TEACHING ENGLISH AS A FOREIGN LANGUAGE: A SYLLABUS FOR STUDENTS IN FOURTH YEAR OF COMPULSORY STATUTORY EDUCATION

Trabajo Fin de Máster

Máster Universitario en Formación del Profesorado

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0.Introduction

This document is aimed at presenting a course syllabus for teaching English as a foreign language in the Spanish educational system. This syllabus has been designed for students in the **fourth year of Compulsory Statutory Education** (henceforth CSE). The legislative framework applied corresponds to the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato* (henceforth Royal Decree 1105/2014). Moreover, this syllabus is based on the *Decreto 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria* (henceforth Decree 48/2015). The key competences, as well as the general learning outcomes and the contents of the subject set by the Decrees will be taken into consideration.

The contents have been divided into ten core units. Units will be titled with a famous quote by an English-speaking figure, each one from a different country. Thus, these ten units will be interconnected in a way that, at the end of the year, students will have learned the cultural traditions of different English-speaking countries, as well as their famous figures. The unit which has been entirely developed corresponds to the third core unit of the academic year.

This document has been divided into six different sections. First, I will describe the contextual factors of the school and classroom setting. It includes a brief description of the district, the school, and the students. Second, I will explain students learning outcomes and the curricular integration of competences. Third, I will focus on the course contents. This section explains how the contents of the subject are organised in the official curriculum. I have drawn up one table for each unit, containing the contents that will be covered in each one. Fourth, I will explain and rationalise my teaching philosophy, including some materials and a whole-school-year project. I will combine both communicative and task-based approaches. Fifth, I will explain the strategies I will apply for students with specific educational needs and finally, I will provide an overview of the assessment plan to be followed. Bibliography and annexes will appear at the end of this document.

1.The contextual factors of the school and classroom setting

This syllabus has been designed for the students in the **fourth year of CSE**. The school is located in the historical centre of Alcalá de Henares, surrounded by public services, such as parks, a cathedral, pharmacies, and close to commercial areas. These services create a pleasant atmosphere and allow the neighbours to have a relaxed lifestyle. Though the socio-economic background of the students may range from upper-middle class to lower class, most students belong to working-class families, whose parents work in nearby companies and shops. There are students attending the high school from different countries and cultures, some of whom are Moroccan, others Romanian and in a smaller number, Latin American. The latter should not have any difficulties with the language. In terms of resources, we can find a library where we could carry out a different lesson. Moreover, the University of Alcala is near our high school. Visiting the University may be a profitable activity for some students.

The school selected is a **state school**, named Cardenal Cisneros. It is a relatively small centre with approximately twenty classrooms. The school does not only provide Secondary Education stage, but also Bachillerato in both onsite and distance modalities. Each level is divided into three groups, and teachers of the same level always work coordinated. Lesson hours for all stages go from 8:30 a.m. to 14:15 with two breaks of 15 minutes each. Classes last 50 minutes, and there are small breaks of 5 minutes between one class and the following one. Conflict in this school does not frequently occur. When it is the case, most problems can be solved by some minor punishments. If there is a more serious case, the teacher may need to meet student's family, or the Educational psychologist can help to solve the conflict.

The school has the following facilities: around 20 classrooms (**9** of which are **digital classroom**), 1 computer room, 2 sports pitches, 1 gym, 8 toilets, 1 staff room, and 1 library. Regarding the materials and teaching resources in the classrooms, we can find projectors, white-boards, speakers, blackboards, and dictionaries [see section 4 to see how these facilities are used]. The State High School Cardenal Cisneros is part of the education project called *Instituto de Innovación Tecnológica* [**High Schools of**

Technological Innovation] organised by the Community of Madrid. The major objective of this project is to promote the use of information and communication technologies (ICT) as a learning tool in CSE. Thus, the so-called *digital classrooms* are equipped with the following tools: an interactive digital board, a desktop computer for each student, and access to the internet. The class is arranged in rows, and each row is divided into small groups of four, which enables group activities and allows the teacher to see what every student is doing.

My class is composed of 24 students, from which 13 are girls and 11 are boys. Regarding cultural diversity, there are three students from different countries. The first one was born in Spain, but his parents are Moroccan, so he is a second-generation immigrant. He is bilingual in Arabian and Spanish language, so Spanish language would not be a problem for him. Because of being bilingual, he has a gift with languages, and he is an excellent student in English class. He is also well-integrated within the group. The second student is a second-generation immigrant from Romania. Though she has not acquired an absolute command of the Spanish language yet, she is able to communicate perfectly in Spanish. She shows regular behaviour in English class and she has a good relationship with her classmates. Our last immigrant student is Latin American. She masters the Spanish language to perfection. She joined the group recently, but the students were quick to include her in the group. In general terms, they all have a good relationship since they know each other from the beginning of CSE. Furthermore, they show a good attitude towards the English language, even though they are still having some problems with oral skills. They are around a B.1 level, though some of them have a lower level of the English language.

As for the teaching philosophy, I truly believe that a combination of both Communicative Language Teaching (CLT) and task-based approach will enable students to attain the learning objectives set for this year [see section 4.1 for further details].

In terms of students' diversity, there is one student who will require specific attention because she has visual impairment [see section 5.2 for further details].

2. Student learning outcomes

2.1 General learning outcomes

According to the Royal Decree 1105/2014[1], teachers must establish the course goals taking into consideration the general learning objectives set for students in Statutory Education stage. In the following lines, I will highlight some of these objectives that need to be developed throughout this stage:

- Know the rights and duties of citizens.
- Be tolerant, respectful and supportive towards different points of view and cultures.
- Consolidate study habits, required for an effective accomplishment of learning tasks.
- Strengthen comprehension and expression skills in the students' mother tongue and foreign language.
- Manifest a positive attitude towards the foreign language.
- Enhance business initiative and self-confidence. Develop analytical sense, enthusiasm, the ability to learn something on their own, make decisions, and the capacity to take responsibilities.

These are some of the objectives that should be promoted in all curriculum subjects. Teachers must work on them throughout different activities. Based on these principles, I have determined the course goals for the English subject of students in the fourth grade of CSE. These course goals determine what I want my students to be able to do by the end of the academic year. In order to better organise them, I have classified them into five categories: comprehension, production, lexicon, study skills and intercultural competence. The table below details these categories and the main points of each one.

[1] Link: https://www.boe.es/diario_boe/txt.php?id=BOE-A-2015-37

Criteria	Course Goals
Listening and Reading comprehension	1.Understand informative texts and articles among others. 2.Examine critically the speaker's purpose and tone. 3.-Take organised notes and use them appropriately for answering the tasks.
The output of language acquisition	4.Employ different grammar structures to describe personal experiences. 5.Revise own oral and written production and identify common mistakes. 6. Use ordinary expressions and idioms in day-to-day topics.
Lexicon and the study of sounds of speech	7.Identify confusing words and false friends. 8.Increase awareness of the pronunciation of past tenses. 9.-Employ words containing common prefixes and suffixes.
Administration of knowledge and efficient study tools	10.Distinguish main ideas from specific information. 11.Evaluate different resources and select the reliable ones. 12.Develop self-evaluation in the production of the foreign language.
Intercultural competence and encouragement	13.Compare foreign language cultural aspects with student's own culture. 14. Stimulate student initiative to communicate through the foreign language. 15.Raise awareness of the importance of tolerance towards different opinions derived from cultural differences.

In the above table, I have detailed my own course goals for students of fourth grade of CSE and classified them into five categories. In the following lines, I am going to explain briefly this classification.

The first criterion concerns the comprehension of the foreign language. In this section, students will be working with different kinds of texts, mainly informative ones and articles. Upon completion of the school year, they will be able to comprehend a wide range of passages. In terms of listening comprehension, they will develop the ability to examine the speaker's purpose and tone. Besides, they should learn how to take organised notes from a passage when it is rather long.

My second criterion deals with the output of language acquisition; in other words, the production of the foreign language. I will focus on developing communication of day-to-day life, so students will learn vocabulary and expressions to describe personal experiences. Furthermore, students will work on their capacity for self-correction.

The third criterion covers phonetics and lexicon. Since students will work on describing personal experiences in the past, they should also work on the past tense verb pronunciation. Furthermore, they will study confusing words and word formation.

The fourth criterion concerns the administration of knowledge and different study strategies. Students will develop their ability to distinguish main ideas from specific information while reading and listening in English. Moreover, they will be required to look up information on different resources and select those which are reliable. Last, students will develop self-evaluation. One of the activities could be to record students while speaking and then ask them to listen and correct themselves.

The last criterion includes intercultural competence and encouragement. Upon completion of the school year, students need to be aware of the cultural differences and respect them. Besides, students will be encouraged to develop their initiative to communicate with native speakers either by mail or online.

2.2 The curricular integration of Competences

The Royal Decree 1105/2014 (Article 2.2, p.172), establishes seven key competences needed for the prosperity of European societies, economic development, and innovation. The R.D 1105/2014 define them as aptitudes that learners need for their personal growth, as well as for active citizenship, integration into society, and employment. These key competences are competence in linguistic communication, mathematical competence and basic competences in science and technology, digital competence, learning-to-learn competence, social and civic competences, sense of initiative and entrepreneurship, and awareness and cultural expressions. The main objective of these competences is to combine knowledge, skills, and attitudes from different areas to tackle day-to-day situations. Competence-based learning is distinguished by its dynamism, and it fosters motivation due to the strong connection between its components: the concept is learned together with the process of learning the concept. We as teachers must integrate these key seven competences into our syllabus. Thus, I have included a brief explanation of what each competence refers to, as well as the attitudes and values associated with each of them. All the activities included in this syllabus have been created based on the competences and their characteristics.

A) Competence in linguistic communication

Competence in linguistic communication is the result of the communicative act within a social framework. It refers to the learner's ability to interacts with other interlocutors in different contexts and through different communication channels. The interaction implies either the use of the students' mother tongue or the use of a second or third language. The individual must take an active role, not only receiving messages but also producing them in different languages. Besides, this competence is closely related to cultural diversity, so an intercultural approach is a must while teaching. Oral and written skills should be promoted, together with audio-visual and digital communication. This competence requires a good command of the reading ability and the main areas to be covered are the linguistic component, the pragmatic component; and socio-cultural and strategic component, which means that individuals must be able to overcome potential problems arising from the communicative act.

B) Mathematical competence and basic competences in science and technology

Mathematical competence relates to the capacity to use mathematical reasoning for interpreting and describing different events within a context. It involves the mastery of numbers, structures, operations, and the comprehension of mathematical concepts. Furthermore, individuals must be able to interpret mathematical results. The knowledge of mathematical competence can be applied in social, professional, and scientific contexts. With regard to attitudes related to this competence, respect for the date, truthfulness and rigour must be emphasised. The basic competence in science and technology is directly connected with the physical world. It promotes the conservation and respect for the environment and it also develops scientific thinking and encourages learners to solve day-to-day situations in the same way as they would when facing scientific and technological activities. Some other areas to be tackled are biological systems, the relevance of food, hygiene and health, and the solar system.

C) Digital competence

Digital competence concerns an analytical and secured use of Information and Communication Technology (ICT). Individuals must use technologies appropriately to reach their objectives. They must learn how to use computers to create, present, and exchange information, and they must become active participants in Internet. Besides, individuals should get used to the constant changes new technologies bring with them. Digital competence also involves the mastery of the main computers' applications and the development of skills related to the access of information. In this sense, individuals should analyse critically the information taken from technologies. Four areas must be covered: (1) Information, that is, to handle different search engines and to do an appropriate selection of them according to their needs; (2) Communication, which implies being aware of different digital media and knowing what resources are worth sharing for a social benefit; (3) Creation of digital content using a wide range of platforms bearing in mind the copyright regulation; (4) Security, which involves being aware of the risks related to the use of technologies in order to prevent them.

D) Learning-to-learn

The acquisition of learning-to-learn competence is crucial in lifelong study process. It refers to the ability to start, organise, and persevere in one's learning process. It deals with the awareness of one's own learning process and its needs. Individuals should draw up their learning plan, which will help them to gain time, to overcome obstacles, and to achieve effective and autonomous learning. Individuals should know their strengths and weaknesses and their preferred learning strategies. To achieve this competence, learners should follow three stages: planning, monitoring, and self-evaluating their learning process. The competence entails both individual and cooperative group since it is beneficial to learn from others' process of learning. The attainment of this competence begins with a conscious reflection of their process of learning. Motivation and self-confidence are essential values.

E) Social and civic competences

Social and civic competences concern the capacity to apply social knowledge to interpret social situations. It entails the competence to communicate with different individuals and to deal with social conflicts. Social competence enables individuals to participate in a democratic society where the codes of conduct must be followed. Similarly, learners should be aware of the basic principles related to the organisation of work, gender equality, and the relevance of physical and mental health. Civic competence refers to a good command of the basic concepts of democracy, justice, equality, human rights, and the Spanish constitution. Furthermore, it comprises the understanding of the most outstanding events in European and world history. In terms of values and attitudes, tolerance, appreciation of intercultural differences, and a respect for human rights should be particularly emphasized.

F) Sense of initiative and entrepreneurship

Sense of initiative and entrepreneurship concerns the ability to turn ideas into action. In other words, individuals must be able to become aware of a certain situation or problem and take the initiative to resolve it with his or her criteria. It can be applied to several areas, such as professional, social, and personal field. It is a fundamental competence to train creative and entrepreneurial citizens. Furthermore, learners must accept possible risks and work under a certain degree of uncertainty. Similarly, this

competence implies the ability to recognise opportunities and take advantage of them. The essential attitudes and values related to this competence are creativity, autonomy, self-initiative and entrepreneurial spirit.

G) Cultural awareness and expression

Cultural awareness and expression involve tolerating, respecting, and appreciating cultural and artistic differences. These differences are part of the richness and heritage of communities, so they ought to be entirely valued. It also refers to the interest and participation in artistic and cultural life, both within learners' community and other ones. It also requires an essential comprehension of major works and appreciation of artistic and cultural diversity. The values and skills related to the competence are freedom of expression, a deep understanding of individual's culture, and a sense of identity. The artistic styles of the main pieces of work and a deep analysis of their characteristics should be covered and learners' creativity should be fostered.

2.3. Underlying outcomes organisational rationale

The process I have followed to decide the learning outcomes of students in the 4th year of CSE can be divided into different stages. Firstly, I have analysed the general learning objectives of CSE, set by the Royal Decree 1105/2014. After that, I have formulated my course goals and classified them into five appropriate categories. I have drawn particular attention to common expressions and topics used in day-to-day life. Students will have to describe personal experiences both in past and present tenses. Thus, they should practice the pronunciation of past tenses. Besides, they will work on self-evaluation and peer-assessment, as well as respect towards cultural differences. In terms of effective study tools, students will use different resources. Finally, I have detailed why the seven key competences set by the law are highly important. They allow students to combine knowledge, values, and skills from different areas to solve real-life situations. Thus, the teaching-learning of the English language must consolidate and reinforce these competences. For this reason, I have included a summary of what each competence implies, and I will promote them throughout the entire academic year.

3.Course content

3.1. Contents of the subject in the official curriculum

The main objective of teaching English as a foreign language is not the mastering of both languages separately, but rather the development of a multilingual and intercultural profile integrating several competences. According to Decree 48/2015 the English subject is structured in four different blocks dealing with the comprehension of oral and written texts (input) and the production of their own speech (output). These four blocks correspond to the different language activities detailed in the Common European Framework of Reference for Languages (hereafter CEFR). The official curriculum sets the assessment criteria and the learning standards which must be applied in each of these blocks according to students' level. These learning standards determine the sociocultural and sociolinguistics aspects to be covered, the communicative functions, the syntactic-discursive structures, the lexicon, and the phonetical and phonological contents. The following lines provide a brief description of the assessment criteria and the learning standards of each block for students in the fourth grade of CSE stated in the Decree 48/2015 (pp.164,171).

Comprehension of oral texts: This block seeks to enable students to identify essential information and important details in short oral texts in informal and formal contexts. The topics must deal with everyday situations or issues from the personal or educational field. The acoustic conditions must not distort the message, and students can listen again to the message if they need it.

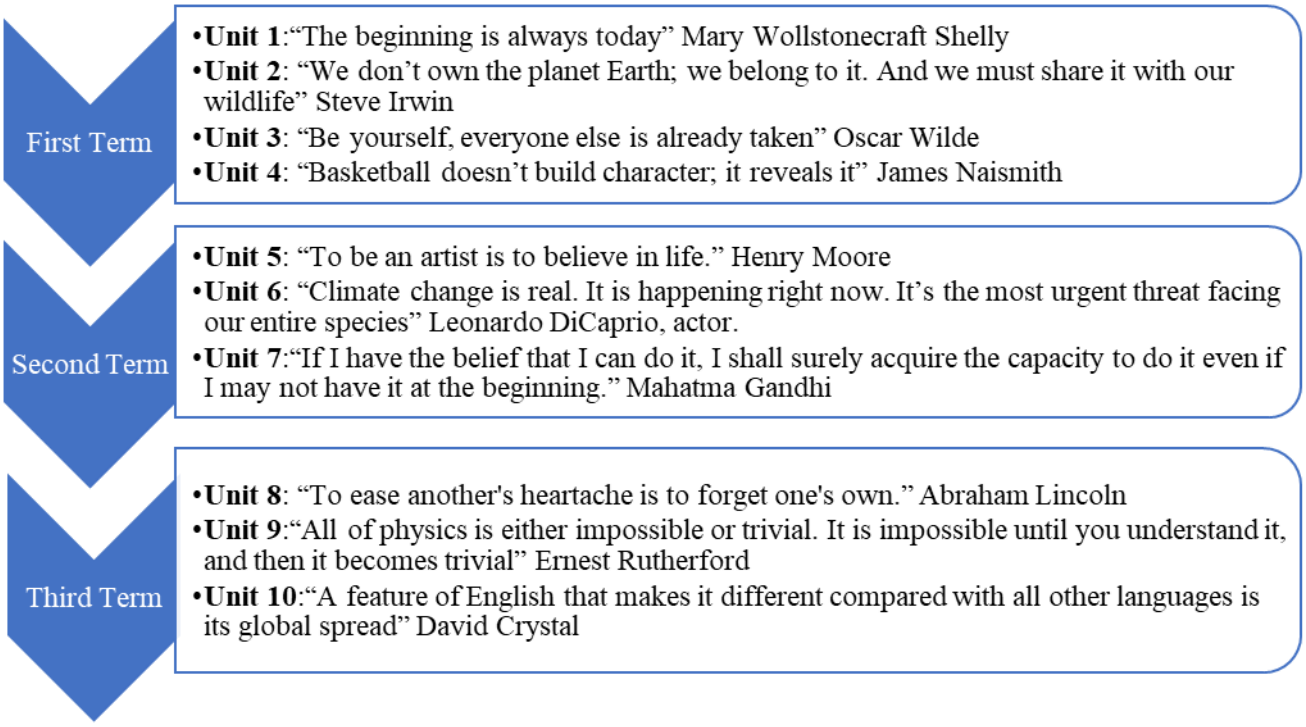
Production of oral texts: This block proposes that students must be able to exchange information orally on everyday or personal interest topics. The communication can be face to face or through other channels, for example by telephone. Students should learn how to reformulate their statements, or even repeat what they have said. Pronunciation and intonation will be equally taught and evaluated.

Comprehension of written texts: Students should use the techniques needed to identify general ideas and some details in both printed and digital texts. Texts should be

well-structured, and they must use a neutral or formal register. Students may need to apply their socio-cultural and sociolinguistic aspects to understand the ideas of texts.

Production of written texts: Students should write both in paper and in digital format coherent texts. They should be aware of orthographical conventions such as the use of upper and lowercase letters. Moreover, students are expected to use common punctuation marks and discursive markers.

According to the academic calendar, students have **4 hours per week** of the English subject. Thus, this syllabus will be organised as follows:



3.2 Organization and sequencing of course content

This section details the organization and sequencing of the course contents, which have been divided into ten units of work. The tables below specify which learning outcomes and competences are developed in the units of work and what students are expected to do at the end of the units. Students will practice the four skills in all the units as well as reading skills and digital competence. Besides, units of work deal with sociocultural and sociolinguistic aspects. The tables also reveal the resources and learning activities that are going to be used to achieve these learning objectives in each unit. The third unit has been entirely developed in annex I.

<table>
<tr><td>UNIT: 1</td><td colspan="2">“The beginning is always today” Mary Wollstonecraft Shelly</td><td>3 Weeks</td></tr>
<tr><td colspan="4">CONTENTS</td></tr>
<tr><td>BLOCK I: Comprehension of oral texts</td><td>Listening strategies: Identifying general ideas and arguments in interviews and radio files.</td><td rowspan="4" colspan="2">Sociocultural and sociolinguistic aspects:
Motivation: Promoting enthusiasm towards the foreign language.
Integration: Working with partners and constructing a group spirit.
Awareness: Distinguish cultural traditions between students’ own culture and British culture.
Communicative functions:
Introducing oneself to the class.
Communicating personal experiences.
Asking for favorite activities.
Syntactic-discursive structures:
Introduction to past continuous.
Revision of past simple.
Extension of the differences between past continuous and past simple.
Vocabulary:
Introduction to adjectives to describe personality and physical appearance.
Revision of emotions.
Extension of collocations: adjectives and prepositions.
Pronunciation:
Segmental features: Past tense pronunciation for regular verbs.
Suprasegmental features: Intonation in wh- questions.</td></tr>
<tr><td>BLOCK II: Production of oral texts</td><td>Speaking strategies: Talking about personal information and learning classroom language.</td></tr>
<tr><td>BLOCK III: Comprehension of written texts</td><td>Reading strategies: Skimming a text and getting the general meaning of it.</td></tr>
<tr><td>BLOCK IV: Production of written texts</td><td>Writing strategies: Using dictionaries to enlarge vocabulary of specific topics.</td></tr>
<tr><td colspan="4">CROSS-CURRICULAR ELEMENTS</td></tr>
<tr><td colspan="2">Promotion of reading habits</td><td colspan="2">Encouraging students to read beyond a text.</td></tr>
<tr><td colspan="2">Audiovisual communication & ITC</td><td colspan="2">Discovering the use of different multimedia resources: Padlet.</td></tr>
</table>

Values	Constructing team spirit among the group based on appreciation.

RESOURCES	**TYPES OF LEARNING ACTIVITIES**
Padlet Dictionaries Radio files Interviews	Team project Role-playing Art Gallery Game Gap-filling activities

EVALUATION

EVALUATION

Specific learning outcomes

It is expected that students will:

1. Use past tenses in an appropriate context.

2.Identify adjectives to describe personalities from a text, guess their meanings and use them in Padlet.

3- Produce an oral speech in the past pronouncing the verbs correctly.

4. Collaborate with their classmates demonstrating respect and acknowledge differences between cultures.

Competences	**Achievement indicators**
1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Cultural awareness and expression	**Performance outcome 1. Competences (1):** • To conjugate verbs in past adequately depending on the context. **Performance outcome 2. Competences (1,3,4):** • To find physical and psychological adjectives in a text and further employ them in Padlet. **Performance outcome 3. Competences (1):** • To understand the rules for pronunciation of regular past tenses. **Performance outcome 4. Competences (5,7):** • To cooperate with peers and to assimilate British cultural aspects.

