, institutions, pharmacy, hospital, police station), provided that he/she can ask for confirmation on some details.
- Understands opinions on different topics of personal interest in an informal conversation, as well as the formulation of hypotheses, the expression of feelings and the abstract elements such as music, cinema, literature or current affairs.
- Identifies the main ideas when watching standard TV news, advertisements, series and films if there are subtitles to support the dialogues and if they are appropriate to their level.

## **Block II: Production of oral texts**

- Assessment criteria
  - To produce short or medium-length texts in various registers to share information, ideas and opinions, to justify reasons and plans and formulate hypotheses. However, there may be some hesitations and pauses in their speech.
  - To learn strategies beneficial in the production of oral content.
  - To study social-cultural conventions through interpersonal relations and social adjusting communicative function and register appropriately to each context, taking rules of courtesy into account.
  - To use common patterns of discourse to structure and organise the text in a clear way, adding up examples or summaries.
  - To master usual syntactic structures and elements of coherence and cohesion for the configuration of an efficient text.
  - To get acquainted with common oral expressions and idioms used in daily conversations, addressing general topics (interests, studies, professions).
  - To articulate clear sentences in a conversation, allowing for some mistakes which do not interfere on the communication.
  - To pay attention to the rhythm, fluency and intonation patterns.
- Assessable learning standards
  - The student...
  - Makes short, well-structured presentations, with the help of technological supports. The information on these presentations is coherent and provides main ideas of a given topic.
  - Deals with situations which may come across during a trip in different situations (meals, transport, shopping, studies, work, accommodation, health, leisure), and if help is needed, he/she is able to ask for it and make complaints.
  - Participates appropriately in informal conversations (everyday issues, providing points of view, description of events, future plans, suggestions...), as well as in formal conversations (interviews, academic meetings, exchanging relevant information, giving instructions, solving problems, reasoning in a coherent way).

### **Block III: Comprehension of written texts**

- Assessment criteria
  - To determine relevant information in printed and digital texts, which length can be short or medium, well-structured and written in different registers.
  - To apply sociolinguistic elements encountered in daily situations like routines and habits, relationships and cultural and social conventions.
  - To identify the most important communicative functions of the text. Similarly, it is useful to distinguish discursive patterns which help to organize and structure information in a text.
  - To recognise commonly used written lexicon, frequent expressions and idioms.
  - To learn and apply format, typography, spelling and punctuation conventions, as well as specific abbreviations and symbols.
  
- Assessable learning standards
  - The student...
  - Understands the main points and details of public, institutional or corporate announcements and communications of a clearly structured nature, regarding academic concerns such as job offers or scholarships.
  - Understands personal letters and online blogs, where experiences and anecdotes are described, as well as official correspondence, like faxes or e-mails (e.g. if you are asked for documents to study abroad).
  - Can easily identify specific information and significant ideas in journals, informative articles and argumentative texts, as well as in websites for reference in academic topics and special interests.
  - Understands relevant details of fiction and short, literary works from the contemporary days if these works use standard language and when the plot and the relationships between the characters is not difficult for students to follow.



#### **Block IV: Production of written texts**

- Assessment criteria
  - To write coherent texts, in various formats and registers, paying attention to spelling and punctuation mistakes, including expressions and managing to cover different topics, which can be common and less common to the student.
  - To use adequate strategies by observing other texts with similar structure and characteristics and improving previous writings.
  - To include in the production of writings socio-cultural and sociolinguistic knowledge and communicative functions with a purpose.
  - To provide good command of commonly used syntax and lexicon, and to combine coherence and cohesion elements for an effective organisation of the text.
  - To acknowledge the importance of punctuation and format to carry out a message and select resources that enable the student to correct errors in texts produced in printed and electronic format.
- Assessable learning standards
  - The student...
  - Completes a precise application with particular information, for instance, to apply for a scholarship, and writes a curriculum vitae in electronic format, e.g. following the Europass model.
  - Takes courtesy norms and etiquette conventions into account when writing notes, messages and short comments, providing a valuable summary and important highlights on the matter, as well as any opinions that must be included.
  - Writes reports and essential information respecting conventions and describes situations and events in linear sequence.
  - Writes letters and comments in forums, blogs and chats to share feelings, experiences and facts, and provides an exchange of information and ideas pointing out specific aspects and justifications on a specific topic.
  - Addresses formal correspondence, primarily for the purpose of requesting or providing information, requesting a service or making a complaint.

### 6.3 Marking and Feedback

Evaluation procedures will be accomplished by means of continuous assessment, which means that the final mark is constituted by written tests and several pieces of work made for the duration of the course year. Besides, a positive attitude and involvement with the foreign language will be highly regarded. These are the percentages of each item from the overall grade, which will be made public for the students at the beginning of the course year:

Formal assessment	Informal assessment
<b>Written exams (50%)</b> - <b>Grammar/Vocabulary (20%)</b> - <b>Listening (10%)</b> - <b>Writing (10%)</b> - <b>Reading (10%)</b>	<b>Learning Diary (10%)</b>
	<b>Whole-year project (10%)</b>
	<b>Digital Portfolio (10%)</b>
	<b>Oral presentation on cultural knowledge (10%)</b>
	<b>Reading a book (10%)</b>

Aside from the projects assessed informally, there are several written and oral tasks performed inside the classroom. This is an overview of the specific features that will be evaluated for both written and oral tasks:

<p>Oral tasks: presentations, role-plays, debates, interviews, discussions, dialogues... Maximum score: 10 points</p>	<ul style="list-style-type: none"> <li>• Accuracy (grammar, lexicon): 3 points</li> <li>• Fluency: 2 points</li> <li>• Interaction (turn taking, asking opinions): 1 point</li> <li>• Communication effectiveness (sequencing, coherence, organisation of ideas): 2 points</li> <li>• Pronunciation: 2 points</li> </ul>
<p>Written tasks: two compositions per term (individually) + other written works in class Maximum score: 10 points</p>	<ul style="list-style-type: none"> <li>• Grammar: 3 points</li> <li>• Vocabulary: 2 points</li> <li>• Sentence structure (coherence, cohesion): 2 points</li> <li>• Word spelling: 1 point</li> <li>• Content/ideas: 2 points</li> </ul>
<p>Writing correction code (compositions will be rewritten after correction)</p>	<ul style="list-style-type: none"> <li>• Sp: spelling mistake</li> <li>• WW: wrong word</li> <li>• WT: wrong tense</li> <li>• WO: word order</li> <li>• ?: unclear</li> <li>• RW: rewrite</li> </ul>

As for the whole year project, as stated above, it will be graded with a 10% of the total mark. Peer work will be taken into account, as students have to pass quizzes in groups while they create a boardgame as a whole class. Values of respect and cooperation enhance a higher mark. This project is progress oriented, therefore, the final product will be for students to enjoy their learning process while playing a boardgame with their classmates. The final mark of the project is worth up to 10 points:

<b>Group evaluation:</b> Quiz marks (2 points) Team work (2 points) Active participation (1 point)	<b>Whole-class evaluation:</b> Distribution of tasks (2 points) Good atmosphere in class (1 point) Accepting others' opinions (2 points)
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#### **6.4 Assessment procedure rationale**

In section 6 I have stated that assessing students is important for their development as learners of language, as well as it gives a whole new perspective on the teacher's work concerning all aspects in a syllabus. I have made the distinction between assessment and evaluation, two terms that complement each other while acknowledging different types of assessment techniques which are useful to examine the students' progress. I have also attended to the assessment criteria and assessable learning standards promoted by the official educational program in force, so that I could develop a marking and feedback system which is beneficial both for my students and for my competence as a teacher.

