



Applying Emotional Intelligence through Literature in a Fourth-year Syllabus Design

Trabajo Fin de Máster

Máster Universitario en Formación del Profesorado

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Introduction

This paper seeks to present a syllabus design through the knowledge acquired during the entire academic year in the Master's Degree in teaching for secondary education. The project is aimed at a fourth-year bilingual group enrolled in a partly-funded institution regarding the subject of English as a Foreign Language (hereafter EFL). The project has been designed based on the curricular contents and learning outcomes established in *Real Decreto 1105/2014*, which comprises the principles and competences set for secondary education at national level, and *Decreto 48/2015* which integrates the contents regarding the autonomous community, in this case Community of Madrid. The evaluation criteria have been determined through *ORDEN 2876/2018*, the legislation which gathers the information regarding educational bilingual institutions.

This project is a design of an academic syllabus based on emotional intelligence as seen in literature, developing one of the units entitled as *The Man of Feeling*. The paper is divided into six different sections: the first point gathers all the information regarding the high school and its facilities as well as the type of students that belong to the class and to whom the teaching units are targeted. The second section is aimed at explaining the general learning outcomes students are expected to acquire during the academic course. The third section integrates the organisation of contents in the official curriculum and the ten different units that set the syllabus designed throughout this project. The fourth section covers the teaching philosophy followed during the course, the discipline rules and the motivational plan proposed for the entire academic year. The fifth section is devoted to students with educational special needs and the respective adaptations, considering the integration of ordinary and extraordinary measures. The last section includes all the information about the assessment and evaluation criteria regarding the different skills that make up the English language.

1. The contextual factors of the school and classroom setting

The high school in which this project is based is located in *Virgen de Loreto* Street at the east outskirts of *Alcala de Henares*' city. The school is seated in the middle of a military residential area whose neighbourhood is composed by single-family dwellings. Most of the students live close to the school. Nevertheless, students can access to the building by train since the high school is located next to a train station or by a bus provided by the educational institution. The predominant type of family living in the community is a middle-class Spanish family consisting on two parents and one or two children on average. There are a couple of families whose members belong to United States and came to serve in the Spanish army. The high school is placed in the perfect area and environment to raise children since there is an enormous park in front of the school where children can play. There is also a sport centre nearby the school where most of the students practise sports in the evenings. Furthermore, there is a cultural centre five minutes walking from the park where many exhibitions are held.

This bilingual partly-funded school covers all possible courses of secondary education and baccalaureate. The school is composed by an amount of 1200 students. This paper seeks to analyse a fourth year class formed by 24 students. The class is organised in a traditional way, since students are sitting in pairs in different rows. All the classes are provided with some electronic devices such as whiteboards, a projector and a computer since some of the concepts and activities are carried out by using new technologies. Furthermore, the school has a wide variety of facilities such as a large gym where the sport lessons are held, a language, computer and science laboratory and a large and complete library where students can find some books to promote their study.

As mentioned previously, the class is comprised by twenty four students; however the number of female and male students differs from each other. The class is formed by fourteen females and ten males. The Spanish students compound the majority of students in the class and have no problem when facing their first language as it is their mother-tongue. In general, the majority of these students have no issues and provide and clear academic-performance when dealing with subjects in their first language. The atmosphere in the classroom is unbeatable and conflicts are hardly ever witnessed inside the class. There is a feeling of camaraderie and solidarity among students who help each other in order to build common objectives with the purpose of reaching academic

success. Furthermore, these students show an active attitude towards the second language since most of them have an advanced level of the language due to their previous academic formation. In the case of foreign students, whose parents were born in the United States, they do not present any problem when dealing with the first language (Spanish) since all of them were born and raised in the country. Hence, these teenagers have no problem when it comes to face the subjects held in the first language. Moreover, the fact of attending to a bilingual school has advantaged them in some educational fields as the majority of the subjects are taught in English. The relationship with the rest of the students is excellent, since from the very first beginning these students were accepted by their classmates. The attitude towards the second language is pretty positive, although sometimes they present lack of interest and motivation regarding some concepts in comparison with the rest of the students as they already master the language.

Generally, the major part of students shows a very advanced level regarding the second language; for instance the proficiency estimated for those students is a B2 according to the European Common Framework of Reference, although some of them may not reach the level in all the skills. The lessons include several methods due to the wide variety of learners involved, such a kinaesthetic students, who learn better with activities that require movement, auditory learners, who show a huge facility of remembering everything they have listened, and finally visual learners, who learn better by matching concepts with images. Consequently, the unit of work proposed will contain several types of activities as the main goal is to create the perfect blend of work atmosphere in which students can feel comfortable. Furthermore, the activities will contain certain adaptations in order to facilitate integration of one girl who presents specific educational needs. The student suffered a traffic accident that causes her a physical disorder reducing her mobility in comparison with the rest of the students. Hence, kinaesthetic activities need to be adapted in order to integrate the student (see the adjustments in point five).

2. Students learning outcomes

The following sections, 2.1 and 2.2 are aimed at explaining the general learning outcomes students are expected to acquire by the end of the academic course. Furthermore, the criteria followed during the course based on the four main skills

regarding EFL as well as the seven essential competences stated in the Spanish curriculum as a fundamental condition for students' individual development. The factors mentioned in the following sections set the contents students should follow during the entire course and the results they are expected to obtain.

2.1. General learning outcomes

The chart presented below states the main concepts students need to acquire by the end of the course and the criteria that will be followed. The contents included in the table are based on the four essential skills: writing, reading, speaking and listening. In addition to some grammatical features and use of English which are included within the table. The following five criteria aim to help students to develop their communicative competence fluently and accurately in the subject as the stated education legislation demands (D.48 / 2015):

1. Listening and Reading skills: understanding of general and specific ideas.
2. Speaking and Writing skills: interacting using the language in social situations.
3. Pronunciation and lexicon: identifying different types of intonations.
4. Information management and development of study skills.
5. Culture awareness and positive attitude towards the foreign language.

CRITERIA	COURSE GOALS
In the first course goal, students are expected to be able to show understanding while dealing with the foreign language: written and oral language realisation.	<ul style="list-style-type: none"> a) Ability to identify different types of texts by their respective structures (persuasive, narrative, etc.) b) Understand the principal meaning of jumbled stories in order to organise them. c) Capacity to interpret a variety of concepts while listening, including the general idea, a detail or a purpose.
The second goal is focused on the production of language: written and spoken interplay.	<ul style="list-style-type: none"> a) Capability to write several types of texts by using different degrees of formality. b) Use of the communicative competence by the interaction within the members of the class. c) Develop a discussion on a topic and support their ideas with arguments and examples.

<p>The third goal is based on students' improvement when acquiring additional amount of lexicon and grammatical utterances.</p>	<ul style="list-style-type: none"> a) Applying grammatical rules in communication activities. b) Manage specific vocabulary and collocations regarding a topic. c) Identify the difference between falling intonation and rising intonation.
<p>The fourth goal incorporates several strategies to inform and enhance students to reach their language fulfilment.</p>	<ul style="list-style-type: none"> a) Organise and express information by using mind maps. b) Use of dictionaries in order to complete definitions or understanding meanings. c) Develop brainstorming techniques and organising the ideas into several paragraphs. .
<p>The fifth category focused on the importance of culture and its connection with language in terms of communication.</p>	<ul style="list-style-type: none"> a) Connect language expressions with cultural features. b) Identify politeness characteristics in English-speaking countries. c) Acquire knowledge about some English-speaking countries traditions.

The table presented previously is a manifestation of the main concepts students need to acquire and apply by the end of the course. All the units of work purposed for this project have been based in these five criteria mentioned; consequently students will be continuously implementing the specific knowledge referred in the chart.

2.2.The curricular integration of Competences

This section is aimed at explaining how the seven essential competences can be integrated and applied in a classroom of EFL. According to RD. 1105/2014 Article 2.2, there are seven key competences (*explained in Orden ECD/65/2015, Annex I*) which should be included in the educational system as a requisite for achieving full personal development for individuals in a social and professional atmosphere. Furthermore, for the purpose of clarity a brief summary of the competences and the integration of them in an EFL classroom will be explained as follows:

- A) Competence in linguistic communication: it comprises all dimensions related to the linguistic component, for instance, lexical, grammatical, semantic and orthographic features of language. The competence in linguistic communication

is decisive when it comes to acquire and learn a second language. Consequently, this competence is applied in every EFL lesson as it is linked to social practises in which students act as communicative agents who produce information and receptors of the respective messages. Furthermore, this competence represents a means of knowledge and contact with cultural diversity which is an essential factor in the process of acquiring a second language.

- B) Mathematical competence and basic competence in science and technology: this competence is linked to the decision-making of people through critical abilities and reasonable visions. The mathematical competence implies the ability to apply mathematical tools in order to reason and predict different occurrences in a determined context. Hence, even though this competence is not certainly related to a language's teaching, it could be incorporated in an EFL classroom through the several hypothesis and predictions presented regarding future simple tense.
- C) Digital competence: it involves the creative, critical and secure use of new technologies in order to apply them in the learning atmosphere. The main objective of this competence is to encourage students to perform an active, judgmental and realistic role towards technologies valuing their strengths and weakness. At this moment, digital competence is integrated in most of EFL lessons as students use electronic books or applications to complete task as well as many videos are played within the sessions to facilitate the contents' explanations.
- D) Learning-to learn: this competence is fundamental in the academic environment as it involves the learner developing his/her capacity to initiate and persist in learning, to organise his/her tasks and time and to work individually or collaboratively to achieve a goal. This competence is incorporated in the session through the extrinsic motivation techniques which generate an improvement of students' results.
- E) Social and civic competences: it aims at increasing students' participation in social and political life. Therefore, its main objective is to prepare students for democratic citizenship and participation in civic and social life based on the knowledge of social and political concepts. This competence can be integrated in an English classroom through debates in which students have to argument controversial topics. Consequently, students will state to personal and collective

opinions in terms of achieving a role in a social environment. Furthermore, it can be incorporated in dealing with different political systems regarding the different English-speaking countries or debating about contentious topics within the lessons.

- F) Sense of initiative and entrepreneurship competence: it implies the ability to transform ideas into action by recognising opportunities regarding both fields, personal and professional. This competence integrates economic and financial education and techniques in order to control and organise a proper business while developing an attitude that bring out students' entrepreneurial initiative and creativeness. In my opinion, this competence is indispensable in the students' academic training and it has been integrated in the sessions through the inclusion of global competences which encourage students to raise and build their entrepreneurship by using critical thinking.
- G) Awareness and cultural expression: it involves appreciating and valuing with a respectful attitude other cultures and artistic manifestations, using them as a source of personal enrichment. In order to incorporate this competence in an EFL classroom it is important that students are provided with background information about different manifestations of cultural heritage which means the ability of recognising different authors, works and genres in several types of artistic expressions. Nevertheless, it is essential to include this competence in an English class, for instance by exemplifying different English-speaking countries' expressions or traditions.

2.3.Underlying content organizational rationale

These previous sections have set the general learning outcomes and criteria according to *RD. 1105/2014* with the combination of the seven key competences stated in *Order ECD /65/2015*. The contents provided by the competences contemplated in the current educational legislation are connected to the general learning outcomes enclosed in the syllabus. Furthermore, the targets presented in the chart (see section 2.1) have been designed blending the four principal language skills equally.

3. Course content

The following sections, 3.1 and 3.2, are intended to explain the organisation of contents regarding the subject of EFL in the official curriculum. Furthermore, the latter section integrates the ten different units that set the syllabus designed in this project.

3.1. Contents of the subject in the official curriculum

As mentioned previously, this section is aimed at explaining the organisation of the contents included in an EFL classroom based on four main blocks contemplated in the current legislation (*Real Decreto 48/2015, pages 264-273*):

The first block deals with the **comprehension of oral texts** in which students are expected to apply top-down process using their background knowledge to identify global information and bottom-up processes in order to detect specific details. The second block refers to the **production of oral texts** in which students deal with the communicative competence in order to initiate, maintain and finish interaction with other speakers. The messages should be structured clearly, distinguishing the main ideas from the secondary. The third block contains the **comprehension of written texts** in which students will have to make use of their top-down process in order to identify general aspects inside the text and bottom-up processes to locate the particular information presented within the text. Furthermore, the differentiation regarding types of texts as well as the different interpretations a text can offer. The last block contains the factors integrated in the **production of written texts** in which students are expected to communicate their own ideas by producing written texts based on specific topics while using connectors and proper lexicon use.

These four blocks integrate all the contents that should be included in an EFL classroom during the entire academic course. Consequently, all the concepts covered in these four blocks constitute part of students' general outcomes explained in the previous section. The contents have been distributed along ten different units in which the academic course is developed incorporating four units in the first term, three units in the second and the remaining three in the third and last term. According to *Real Decreto 48/201*, bilingual secondary groups cover up a total of five hours of EFL per week.



3.2 Organization and sequencing of course content

The previous section has explained the general organisation of contents regarding the subject of EFL according to the official curriculum based on the four principal blocks contemplated in the legislation (*Real Decreto 48/2015*). The following section presents the ten different units of work scheduled for the academic course based on emotional intelligence as it has been the main inspiration to build up the teaching philosophy for this syllabus. These units have been designed based on emotional intelligence and its connection to English literature. In my opinion, reading is one of the most effective instruments for the formation of personality and deep knowledge and these two factors are essential when it comes to deal with a period as the adolescence.

In this case, all the units have been entitled under the name of a literary work and each of them is linked to one of the main concepts of emotional intelligence. The main objective of connecting literature with emotional intelligence is that students are capable of experience real emotions through the characters of these literary works (explained in point four). Furthermore, these units integrate the contents presented in the seven key competences stated in the educational law following the general learning objectives included in section 2.1.

UNIT: 1	<i>A Simple Story</i>		<i>3 weeks</i>
CONTENTS			
BLOCK I: Comprehension of oral texts	Listening strategies: Identifying the general expressed idea, a detail, a reason or a purpose through authentic audios.	Sociocultural and sociolinguistic aspects: <ul style="list-style-type: none"> • Attitude. Encouraging students to present an active role in class. • Participation. Raising their hand in order to talk. • Globalization. Valuing the foreign language as a mean of communication. Communicative functions: <ul style="list-style-type: none"> • Introducing oneself and others in public. • Expressing likes and dislikes. • Talking about past events, years and dates. Syntactic-discursive structures: <ul style="list-style-type: none"> • Introduction to past simple. • Revision of irregular verbs. • Extension of present perfect. Vocabulary: <ul style="list-style-type: none"> • Introduction to free time and holidays items. • Revision of comparative and superlative adjectives. • Extension of adverbs of frequency. Pronunciation: <ul style="list-style-type: none"> • Segmental features: pronunciation of contractions. • Suprasegmental features: prediction of the stress syllable followed by the apostrophe. 	
BLOCK II: Production of oral texts	Speaking strategies: Demonstrating the ability to interact with the rest of the class and use of general social language.		
BLOCK III: Comprehension of written texts	Reading strategies: Understanding texts' structures and how arguments develop.		
BLOCK IV: Production of written texts	Writing strategies: Expressing opinions clearly and support them with reasons and examples.		
CROSS-CURRICULAR ELEMENTS			
Promotion of reading habits	Encouraging students to read authentic material through English newspapers within the class.		
Audiovisual communication & ITC	Introducing a whole-year blog in which students can express themselves.		

Values	Building a sense of camaraderie and solidarity inside the class.
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RESOURCES		TYPES OF LEARNING ACTIVITIES	
<ul style="list-style-type: none"> Worksheet https://shcc.edu.vn/unit-6-holidays-vocabulary-b2/ Interactive cards https://wordwall.net/resource/1546678 Power Point Plot overview https://learnenglishteens.britishcouncil.org/uk-now/read-uk/holidays 		<ul style="list-style-type: none"> Small group discussion Play-role activity Info-gap Multimedia content 	
EVALUATION			
E V A L U A T I O N	Specific learning outcomes	<p><i>It is expected that students will:</i></p> <ol style="list-style-type: none"> 1. Comprehend the differences between past simple and present perfect. 2. Describe personal opinions, sentiments and beliefs. 3. Demonstrate the ability of pronouncing contracted structures. 4. Understand the English language as a way of communication and its different linguistic varieties. 	
	Competences	Achievement indicators	
	<ol style="list-style-type: none"> 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 	<p>Performance outcome 1. Competences (1,4,):</p> <ul style="list-style-type: none"> • To show command of past tenses in written texts. <p>Performance outcome 2. Competences (1,4,5):</p> <ul style="list-style-type: none"> • To demonstrate an accurate description of stories in oral and written interaction. <p>Performance outcome 3. Competences (1,4,7):</p> <ul style="list-style-type: none"> • To deal with colloquial contractions within a sentence. <p>Performance outcome 4. Competences (1,5,6,7):</p> <ul style="list-style-type: none"> • To raise curiosity about English as a global way of communication. 	

UNIT: 2	<i>Dracula</i>		4 weeks
CONTENTS			
BLOCK I: Comprehension of oral texts	Listening strategies: Identifying films' characters descriptions from a specific context.	Sociocultural and sociolinguistic aspects: <ul style="list-style-type: none"> • Enthusiasm. Inspire students to increase their participation in class. • Turn-taking. Respecting talking-turns within the class. • Attitude towards other cultures. Developing interest in getting to know about Thanksgiving celebration. 	
BLOCK II: Production of oral texts	Speaking strategies: Delivering a clear and coherent oral presentation in front of the class.	Communicative functions: <ul style="list-style-type: none"> • Making requests and recommendations. • Describing personal physical appearance. • Introducing narrative structures in oral presentations. Syntactic-discursive structures: <ul style="list-style-type: none"> • Introduction to present perfect continuous. • Revision of present perfect simple. • Extension of <i>used to</i> and <i>would</i>. 	
BLOCK III: Comprehension of written texts	Reading strategies: Identifying and explaining the function of essential narrative texts elements.	Vocabulary: <ul style="list-style-type: none"> • Introduction to literary characters. • Revision of describing people. • Extension of some usual phrasal verbs. 	
BLOCK IV: Production of written texts	Writing strategies: Retelling a narrative using the appropriate structure and time expressions.	Pronunciation: <ul style="list-style-type: none"> • Segmental features: pronunciation of /dʒ/ y /j/ sounds. • Suprasegmental features: grouping-words and pauses. 	
CROSS-CURRICULAR ELEMENTS			
Promotion of reading habits	Involving students into a reading session which combines fictional and real-world.		