<table>
<tr><td>UNIT: 2</td><td>“We don’t own the planet Earth; we belong to it. And we must share it with our wildlife”
Steve Irwin</td><td>3 Weeks</td></tr>
<tr><td colspan="3">CONTENTS</td></tr>
<tr><td>BLOCK I: Comprehension of oral texts</td><td>Listening strategies: Understanding TV programs and series.</td><td rowspan="4">Sociocultural and sociolinguistic aspects:
• Involvement: Adopting an active role in class.
• Respect: Being tolerant towards different ideas.
• Interest: Fostering interest in discovering Australian TV shows.
Communicative functions:
• Responding to others’ ideas using agreement and disagreement expressions.
• Talking about childhood routines and anecdotes.
• Debating the news using expressions to state opinions.
Syntactic-discursive structures:
• Introduction to used to.
• Revision of past simple
• Extension of the differences between used to and be used to.
Vocabulary:
• Introduction to words connected with the film industry.
• Revision of the name of main film genres.
• Extension of expressions to tell about a film.
Pronunciation:
• Segmental features: stressed and unstressed syllables.
• Suprasegmental features: Sentence stress.</td></tr>
<tr><td>BLOCK II: Production of oral texts</td><td>Speaking strategies: Supporting a position in a formal debate using appropriate expressions.</td></tr>
<tr><td>BLOCK III: Comprehension of written texts</td><td>Reading strategies: Demonstrating literal and inferential comprehension of TV programs and films reviews.</td></tr>
<tr><td>BLOCK IV: Production of written texts</td><td>Writing strategies: Following a writing model worksheet to write their own film review.</td></tr>
<tr><td colspan="3">CROSS-CURRICULAR ELEMENTS</td></tr>
<tr><td colspan="2">Promotion of reading habits</td><td>Encouraging students to read novels by analysing and contrasting film adaptations of books.</td></tr>
<tr><td colspan="2">Audiovisual communication & ITC</td><td>Teaching stress and unstress syllabus through an online video taken from BBC.</td></tr>
</table>

<table>
<tr><td colspan="2">Values</td><td colspan="2">Showing respect and tolerance towards peers' perspective.</td></tr>
<tr><td colspan="3">RESOURCES</td><td>TYPES OF LEARNING ACTIVITIES</td></tr>
<tr><td colspan="3">Edmodo
Video of Australian TV shows
Chapter 1 of Pride and Prejudice and its film adaptation
Audio files from textbooks</td><td>Formal debate
Gap-filling activities
Film review worksheet
Online trivia quiz</td></tr>
<tr><td colspan="4">EVALUATION</td></tr>
<tr><td rowspan="3">EVALUATION</td><td>Specific learning outcomes</td><td colspan="2">It is expected that students will:
1. Distinguish between used to and to be used to.
2. Employ vocabulary and expressions connected with the film industry in a film review.
3. Divide a word into syllabus and recognise stress and unstress syllabus as well as sentence stress.
4. Demonstrate tolerance and respect values while participating in formal debate.</td></tr>
<tr><td colspan="2">Competences</td><td>Achievement indicators</td></tr>
<tr><td colspan="2">1. Competence in Linguistic Communication
2. Mathematical competence and basic competence in Science and Technology
3. Digital competence
4. Learning-to-learn
5. Social and civic competences
6. Sense of initiative and entrepreneurship
7. Cultural awareness and expression</td><td>Performance outcome 1. Competences (1):
• To use used to structure to describe their daily routines in their childhood.
Performance outcome 2. Competences (1, 4):
• To write a film review by following a given model and using the vocabulary learned in the unit.
Performance outcome 3. Competences (1,3,4):
• To exhibit understanding of stress and unstress syllabus after watching a video taken from BBC.
Performance outcome 4. Competences (1,5,7):
• To actively participate in a formal debate in class and use expressions to show tolerance towards peers' ideas.</td></tr>
</table>

<table>
<tr><td>UNIT: 3</td><td colspan="2">“Be yourself, everyone else is already taken”
Oscar Wilde</td><td>3 Weeks</td></tr>
<tr><td colspan="4">CONTENTS</td></tr>
<tr><td>BLOCK I:
Comprehension of oral texts</td><td>Listening strategies:
Identifying general meaning and specific ideas in videos.</td><td colspan="2" rowspan="4">Sociocultural and sociolinguistic aspects:
• Motivation: Promoting enthusiasm towards the foreign language.
• Integration: Working with partners and constructing a group spirit.
Awareness: Accepting customs in the Irish culture and comparing with students’ own culture.

Communicative functions:
• Expressing opinion.
• Asking for opinion.
• Showing understanding to different viewpoints.

Syntactic-discursive structures:
• Introduction to past perfect simple.
• Revision of past tense and past participle of irregular verbs.
• Extension of the differences between past perfect simple and past simple.
Vocabulary:
• Introduction to educational vocabulary.
• Revision of crime vocabulary.
• Extension of collocations related to education.
Pronunciation:
• Segmental features: Differences between /i/ and /i:/ sounds.
• Suprasegmental features: Pronunciation of tongue twisters.</td></tr>
<tr><td>BLOCK II:
Production of oral texts</td><td>Speaking strategies:
Giving opinion using different structures.</td></tr>
<tr><td>BLOCK III:
Comprehension of written texts</td><td>Reading strategies:
Practicing both skimming and intensive reading.</td></tr>
<tr><td>BLOCK IV:
Production of written texts</td><td>Writing strategies:
Applying collaborative writing and self-correction.</td></tr>
<tr><td colspan="4">CROSS-CURRICULAR ELEMENTS</td></tr>
<tr><td colspan="2">Promotion of reading habits</td><td colspan="2">Encouraging students to read authentic material: “The portrait of Dorian Gray”.</td></tr>
<tr><td colspan="2">Audiovisual communication & IT</td><td colspan="2">Differentiating between authentic and fake news on the Internet.</td></tr>
</table>

<table>
<tr><td colspan="2">Values</td><td colspan="2">Believing in your ideas and respecting other’s opinion.</td></tr>
<tr><td colspan="2">RESOURCES</td><td colspan="2">TYPES OF LEARNING ACTIVITIES</td></tr>
<tr><td colspan="2">Padlet, white boards, radio files, textbooks, videos from Internet, Kahoot, teacher-made handouts, blank cards, pictures, adaptation of “The portrait of Dorian Gray”, poster boards, board game: counters and dice, blackboard, laptops, and crossword.</td><td colspan="2">Team project, role-playing, gap-filling activities, board games, jigsaw reading, group discussions, comprehension questions, role-play debate, true or false statements, individual writing, collaborative writing, true or false statements, group competitions, pass the buck, blockbuster game, and bingo.</td></tr>
<tr><td colspan="4">EVALUATION</td></tr>
<tr><td rowspan="3">EVALUATION</td><td>Specific learning outcomes</td><td colspan="2">It is expected that students will:
1. Use past perfect simple in an appropriate context.
2. Employ a broad range of lexicon when talking about education.
3.Distinguish minimal pairs containing /i/ and /i:/ sounds.
4. Demonstrate understanding and respect towards Irish culture and distinguish between fake and real news.</td></tr>
<tr><td colspan="2">Competences</td><td>Achievement indicators</td></tr>
<tr><td colspan="2">1. Competence in Linguistic Communication
2. Mathematical competence and basic competence in Science and Technology
3. Digital competence
4. Learning-to-learn
5. Social and civic competences
6. Sense of initiative and entrepreneurship
7. Cultural awareness and expression</td><td>Performance outcome 1. Competences (1):
• To conjugate verbs in past adequately depending on the context.
Performance outcome 2. Competences (1,4,7):
• To identify vocabulary about education used in a video and further guess the meaning by the context.
Performance outcome 3. Competences (1):
• To be able to pronounce /i/ and /i:/ sounds in minimal pairs and tongue twisters.
Performance outcome 4. Competences (1,3,5,7):
• To comprehend Irish cultural aspects and to understand what stereotypes are.</td></tr>
</table>

<table>
<tr><td>UNIT: 4</td><td>“Basketball doesn’t build character; it reveals it” James Naismith</td><td>3 Weeks</td></tr>
<tr><td colspan="3">CONTENTS</td></tr>
<tr><td>BLOCK I: Comprehension of oral texts</td><td>Listening strategies: Organising and summarizing ideas and facts explained in a video.</td><td rowspan="4">Sociocultural and sociolinguistic aspects:
Accomplishment: Giving positive feedback to learners in order to make them feel a sense of accomplishment.
Cooperation: Working together to achieve a common goal.
Curiosity: Questioning which inventions come from an English-speaking country.
Communicative functions:
Making suggestions and reaching an agreement.
Expressing regret.
Talking about potential problems and solutions.
Syntactic-discursive structures:
Introduction to First and Second Conditionals.
Revision of Future Tenses.
Extension of Third Conditional.
Vocabulary:
Introduction to vocabulary related to inventions.
Revision of technological vocabulary.
Extension of idioms about science and technology.
Pronunciation:
Segmental features: Consonant sound /ʤ/ and /g/.
Suprasegmental features: Falling intonation with neutral statements.</td></tr>
<tr><td>BLOCK II: Production of oral texts</td><td>Speaking strategies: Delivering a clear and coherence oral presentation using suitable formulas to catch the audience’s attention.</td></tr>
<tr><td>BLOCK III: Comprehension of written texts</td><td>Reading strategies: Scanning James Naismith biography to answer the questions given.</td></tr>
<tr><td>BLOCK IV: Production of written texts</td><td>Writing strategies: Stating a clear opinion and supporting it by providing facts and examples.</td></tr>
<tr><td colspan="3">CROSS-CURRICULAR ELEMENTS</td></tr>
<tr><td colspan="2">Promotion of reading habits</td><td>Guessing the meaning of unknown words or idioms from context.</td></tr>
<tr><td colspan="2">Audiovisual communication & ITC</td><td>Using an online dictionary of English idioms.</td></tr>
</table>

<table>
<tr><td colspan="2">Values</td><td colspan="2">Cooperating in small groups with the intention of achieving a common goal: inventing a new product.</td></tr>
<tr><td colspan="3">RESOURCES</td><td>TYPES OF LEARNING ACTIVITIES</td></tr>
<tr><td colspan="3">Video taken from https://www.youtube.com/watch?v=Z-7yyyiNBzY
Online Dictionary of English Idioms
Adaptation of James Naismith Biography
Computers and whiteboard</td><td>Oral presentations
Group discussions and teamwork
Comprehension questions
Crosswords</td></tr>
<tr><td colspan="4">EVALUATION</td></tr>
<tr><td rowspan="3">EVALUATION</td><td>Specific learning outcomes</td><td colspan="2">It is expected that students will:
1. Use first, second and third conditionals to talk about imaginary situations and to make hypothesis.
2. Figure out the meaning of idioms of science and technology by looking up their meanings in an online dictionary of English idioms.
3. Differentiate between the consonant sounds /ʤ/ and /g/ and identify falling intonation.
4. Make suggestions to create their own projects in groups and reaching a common agreement.</td></tr>
<tr><td colspan="2">Competences</td><td>Achievement indicators</td></tr>
<tr><td colspan="2">1. Competence in Linguistic Communication
2. Mathematical competence and basic competence in Science and Technology
3. Digital competence
4. Learning-to-learn
5. Social and civic competences
6. Sense of initiative and entrepreneurship
7. Cultural awareness and expression</td><td>Performance outcome 1. Competences (1, 5):
• To demonstrate ability to use conditional clauses to express hypothetical situations in the past, present and future.
Performance outcome 2. Competences (1,3,4):
• To guess meaning of words by the context and to look up the meaning of those which are harder in an online dictionary.
Performance outcome 3. Competences (1):
• To clearly pronounce /ʤ/ and /g/ sounds in certain words, and to identify falling intonation.
Performance outcome 4. Competences (5,6,7):
• To be creative and purpose new ideas for a common project aimed at inventing a new product.</td></tr>
</table>

<table>
<tr><td>UNIT: 5</td><td>“To be an artist is to believe in life.” Henry Moore</td><td>3 Weeks</td></tr>
<tr><td colspan="3">CONTENTS</td></tr>
<tr><td>BLOCK I: Comprehension of oral texts</td><td>Listening strategies: Predicting what a conversation might be about by the general topic.</td><td rowspan="4">Sociocultural and sociolinguistic aspects:
Appreciation: Valuing cultural and artistic diversity.
Pair-work: Communicating with a partner.
Cultural awareness: Raising students’ interest in major cultural works.
Communicative functions:
Expressing preferences.
Comparing and contrasting pictures and artworks.
Give recommendations of places to visit in their town.
Syntactic-discursive structures:
Introduction to passive voice.
Revision of past participle of irregular verbs.
Extension of passive voice of verbs with prepositions.
Vocabulary:
Introduction to art vocabulary.
Revision of adjectives of color, texture, shape, size appearance.
Extension of word building: common adjective suffixed.
Pronunciation:
Segmental features: the schwa sound /ə/.
Suprasegmental features: schwa sound in phrases.</td></tr>
<tr><td>BLOCK II: Production of oral texts</td><td>Speaking strategies: Describing a given piece of art to their peers providing as much details as possible: opinion, adjectives.</td></tr>
<tr><td>BLOCK III: Comprehension of written texts</td><td>Reading strategies: Practicing intensive reading while reading a travel brochure of British museums.</td></tr>
<tr><td>BLOCK IV: Production of written texts</td><td>Writing strategies: Organising their own ideas in a mind-map and later write them in a composition using connectors.</td></tr>
<tr><td colspan="3">CROSS-CURRICULAR ELEMENTS</td></tr>
<tr><td colspan="2">Promotion of reading habits</td><td>Encouraging students to identify words, collocations and phrases they don’t understand, and look them up: Intensive reading.</td></tr>
<tr><td colspan="2">Audiovisual communication & ITC</td><td>Using the online webpage Canva to create their own mind-map.</td></tr>
</table>

<table>
<tr><td colspan="2">Values</td><td colspan="2">Raising interest in participating in the cultural and artistic life within one’s own community.</td></tr>
<tr><td colspan="3">RESOURCES</td><td>TYPES OF LEARNING ACTIVITIES</td></tr>
<tr><td colspan="3">Video the pronunciation of schwa: http://www.bbc.co.uk/learningenglish/english/features/pronunciation/tims-pronunciation-workshop-ep-6-
Webquest
British museum brochure
Canva webpage, pictures and artworks</td><td>Bingo
Guess which (pieces of art)
Crossword
Spot the mistake</td></tr>
<tr><td colspan="4">EVALUATION</td></tr>
<tr><td rowspan="3">EVALUATION</td><td>Specific learning outcomes</td><td colspan="2">It is expected that students will:
1. Use the passive voice when it is required: academic papers, formal reports.
2. Describe a work of art in detail to a classmate, and he/she will have to guess which one is it.
3. Identify where the schwa sound might be pronounced in phrases and pronounce it correctly in their oral speech.
4. Value the cultural and artistic diversity and being able to identify the artistic style of the well-renowned cultural works.</td></tr>
<tr><td colspan="2">Competences</td><td>Achievement indicators</td></tr>
<tr><td colspan="2">1. Competence in Linguistic Communication
2. Mathematical competence and basic competence in Science and Technology
3. Digital competence
4. Learning-to-learn
5. Social and civic competences
6. Sense of initiative and entrepreneurship
7. Cultural awareness and expression</td><td>Performance outcome 1. Competences (1):
• To emphasise the action rather than the subject performing it by using the passive voice.
Performance outcome 2. Competences (1,3,4):
• To organise ideas in a mind map (Canva), and later write a description with them.
Performance outcome 3. Competences (1,3,4):
• To articulate the schwa sound appropriately in both isolated words and sentences.
Performance outcome 4. Competences (5, 7):
• To respect and appreciate the artistic styles of different communities, to learn about benefits of visiting a museum.</td></tr>
</table>

<table>
<tr><td>UNIT: 6</td><td colspan="2">“Climate change is real. It is happening right now. It’s the most urgent threat facing our entire species” Leonardo DiCaprio, actor.</td><td>3 Weeks</td></tr>
<tr><td colspan="4">CONTENTS</td></tr>
<tr><td>BLOCK I: Comprehension of oral texts</td><td>Listening strategies: Comprehending main ideas of Dicaprio’s speech on Climate Change with the help of English subtitles.</td><td colspan="2" rowspan="4">Sociocultural and sociolinguistic aspects:
• Foresight: Predicting what might happens in the future.
• Politeness: Behaving in a respectful way.
• Consciousness: Being aware of the environmental problems.
Communicative functions:
• Asking for clarification using appropriate structures.
• Reporting what other people said.
• Discussing about environmental issues.
Syntactic-discursive structures:
• Introduction to reported speech.
• Revision of subject, object and possessive pronouns.
• Extension of reported speech: orders and request.
Vocabulary:
• Introduction to vocabulary related to environment.
• Revision of vocabulary of natural disasters.
• Extension of vocabulary about recycling and global warming.
Pronunciation:
• Segmental features: Difficult consonant sounds: /θ/ and / ð/.
• Suprasegmental features: Intonation of compound sentences.</td></tr>
<tr><td>BLOCK II: Production of oral texts</td><td>Speaking strategies: Asking questions for repetition or clarification when they have not understood.</td></tr>
<tr><td>BLOCK III: Comprehension of written texts</td><td>Reading strategies: Scanning a text to find out who or what the pronouns refer to.</td></tr>
<tr><td>BLOCK IV: Production of written texts</td><td>Writing strategies: Reporting a formal email.</td></tr>
<tr><td colspan="4">CROSS-CURRICULAR ELEMENTS</td></tr>
<tr><td colspan="2">Promotion of reading habits</td><td colspan="2">Encouraging them to read a chapter of the Annual Environmental Report at home and later discuss it in class.</td></tr>
<tr><td colspan="2">Audiovisual communication & ITC</td><td colspan="2">Self-learning to find reliable information on the Internet: finding the original version of the Annual Environmental Report.</td></tr>
</table>

<table>
<tr><td colspan="2">Values</td><td colspan="2">Being polite when speaking to their peers: use clarification structures, showing understanding, avoid “finger pointing” etc.</td></tr>
<tr><td colspan="3">RESOURCES</td><td>TYPES OF LEARNING ACTIVITIES</td></tr>
<tr><td colspan="3">Annual Environmental Report
Dicaprio’s speech: https://www.youtube.com/watch?v=tfsfrWxXKFA
Computers
Screenshots of WhatsApp conversations</td><td>Chain report game
“Sorry, I didn’t get that” game
Discussions about environmental issues
Spot the mistake</td></tr>
<tr><td colspan="4">EVALUATION</td></tr>
<tr><td rowspan="3">EVALUATION</td><td>Specific learning outcomes</td><td colspan="2">It is expected that students will:
1. Report informal and formal conversation using correct tenses and pronouns.
2. Contextualise the vocabulary learned in the unit in their oral speech.
3. Repeat the /θ/ and /ð/ sounds to make sure they are pronouncing them appropriately.
4. Concern about the environmental issues and thinking about what they can do to change it.</td></tr>
<tr><td colspan="2">Competences</td><td>Achievement indicators</td></tr>
<tr><td colspan="2">1. Competence in Linguistic Communication
2. Mathematical competence and basic competence in Science and Technology
3. Digital competence
4. Learning-to-learn
5. Social and civic competences
6. Sense of initiative and entrepreneurship
7. Cultural awareness and expression</td><td>Performance outcome 1. Competences (1,3):
• To report their own WhatsApp conversation with a friend and a formal email.
Performance outcome 2. Competences (1,4,5):
• To contextualise vocabulary related to the environment and global warming in an informal debate carried out in class.
Performance outcome 3. Competences (1,4,6):
• To be consistent and repeat the minimal pairs /θ/ and /ð/ sounds until they know how to pronounce them.
Performance outcome 4. Competences (5, 7):
• To be aware of current environmental problems and to think solutions to improve the situation.</td></tr>
</table>

<table>
<tr><td>UNIT: 7</td><td>“If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning.” Mahatma Gandhi</td><td>4 Weeks</td></tr>
<tr><td colspan="3">CONTENTS</td></tr>
<tr><td>BLOCK I: Comprehension of oral texts</td><td>Listening strategies: Inferencing meaning: integrate the information they have understood together with their previous knowledge.</td><td rowspan="4">Sociocultural and sociolinguistic aspects:
Self-esteem: Raising confidence in one’s own worth.
Cultural conventions: Comparing Indian traditions with their own traditions.
Self-evaluation: Analyzing their own process of learning.
Communicative functions:
Speculating.
Talking about health problems.
Talking about health-care system in India.
Syntactic-discursive structures:
Introduction to modals verbs.
Revision of certainty, possibility and impossibility.
Extension of past modals verbs: could have, should have, and would have.
Vocabulary:
Introduction to health vocabulary.
Revision of parts of the body.
Extension of health and fitness collocations.
Pronunciation:
Segmental features: Difficult sounds: /ʊ/and /U/
Suprasegmental features: Sentence stress: modals verbs.</td></tr>
<tr><td>BLOCK II: Production of oral texts</td><td>Speaking strategies: Recording themselves speaking and later assess their own oral speech.</td></tr>
<tr><td>BLOCK III: Comprehension of written texts</td><td>Reading strategies: Practising jigsaw reading: traditions and customs of India.</td></tr>
<tr><td>BLOCK IV: Production of written texts</td><td>Writing strategies: Employing informal opening and closing formulas in an informal email.</td></tr>
<tr><td colspan="3">CROSS-CURRICULAR ELEMENTS</td></tr>
<tr><td colspan="2">Promotion of reading habits</td><td>Including a certain degree of curiosity by playing jigsaw reading.</td></tr>
<tr><td colspan="2">Audiovisual communication & ITC</td><td>Using informal emails as a valid space to communicate with their peers.</td></tr>
</table>

<table>
<tr><td colspan="2">Values</td><td colspan="2">Developing students’ self-esteem by discussing Gandhi’s quotes.</td></tr>
<tr><td colspan="3">RESOURCES</td><td>TYPES OF LEARNING ACTIVITIES</td></tr>
<tr><td colspan="3">Vocabulary flashcards taken from: https://quizlet.com/es/183601414/health-and-fitness-phrases-and-collocations-flash-cards/
Recorders
Teacher-made handout about Indian traditions
Power-point presentation</td><td>Informal Email
Jigsaw reading
Hand-on activities
Fortune tellers: will, may or might</td></tr>
<tr><td colspan="4">EVALUATION</td></tr>
<tr><td rowspan="3">EVALUATION</td><td>Specific learning outcomes</td><td colspan="2">It is expected that students will:
1. Integrate modals verbs in their oral speech and used them in their fortune tellers.
2. Match the vocabulary terms with the corresponding image (flashcards).
3. Record themselves for later evaluate their own pronunciation.
4. Be aware of the cultural traditions and medical health-care system in India.</td></tr>
<tr><td colspan="2">Competences</td><td>Achievement indicators</td></tr>
<tr><td colspan="2">1. Competence in Linguistic Communication
2. Mathematical competence and basic competence in Science and Technology
3. Digital competence
4. Learning-to-learn
5. Social and civic competences
6. Sense of initiative and entrepreneurship
7. Cultural awareness and expression</td><td>Performance outcome 1. Competences (1):
• To express ability, possibility, permission and obligation using the corresponding modal verbs.
Performance outcome 2. Competences (1,4):
• To associate vocabulary terms with pictures to speed up the learning process.
Performance outcome 3. Competences (1,3,4):
• To be able to assess their own pronunciation of the vowel sounds and improve it.
Performance outcome 4. Competences (1, 5,7):
• To understand and respect traditions of Indian culture.</td></tr>
</table>

<table>
<tr><td>UNIT: 8</td><td>“To ease another's heartache is to forget one's own.” Abraham Lincoln</td><td>3 Weeks</td></tr>
<tr><td colspan="3">CONTENTS</td></tr>
<tr><td>BLOCK I: Comprehension of oral texts</td><td>Listening strategies:
Filling the gaps with the information heard in a radio interview.</td><td rowspan="4">Sociocultural and sociolinguistic aspects:
• Linguistic varieties: Discovering English dialects and its linguistic expressions.
• Volunteering: Being willing to help others.
• Engagement: Developing interest in discovering Kenyan culture.
Communicative functions:
• Speculating.
• Talking about future travel plans.
• Discussing about the benefits of volunteering.
Syntactic-discursive structures:
• Introduction to verbs followed by -ing or infinitive.
• Revision of future tenses.
• Extension of verbs which change meanings depending on whether they are followed by gerund or infinitive.
Vocabulary:
• Introduction to vocabulary about volunteering.
• Revision of travelling abroad expressions.
• Extension of giving and asking for directions.
Pronunciation:
• Segmental features: the eight diphthongs.
• Suprasegmental features: Intonation in questions tags.</td></tr>
<tr><td>BLOCK II: Production of oral texts</td><td>Speaking strategies:
Asking for and giving directions.</td></tr>
<tr><td>BLOCK III: Comprehension of written texts</td><td>Reading strategies:
Accessing online and physical resources to find about Kenyan traditions and customs.</td></tr>
<tr><td>BLOCK IV: Production of written texts</td><td>Writing strategies:
Evaluating their own writing according to a given rubric.</td></tr>
<tr><td colspan="3">CROSS-CURRICULAR ELEMENTS</td></tr>
<tr><td colspan="2">Promotion of reading habits</td><td>Visiting the library and encouraging them to read for pleasure. They will be encouraged to take books that appeal to their own preferences.</td></tr>
<tr><td colspan="2">Audiovisual communication & ITC</td><td>Revising the syntactic-discursive structures learned in the unit through online games: ESL Games.</td></tr>
</table>

Values	Promoting voluntary actions among students: encouraging them to freely offer to do something without expecting anything in exchange.