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## 8. Annex 1

UNIT: 4	<i>I Am What I Am</i>		3 weeks
CONTENTS			
<b>BLOCK I: Comprehension of oral texts</b>	Listening strategies: Observing contextual factors when listening and profiting from them.	<b>Sociocultural and sociolinguistic aspects:</b> <ul style="list-style-type: none"> <li>• <b>Engagement.</b> Building a unique relationship with English language inside and outside the classroom.</li> <li>• <b>Patience.</b> Respecting each other's turns and times.</li> <li>• <b>Diversity.</b> Accepting differences while integrating them in their own minds.</li> </ul>	
<b>BLOCK II: Production of oral texts</b>	Speaking strategies: Communicating ideas with classmates which convey meaning and logic.	<b>Communicative functions:</b> <ul style="list-style-type: none"> <li>• Producing ideas of their own before and after debating a topic.</li> <li>• Using idiomatic sentences bound to a certain topic.</li> <li>• Coping with mechanisms of repetition to consolidate some grammatical structures.</li> </ul>	
<b>BLOCK III: Comprehension of written texts</b>	Reading strategies: Discerning words from context.	<b>Syntactic-discursive structures:</b> <ul style="list-style-type: none"> <li>• Introduction to present perfect</li> <li>• Revision of past simple and 'used to'</li> <li>• Extension of past participles</li> </ul>	
<b>BLOCK IV: Production of written texts</b>	Writing strategies: Noticing patterns in writing and getting to know them by practice.	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Introduction to the body and its functions</li> <li>• Revision of words to express emotions</li> <li>• Extension of illness and medicine</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>• Segmental features: pronunciation of past tenses.</li> <li>• Suprasegmental features: final sounds /t/ /d/ and /m/ /n/.</li> </ul>	
CROSS-CURRICULAR ELEMENTS			
<b>Promotion of reading habits</b>	Presenting them a highly estimated writers as Jen Campbell, who adds up new values to the field.		

<b>Audiovisual communication &amp; ITC</b>	Using an educative platform for explanations and creating games on-line.
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<b>Values</b>	Promoting team work and an enthusiastic spirit towards learning English.
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<b>RESOURCES</b>	<b>TYPES OF LEARNING ACTIVITIES</b>
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<ul style="list-style-type: none"> <li>• White board</li> <li>• Projector</li> <li>• Tablets</li> <li>• Computers</li> <li>• Schoology</li> <li>• Bitmoji App</li> <li>• Videos: <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=1AJmKkU5POA">https://www.youtube.com/watch?v=1AJmKkU5POA</a></li> <li><a href="https://www.youtube.com/watch?v=NEhWBptJSno">https://www.youtube.com/watch?v=NEhWBptJSno</a></li> <li><a href="https://www.youtube.com/watch?v=F2bk_9T482g">https://www.youtube.com/watch?v=F2bk_9T482g</a></li> <li><a href="https://www.youtube.com/watch?v=bcm6blWios8">https://www.youtube.com/watch?v=bcm6blWios8</a></li> <li><a href="https://www.youtube.com/watch?v=5fIaUK1fQwA">https://www.youtube.com/watch?v=5fIaUK1fQwA</a></li> <li><a href="https://www.youtube.com/watch?v=YJySYQn8Hs&amp;list=PLIRIaAzTjWi5onpjRQzypc_yNfpRtnPVy&amp;index=6&amp;t=0s">https://www.youtube.com/watch?v=YJySYQn8Hs&amp;list=PLIRIaAzTjWi5onpjRQzypc_yNfpRtnPVy&amp;index=6&amp;t=0s</a></li> </ul> </li> <li>• On-line games: <ul style="list-style-type: none"> <li><a href="https://www.classtools.net/vortex/202001-EXSHB5">https://www.classtools.net/vortex/202001-EXSHB5</a></li> <li><a href="https://www.buzzfeed.com/alejandragomez/what-emotion-are-you-99h17qx3a1">https://www.buzzfeed.com/alejandragomez/what-emotion-are-you-99h17qx3a1</a></li> <li><a href="https://jeopardylabs.com/play/unit-3-i-am-what-i-am">https://jeopardylabs.com/play/unit-3-i-am-what-i-am</a></li> </ul> </li> <li>• Texts: <ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/newsround/15351828">https://www.bbc.co.uk/newsround/15351828</a></li> <li><a href="https://www.bestmedicaldegrees.com/evolution/">https://www.bestmedicaldegrees.com/evolution/</a></li> </ul> </li> </ul>	<p>Quizzes.</p> <p>Brainstorming.</p> <p>Online posts.</p> <p>Grammar sheets.</p> <p>Discussions.</p> <p>Games.</p>
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<b>EVALUATION</b>
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<b>E V A L U A T I O N</b>	<b>Specific learning outcomes</b>	<i>It is expected that students will:</i> <ol style="list-style-type: none"> <li>5. Learn present perfect and past participles' functions.</li> <li>6. Assimilate vocabulary related to body and emotions and benefit from the knowledge they provide.</li> <li>7. Apply rules for the pronunciation of past participles and final sounds /m/ /n/ /t/ and /d/.</li> <li>8. Develop self-determination to achieve new goals through the use of technology.</li> </ol>	
	<b>Competences</b>	<b>Achievement indicators</b>	
	<ol style="list-style-type: none"> <li>8. Competence in Linguistic Communication</li> <li>9. Mathematical competence and basic competence in Science and Technology</li> <li>10. Digital competence</li> <li>11. Learning-to-learn</li> <li>12. Social and civic competences</li> <li>13. Sense of initiative and entrepreneurship</li> <li>14. Cultural awareness and expression</li> </ol>	<b>Performance outcome 1. Competences (1,4):</b> To fathom the rationale behind verbal tenses.	<b>Performance outcome 2. Competences (1,4,5):</b> To expand their mentality and apply information to day-to-day life.
		<b>Performance outcome 3. Competences (1,4,7):</b> To maintain a good practice in pronunciation through the years.	<b>Performance outcome 4. Competences (3, 4, 5, 6):</b> To acquire a non-conformist and innovative character.

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## LEARNING ACTIVITIES & TEACHING METHODS

<b>Unit 3</b> <b>Lesson No: 1</b>	<b>Date:</b> <b>25/11/2019</b>	<b>Time:</b> 11:30	<b>Class: 4<sup>th</sup> year</b>	<b>Length of lesson: 50'</b>	<b>No. Of students: 26</b>
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### **Learning activities/tasks**

#### ACTIVITY 1: Who are you?

Aims: To get involved with technology and to describe who we are and how we feel.

Resources: Bitmoji App enables the creation of a personal emoji by designing a cartoon avatar and producing multiple stickers online (<https://www.bitmoji.com/>), Schoology is a digital educative platform for students and teachers (<https://www.schoology.com/>), computer, Language lab.

Time: 15'

Interaction type: Individual.

Procedures: Students create their own personal emoji via Bitmoji App. This activity will be carried out in the language lab. Each student has a computer for their own use. They have to download the app and create their own emoji, the teacher instructs them on how to do it. To do this, they will only have to take their picture and customize the resulting emoji. Afterwards, they have to log in Schoology and copy paste the bitmoji that represent their feelings at the moment. They have to add then why they have chosen that bitmoji (smiling, drinking, eating, sleeping, dancing) using the present perfect and including an event that has occurred to them to incite that feeling (3-4 sentences).

Note: before doing this activity, the teacher will explain the rules of present perfect through a post in Schoology, so that students can follow the examples there.

#### ACTIVITY 2: How did I do?

Aims: To be able to correct critically other's work and correct my own mistakes.

Resources: Rubric (made by me), partner's post.

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Time: 10'

Interaction type: In pairs

Procedures: Each student corrects their partner's sentences written in Schoology. To do this, I will provide each student with a handout with a rubric. They will have to write their partner's name and complete the rubric as if it was their own. Then, they return the handouts to their owners, so that they can see their mistakes.

ACTIVITY 3: Have you ever lied?

Aims: To learn in a dynamic way.

Resources: Bitmoji, Schoology.

Time: 15'

Interaction type: Four groups of five and one group of six.

Procedures: The students have to choose a few Bitmojis as a team, each Bitmoji needs to have a sentence related with the picture. Using this material, they have to create three sentences using the present perfect tense. Out of these sentences, two have to be true, and one false. They post their sentences on the website and explain to the other teams. The groups have to vote for the group that lies better or the group whose lie have not been able to tell (They cannot vote themselves).

ACTIVITY 4: We are the champions

Aims: To get familiar with fair play.

Resources: Bitmoji, Schoology.

Time: 10'

Interaction type: Groups.