Audiovisual communication & ITC		Presenting storytelling through Skype sessions with members of the class.
Values		Fomenting group organization.
RESOURCES		TYPES OF LEARNING ACTIVITIES
<ul style="list-style-type: none"> • Reading short story https://www.esleschool.com/fce-writing-section-a-short-story-1/ • YouTube video https://www.youtube.com/watch?v=qOODHYmpJ6k • Scramble words worksheet https://wordwall.net/print/1547568/untitled5 • Padlet https://padlet.com/ppeleteiromartinez531/jw5ss7edc59yda6 		<ul style="list-style-type: none"> • Oral presentation • Flipped- learning video • Hands-on-task • Reflection (via blog)
EVALUATION		
E V A L U A T I O N	Specific learning outcomes	<p><i>It is expected that students will:</i></p> <ol style="list-style-type: none"> 5. Understand the uses of present perfect continuous within a context. 6. Recommend books while describing its plot, characters and settings. 7. Difference between /dʒ/ y /j/ sounds. 8. Value the importance of thanksgiving's day in other cultures.
	Competences	Achievement indicators
	<ol style="list-style-type: none"> 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 	<p>Performance outcome 1. Competences (1,4,):</p> <ul style="list-style-type: none"> • To introduce present perfect continuous within sentences. <p>Performance outcome 2. Competences (1,3,4,5):</p> <ul style="list-style-type: none"> • To use the proper structures to recommend a book. <p>Performance outcome 3. Competences (1,4,7):</p> <ul style="list-style-type: none"> • To detect /dʒ/ y /j/ sounds in a written text. <p>Performance outcome 4. Competences (1,4,7):</p> <ul style="list-style-type: none"> • To locate English literature in their correspondent periods.

UNIT: 3	<i>The Man of Feeling</i>		3 weeks
CONTENTS			
BLOCK I: Comprehension of oral texts	Listening strategies: Locating different dialects in authentic audios.	Sociocultural and sociolinguistic aspects: <ul style="list-style-type: none"> • Motivation. Displaying social attitude towards the second language. • Conduct. Showing a civic attitude in class. • Linguistic varieties. Developing attention on British colloquial expressions. 	
BLOCK II: Production of oral texts	Speaking strategies: Using expressive language while discussing about a specific topic.	Communicative functions: <ul style="list-style-type: none"> • Making predictions. • Expressing feelings and emotions. • Articulating preferences in formal debates. Syntactic-discursive structures: <ul style="list-style-type: none"> • Introduction to future tenses. • Revision of present perfect simple and continuous. • Extension of time clauses. 	
BLOCK III: Comprehension of written texts	Reading strategies: Taking notes from a texts.	Vocabulary: <ul style="list-style-type: none"> • Introduction to emotions and feelings. • Revision of the use of dictionaries in class. • Extension of the use of some colloquial expressions. 	
BLOCK IV: Production of written texts	Writing strategies: Using dictionaries to increase the sophistication of vocabulary in context.	Pronunciation: <ul style="list-style-type: none"> • Segmental features: pronunciation of words ending in <i>-ture</i>. • Suprasegmental features: comprehension of silent syllables. 	
CROSS-CURRICULAR ELEMENTS			
Promotion of reading habits	Implicating students into a comics' reading session.		
Audiovisual communication & ITC	Presenting message Apps within the classroom.		
Values	Explain the importance of self-esteem and mental health in the class.		

RESOURCES	TYPES OF LEARNING ACTIVITIES
<ul style="list-style-type: none"> • Crossword www.education.com • PowerPoint • Vocabulary activity https://wordwall.net/resource/1700154 • Listening https://learnenglish.britishcouncil.org/emotional-intelligence • Will vs. Going To https://www.englisch-hilfen.de/en/exercises/feelings/index.php • Interactive wheel https://wordwall.net/resource/1693044 • YouTube video https://www.youtube.com/watch?v=yZziq5WvUog • Teacher-made handout https://www.canva.com/design/DADvGr51bgU/VWaNYrdNhCIBDxa-x6S6zw/view?utm_content=DADvGr51bgU&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu https://www.canva.com/design/DADvGhoAGfo/fPP0Yx3Er3iOGi2NVoXD-A/view?utm_content=DADvGhoAGfo&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu • YouTube https://www.youtube.com/watch?v=oQUBRP2Uyio • Reading https://www.holstee.com/blogs/mindful-matter/an-open-letter-to-my-future-self • Blog https://padlet.com/ppeleteiromartinez531/futureself • Worksheet https://agora.xtec.cat/insjoanguinjoan/wp-content/uploads/usu1332/2016/09/SUMMER-HOMEWORK-4-ESO-EXTENSION.pdf • Bingo cards https://myfreebingocards.com/ • YouTube video https://www.youtube.com/watch?v=JnLr6u0ytew • Kahoot https://play.kahoot.it/v2/lobby?quizId=7e7885c9-d5a1-4055-8b24-a59686a24728 https://play.kahoot.it/v2/lobby?quizId=b082c883-2d54-4472-b7c8-9cd8331df4c8 	<ul style="list-style-type: none"> • Small group discussion • Play-role activity • Hands-on-task • Multimedia content • Crossword • Blog • Online Quiz • Fill the lyrics • Team competition • Flipped-learning video

<ul style="list-style-type: none"> • Padlet https://padlet.com/ppeleteiromartinez531/e64nujk62x17 • YouTube video https://www.youtube.com/watch?v=5IoKU5jmgfA, • TED Talks https://www.ted.com/talks/aomawa_shields_how_we_ll_find_life_on_other_planets#t-309031 • Microsoft Office Word • Reading https://learnenglishteens.britishcouncil.org/magazine/life-around-world/living-alone-first-time • Definitions https://wordwall.net/resource/1697113 	
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EVALUATION

E V A L U A T I O N	Specific learning outcomes	<p><i>It is expected that students will:</i></p> <p>8. Compare will and going to and its different uses regarding affirmative, negative and interrogative sentences.</p> <p>9. Expose feelings and emotions in real world situations.</p> <p>10. Illustrating the ability of pronouncing words ending in –ture.</p> <p>11. Locate some British colloquial expressions and use them within a context.</p>	
		Competences	Achievement indicators
		<p>1. Competence in Linguistic Communication</p> <p>2. Mathematical competence and basic competence in Science and Technology</p> <p>3. Digital competence</p> <p>4. Learning-to-learn</p> <p>5. Social and civic competences</p> <p>6. Sense of initiative and entrepreneurship</p> <p>7. Cultural awareness and Expression</p>	<p>Performance outcome 1. Competences (1,3,2):</p> <ul style="list-style-type: none"> • To difference between plans and spontaneous decisions in written tasks. <p>Performance outcome 2. Competences (3,4,5):</p> <ul style="list-style-type: none"> • To show an accurate descriptions of feeling in oral interaction. <p>Performance outcome 3. Competences (1,4,7):</p> <ul style="list-style-type: none"> • To deal with a specific words’ sound within sentences. <p>Performance outcome 4. Competences (1, 4,5,6,7):</p> <ul style="list-style-type: none"> • To encourage students’ to learn other cultures’ colloquial expressions.

UNIT: 4	Doctor Thorne		3 weeks
CONTENTS			
BLOCK I: Comprehension of oral texts	Listening strategies: Detecting speakers' personal opinions in radio debates.	Sociocultural and sociolinguistic aspects: <ul style="list-style-type: none"> • Cooperation. Adopting a responsible attitude to submit homework. • Respect. Promoting tolerance and anti-discrimination attitudes. • Awareness. Concerning students about gender issues. 	
BLOCK II: Production of oral texts	Speaking strategies: Supporting a position on a formal debate.	Communicative functions: <ul style="list-style-type: none"> • Engaging fluently in impromptu conversations. • Ensuring linguistic correction, cohesion and consistency. • Asking and giving information about a specific topic. Syntactic-discursive structures: <ul style="list-style-type: none"> • Introduction to modal verbs. • Revision of future tenses <i>will and going to</i>. • Extension of perfect modals. 	
BLOCK III: Comprehension of written texts	Reading strategies: Recognizing the topic sentence in each paragraph.	Vocabulary: <ul style="list-style-type: none"> • Introduction to professions. • Revision of collocations with job and work. • Extension of gerunds and infinitives. 	
BLOCK IV: Production of written texts	Writing strategies: Comparing and contrasting key information in writing.	Pronunciation: <ul style="list-style-type: none"> • Segmental features: pronunciation of /d/, /ɪd/ y /t/ sounds. • Suprasegmental features: differencing between falling and raising intonations. 	
CROSS-CURRICULAR ELEMENTS			
Promotion of reading habits	Promote the reading of professional profiles on the internet.		
Audiovisual communication & ITC	Creating a CV using models from the internet.		
Values	Building a relationship based on mutual respect.		
RESOURCES		TYPES OF LEARNING ACTIVITIES	

<ul style="list-style-type: none"> • European CV creation https://europass.cedefop.europa.eu/documents/curriculum-vitae • Listening and discussion https://learnenglishteens.britishcouncil.org/skills/listening/upper-intermediate-b2-listening/best-job-world • Vocabulary game https://www.english-hilfen.de/en/exercises/people_animals/boss.htm • Grammar https://www.english-grammar.at/online_exercises/modal-verbs/m008.htm 	<ul style="list-style-type: none"> • Debate • Comic strip • Flashcards game • Double-side chunks • Fill the gaps
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EVALUATION

E V A L U A T I O N	Specific learning outcomes	<p><i>It is expected that students will:</i></p> <p>12. Distinguish between ability, permission, advice, obligation, prohibition, possibility and certainty statements.</p> <p>13. Tell the uses of infinitive and gerunds and place them in a context.</p> <p>14. Develop the ability to pronounce past simple and past participle in regular verbs.</p> <p>15. Discuss about gender issues in politics and real world situations.</p>	
	Competences		Achievement indicators
	<p>1. Competence in Linguistic Communication</p> <p>2. Mathematical competence and basic competence in Science and Technology</p> <p>3. Digital competence</p> <p>4. Learning-to-learn</p> <p>5. Social and civic competences</p> <p>6. Sense of initiative and entrepreneurship</p> <p>7. Cultural awareness and Expression</p>		<p>Performance outcome 1. Competences (1,4,7):</p> <ul style="list-style-type: none"> • To show commands of modals' use in oral and written interaction. <p>Performance outcome 2. Competences (1,3,4,):</p> <ul style="list-style-type: none"> • To apply the proper rules of gerunds and infinitives in written texts. <p>Performance outcome 3. Competences (1,4):</p> <ul style="list-style-type: none"> • To detect the appropriate pronunciation of verbs ending in –ed. <p>Performance outcome 4. Competences (6,4,7,2):</p> <ul style="list-style-type: none"> • To be concerned about gender discrimination in other decades.

UNIT: 5	<i>The Origins of Species</i>		3 weeks
CONTENTS			
BLOCK I: Comprehension of oral texts	Listening strategies: Spotting major concepts and ideas in celebrities' speeches regarding climate change.	Sociocultural and sociolinguistic aspects: <ul style="list-style-type: none"> • Involvement. Fostering students to assume an active role in cooperative working. • Integration. Accepting help offers from other members of the class. • Cultural conventions. Fomenting incentive on carnival traditions in Britain and Ireland. Communicative functions: <ul style="list-style-type: none"> • Suggesting ideas and opinions. • Discussing aspects of environmental issues in the media. • Reading autonomously information contained in written texts regarding current events. Syntactic-discursive structures: <ul style="list-style-type: none"> • Introduction to defining and non-defining relative clauses. • Revision of modal verbs. • Extension of the omission of relative pronouns. Vocabulary: <ul style="list-style-type: none"> • Introduction to environment concepts. • Revision of –ed/ -ing adjectives. • Extension of some phrasal verbs. Pronunciation: <ul style="list-style-type: none"> • Segmental features: distinguish between /i/ and /i:/ sounds. • Suprasegmental features: linking with consonants sounds. 	
BLOCK II: Production of oral texts	Speaking strategies: Persuading people about a cause.		
BLOCK III: Comprehension of written texts	Reading strategies: Accessing resources on the internet to increase information about the topic.		
BLOCK IV: Production of written texts	Writing strategies: Evaluating their own writings according to the teacher's established criteria.		
CROSS-CURRICULAR ELEMENTS			
Promotion of reading habits	Implicating students into a reading research session of environmental problems affecting the last decade.		
Audiovisual communication & ITC	Involving students into the creation of an environmental news website.		
Values	Convincing students about the importance of climate change and how they can contribute to eradicate it.		

RESOURCES		TYPES OF LEARNING ACTIVITIES	
<ul style="list-style-type: none"> • YouTube https://www.youtube.com/watch?v=eKJKQ6XHF94 http://www.songlyrics.com/morgan/planet-earth-lyrics/ • Vocabulary crossword http://edtools.mankindforward.com/crosswords/1583527/generate • Relative clauses quiz http://a4esl.org/c/qw.cgi • Show + activities https://www.bbc.co.uk/learningenglish/english/course/tgg/unit-1/session-12 		<ul style="list-style-type: none"> • Complete the lyrics • Crossword • Web quest • Info-transfer activities 	
EVALUATION			
E V A L U A T I O N	Specific learning outcomes	<p><i>It is expected that students will:</i></p> <p>16. Explain objects, places, events and professions without mentioning the word itself, but using relative clauses.</p> <p>17. Concern an audience about climate change using the appropriate concepts.</p> <p>18. Detect the use of linking in native-speakers conversation.</p> <p>19. Distinguish about several traditions regarding English-speaking countries.</p>	
	Competences	Achievement indicators	
	<ol style="list-style-type: none"> 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 	<p>Performance outcome 1. Competences (1,3,4):</p> <ul style="list-style-type: none"> • To combine two different sentences including a relative clause. <p>Performance outcome 2. Competences (3,4,7,5):</p> <ul style="list-style-type: none"> • To use persuasive language to concern an audience. <p>Performance outcome 3. Competences (1,4,7,5):</p> <ul style="list-style-type: none"> • To identify linking words in oral utterances. <p>Performance outcome 4. Competences (1,4,5,7):</p> <ul style="list-style-type: none"> • To locate different carnival traditions. 	

UNIT: 6	<i>Levels of the Game</i>		<i>3 weeks</i>
CONTENTS			
BLOCK I: Comprehension of oral texts	Listening strategies: Applying top-down processes of listening in an authentic interview.	Sociocultural and sociolinguistic aspects: <ul style="list-style-type: none"> • Investment. Inspiring students to consult reference materials such as dictionaries. • Team spirit. Activating collaborative sense within the class. • Interrelation. Bringing up cultural awareness about different sports. Communicative functions: <ul style="list-style-type: none"> • Convincing people to do more sports. • Elaborating a job interview in pairs. • Introducing connectors to join ideas in an authentic conversation. Syntactic-discursive structures: <ul style="list-style-type: none"> • Introduction to zero, first and second conditional. • Revision of the omission of relative pronouns. • Extension of the third conditional. Vocabulary: <ul style="list-style-type: none"> • Introduction to sports. • Revision of negative prefixes. • Extension of go, play and do collocations. Pronunciation: <ul style="list-style-type: none"> • Segmental features: pronunciation of words ending in –age. • Suprasegmental features: distinction of weak and strong forms. 	
BLOCK II: Production of oral texts	Speaking strategies: Participating in a both sides of an interview process.		
BLOCK III: Comprehension of written texts	Reading strategies: Summarizing the main idea by expressing it with students' own words.		
BLOCK IV: Production of written texts	Writing strategies: Using a paragraph as a model to write about a given topic.		
CROSS-CURRICULAR ELEMENTS			
Promotion of reading habits	Encouraging students to read a famous sport person biography.		
Audiovisual communication & ITC	Creating a real interview and record themselves.		
Values	Encouraging students to practise sports and be active.		
RESOURCES		TYPES OF LEARNING ACTIVITIES	

<ul style="list-style-type: none"> • Conditional Dominoes http://www.onestopenglish.com/grammar/grammar-lessons/upper-intermediate/conditional-dominoes/150603.article • Interview https://www.youtube.com/watch?v=iehlKbIuxTY • Collocations https://www.education.com/worksheet-generator/pdf/5e9da682f889e37b3e68083d/ • Game https://es.educaplay.com/juego/5496492-negative_prefixes.html • Worksheet http://www.tinyteflteacher.co.uk/learn-english/b2-first-exam/b2-first-exam-practice/word-formation-negatives 	<ul style="list-style-type: none"> • Matching lists • Simulation • Fill the gaps • Puzzle • Hand-on task
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EVALUATION

E V A L U A T I O N	Specific learning outcomes	<i>It is expected that students will:</i>		
		<p>20. Express conditions and consequences to several situations.</p> <p>21. Describe an unusual sport with the right terminology.</p> <p>22. Predict the pronunciation from spelling of words ending in –age.</p> <p>23. Learn about a new sport which is practiced in other country.</p>		
		Competences	Achievement indicators	
		<ol style="list-style-type: none"> 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 	<p>Performance outcome 1. Competences (1,4):</p> <ul style="list-style-type: none"> • To identify the consequence of the condition in written texts. <p>Performance outcome 2. Competences (1,4,7):</p> <ul style="list-style-type: none"> • To apply the proper wording to talk about sports. <p>Performance outcome 3. Competences (1, 3,7):</p> <ul style="list-style-type: none"> • To determine the differences of pronunciation in words ending in –age. <p>Performance outcome 4. Competences (1,4,5,7):</p> <ul style="list-style-type: none"> • To involve students into the practice of sports. 	

UNIT: 7	<i>The Picture of Dorian Gray</i>		3 weeks
CONTENTS			
BLOCK I: Comprehension of oral texts	Listening strategies: Applying bottom-up listening processes in a work description.	<p>Sociocultural and sociolinguistic aspects:</p> <ul style="list-style-type: none"> • Confidence. Applying auto-feedback as a method of reinforcing students' learning autonomy. • Inclusiveness. Presenting an appropriate conduct in group-working. • Critical Eye. Enhancing enthusiasm for artistic embodiments. <p>Communicative functions:</p> <ul style="list-style-type: none"> • Speculating about photos using verbs such as look, seem and appear. • Describing similarities and differences by comparing two artistic works. • Carrying out topic-centred conversations. <p>Syntactic-discursive structures:</p> <ul style="list-style-type: none"> • Introduction to third conditional. • Revision of the zero, first and second conditional. • Extension of mixed conditionals. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Introduction to art terminology. • Revision of do and make collocations. • Extension of compound nouns. <p>Pronunciation:</p> <ul style="list-style-type: none"> • Segmental features: Difference between /o/ and /u:/ sounds. • Suprasegmental features: intonation when showing certainty/uncertainty. 	
BLOCK II: Production of oral texts	Speaking strategies: Reinforcing students' social skills by heading debates about different artistic embodiments.		
BLOCK III: Comprehension of written texts	Reading strategies: Exploring for enrichment works from several genres.		
BLOCK IV: Production of written texts	Writing strategies: Expressing agreement or disagreement regarding street art in written form.		
CROSS-CURRICULAR ELEMENTS			
Promotion of reading habits	Organising a reading session in which students can recommend books to each other.		
Audiovisual communication & ITC	Using Edmodo (application) so students can sell their art pieces through real descriptions.		
Values	Concerning students about the importance of having access to artistic works.		