RESOURCES	**TYPES OF LEARNING ACTIVITIES**
Radio interview ESL Games Library Rubrics for self-evaluation Maps	Gap-filling activities Pair dialogues asking for directions Jeopardy Pass the buck game

EVALUATION

EVALUATION

Specific learning outcomes

It is expected that students will:

1. Distinguish between verbs followed by-ing or infinitive when playing ESL games.

2. Relate the vocabulary they already know about travelling to new vocabulary about volunteering.

3. Slide: Starting in the first sound and gradually change to the second sound. Repeat the exercise speeding up the slide, until they get the new sound.

4. Raise awareness of volunteering and become conscious of Kenyan culture.

Competences	**Achievement indicators**
1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Cultural awareness and expression	**Performance outcome 1. Competences (1,3):** • To be able to distinguish between verbs followed by -ing or infinitive. **Performance outcome 2. Competences (1,4):** • To connect the vocabulary they already know with the new one. **Performance outcome 3. Competences (1,4):** • To practice pronunciation of the eight diphthongs and identify them in words. **Performance outcome 4. Competences (5,7):** • To understand volunteering and the Kenyan traditions, as well as encourage them to read for pleasure.

<table>
<tr><td>UNIT: 9</td><td>“All of physics is either impossible or trivial. It is impossible until you understand it, and then it becomes trivial” Ernest Rutherford</td><td>3 Weeks</td></tr>
<tr><td colspan="3">CONTENTS</td></tr>
<tr><td>BLOCK I: Comprehension of oral texts</td><td>Listening strategies: Discovering the unique flora and fauna in New Zealand explained in a conference.</td><td rowspan="4">Sociocultural and sociolinguistic aspects:
Participation: Encourage students to be eager to participate.
Inclusiveness: Working together regardless of students’ differences.
Realism: Trusting in science and mistrusting data not based on scientific research.
Communicative functions:
Comparing and contrasting both orally and written.
Presenting and discussing empirical facts.
Speaking about the unique wildlife in New Zealand.
Syntactic-discursive structures:
Introduction to defining and non-defining relative clauses.
Revision of relative pronouns.
Extension of prepositions in relative clauses: whom.
Vocabulary:
Introduction to vocabulary about science and technology.
Revision of technological devices and animals.
Extension of idioms of science and technology.
Pronunciation:
Segmental features: Consonant sounds: /ʃ/ /ʧ/ and /ʤ/.
Suprasegmental features: Silent letters.</td></tr>
<tr><td>BLOCK II: Production of oral texts</td><td>Speaking strategies: Comparing and contrasting two pictures using appropriate connectors.</td></tr>
<tr><td>BLOCK III: Comprehension of written texts</td><td>Reading strategies: Identifying the main idea of each paragraph in a scientific article.</td></tr>
<tr><td>BLOCK IV: Production of written texts</td><td>Writing strategies: Using connectors of contrast in a for and against essay.</td></tr>
<tr><td colspan="3">CROSS-CURRICULAR ELEMENTS</td></tr>
<tr><td colspan="2">Promotion of reading habits</td><td>Fostering students to read science magazines to find out about scientific research of a specific field.</td></tr>
<tr><td colspan="2">Audiovisual communication & ITC</td><td>Investigating and elaborating a project about New Zealand fauna throughout WebQuest.</td></tr>
</table>

Values	Learning all together despite differences: sharing opinions and perspectives.

RESOURCES	**TYPES OF LEARNING ACTIVITIES**
Whiteboards Conference Two pictures from New Zealand landscapes Scientific articles List of for and against connectors	Small group conversation Webquest Team project Brainstorming Match definitions with words

EVALUATION

EVALUATION

Specific learning outcomes

It is expected that students will be able to:

1. Construct more complex sentences by using relative clauses.
2. Group vocabulary of the unit in different areas: technology, science, expressions etc.
3. Identify silent letters and differentiate minimal pairs sounds: /ʃ/ /ʧ/ and /ʤ/.
4. Give importance to science and technology and being conscious of the unique flora and fauna in New Zealand.

Competences	**Achievement indicators**
1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Cultural awareness and expression	**Performance outcome 1. Competences (1):** • To construct a more complex speech using relative clauses both orally and in writing. **Performance outcome 2. Competences (1,2):** • To classify the vocabulary of the unit into different categories. **Performance outcome 3. Competences (1,6):** • To identify silent letters in English and to pronounce appropriately the consonant sounds /ʃ/ /ʧ/ and /ʤ/. **Performance outcome 4. Competences (2,3,5,7):** • To write a research project about the importance of science in teams.

<table>
<tr><td>UNIT: 10</td><td>“A feature of English that makes it different compared with all other languages is its global spread” David Crystal</td><td>4 Weeks</td></tr>
<tr><td colspan="3">CONTENTS</td></tr>
<tr><td>BLOCK I: Comprehension of oral texts</td><td>Listening strategies: Understanding what English as a global language implies.</td><td rowspan="4">Sociocultural and sociolinguistic aspects:
Globalization: Becoming aware of English as a global language.
Appreciation: Recognising a positive quality of each classmate.
Importance: Raise awareness of speaking English for their near future.
Communicative functions:
Making future plans.
Applying for a job and being prepare for a job interview in English.
Using a certain degree of humor in their oral speech.
Syntactic-discursive structures:
Introduction to the word order.
Revision of past, present, and future tenses.
Extension of exercises combining word order and all the tenses.
Vocabulary:
Introduction to vocabulary related to jobs and work.
Revision of professions.
Extension of expressions suitable for a cover letter.
Pronunciation:
Segmental features: Elision of /h/.
Suprasegmental features: Pitch and intonation.</td></tr>
<tr><td>BLOCK II: Production of oral texts</td><td>Speaking strategies: Talking about future plans for the summer.</td></tr>
<tr><td>BLOCK III: Comprehension of written texts</td><td>Reading strategies: Scanning a number of jobs offers and selecting the most suitable for each student.</td></tr>
<tr><td>BLOCK IV: Production of written texts</td><td>Writing strategies: Writing an application letter for a summer job.</td></tr>
<tr><td colspan="3">CROSS-CURRICULAR ELEMENTS</td></tr>
<tr><td colspan="2">Promotion of reading habits</td><td>Asking students to read at least two job offers in English at home, and later comment them in class.</td></tr>
<tr><td colspan="2">Audiovisual communication & ITC</td><td>Creating their own dictionary with the vocabulary they have learned throughout the units using Build Own Dictionary app.</td></tr>
</table>

<table>
<tr><td>Values</td><td colspan="2">Raising students' awareness of how English can increase their chances of getting a good job within their country or even abroad.</td></tr>
<tr><td colspan="2">RESOURCES</td><td>TYPES OF LEARNING ACTIVITIES</td></tr>
<tr><td colspan="2">Realia: Jobs offers
Build Own dictionary app
Video taken from https://www.youtube.com/watch?v=2q4DAu0x-zU
Model of an application letter</td><td>Class project
Info-transfer activity
Jeopardy
Hands-on tasks
True and false statements</td></tr>
<tr><td colspan="3">EVALUATION</td></tr>
<tr><td rowspan="3">EVALUATION</td><td>Specific learning outcomes</td><td colspan="2">It is expected that students will:
1. Demonstrate a good management of all syntactic-discursive structures learned throughout the academic year.
2. Create their own dictionary using an online resource: class project.
3. Repeat words and sentences out loud to practice the elision of /h/ and the appropriate intonation for each sentence.
4. Be aware of the importance of English, a language spoken globally.</td></tr>
<tr><td colspan="2">Competences</td><td>Achievement indicators</td></tr>
<tr><td colspan="2">1. Competence in Linguistic Communication
2. Mathematical competence and basic competence in Science and Technology
3. Digital competence
4. Learning-to-learn
5. Social and civic competences
6. Sense of initiative and entrepreneurship
7. Cultural awareness and expression</td><td>Performance outcome 1. Competences (1):
• To manage all the syntactic discursive structures learned throughout the academic year.
Performance outcome 2. Competences (1,3, 5):
• To create a whole-class dictionary using an online tool.
Performance outcome 3. Competences (1,4):
• To repeat sentences and words to practice the appropriate intonation of different phrases.
Performance outcome 4. Competences (5,7):
• To understand that English intercommunicate the entire world.</td></tr>
</table>

3.3 Underlying content organisational rationale

In this third section of the syllabus design I have explained how the contents of the English subject will be organised. As demonstrated above, each unit relates to each other. I have followed a cyclical process in a way that each unit revises contents from the previous ones. Moreover, all units have the same structure and length –except for two units which last four weeks. Concerning the topics, units of work deal with a quote, a famous figure, and a country where English is spoken. The aim is to make my students aware that English is a global language and to encourage them to respect and discover new cultures and traditions. At the same time, they are expected to reflect on the quotes selected and the lives of the famous figures. Moreover, I have chosen a great variety of materials and activities in order to catch students' attention and cover students' specific needs. I will work on the four skills in each unit, together with (supra)segmental features and values. All the activities encourage them to participate and use the language as a communicative tool, according to my teaching philosophy which is going to be explained below.

4.Teaching and learning resources

4.1 Teaching philosophy: principles and practices

The choice of a proper teaching approach is essential to achieve the educational objectives. Bearing in mind the characteristics of the group; I have decided to combine both **Communicative Language Teaching** and **Task-based approach** to attain learning outcomes.

Communicative Language teaching (henceforth referred as CLT), coined between the 1970s and 1980s, can be defined as an approach whose main focus is to strengthen the ***communicative competence***. Richards & Rodgers (1986) declared that the term *communicative competence* was coined by Hymes, and it refers to (1) the capacity to use the language with different intentions, and (2) the ability to adapt the language depending on the context, the conversational partners and purposes (e.g. formal and informal language, difference between written and spoken communication,

etc). Richards (2006) stated that it also concerns students' capacity of interacting with others through the foreign language though they may need to use communication strategies because of language limitations. Though there are several interpretations of CLT at the theoretical level, Spada (2007) claimed that the CLT is generally understood as a meaning-based approach which focuses on fluency rather than on accuracy. The idea of using the language for a communicative purpose may seem obvious, but it had been forgotten in previous approaches, such as in the grammar-translation method, which puts the emphasis on learning grammar rules and then apply them in controlled exercises and implies translating texts from the source language to the target language and vice versa. Taking the theoretical principles into account, Cerezal (1995) presented some of the activities that should be used in CLT:

- As opposed to the audiolingual method, dialogs should be used in a natural and spontaneous way, without memorising them.
- Role-plays are suitable activities because they raise awareness of social situations, intentions, moods etc.
- As far as possible, authentic material should be used to expose students to real language so they can later face *real world.*
- Richards (2006) suggested other activity types, such as opinion-sharing activities which require learners to relate experiences and express their beliefs, and information-transfer activities, which involve using the information given to present it in a different form.
- Richards (2006) stated that the emphasis is on pair and group work. In fact, the above-mentioned activities imply collaborative work.

As Richards & Rodgers (1986) stated, the learners' role in CLT differs from those in more traditional teaching language methods. The learner is the mediator between the individual, the learning progression and what is being learned, and a negotiator within the group and the action plan in class. Moreover, students are expected to participate and talk with each other and with the teacher actively. As far as teacher role is concerned, Breen and Candlin (as cited in Richards & Rogers, 1986) defended that the teacher has two main roles: (1) as a facilitator of the communication

among all the students in the classroom, and (2) as an impartial member within the learning-teaching group.

The term **task-based approach** was coined around the decade of the 1980s, developed by second language researchers and language professors (Van der Braden, 2007). In order to understand what task-based approach implies, we should first define a *task*. According to Willis (1996:23), a task is "an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome". A task gives more freedom to students to use the language functionally.

Once we have defined a task, we can define the task-based approach. This approach aims at engaging students to use the language with a specific purpose naturally and functionally (Lin, 2009). One of the most striking features of the task-based approach is that language must be used in **real context situations**, such as buying a ticket for a concert, planning a trip, or asking for places to visit in a new city. As Willis (1996) stated, a task-based lesson plan usually consists of three stages:

The first one is called *pre-task*, aimed at introducing the topic. In this part, the teacher will present the topic and catch the students' attention. Furthermore, the teacher must clearly explain to the students what they are required to do in the "task stage". If the level of the students is rather low, it may be necessary to introduce key vocabulary they will need later. This way, learners will activate their schemata.

The second stage is called the *task cycle* and it can be divided into three phases: the first one is the fulfilment of the task, in which students do the task in groups or pairs. The task aims to communicate, so mistakes will not penalise, and the teacher will supervise the task. In the second stage students must plan how they are going to tell their partners what they have done during the attainment of the task. The teacher can help with some doubts, and they are allowed to seek vocabulary or more information in the resources available. In the last stage, groups report the results to their classmates.

The last stage is called *post-task*, and it focuses on language. In this part, the teacher can highlight grammar patterns, enrich their vocabulary, or comment on some mistakes.

Bearing in mind these two approaches, I would like to clarify that my units of work have been designed in such a way that they combine both approaches. With respect to the organisation of lessons plans, they all have been divided into three stages, following somehow the model of the task-based approach. However, not all the activities designed are tasks, since my units of work include activities corresponding to the CLT approach, such as gap-filling and information-transfer activities. One of my main goals as a teacher is to promote students' participation and encourage them not to be afraid of making mistakes. In this sense, I see mistakes as an intrinsic consequence of second language acquisition, rather than as a lack of ability to fulfil an outcome.

If we analyse the role of the teacher in both approaches, we will realise that the teacher is the coordinator of the communication process, supporting students and motivating them. Under no circumstances will I speak or explain for the whole time of the class, because it will lead my students to assume passive roles in the classroom. Moreover, I will be the group manager and I will organise resources, clarify procedures, and oversee activities.

Furthermore, one of my objectives is to create a pleasant atmosphere within the classroom. For this purpose, I will promote group activities since I believe that working with peers creates strong relationships and fosters a friendly and supportive atmosphere in the class. Another advantage I see of both approaches is that they focus on real language and real contexts. Nevertheless, I acknowledge that planning lessons only with authentic material might be quite complicated for those students who do not have a high level of the second language. Thus, my lessons **combine both authentic and non-authentic material.**

To sum up, my teaching theory revolves around four fundamentals:

- **Leaning should be active**. I believe students learn a second language by making use of it. Thus, learners should be active participants in the classroom. For this reason, my units of work include engaging and catchy activities to give students opportunities to use the language in a great diversity of contexts.
- **Learning should be cooperative**. In my view, the aim of learning a second language is to be able to communicate effectively through it in real situations. It has

been proved that cooperative learning fosters communication skills and maximizes the learning outcomes of all students. Thus, my units of work encourage students to work together to accomplish a common goal, either in groups or pairs.

- **Learning should have a goal**. At the end of the course, students will be expected to master communicative and intercultural skills. On the one hand, they should enrich communication strategies that will help them to overcome language problems. On the other hand, my units of work deal with the concept of *Global English*. Thus, learners should develop intercultural competence, which involves showing tolerance and respect towards different cultures and ideas.
- **Learning should occur in a positive environment.** This does not mean that learning should be easy: to learn something new entails stepping out of your comfort zone. In my view, learning should be challenging, but a positive environment will motivate students to tackle difficulties and take risks. Furthermore, a pleasant and respectful atmosphere in class may raise students' confidence and self-esteem.

4.2 Materials selection and development

4.2.1 Materials to develop Listening and Reading skills

Receptive skills play a key role in the acquisition of a foreign language. Thus, teachers must be particularly careful when selecting the materials to develop listening and reading. From my perspective, learners must be exposed to comprehensible input, though this input should also be challenging. This brings me to **Krashen's Input Hypothesis (1985)** which states that students will better learn a language by receiving "comprehensible input" at a level slightly superior to their current level of the language ***(i+1)***. He argued that what is unknown ***(+1)*** would be deduced from the contextual information. Thus, I will always consider students' level of the language when selecting reading and listening tasks. Following my teaching philosophy, I believe that **authentic materials** may promote the development of listening and reading skills in an enjoyable atmosphere, such as Youtube videos, Ted Talks, or short extracts of books [see examples on annex I]. However, I consider that these extracts should be neither too long nor too complex since students tend to disconnect easily when their productive skills are not required in the task. This does not mean that students will not encounter language

difficulties. Harmer (2001) suggested some techniques to address language difficulties. Among them, he mentioned pre-teaching vocabulary in the case that students would not be able to comprehend the general idea because of these unknown words. In this sense, the pre-listening activity attached in annex II has been designed using this technique, and the video selected has been tried to fulfil the Comprehensible Input Hypothesis.

4.2.2 Materials to develop Speaking and Writing skills

According to Harmer (2007:265), "productive skills and receptive skills feed off each other in a number of ways". The more students listen to comprehensible input, the more structures and vocabulary they will gain to produce their output. This process also happens the other way around: learners' production of their own speech affects the process of second language acquisition. The same author proposes a methodological model to teach productive skills which can be divided into four steps: (1) *lead-in stage*, which is aimed at activating schemata and at engaging students; (2) *set the task*, where the teacher must explain what students are going to do; (3) *monitor the task*, where the teacher should walk around the class and support students' work; and (4) *task feedback*, where students are informed about how well they have done their work [see an example following this model on annex III].

With regard to speaking skills, I will encourage students to use the language naturally and spontaneously. Rather than having learners to learn by heart sentences and latter reproduce them in an oral test, I intend to make them understand that mistakes are an inherent part of learning and that they can speak in English even if their utterances are not perfectly constructed.

4.2.3 Materials for Vocabulary and Grammar

Grammar is necessary to learn where words can be used and what forms these words should take in sentences. The basis of my grammar lessons will be the **direct method**: (1) explaining a grammatical concept and (2) practising this grammatical concept through activities. However, I will also use the **inductive method**, where

students are required to deduce how the grammatical structure works just by reading numerous examples without a previous explanation from the teacher.

Regarding the materials to develop vocabulary, I am going to organise a whole-school-year project. The key point when learning vocabulary is to learn how to use them in real life. For this reason, not only will they create a **vocabulary box** but also work with pronunciation, spelling, and contextualisation of the lexicon in that box. The box aims to have a physical resource to review lexicon and expressions learned throughout the units of work. At the beginning of the academic year, I will explain the students the procedure. In class, when there are only a few minutes left and they have already finished the task –or maybe some of them have finished–, I will ask them to write a word or expression they have recently learned in a small piece of paper. I will collect all the papers and put them in the box. I will use the vocabulary box for warmer and cooler down activities [see annex IV to see examples of activities to practice vocabulary].

4.2.4 Materials for the technological environment

It is generally acknowledged that technological advancements have changed our lives in the last decades. Technology surrounds us: everywhere you go, you will always find a technological device being used. Our students are growing up with technology, and it has become an essential part of their daily lives. “Integrating technology into the classroom is a way to bring the outside world into the classroom” (Dudeney & Hockly, 2007, p.7) and thus rendering a life-oriented education. Nevertheless, other aspects should be taken into consideration when addressing the use of Information and Communication Technologies (ICT) in language teaching.

On the one hand, Windeatt, Hardisty & Eastment (2000) pointed out that technology provides a wide range of resources which would enrich our teaching. ICT offers immense possibilities, such as **accessing authentic materials** that strengthen students’ cultural awareness and accessing grammatical explanations or interactive exercises which could be effective in language teaching. Besides, ICT would benefit students’ learning because technological devices usually break the monotony of the class.

On the other hand, technology may present some drawbacks. As Teeler & Gray (2000:59) stated, "using the Net as a classroom tool intensifies the need for skilful classroom management and **poses new challenges**: challenges to facilitating interaction, to time management and planning". Besides, the Internet provides access to instant messaging applications, so learners can easily be distracted and chat with their peers instead of paying attention to the task. In other words, integrating technology into TEFL comes with some problems that teachers must know how to solve. In this sense, teachers must be trained in how to integrate them into their future teaching careers, and consequently:

> "Training centres must provide ESL/EFL teachers with ample instructions to develop their digital and media competences, so that they can promote active use of languages among students, motivate them towards learning, and help them become fully-prepared citizens of the 21st century" (Palacios-Hidalgo et al. 2020, p.54)

Bearing the above-mentioned issues into account, I firmly believe that ICT should be implemented into the classroom but at specific times and always by making sure that students are using it responsibly [see a list of ICT resources to be used on annex V]. To illustrate how I will use ICT material to create my own resources, I have designed two activities using the online platform Wordwall to check and help learners to understand a Youtube video about Leonardo Dicaprio Speech [see how the activities look like on annex V]

4.3 Motivation and discipline plan

4.3.1 Classroom rules

Classroom management skills are indispensable for accomplishing learning outcomes. However, the classroom rules set by teachers often range from establishing prohibitions in class to punishing those students who misbehave. In the following lines I am going to detail how I will set up my classroom expectations.

As Ross & Bondy (1993: 326) stated, "most research on classroom management focuses on how to control behaviour rather than on how to promote values and skills of

responsible citizenship". In other words, Ross & Bondy defended that encouraging our students to be **responsible citizens in class** is the key to success in classroom management. This does not mean that teachers should underestimate classroom management strategies that boost classroom order, but rather that teachers should create class order by encouraging our students to make responsible decisions based on values of citizenship. This is the philosophy I intend to follow as a teacher. Thus, I will not only specify the rules and routines I expect from them to follow, but also explain to them the rationale behind these rules and routines. To this aim, I have created a **student-teacher contract** containing my expectations as a teacher and a blank space to complete with them since I want students to get involved in the classroom rules [see it below on annex VI]. I will hand it out at the beginning of the year, so they will know what I expect from them from the very beginning. The contract must be signed by both parties.

Besides, I am aware of the importance of ***teaching*** **these rules and routines**. Boynton, M & Boynton, C (2005) argued that students assimilate what they are taught rather than what they are said. Bearing this in mind, I would not mind spending time teaching, re-teaching and enforcing rules and routines the first weeks of the academic year because, from my perspective, it is easier to implement and maintain appropriate behaviour than to change inappropriate one once it has become a routine. As evidence of this, Marzano, R.J., Marzano, J.S., & Pickering (2003:14) confirmed that "across the various grade levels the average number of disruptions in classes where rules and procedures were effectively implemented was 28 percentile points lower than the average number of disruptions in classes where that was not the case". My major goal is to prevent misbehaviour. Nevertheless, I am aware that prevention does not always occur, so I will apply some strategies when it is not the case. For instance, I will use rewards and negative consequences for appropriate and inappropriate behaviour respectively.

Lastly, I would like to remark the importance of moving around all the areas of the class to avoid students' disruptions. Boynton, M & Boynton, C (2005: 37) asserted that those areas frequently neglected by teachers are where most problems arise. This

idea leads me to believe that maintaining proximity can be a suitable strategy to maintain students' attention and keep them on task.

4.3.2 Extrinsic motivational techniques

Ryan & Deci (2000) described extrinsic motivation as the fulfilment of an activity that is done for the purpose of reaching a dissociate outcome. Then, an extrinsically motivated student is moved to do an activity for the results entailed with it rather than because of his/her own satisfaction. For example, a student who studies for an English exam only because he wants to avoid his parents' punishment is extrinsically motivated because he is studying to gain the external outcome of eluding parental sanctions. Regarding the techniques I will use to promote extrinsic motivation, I should mention praise, rewards, and punitive consequences. According to Bear, G., Slaughter, J., Mantz, L., & Farley-Ripple, E (2017), these three techniques are effective in tackling with students' behaviour and thus are basic in educational strategies.

On the one hand, I will use **verbal and non-verbal praise as well as rewards** to reinforce appropriate behaviour. Ratcliff, N., Jones, C., Costner, R., Savage-David, E., & Hunt, G (2011) argued that giving sincere praise to those students who are working effectively in front of the class should not be undervalued. For example, if a learner is working productively, I will use some catchy compliments such as "Keep up the good work" or "You are really working hard today". This kind of praise will have a beneficial effect not only on the student who is on task, but also on the rest of the class. By saying verbal compliments to those who are working, I will make the rest aware of what I really appreciate, so they may be more willing to change their behaviour. Besides, I will use non-verbal praise including thumbs up and the Ok gesture since they encourage students but do not interrupt the class.