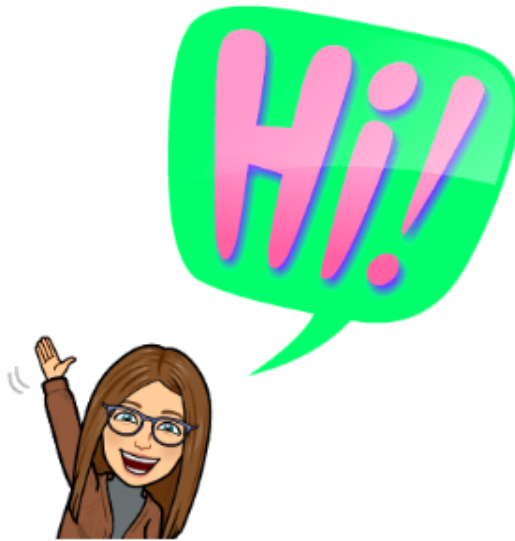
Procedures: Once we have a winner team, they will explain in front of the class the lie. The rest of the students can comment on how well they have done it.

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## ACTIVITY 1. Who are you?



Alejandra Gómez



### PRESENT PERFECT




Subject pronoun	Auxiliary verb	Short form	Past Participle
<i>I, you, we, they</i>	<b>have</b>	<i>I've, you've, we've, they've</i>	<i>danced, laughed, travelled...</i>
<i>he, she, it</i>	<b>has</b>	<i>he's, she's, it's</i>	<i>danced, laughed, travelled...</i>

Examples: I have travelled twice to the United Kingdom.

My mother has laughed so hard when I told her a joke this morning.

We've had so much fun at the party! We have danced all night.

ACTIVITY 2. *How did I do?*

			
<b>I have followed the teacher's instructions</b>			
<b>I have used the grammatical tense correctly</b>			
<b>I have few spelling mistakes</b>			
<b>The sentences have relation with the topic of emotion and feelings</b>			
<b>I have been able to use the applications properly</b>			

ACTIVITY 3. *Have you ever lied?*



Alejandra Gómez  
The story of my life:

I have never cried watching a film.



I have spent the whole night reading a book.



I have been to 34 countries.



ACTIVITY 4. *We are the champions*



Alejandra Gómez  
Congratulations!



In other words...

Props!

Three cheers for...!

Kudos!

Hats off!

You did it! That's the way. Keep going!

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## LEARNING ACTIVITIES & TEACHING METHODS

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<b>Unit 3</b> <b>Lesson No: 2</b>	<b>Date:</b> <b>26/11/2019</b>	<b>Time:</b> <b>8:30</b>	<b>Class: 4<sup>th</sup> year</b>	<b>Length of lesson: 50'</b>	<b>No. Of students: 26</b>
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### **Learning activities/tasks**

ACTIVITY 1. Remember, remember the fifth of November

Aims: To get acquainted with the history of the United Kingdom while learning.

Resources: Text (taken from <https://www.bbc.co.uk/newsround/15351828>)

Time: 10'

Interaction type: Whole class.

Procedures: The students listen to the story of Guy Fawkes. It is a brief story, as this is made to be a warm-up activity so that they can get started with a piece of information that is interesting from the British culture while, at the same time, they get familiar with expressions of time such as *yet*, *already* and *just*. To do this, I will show them some sentences projected on the whiteboard that include the use of these expressions, to explain how they work.

ACTIVITY 2. The best is yet to come.

Aims: To practise grammar.

Resources: Exercise (taken from [http://www.servator.cat/eva/index\\_files/Grammar/2ndcycle/4tESO/prisperf2.htm](http://www.servator.cat/eva/index_files/Grammar/2ndcycle/4tESO/prisperf2.htm))

Time: 15'

Interaction type: Individual, in pairs, whole class.

Procedures: After the explanation of *yet*, *already* and *just*, I provide a handout with some sentences to put the words in order and use correctly the verbs and time expressions in the present perfect tense. They have to

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complete it and check the answers with their partners once they have finished. Then, we correct the exercise together.

ACTIVITY 3. I just haven't bingo yet

Aims: To acquire new vocabulary.

Resources: song (<https://www.youtube.com/watch?v=1AJmKkU5POA>)

Time: 15'

Interaction type:

Procedures: The students listen to the song *Haven't met you yet* by Michael Bublé twice. They are given a handout with the lyrics of the song and the words missing, and a bingo card that they have to complete with the missing words until they have 3 in a row and then a full house.

ACTIVITY 4. Baby, you're a firework

Aims: To expand the vocabulary.

Resources: Quiz (<https://www.bbc.co.uk/newsround/15351828>)

Time: 10'

Interaction type:

Procedures: Students do a quiz called "What firework are you?" to celebrate Guy Fawkes' day and the end of the lesson. I provide the link to the quiz and they can use their mobile phones to find it out. Then, they can share with their partners. If there are any words that they do not know, I explain them.

ACTIVITY 1. *Remember, remember the fifth of November*

Guy Fawkes' day has just arrived!  
 Have you ever been to a bonfire?  
 Have you seen the fireworks yet?  
 She has already studied the Gunpowder plot.  
 They haven't celebrated Bonfire Night yet.  
 You've just heard of Guy Fawkes.



ACTIVITY 3. *I just haven't bingo yet*

HAVEN'T MET YOU YET – MICHEL BUBLÉ

I'm not surprised, not everything lasts  
 I've broken my heart so many times, I stopped keeping \_\_\_\_\_  
 Talk myself in, I talk myself out  
 I get all worked up, then I let myself \_\_\_\_\_

I tried so very \_\_\_\_\_ not to lose it  
 I \_\_\_\_\_ with a million excuses  
 I thought, I thought of every possibility

And I know someday that it'll all turn out  
 You'll make me work, so we can work to work it out  
 And I promise you, kid, that I give so much more than I get  
 I just haven't met you yet

I might have to wait, I'll never \_\_\_\_\_  
 I guess it's half timing, and the other half's \_\_\_\_\_  
 Wherever you are, \_\_\_\_\_ it's right  
 You'll come out of nowhere and into my life

And I know that we can be so amazing  
 And, baby, your love is gonna change me  
 And now I can see every possibility

And somehow I know that it'll all turn out  
 You'll make me work, so we can work to work it \_\_\_\_\_  
 And I promise you, kid, I give so much more than I get  
 I just haven't met you yet

They say all's fair  
 In love and war  
 But I won't need to fight it  
 We'll get it right and we'll be united

And I know that we can be so amazing  
 And being in your life is gonna \_\_\_\_\_ me  
 And now I can see every single possibility

And someday I know it'll all turn out  
 And I'll work to work it out  
 Promise you, kid, I'll give more than I get  
 Than I get, than I get, than I get

Oh, you know it'll all turn out  
 And you'll make me work so we can work to work it out  
 And I promise you kid to give so much more than I get  
 Yeah, I just haven't met you yet

I just haven't met you yet  
 Oh, promise you, kid  
 To give so much more than I get

I said love, love, love, love  
 Love, love, love, love  
 (I just haven't met you yet)  
 Love, love, love, love  
 Love, love  
 I just haven't met you yet



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**LEARNING ACTIVITIES & TEACHING METHODS**

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**Date:** 28/11/2019      **Time:** 10:10      **Class:** 4th year      **Length of lesson:** 50'      **No. Of students:** 26

**Learning****activities/tasks**

ACTIVITY 1. Never have I ever

Aims: To answer mechanically to simple questions.

Resources: Whiteboard, teacher-made worksheet, projector.

Time: 15'

Interaction type: In pairs.

Procedures: Students play the game 'Never have I ever' in pairs. They use the sentences written on a worksheet, telling each other whether they have done that or not. Each student will have a stick with 'I have' or 'I haven't' written on each side of it. Students answer the sentences with the stick. At the end, there are two unfinished sentences for them to invent. They will need to write it down.

Student specific needs: The partner can write down the questions or do mouthing.

ACTIVITY 2. What have you done?

Aims: To produce language using grammar.

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Resources: Students' notes.

Time: 10'

Interaction type: Groups of two.

Procedures: I will ask each pair of students that have worked together in the previous exercise to share with the class their answers to the invented sentences, using the structure 'My partner has/has never...'' and using *yet*, *just* and *already* if possible.

### ACTIVITY 3. What has changed?

Aims: To keep students motivated while learning.

Resources: Objects on the class.