RESOURCES		TYPES OF LEARNING ACTIVITIES	
<ul style="list-style-type: none"> • Blog https://www.artworkarchive.com/blog • Street art murals (London) https://londonist.com/london/best-of-london/the-best-street-art-in-camden-town-2019 • Biographies http://www.onestopenglish.com/skills/listening/listening-lesson-plans/miscellaneous-worksheets/elementary/jumbled-biographies/151216.article • Students Facebook https://new.edmodo.com/groups/4o-eso-34488271?utm_source=classes_page • https://quizlet.com/es/361591805/art-vocabulary-b2-flash-cards/ Vocabulary and expressions 		<ul style="list-style-type: none"> • Description (via blog) • Drill activities • Formal debate • Jumble reading • Survey 	
EVALUATION			
E V A L U A T I O N	Specific learning outcomes	<p><i>It is expected that students will:</i></p> <p>24. Interpret imaginary results in grammar exercises using third conditional.</p> <p>25. Describe famous masterpieces using vocabulary related to art.</p> <p>26. Comprehend the different utterances containing /ʊ/ and /u:/ sounds.</p> <p>27. Acquire reasonable knowledge about the different artistic manifestations.</p>	
	Competences	Achievement indicators	
	<p>1. Competence in Linguistic Communication</p> <p>2. Mathematical competence and basic competence in Science and Technology</p> <p>3. Digital competence</p> <p>4. Learning-to-learn</p> <p>5. Social and civic competences</p> <p>6. Sense of initiative and entrepreneurship</p> <p>7. Cultural awareness and Expression</p>	<p>Performance outcome 1. Competences (1,2,3,4):</p> <ul style="list-style-type: none"> • To detect past and present consequences in conditionals. <p>Performance outcome 2. Competences (1,3,4,5,7):</p> <ul style="list-style-type: none"> • To apply artistic professional language to works descriptions. <p>Performance outcome 3. Competences (1,7):</p> <ul style="list-style-type: none"> • To differentiate between /ʊ/ and /u:/ in a dialogue. <p>Performance outcome 4. Competences (1,4,5,7):</p> <ul style="list-style-type: none"> • To debate about the different art manifestations that exists. 	

UNIT: 8	<i>The Way we Live Now</i>		<i>3 weeks</i>
CONTENTS			
BLOCK I: Comprehension of oral texts	Listening strategies: Extracting information from real debates about the importance of saving money.	Sociocultural and sociolinguistic aspects: <ul style="list-style-type: none"> • Coherence. Being consistent in the process of learning concerning the English language. • Engagement. Asking for permission to interrupt the class. • Consciousness. Thinking critically about the importance of money in nowadays life. Communicative functions: <ul style="list-style-type: none"> • Using discourse markers to structure answers. • Provide different ideas and opinions regarding a topic. • Discussing advantages and disadvantages. Syntactic-discursive structures: <ul style="list-style-type: none"> • Introduction to passive voice. • Revision of compound nouns. • Extension of have and get something done. Vocabulary: <ul style="list-style-type: none"> • Introduction to money. • Revision of the differences between get and reach. • Extension of collocations with ambition and career. Pronunciation: <ul style="list-style-type: none"> • Segmental features: pronunciation of –igh sound. • Suprasegmental features: Intonation on stressed words. 	
BLOCK II: Production of oral texts	Speaking strategies: Engaging critically and constructively in oral exchanges of ideas.		
BLOCK III: Comprehension of written texts	Reading strategies: Detecting ideas which are not explicit within the text by inferring author’s opinion.		
BLOCK IV: Production of written texts	Writing strategies: Making use of a bibliography model to create one’s own.		
CROSS-CURRICULAR ELEMENTS			
Promotion of reading habits	Reading summaries of literary works on the internet.		
Audiovisual communication & ITC	Creating an interactive map in which students can see the percentage of poverty regarding European countries.		
Values	Waning students about the significance of money.		
RESOURCES		TYPES OF LEARNING ACTIVITIES	

<ul style="list-style-type: none"> • Budget wheel https://wordwall.net/resource/1374899 • Passive voice http://www.mansioningles.com/gram55_ej1.htm • Reading https://learnenglishteens.britishcouncil.org/uk-now/read-uk/money • TED Talks https://www.ted.com/talks/nina_porter_economie_why_money_cant_buy_happiness • Interactive map https://wordwall.net/resource/1356240 	<ul style="list-style-type: none"> • Laboratory exercise • Formal Debate • Journal • Self-assessment activity • Team project
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EVALUATION

E V A L U A T I O N	Specific learning outcomes	<p><i>It is expected that students will:</i></p> <p>28. Showing appropriate command of passive voice in written texts.</p> <p>29. Using suitable vocabulary related to the topic of money.</p> <p>30. Distinguish between intonation on stress and non-stress words.</p> <p>31. Debate critically about the importance of money.</p>
	Competences	Achievement indicators
	<p>1. Competence in Linguistic Communication</p> <p>2. Mathematical competence and basic competence in Science and Technology</p> <p>3. Digital competence</p> <p>4. Learning-to-learn</p> <p>5. Social and civic competences</p> <p>6. Sense of initiative and entrepreneurship</p> <p>7. Cultural awareness and Expression</p>	<p>Performance outcome 1. Competences (1,3):</p> <ul style="list-style-type: none"> • To use passive as reporting of what other people say. <p>Performance outcome 2. Competences (1, 3,4, 5,7):</p> <ul style="list-style-type: none"> • To introduce vocabulary related to money in impromptu conversations. <p>Performance outcome 3. Competences (1,7):</p> <ul style="list-style-type: none"> • To tell different types of intonation in stress words. <p>Performance outcome 4. Competences (1, 4,5,7):</p> <ul style="list-style-type: none"> • To argue about the importance of money in teenagers' nowadays lives.

UNIT: 9	<i>Vanity Fair</i>		3 weeks
CONTENTS			
BLOCK I: Comprehension of oral texts	Listening strategies: Contrasting people’s opinions on fashion and familiarizing students with the vocabulary used.	<p>Sociocultural and sociolinguistic aspects:</p> <ul style="list-style-type: none"> • Imagination. Developing creativeness in the writing sessions. • Support. Tolerating different points of view. • Politeness. Contrasting different degrees of politeness. <p>Communicative functions:</p> <ul style="list-style-type: none"> • Including cause and effects connectors. • Reacting to authentic news. • Concluding statements based on evidences. <p>Syntactic-discursive structures:</p> <ul style="list-style-type: none"> • Introduction to reported statements. • Revision of conditionals. • Extension of reported commands, requests and suggestions. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Introduction to clothes. • Revision of adjectives related to style. • Extension of collocations related to fashion. <p>Pronunciation:</p> <ul style="list-style-type: none"> • Segmental features: pronunciation of /ʌ/ and /ɒ/. • Suprasegmental features: expressing surprise and sympathy. 	
BLOCK II: Production of oral texts	Speaking strategies: Comparing different types of photos and interpret them.		
BLOCK III: Comprehension of written texts	Reading strategies: Inferring on the writer’s opinion and choice of vocabulary.		
BLOCK IV: Production of written texts	Writing strategies: Reorganizing brainstorming notes into a logical order.		
CROSS-CURRICULAR ELEMENTS			
Promotion of reading habits	Recreating a fashion magazine on students’ research on different articles.		
Audiovisual communication & ITC	Generating a virtual fashion show in which students work cooperatively.		
Values	Concerning students about the importance of respecting different points of view.		
RESOURCES		TYPES OF LEARNING ACTIVITIES	

<ul style="list-style-type: none"> • Fashion walkway https://www.youtube.com/watch?v=EiZx7DHEBBI • Looks https://looks.21buttons.com/?utm_source=21buttons&utm_medium=main_website • Reported messages https://fakedetail.com/fake-whatsapp-chat-generator • Questionnaire https://speakSpeak.com/english-grammar-exercises/upper-intermediate/reported-speech 	<ul style="list-style-type: none"> • Questionnaire • Team project • Mind-mapping • Hands-on tasks 	
EVALUATION		
E V A L U A T I O N	Specific learning outcomes	<p><i>It is expected that students will:</i></p> <p>32. Introduce reported speech while using instant messages.</p> <p>33. Compare different styles in fashion through photographs' descriptions.</p> <p>34. Express amazement through pronunciation in affirmative, negative and interrogative statements.</p> <p>35. Discuss about how media show the importance of fashion.</p>
U A T I O N	Competences <ol style="list-style-type: none"> 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 	Achievement indicators <p>Performance outcome 1. Competences (1,4,5,7):</p> <ul style="list-style-type: none"> • To introduce commands and suggestions using reported verbs. <p>Performance outcome 2. Competences (1,3,4,6):</p> <ul style="list-style-type: none"> • To create a virtual description of a fashion walkway. <p>Performance outcome 3. Competences (1,4):</p> <ul style="list-style-type: none"> • To express emotions through pronunciation while reading articles. <p>Performance outcome 4. Competences (4,5,6,7):</p> <ul style="list-style-type: none"> • To distinguish about the importance of fashion comparing big cities with small towns.

UNIT: 10	<i>Gulliver's Travels</i>		3 weeks
CONTENTS			
BLOCK I: Comprehension of oral texts	Listening strategies: Extracting general information from places' documentaries.	<p>Sociocultural and sociolinguistic aspects:</p> <ul style="list-style-type: none"> • Challenge. Creating a list of all the concepts learnt during the course. • Foresight. Contributing to generate a final self-assessment. • Realism. Promoting interest in getting to know other countries <p>Communicative functions:</p> <ul style="list-style-type: none"> • Outlining different types of cultures. • Discussing about specific political issues. • Managing rising intonation when interacting. <p>Syntactic-discursive structures:</p> <ul style="list-style-type: none"> • Introduction to wishes and regrets. • Revision of passive voice. • Extension of idioms (verb + the + object). <p>Vocabulary:</p> <ul style="list-style-type: none"> • Introduction to travel items. • Revision of transports. • Extension of weather and climate collocations. <p>Pronunciation:</p> <ul style="list-style-type: none"> • Segmental features: pronunciation of /əʊ/. • Suprasegmental features: introduction of elision. 	
BLOCK II: Production of oral texts	Speaking strategies: Arguing ideas based on past events and dates.		
BLOCK III: Comprehension of written texts	Reading strategies: Interpreting information from charts, graphics or statistics.		
BLOCK IV: Production of written texts	Writing strategies: Peer editing using specific given codes.		
CROSS-CURRICULAR ELEMENTS			
Promotion of reading habits	Reading about stereotypes' characterization within the texts.		
Audiovisual communication & ITC	Creating a short movie simulating a trip to another country.		
Values	Encouraging students to solve problems cooperatively.		

RESOURCES		TYPES OF LEARNING ACTIVITIES	
<ul style="list-style-type: none"> • YouTube video https://www.youtube.com/watch?v=kzoBENjDKM0 • Blog https://expertvagabond.com/travel-blogs/ • Flashcards https://quizlet.com/es/413425319/d-b2-travel-and-transport-u2-flash-cards/ • Quiz https://www.examenglish.com/B2/b2_description_of_places.htm 		<ul style="list-style-type: none"> • Map- reading • Flipped-learning video • Simulation • Self-assesment 	
EVALUATION			
E V A L U A T I O N	Specific learning outcomes	<p><i>It is expected that students will:</i></p> <p>36. Complete conversations with would rather and prefer.</p> <p>37. Write a formal report recommending a place to visit using weather collocations.</p> <p>38. Identify elision in words.</p> <p>39. Discuss about how travelling can make an impact in someone’s life.</p>	
	Competences	Achievement indicators	
	<p>1.Competence in Linguistic Communication</p> <p>2. Mathematical competence and basic competence in Science and Technology</p> <p>3. Digital competence</p> <p>4. Learning-to-learn</p> <p>5. Social and civic competences</p> <p>6. Sense of initiative and entrepreneurship</p> <p>7. Cultural awareness and Expression</p>	<p>Performance outcome 1. Competences (1,3,4):</p> <ul style="list-style-type: none"> • To express wishes and regrets in oral and written interactions. <p>Performance outcome 2. Competences (4,1,3,2,7):</p> <ul style="list-style-type: none"> • To describe different places, cultures and traditions. <p>Performance outcome 3. Competences (1,7):</p> <ul style="list-style-type: none"> • To locate elision in different words within a written text. <p>Performance outcome 4. Competences (4,5,7,6):</p> <ul style="list-style-type: none"> • To discuss the different cultural shocks regarding other cultures. 	

3.3 Underlying content organizational rationale

These previous sections have set the general organisation of contents in an EFL classroom according to the official curriculum and the presentation of the ten different

units scheduled for the academic course. As explained in the introductory paragraph of the last section, the ten units have been designed bearing in mind emotional intelligence as seen in literature. From my point of view, presenting the components of emotional intelligence through literature can help students to manage and control their emotions by feeling reflected in the characters of the literary works presented in the units.

4. Teaching and learning resources

4.1. Teaching philosophy: principles and practices

This section is aimed at explaining the main based of the teaching philosophy followed during the course and the four main principles and practices that determine the process of learning. According to Ghaye and Ghaye, the teaching practise should be based on knowledge and how this knowledge can be transmitted to facilitate the learning to others (1998:9). In my opinion, the diverseness in teaching is applicable since teaching depends on what the acquisition of a language means to the instructor of the class, for instance in my case the central purpose when it comes to obtain a language is to communicate and understand the several facets language can adopt depending on the contextual situation in which it is used. As mentioned in the previous section, emotional intelligence plays an essential role in the sessions and it has been the main inspiration to build up my teaching philosophy along with the communicative approach.

According to Goleman (1995) emotional intelligence is understood as the ability to recognise emotions and those for others in order to handle relationships properly. Furthermore, it helps humans to control their emotions and acknowledge them to determine the different causes of feelings. From a very early age, students begin to develop empathy to others by trying to understand feelings and emotions of those around them. According to Medina, “our ability to learn has deep roots in relationships [...] our learning performance may be deeply affected by the emotional environment in which the learning takes place” (2009:45). In my opinion, recognising emotions is what allows humans to manage, dominate and control them. As teenagers are adults in progress, they need to be guided and understand the importance of managing their emotions. I firmly believe that introducing emotional intelligence within a fourth-year high school classroom is essential for the formation of students’ personality and deep knowledge.

According to Goleman (1995), emotional intelligence is more important when it comes to reach success in life than intelligence quotient. On the one hand, emotional intelligence improves the relationship among the members of the class. It helps students to getting to know themselves better and increase their self-esteem. On the other hand, emotional intelligence helps students to work with frustration and face their conflicts in the most appropriate way. It allows students to become more flexible and adaptable about changes and remind that people are always making choices between alternatives.

Daniel Goleman (1995) identifies five components of emotional intelligence necessary to achieve all the benefits mentioned previously:

1. Self-awareness - which consists on being capable of recognise and name feelings.
2. Self-regulation - the process in which humans learn how to handle emotions in order to avoid negative effects.
3. Motivation - the ability to find something that encourage the individual to keep going despite failures.
4. Empathy - the ability to comprehend others' emotions.
5. Social skills - proficiency in managing positive relationships with others.

Emotional intelligence is one of the main bases of my teaching methodology and it has been combined with literature as explained along section three. According to Hogan (2014) literature can transport readers and provides emotions which are experiences in human social life. Recognising and naming emotions is usually a hard task for human beings. In my opinion, introducing these five components through fictional characters will benefit students to identify emotions by reflecting in their own experiences and feelings. In this case, the literary works selected are highly connected to the five constituents stated by Goleman (see section 3.2):

- **Unit 1 – Introduction of self-awareness through several fictional characters.**
- **Unit 2- Analysing empathy in Dracula's behaviours.**
- **Unit 3- Analysing the role of empathy in Harley's character.**
- **Unit 4- Importance of self-regulation regarding love relationships.**
- **Unit 5- Motivational techniques presented in Darwin's theory.**
- **Unit 6- Importance of social skills in cooperative working.**

- **Unit 7- Analysing self-regulation in Dorian Gray’s character.**
- **Unit 8- Identifying the role of self-awareness when dealing with expenses.**
- **Unit 9- Importance of motivation to achieve personal goals.**
- **Unit 10- Analysing Gulliver’s social skills during the journey.**

Furthermore, the teaching philosophy proposed for the syllabus has been based on the *Communicative Language Teaching* (hereafter CLT) also known as the communicative approach. This methodology was introduced in the late 70s and produced a change in the way EFL was being taught fostering the communicative capability as its central purpose. According to Harmer, this approach can be defined as an extension of different approaches whose members share the common belief in which the exposure to the language in use leads to the student’s development of knowledge and skill (2007:69). The communicative approach is not really concerned with acquiring the language by learning specific grammatical rules, but adapting language to social situations. According to Howatt, the key purpose of this approach is using the language to learn it (1984:279). From my point of view, language should be taught and learnt in communicative contexts assuming that learners need to achieve the communicative competence, the ability of an individual to interact fluently and effectively with other individuals. According to Richards, there are four essential features of CLT (2006: 20):

1. Students learn the second language in order to use it for communicating authentic and meaningful material in real world situations.
2. Fluency is essential in the communication process
3. The four language skills are integrated in practise at it happens social situations
4. Learning is based on a trial and error process

As this approach represents the use of language in contexts, a relationship between the tasks and real life situations is essential and it will be reflected within the classroom. From my point of view, it is fundamental to provide something for learners to talk about. Thus, all the materials and educational tools created for the sessions are based on authentic materials, since the main purpose of the sessions is that learners share ideas and emotions about real topics. In the class, all the activities, specially listening and speaking sessions are focused on the “message” to guarantee that learners’ needs are covered, as well as the capability of providing cultural information and techniques to

interact in real-world circumstances. Creating the opportunity for students to interact with their classmates will improve their motivation and promote learners' creativity and participation. Furthermore, the sessions proposed for the syllabus underline the importance of culture and will provide students different options of broadening their knowledge of the socio-cultural aspects of the second language, assimilating the culture in which they are taking part when acquiring a second language.

All the sessions will follow the same structure which reinforce the use of real world materials by assimilating the different social contexts in which language can be used and providing students opportunities by facing them using the second language. All the sessions are divided into three different stages (see appendix I): the first one regards to the presentation of the target language which is generally done through a game that allows students to activate their schemata and language input by realising about the usefulness of the task. The second stage is known as "the practise" in which students train the target language presented previously in some activities. The last stage called "production" is the one related to the productive skills in which students use the target language in real world situations.