On the other hand, I will use **punitive consequences and punishments** to those students who do not obey the rules and routines. I will use them in very specific situations because, in my view, they create an unpleasant atmosphere in class. For example, if a student is continually talking and interrupting the class, I will first use some verbal reprimands such as "please, stop talking because you are disrupting the

class". In the event that he does not change his behaviour after the verbal reprimands, I should punish him (e.g. keep him in during the break).

4.3.3 Intrinsic motivational techniques

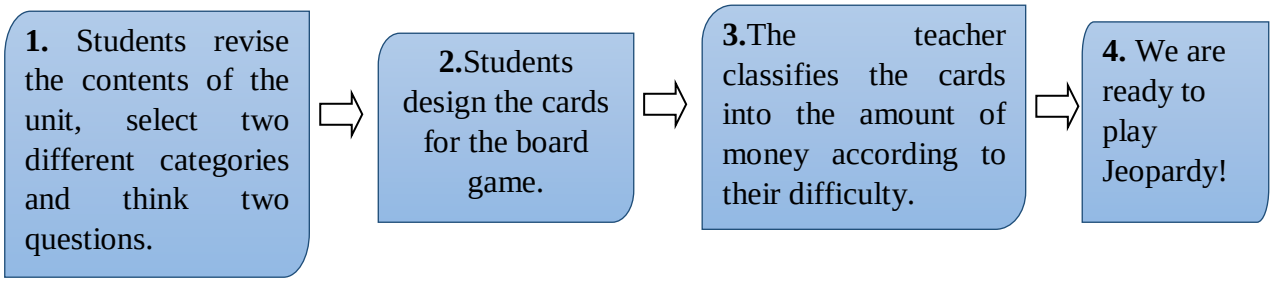
Bear, G., Slaughter, J., Mantz, L., & Farley-Ripple, E (2017:10) argued that "an emphasis on teachers' praise, rewards and punitive consequences may promote students' extrinsic motivation but stifles their intrinsic motivation for prosocial behaviour". Therefore, I will equally promote intrinsic motivation. Ryan & Deci (2000) defined intrinsic motivation as the attainment of an activity for its inherent gratification rather than for external consequences. Thus, an intrinsically motivated student is impelled to carry out a task for the challenge or satisfaction implied by the activity itself rather than because of external implications.

Promoting intrinsic motivation is not always an easy task. However, I believe it is highly important for learning success. Those students who are not intrinsically motivated will not learn effectively and may believe that learning English is meaningless. One of the techniques I will use to foster this motivation consists in creating a **whole-school-year project** with my students. In this case, I have decided to create our own board game: **the jeopardy**. It is a quiz competition in which the quizzes of the game are divided into different categories and "amounts of money" depending on the difficulty of each question; that is, the more difficult a question is, the more money it will be worth. The objective of the game is to win as much money as possible. Students will be divided into groups of four, so there will be six groups of four students each. The first group picks a category and a point value, the teacher picks a question and reads it. The group has one minute to answer the question. If the answer is correct, they are awarded the point value of the question. If the answer is incorrect, the question will be bounced to the next group. The teacher must record the amount of money of each group on the blackboard. At the end of the game, the teacher counts the money of each team, and the team with the highest amount of money is the winner.

There will be three different categories in our Jeopardy: vocabulary, grammar, and culture. Students will create the questions throughout the whole year, and we will

play the game at the end of each semester. More specifically, students will work in pairs at the end of each unit and they will have ten minutes to create two questions. The questions should be related to what we have been studying in the unit, so they can use the book to pick some ideas. They can choose the category of the question, but I will be the one who will classify them according to their difficulty, hence the amount of money that corresponds. In terms of materials, I will need one poster board, twelve envelopes, and a series of blank cards that students will complete with their questions and answers. Moreover, I have created a chart to provide my students with ideas of possible questions [see annex VII].

STEPS:



I will use this game to review grammar, vocabulary, and cultural facts that they will learn throughout the whole year. One of the main advantages of the game is that it allows the revision of different skills in a single game. Besides, students will learn not only while playing the game but also when preparing the questions. They will want to create the most difficult questions, so they will have to make an effort and think, for instance, a word that is tricky to spell for them. Thus, at the same time they are thinking about the challenges, they are learning them.

5. Catering for student diversity

5.1 Students diversity and the Spanish curriculum

The current legislation states that attention to diversity has to do with those students who need special adjustments in their learning process which differ from the ordinary ones. The R.D.1105/2014 (articles 9, 16 & 18, p.175, 181) distinguish three groups:

1. Students with special educational needs. This section involves:

- Students with a physical disability, such as visual / hearing / motor impairment.
- Mental disorders, for example Attention Deficit Hyperactivity Disorder (ADHD), Autism, Asperger Syndrome, etc.
- Serious behavioural disorder, such as anti-social behaviour.

2. Students with outstanding abilities. It refers to naturally gifted students. The R.D. 1105/2014 (article 9, p.176) declares that the Education Administrations are required to take specific measures to identify those students with outstanding abilities and thus appraise their needs at an early stage. Likewise, they are also expected to implement action plans and programmes of curricular enrichment in accordance with their needs, which will allow students to reach their fullest potential. For this reason, the schooling of these students will be flexible under the conditions stated by the current regulation. This flexibility might include both the acquisition of skills and contents of higher levels and the enlargement of contents and competences of the ongoing course.

3. Students of late entry into the educational system. Article 18 (p.181) of the R.D. 1105/2014 states that the education of those students who begin the education system once the school year has started will be adapted to their circumstances, knowledge, age, and academic background. The legislation in force presents two possible measures for them:

1. Those students who have limited Spanish proficiency will attend to a specific programme to reinforce their Spanish level. This programme will be performed simultaneously to their schooling in the ordinary groups, with whom they should share as much of their weekly schedule as possible to facilitate their integration.
2. Those students with a clear gap of more than two years in terms of their curricular competence will be enrolled in school in a course below the corresponding to their age. Support measures will be implemented to facilitate their integration and the redressing of their gap. In the event of overcoming the gap, the student would be replaced into the level corresponding to their age.

4. Students with personal issues or academic background. These students require specific support following impartiality and inclusion principles. The main

objective of attention to student diversity is to achieve an atmosphere of equality, where students are treated fairly and equally. To this end, teachers should promote the acceptance and respect of students' differences. These groups should be schooled in accordance with their characteristics, either integrating them into mainstream groups or in specialised programmes within a mainstream school.

Our legislation in force presents a range of opportunities to overcome potential difficulties that students may encounter. Schools are allowed to organise groups and subjects in a flexible manner and to implement the needed measures to address student's diversity. These measures consist of two types of adjustments:

- **Ordinary measures**, which are the ones applied to all students, and concern the adaptations of teaching methods and materials according to their specific needs.
- **Extraordinary measures**, which includes retaking an academic year, curricular diversifications, Social Guarantee Programmes and Meaningful Curricular Adaptations. The latter measure is designed for students who require the modification of: (1) contents; (2) objectives; and (3) assessment criteria of the ordinary curriculum. Before establishing a Meaningful Curricular Adaptation, the student should be assessed by a psycho-pedagogical test performed by the specialised guidance service. As the R.D 1105/2014 states, these curricular adaptations seek to maximise the development of students' skills.

5.2 Strategies for students with specific educational needs

A visually impaired student

Background information:

Her visual impairment is the result of a birth defect. Thus, she has grown up with the disability, which has led her to accept and better cope with it from the very beginning. She is not following any treatment, but she is used to employ the proper tools that make her life easier, both inside and outside the classroom. Her parents are also familiar with her disability, and they know whether she needs help or not. She is well integrated into the classroom because they have been working together since the beginning of CSE.

Characteristics:

- She has difficulty with reading, more specifically with reading aloud or with small font size. She is not able to follow the lines, so she may need extra time to read a text.
- Her ability to move around is limited because she has not spatial vision. Moreover, she is not able to determine whether an object is close or far from her.
- She cannot see objects which are at a certain distance from her.
- She is self-conscious about her condition; however, she shows anxiety when she is asked to participate in kinesthetic activities.

Intervention plan:

Ordinary measures:

- Appropriate seating is critical: As it has been explained, she is not able to see objects that are far away from her, and she has some difficulties with reading. Thus, she will be seated close to the blackboard in order to help her see what is written on it. In addition, I will always verbalise what I am writing on the board to make sure she is able to follow my instructions. Likewise, I will verbalise gestures whenever possible. For example, if I point to an object, I will always say the name of the object I am pointing.
- She can use the appropriate tools that will facilitate her learning, such as a magnifying glass and her voice-activated computer, which includes audio textbook. She may need to use headphones.
- I will make sure that there are no obstacles around the class, so she can move easily when it comes to kinesthetics' activities. If necessary, I will be her sighted guide in these kinds of activities, because I want to encourage her to participate in all classroom activities, even though I am aware some of them may be more difficult for her.
- I will hand her out large printed materials in order to facilitate her reading. I will use contrast, big font letters, and colours.

Extraordinary measures:

1. Objectives.

As it may take her longer to complete activities carried out in class, she will not be expected to complete the same amount of activities as the rest of the class.

2. Contents.

She does not need any adjustment in terms of content.

3. Assessment criteria.

She will be given extra time to complete assignments and exams. Since it may take her longer to finish activities carried out class, I will not take this into account when assessing her class performance.

6.Assessment and evaluation procedures

6.1 Principles and techniques

This section is aimed at providing an overview of the basic principles of assessment and evaluation, as well as the techniques I will use to assess students. Both evaluation and assessment play a central role in the teaching-learning process because they provide valuable data about what students have learned and measures the quality of the teachers' performance in educational contexts. Furthermore, they are useful techniques to **check students' progress** and to encourage them to take their learning seriously. Besides, I see evaluation and assessment as a way of **checking my efficiency as a teacher**. In my view, evaluation should be a continuous cycle of three stages: (1) collecting data of teaching-learning process, (2) interpreting data, (3) applying data to my way of teaching and to the students' way of learning with the aim of improvement.

Firstly, I would like to distinguish between assessment and evaluation. Assessment allows teachers to give feedback on knowledge, skills, attitudes, strengths and weaknesses in the learning process, whereas evaluation measures the quality of an outcome or work (Baehr, 2005). On the one hand, **assessment** provides details about the students' performance and informs the teacher how well students have assimilated a new concept. It is usually a non-graded process, where students tell the teacher which aspects they would like to reinforce, and teachers suggest how students' performance can be improved. On the other hand, Hernon & Dugan (2009) explained that the **evaluation** refers to judging to what extent students have understood an idea, and it

entails the assignment of grades. Evaluation determines whether general learning outcomes were met or not. Thus, they are two distinct techniques but complementary and necessary in education.

There are three types of assessment: a) **diagnostic assessment**. This has to do with measuring the prior knowledge of students at the beginning of the academic year b) **formative assessment**. Mark points out that at this stage, "not only does the teacher assess the learners' progress, but he also assesses his own teaching" (2014, p. 46), in other words, it is an ongoing assessment of the students' learning and teachers' practice.; and c) **summative assessment**. It determines what students have learned during a specific period of time, and it is usually a formal process.

I will use both **summative** and **formative** assessment during my work. Marks (2014) argues that when summative assessment predominates, the teacher may realise that learners have not understood what he/she had been explaining in previous sessions in the final exam, so there may be no time to *re-teach* the concepts. Thus, I will use formative assessment techniques to prevent potential misunderstandings. Furthermore, I am going to individualise assessment by using a wide range of techniques such as self and peer assessment, portfolios, and compulsory tests, and I will keep a balance between formal and informal evaluation. The classroom assessment techniques I will use are:

1. Self and peer assessment. As stated in the Common European Framework of Reference for Language [CEFR] (2001:192):

> "The main potential for self-assessment, however, is in its use as a tool for motivation and awareness raising helping learners to appreciate their strengths, recognise their weaknesses and orient their learning more effectively".

Self-assessment techniques can be done both formally and informally. **Written quizzes** are one of the techniques most used in self-assessment. Maíz (2008) asserts that anonymous written quizzes are beneficial: not only do they foster the students' development of learning to learn competence, but also reveal students' weaknesses and strengths. Thus, the teacher can decide whether to go back on a specific point if students have not grasped it properly. Indeed, Maíz (2008) proves that students are more

objective and sincere on condition of anonymity. She proposes to complement these written quizzes with a group discussion in L2 [see an example of an anonymous questionnaire for the third unit on annex VIII].

2. Classroom portfolios. A portfolio is a collection of work selected by the learners to assess their performance and improve it according to the established criteria. Saeed, Tahir & Latif (2018) commented that one of the advantages of portfolios is that they gather information about students' performance by means of a longitudinal observation. In other words, portfolios reveal the students' progress on the language proficiency which could not be analysed through regular tests.

3. The "One-minute Paper". This technique, proposed by Angelo and Cross (1993, p.147), consists in stopping the class a few minutes early and asking one or two questions to students. The questions must concern the content that has been recently explained or any other specific issue the teacher wants to evaluate. Students should write their answers on index cards. It is a simple and quick technique to collect students' feedback and to measure to what extent students master a concept and determine if any changes are needed.

One-minute paper

1. What was the most useful or the most meaningful thing you have learned in today's session?

_____

2.What questions that you have from today's class remain unanswered? What is least clear to you?

_____

Adapted from Angelo & Cross (1993, p.147)

6.2 Assessment criteria and assessable learning standards.

This section presents the general assessment criteria stated in the curriculum in force. The information has been taken from D.48/2015 (pp.173,178) and the RD.1105/2014 (pp.430,435).

BLOCK I. COMPREHENSION OF ORAL TEXT.

1. Assessment criteria

Understand the general meaning and specific details when listening spoken texts. They must be well-structured and expressed through voice or by technical means. Oral texts must be articulated at medium speed, in any register (e.g. formal, informal or neutral). Texts will deal with general and day-to day topics, or learners' interests in the personal, popular, educational, and work areas. The acoustic circumstances cannot distort the message and students are allowed to listen to the message again.

Use suitable strategies to identify main ideas and relevant details from an audio. Know socio-cultural and sociolinguistic aspects for the comprehension of the tasks.

Recognise the communicative functions of a text, and the discursive structures related to the organization, expansion and re-structuring of information.

Use the knowledge about syntactic and discursive patterns common in oral communication to understand a text, and their connotations (e.g. an exclamative structure to express surprise).

Recognise common oral lexicon related to everyday topics or to students' interests. Identify some expressions and idioms with the help of the context or visual support.

Differentiate commonly used sound, accent, rhythmic and intonation structures.

2.Assessable learning standards

1. Recognises general and specific ideas from recorded or spoken messages. Messages should be well-articulated, and they may provide instructions, indications or other information.

2. Understands the messages in daily activities (e.g. in parks, supermarkets, hotels, public transport etc.), or less common activities when details can be confirmed (e.g. in a pharmacy, in a taxi etc.)

3. Understands what two or more interlocutors are saying in both formal and informal conversations.

4. Understands, in a formal conversation or interview relevant information relating academic or professional activities, provided that he/she can ask for repetition, reformulation, or explanation.

5. Identifies the main idea and significant aspects of news, presentations, advertisements, series and films, in a standard variety of language with the help of visual support.

BLOCK II: PRODUCTION OF ORAL TEXTS

1.**Assessment criteria**

Produce short or medium length texts, both in face-to-face conversations and on the phone or by other technical means, in a formal, neutral or informal register. Hesitations and pauses are allowed.

Know and apply suitable strategies to deliver short or medium-length monologues or dialogues with a simple and clear structure. He/she may use simple definitions of those elements whom name is unknown, and he/she can start again with a new strategy in case of communicative misunderstandings.

Modify the production of oral interactions based on socio-cultural knowledge.

Apply the functions required for each communicative purpose; use common discursive structures to start and end a text; organise the information, summarize it or give more details.

Manage, though with mother-tongue influences, a wide range of syntactic patterns, and choose the right components of textual cohesion to organise a discourse effectively.

Employ common oral lexicon of ordinary topics related to one's own interest, studies and employment, and some expressions and idioms.

Pronounce and modulate the voices in a clear manner, though they may need to repeat unusual words. Mistakes are allowed in articulation as long as it does not disrupt communication.

Speak with enough fluency so that the message can be understood.

2.**Assessable learning standards**

1. Delivers short, well-structured presentations on academic or occupational topics. He/she is allowed to use visual aids and to rehearse before presenting. Information must be organised in a coherent way.

2. Manages everyday situations that may happen on a trip or stay abroad; is able to request information, help or directions, and submits a complaint in an appropriate manner.

3.Takes parts in informal conversations by any medium (e.g. face to face or telephone) on day-to-day issues, in which he/she exchanges information, gives opinions and describes facts.

4. Participates in a formal conversation, interview and meeting where he/she exchanges relevant information, asks for instructions, and justifies his/her view.

BLOCK III: COMPREHENSION OF WRITTEN TEXTS

1.Assessment criteria

Identify essential information and important details both in printed and digital texts, with short or medium length. Texts can be written in a formal, informal or neutral register and deal with every day or less usual topic.

Apply the sociolinguistic features related to life (activities of academic and professional spheres), interpersonal relations, and social protocols to understand a text.

Distinguish the most relevant communicative functions of a text as well as frequently used discursive structures which determine how a text should be organised.

Recognise common written lexicon related to everyday matters or related to one's own interests, studies and occupations, and some expressions and idioms when the context facilitates understanding.

Know the main formatting, typographical, orthographic and punctuation rules, as well as abbreviations and symbols and their meanings.

2.Assessable learning standards

1. Identifies relevant information concerning the use of devices and software, and understands written texts related to security activities and rules for cohabitation (e.g. visiting a museum or at a social event).

2. Understands relevant ideas of advertisements and clearly structured communications related to personal, academic or professional issues (e.g. scholarships or job offers); and comprehends personal correspondence in any medium including online forums or blogs.

4. Understands the structure of letters or e-mails in a formal register and can react accordingly (e.g. he/she may be asked for a motivation letter).

5. Finds specific information in well-structured journalistic texts; recognises significant ideas from informative and argumentative texts as long as he/she can re-read the complex sections.

6. Understands specific information on web pages and other sources (e.g. dictionaries or presentations) of topics concerning academic or professional issues.

7. In fiction and literary texts, he/she understands the plot of them.

BLOCK IV: PRODUCTION OF WRITTEN TEXTS

1. Assessment criteria

Write short or medium length texts in any format (paper or electronic), which must be appropriately structured, and may address issues of personal interest. Texts should be written in a formal, neutral or informal tone, and should employ a vast range of expressions and vocabulary.

Know and apply appropriate methods to produce written texts, e.g. by paraphrasing information from other texts with similar characteristics, or by writing drafts.

Employ the functions required by the communicative purpose using appropriate vocabulary and the discursive structures to start and finish a written composition.

Manage, though with mother-tongue influences, a great diversity of syntactic structures. Organise an essay using the appropriate elements of coherence and textual cohesion.

Know and use appropriate lexicon about every day and general matters and some expressions and idioms. Use spelling, punctuation and formatting conventions with accuracy. In electronic format, correct spelling mistakes and follow the codes of the Internet (e.g. abbreviations).

2. Assessable learning standards

1. Fill in a questionnaire with personal, academic or professional information (e.g. to apply for a scholarship).

2. Writes his/her curriculum vitae in electronic format.

3. Writes notes, advertisements, and brief comments in any medium conveying information and opinions and following the conventions established.

4. Writes short and simple reports giving information about a particular situation and its context; narrates events in a linear sequence; and explains in a simple way the reasons behind actions.

5. Describes past experiences and feelings in blogs, social media and forums. Details facts connected with his/her previous experiences in his/her life.

6. Writes a formal answer to public or private institutions, with the aim of requesting or providing information or make a complaint.

6.3 Marking and feedback

This subject is based on **continuous assessment**, which means that I will not only assess the contents demanded by the task itself, but also the knowledge that has been taught before. In this sense, the final exams of each term will enclose the contents of the term as well as the contents that have been explained in previous terms. Besides, I will consider grammar and vocabulary, reading, listening, speaking, writing, attitude, and a portfolio.

- There will be two formal exams per term: one mid-term exam and one final exam. These exams will evaluate grammar and vocabulary, listening, writing, and reading.
- Concerning speaking skill, it will be evaluated using non-formal formative assessment. There will not be speaking exams given the number of students per class. However, learners will be evaluated based on their oral participation in the lessons and taking into account both formal and informal tasks: group discussions, class discussions, debates, presentations, etc. As far as correction criteria are concerned, I will evaluate grammar accuracy, fluency, pronunciation, vocabulary, and oral interactions [see the table on annex IX].
- With regard to writing skills, students will write, at least, one paper per unit at home. Students will hand in a portfolio collecting all their written works at the end of each term. They must include the initial and the final version of their compositions (taking my feedback into account). As far as correction criteria are concerned, I will evaluate the structure, grammar accuracy, lexicon, and originality [see the table below on annex IX].
- The listening and reading skills will be evaluated through the mid-term and the final exam; though students will practice these skills in each unit of work.
- Students' participation and attitude in the classes will equally be considered in their final mark. Students' attitude encompasses several aspects: work in and out of the classroom, relationship with their peers, punctuality, showing interest in the English language, and willingness to learn something new every day.

The following table summarizes the **percentages** for each item:

FORMATIVE EVALUATION (50%)	**Portfolio- 15%**	Collecting all their compositions.
	Attitude- 15%	Participation, work in and out of the class, relationship with peers, works to be submitted, etc.
	Speaking-15%	Debates, individual or group presentations, audio files recorded at home, group discussions, games, etc.
	Jeopardy- 5%	Implication and results of the game Jeopardy.
SUMMATIVE EVALUATION (50%)	**Written exams**	Grammar and Vocabulary- 20%.
	Mid-term exam (25%)	Reading-10%.
		Listening-10%.
	Final exam (25%)	Writing-10%.

Students and family members will be clearly informed of the parameters and percentages of each item assessed.

6.4 Assessment procedure rationale

In this sixth section of my syllabus I have detailed the procedures to assess my students. Firstly, I have provided an overview of the assessment plan I intend to follow, including the basic principles of evaluation and some techniques I will use to assess my students, such as the classroom portfolio and the "one-minute paper". In the second section I have specified the general assessment criteria stated in the curriculum in force for students in fourth grade of CSE. Finally, the last subsection details all the aspects that will be considered in order to evaluate students, together with the percentages of each item that will conform the final mark in the subject.

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8. Annexes

ANNEX I. UNIT OF WORK

<table>
<tr><td>UNIT: 3</td><td>“Be yourself, everyone else is already taken” Oscar Wilde</td><td>3 Weeks</td></tr>
<tr><td colspan="3">CONTENTS</td></tr>
<tr><td>BLOCK I:
Comprehension of oral texts</td><td>Listening strategies: Identifying general meaning and specific ideas in videos.</td><td rowspan="4">Sociocultural and sociolinguistic aspects:
• Motivation: Promoting enthusiasm towards the foreign language.
• Integration: Working with partners and constructing a group spirit.
• Awareness: Being aware of the cultural differences between students’ own culture and Irish culture.
Communicative functions:
• Expressing opinion.
• Asking for opinion
• Showing understanding to different viewpoints.
Syntactic-discursive structures:
• Introduction to past perfect simple.
• Revision of past tense and past participle of irregular verbs.
• Extension of the differences between past perfect simple, past continuous, and past simple.
Vocabulary:
• Introduction to educational vocabulary.
• Revision of crime vocabulary
• Extension of collocations related to education
Pronunciation:
• Segmental features: Differences between /i/ and /i:/ sounds.
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<tr><td>BLOCK II:
Production of oral texts</td><td>Speaking strategies: Giving opinion using different structures.</td></tr>
<tr><td>BLOCK III:
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Production of written texts</td><td>Writing strategies: Applying collaborative writing and self-correction.</td></tr>
<tr><td colspan="3">CROSS-CURRICULAR ELEMENTS</td></tr>
<tr><td colspan="2">Promotion of reading habits</td><td>Encouraging students to read authentic material: “The portrait of Dorian Gray”</td></tr>
</table>

Audiovisual communication & IT	Differentiating between authentic and fake news on the Internet.

Values	Believing in your ideas and respecting other's opinion.