Time: 10'

Interaction type: The whole class.

Procedures: I ask the students to look closely to the class, to pay attention to how things are placed, where the objects are, what am I wearing. Then, I ask them to close their eyes and I change something of the class. For example, if I take off my glasses, then I will ask 'What has changed?', and someone has to answer "You have taken off your glasses". We will play three rounds.

### ACTIVITY 4. Vortex.

Aims: To put grammar in practice.

Resources: Teacher-made game (<https://www.classtools.net/vortex/202001-EXSHB5>)

Time: 15'

Interaction type: In pairs.

Procedures: Students play a game in the computers in pairs. It consists of three sections (Infinitive, past simple and past participle). Verbs in different forms will appear on the screen, and the students have to drag the verb to the correct form. The fastest team wins the game.

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ACTIVITY 1. Never have I ever

- Never have I ever cheated on an exam.
- Never have I ever missed class on purpose.
- Never have I ever slept in class.
- Never have I ever arrived late at home.
- Never have I ever watched cartoons.
- Never have I ever eaten a snout.
- Never have I ever peed myself.
- Never have I ever fallen in love.
- Never have I ever bumped into a traffic sign.
- Never have I ever ...
- Never have I ever ...



ACTIVITY 4. Vortex.

The image shows a screenshot of an online game interface. The top section has a black background with four glowing orange vortexes in the corners. The main title is 'Irregular verbs (30 questions) SORTING GAME' in white. Below it, the text 'HOW TO PLAY' is followed by instructions: 'Drag and Drop each card into the correct vortex. The quicker you are, the better your score!'. A 'Start Game' button is centered. At the bottom of this section is the 'ClassTools.net' logo. The bottom section has a dark background with three glowing orange vortexes. It features three category labels: 'Infinitive' on the left, 'Past simple' on the right, and 'Past participle' at the bottom left. A central 'How to Play' box contains the same instructions and a 'Start' button. A 'QUIT' button is at the bottom center.

# Irregular verbs

Infinite

Past simple

10/30:  
Ridden

Past participle

0037

QUIT

---

**LEARNING ACTIVITIES & TEACHING METHODS**

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<b>Unit 3</b>	<b>Date:</b>	<b>Time: 13:10</b>	<b>Class: 4th year</b>	<b>Length of lesson: 50'</b>	<b>No. Of students: 26</b>
<b>Lesson No: 4</b>	<b>29/11/2019</b>				

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**Learning****activities/tasks**

ACTIVITY 1. First dates.

Aims: To understand the context from a video where words may not seem familiar. To activate previous knowledge.

Resources: Whiteboard, Projector, Video (<https://www.youtube.com/watch?v=NEhWBptJSno>), teacher-made handout.

Time: 10'

Interaction type: Whole class.

Procedures: Students watch a video of the television show First Dates. They answer the questions 1-4 in the handout.

Specific student needs: Activate the video's subtitles.

ACTIVITY 2. What have I become?

---



Aims: To learn new adjectives related to physical appearance and reinforce the meaning of adjectives learnt previously.

Resources: Teacher-made handout, cardboard, markers, scissors.

Time: 10'

Interaction type: Individual.

Procedures: Each student chooses 3 or 4 words from the list. They have to make sure they know the words chosen. I give them time to prepare their character and provide some materials such as cardboard, markers, scissors, etc.

### ACTIVITY 3. Acting out.

Aims: To assimilate new concepts and to interact with classmates.

Resources:

Time: 15'

Interaction type: Groups.

Procedures: Students are divided into groups of 4 and 5. Each group is a team. Every student in their teams has to play their character and the rest of the team tries to guess the adjectives. The first team that finishes, wins. I will walk around the class in case they need some help.

### ACTIVITY 4. We have fallen in love.

Aims: To foster writing skills and teamwork.

Resources: Teacher-made handout, sheet of paper.

Time: 15'

Interaction type: In pairs.

Procedures: Students have to find a new partner to work with. Afterwards, they write a letter to the director of 'First Dates' to share their experience dating. They are given some hints of what to write, encouraging the use of the present perfect.

## FIRST DATES: High School edition



1. Watch this video and observe how people are dressed. Do you think they are trying to impress?
2. What have they said about themselves? Are these things positive or negative?
3. Look at the adjectives on this list. Which ones would you use to describe them?
4. Are there any words that you don't know?

Attractive	Muscular
Short	Slender
Skinny	Smart
Bald	Ordinary
Tall	Unkempt
Thin	Well-built
Chubby	Plain
Curvy	Large
Fit	Plump
Flabby	Presentable
Gorgeous	Scruffy
Handsome	Shapely

- Choose 3-4 adjectives of the list. Write them down here:



Remember! No one can see it.

- In groups, act out your adjectives. You can use gestures and materials from the class to help you out. BUT you can't speak. The team who finishes first, wins the contest.
- Find a new partner to do this activity. Your partner should be someone you haven't worked with today. The director of 'First dates' wants to know how your date went. Write an e-mail to her, telling how the day went, what have you done, where have you gone and what have you talked about. And don't forget to include the most important thing, have you decided to go on a second date?

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## LEARNING ACTIVITIES & TEACHING METHODS

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<b>Unit 3</b> <b>Lesson No: 5</b>	<b>Date:</b> <b>02/12/2019</b>	<b>Time: 11:30</b>	<b>Class: 4<sup>th</sup> year</b>	<b>Length of lesson: 50'</b>	<b>No. Of students: 26</b>
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### **Learning activities/tasks**

ACTIVITY 1. Carl and Ellie.

Aims: To get them involved with the topic.

Resources: Video ([https://www.youtube.com/watch?v=F2bk\\_9T482g](https://www.youtube.com/watch?v=F2bk_9T482g)), whiteboard, projector, Powerpoint Presentation.

Time: 10'

Interaction type: Whole class.

Procedures: Students watch the Carl and Ellie's story from the film 'Up!'. They answer the questions projected on the whiteboard.

ACTIVITY 2. What emotion are you?

Aims: To foster understanding of emotions.

Resources: Buzzfeed test created by me "What emotion are you?" (<https://www.buzzfeed.com/alejandragomez/what-emotion-are-you-99h17qx3a1>)

Time: 10'

Interaction type: Individual

Procedures: Each student enters the link of the Buzzfeed quiz 'What emotion are you?' through a tablet device. When they have completed the test, they will have gotten a result of an emotion (Enthusiastic, Furious, Concerned, Upset, Uneasy, Shocked, Puzzled).

---

ACTIVITY 3. Discovering emotions.

Aims: To boost student's autonomy.

Resources: teacher-made handout.

Time: 15'

Interaction type: Groups

Procedures: Students team up depending on their results. The students who got 'furious' will be a team, the students who got 'enthusiastic' will be another team, etc. There are seven teams. I will provide a list with vocabulary of feelings and emotions. They have to look them up in the dictionary if they do not know the words. Once they have finished, they can start playing the game.

ACTIVITY 4. Rotating emotions.

Aims:

Resources: Cards created with desygner.com

Time: 15'

Interaction type: Groups.

Procedures: Each team has several cards with emotions written on them. These cards are upside down so no one can see what is written. One student begins the game by taking a card, reading the word to herself/himself and trying to act out that emotion. They can speak, but they cannot say the word. The rest of the team tries to guess. The students who guesses first, gets the card. One card is one point. The winner is the students who gets more cards at the end of the game.

---

ACTIVITY 1. *Carl and Ellie*

How do you feel watching this video?  
Are these feelings positive or negative?  
How do you think he felt when he lost his wife?  
How would you feel if this happened to you?



ACTIVITY 2. What emotion are you?



What Emotion Are You?