Furthermore, my teaching practise is focused on four main principles explained as follows that determine the practise of the learning process:

1. **Learning should be a voluntary act.** Students should not be forced to learn, since it is the own learner who has to make the decision of learning. Meanwhile teachers can generate appropriate conditions to encourage and motivate students to learn with incentive of extrinsic rewards, but the term "education" should never be understood as an act of manipulating students into learning.
2. **Learning should be collective.** Acting and collaborating together allow students to learn from each other's experience. Working collectively will help students to learn more and feel themselves more motivated as they have the opportunity of sharing their own experiences. Conversely, the increase their strengths by sharing them to others as well as they will work on their weakness with the aid of their classmates.
3. **Learning should involve emotions.** Students need to master and dominate their emotions as it is an essential part of the everyday life in high school classrooms. Expressing and managing emotions will help students to create

positive relationships with their classmates and learning will be positively affected by this environment. My units of work encourage students to experience emotions and understanding choice-making between alternatives.

- 4. Learning should be an open window to the world.** My units of work bring students the opportunity to explore and discover the world, using a variety of authentic material encouraging students to experience all the things the world and other cultures can offer.

4.2. Materials selection and development

❖ Materials to develop listening and reading skills

Nowadays, new technologies provide students a range number of possibilities to practise receptive skills as the internet allows access to texts and audios in English. According to Grant (1996) the latest advances in communication and the increment of misunderstanding have made the listening practise a crucial habit for non-native speakers. From my point of view, receptive skills are fundamental in the learning process as they assist learners to develop their language intuition by imitating models that allow them to locate sentences and expressions in the appropriate place.

According to Mendelson, human beings dedicate almost 50% of their time to oral comprehension (1994:9), but when the listening practise is forced learners seem reluctant to practise it, for instance when practising with the activities exposed in the textbook which lack authenticity. The activity designed to introduce the listening skill has been created with authentic material and it is part of the second unit from the syllabus as its content is related to storytelling. The activity will be divided into two different parts. The first part will be carried out individually. In this case, an audio recorded by myself will be played during two times and students will be asked in advance to take some notes. The audio consists of an uncompleted story¹ narrated by myself. The purpose of listening to the audio two different times is that students activate their top-down processes by using their background knowledge to understand the general meaning of the message as in the second part they will have to use their creativeness by providing a written end for the unfinished story presented in the audio.

¹ Access to the audio through this link <https://photos.app.goo.gl/E3ygGwBS4Y6bhpCFA>

❖ **Materials to develop speaking and writing skills**

The productive skills can be understood as language expressed through codes: oral and written, the most significant ways human beings use in order to communicate information to others and express their ideas. These two skills covering the production of language allow the teacher to find out students' creativeness and point out differences regarding students' personality and backgrounds (Veidemanis 1963:172) According to Veidemanis (1963), there are several differences between writing and speaking, since the former provides time for formulation while the latter is an spontaneous act (172) and learners are frequently worried about making mistakes.

The activity entitled as “fake love” is devoted to Saint Valentine’s Day and it consists on simulating a marriage of convenience interview. Students will be divided in groups of four as each of them will perform a different role: two students will be the couple and the other two will act as police officers. The activity will be divided into two different parts and students will be instructed beforehand of each step. In the first part, the entire classroom will watch a model video about this type of interview², this way students will have a reference to follow in case of lack of creativity. In the second part of the activity, students will be grouped in pairs: the police offices will have to work together creating the questions they will ask to the couple at the same time that students who act as the couple need to agree on the details of their relationship. Once they have ultimate the possible questions and answers, the entire group will start the interview performing their respective roles. From my point of view, this activity will have a positive impact on students as it is a different exercise from what they are used to do on Saint Valentine’s Day.

❖ **Technological environment**

Nowadays, new technologies have a great impact in our lives since they are used practically for everything and the he importance of incorporating them within the classroom is becoming fundamental. There are many advantages to introducing technology in the classroom. According to Yun-Jo and Williams “using technologies in teaching helps build a sense of community, increases interaction and communication among the instructor, students and other people, and promotes collaboration and resource sharing” (2010:44) and they generate greater access to secondary sources for

² Video model taken from <https://www.youtube.com/watch?v=Kqgg73q1MiY&t=174si>

both, educators and learners. Besides, learners feel more motivated when working with technological devices in the classroom. Throughout the entire academic year a list of new technological sources has been incorporated to address some of the contents stated in the curriculum (see the chart in appendix II). Conversely, the abundant use of new technologies can increase dependence among students who already spend a lot of time using technological devices. The most appropriate and convenient way of applying new technologies in the class is combining them with traditional methods creating the perfect blend of work atmosphere between learners and the instructor.

The activity designed to introduce new technologies in the classroom is focused on the Sustainable Development Goals, a set of purposes created by the United Nations. In this case, students will work with goal number one (“No poverty”) related to unit eight from the syllabus as its main objective is thinking critically about the importance of money. This activity will be conducted in the computer laboratory because each student needs a computer to complete the task. The activity is divided into two different parts. In the first stage, students will work with an interactive map³ which contains on its side real percentages of poverty regarding European countries⁴. Students will have to match the percentages with their respective countries (see appendix II, figure I). This part of the activity will be carried out individually. The second part of the activity integrates another virtual material created with the same application: a budget wheel⁵. In this case, students will be working in pairs. The activity consists on spinning a wheel that contains a budget of three different amounts based on real money (see appendix II, figure II) and draw up an expenditure plan adapted to the budget obtained.

❖ **Materials for vocabulary and grammar**

According to Kolln, grammar studied in educational institutions can be defined as formal grammar since it is a composition of established rules which help us to manipulate words and forms units covering a meaning but do not act as functional grammar (1985:875). Nowadays, the importance of teaching grammar is being questioned as students learn by heart these established rules but they do not apply them properly. From my point of view, grammatical rules are fundamental when acquiring a second language as well as mastering an amount of lexicon to put grammar standards

³ Access to interactive map <https://wordwall.net/resource/1356240>.

⁴ Data collected from https://ec.europa.eu/eurostat/databrowser/view/sdg_10_30/default/table?lang=en

⁵ Access Budget wheel <https://wordwall.net/resource/1374899>

into practise. I firmly believe it is necessary to use language correctly and that is learnt through grammatical features.

It is important to provide learners with some activities in which they feel comfortable in practising grammar exercises, for example, the activity designed contains instances of direct statements which need to be made into reported speech by utilizing an engaging application: WhatsApp messenger. The activity will be carried out on individual basis. In this task, some examples of sentences (affirmative, negative and interrogative) will be presented in a direct manner through common WhatsApp conversations in which some of the words have been replaced by an emoticon (see appendix II, figure III). The main objective of this activity is that students replace the sentences into reported speech as the time as they master lexicon.

4.3.Motivation and discipline plan

The three following points included in this section will deal with the importance of discipline and civic manners within a class, as well as the different ways to keep students motivated in order to present an active attitude towards the language.

4.3.1 Classroom rules

In my opinion, discipline plays an essential role in the coexistence and behaviour of all the members of a class, especially in the high school as it is one of the main places in which students learn to live together in society. In my opinion, establishing a list of classroom rules has many advantages for students: first of all clear boundaries help students to prepare situations that await them in their professional futures. In addition, students develop social skills and basic behavioural attitudes which increase their confidence in their actions as they understand perfectly the right way to act. Moreover, stated rules help them to create their own balance of values in which they will decide what is valid and what is not inside and outside the classroom.

Nevertheless, when it comes to think about the word “discipline” many negative connotations come to our minds since the introduction of some essential rules in the class can result offensive to some students. As Shores and Jack pointed out in their essay (1993), the introduction of discipline plans in the class should be done through positive statements and promises of positive consequences as that motivates students and potentially produced continued compliance of the rules in future situations (93). In

order to motivate students to maintain a good behaviour in the class, a formalised agreement which includes a reciprocal consideration relationship between the teacher and the students has been designed (figure IV in appendix II).

On the one hand, the contract presented in the second appendix increments students' motivation since it formally implicates them to conduct the rules stated. Nevertheless, it does not only require the personal involvement of learners, but also the instructors'. On the other hand, this formalised agreement addresses all the students in a global way, thus no student can feel offended. In addition, students who have correctly performed all the rules set out in the contract will be rewarded every week with happy face stamp in the back of their contract which will help them to positively round out their final mark before each term assessment.

4.3.2 Extrinsic motivational techniques

This section will be dealing with the extrinsic motivation which refers to the kind of motivation in which the factors and motives that lead the person to perform or complete the activity are external as well as the different techniques that can be applied in a classroom to reinforce students' extrinsic motivation. As mentioned previously, one of the main inspirations to build up my course design is emotional intelligence which has a strong connection to including motivational factors in the class as they can provide work satisfaction and personal growth involving emotional reactions.

According to Brophy, one of the most fundamental factors when applying these motivational techniques within the class is to maintain students' expectations to success, bearing in mind that students' motivation always depend on the final goal rather than the process of reaching it (1986:30) Thus, as teacher it is really important to remind our students the importance of be consistent on their endeavours as well as reduce tension and anxiety by letting them know that final achievements require an specific amount of time and dedication. There are two main techniques which can be easily introduced in a class and can help our students to feel motivated in an extrinsic way: on the one hand, introducing tasks which contains students' interests and concerns provides motivation for them to participate. In addition, it is fundamental to provide something for learners to discuss about, attending their needs. Furthermore, creating opportunities for them to interact and use group-work can improve students' motivation. On the other hand, it is necessary to praise students for their endeavours as it can improve their academic

performance, not only inside the classroom but also the beyond it. Providing students with a positive feedback stimulates them to reach a full satisfaction of their work. Here is a useful list of compliments which show teacher’s proudness and help students to feel motivated:

<i>Excellent! / Sensational!</i>	<i>Keep up the good work!</i>
<i>You are doing fine.</i>	<i>Great / Outstanding Job!</i>
<i>I could not have done it better myself!</i>	<i>You are working hard.</i>
<i>Nothing can stop you now.</i>	<i>I am proud of you.</i>

4.3.3 Intrinsic motivational techniques

Unlike extrinsic motivation which is based on external pressures, the intrinsic motivation deals with the individual himself as this kind of motivation drives people to do or keep doing things for the simple pleasure of doing them; consequently the execution of the task is the reward. Including intrinsic motivational techniques in a class is not a straightforward job since intrinsic motivation depends on the individual, although it is possible to introduce a method which keeps students motivated to work hard. This method should make sure that everyone has a chance to fulfil their strengths as well as feel included and valued since students often feel discourage and frustrated when they experience a different recognition as their classmates. Consequently, a whole-school-year project which includes every single student of the class has been designed in order to aim learners to develop as much knowledge of vocabulary as possible. In order to motivate students to participate, the project has been based on a really famous game: Scrabble.



As it consists on an annual project, students will work progressively through the entire academic course. Thus, during each of the units students will have to create a list of vocabulary regarding the words involved in their books. For this project, students will be working in groups of four which will be decided at the beginning of the course and will not be changed in the entire academic year. Hence, students will get used to work with the same classmates in each session.



As mentioned previously, the annual project is based on the game scrabble, so at the end of the unit students will have a session in which this game will be performed. Each of the groups need to create as much words as possible from the unit in order to reach the highest score (see the mind map in the second appendix). As in the real game, each group will accumulate points depending on where they locate the different words. Consequently, at the end of the course those two groups which reached the highest score will compete to see which of the groups deserved the victory. During this last session, students will be able to typecast all the words they have learnt during the academic year as they have to demonstrate they have reviewed all the vocabulary in order to win the game. Including competitiveness through a game in a high school classroom always motivates students.

The materials involved for this annual project are quite simple as the real game does not require a lot of equipment: a scrabble board and letters. The board, which is located at the back of the class, is made of plastic with some magnets inside as well as the letters allowing them to stick on the board. In my opinion, this annual project is really useful to motivate and encourage students as it involves some competitiveness which will help learners to expand their amount of lexicon. Furthermore, the game is an opportunity for students to interact by using groups and using a motivational task to make students use the target language learnt during the units. I firmly believe this project will improve students' academic performance through promoting choices, increasing creativity and fair competitiveness as well as introducing students into cooperative learning.

5. Catering to student diversity

5.1. Student diversity and the Spanish curriculum

This section is aimed at gathering students' diversity according to the Spanish curriculum. As stated in the current educational legislation *Real Decreto 1105/2014*, attending to diversity deals with three specific groups of students:

- 1. Students with specific educational needs.** This group includes students with physical disabilities (hearing/ visual/ motor impairment) and students who present mental disorders such as autism, attention deficit hyperactivity disorder (ADHD) or syndrome of Asperger. Furthermore, students who present serious behavioural disturbances such as anti-social endeavours. According to the standing legislation, it is the responsibility of the educational institution to identify students with specific learning difficulties and to assess their needs as soon as possible. Furthermore, the academic enrolment of students who present specific educational needs shall be governed by the principle of inclusion, ensuring non-discrimination and equality in the access and permanence in the educational system (*Article 9, page 175*).
- 2. Students with outstanding abilities.** This category comprises students with high intellectual abilities also known as gift or talented students. As stated in the current legislation, the education administrations will adopt the necessary measures to identify students with high intellectual abilities as early as possible. Moreover, the educational centre will adopt action plans which include some curricular enrichment programmes that allow talented students to develop their skills completely (*Article 9, page 175*).
- 3. Students who have been integrated to the educational system at a late stage.** As stated in article 18, the integration of these students will be based on their individual circumstances, background knowledge, age and their academic history, but the inclusion into school will be fully facilitated for these students. Furthermore, the students' familiarisation with the first language will receive specific attention, adding individual sessions to reinforce the acquisition of language if needed. Students who do not present a gap in their level of curricular competence will be enrolled in the correspondent course by the age, but learners who do not present the level of the curricular competence of more than two

years may be enrolled in a lower course than the appropriate for them by age (*Article 18, 181-182*).

These three groups of students require specific and specialised support. According to non-discrimination and the educational normalised principles contemplated in the legislation, these students need to be enrolled in the educational system accordance with their individual characteristics integrating them in ordinary groups or specialised classroom if needed. The Spanish curriculum integrates many possibilities and pedagogical proposals in order to assign specific attention to these students, adjusting them to any specific difficulty presented in their learning processes. According to *Real Decreto 1105/2014 (Article 16, page 181)*, there are several measures which can be applied to adjust these differences:

- A) **Ordinary measures** are offered to all students enrolled in the high school and deal with adopting several teaching methods and materials within a class.
- B) **Extraordinary measures** include adaptations to the curriculum involving changes in contents, objectives and assessment criteria, extending subject sessions as reinforcement, flexible grouping and provision of specific subjects, repeating a school year and some personalised treatment programs for students.

5.2.Strategies for students with specific educational needs

This section is intended to outline the student with specific educational needs' situation along with the explanation of the several strategies followed to adapt the activities presented in the units and the reinforcement in the integration of the student.

Background information

The student has reduced mobility as she has been in a wheelchair for the last three years. The girl presents an injury in her dorsal spine, damaging her inferior thoracic vertebrae, concretely number eleven, caused by a traffic accident her family suffered. The injury caused the total loss of feeling in her hips and legs.

Characteristics

The student is facing a difficult situation to which she has had to adapt and become

used to in the last three years; thus, her attitude towards the class has changed since the accident. Nevertheless, the support offered from the institution and the several adaptations have created an appropriate learning environment in which the student feels absolutely integrated. Furthermore, the student has an excellent relationship with her classmates based on a feeling of camaraderie and respect. It is important that students present a good relationship between each other as the majority of the sessions contain pair-work activities.

The student do not present any problem to acquire the second language as she exhibit more or less the same level than her classmates. Nevertheless, sometimes she feels frustrated, especially when it comes to compare the evaluation criteria and perform of her classmates regarding kinaesthetic activities. Consequently, in many sessions it has been decided to work with new technologies as do not require movement, so she can feel fully integrated.

Intervention plan

Ordinary measures:

1. **Classroom management:** the classroom is organised in different rows of pairs in order to provide enough space between the pupils' chairs and tables. This distribution facilitates the student's mobility in the class when needed and fosters the cooperative learning since students are seated in pairs.
2. **Emotional intelligence:** the teaching philosophy designed for this course is built on emotional intelligence (explained in point four) which allow students to understand behaviour patterns as well as mitigate negative feelings. Teenager students are often reluctant to cooperate and word their feelings; however the sessions are focused on areas of language used to express them and some techniques which reduce fear and anxiety. Applying emotional intelligence within the sessions can be beneficial for a student who has permanent after-effects provoked by an accident as it would contribute to manage and control her feelings about her personal experience.

Extraordinary measures:

As mentioned previously, the student presents some alterations in her locomotive system; concretely she lacks mobility in her legs, so she uses a wheelchair to move around which limits some functions and activities necessary and fundamental for her

age. The access to the centre and use of its facilities do not present architectural barriers which can disrupt the student's movement inside the high school. Furthermore, she possesses a key (provided by the institution) which allows her to use the elevator constructed for students with problems in their mobility. In order to facilitate the mobility of the student through the centre, physical spaces have been considered and the class assigned to the group is located on the ground floor.

Furthermore, several aids have been considered for the student in order to achieve the objectives proposed for the course by creating minimal adaptations in her curriculum and above all, awareness-raising towards her disability. Curriculum adaptations in EFL are a set of changes that serve as an instrument to respond to the diversity encountered within the class. The adaptations required in the contents have been focused on the kinaesthetic activities since they are the ones the girl cannot comply. For instance, some adjustments and modifications have been applied in the performance of kinaesthetic activities, but the contents involved are the same, since the student does not present any problem towards the acquisition of the language.

As it can be seen in the unit of work developed in the appendix, the activities that require some movement have been adapted to the student who performs the same activity from her seat. The methods applied for the student differ when the activities require moving, changing the way in which activities are carried out, but achieving the absolute integration of the student (see appendix I). Furthermore, the majority of kinaesthetic activities are carried out in groups, so the rest of the member from the group will move to the student's place in order to collaborate with her. This way facilitates the integration of the student in the activity without the necessity of her movement. Furthermore, new technologies have been generally applied in the sessions. Hence, this fact also benefits the student as new technologies do not require any special movement as well as motivate students to participate and realise the tasks.

The intervention plan's main objective is to offer an absolute integration to the student by promoting cooperative learning strategies. The syllabus design integrates a lot of activities that require group organisation, needing the participation of each member of the group in order to establish a dynamic or leadership among students, choosing the appropriate responsibility for the student with reduced mobility, including a dynamic of support between classmates. Furthermore, an attempt will be made to keep the same

percentages regarding the assessment of the four skills than the rest of the students, introducing the adapted activities in its appropriate section, helping the student not to feel different from her classmates.