RESOURCES	**TYPES OF LEARNING ACTIVITIES**
Padlet, white boards, radio files, textbooks, videos from Internet, kahoot, teacher-made handouts, blank cards, pictures, adaptation of "The portrait of Dorian Gray", poster boards, board game: counters and dice, blackboard, laptops.	Team project, role-playing, gap-filling activities, board games, jigsaw reading, group discussions, comprehension questions, role-play debate, true or false statements, individual writing, collaborative writing, true or false statements, group competitions, pass the buck, "blockbuster game", crosswords, bingo competition.

EVALUATION

EVALUATION

Specific learning outcomes	***It is expected that students will:*** 1. Use past perfect simple in an appropriate context. 2. Employ a wide range of vocabulary when talking about education. 3-Distinguish minimal pairs containing /i/ and /i:/ sounds. 4. Demonstrate understanding and respect towards Irish culture and distinguish between fake and real news.

Competences	**Achievement indicators**
8. Competence in Linguistic Communication 9. Mathematical competence and basic competence in Science and Technology 10. Digital competence 11. Learning-to-learn 12. Social and civic competences 13. Sense of initiative and entrepreneurship 14. Cultural awareness and expression	**Performance outcome 1. Competences (1):** • To conjugate verbs in past adequately depending on the context. **Performance outcome 2. Competences (1,4,7):** • To identify vocabulary about education used in a video and further guess the meaning by the context. **Performance outcome 3. Competences (1):** • To be able to pronounce properly /i/ and /i:/ sounds in minimal pairs and tongue twisters. **Performance outcome 4. Competences (1,3,5,7):** • To comprehend Irish cultural aspects and to understand what stereotypes are.

LEARNING ACTIVITIES & TEACHING METHODS					
Unit 3 **Lesson No:1**	**Date: 21/10/2019**	**Time: 9:25-10:15**	**Class: 4th Year of Secondary Education**	**Length of lesson: 50 minutes**	**No. Of students: 24**
Learning activities/tasks	ACTIVITY: Pre-reading activity Aims: To introduce the main topics of the unit: Oscar Wilde and Ireland Time: 10 minutes Interaction type: General discussion Resources: Oscar Wilde's picture and projector Procedures: I will start the lesson by reading the following quote: "Be yourself, everyone else is already taken" Oscar Wilde. I will ask my students what they think about the quote, their feelings, and we will talk about the importance of being yourself and respect each other. Once we have finished with the discussion of the quote, I will ask my students about Oscar Wilde. Taking advantage of the resources, I will project an image of Oscar Wilde. At this point, I will ask them about the writer. Some of the questions may be: What do you know about Oscar Wilde? Is he a writer or an actor? Where is he from? What do you know about Ireland? Do you know any stereotypes of it? Have you ever heard about *The Picture of Dorian Gray?* If any of them has an idea of what the book is about, I will let him or her talk. If none of them knows about it, I will narrate a brief summary, covering all the crucial plot points of it. ACTIVITY: Jigsaw reading Aims: To read the first part of an adaptation of the novel *The Picture of Dorian Gray*				

	Time: 20 minutes Interaction type: Individual and questions and answers in pairs Resources: Teacher-made handouts [see them below] Procedure: Students will be divided into two groups. Group A will be given PART 1 of the story and questions for PART 2. Group B will be given PART 2 of the story and questions for PART 1. In the first ten minutes, students read their sections carefully and take notes in their notebooks. After that, each student will pair up with someone from the other group. Group A will ask questions for PART 2, and group B will answer them (reading their own notes, not the text). Group A needs to copy the answer in their notebook. Once they have finished, they do it the other way around. Students specific needs: She will be given a different handout with bigger letters, so she will be able to read it. ACTIVITY: Correction of the questions Aims: To make sure they have properly understood the text. Time: 10 minutes Interaction type: Group discussion- Oral interaction Procedure: Once they have finished, students should come back to their seats. In this activity, we will correct the questions. I will read the questions one by one, and they will answer them orally. Questions for part 1 will be answered by team B, and questions for part 2 will be answered by team A. This way of correcting the activity allows me to identify the major problems for understanding the text. At the end, I will ask for any questions, either vocabulary or grammatical features. Besides, I will check understanding of the highlighted words in the text by giving my students a few more examples.

	ACTIVITY: Post-reading activity Aims: To check understanding of the highlighted words and to use them in an appropriate context. Time: 10 minutes Interaction type: Writing activity individually. Procedure: Once they have properly understood the text and the meaning of the highlighted words, students are required to write five different sentences using them in an appropriate context. We will not have time to read every sentence from each student, but I will pick some volunteers and ask them to read their own sentences.

MATERIALS FOR LESSON 1:

The Artist
HANDOUT 1- GROUP A

'I have put too much of myself into this painting.'

Through the open windows of the room came the rich scent of summer flowers. Lord Henry Wotton lay back in his chair and smoked his cigarette. Beyond the ~~soft~~ sounds of the garden he could just hear the noise of London.

WORDS	SYNONYMS
Lay back	Recline/ sit
exhibit	Show/ expose
Look like	resemble
replied	answered
trouble	difficulties
pretend	act

In the centre of the room there was a portrait of a very beautiful young man, and in front of it stood the artist himself, Basil Hallward.

'It's your best work, Basil, the best portrait that you've ever painted,' said Lord Henry lazily. 'You must send it to the best art gallery in London.'

'No,' Basil said slowly. 'No, I won't send it anywhere.' Lord Henry was surprised. 'But my dear Basil, why not?' he asked. 'What strange people you artists are! You want to be famous, but then you're not happy when you *are* famous. It's bad when people talk about you - but it's much worse when they *don't* talk about you.'

'I know you'll laugh at me,' replied Basil, 'but I can't exhibit the picture in an art gallery. I've put too much of myself into it.'

Lord Henry laughed. 'Too much of yourself into it! You don't look like him at all. He has a fair and beautiful face. And you - well, you look intelligent, of course, but with your strong face and black hair, you are not beautiful.' 'You don't understand me, Harry,' replied Basil. (Lord Henry's friends always called him Harry.) 'Of course I'm not like him,' Basil continued. 'In fact, I prefer not to be beautiful. Dorian Gray's beautiful face will perhaps bring him danger and trouble.'

'Dorian Gray? Is that his name?' asked Lord Henry. 'Yes. But I didn't want to tell you.'

'Why not?'

'Oh, I can't explain,' said Basil. 'When I like people a lot, I never tell their names to my other friends. I love secrets, that's all.'

'Of course,' agreed his friend. 'Life is much more exciting when you have secrets. For example, I never know where my wife is, and my wife never knows what I'm doing. When we meet - and we do meet sometimes - we tell each other crazy stories, and we pretend that they're true.'

'You pretend all the time, Harry,' said Basil. 'I think that you're probably a very good husband, but you like to hide your true feelings.'

'Oh, don't be so serious, Basil,' smiled Lord Henry. 'Let's go into the garden.'

QUESTIONS FOR PART TWO:

-Where are the two characters sitting?

-What is the real reason of not wanting to exhibit Dorian Gray's portrait in the art gallery?

-What is the secret of Basil's heart?

-What did Basil feel when he saw Dorian Gray for the first time? Where did they meet?

-How often does he see him? Why?

HANDOUT 2-GROUP B

In the garden the leaves shone in the sunlight, and the flowers moved gently in the summer wind. The two young men sat on a long seat under the shadow of a tall tree.

'Before I go,' said Lord Henry, 'you must answer my question, Basil. Why won't you exhibit Dorian Gray's portrait in an art gallery?' He looked at his friend and smiled. 'Please give me the *real* reason, now. Not the answer that you gave me before.'

'Harry, when an artist feels strongly about a portrait, it becomes a portrait of himself, not of the sitter. The artist paints the face and body of the sitter, but in fact he shows his own feelings. The reason why I won't exhibit this portrait is because I'm afraid it shows the secret of my heart.'

Lord Henry laughed. 'And what *is* this secret of your heart?'

His friend was silent. Lord Henry picked a flower and looked at it with interest.

'Two months ago,' Basil said at last, 'I was at a party at Lady Brandon's house. I was talking to friends when I realized that someone was watching me. I saw Dorian Gray for the first time. We looked at each other, and I felt a sudden, very strong fear. I felt that this person could change my life . . . could bring me happiness - and unhappiness. Later, Lady Brandon introduced us. We laughed at something that she said and became friends at once.'

He stopped. Lord Henry smiled. 'Tell me more,' he said. 'How often do you see him?'

'Every day,' answered Basil. 'I'm not happy if I don't see him every day — he's necessary to my life;'

'But I thought you only cared about your art,' said Lord Henry.

WORDS	SYNONYMS
exhibit	Show/expose
sitter	servant
picked	taked
sudden	instantaneous
Cared about	Have feelings for/ adore

QUESTIONS FOR PART ONE:

-What was in the centre of the room?

-What did Lord Henry say when he saw the portrait?

-At first, why did Basil refuse to exhibit the picture?

-What is the name of the man in the picture?

-Basil didn’t want to tell Lord Henry his name…why?

LEARNING ACTIVITIES & TEACHING METHODS					
Unit 3 **Lesson No:2**	**Date: 22/10/2019**	**Time: 10:20-11:10**	**Class: 4th Year of Secondary Education**	**Length of lesson: 50 minutes**	**No. Of students: 24**
Learning activities/tasks	ACTIVITY: Spanish stereotypes Aims: To catch students' attention, and to connect their previous experiences with the topic. Resources: Picture of Spanish stereotypes and teacher-made handout [see handout below] Time: 10 minutes Interaction type: Groups of 4, and further exchange of ideas among the teacher and students. Procedures: I will start the lesson by asking my students the following question: Do you believe in stereotypes? Can you think of any Spanish stereotypes? After a brief discussion, I will divide the class in groups of four. The class is arranged in rows, and each row is divided into small groups of four. Therefore, there is no need of moving chairs and tables, they can work with their partners sitting next to them. I will hand out one copy of each picture, and they will discuss orally the questions I have written below [see them below]. They have five minutes to talk in groups. Meanwhile, I will be walking around and monitoring the activity, I will also take notes of some interesting ideas and grammar mistakes. After that, they will share their ideas, I will guide the conversation. If I heard some common mistakes, I will correct them by rephrasing the sentences correctly. Specific student needs: I will be writing some of the ideas mentioned by my students in the blackboard. I will write them bigger enough so she can read it. Furthermore, I will print one handout bigger than the other ones, so she will be able to read the stereotypes.				

	ACTIVITY: TOP 10 IRISH STEREOTYPES Aims: To learn about Irish stereotypes and to identify specific information in a monologue. Resources: Video from YouTube (link: https://www.youtube.com/watch?v=xmAoCEjXtJc), handout and projector. Time: 25 minutes Interaction type: Individual work Procedures: Firstly, I will hand out the exercises I have prepared [see them below]. After that, I will give them two minutes to read the first exercise, and I will project the video. They must complete the sentences and order them in the same order they are mentioned in the video. We will correct this first exercise before watching the video again. Thus, I will make sure they all students understand the main idea of the video. Then, we will watch the video again and they must answer the questions of exercise two. These questions ask for specific information, so they might be a bit difficult for my students. Therefore, I will give them the chance to listen again in the case they need it. Specific student needs: She will use her special computer and headphones. This way she can also pay attention to non-verbal communication, which is valuable. ACTIVITY: POSTER "IRISH STEREOTYPES"

Aims: To reinforce the content learned in the previous activity.

Resources: Six poster boards (one for each group)

Time: 15 minutes

Interaction type: Group activity.

Procedures: Students will work in group of four, the same groups of the first activity. Groups must create their own poster containing Ireland stereotypes. Each poster must contain a brief explanation, and creativity will be valued. I, as a teacher, will give them some ideas: drawing a map, drawing a leprechaun etc

MATERIALS FOR LESSON 2:

SPANISH STEREOTYPES:

1. Look at the following Spanish stereotypes and answer the questions below in groups.

-What is your opinion about these stereotypes? Do you think they are true?

-Have you ever danced flamenco?

-Have you ever been to a bullfight? Did you enjoy it?

-Do you take a nap every day?

-Can you think of other clichés about Spanish people?

TOP 10 IRISH STEREOTYPES:

Exercise 1: Watch the video about "TOP 10 IRISH STEREOTYPES". Read the sentences below. Fill in the blanks and order them according to the video.

The _____ hair. (orange)

We all know _____ from _____. Not everyone is from Cork. (Paddy/ Cork)

All Irish people are _____or _____. (drunk/ drink)

Are _____ real? (leprechauns)

Do all Irish people _____ their horses to school and to work? (ride)

The weather is always _____. (bad)

Are all Irish people ginger, _____ and tall? (freckly)

Irish people eat _____ all the time. (potatoes)

_____ Ireland is a part of Ireland. (Northern)

Everybody speaks in this paddy, Hollywood-inspired _____. (accent)

Exercise 2. Watch the video again and answer the questions below.

1. How long does it take to get from Dublin to Cork?
2. What does he say about the stereotype: "All Irish people are drunks"? Do you think he is just kidding?
3. Does everyone have a horse in Ireland?
4. Why does he mention Americans when talking about stereotype number five?
5. Does he give his opinion about Northern Ireland? Why?

LEARNING ACTIVITIES & TEACHING METHODS					
Unit 3 **Lesson No:3**	**Date: 24/10/2019**	**Time: 12:20-13:10**	**Class: 4th Year of Secondary education**	**Length of lesson: 50minutes**	**No. Of students: 24**
Learning activities/tasks	ACTIVITY: Pre-speaking activity Aims: To connect the topic with their previous experiences, and to learn different phases to express their opinion. Resources: Video from Youtube (link: https://www.youtube.com/watch?v=YNcrdVml4hU) Time: 15 minutes Interaction type: Group discussion and individual work Procedures: I will start the lesson by writing this statement in the blackboard: "Final exams in school should be cancelled". I will ask their opinion about this controversial topic, and I will encourage them to participate in the discussion. While they are talking, I will write down in my notebook the phrases they use to express their opinion. It is highly probable that they will use the simplest expressions, such as "I think that", "I don't think that" or "In my opinion". Once they run out of ideas, I will comment what I have noticed in the discussion, and I will introduce the aim of the session, that is, to learn a wide variety of phrases to express opinions. After that, students will listen to the conversation of the video. I will tell them that they need to write down in their notebook as many phrases of expressing opinions as they listen in the video. In this exercise, attention will focus on the expressions used in the video, rather than on the conversation itself. After that, we will correct the expressions and I will explain the meaning of each one by means of examples. I will write down in the blackboard all of them. Specific student needs: Since the important of the video is to listen different expressions and non-verbal communication is				

	not important, there is no need to adapt this activity. ACTIVITY: Speaking activity. Debate in groups of six Aims: To practice the expressions learned in the previous activity, and to develop critical thinking. Resources: Teacher-made handout which includes the rules for the debate and six different roles. Time: 10 minutes Interaction type: Group debate Procedures: Students will be divided into groups of six, so there will be four groups. I have designed a role-play debate about the topic we will have already discussed in the first activity: "Final exams in schools should be cancelled" [see it below]. There are six different roles. I will hand out six cards to each group, each card contains a different role. Therefore, there will be four groups discussing about the same topic. They must debate about the topic for 10 minutes. I will be acting as a facilitator, so I will be available whenever they need me. They can also ask me any question for vocabulary. I will encourage them to use the expressions learned in the previous activity. ACTIVITY: Class debate Aims: To put the expressions learned into practice, and to improve the skill of speaking. Resources: Cards containing their roles Time: 25 minutes

	Interaction type: Classroom debate, and group discussion Procedures: Now, students with the same role will work together and will be one team. Therefore, there will be six groups of four students each. I will explain them that we are going to do a class debate, so they need to present arguments supporting their ideas. Besides, the debate will be competition. Teams will score points if they follow the rules, or the team can also be penalised if they don't respect the rules [see the rules below]. Once I have explained the activity, I will give them a few minutes to prepare the arguments, and we will start the debate, which should be around 15 minutes. I will be the facilitator and mediator in the debate, and I will also record the points of each team. At the end of the debate, I will announce the winning team.

MATERIALS FOR LESSON 3:

Answer key YoutubeVideo: Personally / I'm sure that / In my opinion / It is definitely/ To be honest/ I prefer/ What do you think? / I have to say that / I agree / You can't be serious/ I don't think that right /

A few more expressions I will suggest: It seems to me that/ in my view/ what is your opinion about…? /what are your feelings about…? / The way I see it is that…/ What are your feelings about…? / What's your view on…?/ What are your thoughts on…?

RULES FOR THE DEBATE:

- ✓ The team wins two points for each well-explained argument.
- ✓ Repeated arguments will not score points, but you may need them to reinforce your ideas.
- ✓ The team wins two points for each different expression used to give an opinion.
- ✓ The team loses one point if they interrupt their opponents.
- ✓ The team loses one point for whispering among the group components while another classmate is talking.
- ✓ You must raise your hand for each intervention.
- ✓ Each team should participate at least 4 times. Each member of the group must speak at least once.

Teacher- FOR	Teacher-AGAINST	Student-FOR
You are a physical-education teacher. You have previous experience with continuous evaluation method, and it really worked in your subject. You believe that final exams don't demonstrate students' knowledge.	You are a serious history teacher. You believe in traditional teaching method. There are plenty of key dates of world history that are important to memorise, such as the Gunpowder Plot or the day William Shakespeare was born. It seems to you that the best way to know if your students have memorised these moments are exams.	You are a responsible student who study every day. When you have a final exam, you feel under too much pressure, and you know you don't do your best. Your academic results could be much better if you were evaluated by different methods, such as oral presentations or projects.
Mother-FOR	Headmaster of the school-FOR	Father-AGAINST
You are the mother of a high school student who has suffered from stress and anxiety because of final exams. You have seen your daughter crying the night before an exam, even though she had been studying during the whole academic year.	You are the one who will propose this new measure. You want to listen different opinions, but you honestly believe that this method will ameliorate academic results because students will get more involved more in projects.	You are the father of a lazy student who only studies for the exams because you force him. You think that without exams, your son won't pay attention in class and won't learn that much.

LEARNING ACTIVITIES & TEACHING METHODS					
Unit 3 **Lesson No: 4**	**Date:25/10/2019**	**Time: 9:25-10:15**	**Class: 4th Grade of Secondary Education**	**Length of lesson: 50 minutes**	**No. Of students: 24**
Learning activities/tasks	ACTIVITY: Warm-up activity Aims: To introduce the topic and to speak about personal experiences Resources: Table with statements [see it below] Time: 10 minutes Interaction type: Individual work and pairs conversations Procedures: I will start the lesson by asking their opinion about using mobile devices in class. The previous lesson was about giving opinion, so I will encourage them to use different expressions learned before. Then, I will hand out a copy of the attached table, and I will tell them to complete it [see it below]. They must make the statements true for them. Once they have completed, I will ask them to discuss in pairs. I will work around and monitor the activity. After that, I will establish a class discussion. I will read them one by one, and I will ask randomly one student if he or she has already done it or not. We will briefly discuss each statement. I will also pay attention to the vocabulary needed: if they are talking and they don`t know how to express an idea, I will help them and write the key vocabulary that may arise in the blackboard, so they can use it in their papers.				

	ACTIVITY: Teacher explanation Aims: To read an example of an opinion essay, and to learn how to write it. Resources: Example of an opinion essay from British Council [see it below] (Link: https://learnenglishteens.britishcouncil.org/sites/teens/files/an_opinion_essay_-_essay.pdf) Time: 15 minutes Interaction type: Reading aloud and teacher explanation followed by a round of questions if they need them. Procedures: Firstly, I will tell them that we will learn how to write an opinion essay in this session. Then, students will read aloud the example I will project on the blackboard. I will ask for volunteers for reading, and if there are no volunteers, I will decide who is going to read. After that, I will explain the main points of an opinion essay. In the example selected, phases for expressing opinion and connectors were already highlighted. However, I considered also important to explain the structure they must follow. For this reason, I have adapted it and I have added a column next to the text, containing the body parts of an opinion essay. Specific student needs: I will hand her out a copy of the opinion essay I will project on the blackboard. ACTIVITY: Writing Aims: To individually write an opinion essay Time: 25 minutes Interaction type: Individual work Procedures: They must write their own opinion essay. I will tell them they can use some of the ideas we have commented in the warm-up activity. I will monitor the activity. At the end of the lesson, they will hand in their writings, and I will mark them considering connectors, sequence of ideas, arguments, and vocabulary

MATERIALS FOR LESSON 4:

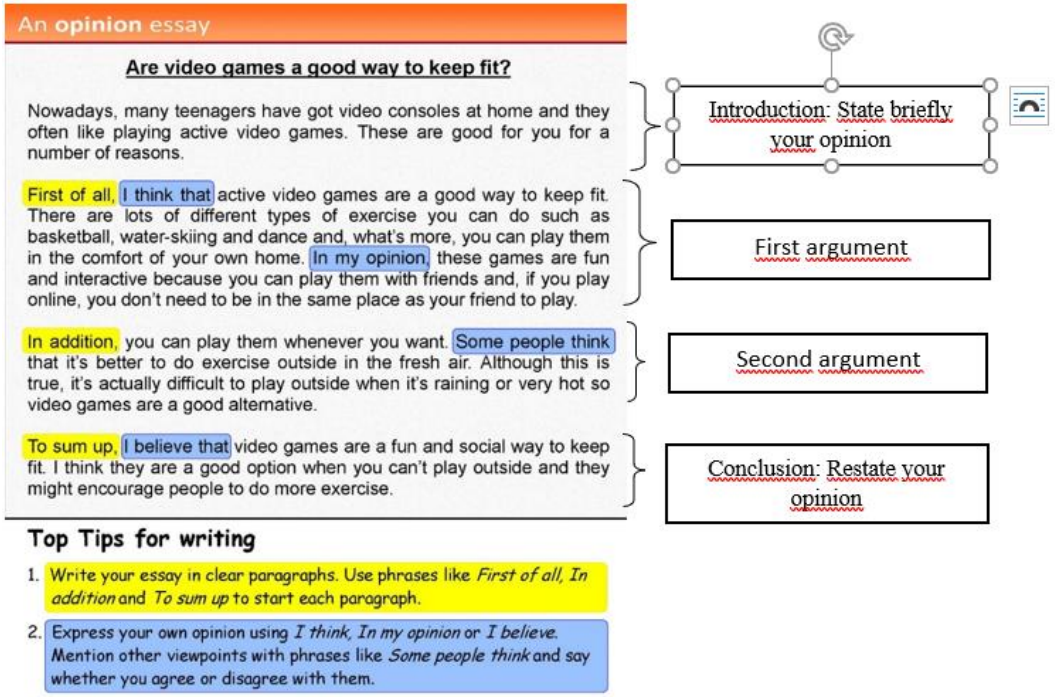
WARM-UP ACTIVITY:

Read these statements and tick true or false. Make the answers true for you.

Discuss each statement with the person next to you.

STATEMENT	TRUE/ FALSE
I have already used mobile devices during the lesson with the permission of the teacher.	
I have used my mobile phone in class without the permission of my teacher	
When I'm studying, I turn off my mobile phones because I am easily distracted.	
I have wasted more than an hour of the time I was supposed to be studying because I got distracted by social media.	
Internet has help me a lot to gather information for an academic paper.	
If I don't understand one of a course contents of a subject, I usually search further explanation on Internet.	