Find out the emotion that suits you.

 alejandragomez • 18 minutes ago

<https://www.buzzfeed.com/alejandragomez/what-emotion-are-you-99h17qx3a1>

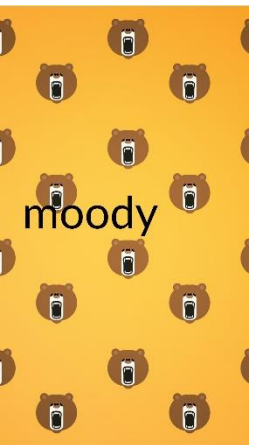
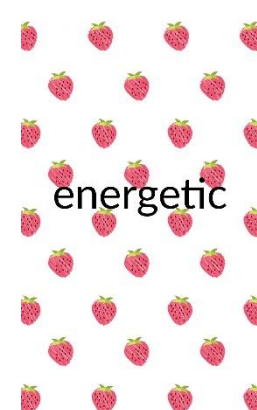
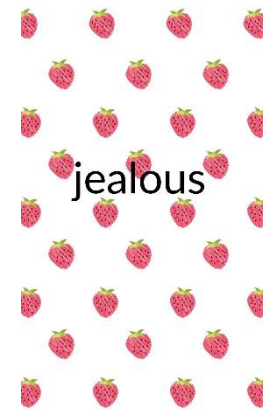
ACTIVITY 3. Discovering emotions

Do you know these words?

worried	blue
shy	disappointed
bitter	humiliated
threatened	stubborn
thankful	awkward
curious	exhausted
grief-stricken	moody
stressed	confident
left out	energetic
hopeful	fearless.
rebellious	jealous
cautious	impressed



ACTIVITY 4. Rotating emotions



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## LEARNING ACTIVITIES & TEACHING METHODS

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<b>Unit 3</b> <b>Lesson No: 6</b>	<b>Date:</b> <b>03/12/2019</b>	<b>Time: 8:30</b>	<b>Class: 4<sup>th</sup> year</b>	<b>Length of lesson: 50'</b>	<b>No. Of students: 26</b>
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### **Learning activities/tasks**

ACTIVITY 1. RuPaul's Drag Race.

Aims: To understand what is happening in an unknown situation.

Resources: Video (<https://www.youtube.com/watch?v=bcm6blWios8>), teacher-made questions.

Time: 10'

Interaction type: Whole class.

Procedures: Students watch this video and answer the questions of the handout. The video is played twice.

Specific student needs:

ACTIVITY 2. What difference does it make?

Aims: To learn the difference between past simple and present simple.

Resources: Handout (taken from [https://www.perfect-english-grammar.com/support-files/present\\_perfect\\_or\\_past\\_simple\\_4.pdf](https://www.perfect-english-grammar.com/support-files/present_perfect_or_past_simple_4.pdf))

Time: 10'

Interaction type: Individual. Whole class.

Procedures: Students complete the grammar exercise. Once they have finished, we check the answers together.

Specific student needs:

ACTIVITY 3. Race towards grammar.

Aims: To activate previous knowledge and establish mental connections.

Resources: Sheet of paper with verbal forms written on it.

---



Time: 10'

Interaction type: Individual. Groups.

Procedures: While students complete the previous exercise, I lay on their tables a sheet of paper with a verbal tense (infinitive, past simple and past participle). The verbs can be regular or irregular forms. When the previous exercise is revised, I tell students to find their groups. I will not tell them the types of verbal forms they have to find, so that they can connect their previous knowledge on this subject and make connections for themselves.

I revise that they have grouped correctly.

Specific student needs:

ACTIVITY 4. Keeping track.

Aims: To develop creative writing skills and consolidate grammar.

Resources: Teacher-made handout

Time: 20'

Interaction type: Individual

Procedures: The previous activity results in three groups. I give the same handout to the same groups (there are three different handouts). It does not mean that they have to complete it together. It is just a way of grouping them. They have to create sentences using past simple or present perfect tenses. Then, they have to write what the drag queens have been doing these days, including today, in a fictitious edition. They will have to use again past simple or present perfect.

---

## ACTIVITY 1. *RuPaul's Drag Race*

- Watch this video and answer the questions.

Why have they stopped playing the song?

Why did Valentina have her mask on?

How did she feel when she took her mask off?

Who has won the competition?



Nina BoNina Brown vs Valentina LSFYL (RPDR Season 9) | Greedy - Ariana Grande

Glittery Ass Mermaid • 34.451 visualizaciones • hace 2 años

RuPaul's Drag Race Lip Sync for Your Life. Nina BoNina Brown vs Valentina. RPDR9 Greedy by Ariana Grande.

## ACTIVITY 4. *Keeping track*

### KATYA (RUPAUL'S DRAG RACE)

1. Write these sentences in the correct tense.

Become an actress

\_\_\_\_\_

Appear in *America's Next Top Model* as a coach a few years ago

\_\_\_\_\_

Create the talk show *The Trixie & Katya Show*

\_\_\_\_\_

Quit drag world for some time

\_\_\_\_\_

2. RuPaul Drag's Race: Express Edition

The show has launched an express edition where drag queen stars like Katya, Trixie Mattel and Shangela. The audience has paid great attention to Katya's moves during her stay at the race.

As a member of the audience, write everything that Katya has done during these days, using the appropriate tense.

First day: photoshoot with photographer Mike Ruiz.

Second day: Snatch Game (they impersonate celebrities)

Third day: Runway (they create and present an outfit)

Today: Lip sync



TRIXIE MATTEL (RUPAUL'S DRAG RACE)

1. Write these sentences in the correct tense.

In 2018, win *All Stars* and release an album

\_\_\_\_\_

Create a web series

\_\_\_\_\_

Launch her own make-up brand

\_\_\_\_\_



2. RuPaul Drag's Race: Express Edition

The show has launched an express edition where drag queen stars like Katya, Trixie Mattel and Shangela. The audience has paid great attention to Katya's moves during her stay at the race.

As a member of the audience, write everything that Katya has done during these days, using the appropriate tense.

First day: photoshoot with photographer Mike Ruiz.

Second day: Snatch Game (they impersonate celebrities)

Third day: Runway (they create and present an outfit)

Today: Lip sync

SHANGELA (RUPAUL'S DRAG RACE)

1. Write these sentences in the correct tense.

Collect several TV and movie credits

\_\_\_\_\_

Appear in *Glee*, *The Mentalist* and *2 Broke Girls*

\_\_\_\_\_

Work with Lady Gaga in *A Star is Born* in 2018

\_\_\_\_\_

First drag queen to attend the Oscars

\_\_\_\_\_



2. RuPaul Drag's Race: Express Edition

The show has launched an express edition where drag queen stars like Katya, Trixie Mattel and Shangela. The audience has paid great attention to Katya's moves during her stay at the race.

As a member of the audience, write everything that Katya has done during these days, using the appropriate tense.

First day: photoshoot with photographer Mike Ruiz.

Second day: Snatch Game (they impersonate celebrities)

Third day: Runway (they create and present an outfit)

Today: Lip sync

---

## LEARNING ACTIVITIES & TEACHING METHODS

<b>Unit 3</b> <b>Lesson No: 7</b>	<b>Date:</b> <b>05/12/2019</b>	<b>Time: 10:10</b>	<b>Class: 4<sup>th</sup> year</b>	<b>Length of lesson: 50'</b>	<b>No. Of students: 26</b>
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### **Learning activities/tasks**

ACTIVITY 1. Minimal pairs /t/ and /d/

Aims: To distinguish the final sounds /t/ and /d/

Resources: Teacher-made handout (idea taken from <https://www.englishclub.com/pronunciation/minimal-pairs-t-d.htm>). Record (taken from <https://www.englishclub.com/pronunciation/minimal-pairs-t-d.htm>)

Time: 10'

Interaction type: Individual

Procedures: Students listen to the minimal pairs. I will stop the record after one minimal pair, and they have to repeat it orally.

Specific student needs: The teacher uses cued speech.

ACTIVITY 2. Minimal pairs /m/ and /n/

Aims: To distinguish final sounds /m/ and /n/

Resources: Teacher-made handout (idea taken from <https://www.englishclub.com/pronunciation/minimal-pairs-m-n.htm>). Record (taken from <https://www.englishclub.com/pronunciation/minimal-pairs-m-n.htm>)

Time: 10'

Interaction type: Individual

Procedures: The activity follows the same schema than the first activity.

Specific student needs: Cued articulation chart.

ACTIVITY 3. Minimal writing.

---

Aims: To explore different sides of theory.

Resources: Teacher-made handout.

Time: 15'

Interaction type: Individual. In pairs.

Procedures: Each student chooses 5-6 words from the lists and they write a story. Then, they share with their partner.

#### ACTIVITY 4

Aims: To revise pronunciation.