6. Assessment and evaluation procedures

The last section gathers all the information regarding assessment and evaluation. The first point incorporates the different principles and techniques applied to determine students' assessment. The second point is aimed as explaining the assessment criteria and learning standards set out in the educational legislation regarding bilingual institutions. The last point determines the evaluation process with the division of marking and feedback regarding the different skills.

6.1.Principles and techniques

The principal purpose of assessing and evaluating deals with providing students the opportunity to be informed about their academic progress and the identification of specific problems regarding their learning process by presenting remedial and particular activities planned to reach optimal individual growth. Furthermore, assessment encourages students to be consistent in their learning and promotes the continuation of their academic formation. In order to provide information valuable for teachers when it comes to assume the role of evaluators, the process of assessment and evaluation must be a continuous circle - an integral part of students' learning process- in which every requirement has their own importance. Nevertheless, the terms assessment and evaluation have some significant variation and affect students' learning process in several aspects.

On the one hand, assessment is understood as an interactive process between learners and the instructor whose main basis is to achieve effectiveness in students' learning process. According to scholars as Hernon and Dugan, "assessment determines how well programs accomplish their educational mission, demonstrate learning over the duration of a program and use the evidence gathered to improve teaching and learning" (2009:147). Assessment is learner-centred and its main purpose is to provide information about students' course in anonymous way and generally through non-graded process. On the other hand, "evaluation involved judging the extent to which students grasp course content" (2009:147). Hence, evaluation is based on specific

standards and curriculum criteria. As Baehr points out “evaluation determines the level of quality of a performance or outcome and enables decision-making based on the level of quality demonstrated” (2005: 441). There are three types of evaluation, formative, summative and diagnostic.

In order to check students’ progress, the evaluation criteria purposed for assessing this course is a combination of formative and summative assessment. On the one hand, formative assessment takes into account every single step of students’ learning process. According to Ur, formative assessment is an informal way of assessing in which the main purpose is to provide clear feedback in the form of error correction and suggestions of improvement (2012:168). On the other hand, summative assessment is a type of assessment of learning as it is used to sum up students’ learning at the end of a specific period (Cambridge: 2019). This type of assessment has a specific timing and it is more focused on testing by providing grades in the form of numbers. There are four main techniques which will be followed during the entire academic year in order to assess students bearing in mind both types of assessment explained below:

- 1. Self-assessment.** This technique implies the students’ control over their learning. In this case, students will have to reflect and evaluate their own learning. According to Ur (2012), self-assessment encourages students consider their learning and take responsibility on their own (169). There is an effective self-assessment informal technique students will carry out during the academic course: **whole-year classroom portfolio** which it is a collection of worksheets selected by the learner. Students will assess their portfolios using a grading criteria based on real numbers that goes from one to ten.
- 2. Testing.** This technique is the most common example of summative assessment as the test will be carried out after an specific amount of time, concretely at the end of each unit in which “the criterion for success is a fixes level which the student is expected to reach (‘pass’); and the result is usually expressed as a percentage” (2012:168).
- 3. Peer-assessment.** This technique deals with formative assessment as students evaluate their classmates’ performance. This technique aims at reinforcing cooperative working within the members of the classroom as well as students’ comprehension of the importance of proofreading. In order to introduce peer-assessment students will be part of **a learning-blog** in which they will share

their own ideas and experiences related to a specific topic. Students will be asked to provide constructive feedback to their classmates by commenting others' posts on the blog

4. **3-2-1 technique.** This method can be carried out in each of the sessions. It consists on students' consideration of the following prompt by the end of the lesson: number three is related to the concepts learnt from the lesson, number two consists on writing down some things they want to know more about and number one is linked to students' doubts and questions. This informal method is part of the formative assessment as it allows the teacher to evaluate students' interest within the lessons.

6.2. Assessment criteria and assessable learning standards

This section is aimed at explaining the assessment criteria and learning standards gathered in the educational legislation regarding bilingual groups stated in *Orden 2876/2018*. The evaluation criteria and assessable learning standards are divided into four different blocks explained as follows:

Block I: Comprehension of oral texts.

Evaluation criteria	Assessable learning standards
<ul style="list-style-type: none"> • To understand the interaction related to classroom activities for instance instructions, questions, comments, etc. • To identify general meanings in descriptions in debates and speeches, being these formally prepared or spontaneous. Identify different points of view regarding arguments in debates and speeches within the participants. • To understand documentaries, TV programmes and movies where the image facilitates the acquisition of meaning. 	<ul style="list-style-type: none"> • To understand what is said in daily classroom transactions and management. • To identify the main and secondary ideas in a conversation, speech or formal or informal debate of certain duration among two or more interlocutors and takes place in the presence or of which the student visualizes or listens to a recording, dealing with well-known or typical issues. • To understand the main ideas and the most significant details in

<ul style="list-style-type: none"> • Comprehend the general idea regarding dialogues and monologues despite the presence of unknown vocabulary, the presence of background noises, etc. • To comprehend and apply the appropriate strategies for understanding the general meaning, the essential information, main points and ideas or the relevant details from the text. • . Identify the speakers' point of view, feelings and intention in descriptive and argumentative texts on familiar or current topics. • Distinguish between sounds, accentuation, rhythm and intonation patterns and finally, analysing fictional elements in movies such as the setting, characterization, etc. 	<p>descriptions, conferences, reports and documentaries.</p> <ul style="list-style-type: none"> • To include an informal conversation, debate, presentation or speech in which the student participates or visualizes or listens to a recording, explanations or justifications of vies and opinions on various matters of personal interest, typical or more abstract topics. • To identify the main and secondary ideas of documentaries, TV shows and movies in standard and non-standard English. • To identify the speakers' point of view, feelings and intention in descriptive and argumentative texts on familiar or current topics. • To distinguish between facts and opinions in debates, speeches and conferences on well-known or typical topics and assesses the texts' objectivity. • To use listening strategies appropriate to each type of text
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Block II: Production of oral texts.

<p>Evaluation criteria</p> <ul style="list-style-type: none"> • To participate spontaneously and naturally in classroom interaction with their classmates and the teacher. • To produce texts of average length 	<p>Assessable learning standards</p> <ul style="list-style-type: none"> • To create well-structured previously tested and visually supported presentations on specific aspects or topics of personal interest by
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<p>prepared in advance (oral presentations, speeches, etc.) in face-to face sessions and by technical means, including formal, informal or neutral registers as well as ideas and personal opinions justified or hypotheses and proposals for solutions.</p> <ul style="list-style-type: none"> • To take part in debated or current and familiar topics in which they have to present their personal opinions clearly, refute others' opinion, ask clarifications and questions, etc. • To identify and apply the most appropriate strategies to start, maintain and complete monologues or dialogues. • To select the appropriate elements of textual coherence and cohesion to organise the discourse effectively • To know and use oral lexicon related to everyday matter and of general interest, as well as more abstract topics and to select the appropriate lexicon for the context and the audience. • To pronounce and intone statements in a clear and understandable way, using resources to add expressiveness to the message. Maintaining the rhythm of the discourse with fluency to make the message comprehensible, controlling the pauses in extensive interventions. 	<p>organising information in a coherent manner, explaining the main ideas clearly, illustrating explanations with example and answering listeners' questions.</p> <ul style="list-style-type: none"> • To produce well-structured critical arguments and comments using suitable connectors. • To participate in face-to face informal discussions on daily and less common matters, in which the student exchanges information and expresses and justifies opinions and views; consistently describes situations and facts relating to current affairs; propose solutions and generates hypotheses and expresses and justifies assessments and interpretations of texts; narrates and consistently describes complex future situations; expresses detailed plans and intentions for a more or less near future. • To initiate exchanges and contributes to them with relative ease, being able to reformulate their interventions or ask for clarifications when problems are present in the communicative process. • To use expressions to save time in a real communicative situation and adapt their language to the contextual factor.
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Block III: Comprehension of written text.

Evaluation criteria	Assessable learning standards
<ul style="list-style-type: none">• To identify general and detailed information regarding texts, in printed and digital format, brief and extensive, written in a literary or non-literary style, dealing with everyday issues or current affairs and containing a wide variety of grammatical structures and lexical elements.• To comprehend and apply the most appropriate strategies for understanding the main points and ideas or the relevant details of texts.• To identify and infer the author’s point of view and intention, locating the linguistic elements that express them.• To support the inferences made about the meaning and effect of the texts in evidences taken from the respective texts• To identify stylistic elements such as irony, metaphors, personification, generalization, etc. and the discursive strategies for instance sequencing of ideas, etc. as well as organisational principles in literary and non-literary texts.• To identify and analyse the role of fictional elements (setting, characters and narration) in literary texts of	<ul style="list-style-type: none">• To understand the general meaning, the principal plot and the details of argumentative texts, literary analysis and opinion despite the presence of unknown vocabulary.• To distinguish between main and secondary ideas as well as between facts and opinion in argumentative texts, literary analysis and opinion despite the presence of unknown vocabulary.• To understand literary texts regarding different genres and styles as long as they are appropriate to the student’s level of maturity.• To understand and explain the role of fictional elements (setting, characters and narration in literary texts of different genres (narration, poetry, theatre).• To identify the intention of the author and his views as well as the meaning and effect of the texts, justifying these interpretations with evidence taken from the text.• To distinguish between the author’s ideas and those taken from secondary sources.• To assess the quality of a text in

<p>different genres (narration, poetry, theatre).</p> <ul style="list-style-type: none"> • To understand the written lexicon previously studied and the one unknown through the use of linguistic knowledge and the use of context and co-text. • To distinguish between their own ideas and the ones from others in a text. • To evaluate (based on given parameters) the quality of a text according to its argumentation, objectivity and the quality of the information and justify the evaluation with evidence taken from the text 	<p>relation to its argumentation, objectivity and the quality of sources used based on give parameters by justifying the evaluation appropriately.</p>
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Block IV: Production of written texts.

<p style="text-align: center;">Evaluation criteria</p> <ul style="list-style-type: none"> • To write (on paper or electronic form) texts of medium or long length providing a coherent and clear structures on subjects of personal interest or current affairs in formal, neutral or informal registers, making appropriate use of coherence and cohesion resources, spelling conventions and punctuation signs, and showing command of frequently used expressions, structures and lexicons. • To comprehend, select and apply the most appropriate strategies to elaborate written texts, understanding writing as 	<p style="text-align: center;">Assessable learning standards</p> <ul style="list-style-type: none"> • To write argumentative, analytical and opinion texts on topics of interests, respecting the characteristics of different types of text (essay, blog entry, critical comment, etc.) • To express and describe a problem or fact in some degree of detail and constructs arguments in an affective and logical way, using evidence and data to give strength to the argument and citing sources correctly. • To structure the texts in paragraphs, creating a logical connection between them and applying a clear
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<p>an iterative process.</p> <ul style="list-style-type: none"> • To incorporate the knowledge acquired through research and search for reliable sources, giving force to arguments through the use of data, graphs and illustrations as well as other resources such as sequencing of ideas. • To structure texts in an effective way, using elements of cohesion and coherence, the division of paragraphs with logical connection as well as an effective introduction and conclusion. • To combine different sub-genres (summary, description, critical comment, etc.) in the same text in order to construct more complex texts. • To write attractive texts using a variety of syntactic structures, lexical elements and stylistic resources exaggeration, irony, etc.) as well as giving the text an attractive title in order to catch the readers' attention • To know and use common-use written lexicon related to current affairs and literary analysis and criticism as well as a wide repertoire of frequently used idiomatic expressions. • To use frequent spelling punctuation and formats conventions with correction bearing in mind the influence of the first or other languages; knows how to handle basic texts processing resources to correct spelling errors in 	<p>organisational principle including and effective introduction and conclusion.</p> <ul style="list-style-type: none"> • To elaborate the main ideas of a text through examples and explanations, using different levels of abstraction in different part of the text. • To combine different textual sub-genres to create complex texts. • To adapt the structure of the texts and its register to the characteristics specific to each genre as well as to the communicative situation, audience and function, relying on the models seen in the sessions. • To correct the majority of spelling errors or problems of structure and logical sequencing as well as coherence and cohesion.
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<p>texts produced in electronic format and to adapt the writing convections regarding different types of texts.</p>	
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6.3. Marking and feedback

The main assessment process regarding this course will be continuous assessment. According to Ur, in this type of assessment the final grade is a combination of other grades that students received for various assignments during the course (2012:171). In this case, the results obtained from written exams and the active and valuable participation within the lessons. As mentioned previously, the assessment process will consist on a combination of both techniques, formal and informal and students will be informed in advance from the criteria established. The assessment criteria designed for this course is focused on percentages divided in four different categories with their respective feedback explained as follows:

- **Grammar and vocabulary (40%)**

As mentioned in other sections of this paper, I firmly believe that grammar and vocabulary are essential when it comes to teach and learn a second language. Therefore, it is necessary to give this category a significant weight regarding students' evaluation process. In order to evaluate grammar and vocabulary, summative assessment will be applied as students will have to do a formal test at the end of each unit to prove the acquisition of specific concepts regarding lexicon and the respective grammatical features. These exams will be the 30% from the total aimed to grammar and vocabulary as the 10% remaining will be devoted to the classroom portfolio. At the end of each unit students have to group all the worksheets used within the lesson as they will be collected. The exams and the portfolio will be graded on an scale that goes from one to ten; consequently students will be able to calculate the final grade regarding this category.

- Listening and Reading (20%)

The comprehension of oral and written texts will be grouped in the same assessment category, comprising 10% of students' final mark for each skill. The evaluation of these two skills will be a combination of formative and summative assessment as either formal and informal techniques will be applied within the lesson to evaluate students. These skills will be informally assessed by observing the attitude of students in the class bearing in mind the completion of the activities and the active role presented within the lesson. In the case of formal assessment, student will do an online quiz at the end of each term regarding the comprehension of oral texts while in the case of reading a written exam will be carried out. This written exam will be based on some extracts from the books used during the course scheduled in the units.

- Speaking and writing (20%)

The third category comprises the activities and projects related to the production of oral and written language presenting a 20% of students' final grade. On the one hand, in order to evaluate the speaking skill there are three attributes that will be evaluated: fluency, accuracy and pronunciation. In this case, students will be assessed through formative assessment obtaining non-graded written comments after oral presentations based on the following rubric:

	FLUENCY	ACCURACY	PRONUNCIATION
EXCELLENT!	Fluid speech. Good use of intonation and pauses.	Excellent control of language features. Variety in vocabulary terminology.	Good pronunciation and accent. Almost error-free.
GOOD	Fluid speech Inappropriate use of intonation and pauses.	Good language control. Some errors regarding grammatical structures.	Good pronunciation but some effort at accent. Occasional errors
NEEDS WORK	Hesitant speech. Soft rhythm and volume.	Basic vocabulary Frequent errors Adequate control of language	Many errors committed that interfere the comprehension.

On the other hand, the writing skill will be also assessed through formative assessment. There are four main factors that have been taken into account for designing the assessment criteria: content, organisation, vocabulary and language. This skill will be graded from a scale that goes from three, which is the best mark, to one explained as follows:

Criteria	1	2	3
Content	Limited information. Ideas presented but not well-developed.	Major topics are covered but supporting details lack accuracy.	Accomplished purpose of assignment. Complete information.
Organisation	Lacks logical sequencing of ideas. No transitions presented. Ineffective opening and conclusion.	Adequate sense of unity and order. Transitions mostly effective. Clear opening and conclusion.	Logically ordered. Transitions between points and details well-connected. Effective introduction and conclusion.
Vocabulary	Literal translations. Generally ineffective word-choice	Occasional wordiness. Generally appropriate word-choice.	Precise and effective word-choice.
Language	More than a few errors regarding grammar, spelling and punctuation.	Occasional errors in the use of grammar, spelling and punctuation.	Few errors in the use of grammatical rules, spelling and punctuation.

- **Participation and Annual Project (20%)**

This category comprises both: participation and the sessions devoted to the development of the annual project. In the case of the motivational project, students will be evaluated considering formative and summative assessment. The former will be carried out with the observation during the sessions dedicated to the project considering students' motivation and participation. The latter will evaluate the list of vocabulary students need to create by gathering all the words covered within the sessions. These

lists will be collected and marked from one to ten depending on its content, organisation and presentation.

In the case of participation, students will be evaluated through an individual-reference assessment. According to Ur, in this type of assessment the teacher can give a student a high grade when considering the student has worked hard or made an impressive progress based on personal effort (2012:171). From my point of view, the active involvement in the class allows the instructor to see students' interest and attitude towards the subject and sometimes that is more important than making mistakes. Hence participation inside and beyond the classroom, meaning the submission of assignments on time will cover a 10% of the total from this category based on the observation and participation in the class.

6.4. Assessment procedure rationale.

These previous sections have set the assessment and evaluation criteria proposed for the entire academic year. The first section provides the four main principles and techniques that will be followed during the course which have been based on the combination of formal and informal evaluation. In my opinion, combining these two types of evaluation benefits the students since formal evaluation is based on a previously established and graded criteria while informal evaluates students' daily effort through participation and observation within the classroom. The second section establishes the general assessment criteria and assessable learning standards contemplated in *Orden 2876/2018* for a fourth-year bilingual group. The last section provides the explanation of feedback and grading for each of the skills. In this case, the evaluation criteria have been established through percentages which benefits students when calculating their final mark. These percentages evaluate the four skills equally, the grammar and vocabulary exams as well as the intrinsic motivational project, the participation within the sessions and the involvement towards the subject.

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Appendix I: Development and description of the unit of work entitled “The Man of Feeling”

LEARNING ACTIVITIES & TEACHING METHODS

Unit : 4	Date: 25/11/2019	Time: 9:20-10:10	Class: 4° ESO	Length of lesson: 50’	No. Of students: 24
Lesson No: 1					

Learning

activities/tasks

ACTIVITY 1: “Compliments”

Aims: To introduce students into cooperative work

Resources: Coloured papers.

Time: 10’

Interaction type: Pairs

Procedures: Each student will be provided with a coloured paper in which they will have to write their names vertically. As mentioned previously, the activity will be carried out in pairs, consequently once students have written their name in the piece of paper they would have to switch with their partner. The objective of the activity is that each student writes at least one adjective (as compliment) per each letter

that composes their partner's name (*see an example in the chart below*).

ACTIVITY 2: “I am...”

Aims: To provide speaking practise based on a photograph.

Resources: projector, photo taken from <https://www.themakeyourownzone.com/just-for-fun-the-first-four-words-describe-you/>

Time: 10’

Interaction type: Individual

Procedures: A puzzle called “the first four words you see describe you” is projected in the whiteboard. Each student will have to write down the first four adjectives they can find in the image. Afterwards, students will discuss in groups of four whether they agree or not with the adjectives found in the image.

ACTIVITY 3: “Scape plan”

Aims: To encourage students to ask for help when needed and to practise writing about a problem.