EXAMPLE OF AN OPINION ESSAY:



(Adapted from British Council, 2014)

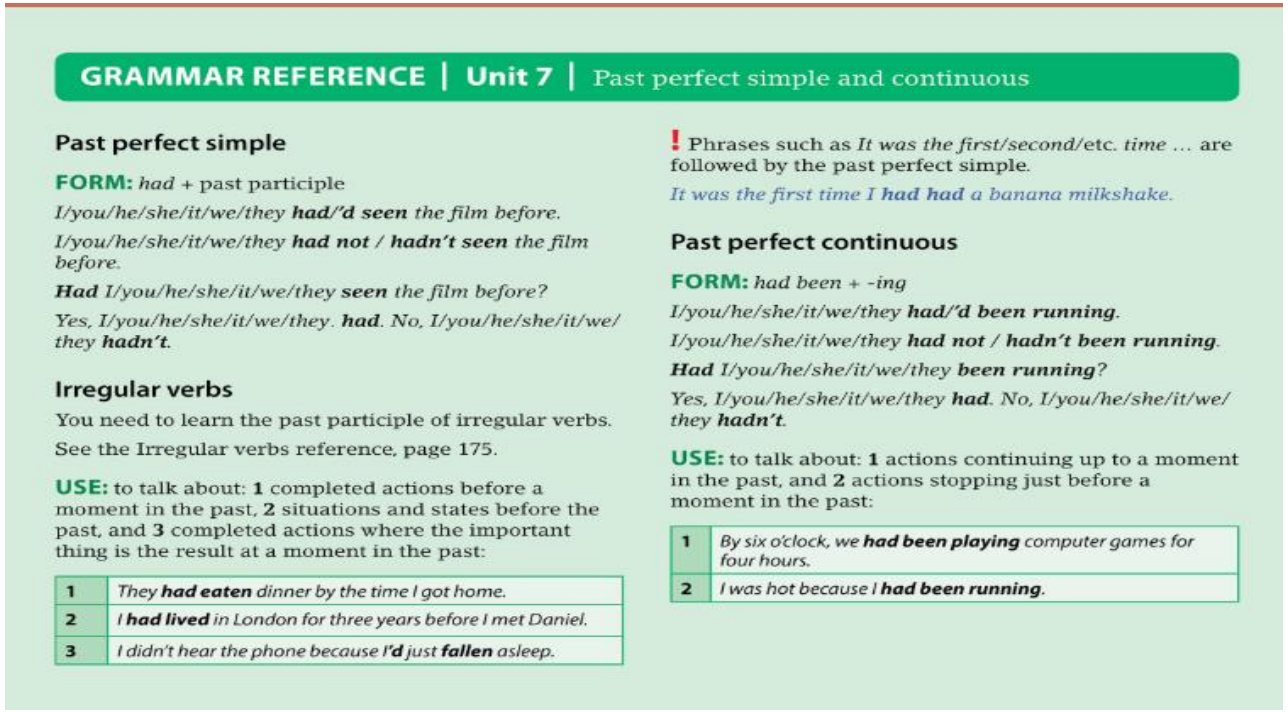
LEARNING ACTIVITIES & TEACHING METHODS					
Unit 3 **Lesson No:5**	**Date: 28/10/2019**	**Time: 9:25-10:15**	**Class: 4th Grade of Secondary Education**	**Length of lesson:50 minutes**	**No. Of students: 24**
Learning activities/tasks	ACTIVITY: Warm up activity Aims: To revise irregular verbs. Resources: Blackboard Time: 10 minutes Interaction type: Group competition Procedures: I will divide the students into four teams. I will choose the teams: the criteria for dividing them will be based on how they are seated, so there is no need of moving chairs and table. Students choose a name for their teams. I will divide the blackboard into four, and one student of each team should come in front of the blackboard. Then, I will explain the game. I will tell the four students who have come to the blackboard the base form of an irregular verb, and they should draw the action of the verb in the space on the blackboard. They can only draw, writing is forbidden. Their classmates should guess the verb they are drawing. Once their teams have pronounced the right verb, the students in the blackboard will write the base form of the verb, the past tense and past participle. The first team who writes the three columns correctly score one point. Spelling mistakes are not allowed. We should repeat the activity at least six times, so all the students will have the opportunity to draw in the blackboard. Specific student needs: She will be sitting next to the blackboard, so she will be able to see what their partners are drawing.				

	ACTIVITY: Grammar Explanation Aims: To introduce Past Perfect Simple and to explain when we use it Resources: Grammar reference from Textbook *Optimise B1 Student Book Macmillan* (p. 154) Time: 15 min Interaction type: Teacher's explanation Procedures: Firstly, I will write on the blackboard the following sentence: "The thieves had escaped before the police arrived". Then, I will ask them which action they think was first. I will ask them if they know which verb tense is "had already escaped". Then, I will hand out a copy of the grammar reference [see it below]. I will particularly pay attention to section "Use". I will provide a few more examples, and I will ask them if they can think different ones. For the moment, I will not pay attention to Past Perfect Continuous, though I will use it at the end of the lesson to introduce the difference between the two verb tenses. Specific student needs: I will not only write the introduction sentence, but also verbalise it, so she can listen it. ACTIVITY: "Pass the buck" Aims: To practise Past Perfect Simple and to learn how to work under pressure. Resources: A bell and small papers with one sentence each to complete[2] Time: 25 minutes Interaction type: Individual activity Procedures: I have 24 small papers, and each paper contains one sentence that students must complete using Past Perfect

[2] Some sentences have been taken from https://www.perfect-english-grammar.com/support-files/past_perfect_simple_form_positive_and_negative.pdf

	Simple (either affirmative or negative, sentences need to make sense). All the sentences are numbered, so they must also pay attention to it. I will tell my students to take out their notebooks and write from number one to twenty-four. I will explain the activity: I will give to each student one sentence, and they have 30 seconds to copy it in their notebooks completed (using Past Perfect Simple). After 30 seconds, I will ring the bell. Then, they must "pass the buck" to the peer next to them; that is, they must pass the sentence they have, even if they haven't finished. Now, they have a new sentence, so they must do the same: write it completed in their notebook (in the correct number). We will repeat the procedure until all the students will have done all the sentences. After that, we will correct all the sentences. Specific student needs: I will give her a paper with all the sentences written in an appropriate size that she can read them. Thus, she will look the number of the sentences in the small papers with a magnifying glass, but she will read the entire sentence from her handout.

MATERIALS FOR LESSON 5:



GRAMMAR REFERENCE | Unit 7 | Past perfect simple and continuous

Past perfect simple

FORM: *had* + past participle

I/you/he/she/it/we/they ***had/'d seen*** *the film before.*

I/you/he/she/it/we/they ***had not / hadn't seen*** *the film before.*

Had *I/you/he/she/it/we/they* ***seen*** *the film before?*

Yes, I/you/he/she/it/we/they. ***had****. No, I/you/he/she/it/we/they* ***hadn't****.*

Irregular verbs

You need to learn the past participle of irregular verbs.

See the Irregular verbs reference, page 175.

USE: to talk about: **1** completed actions before a moment in the past, **2** situations and states before the past, and **3** completed actions where the important thing is the result at a moment in the past:

1	*They* ***had eaten*** *dinner by the time I got home.*
2	*I* ***had lived*** *in London for three years before I met Daniel.*
3	*I didn't hear the phone because* ***I'd*** *just* ***fallen*** *asleep.*

! Phrases such as *It was the first/second/*etc. *time …* are followed by the past perfect simple.

It was the first time I ***had had*** *a banana milkshake.*

Past perfect continuous

FORM: *had been + -ing*

I/you/he/she/it/we/they ***had/'d been running****.*

I/you/he/she/it/we/they ***had not / hadn't been running****.*

Had *I/you/he/she/it/we/they* ***been running****?*

Yes, I/you/he/she/it/we/they ***had****. No, I/you/he/she/it/we/they* ***hadn't****.*

USE: to talk about: **1** actions continuing up to a moment in the past, and **2** actions stopping just before a moment in the past:

1	*By six o'clock, we* ***had been playing*** *computer games for four hours.*
2	*I was hot because I* ***had been running****.*

Taken from textbook *Optimise B1 Student Book Macmillan* (p. 154)

1. When I arrived at the cinema, the film _____ (start).

2. She _____ (live) in China before she went to Thailand.

3. After they _____ (eat) the shellfish, they began to feel sick.

4. If you _____ (listen) to me, you would have got the job.

5. Julie didn't arrive until after I _____ (leave).

6. When we _____ (finish) dinner, we went out.

7. The garden was dead because it _____ (be) dry all summer.

8. He _____ (meet) her before somewhere.

9. We were late for the plane because we _____ (forgot)our passports.

10. She told me that she _____ (study) a lot before the exam.

11. The grass was yellow because it _____ (not / rain) all summer.

12. The lights went off because we _____ (not / pay) the electricity bill.

13. The children _____ (not / do) their homework, so they were in trouble.

14. They _____ (not / eat) so we went to a restaurant.

15. We couldn't go into the concert because we _____ (not / bring) our tickets.

16. She said that she _____ (not / visit) the UK before.

17. Julie and Anne _____ (not / meet) before the party.

18. I _____ (not / have) breakfast when he arrived.

19. He _____ (not / use) email before, so I showed him how to use it.

20. You _____ (not / study) for the test, so you were very nervous.

21. After Mark _____ (finish) his homework, she went to lunch.

22.After he _____(move), I read her notebook.

23. They _____(meet) before the party.

24. The train _____ (left) by the time I arrived to the train station.

<table>
<tr><td colspan="6">LEARNING ACTIVITIES & TEACHING METHODS</td></tr>
<tr><td>Unit 3

Lesson No:6</td><td>Date:29/10/2019</td><td>Time: 10:20-11:10</td><td>Class: 4th Grade of Secondary Education</td><td>Length of lesson: 50 minutes</td><td>No. Of students: 24</td></tr>
<tr><td>Learning activities/tasks</td><td colspan="5">ACTIVITY: Pre-reading activity

Aims: To introduce the topic, and to pre-teach vocabulary that will appear in the reading.

Resources: Hand-out with questions and vocabulary exercise

Time: 10 minutes

Interaction type: Class discussion and individual work

Procedures: Firstly, I will introduce the topic, and we will have a class discussion. I will use some questions to guide the discussion, though different issues may arise [see the questions below]. I will ask them if they know where Halloween came from, and I will explain them that this tradition relates to the country of our unit, Ireland, and we are going to discover why by reading a text. Then, I will hand out an exercise with key words. They must match the words with the definitions [see it below]. We will correct this exercise before reading the text.

ACTIVITY: While-reading activity

Aims: To discover the origins of Halloween, to maintain their attention while reading longer texts.

Resources: The origins of Halloween text[3]</td></tr>
</table>

[3] The text has been adapted from https://learnenglish.britishcouncil.org/general-english/magazine/halloween

	Time: 20 minutes Interaction type: Students will read on their own Procedures: I will hand out the text. I will tell them that the text is uncomplete (words highlighted in yellow) so they need to complete it using the words from exercise 1. I believe this is a way to keep my student focused on what they are reading. I will give then 15 minutes to read it and complete. Then, we will correct it, and I will ask them if there is something they don't understand. Specific student needs: She will use her computer to read the text (I will send it in digital format) ACTIVITY: Post-reading activity Aims: To check understanding of the text, to learn how to work under pressure, to use digital devices Resources: Kahoot and desktop computers. Time: 20 minutes Procedures: I have designed a Kahoot with reading comprehension questions [see it below]. Students can use their computers since this class will be taught in a *digital classroom*. We will play Kahoot. At the end of the game, I will review the hardest questions. Specific student needs: I will project the game on the blackboard. Moreover, I will read aloud the questions and the possible answers, so she doesn't need to read them, just listen.

MATERIALS FOR LESSON 6:

Warm-up questions:

-Do you celebrate Halloween?

-How people celebrate this festivity in your country?

- Is there any similar festivity in your country?

-Do you believe in ghosts?

-Do you know where Halloween tradition come from?

-Do you know that the origins of Halloween are related to Ireland?

Exercice 1. Match the words with the definitions:

1. To carve
2. AD
3. Fancy dress
4. To knock
5. Harvest
6. Punishment

a) To repeatedly hit something, producing a noise

b) It is often used to describe special clothes that you wear for a party where everyone dresses as a particular type of character or think

c) The time of the year when crops are cut and collected from the field.

d) something that happens to you when you do something wrong.

e) “Anno Domini”, which means after Jesus Christ was born

f) to cut with care or precision

The origins of Halloween

If you think of Halloween, you probably think of scary ~~carved~~ pumpkins, all kinds of (fancy dress) and children asking for sweets. And if you think of a country that celebrates Halloween, you probably think of the United States first. ~~Americans and Canadians have adopted Halloween in a big way, but~~ However, Halloween traditions actually come from 16th-century Ireland, Scotland and England.

The tradition of Halloween on 31 October comes from the ancient Celtic festival of Samhain. Samhain was the Celtic New Year and they celebrated it on 1 November because that was the end of summer and (harvest) time (life) and the beginning of winter (death). It was also the time for ghosts to return to earth for a day. People lit a big fire, wore special clothes made of animal skin and hoped to be safe from the ghosts and the winter. In (AD) 609, the Catholic Church put the Christian celebration of All Saints Day on 1 November. In AD 1000, the church added All Souls Day on 2 November, and All Hallows Eve – or Halloween – moved to the night of the 31st.

Pumpkins

The Celts (carved) faces into vegetables like turnips, potatoes and squash (a pumpkin is a kind of squash) to scare the ghosts and other spirits […]. It was sometimes called a jack-o'-lantern because of an Irish story about a man, Jack. He played a trick on the devil and then had to walk the earth for all time as a (punishment). Irish people who came to live in the moved to the United States in the 1800s found pumpkins much easier to carve, and the tradition became the one we see today.

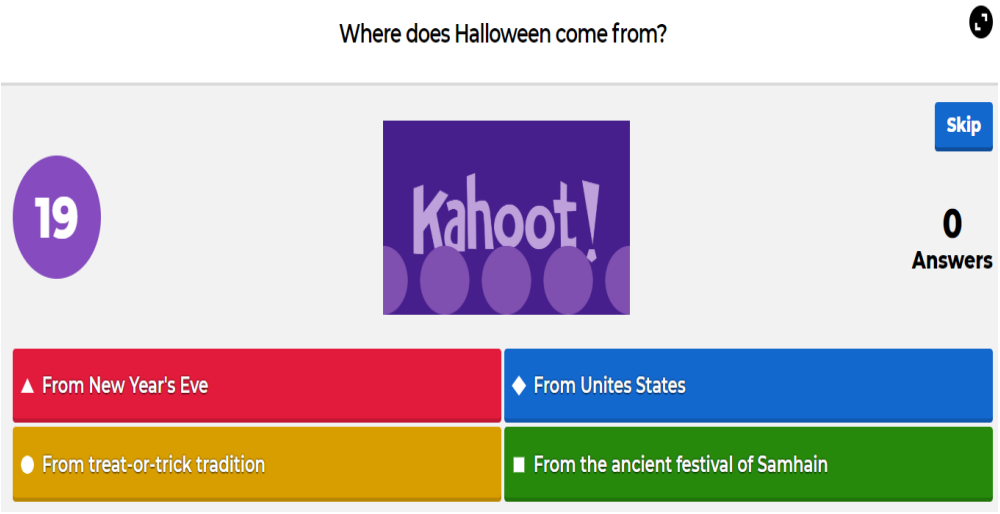
Fancy dress

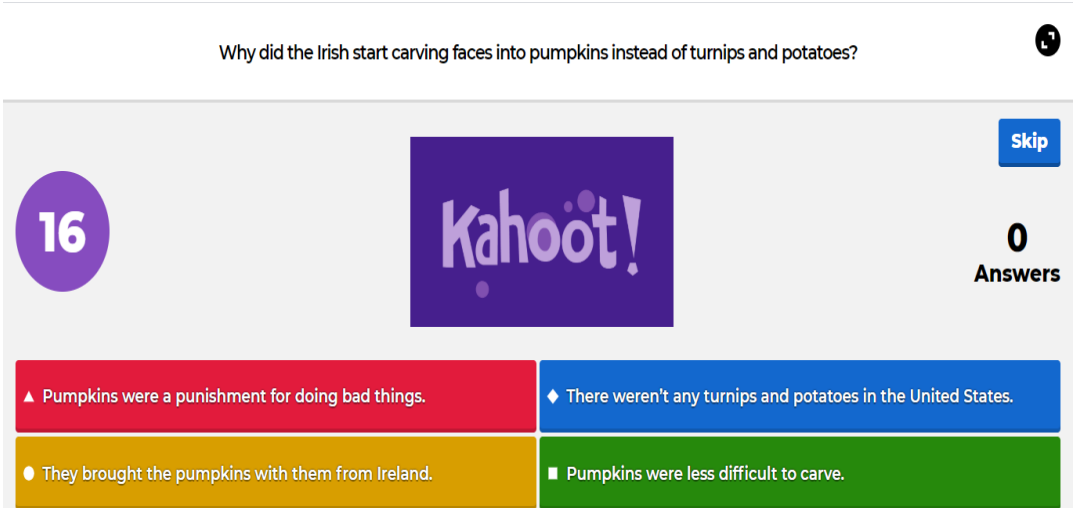
The Celts were afraid of the ghosts that came on Samhain. If they went outside after dark, they covered their faces with masks […].

Trick or treat

This ~~is another~~ tradition ~~that~~ began ~~in Europe, this time~~ in England. When the church introduced All Souls Day, rich people gave poor people 'soul cakes', a small cake made with spices and raisins […]. The Americans kept the tradition, but today children knock on people's doors and ask for sweets. Going trick or treating is so popular that a quarter of the sweets for the year in the United States are sold for this one day. […].

Kahoot:


Where does Halloween come from?
19
Kahoot!
Skip
0
Answers
▲ From New Year's Eve
◆ From Unites States
● From treat-or-trick tradition
■ From the ancient festival of Samhain


Why did the Irish start carving faces into pumpkins instead of turnips and potatoes?
16
Kahoot!
Skip
0
Answers
▲ Pumpkins were a punishment for doing bad things.
◆ There weren't any turnips and potatoes in the United States.
● They brought the pumpkins with them from Ireland.
■ Pumpkins were less difficult to carve.

For the ancient Celts, winter started on...

17

Skip

0
Answers

▲ 1st November

◆ 31th October

● 2nd November

■ The last day of August

Why did Celtics wear special clothes and masks this day?

18

Skip

0
Answers

▲ Because they were afraid of the ghost

◆ Because it was time to celebrate

● Because they were having fun

■ Because it was the end of summer

What happened on All Souls Day?
18
Skip
0
Answers
Poor people asked for food
Rich people gave a cake to poor people
Children knocked on people's doors
They ate pumpkins

What do children ask for in "trick or treat"?
19
Skip
0
Answers
Cakes
Money
Sweets
Pumpkins

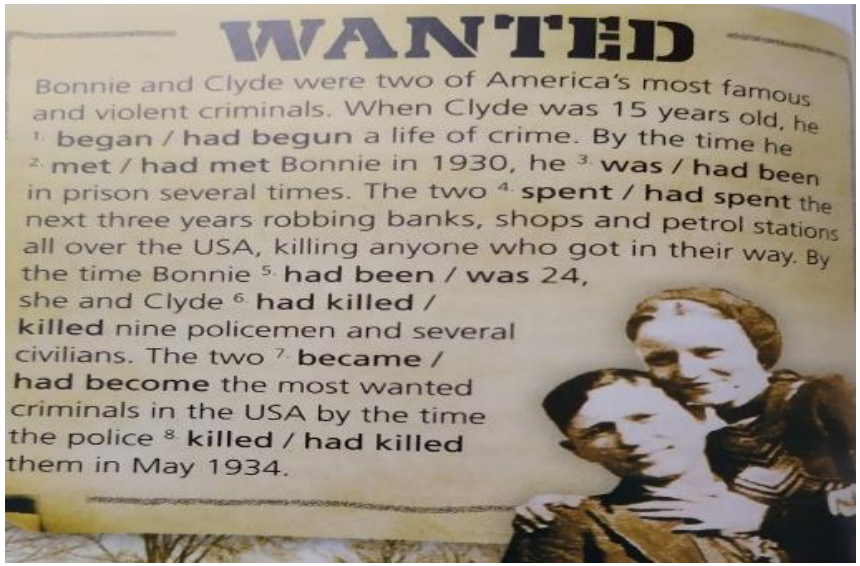
LEARNING ACTIVITIES & TEACHING METHODS					
Unit 3 **Lesson No:7**	**Date: 4/11/2019**	**Time: 9:25-10:15**	**Class: 4th Grade of Secondary Education**	**Length of lesson: 50 minutes**	**No. Of students: 24 students**
Learning activities/tasks	ACTIVITY: Warm-up activity Aims: To review Past Perfect Simple Resources: Activity from *Real English ESO* [see picture below] Time: 10 minutes Interaction type: Individual work Procedures: I will hand out a copy of the activity to each one. They must complete it, and we will check it orally.				

	ACTIVITY: Board game activity Aims: To reinforce grammar tenses, specifically Past Perfect Simple and Past Simple in particular. To review crime vocabulary. Resources: Board game, dice, counters, and answer key Time: 30 minutes Interaction type: Group competition Procedures: I will explain my students that we will play a board game. I have created it by adapting some activities from the book *Real English Eso 4 (Marks & Addison, 2010:36-37).* Students will be divided into groups of 6, and each group will play in a different board. One student of each group will be the "teacher" and "moderator". I will ask for a volunteer from each team, and the volunteer will be the "teacher". If there is no volunteer in one group, I will choose it. I will give to "teachers" a copy of the answer key and the rules [see it below] "Teachers" must explain the rules to the players of their group, and they will check if the answers are correct or not. Furthermore, they will monitor the activity, and they will make sure that all the students are speaking in English while playing, using expressions such as "It's your turn", "Whose turn is it?" or "Move the counter". I will monitor the game, I will walk around and move from each group to another, helping the "teachers" whenever they need it. I will hand out a copy of the board game to each group, and they will play for around 30 minutes [see the board game, rules and answer key below] Student specific need: She may not be able to read the challenges because they are too small. Therefore, the "teacher" will read them for her. The "teacher" should also move her counter.

	ACTIVITY: Cooler game Aims: To use Past Perfect Simple when talking about their past experiences. Time: 10 minutes Interaction type: Individual writing Procedures: Students must write a short description of an anecdote in the past (4-5 lines). I will tell them that they can just invent it, or it can be real. Descriptions must at least include two verbs conjugated in Past Perfect Simple. I will give them around 6 minutes. After that, some of them will read aloud their anecdotes, and the rest of the class should guess if the story is true or not.

MATERIALS FOR LESSON 7:

Warm-up activity:



WANTED

Bonnie and Clyde were two of America's most famous and violent criminals. When Clyde was 15 years old, he [1] **began / had begun** a life of crime. By the time he [2] **met / had met** Bonnie in 1930, he [3] **was / had been** in prison several times. The two [4] **spent / had spent** the next three years robbing banks, shops and petrol stations all over the USA, killing anyone who got in their way. By the time Bonnie [5] **had been / was** 24, she and Clyde [6] **had killed / killed** nine policemen and several civilians. The two [7] **became / had become** the most wanted criminals in the USA by the time the police [8] **killed / had killed** them in May 1934.

Activity from *Real English ESO (Marks & Addison, 2010:36-37)*

Board Game on page below:

1 START	2 The robber forgot his mask. Several people saw his face. Why did the police find the thief easily?	3 The hijacker…. (surrender) after a passenger….(take) his gun	4 Tom …. anything wrong before, so he was shocked. (not do)	5 Before all this happened, Tom … that identity theft was a very common problem. (not realise)
6 When do we use Past Perfect Simple?	7 GO BACK 3 SPACES	8 Cathy left her homework at home. The teacher asked Cathy for her homework. Why was the teacher angry?	9 What hadn't you known before your started using this book?	10 Think of a past event. Use Past Perfect Simple in a sentence. Make it true for you.
11 The burglar/ escape/ by the time/ they call/ the police	12 After he …looking at the computer, the policeman arrested Tom. (finish)	13 ….the burglar….(go) by the time you…(arrived) home?	14 Bruce forgot his girlfriend's birthday. He didn't buy her a present. Why was Bruce's girlfriend upset?	15 What had you learned to do by the time you were 10 years old?
16 Then the policeman checked to see if Tom …. Any other driving laws in the past. (break)	17 I ….(check) the Windows after I….(lock) the front door.	18 GO BACK 2 SPACES	19 His bicycle …(not be) in the garage. Thieves (steal) it.	20 Everyone ate dinner. Then Larry arrived. Why didn't Larry get any food?
21 When / the man/ come out of/ the supermarket/ someone/ steal/ his car	22 He ….(climb) through the window after they …(turn off) the lights.	23 Patricia was very tired. She went to bed. Why didn't Patricia hear the burglar?	24 Before/ steal the motorbike/ the woman/ commit/ another crime	25 Think of a past event. Use Past Perfect Simple in a sentence. Make it true for you.