Resources: Whiteboard, marker, voice.

Time: 15'

Interaction type: Groups.

Procedures: The class is divided in two teams and students will compete in a race. They form two queues and I articulate one word from the ones we have previously learned. They have to write the word in the whiteboard one by one.

At the end, we correct the mistakes. The team that has less mistakes wins the race.

Specific student needs: Signalling with cued articulation.

---

## ACTIVITY 1. Minimal pairs /t/ and /d/

➤ Listen to these words and repeat them|

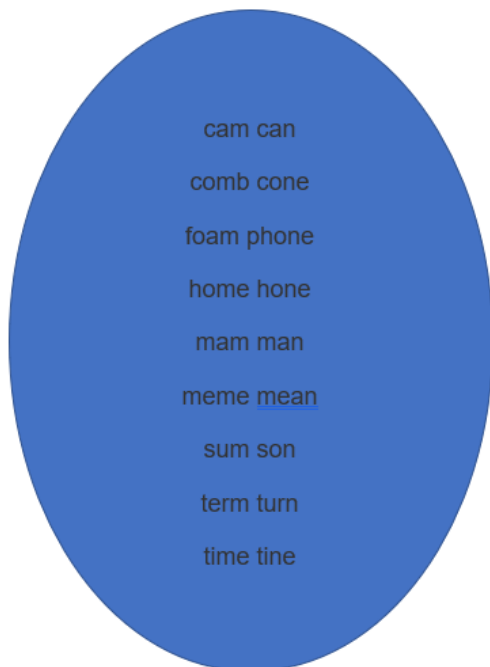
ant and	hurt heard
at add	mat mad
bet bed	meant mend
bought bored	neat need
cart card	not nod
eight aid	plate played
feet feed	sat sad
heart hard	sent send
hit hid	set said
state stayed	sheet she'd
taught toured	sight side
wait weighed	spent spend



t-d-preintermediate  
.mp3

## ACTIVITY 2. Minimal pairs /m/ and /n/

2. Now, listen to these minimal pairs in final /m/ and /n/. Repeat them.

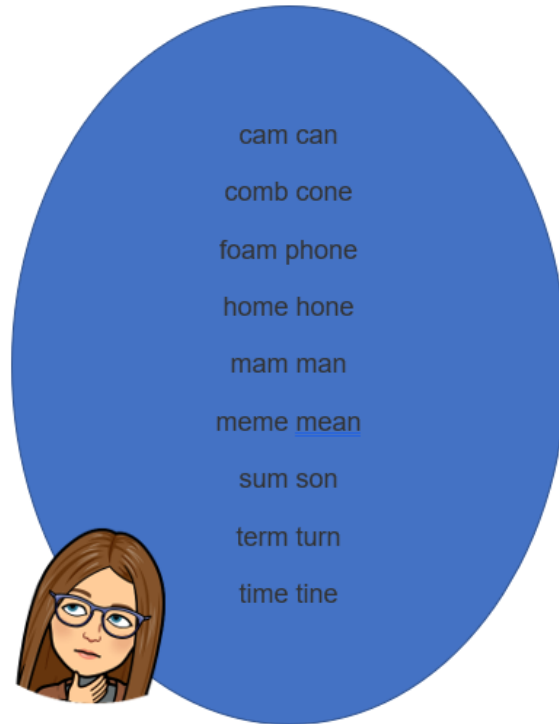


m-n-preintermediat  
e.mp3

### ACTIVITY 3. *Minimal writing*

➤ Choose 5-6 words and write a story.

ant and	hurt heard
at add	mat mad
bet bed	meant mend
bought bored	neat need
cart card	not nod
eight aid	plate played
feet feed	sat sad
heart hard	sent send
hit hid	set said
state stayed	sheet she'd
taught toured	sight side
wait weighed	spent spend



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## LEARNING ACTIVITIES & TEACHING METHODS

<b>Unit 3</b> <b>Lesson No: 8</b>	<b>Date:</b> <b>10/12/2019</b>	<b>Time: 13:10</b>	<b>Class: 4<sup>th</sup> year</b>	<b>Length of lesson: 50'</b>	<b>No. Of students: 26</b>
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### **Learning activities/tasks**

#### ACTIVITY 1. Guilty or not guilty?

Aims: To revise theory of present perfect.

Resources: Teacher-made handout.

Time: 10'

Interaction type: In pairs.

Procedures: Students read the questions and answer 'Guilty' or 'Not guilty'.

Specific student needs:

#### ACTIVITY 2. What has happened?

Aims: To boost social interaction and logical thinking.

Resources: Video (<https://www.youtube.com/watch?v=5flaUK1fQwA>)

Time: 15'

Interaction type: Groups of 4 and 5

Procedures: Each group watches a video about a mysterious case. Before the mystery is solved at the end of the clip, each group has to write down what has happened step by step in order to be able to tell the class later. Once they have written this, they can try to solve the case. Finally, they see the correct answer.

Specific student needs: Subtitles are already displayed in this video.

#### ACTIVITY 3. Can you solve this?

Aims: To listen to their classmates' explanations and to communicate.

---



Resources: Students' notes.

Time: 15'

Interaction type: Groups. Whole class.

Procedures: Each group presents their case. They have to explain it step by step, just like what they have done in the previous exercise. The rest of their classmates listen to the explanation and try to guess the answer.

Specific student needs: The student can read her partners' notes.

#### ACTIVITY 4. Guilty pleasures

Aims: To express themselves and to get to know each other.

Resources: Definition taken from Urban Dictionary

(<https://www.urbandictionary.com/define.php?term=Guilty%20Pleasure>)

Time: 10'

Interaction type: Whole class.

Procedures: I explain the meaning of 'Guilty pleasure' provided by Urban Dictionary. After that, I tell them that my guilty pleasure is the film *Twilight*. Then, they have to tell me their own guilty pleasures.

---

### ACTIVITY 1. *Guilty or not guilty?*

Have you ever gone over two days without a shower?

Have you ever left your house without brushing your teeth?

Have you ever ignored your mother's phone call?

Have you turned the other way in a shop when you saw someone you knew?

Have you ever pretended to be someone else at a party?



### ACTIVITY 4. *Guilty pleasures*

#### TOP DEFINITION



## Guilty Pleasure

When **you enjoy** a type of music or particular program but you are to **ashamed** to admit you listen to it/ **watch it** to your friends and family.

*I love watching Air Crash Investigation, but I don't want to **watch it** in public because I don't want to be **judged**. its my **guilty pleasure***

by **Xayberg** January 10, 2017

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**LEARNING ACTIVITIES & TEACHING METHODS**

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<b>Unit 3</b> <b>Lesson No: 9</b>	<b>Date:</b> <b>12/12/2019</b>	<b>Time: 11:30</b>	<b>Class: 4<sup>th</sup> year</b>	<b>Length of lesson: 50'</b>	<b>No. Of students: 26</b>
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**Learning activities/tasks**

ACTIVITY 1. I've been amazing since 1996!

Aims: To get acquainted with for/since in the present perfect.

Resources: Teacher-made handout.

Time: 10'

Interaction type: Whole class. Individual.

Procedures: I explain the difference between 'for' and 'since' and how it is used in present perfect tenses. I read three examples from my own experience and then ask them to give an example using for/since. We check the answers together.

ACTIVITY 2. The story of my life.

Aims: To practise for/since structures.

Resources: Teacher-made handout.

Time: 15'

Interaction type: Whole class.

Procedures: I say some words related to my private life (may be invented or not). Students have to guess and write sentences about my life using for/since. At the end, we correct them together.

Specific student needs:

ACTIVITY 3. For or since?

Aims: To reinforce grammar.

---

Resources: Quiz (taken from <http://esl.fis.edu/grammar/multi/since.htm>)

Time: 10'

Interaction type: In groups of three and four.

Procedures: Students need to complete a quiz on the use of for and since.

ACTIVITY 4. How long have you...?

Aims: To arouse the student's interest in grammar activities.

Resources: Sixteen question strips (taken from <https://www.allthingsgrammar.com/present-perfect-for-and-since.html>)

Time: 15'

Interaction type: In groups of three and four.

Procedures: In the same groups as in the previous exercise, students play this game. There are questions such as 'How long have you studied English?'. One student take one strip, reads the question and answers. The rest of the students do the same until they finish.