Resources: teacher-made worksheet (Microsoft word)

Time: 20’

Interaction type: Pairs

Procedures: This activity will be performed in pairs. The activity consists on encouraging students to face problems by searching for solutions. The worksheet as the one below (see image 3) will be distributed to each students where they have to write a real problem. They will change the worksheet with their classmate's. The aim of the activity is that each student writes a solution to their partner's problem by applying the grammatical structures for giving advice.

ACTIVITY 4: “Four thinking stages”

Aims: To redirect thoughts about problematic situations.

Resources: teacher-made chart (Microsoft word)

Time: 10'

Interaction type: Individual

Procedures: This activity is highly related to the previous task; however, this time students will work individually as they need to reflect. One template will be given to each of the students in which students must consider and reason about the aspects and conclusion of the problems solved by their classmates. The aim of the activity is that students redirect their thought and reflect about the problematic situation they could not face.

PASSIONATE
AWESOME
UNIQUE
LOVELY
ASTUTE

The first four words
you see describe you.

U U L
L U U L A Z Y S B
N D M Q N L M H A P P Y F
R W T G Y J D I M P A T I E N T G
C G E N U I N E H E L E G A N T C T G
P O H E C Y T P R E Y P E A C E F U L C B
C M K C A X U G S L R E S E R V E D G U Q
M O P B C L T P O M Z W I T T Y C
C U A S E C A F B A Y A A O F U A
O H R S R N U Y S N N U S E N T I M E N T A L R X
S A A S Q T L G T M D L Z G L O V E L Y H P D I D
I R G I Q R A Z U V I K D E P E N D E N T G S N H
O N M E O G I T S B H N L O Y A L N L E T H A R G I C
M C I O N R C I Z B O G O V E R D R A M A T I C R H N
A E N U A C P N C O T A L E N T E D S V T R G R A D L
R G S T U G J R C H A R I S M A T I C P I C A
E Q N E O O N S T H O N E S T N U O T E F X
D Z B F V N A I V E F S H Y J Z E L I F X
W D Q J O Z I I C U
C D K I N D Y Y V T A L
J L K R K V P A S S I O N A T E Z X H E L
I N S E C U R E S T H O U G H T F U L L J
E L O Q U E N T J V W R E S T L E S S
H E J O U T S P O K E N U F T E X
O U T G O I N G C N G K L
E G U O S W E E T
V L O

Student's Name: _____

Partner: _____



PROBLEM

SOLUTION

What were the negative aspects of the situation, issue or problem?	
What were the positive aspects of the situation, issue or problem?	
What are the new creative ideas or alternatives in solving the problem?	
What conclusions can you make in moving forward from the problem?	

LEARNING ACTIVITIES & TEACHING METHODS

Unit: 4 **Date: 26/11/19** **Time: 12:20-13:10** **Class: 4° ESO** **Length of lesson:50'** **No. Of students: 24**

**Lesson
No: 2**

Learning

activities/tasks

ACTIVITY 1:“Running words”

Aims: To introduce specific terminology regarding feelings.

Resources: blackboard

Time: 15'

Interaction type: Four groups of six

Procedures: This activity consists on a very fast and basic game whose main objective is to activate students' schemata in order to complete the following activities. Furthermore, in this activity students will be working in groups of four as mentioned previously. In order to develop this game, one terminology regarding emotions or feelings will be written down vertically on the blackboard. The game consists on writing different adjectives with each of the letters from the original term written on the blackboard. Furthermore, students will need to be as far as possible while completing the other words since the first group which fulfils all the letters within the original word and no mistakes will get a point for the group.

This activity involves the entire class, consequently everyone in the group will have a chance to participate in the game since each student from the group will be provided with a different number and numeration will be randomly decided.

Specific student needs: As this activity requires movement, it is necessary to adapt it for the student with specific educational needs (physical disorder). The girl will be absolutely integrated in the task and she will belong to a group as each student in the class. Regarding her turn she will do the game in little blackboard provided by the educational institution. As mentioned previously, the numeration will be chosen randomly; however this girl will have a number associated before starting the game as it facilitates the teacher's choice of the word written down in the student's little blackboard.

ACTIVITY 2: "Circumstances"

Aims: To develop students' thinking skills.

Resources: teacher-made template (Microsoft word)

Time: 10'

Interaction type: Individual

Procedures: This task consists on filling a template with some questions regarding emotional situations. The template will be composed by four circumstances in which student have to express how they felt at that specific moment. The objective of the activity is that students are capable of recognising feelings

based on past experiences.

ACTIVITY 3: “WhatsApp messenger”

Aims: To word feelings based on authentic material and real world situations.

Resources: emoticons stickers , colouring makers and cardboard paper

Time: 20’

Interaction type: Pairs

Procedures: In order to carry out this activity student will be working in pairs as it consists on simulating an instant messages’ conversation. First of all each pair of students will be provided with six different stickers and a cardboard. As mentioned previously, students are expected to recreate a daily phone message’s conversation introducing the stickers as emoticons. Students have to simulate a conversation and stick the different stickers in the dialogue. The conversations need to contain at least ten interventions as it is the only way for evaluating students’ grammatical structures and vocabulary.

ACTIVITY 4: Are we formal writers?

Aims: To distinguish between formal and informal grammatical structures.

Resources: cardboard paper

Time: 10'

Interaction type: Groups

Procedures: In order to complete this activities students will be combined in groups of six people in which each pair of students (decided in the previous activity) will share their conversation with the other members of the group. The activity consists on a skimming reading of the messages' conversations in which students need to identify formal and informal expressions and discuss them in the group.

Situation	Students' explanation
Tell me about a time you felt embarrassed in public.	
What do you do to make yourself feel relaxed?	
Tell me a situation that makes you feel really happy.	
Have you ever feel really confused? Tell the experience briefly.	

Emoticons' stickers https://www.amazon.es/2000-Stickers-Emoticon-Smiley-Activities/dp/1474833500/ref=sr_1_3?_mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=emoticons+stickers&qid=1587573404&sr=8-3

LEARNING ACTIVITIES & TEACHING METHODS

Unit : 4	Date:	Time:	Class: 4° ESO	Length of lesson: 50'	No. Of students: 24
Lesson	27/11/19	8:30-			
No: 3		9:20			

Learning

activities/tasks

ACTIVITY 1: “Magical Future”

Aims: To introduce specific vocabulary regarding predictions.

Resources: Teacher-made crossword (www.education.com)

Time: 10'

Interaction type: Individual

Procedures: This activity will be carried out individually as students need to complete a crossword which contains some specific terminology they will need in order to complete the following activities.

ACTIVITY 2 : “An ancient technique of predicting future”

Aims: To facilitate instructions to complete following tasks.

Resources: YouTube Video <https://www.youtube.com/watch?v=oQUBRP2Uyio>

Time: 10’

Interaction type: Individual

Procedures: This part of the session deals with the presentation of the video chosen in order to perform the main activity. This video will be played two times, consequently students have enough time to write down some notes as they would be necessary for the realisation of the following activity. The video explains the meaning of the different lines that human beings have on their palms.

ACTIVITY 3: “ Let’s practise palm-reading”

Aims: To develop students’ communicative skills using specific grammatical structures.

Time: 20’

Resources: Notes taken from <https://www.youtube.com/watch?v=oQUBRP2Uyio>

Interaction type: Pairs

Procedures: In this activity students will practise the palm-reading technique using the information taken from the video mentioned in the previous activity. In order to perform the activity, students will work in pairs as two people must be involved to practise palm-reading. Students will have ten minutes each in order to read their classmate’s hands. Consequently, each student will have the same time to

carry out the activity and also realising about the importance of turn-taking in a conversation.

ACTIVITY 4: “So, what’s our future hold?”

Aims: To record simple future structures.

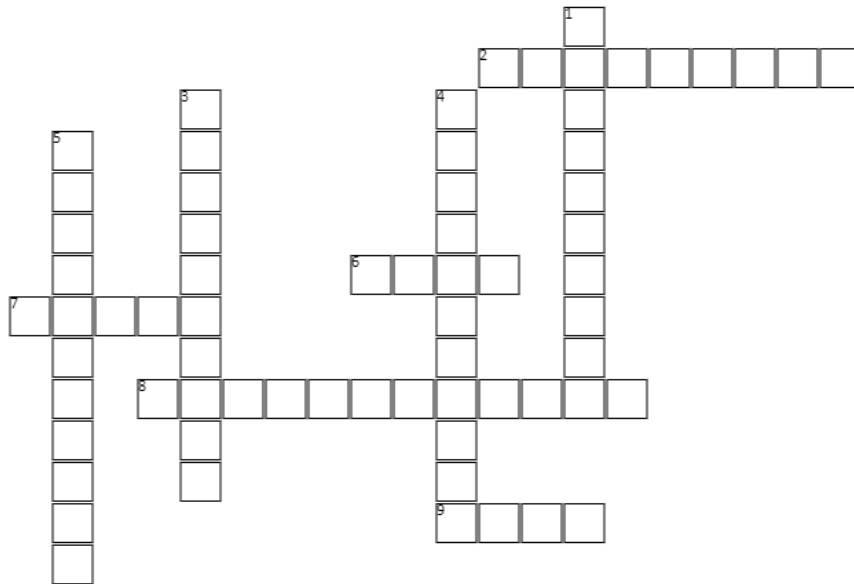
Time:10’

Resources: Teacher-made worksheet (www.canva.com)

Interaction type: Individual

Procedures: This activity is based on the worksheet presented below in which students have to write a brief summary about their fate and their classmate’s. The activity will be conducted on an individual basis, as it is the only way in which students can show if they have acquired the knowledge regarding the use of simple future in predictions.

Magic Future



Horizontales

- 2 A short forecast for people born under a particular sign, especially as published in a newspaper or magazine
- 6 The power that is believed to control everything that happens and that cannot be stopped or changed
- 7 The secret power of appearing to make impossible things happen by saying special words or doing special things
- 8 The art or practice of supposedly interpreting a person's character or predicting their future by examining th
- 9 A large ball of burning gas in space that we see as a point of light in the sky at night

Verticales

- 1 A statement that says what you think will happen
- 3 The use of magic powers, especially evil ones
- 4 Set of special cards with pictures on them, used for telling somebody what will happen to them in the future
- 5 A diagram of these twelve parts, and signs that some people believe can be used to predict how the planets wil



STUDENT
NAME:

So what's our future hold?



My partner's future

LEARNING ACTIVITIES & TEACHING METHODS

Unit : 4	Date: 28/11/19	Time: 10:10- 11:00	Class: 4° ESO	Length of lesson: 50'	No. Of students: 24
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Learning**activities/tasks****ACTIVITY 1: “What is that?”****Aims:** To predict meaning from context.**Resources:** teacher-made worksheet (www.canva.com)**Time:** 10'**Interaction type:** Individual**Procedures:** In this activity students will be working individually as each of them will be provided with a worksheet which contains some highlighted expressions students have not seen before. The objective of the activity is that students try to guess the meaning of the expression within the context providing a definition in the same paper.**ACTIVITY 2: “A Letter to my future self”**

Aims: To introduce different future tenses.

Resources: Reading taken from <https://www.holstee.com/blogs/mindful-matter/an-open-letter-to-my-future-self>

Time: 20'

Interaction type: Individual

Procedures: This activity consists on an intensive reading in which students have to read the letter in addition to highlight all the futures tenses included in the text.

ACTIVITY 4: “Message in a bottle”

Aims: To write a letter using future tenses.

Resources:

Computers ,Padlet <https://padlet.com/ppeleteiromartinez531/futureself>,

Time: 20'

Interaction type: Individual

Procedures: In this activity students will have to do the same that the author did in the previous activity: writing a letter to their future selves. In order to do so, students need to bear in mind the future tenses

highlighted in the previous exercise. To carry out the tasks, students will be using new technologies (concretely computers) since the letter will be written in an electronic platform designed by the teacher. Consequently, all the messages will be shared within the members of the class and students can provide feedback to their classmates.

Dear future self,

I know this might come as a surprise, but I'm not writing to you to convince you of anything you don't already know. You and I are quite self-aware and very cognizant of our strengths, weaknesses and the spectrum of quirks in between. I'm writing to you to remind you of what you vowed to yourself in the closing moments of this last year.

You vowed to put yourself first...with intention.

The word 'intention' means many things to many people, from the setting of broadly specific goals to the more mindful presence cultivated on a daily basis. But intention, for me, is drawn from the medical meaning of the word - the manner or process of healing a wound. I know you know what I am referring to.

2017 was one of the most brutally wonderful years of our life to date. We experienced a great love, massive geographical upheaval, unmentionable heartbreak and the beginnings (and endings) of some significant creative projects (well done on that doctorate, by the way). It was nothing short of spectacular. We loved, we lost, and we fell apart - and this is the place from which I write to you.

I am in the depths of a trauma I felt was building, yet didn't believe would actually happen. It's funny how we can be so aware of it and yet, when it breaks, we still break along with it. I hadn't fully considered the possibility that I would be here, experiencing a type of emotional amnesia that seems to have rendered me lost and unmotivated.

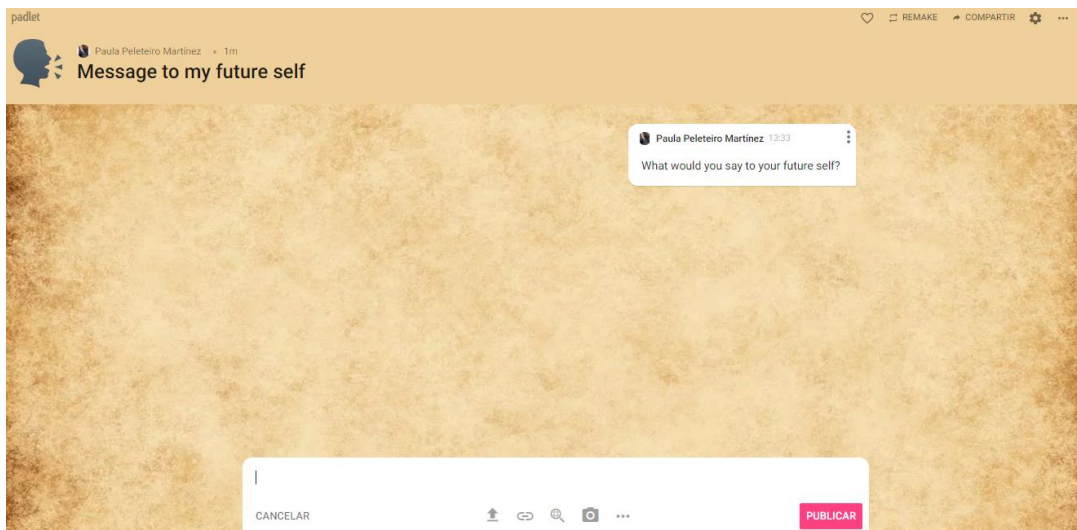
I know that time needs to do its healing dance. I know I will eventually come to understand the reasons why this happened. And I know that I am stronger than I give myself credit for. But how does one heal an invisible wound? How does one tend to injuries that the eye can't see?

I'm hoping you're much further along in this process than me, but I'm going to start by acknowledging it. I feel its edges and can see its depth. I am going to fill it with all the things he couldn't say, all the support they never offered and all of the value I never felt. It will overflow with laughter, joy, connection and belonging until it ceases to be a wound and instead becomes a scar. In time, I will look at it as a reminder of the fullness of life and of my capacity to love and be loved, instead of the gateway to a kind of despair I haven't known before now.

Future self, my intention is to bolster you with all the support and love you will need for the next chapter of your life. I hope you feel like you've weathered the storm in ways you didn't think possible, and are surprising those around you with the limitless nature of your compassion.

Love,

Past you.



What the hell is that?

1) I am **fed up with** telling you to do your homework. Get on with it!

2) He finally passed his driving test. He is **over the moon**.

3) When I saw her, I **couldn't believe my eyes**. She looked ten years younger.

4) You look **a little bit down in the dumps**.

5) I am **warm out**. I just want to sit down and put my feet up.

LEARNING ACTIVITIES & TEACHING METHODS

Unit : 4	Date: 29/11/2019	Time: 9:20- 10:10	Class: 4° ESO	Length of lesson: 50'	No. Of students: 24
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Learning
activities/tasks

ACTIVITY 1: “Look me up, look me up”

Aims: To introduce the use of dictionaries.

Resources: teacher-made worksheet (Microsoft word), oxford monolingual dictionary

Time: 15’

Interaction type: Individual

Procedures: In this activity students are required to find several words in the dictionary bearing in mind the instructions provided in the worksheet. In addition, students must include a definition of the respective word using their own vocabulary. The aim of the activity is to introduce the use of dictionaries among students as they are often reluctant to use them.

ACTIVITY 2: “ Find and use”

Aims: To use top-down processes.

Resources: worksheet taken from <https://agora.xtec.cat/insjoanguinjoan/wp-content/uploads/usu1332/2016/09/SUMMER-HOMEWORK-4-ESO-EXTENSION.pdf> (page 11, Unit 4)

Time: 20'

Interaction type: Individual

Procedures: This part of the session is divided into two different exercises. In the first exercise students are expected to find eight verbs in the crossword while in the second exercise students must complete the sentences provided in the worksheet using those eight verbs found in the first exercise. The aim of the activity is that students use their background knowledge as those verbs are probably words they have seen before and to learn how to use them in contextual sentences.

ACTIVITY 4: “Bingo!”

Aims: To review the verbs used in the previous task.

Resources: Teacher-made bingo card (www.myfreebingocard.com)

Time: 15'

Interaction type: Individual

Procedures: The last activity consists on playing a famous game: bingo. Nevertheless, this bingo card contains the verbs introduced in the previous activity. Consequently, several synonyms of these verbs will be said aloud and students must identify which one corresponds to the verbs presented in the card crossing them. The aim of the activity is to review the terms learnt during the session as students are often reluctant to revise the concepts practised in class.

BINGO!

PRESERVE	REPRESENT	IDENTIFY
PRESENT	SIGN	INCLUDE
WONDER	CALL	IMAGINE

myfreebingocards.com

1 Find eight verbs in the word search below.

i	d	e	n	t	i	f	y	i	i	p	H	o
i	m	o	n	v	e	n	i	e	n	t	A	p
r	s	a	w	e	t	e	o	e	c	e	l	r
l	p	i	g	n	s	i	r	s	l	s	W	e
p	g	d	r	i	n	c	l	u	u	e	O	s
p	h	g	o	t	n	p	e	a	d	g	R	e
o	o	j	l	p	d	e	i	t	e	v	P	r
r	f	w	o	s	i	g	n	i	d	e	X	v
t	p	r	o	p	b	e	s	e	n	t	W	e
r	k	w	o	n	d	e	r	p	t	u	H	p
a	l	a	v	y	a	w	p	b	s	i	V	e
y	w	r	b	r	e	p	r	e	s	e	N	t

1.
2.
3.
4.
5.
6.
7.
8.