26 Tom didn't know that a criminal … his identitiy and committed the crimes using his name. (steal)	27 The computed showed that Tom….(commit) several serious crimes in the past.	28 LOSE ONE TURN	29 What had you already done by the time you left home this morning?	30 FINISH

RULES:

1. Each student has his own counter.
2. Place the counters in the square "Start"
3. Student roll the dice and the one with a higher number starts playing. Play in a clockwise direction.
4. Student role the die and move the counter the number of spaces of the die. Read your challenge and answer it. If it is correct, you can stay in the square. If not, go back to your previous position.
5. The winner will be the one who reaches the square "finish" first. Then, you can continue to see who will be the second, the third, etc…
6. The time to answer each question is limited to fifteen seconds. If the limit time is exceeded, the players has lost, so he or she will go back to the previous position.

Answer key:

2. Because he had forgotten his mask.

3. surrendered/had taken

4. hadn't done

5. hadn't realised

6. We use the Past Perfect Simple to talk about an activity that happened before another activity or another time in the past.

The more recent activity is the Past Simple.

8. Because she had forgotten her homework at home.

9. Past perfect simple must be used in the answer

11. The burglar had already escape by the time the called the police.

12. After he had finished looking at the computer, the policeman arrested Tom.

13- Had the burglar gone by the time arrived home?

14. Because he had forgotten her birthday.

15. Past perfect simple must be used in the answer

16.had broken

17. I had checked the Windows/ locked

19. wasn't / had stolen

20. Because everyone had eaten by the time he arrived.

21. When the man came out of the supermarket; someone had stolen his car.

22. He climbed through the window after they had turned off the lights

23. Because she had fallen asleep.

24. Before stolen the motorbike, the woman hadn't committed another crime.

26. had stolen

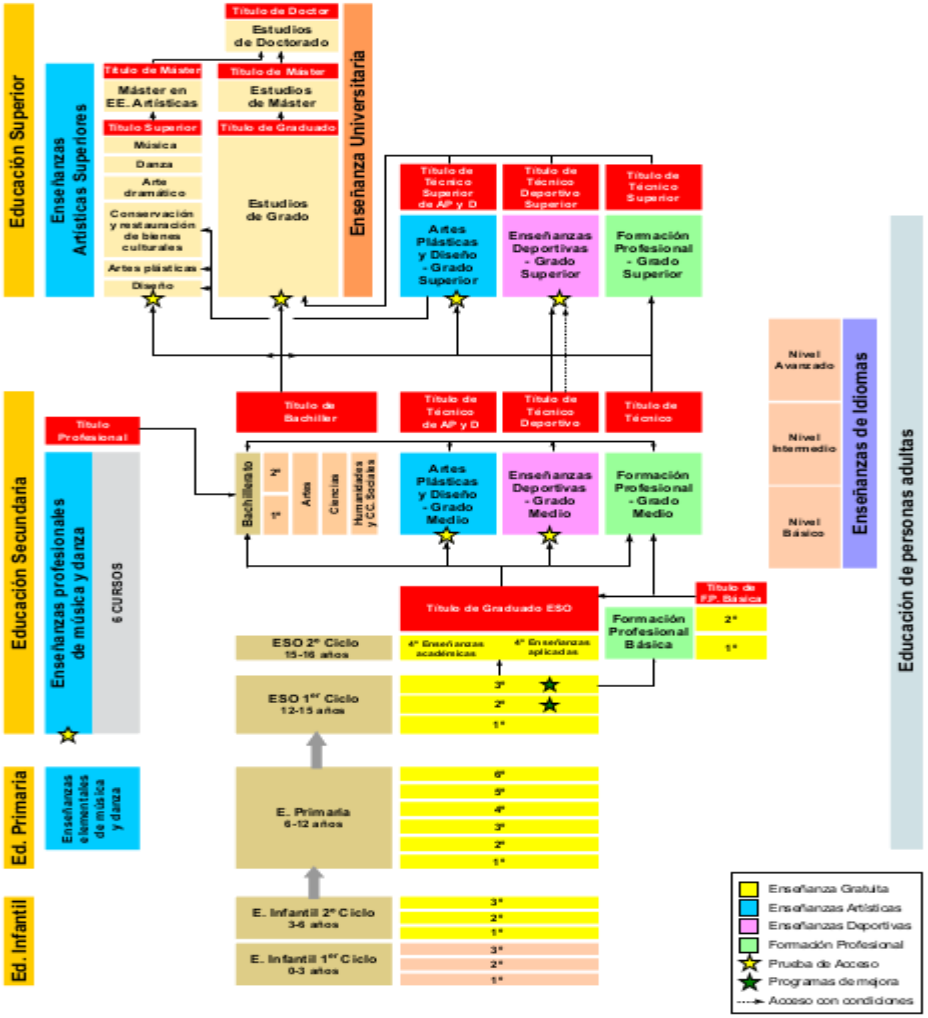
27. had committed

29. Past perfect simple must be used in the answer

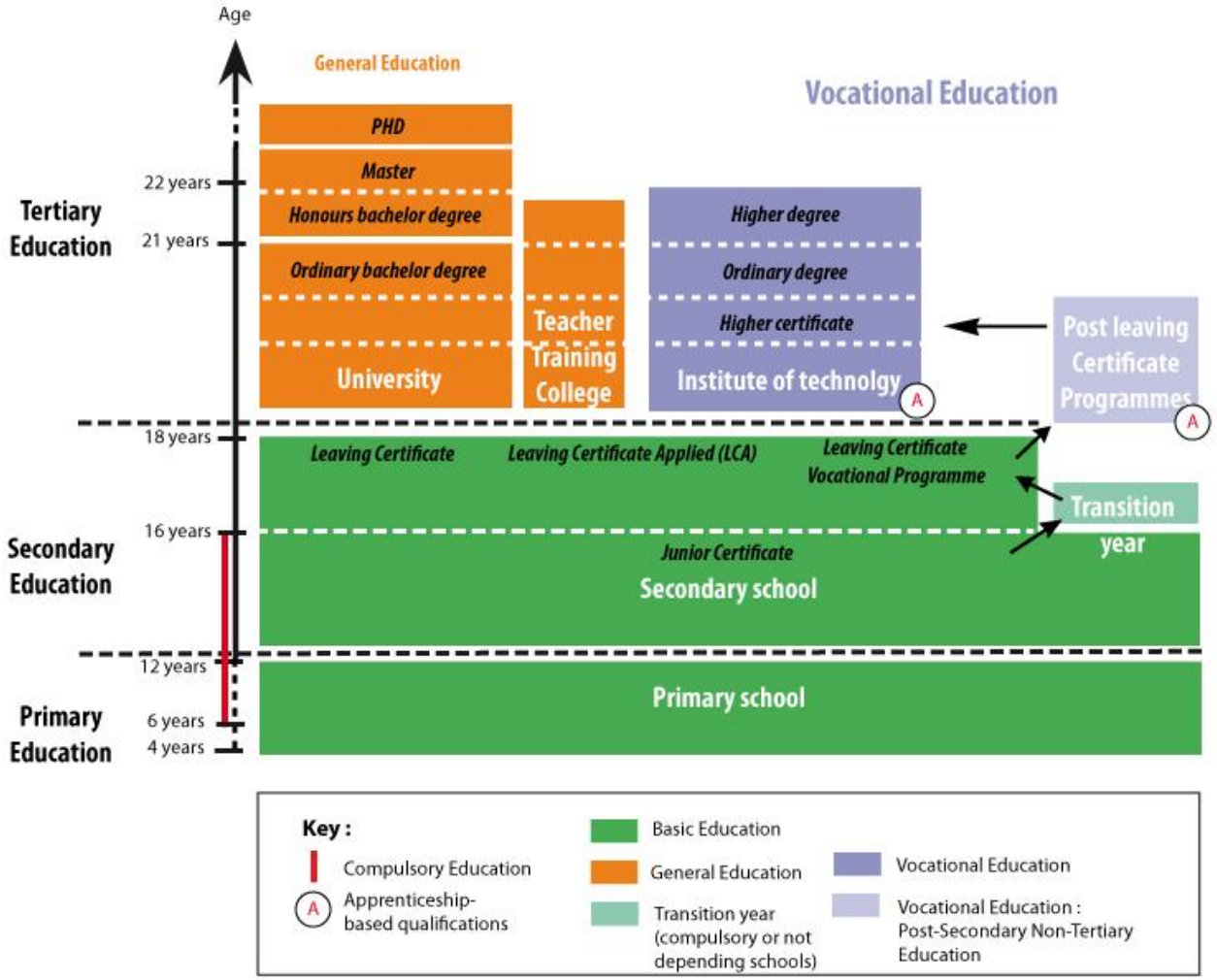
LEARNING ACTIVITIES & TEACHING METHODS					
Unit 3 **Lesson No: 8**	**Date: 5/11/2019**	**Time: 10:20-11:10**	**Class: 4th Grade of Secondary Education**	**Length of lesson: 50 min**	**No. Of students: 24 students**
Learning activities/tasks	ACTIVITY: Pre-listening activity Aims: To introduce the topic, to see how education can differs from one country to another. Resources: Pictures of Spanish and Irish educational system. Time: 15 minutes Interaction type: Group discussion Procedures: I will project the pictures on the blackboard, and I will ask them to analyse the differences between Spanish educational system and Irish educational system. ACTIVITY: While-listening activity. Aims: To learn about Irish education, and to identify specific words in an oral speech. Resources: Video (Link: https://www.youtube.com/watch?v=5zY8X6crTUs) Time: 25 min Interaction type: Individual work Procedures: I will hand out uncomplete sentences extracted from the video, and they will fill in the gaps [see the materials below]. They can listen to the video twice if they need it. After that, we will correct the exercise.				

	Specific student needs: She will use her computer and headphones, but she will have the same opportunities to watch the video. ACTIVITY: Post-listening activity Aims: To enlarge vocabulary related to education Resources: Crossword [see it below]. I have designed this activity with Educaplay (Link: https://fr.educaplay.com/) Time: 10 minutes Interaction type: Individual work Procedures: I will hand out a copy of the crossword to each student, and they will complete it individually. Specific student needs: I will print a large copy for her. If she needs it, I will send her the digital format via mail.

(SEE MATERIALS FOR LESSON 8 ON PAGES BELOW)


Educación Superior
Enseñanzas Artísticas Superiores
Título de Doctor
Estudios de Doctorado
Título de Máster
Máster en EE. Artísticas
Título de Máster
Estudios de Máster
Título Superior
Música
Danza
Arte dramático
Conservación y restauración de bienes culturales
Artes plásticas
Diseño
Título de Graduado
Estudios de Grado
Enseñanza Universitaria
Título de Técnico Superior de AP y D
Título de Técnico Deportivo Superior
Título de Técnico Superior
Artes Plásticas y Diseño - Grado Superior
Enseñanzas Deportivas - Grado Superior
Formación Profesional - Grado Superior
Nivel Avanzado
Nivel Intermedio
Nivel Básico
Enseñanzas de Idiomas
Educación de personas adultas
Educación Secundaria
Título Profesional
Título de Bachiller
Título de Técnico de AP y D
Título de Técnico Deportivo
Título de Técnico
Enseñanzas profesionales de música y danza
6 CURSOS
Bachillerato
2º
1º
Artes
Ciencias
Humanidades y CC. Sociales
Artes Plásticas y Diseño - Grado Medio
Enseñanzas Deportivas - Grado Medio
Formación Profesional - Grado Medio
Título de Graduado ESO
Título de F.P. Básica
2º
1º
Formación Profesional Básica
4º Enseñanzas académicas
4º Enseñanzas aplicadas
ESO 2º Ciclo 15-16 años
ESO 1er Ciclo 12-15 años
3º
2º
1º
Ed. Primaria
Enseñanzas elementales de música y danza
E. Primaria 6-12 años
6º
5º
4º
3º
2º
1º
Ed. Infantil
E. Infantil 2º Ciclo 3-6 años
3º
2º
1º
E. Infantil 1er Ciclo 0-3 años
3º
2º
1º
Enseñanza Gratuita
Enseñanzas Artísticas
Enseñanzas Deportivas
Formación Profesional
Prueba de Acceso
Programas de mejora
Acceso con condiciones

Irish education system

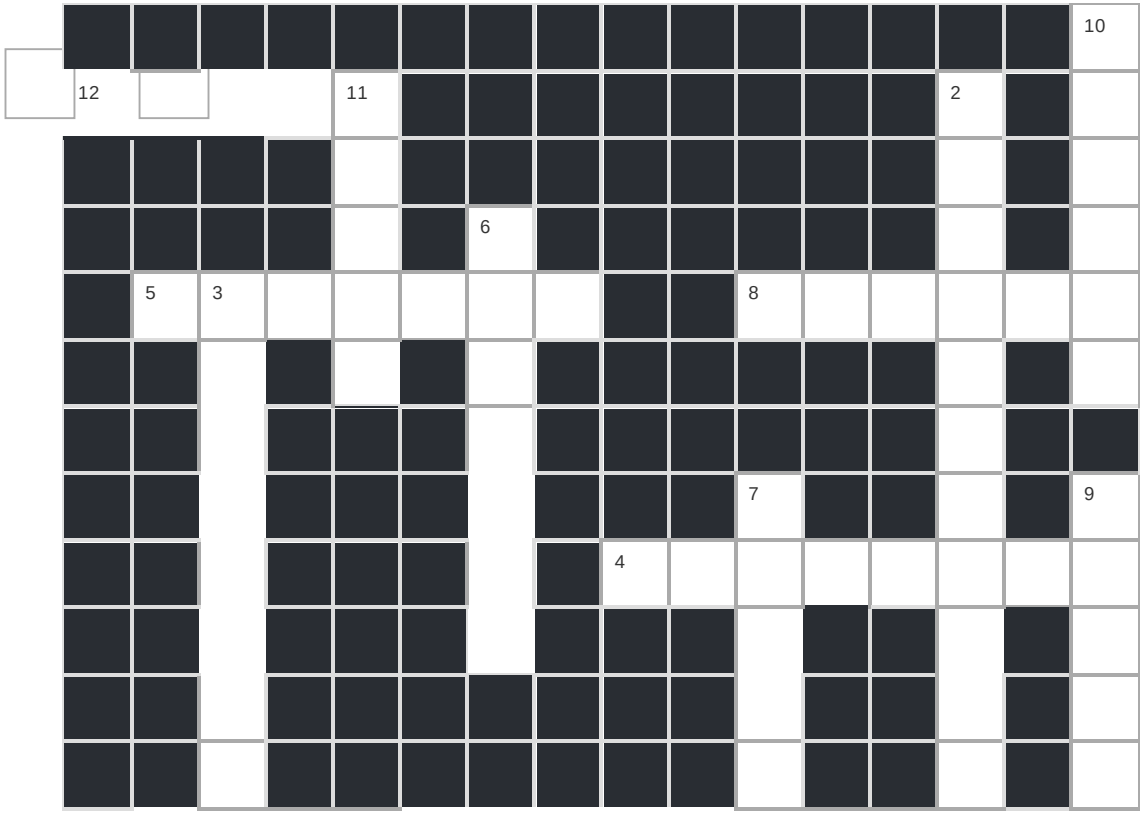


FILL IN THE GAPS:

1. Every year, thousands of international students choose Ireland as the _____ in which to _____ their education. (location/further)
2. Ireland is an educated English English-speaking country in Europe, with_____, economic and educational _____with the English-speaking world. (cross-cultural/ ties)
3. Leading global companies have chosen Ireland as the best location for the European _____. (headquarters)
4. Ireland offers a wide educational _____. (curriculum)
5. _____ gained in Ireland have the highest international _____. (qualifications /recognition)
6. Ireland produces highly _____ _____. (employable/graduates)
7. Individual access to academic leaders and _____is _____. (tutors/ commonplace)
8. It is a rich _____ for the most curious _____. (resource/scholars)
9. High standards of quality student _____both on and off_____. (accommodation/ campus)
10. The physical _____ of Ireland is _____. (landscape/ breath-taking)
11. Excellent intercity _____ by road, rail and air make easy to _____the entire country. (connections/explore)
12. Ireland, _____is in out _____. (education/DNA).

Words related to education

Author: Melisa Checa



WORDS: qualification, kindergarten, curriculum, graduate, scholar, handout, faculty, hand in, degree, attend, tutor, resit

ACROSS	DOWN
1. a condition or standard that must be complied with (as for the attainment of a privilege)	2. a school or class for children usually from four to six years old
4. holding an academic degree or diploma	3. the courses offered by an educational institution
5. a person who attends a school or studies under a teacher	6. to give or to distribute
8. to submit	7. a branch of teaching or learning (such as law, medicine, or liberal arts) in an educational institution
12. an examination taken by a person who has not been successful in a previous attempt	9. a title conferred on students by a college, university, or professional school on completion of a program of study
	10. to go regularly to a place, such as a school or university
	11. a teacher in a university who gives individual instruction to undergraduates

LEARNING ACTIVITIES & TEACHING METHODS					
Unit 3 **Lesson No:9**	**Date:** **7/11/2019**	**Time:** **12:20-13:10**	**Class: 4th Grade of Secondary Education**	**Length of lesson:50 min**	**No. Of students: 24 students**
Learning activities/tasks	ACTIVITY: Pre-writing activity Aims: To review vocabulary learned in the unit Time: 10 minutes Interaction type: Group competition Procedures: I will divide my students into three groups (8 students per group) and I will divide the blackboard into three columns. Each column contains six different words learned throughout the unit. Each group will be assigned a different column, and we will play "definition game". The game is played in turns. For instance, it's Group A turn. They must choose one word from their column, define it and provide an example of the word in an appropriate context. If both definition and example are correct, I will erase the word from the blackboard. The winner will be the first team that erases all the words in their column. Specific student needs: Words will be written in capital letters in the blackboard. Moreover, I will read them aloud when it is her group's turn. ACTIVITY: Writing activity Aims: To practice collaborative writing, and to use vocabulary from the unit in the story. Time: 25 minutes				

	Interaction type: Individual and collaborative writing Procedures: Students will be divided into groups of four. I will give them handout 1 [see it below]. I will tell them that each group will write four stories together. All the stories must contain at least 10 out of the 15 words from the previous exercise. The handout contains the beginning of the story. • 1st Step: Students continue the story, writing at least two sentences more. When the bell sounds, they should pass their stories to the student on their right. • 2nd step: Student must read what the previous student have written and continue the story. • 3rd step: The procedure will be repeated 8 times, so they will work with the same story twice. • EXTRA INFORMATION: I will use a bell to indicate when students should pass stories to the person on their right, even if they haven't finished the sentence they are writing. This will make the activity more interesting and attracting. Each time they write a word from the vocabulary box in the story, they should cross it out in the box. Thus, next students can easily see which words have been already used, and which ones are left. Student specific needs: She will use a magnifying glass to read the stories. ACTIVITY: Post-writing activity Aims: To practice self-correction Time: 15 minutes Interaction type: Group discussion

	Procedures: They work in the same groups as before. They must read the four stories of their group, choose the best one and reedit it. I will tell them to pay special attention to spelling and grammar mistakes, as well as to the context in which the words from the vocabulary box appear.

MATERIALS FOR LESSON 9:

COLLABORATIVE WRITING:

Yesterday, I was coming back from school when suddenly…

Vocabulary Box:

degree, kindergarten, burglar, punishment, harvest, to be honest, you can't be serious, leprechauns, freckles, exhibit, sitter, sudden, reply, lay back, curriculum

LEARNING ACTIVITIES & TEACHING METHODS					
Unit 3 **Lesson No:10**	**Date: 8/11/2019**	**Time: 9:25-10:15**	**Class: 4th Grade of Secondary Education**	**Length of lesson: 50 minutes**	**No. Of students: 24**
Learning activities/tasks	ACTIVITY: Warm-up activity Aims: To raise awareness of minimal pairs Time: 10 minutes Interaction type: Group discussion Procedures: I will start the lesson asking my students to stand up. I will say "Please, stand up and walk around. Now, pick a seat, and sit down." Then, I will say: "Now, stand up, go back to your seats, and sit down please." After that, I will ask them if they have noticed the pronunciation of "seat" and "sit". I will tell them that these kinds of words are called minimal pairs, and I will give them a few more examples. I will also introduce briefly the difference between /sit/ and /si:t/. Then, I will ask them to think of examples. ACTIVITY: Listening activity and phonetical explanation Aims: To learn how to pronounce the vowels /i/ and /i:/ and to distinguish between both. Resources: Video (Link: https://www.youtube.com/watch?v=gme2kr9hhXg) Time: 20 minutes Interaction type: Teacher explanation and students' repetition of the sounds.				

	Procedures: I will project the video on the blackboard, and we will watch it together. From minute 5 to 9, they will have the opportunity to listen a wide range of examples. I will stop the video to make them repeat all the examples, so they can practice pronunciation. Furthermore, they must copy the examples in their notebooks, dividing them into two columns. ACTIVITY: Post-listening activity. Bingo (Idea taken from: http://www.onestopenglish.com/community/lesson-share/pdf-content/pronunciation/pronunciation-minimal-pairs-pronunciation-lesson-plan/147626.article) Aims: To distinguish between /i/ and /I:/ sounds Resources: Student notebook Time: 10 minutes Interaction type: Bingo competition Procedures: I will ask the students to draw a 3x3 grid and randomly fill in the squares with 9 of the minimal pairs learned in the previous activity [see the list below]. We will play bingo. I will read aloud words, and they will mark them off if they have them on their grill. If a student completes the grill, he or she should call out Bingo. I will check the winner's boards to make sure that he or she has marked off the correct words. It not, we will continue the game. We can play it twice if we have time. ACTIVITY: Telephone number game (Idea taken from http://www.onestopenglish.com/community/lesson-share/pdf-content/pronunciation/pronunciation-minimal-pairs-pronunciation-lesson-plan/147626.article) Aims: To practice pronunciation of the minimal pairs containing the two vowels

	Resources: Blackboard Time: 10 minutes Interaction type: Speaking activity Procedures: I will write the numbers from 0 to 9 on the board and write a single minimal pair word next to each number. I will read aloud a telephone number to the students using the minimal pair words. Students must tell me what number they have heard. Then, they will play the game in pairs. Student A will tell Student B his telephone number using the code from the blackboard. After that, they can do it the other way around. After that, we will practise some tongue twister containing these vowels sounds. For instance: "I slit the sheet, the sheet I slit, and on the slitted sheet I sit" Student specific needs: I will give her a handout with the code I will write on the blackboard, so she can use her magnifying glass to read it.

MATERIALS FOR LESSON 10:

MINIMAL PAIRS		MINIMAL PAIRS	
sit	seat	kip	keep
beach	bitch	lip	leap
chip	cheap	still	steel
dip	deep	sick	seek
fill	feel	mill	meal
hit	Heat	fit	Feet

LEARNING ACTIVITIES & TEACHING METHODS					
Unit 3 **Lesson No: 11**	**Date: 11/11/2019**	**Time: 9:25-10:15**	**Class: 4th Grade of Seconday Education**	**Length of lesson: 50 minutes**	**No. Of students: 24**
Learning activities/tasks	ACTIVITY: Pre-reading activity Aims: To define fakes and real news and to raise awareness of fake news[4] Resources: Desktop computers (digital classroom) Time: 10 minutes Interaction type: Group discussion Procedures: I will tell the students that today's lesson is about fake and real websites. Firstly, we will define what is a fake news and real news. Then, I will ask some questions about them, and we will discuss them orally. Some of the questions may be: Where do you get your news? Which sources do you use? What do you think about this sentence? 'It must be true because I read it on the internet.' What do you understand by 'fake news'? Brainstorm some keywords you associate with it. ACTIVITY: While-reading activity Aims: To practice skimming and to learn how to identify fake news.				

[4] The idea of this lesson has been taken from https://www.teachingenglish.org.uk/article/fake-news

	Resources: Desktop computers (digital classroom) and two webpages: https://zapatopi.net/treeoctopus/ https://www.atlasobscura.com/places/octopus-tree-of-oregon Time: 25 minutes Interaction type: Reading individually Procedures: The lesson will be carried out in a digital classroom. I will tell them that they are going to practice skimming while reading two websites. I will send them the links via email. They should read it and complete a chart to check understanding [see it below]. We will check the answers. I will tell them that one of the websites is fake. They should guess which one by asking W-question [see them below]. They will work in pairs. Then, I will ask them which one they think is fake, and I will ask for evidences. Student specific needs: She will use her special computer which helps her to read the news. ACTIVITY: Post-reading activity Aims: To identify fake news on internet Resources: Desktop computers Time: 15 minutes Interaction type: Students work in pairs Procedures: I will tell them to work in pairs with the person next to them. They must find a fake news and create an advice warning their friends not to fall for this fake news. They should provide evidences for explaining why the news is fake. They should be original in their advice: create a meme, slogan, etc. Then, they should upload it to Padlet. Student specific needs: She is allowed to use her computer to read the news.