---

ACTIVITY 1. *I've been amazing since 1996!* and ACTIVITY 2. *The story of my life*

**Grammar bank**

**For** is used when we specify the amount of time (how long):

I've had this necklace **for** four years. My mother gave it to me as a present.

I've only known my roommate **for** a few weeks.

I've been in Alcalá **for** 4 months and I haven't visited Cervantes' house yet.

**Since** is used when we specify the starting point:

I've had this necklace **since** 2016.

I've only known my roommate **since** the beginning of last week.

I've been here **since** September and I haven't visited Cervantes' house yet.

I haven't been to my grandma's **since** last week.



- Can you write an example with 'for' and 'since'?

---

---

- Guess facts about my life. Use for/since in your sentences.

DUBLIN      GERMAN      5 YEARS

2017      2012      ONE YEAR

SALAMANCA      ISTANBUL      BOYFRIEND

2 YEARS

ACTIVITY 4. *How long have you...?*

**16 Question Strips**

**PRESENT PERFECT: FOR and SINCE**



• How long have you studied English?
• How long have you had long / short hair?
• How long have you had a cell phone?
• How long have you had an e-mail address?
• How long have you been alive?
• How long have you been a student / had a job?
• How long have you been married / single?
• How long have you lived in your house / apartment?
• How long have you been at school / college today?
• How long have you lived in this country?
• How long have you lived in this city?
• How long have you known me?
• How long have we been classmates?
• How long have you been awake today?
• How long have you known how to use a computer?
• How long have you liked your favorite TV show?

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**LEARNING ACTIVITIES & TEACHING METHODS**

<b>Unit 3</b>	<b>Date:</b>	<b>Time:</b>	<b>Class: 4<sup>th</sup> year</b>	<b>Length of lesson: 50'</b>	<b>No. Of students: 26</b>
<b>Lesson</b>	<b>13/12/2019</b>	<b>8:30</b>			
<b>No: 10</b>					

**Learning activities/tasks**

ACTIVITY 1. What illnesses have you heard of?

Aims: To activate schemata.

Resources: Teacher-made handout.

Time: 10'

Interaction type: Whole class.

Procedures: I ask students what illnesses they have had and which ones they have heard of.

ACTIVITY 2. Medicine in 1800s.

Aims: To get to know more about the topic.

Resources: Reading (taken from <https://www.bestmedicaldegrees.com/evolution/>) and questions projected on the whiteboard made with Instagram stories.

Time: 15'

Interaction type: Individual. Whole class.

Procedures: They read the text. First, they highlight words they don't know and we go over them in class together. Then, they answer True or False questions projected on the screen. I give them the answer after each question.

ACTIVITY 3. Seeing yourself.

Aims: To raise awareness on the topic of illness.

Resources: Video 'The Importance of Seeing Yourself in Media'

---

(1:11-4:36)

(taken

from

[https://www.youtube.com/watch?v=YJySYQn8Hs&list=PLIRIaAzTjWi5onpjRQzypc\\_yNfpRtnPVy&index=6&t=0s](https://www.youtube.com/watch?v=YJySYQn8Hs&list=PLIRIaAzTjWi5onpjRQzypc_yNfpRtnPVy&index=6&t=0s)),

teacher-

made handout.

Time: 10'

Interaction type: Individual

Procedures: Students listen to Jen Campbell's video and answer the questions. We check the answers together.

Specific student needs: To activate subtitles.

ACTIVITY 4. Discussion.

Aims: To encourage critical thinking.

Resources: Teacher-made handout.

Time: 15'

Interaction type: Whole class.

Procedures: The last questions on the handout are designed to raise a discussion on the topic.



## ACTIVITY 1. What illnesses have you heard of?

I've had a cold.

I've suffered from pneumonia.

I've heard of cystic fibrosis.



## ACTIVITY 2. Medicine in 1800s.

**1800s**

- 1800s** Human blood is transfused from one person to another for the first time.
- 1840** U.S. reformer Dorothea Dix opens mental hospitals in Massachusetts, seeing men and women of all ages incarcerated with animals, left unclothed and in darkness and forced to go without heat or bathrooms.
- 1846** Anesthesia becomes widely available, helping expand options for surgery. Among cancer patients, surgery to remove tumors takes off.
- 1846** Surgeons use ether as they remove a tumor from a patient's neck.
- 1867** British surgeon Joseph Lister and others introduce antiseptic practice in surgery, including the use of antiseptics in surgery. The mortality rate for surgical patients immediately falls.
- 1881** Louis Pasteur and George Miller Sternberg almost simultaneously isolate and grow the pneumococcus organism.
- 1883** Mental illness is studied more scientifically as German psychiatrist Emil Kraepelin distinguishes mental disorders. Though a subsequent research will disprove some of his findings, his fundamental distinction between manic-depressive psychosis and schizophrenia holds to this day.
- 1885** The first successful appendectomy is performed in Iowa.
- Late 1800s** The expectation in the United States that hospitals for the mentally ill and humane treatment will cure the sick does not prove true. Some mental hospitals become overcrowded, and to avoid further periodic humane treatment, New York World reporter Nellie Sty poses as a mentally ill person to become an inmate at an asylum. Her reports from inside result in more funding to improve conditions.
- 1889** William Halsted develops the radical mastectomy to treat breast cancer; the technique includes the surgical removal of the tumor, breast, overlying skin and muscle.
- 1890** Chemical agents are used to inhibit germs. Carbolic acid is put on tools used to minimize germs and decrease infection rates.
- 1895** Wilhelm Conrad Roentgen invents X-rays. Radiation therapy follows. The first X-ray is performed in Germany.

**Immunization and disease prevention**   **Mental illness**   **Cancer**   **Surgery and medical technology**

The mastectomy treatment has been used since 1889

TRUE

FALSE

Asylums were believed to cure mental illness

TRUE

FALSE

Manic-depressive psychosis and schizophrenia are the same type of illness

TRUE

FALSE

Mental illnesses gain attention gradually

TRUE

FALSE

British surgeon Joseph Lister opposes to cleanliness in surgery.

TRUE

FALSE

In 1818, human blood has already been transfused from one person to another

TRUE

FALSE

### ACTIVITY 3. *Seeing yourself*

Why did she identify herself with witches as a child?

What does she mean by 'subverting' a character?

When were the Raggy Dolls streamed?

Jen Campbell says: "It was really lovely to have a television show where all of the characters had something that was wrong with them". Why do you think she says this?

What does she mean by "seeing yourself in media"? How important is it?

Can you think of any examples where disabled people are lead characters? (in a movie, book, show)



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## LEARNING ACTIVITIES & TEACHING METHODS

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<b>Unit 3</b> <b>Lesson No: 11</b>	<b>Date:</b> <b>16/12/2019</b>	<b>Time: 10:10</b>	<b>Class: 4<sup>th</sup> year</b>	<b>Length of lesson: 50'</b>	<b>No. Of students: 26</b>
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### **Learning activities/tasks**

ACTIVITY 1. I used to be a child.

Aims: To understand the use of 'used to'.

Resources: whiteboard.

Time: 10'

Interaction type: In pairs.

Procedures: I explain that when I was a child, I did things that I do not do now. I used to play all day long, but now I don't. I ask them to think of things they used to do when they were children and talk about it with their partner.

ACTIVITY 2. Getting used to it.

Aims: To revise.

Resources: Exercise from [https://www.perfect-english-grammar.com/support-files/used\\_to\\_exercise\\_1.pdf](https://www.perfect-english-grammar.com/support-files/used_to_exercise_1.pdf)

Time: 15'

Interaction type: Individual

Procedures: They complete an exercise where they have to write sentences using 'used to'. We check the answers at the end.

ACTIVITY 3. Discussion.

Aims: To use the grammar for real communication.

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Resources: Questions (taken from <https://freeenglishlessonplans.com/2015/05/19/used-towould-past-habit-and-states/>)

Time: 15'

Interaction type: Groups.

Procedures: Students discuss these questions in groups. I will stop by in every group to monitor what they are talking about and if they need help.

ACTIVITY 4. I used to...

Aims: To integrate grammar within real life experiences.

Resources: Student's notebook.