2 Complete the sentences with the verbs in Exercise 1.

1. I can't life in a hundred years' time.
2. I where he is. He hasn't called all day.
3. The witnesses were able to the suspect.
4. His new novel will a young girl's life in India.
5. I don't understand what all these numbers
6. Please your name here.
7. Does the price the flight?
8. The time capsule will the objects that are inside.

1. FIND A WORD THAT BEGINS WITH LETTER R AND ALSO CONTAINS LETTER B.
2. FIND A WORD THAT BEGINS WITH LETTER P AND ALSO CONTAINS LETTER D.
3. FIND A WORD THAT BEGINS WITH LETTER T AND ALSO CONTAINS LETTER A.
4. FIND A WORD THAT FINISHES WITH A VOWEL AND STARTS WITH LETTER H.
5. FIND A WORD THAT FINISHES WITH LETTER L AND ALSO CONTAINS LETTER O.

LEARNING ACTIVITIES & TEACHING METHODS

Unit : 4	Date: 2/12/2019	Time: 9:20 - 10:10	Class: 4° ESO	Length of lesson: 50'	No. Of students: 24
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Learning**activities/tasks****ACTIVITY 1: “Open your mind”****Aims:** To interpret colloquial expressions**Resources:** Teacher-made worksheet (Microsoft word)**Time:** 10'**Interaction type:** Pairs**Procedures:** In this activity students will be working in pairs. Hence, each pair of students will be provided with a worksheet that contains some famous British expressions (*see the picture above*). The aim of the activity is that students work together in order to interpret these expression and define them.

ACTIVITY 2: “What is the real meaning?”

Aims: To introduce British colloquial expressions.

Resources:

YouTube video (<https://www.youtube.com/watch?v=JnLr6u0ytew>)

Time: 10’

Interaction type: Individual

Procedures: This activity consists on watching a video which explains the expressions mentioned in the previous activity. The objective of the activity is that students check their own definitions and compare them with the real meaning of the expressions as they will use them in the following activity.

ACTIVITY 3“ Let’s be colloquial”

Aims: To introduce colloquial expression in real world conversations.

Resources: Computers

Padlet (<https://padlet.com/ppeleteiromartinez531/e64nujk62x17>)

Time: 20’

Interaction type: Pairs

Procedures: This part of the session deals with the Basic Interpersonal Communicative Skills (BICS) in which students will be asked to work in pairs as the main objective of the activity is to create a dialogue using the colloquial expressions provided in the previous sections. In order to do so, students will be using a technological platform to write their conversations. Thus, all the students have access to their classmates' dialogues and can discuss whether the expression is well-used or not within the contextual factors of the dialogue.

ACTIVITY 4“Which one is correct?”

Aims: To review specific contents.

Resources: Computers, Kahoot <https://play.kahoot.it/v2/lobby?quizId=7e7885c9-d5a1-4055-8b24-a59686a24728>

Time: 10’

Interaction type: Individual

Procedures: The session will be concluded with a famous digital game (Kahoot) in which students will use computers as well as in the previous activity. This game consists on a quiz that introduces the expressions learnt during the lesson.



GORDON BENNETT!

GODSWALLOP

DISHY

TO BLOW OFF

NOSH

Paula Peleteiro Martínez • 1m

Let's be colloquial!

Paula Peleteiro Martínez 12:27

It's time to use the expressions in real world situations!

CANCELAR



PUBLICAR

When was Gordon Bennett used?

14



Skip

0
Answers

▲ It is used when someone is good looking.

◆ It is an exclamation of incredulous surprise.

Which one is well used?

14



Skip

0
Answers

▲ I think that's a right load of old codswallop.

◆ Oh my God! That girl looks codswallop!

● Let's grab some nosh. I feel codswallop.

LEARNING ACTIVITIES & TEACHING METHODS

Unit 4	Date: 03/12/19	Time: 12:20- 13:10	Class: 4° ESO	Length of lesson: 50'	No. Of students: 24
Lesson No: 7					

Learning
activities/tasks

ACTIVITY 1: “Scramble *-ture*”

Aims: To introduce words ending in *-ture*.

Resources: Teacher-made worksheet (www.education.com)

Time: 10'

Interaction type: Individual

Procedures: In this activity students will be working individually. Each student will be provided with a worksheet in which some words ending with suffix *-ture* are out of order. The aim of the activity is that students order these words providing the correct version of them.

ACTIVITY 2: “Let’s pronounce!”

Aims: To listen to native-speakers’ pronunciation.

Resources: Teacher-made worksheet (www.education.com)

YouTube video <https://www.youtube.com/watch?v=yZziq5WvUog>

Time: 10'

Interaction type: Individual

Procedures: In this part of the session students will be working individually. Students are expected to listen to the video in which some words ending with the suffix *-ture* are pronounced. The main objective of the activity is that students identify the words in the video and circle them in the worksheet used for the previous exercise.

ACTIVITY 3: “It’s time to imagine!”

Aims: To identify a specific pronunciation of words.

Resources: teacher-made lyrics worksheet (Microsoft word)

YouTube video <https://www.youtube.com/watch?v=5IoKU5jmgfA>

Time: 20'

Interaction type: Individual

Procedures: In this activity students will work with a song called “The future has arrived” as it can

be seen in the screenshot presented above. The main objective of the activity is to fill the gaps with some specific words that have been removed from the original lyrics. The video will be played two different times in order to facilitate the students' realisation of the tasks which will be carried out individually.

ACTIVITY 4: “Phonetic script”

Aims: To introduce phonetic transcriptions.

Resources: Teacher-made worksheet (Microsoft word)

Time: 10'

Interaction type: Individual

Procedures: In this activity students will be dealing with phonetic transcriptions. Consequently, each student will be provided with a worksheet that contains the transcription of several words. The aim of the activity is that students developed the cognition to identify the word and write it alongside.

Words ending in -ture

UURETF	_____
TAUERN	_____
IRTXUME	_____
LRUCETSUP	_____
CPITUER	_____
UNRETRUFI	_____
DAENUETVR	_____
ISMIRUEOT	_____
TREUAM	_____
EETUAMRTFER	_____
ERUUTLC	_____
EORTTUR	_____

The Future Has Arrived

The All-American Rejects

The future's arrived
 My _____ can dive
 The future is what _____ about
 It's _____ for you and it's better for me
 It's better than what everybody thought it would be

The _____ has arrived
 The future has arrived today

The future's _____, alive as can be
 Just open your eyes, it's as _____ to see
 Just don't be _____, just keep going on
 One step at a time and you can't go wrong

It's time to _____
 Time to _____ if you feel right
 The world, yeah, she's _____
 Don't make you feel alive

The future has arrived
 The future has arrived today
 The future's _____
 The future is alive today

The future's arrived
 My _____ can dive
 The future is what everything's about
 It's better for _____, it's better for me
 It's better than what _____ thought it...

The Future Has Arrived

The All-American Rejects

The future's arrived
 My body can dive
 The future is what everything's about
 It's better for you and it's better for me
 It's better than what everybody thought it would be

The future has arrived
 The future has arrived today

The future's alive, alive as can be
 Just open your eyes, it's as plain to see
 Just don't be afraid, just keep going on
 One step at a time and you can't go wrong

It's time to create
 Time to grow if you feel right
 The world, yeah, she's _____
 Don't make you feel alive

The future has arrived
 The future has arrived today
 The future's alive
 The future is alive today

The future's arrived
 My body can dive
 The future is what everything's about
 It's better for you, it's better for me
 It's better than what everybody thought it...

PHONETIC TRANSCRIPT

'fju:tfə →
 əd'ventʃə →
 'skʌlptʃə →
 'fɜ:nɪtfə →
 'mɪkstʃə →
 'nɛtfə →

LEARNING ACTIVITIES & TEACHING METHODS

Unit 4	Date:04/12/19	Time:	Class:4° ESO	Length of lesson:50'	No. Of students:24
Lesson		8:30-			
No:8		9:20			

Learning
activities/tasks

ACTIVITY 1: “What do you know about marketing?”

Aims: To introduce a discussion.

Resources: Power Point

Time: 10'

Interaction type: Group

Procedures: In this activity the entire class will be involved as it consists on a discussion about how marketing and publicity can influence us as costumers. In order to facilitate the students' interaction a power point with some clue questions have been designed. The objective of the activity is that every student takes part in the discussion giving his respective opinion about the topic.

ACTIVITY 2: “Matching objects “

Aims: To raise students' creativeness.

Resources: Interactive wheel <https://wordwall.net/resource/1693044>

Time: 20'

Interaction type: Groups of four

Procedures: In this activity students will be working in groups, concretely they will be divided in groups of four. The purpose of the activity is that students create a new product matching two random objects they can obtain while spinning the interactive wheel designed for the activity. Students are expected to use their imagination recreating an original product as afterwards they will have to recommend their product to the rest of the class, trying to convince their classmates that their product is the best one. Furthermore, students will have to provide a description of the product as well as their several uses.

ACTIVITY 3: "My product, the best product!"

Aims: To use persuasive oral utterances in order to convince an audience.

Time: 20'

Interaction type: Groups of four

Procedures: In this activity students will be working with the same groups that in the previous task.

As mentioned before, the purpose of this exercise is that students get in front of the classroom and convince their classmates about the usefulness of their product. In order to encourage students to present an active role in the presentations at the end of the class a voting will be held in which the best product will be chosen.

Specific-students need: The last part of this session has been adapted for the student who presents reduced mobility. In this case, one of the members of her group will be push her wheelchair and transport her to the front of the class in this way she can feel absolutely integrated in the task.



WHAT DO YOU KNOW ABOUT MARKETING?

WHAT WAS THE LAST PRODUCT YOU PURCHASED?
DID SOMEONE RECOMMEND YOU THE PRODUCT?
HAVE YOU EVER BOUGHT SOMETHING YOU SAW ON TV?
DO YOU THINK PUBLICITY INFLUENCES YOU AS A CUSTOMER?

0:27

Drag wheel to spin



Spin It



LEARNING ACTIVITIES & TEACHING METHODS

Unit ...4	Date: 05/12/19	Time: 10:10 - 11:00	Class: 4º ESO	Length of lesson: 50'	No. Of students: 24
Lesson No: 9					

Learning**activities/tasks****ACTIVITY 1: “The grammar Lotto”**

Aims: To locate different categories of words.

Resources: Blank lotto board (Microsoft word)

Time:10’

Interaction type: Individual

Procedures: This warm-up activity will start with a basic and fast game in order to activate students’ schemata to complete the following activities. Each student will be provided with a black lotto board in which they will be asked to fill the ten squares with three nouns, two pronouns, three verbs and two adjectives. In this case, the teacher will have the same number of cards regarding the words “noun”, “pronoun”, “verb” and “adjective” and this cards will be placed in a containers. The teacher will take the cards randomly and read them aloud. The aim of the activity is that students relate the categories

with their own examples. The first student to cover the five words vertically calls out “Lotto!” and wins the game.

ACTIVITY 2: “Questions about future”

Aims: To review different types of future tenses.

Resources: Teacher-made worksheet (Microsoft word)

Time: 30’

Interaction type: Individual

Procedures: In this part of the session students will be dealing with future tenses structures based on a worksheet in which they will have to answer some questions anonymously. Each student will be provided with a copy of the worksheet. Once they have finished filling the questions, they will have to write a nickname in the bottom of the worksheet and give it to the teacher who will move the questionnaires randomly within the members of the class. Consequently, each student will have a different questionnaire from one of their classmates. The objective of the activity is that students share ideas while comparing the difference structures regarding future tenses they have used when completing the task. Furthermore, they will have to locate the person who has filled the questionnaire by bearing in mind the answers provided.

ACTIVITY 3: “Can you exemplify? “

Aims: To make students exemplify with their own ideas.

Resources: teacher-made template

Time: 10’

Interaction type: Individual

Procedures: For this activity each student will be provided with a template which contains four different situations in which future tenses can be used. The purpose of the activity is that students provide their own examples, writing down a sentence in each of the gaps. The sentence must be related with the situations provided in the chart. In this activity students will be working individually as it is important they show the capacity of understanding the several uses of future.



Student's Nick name: _____

1. What are you going to do after class?

2. What are you doing this weekend?

3. What are you doing next year?

4. Which job do you think you will have in a future?

5. How do you imagine life in 50 years?

FUTURE FORMS

A) A CONFIRMED ARRANGEMENT

B) A SPONTANEOUS DECISIONS

C) A PLAN OR INTENTION

D) A GENERAL PREDICTION

LEARNING ACTIVITIES & TEACHING METHODS

Unit 4	Date:10/12/19	Time:12:20-13:10	Class: 4° ESO	Length of lesson: 50'	No. Of students:24
Lesson No: 10					

Learning**Activities/tasks****ACTIVITY 1: What would you do?**

Aims: To introduce hypothetical situations within the class.

Resources: power point

Time:10'

Interaction type: Group

Procedures: This warm-up activity previews the topic students will deal with in the entire session. The activity consists on a brief discussion in which students must presume they have won the lottery and use their imagination to describe what would they do with the money.

ACTIVITY 2: "I won the lottery!"

Aim: To include arguments in a discussion.

Resources: Power Point

Time: 30’

Interaction type: Groups of six

Procedures: In order to carry out this activity, students will be divided into groups of six as they will be given six different roles: grandmother, grandfather, mother, father, seven-years-old child and seventeen-years-old teenager. Students have to work cooperatively by adopting the role of one of these characters. Afterwards, the same hypothetical situation as in the previous activity will be introduced: they have won the lottery. The purpose of the activity is that each character argues about where to spend the money bearing in mind the role chosen before.

ACTIVITY 3: “ Argument yourself”

Aim: To introduce arguments in a written text.

Time: 10’

Interaction type: Individual

Procedures: This activity is highly related with the previous one as students need to write down their own arguments in a piece of paper. The aim of the activity is that they provide evidence of the realisation of the activity as well as an accurate understanding of how to argue

personal opinions.

**WHAT WOULD YOU DO IF YOU
WON THE LOTTERY?**



**WOULD YOU DO THE SAME IF
YOU WERE THEM?**



LEARNING ACTIVITIES & TEACHING METHODS

Unit 4	Date:	Time:8:30-	Class:4° ESO	Length of lesson: 50'	No. Of students:24
Lesson	11/12/19	09:20			
No: 11					

Learning
activities/tasks

ACTIVITY 1: “Is it a good idea?”

Aims: To reflect on a topic.

Resources: Power Point

Time:10'

Interaction type: Group

Procedures: This first activity introduces the topic students will be dealing with during the entire session. It consists on a brief discussion whether students can express their emotions about the idea of living alone. The activity will be performed taking into account the entire class as the purpose is that students share and learn from their classmates' opinions.

ACTIVITY 2: “Living alone for the first time”

Aims: To read intensively and locate model structures.

Resources:

Reading(taken from <https://learnenglishteens.britishcouncil.org/magazine/life-around-world/living-alone-first-time>)

Time:20’

Interaction type: Individual

Procedures: This activity will be carried out on an individual basis as it consists on an intensive reading of the text, comprehending the main ideas and bearing in mind the structure as they will have to write another model in the following activity.

ACTIVITY 3 “Advantages & disadvantages”

Aims: To build personal ideas contrasting advantages and disadvantages.

Time: 20’

Interaction type: Individual

Procedures: In the previous activity, students saw a model of an argumentative text that included

some advantages and disadvantages on a specific topic. In this case, students are expected to do the same, on a nutshell each student should reflect on the topic and express his personal opinions in a written interaction.

DO YOU THINK YOU WOULD LIKE TO LIVE ALONE?



Four years ago I was living in a boarding house with more than 20 girls, and last year I lived in a uni house with 5 girls. Now I find myself living alone ... There are definitely both advantages and disadvantages to my new living situation!

Since I've lived by myself I can get away with doing things that I couldn't do when I lived with other people. For example, last week I ate Pringles for breakfast and ice cream for dinner and no one was here to judge me! It also means I can dance as ridiculously and sing as loudly as I want and no one is here to tell me to be quiet or capture these embarrassing moments on camera.

One of the best things about living alone is that I don't have to deal with annoying habits and messy housemates. I've had many different roommates and flatmates and however much I've loved (some) of them, everyone does irritating things and not everybody is a tidy person.

Despite these advantages, there are times when I miss living with other people. Firstly, I miss making and eating dinner with others. Secondly, I miss coming home to flatmates and telling them all about my day and hearing about theirs. Finally, and most importantly, I can no longer watch horror films (my favourite genre) because I get too scared by myself!

LEARNING ACTIVITIES & TEACHING METHODS

Unit 4	Date:	Time:10:10-	Class:4°ESO	Length of lesson:50'	No. Of students:24
Lesson	12/12/19	11:00			
No: 12					

Learning**activities/tasks****ACTIVITY 1: Defining feelings**

Aims: To match definitions with specific terminology.

Resources: Computers, Teacher-made match -up <https://wordwall.net/resource/1697113>

Time: 10'

Interaction type: Individual

Procedures: In this activity students will be working with new technologies in an individual way. The match-up activity presents some terminology regarding emotions and feelings with some icons. The objective of the activity is that students match the concepts with their definitions.

ACTIVITY 2: Can emotions be read?

Aims: To read about emotions

Resources: Worksheet taken from <http://www.pearsonlongman.com/teens/downloads/Emotions-Reading-Worksheet.pdf>

Time: 30'

Interaction type: Individual

Procedures: In this part of the session, students will be working with a worksheet which contains nine short exercises regarding emotions. Some exercises are focused on vocabulary whether other are focused on skimming reading of some short letters. In order to perform this activity, students will be working individually; however, there is an activity in the worksheet in which they need to work in pairs.

ACTIVITY 3: What does time mean?

Aims: To express emotions based on personal experiences.

Resources: Teacher-made worksheet (Microsoft Word)

Time: 10'

Interaction type: Individual

Procedures: For the last activity of this session students will be dealing with a specific topic: the importance of time and how they feel about it. Consequently, each student will be provided with a worksheet in which some sentences are unfinished. The aim of the activity is that students complete the sentences on their own based on their personal experiences regarding time.

Emotions Reading Worksheet

Vocabulary

1 Match the beginnings and endings of these adjectives.

embarr-	delig-	wor-	-yed	-used	-vous
up-	disapp-	jeal-	-olnted	-assed	-ous
over-	ner-	exci-	-ious	-joyed	-set
conf-	fur-	anno-	-hted	-ied	-led

2 How would you feel in these situations? Choose an adjective from question 1.

- a You go to town with odd shoes on.
- b You lose your credit cards.
- c A friend breaks a promise.
- d You win a lot of money.
- e A friend can't come to your party.
- f Your friend moves to another country.
- g You don't understand some grammar.
- h You are going on holiday soon.