MATERIALS FOR LESSON 11:

	Habitat	**Characteristics**	**History**
Three Octopus			
Octopus Three			

W-Questions:

Where does the information come from?

When was the post put online?

Who created the information?

What does the post or website look like?

How do you know for certain that it's true?

LEARNING ACTIVITIES & TEACHING METHODS					
Unit 3 **Lesson No: 12**	**Date:12/11/2019**	**Time: 10:20-11:10**	**Class:4th Grade of Secondary Education**	**Length of lesson: 50 minutes**	**No. Of students: 24**
Learning activities/tasks	ACTIVITY: Pre-writing activity Aims: To review the contents of the unit. Resources: Handouts and students' notebook Time: 5 minutes Interaction type: Individual revision Procedures: I will explain them that we are going to play a game aimed at revising all the points covered throughout the unit: grammar, phonetics, vocabulary, Irish culture etc. Therefore, I will give them 5 minutes to review everything. Meanwhile, I will draw the grill we will use to play the game [see it below]. ACTIVITY: My own adaptation of "Blockbuster Game" Aims: To revise what they have learned in the lesson. Resources: Blackboard and my own adaptation of the blockbuster game. Time:25 minutes Interaction type: Group competition				

	Procedures: Students will be divided into two groups of 12 students each. To begin with, I will explain the game. Each group must choose a symbol (either a start or a cloud). The objective of the game is to gain as many squares of the grill as possible. One team chooses one square, for example: “sit-correct or not”. I will read one challenge that they must solve [see all the challenges below]. If their answer is correct, they score the square and I will draw their symbol on it. If it is not, it will bounce to the other team. We will continue the game until all the squares are solved. At the end of the game, I will count the points of each team, and the winner team will be the team who has gained more squares. ACTIVITY: Jeopardy game Aims: To create the whole-year project Resources: Their notebooks and blank cards Time: 20 minutes Interaction type: Students work in pairs Procedures: I will give them 20 minutes to create the questions. There are three different categories in our own Jeopardy: vocabulary, grammar and culture. Students will work in pairs and they will have twenty minutes to create four or five questions. The questions should be related to what we have been studying in the unit, so they can use the book to pick some ideas. The challenges created for the previous game will serve them as examples. They can choose the category of the question, but I will be the one who will classify them according to their difficulty, hence the amount of money that corresponds.

MATERIALS FOR LESSON 12:

	Correct or not?	Vocabulary	Questions	Speak about…
Sit				
Seat				
fit				
feet				
hit				
heat				

Correct or not? (either content or language mistakes)

1. Oscar Wilde was born in Britain, but he lived his whole life in Ireland
2. All Irish people ride their horses to school and to work. (True or False)
3. I hadn't see the film before.
4. When he arrived at the shopping centre, they have gone to the cinema.
5. After they drank the coke, they began to feel sick.
6. You had study for the test, so you were very nervous.

Vocabulary:

1. What's the meaning of lay back? You can either define it or tell a synonym. Use the verb in a sentence.
2. What's the meaning of look like? Define it or synonym and use the verb in a sentence.
3. What's the meaning of sudden? Is it a noun or an adjective?
4. Can you tell me a synonym of sitter?
5. What is a punishment? Exemplify.
6. Define kindergarten

Questions:

1. Name a novel written by Oscar Wilde.
2. Explain two Irish stereotypes
3. How long does it take to get from Dublin to Cork?
4. How do you call the time of the year when crops are cut and collected from the field?
5. What are the main differences between Spanish and Irish educational system?
6. What are minimal pairs? Give an example

Speak about:

1. Speak about the novel of Oscar Wilde. Try to cover the crucial plot points.
2. Give your opinion about stereotypes. Provide examples (either Spanish or Irish) to support your ideas. One member of your group must speak for about 1 minute. You have one minute to think different ideas.
3. Three members of the group must give their opinion about final exams: Make sure you use at least 3 different expressions to express opinions.
4. What you had learned to do by the time you were 14 years old.
5. An anecdote in class. You must use at least one Past Perfect Simple.
6. A fake new you have recently read in a newspaper and explain how you discovered that it was fake.

ANNEX II. LISTENING LESSON

The main aim of the activities is to learn new vocabulary related to the topic as well as to practice listening skill. For these purposes, I have selected a video called "water crisis".[5] I am aware that the lexicon used in the video may be a level slightly superior to my students' level. Thus, I have created some questions including these difficult words in the pre-listening activity. This way, I can explain their meanings before watching the video.

WARMER ACTIVITY (5'): In pairs, students write three things they cannot live without. Once they have finished, they will share their ideas with the rest of the class. Probably, most of them have been thinking about mobile phones, computers, house, money etc. They may not think about water because it is something, we usually take for granted. If none of my students have thought about water, I will introduce the topic. The main aim is to boost students' participation and catch their attention.

PRE-LISTENING ACTIVITY (10'): This activity is aimed at previewing key vocabulary that will appear in the video and at raising awareness of the water crisis. I have prepared five questions related to "water". Students work in groups of four. Each question is written in a small piece of paper and face down in the table of each group. A student picks one question, read it aloud, and answer it and the rest of the group give their opinion. They repeat the procedure until they answer all the questions.

Materials for pre-listening activity:

-How many times per day do you turn on the faucet?

-Do you think that you waste too much water? How can you reduce this waste?

-Have you ever drunk contaminated water? Think of the possible consequences of drinking contaminated water.

-Have you ever been thirsty for a long time and you didn't have access to clean water? Think about how you felt at this moment.

-Have you ever heard about the water crisis? What is it?

[5] Link to the video: https://learnenglish.britishcouncil.org/general-english/video-zone/water-changes-everything

FIRST WHILE LISTENING ACTIVITY (15'): This activity will help my students to understand the general idea of the video as well as the different topics of it. Students are asked to put some sentences from the video in order. Moreover, they need to complete the sentences using the key terms underlined in the questions of the pre-listening activity.

SECOND WHILE LISTENING ACTIVITY (10'): This activity focuses on specific details from the video. Students watch the video again and they are asked to answer some questions individually. I will have written down in the blackboard new words and we will review their meanings.

Materials for the while-listening activity:

1. Nearly one billion people live without clean drinking water.
2. Water affects everything – education, health, poverty, and especially women and children.
3. When they're ~~thirsty~~ they can't just turn on the ~~faucet~~ for a nice, cold glass of water.
4. Time spent gathering water is time they can't spend learning to read, write, earn an income or take care of their family.
5. Some families know their water is ~~contaminated~~.
6. The ~~water crisis~~ is solvable. There are solutions.

QUESTIONS ABOUT VIDEO:

- Does the water crisis only affect Sub-Saharan Africa, South-East Asia and Latin America?
- Is the water collected by women and children from swamp, pond and rivers safe? Why or why not?
- This water crisis has a direct impact on their daily life. Why?
- Name two of the solutions proposed in the video to eradicate the water crisis.
- How would their lives change if they had access to clean water?

ANNEX III: WRITING LESSON

The main aims of the lesson are to learn how to write an informal e-mail and to stimulate students' creativity. Besides this, I will follow a scaffolding process by providing my students with enough resources at each step. According to my teaching philosophy, this lesson is divided into three main activities and a warm-up discussion. It combines both communicative and task-based approaches because of two reasons: (1) activities are aimed at fostering students' creativity and give them freedom to write about their personal experiences and (2) the target language is used by learners for a communicative purpose in order to achieve an outcome.

As far as correction criteria are concerned, I will evaluate four different criteria presented in the table below: The criterion *Structure* will grade the organization of the email; in other words, I will evaluate if students have followed a logical structure, including the opening and closing formulas. The use of appropriate verb tenses when writing about past events or plans will be valued in the criterion *grammar accuracy*. The *lexicon* criterion concerns the use of a wide range of vocabulary and expressions, as well as an accurate spelling. The last criterion deals with the originality of the email, since it is one specific aim promoted throughout the lesson.

Evaluation criteria:

	1	2	3	4	5
STRUCTURE					
GRAMMAR ACCURACY					
LEXICON					
ORIGINALITY					

WARM-UP ACTIVITY (3'). The main aim of this warm-up activity is to introduce my students into the topic and awake their interest by talking about their own experiences. I will ask them the following question: "What did you do last weekend?" I will project some pictures which represent common situations, such as going to a party or watching a film with your family. These pictures will encourage students to participate.

PRE-WRITING ACTIVITY (7'): In the pre-writing activity, students will think of something that has happened to them recently and they would like to tell a friend. Any option is acceptable: a weekend at home, a recent trip, a party etc. Students will work in pairs, and they will talk and relate their experiences to their partners. Indeed, they need to complete the chart below about their partner's experience. I will advise them to get as many details as possible from their partner's experience, though I will not explain them why to maintain their attention and engagement.

MY PARTNER'S EXPERIENCE:
WHEN:
WHERE:
WHO:
ACTIVITIES:
DETAILS, ANECDOTES AND FEELINGS :

WHILE-WRITING ACTIVITY (30'): The while-writing activity will last thirty minutes. Once students will have completed the table, I will explain them how to write an informal email. To start with, we will read an example and I will explain the main characteristics, as well as the structure that needs to be followed. The explanation should last around 10 minutes. After that, they will write an informal email telling a friend a previous experience of their last weekend and proposing a new plan for the next one. The different and innovative part of the activity is that they will swap roles, in other words:

- STUDENT A writes about STUDENT B experience
- STUDENT B writes about STUDENT A experience

They will use the chart they have completed in the previous activity. I am aware that some of the students may complain about missing information. I will encourage them to invent what they do not remember, in order to foster their creativity. At this point, I will hand out a self-prepared table containing the structure they should follow, and some useful sentences they could use for the task [see the table below].

Table for writing their compositions:

STRUCTURE	USEFUL PHRASES
Opening formula	Dear…/ Hi…/ Hi there!
Brief introduction + Reason for writing	How are you doing? / Guess what? /How was your weekend? / I'm writing to you because / I'm sorry I haven't written for a while, but…
Information + details about your weekend	It was amazing! /Anecdotes: Can you believe it? / Use connectorS / Past tenses
Suggest a new plan + invite your friend	What about -ing…? / Why don't we visit…? / Does it sound good for you? /Will you come with me? / Future tenses
Final remarks/ Closing formula	Hope to hear from you soon / Drop me a line as soon as possible / Write soon! / Keep in touch
Express Friendship	Lots of love / Best wishes / Hugs / All the best,

POST-WRITING ACTIVITY (10'): During this activity, pairs will share their emails and they will give feedback to each other in terms of content and structure. I believe it will be easy and entertaining for them because they will read their own experience but written by their peers. For the teacher's feedback, I will give them my email address. They will send their emails to me and I will give them feedback via email, which will make the activity more realistic. Lastly, I will like to comment that I will be monitoring the three activities and I will be available during the writing activity.

ANNEX IV: ACTIVITIES FOR GRAMMAR AND VOCABULARY

First of all, I will divide them into groups of four, and I will hand out a set of questions they need to answer orally [see them below]. Once they have answered these questions, I will ask them if they are planning an end-of-year trip, and if this is the case, where they would like to go. At this point, I will explain them what they are going to do in this lesson: they should plan their end-of-year trip. They must choose a destination, a date, decide for how long they would like to stay there, choose an accommodation, decide the places they would like to visit, etc.

QUESTIONS TO ANSWER IN GROUPS ORALLY:

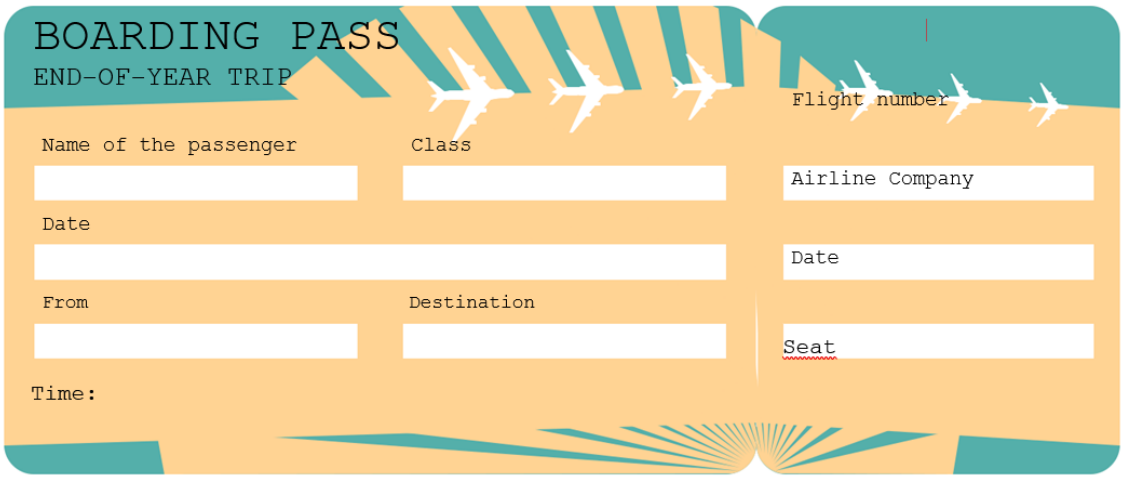
- "Where did you go on your last vacation?"
- "Who did you travel with?
- "How long did you stay there?"
- "Did you book a hotel or an apartment?"
- Have you ever taken a tour?
- How was your journey from home to school today? How long does it take to you?
- Are you planning any trip for this summer?

After a clear explanation of what they need to do, I will write on the blackboard four commonly confused words: trip, travel, tour and journey. I have already underlined them in the previous hand out with questions, so I will ask them if they can deduce the differences. After that, students will be divided into groups of four, and I will give to each team two monolingual dictionaries. They must look up in the dictionary these four words. After that, we will discuss the differences and I will provide a few examples.

Students will work in the same groups as before and they must complete the task I have explained. I will monitor the activities, walking around the groups and supporting students. They must answer at least the following questions: Would you like to go abroad? What means of transport do you prefer? Why? Where would you like to go? How long would you like to stay there?; Where would you like to stay?; Which places would you like to visit?. I will hand out a boarding pass to complete with flight details and a paper

with key expressions [see them below]. Moreover, I will hand out a table which will help them to organise their ideas and further mention them in their oral report. Once they have completed the handouts, each group will prepare an oral presentation to tell the class what they have decided for their trip. I will be listening and taking notes of interesting ideas and mistakes, and I will later

Places to visit	Accommodation	Food to try (including restaurants)	Others (what to pack, adventures, souvenirs…)



Key expressions:

To go on a trip/journey/tour

To go sightseeing/ on an excursion/ city tour

To book a flight/ train tickets/accommodation

To get the travel insurance

To go abroad

To hire a car/ a bike/ a guide

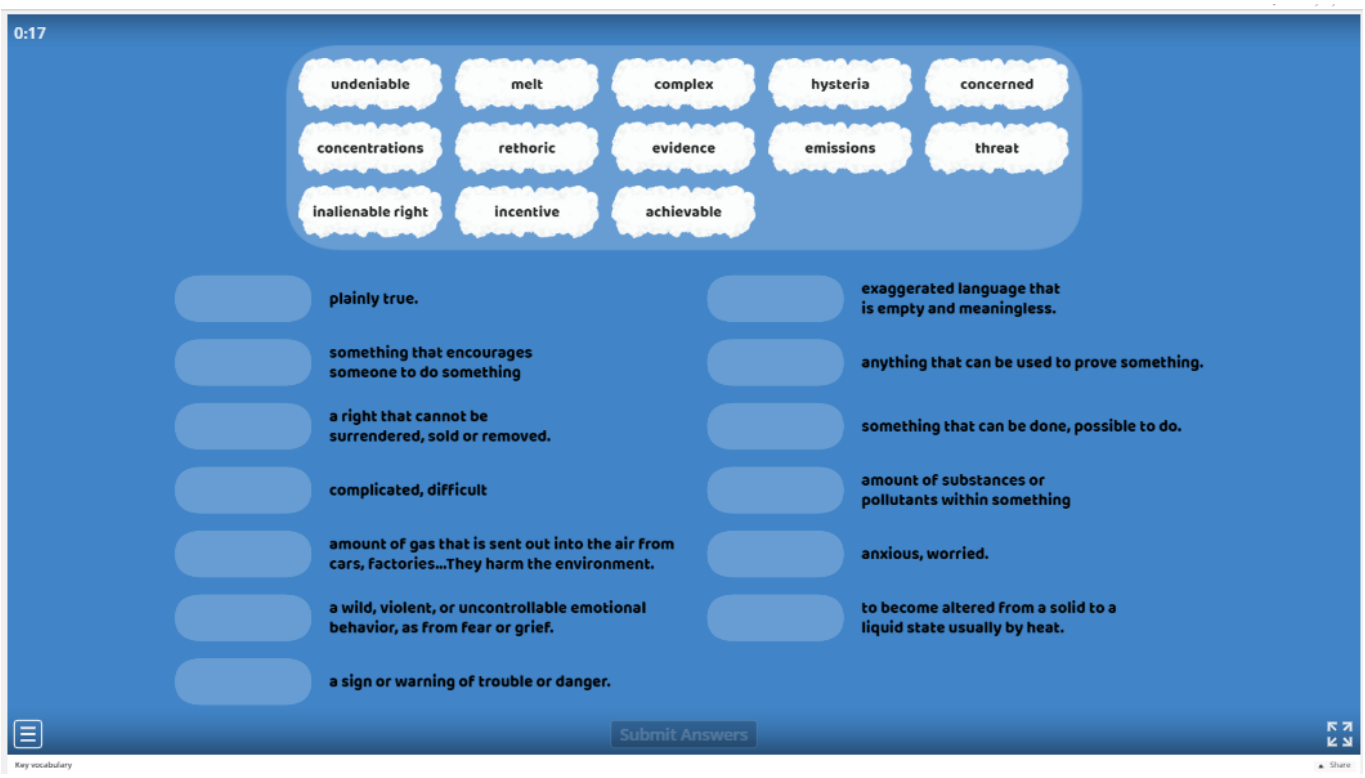
To pack your suitcase

To check in

ANNEX V: ICT RESOURCES

Sources of audiovisual materials: BBC Learning English is an online webpage that provides videos and materials for learning English. Pronunciation section includes a video guide to all vowel and consonant sounds. 6-minute English section is a long-running series of topical discussions and new vocabulary. YouTube is a valuable resource where teachers can find both authentic material and EFL content.	**Examples:** https://www.bbc.co.uk/learningenglish/features/pronunciation https://www.bbc.co.uk/learningenglish/english/features/6-minute-english https://youtube.com
Sources of written materials: These two ICT resources have hundreds of high-quality resources such as articles, reviews, news, videos, etc.	**Examples:** https://learnenglish.britishcouncil.org/skills/reading https://www.englishclub.com/reading/
Platforms for online writing: E-mail is probably the easiest tool to use in the classroom because most students are already familiar with it. It enables learners to communicate with others and it is a flexible resource due to the vast range of possibilities it offers, such as collaborative writing, sending feedback, attaching audio or written files, etc. Write &Improve is a resource where students submit their compositions and receive feedback in seconds. It is supported by the University of Cambridge. Penfriends allows teachers to connect with another school and find English-speaking pen pals to exchange cards with their students.	**Examples:** https://writeandimprove.com/ www.gmail.com https://penfriends.cambridgeenglish.org/
Platforms for creating electronic materials: These platforms allow teachers to create their own electronic materials: multiple choice, jumbled sentences, competition games, true or false statements, crosswords, matching exercises, among others.	**Examples:** https://es.educaplay.com https://kahoot.com/schools-u/ https://wordwall.net/
Online dictionaries: Online dictionaries and thesaurus are quicker than physical dictionaries. I will encourage learners to look for English definitions and synonyms rather than English-Spanish dictionaries.	**Examples:** https://www.merriam-webster.com/ https://dictionary.cambridge.org/es https://www.thesaurus.com/ https://www.wordreference.com/ https://www.linguee.es/

1st ACTIVITY (Pre-listening activity): I have designed a pre-listening activity[6] in which students will be asked to drag and drop each keyword next to its definition. Before listening about the topic, I want learners to get familiar with the lexicon that will be used in the audio files. For this reason, I have selected words that may result difficult to understand for them. I am aware that they may have never heard some of these key words, but I want them to use their intuition to complete the task. At the end, I will comment on their results and I will pre-teach these key terms by giving them some examples.



[6] Link to the activity: https://wordwall.net/resource/1633539

2ND ACTIVITY (while-listening activity). DICAPRIO SPEECH: Students will go back to the email I have sent them at the beginning of the session, and they will click on the link to listen Leonardo DiCaprio Speech[7] about climate change. I will ask them to take notes of the ideas on a word document, and they can listen to the speech twice. After that, I will project an activity on the board[8]. The activity consists in eight questions about DiCaprio speech hidden in eight boxes that they will open and answer the questions orally. I will divide the class in groups of four. Each group will choose one box, I will open it and reveal the question inside. Then, I will give the group a few seconds to think about the answer, and they will answer it orally in front of the class (they can either choose a captain to speak or participate all of them).

[7] Link to the video: https://www.youtube.com/watch?v=tfsfrWxXKFA

[8] Link to the activity: https://wordwall.net/resource/1633807

ANNEX VI. TEACHER-STUDENT CONTRACT

TEACHER-STUDENT CONTRACT

Students: I _____, agree to pay attention to the teacher and to follow the classroom rules and routines:

- I will raise my hand up to speak or ask for help. This will allow us to listen to each other and follow an order to speak.
- I will listen to the teacher and to each other, because it demonstrates respect to everyone. Equally, I won't disturb the classroom.
- I will actively participate in the activities and interactive games carried out in class because it promotes language learning. I will work outside the class by doing my homework and projects.
- I will be kind and respectful to my peers and teacher.
- _____.
- I will do my best!

Teacher: I_____, will strive to teach my students with the best of my abilities, and:

- I will prepare interesting lesson plans (whenever possible).
- I will provide clear instructions.
- I will make sure that all of us work in a peaceful and positive atmosphere.
- I will pay attention to all your specific needs and I will support you to succeed in language learning process.
- _____.
- I will do my best!

Both parties agree to keep the communication channels open.

Teacher Signature **Student Signature**

ANNEX VII. TABLE FOR THE JEOPARDY

VOCABULARY	• Definitions: Define a word, they will have to guess the word. • Spell a word: How do we spell …? • Name five… • Tell me a synonym/antonym of • Complete the collocation • Odd the one out
GRAMMAR	• Correct or not? • Choose the correct one: Write 3 sentences, two of them containing grammatical mistakes. • Correct the mistake: Write a sentence grammatically incorrect, the team will need to correct it and explain why it was wrong. • Fill in the blank • Irregular verbs • Complete the sentence with the correct preposition
CULTURE	• Look for ideas in the reading section of the unit • Capitals • Questions related to celebrities we have seen in class • Population • Festivities • Traditions

ANNEX VIII. QUESTIONNAIRE FOR THE THIRD UNIT OF WORK

I can…	Not yet	Need to improve	I can do it!
Distinguish cultural differences between students' own culture and Irish culture			
Express and ask for opinions orally			
Differentiate between past perfect simple and past simple			
Distinguish between fake and real news			
Distinguish minimal pairs containing /i/ and /i:/ sounds			
My favourite activity of this unit has been…Why?			
I have major difficulties with…Why?			

ANNEX IX: CORRECTION CRITERIA

SPEAKING	1	2	3	4	5
GRAMMAR ACCURACY					
FLUENCY					
PRONUNCIATION					
VOCABULARY					
INTERACTION					

WRITING	1	2	3	4	5
STRUCTURE					
GRAMMAR ACCURACY					
LEXICON					
ORIGINALITY					

The criterion structure will grade the organization of the papers, I will evaluate if students have followed a logical and proper structure for each type of composition. The use of appropriate tenses when writing about past events or future will be valued in grammar accuracy. The lexicon criterion concerns the use of a wide range of vocabulary and expressions, as well as an accurate spelling. The last criterion deals with the originality of the papers.