Time: 10'

Interaction type: Individual.

Procedures: Students write a composition including things that they used to do when they were younger and giving reasons why they don't do them now.

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ACTIVITY 3. *Discussion*

1. What games did you use to play when you were a child?
2. Where did you use to go on holiday?
3. Are there any foods or drinks that you used to hate when you were young that you like now?
4. What did you use to look like when you were a teenager?
5. What hairstyle did you use to have?
6. What clothes did you use to have?
7. Were you badly behaved at school? What bad things did you use to do?
8. What did you use to do at the weekends?
9. What did you use to do at Christmas?
10. How has the place where you grew up changed in your lifetime?

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**LEARNING ACTIVITIES & TEACHING METHODS**

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<b>Unit 3</b> <b>Lesson No: 12</b>	<b>Date:</b> <b>17/12/2019</b>	<b>Time: 13:10</b>	<b>Class: 4<sup>th</sup> year</b>	<b>Length of lesson: 50'</b>	<b>No. Of students: 26</b>
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**Learning activities/tasks**

**ACTIVITY 1. I am what I am.**

Aims: To summarize what they have learned.

Resources: Video (taken from <https://www.youtube.com/watch?v=mEVKkIWbPrY>), sheet with lyrics written on it.

Time: 10'

Interaction type: Whole class.

Procedures: I play 'I Am What I Am' by Gloria Gaynor, the song after which is called this unit. I ask them to think of reasons why this song represents the unit that is about to end. After they have given their reasons, I explain them why I think this song summarizes the spirit of the unit.

Specific student needs: lyrics written on paper.

**ACTIVITY 2. I am my own special creation.**

Aims: To assimilate the development of the unit and integrate it within themselves.

Resources: Tablet devices.

Time: 15'

Interaction type: Individual.

Procedures: I ask them to look at the lyrics again in the tablet and choose a sentence they like. They have to explain why they have chosen that line.

**ACTIVITY 3. Jeopardy!**

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Aims: To revise what we have seen in the unit and to gain fake money for the year-long project.

Resources: Whiteboard, projector. Jeopardy game made by me (<https://jeopardylabs.com/play/unit-3-i-am-what-i-am>)

Time: 25'

Interaction type: Groups

Procedures: The game is projected on the screen. They play jeopardy. In groups, they choose an amount of money they want to play for. If they answer correctly, they gain that money for the final project.

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ACTIVITY 1. *I am what I am*

**"I Am What I Am"**

I am what I am  
I am my own special creation  
So come take a look  
Give me the hook or the ovation

It's my world that I want to have a little pride in  
My world and it's not a place I have to hide in  
Life's not worth a damn  
'Til you can say I am what I am

I am what I am  
I don't want praise, I don't want pity  
I bang my own drum  
Some think it's noise, I think it's pretty

And so what if I love each sparkle and each bangle  
Why not try to see things from a different angle  
Your life is a sham  
'Til you can shout out, I am what I am

I am what I am  
And what I am needs no excuses  
I deal my own deck  
Sometimes the ace, sometimes the deuces

It's one life and there's no return and no deposit  
One life. So it's time to open up your closet  
Life's not worth a damn  
'Til you can shout out, I am what I am

I am what I am  
And what I am needs no excuses  
I deal my own deck  
Sometimes the ace, sometimes the deuces

It's one life and there's no return and no deposit  
One life. So, it is time to open your closet  
Life's not worth a damn  
'Til you can shout out, I am what I am

## 9. Annex 2

### 4.2.1. Materials to develop Listening and Reading

<b>Level of class</b> <b>4<sup>th</sup> year</b>			
<b>Class achievement aims and target language items:</b> <b>To be able to understand instructions in a relaxed and informal context.</b> <b>To be capable of interacting with other students naturally.</b> <b>To get acquainted with imperatives and to give instructions to others.</b> <b>To express themselves in an organized way, with the use of connectors (First of all, After that, Finally).</b> <b>To communicate.</b>			
<b>Evidence of learning</b> I will walk around the different groups and hear what they say, also to help them with any doubts they may have. Besides, I will correct the compositions they write and evaluate them in groups. In the final activity, if they come up with the right magic trick, I will know if they got it right or if they need help understanding some words or expressions.			
<b>Expected problems</b> I expect students to have problems mostly in the activity where they have to give instructions to another students. There may be problems with understanding vocabulary, however, as they are face to face, they can use body language to help them communicate.			
<b>Materials needed including the URL and title of the video from Internet</b> Computers Headphones Cups Pompoms Videos: “Magic Trick Tutorial! Learn the Cups & Balls Magic Trick!” <a href="https://www.youtube.com/watch?v=f_ufntcTUMs">https://www.youtube.com/watch?v=f_ufntcTUMs</a> “Learn a Magic Trick You Can Do At School! Moving Pencil Magic Tutorial!” <a href="https://www.youtube.com/watch?v=Wm9sx55CSPI">https://www.youtube.com/watch?v=Wm9sx55CSPI</a>			
<b>Breakdown of activities</b>			
<b>Time</b>	<b>Activity</b>	<b>Objective of activity (from above)</b>	<b>Notes (grouping of students, etc.)</b>
10’	Pre-listening. To set the mood for the rest of the class, I will start the lesson by doing a little magic trick. I would tell them that I could read their minds and all they have to do is to answer to my questions. (The	To be able to understand instructions in a relaxed and informal context.	They can answer individually or in pairs, if they feel more comfortable.

	magic trick is designed to give the same answers to the questions, that is, everyone will answer the same: grey elephant in Denmark). After this, I would tell them that today, they will all be magicians.		
10'	While-listening. 1 <sup>st</sup> activity: Watch the video and listen to the explanation. For each video, there will be questions that draw attention to some parts of it, so that students can easily follow the instructions once they have finished listening to it. The video will be played two times. The first time is only to get used to it and to get the general idea. The second time, students have to answer the questions.	To be able to understand instructions in a relaxed and informal context. To get acquainted with imperatives and to give instructions to others.	The class is divided in two different groups of 13 students each, so the first group will watch video A (cups and balls) and the second group will watch video B (pencil trick). They watch the videos and answer to the questions individually.
10'	While-listening. 2 <sup>nd</sup> activity: They have to share their answers and from that, they will have to create the instructions to be able to do their magic trick.	To express themselves in an organized way, with the use of connectors (First of all, After that, Finally). To be capable of interacting with other students naturally.	The two groups of 13 split up in another two groups each, so that we have 4 groups, 2 working on video A and 2 working on video B.
15'	Post-listening. They have to give instructions about their magic tricks to each other. As they listen to their classmate giving instructions, they try to do the magic trick.	To be able to understand instructions in a relaxed and informal context. To get acquainted with imperatives and to give instructions to others. To express themselves in an organized way, with the use of connectors (First of all, After that, Finally). To be capable of interacting with other students naturally.	Students work in pairs. There has to be a student from video A and a student from video B.
5'	Post-listening. Once they have shared their magic tricks, they can repeat it in front of the class, explaining how they do it.	To communicate.	Individually.

#### 4.2.2. Materials to develop Speaking and Writing

### WHILE-WRITING ACTIVITY

Time: 20'

Materials: Powerpoint Presentation which includes pictures taken from the Internet, Whiteboard, Projector.

This part is divided in two different tasks. The first one is carried out individually, but it is a very brief exercise to get students in the mood of writing. The teacher shows the pictures of real British traditions, but he/she does not explain their stories or origins. They are asked then to choose from one of the pictures shown in the whiteboard and describe what they see, what people are doing, where, how many people are involved, what are they wearing, etc.





The second task is to divide the class into six groups of four students. The teacher creates the group, as they will need to work collaboratively. The teacher knows the students' abilities and decides to mix them so that everyone can profit from each other.

Once the groups have been formed, they are asked to share their descriptions of the pictures they have chosen in the first task of the while-writing and they will need to vote again for the picture they will be working with. Usually, they vote for the best writing of the group, the description that is more varied in terms of vocabulary and grammar, the

one that is more complete. When they choose a picture, they will have to invent a new tradition related with that picture. They are given some questions to help them.

- How is your tradition called?
- Where does it take place? When?
- Why are people dressed up like that?
- What are they celebrating?
- Why is it important for the community?