3 Choose an adjective from question 1. Make a face to describe this emotion. Your partner must guess which emotion it is.

4 Read the letters. Match the titles below to the correct letter.

Test Nerves	Does She Like Me?	Love Triangle	Good Marks, Bad Situation
-------------	-------------------	---------------	---------------------------

A Dear Marnie,
The other day, I got my exam results and I was overjoyed to find out that I passed with flying colours. But when I rang my friend to arrange a night out to celebrate, I found out that she had done really badly. She's really upset and doesn't want to go out. It's really awkward because I did so well, and I'm disappointed we can't go out and paint the town red. What should I do to make her feel better?
Karen

B Dear Marnie,
Last week, this girl invited me out to the cinema. I was really delighted because I really liked her. We went out and had a really good time. But yesterday, I saw her hanging out with her friends and I told her what a good time I'd had. She made fun of me and said she didn't know what I was talking about. I felt really embarrassed, and now I'm really confused because I don't know if she likes me or not. What should I do?
Kevin

Author: Naomi Styles

Page 1/2

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PHOTOCOPIABLE

1. Being on time makes me feel...
2. Living without a watch could be...
3. Time passes differently depending on...
4. One of my favourite items is.....because....
5. I see my past clearly, excepting....
6. Time is like....
7. An example of a waste of time is....

Emotions Reading Worksheet

C Dear Marnie,
There's a boy at our school who my friend and I have always really liked. The problem is that last week he asked me out, and of course I said yes. I'm really excited about it, but my friend is really annoyed. I think she's jealous. Now she wants nothing to do with me any more. What can I do to convince her that she's still important to me?
Jess

D Dear Marnie,
We have to do presentations for a test next week, and I'm really worried about it. The thing is, I get really nervous when I'm talking in front of people and I know I'm going to make a real mess of it. The problem is, I'm usually a pretty good student at school, and my dad is going to be furious if I get bad marks. What should I do?
Andy

5 Find phrases in the letters with the following meanings.

- a did very well in a test (letter A)
- b go out to celebrate (letter A)
- c talking informally (letter B)
- d laughed at me (letter B)
- e doesn't want to be with me (letter C)
- f persuade (letter C)
- g do it badly (letter D)

6 In pairs, discuss what you would advise each of the letter-writers to do.

7 Choose four adjectives from question 1 and write a letter to a problem page including these adjectives.

8 Read the letter from someone else in the class and write a reply.

24:31



an unpleasant emotion caused by the threat of danger, pain, or harm.

arousing or characterized by intense feeling.

sympathetic pity and concern for the sufferings or misfortunes of others.

the feeling or state of being annoyed; irritation.

respect and warm approval.

extreme physical or mental suffering.



Submit Answers



LEARNING ACTIVITIES & TEACHING METHODS

Unit 4	Date: 13/12/19	Time:9:20- 10:10	Class:4°ESO	Length of lesson:50'	No. Of students:24
Lesson No: 13					

Learning**activities/tasks****ACTIVITY 1: Which one is correct?**

Aims: To distinguish between will and going to.

Resources: Computers, Kahoot <https://play.kahoot.it/v2/lobby?quizId=b082c883-2d54-4472-b7c8-9cd8331df4c8>

Time: 15'

Interaction type: Individual

Procedures: The session will start with an online quiz in which students need to decide whether using will or going to in the several statements projected in the whiteboard. The aim of the activity is that students review future tenses as they will be using them in the following activities. The activity will be carried out individually as the results score will appear on the program and that can help to evaluate students.

ACTIVITY 2: Life in other planets.

Aims: To identify general ideas about an audio.

Resources: TED Talks

https://www.ted.com/talks/aomawa_shields_how_we_ll_find_life_on_other_planets

Time: 15'

Interaction type: Group

Procedures: In this part of the session, students will listen to a TED Talk video about a girl talking about lives in other planets. The main objective of the activity is that students listen to the audio and identify the general information from it. Nevertheless, they can take some notes if wanted as they can be useful for the following activity.

ACTIVITY 3: Does life in other planets exist?

Aims: To describe hypothesis using creativeness.

Resources:

Time:20'

Interaction type: Individual

Procedures: For this activity students will not use any material excepting a piece of paper. Furthermore, this activity will be carried out individually as it involves the students' creativeness and it can differ from some students to other. In this activity students will work with the production of language, concretely in written interactions. The activity consists on describing life in an imaginary planet while using future simple and future continuous structures.

A: Oh no! I have forgotten to buy milk..

16



Skip

0 Answers

▲ Don't worry! I'll buy it this evening.


◆ Don't worry! I'm going to buy it this evening.

● Don't worry! I buy it this evening.

■ Don't worry! I'm buying it this evening.

What are you doing this weekend?

17



Skip

0 Answers

▲ I will go to the cinema with Lisa.

◆ I'm going to the cinema with Fred.

● I've decided I am going to spend the day with my father.

■ I have decided I will spend the day with my mom.

LEARNING ACTIVITIES & TEACHING METHODS

Unit 4	Date: 16/12/19	Time: 9:20- 10:10	Class: 4°ESO	Length of lesson: 50'	No. Of students: 24
Lesson No: 14					

Learning**activities/tasks****ACTIVITY 1: Let's think positively!**

Aims: To difference between negative and positive emotions.

Resources: Computers, activity taken from <https://www.english-hilfen.de/en/exercises/feelings/index.php>

Time: 10'

Interaction type: Individual

Procedures: In this activity students will be working individually. The aim of the activity is that students choose whether the feelings presented in the activity are negative or positive.

ACTIVITY 2: What is emotional intelligence?

Aims: To manage and control emotions.

Resources: Computers, audio taken from <https://learnenglish.britishcouncil.org/emotional-intelligence>

Time: 25'

Interaction type: Individual

Procedures: During the entire unit of work students have been working with emotional intelligence. In this part of the session, students will comprehend the importance of managing and controlling emotions through an authentic audio. The audio will be played two different times as afterwards students will have three different tasks to complete with the information obtained from the video audio.

ACTIVITY 3: How do I feel?

Aims: To match terms with their respective representation.

Resources: Computers, teacher-made activity <https://wordwall.net/resource/1700154>

Time:15'

Interaction type: Individual

Procedures: The last part of the session will be divided into two different stages: in the first place, students will carry out the activity designed in the link which consists on grouping adjectives in two

different lines differing whether they represent positive or negative statements. In the second part of the activity, students are expected to provide a description of how they feel using the adjectives presented in the previous activity.

- 1 enraged →
- 2 grieving →
- 3 nasty →
- 4 good →
- 5 arrogant →
- 6 hysterical →
- 7 aggressive →
- 8 shocked →
- 9 interesting →
- 10 blissful →

0:04

Lonely	Replete	Conscious	Safe	Stressed	Independent
Anxious	Frustrated	Free	Tiring	Unspired	Creative
Loved	Insecure	Confident	Chained		

Positive

Negative

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	



Submit Answers



Check

Show answer

LEARNING ACTIVITIES & TEACHING METHODS

Unit 4	Date: 17/12/19	Time: 12:20- 13:10	Class: 4°ESO	Length of lesson: 50'	No. Of students: 24
Lesson No: 15					

Learning
activities/tasks

ACTIVITY 1 “Giant Scrabble”

Aims: To increase students’ list of vocabulary.

Resources: Giant Scrabble (*annual project explained in section 4.3*)

Time: 50’

Interaction type: Six groups of four

Procedures: As mentioned in section 4.3, the last session of every units are devote to the annual project. This project is part of the intrinsic motivational techniques applied in the course; consequently the main objective of this session is to encourage students to increase the amount of lexicon as much as possible. In this case, students must have recollected all the vocabulary covered within the unit as the session is devoted to play scrabble with the vocabulary terms learnt during the unit.

Specific student needs: The annual project requires movement as it is based on a giant scrabble tablet which will be placed in front of the class. Consequently, students need to move to the front of the class in order to stick the letters in the table. The student whose mobility is reduced will be perfectly integrated in the annual project as she will be given a normal sized scrabble in order to follow the session at the same length than her classmates. During her turn she will stick the letters into the normal sized scrabble at the same time than one of the members of her groups sticks them in the board.



Appendix II

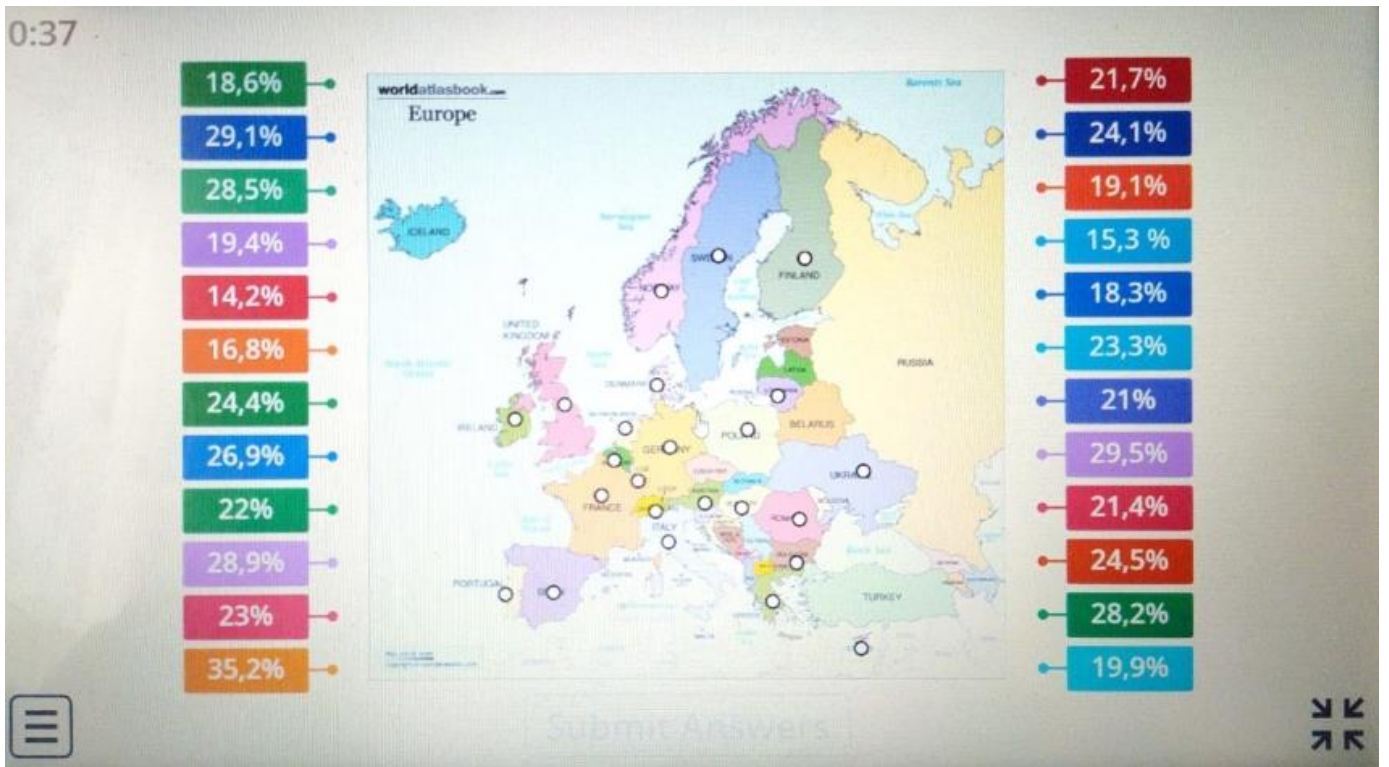


Figure I: Interactive map



Figure II: Budget wheel



Figure III: Reported Speech

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

<p>Sources of audio-visual materials: The first three sources mentioned aside cover a broad spectrum of videos, talks and audios (fictional and authentic) regarding different affairs for instance typical or unusual. Furthermore, these websites allow you to choose specific topic to design your lessons.</p> <p>The fourth website introduces language learning by playing with music videos filling in the lyrics of students' favourite songs.</p> <p>The fifth website provides a great collection of topical discussions and it introduces a huge amount of new vocabulary which can be useful for students.</p>	<p>Examples: www.YouTube.com https://www.ted.com/</p> <p>http://www.teachingenglish.org.uk/resources/secondary www.lyricstraining.com</p> <p>https://www.bbc.co.uk/learningenglish/english/features/6-minute-english</p>
<p>Sources of written materials: The first source is ideal for EFL (English as a Foreign Language) teachers as it includes lesson plans, worksheets and reading texts regarding all types of grammatical features and vocabulary topics.</p> <p>The second and third sources provide a great collection of audio-visual material as well as different types of texts. In the former, these texts are often supported by online quizzes that can be included in the session.</p>	<p>Examples: www.onestopenglish.com</p> <p>http://www.teachingenglish.org.uk/resources/secondary www.learnenglishteens.britishcouncil.org</p>
<p>Platforms for online writing: The first two resources mentioned aside are digital platforms that allow the creation of interactive and collaborative murals, offering</p>	<p>Examples: www.padlet.com www.edmodo.com</p>

<p>the possibility of building a common space in which students can present multimedia content, reflexions, assignments and all the types of documents. These platforms have been used in my unit of work as sources for online writing in which students share their personal opinions, ideas and point of views on specific topics.</p>	
<p>Tools for producing electronic materials: These websites allow teacher to generate their personal electronic material for instance activities (grammar and vocabulary) and games such as puzzles, crosswords, matching phrases, definitions, etc.</p>	<p>Examples: www.wordwall.com www.educaplay.com www.education.com www.canva.com</p>
<p>Online dictionaries: The former source is considered the largest and most complete dictionary for English learners as it includes a wide variety of definitions, images, examples, synonyms, etc. The latter source is a famous online dictionary among students which provides definitions, synonyms and antonyms of concepts.</p>	<p>Examples: www.oxfordlearnersdictionary.com (mono-lingual) www.wordreference.com</p>
<p>Online quizzes / informal assessment: The first source is a free access platform which allows teachers to create online quizzes whose main objective is building a sense of competitiveness inside the classroom in which students act as participants in order to reinforce their learning. The second source allows teachers to create multiple choices quizzes, following some basic instructions.</p>	<p>Examples: www.kahoot.com http://a4esl.org/c/qw.html www.englishgrammar.com www.englishhilfen.com</p>

Afterwards you can either print the questionnaire or perform it through technological devices.

The last two sources are free access websites in which students can practise the different grammatical structures. These websites have an online checker; consequently students can obtain the right answers when using them.

TEACHER- STUDENT CONTRACT



STUDENT NAME:

Rules for students:

Students will bring their books to class every single day.

Students will always do their homework.

Students will be in silence during the lesson.

Students will be tolerant and respectful with their classmates.

Students will keep all the worksheets in a portfolio.

Rules for the teacher:

The teacher will listen to students.

The teacher will include games in some sessions.

The teacher will try to make the contents enjoyable.

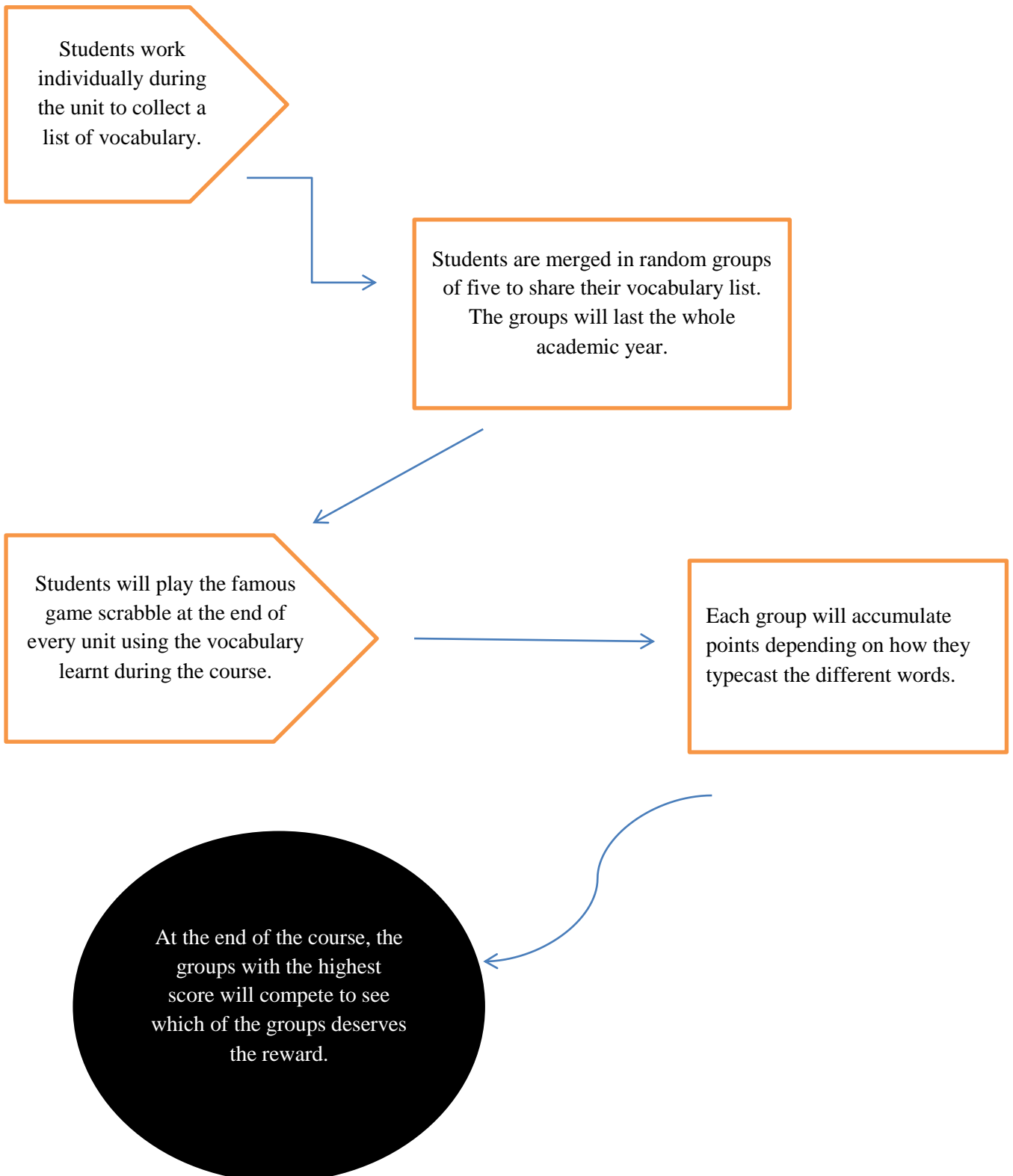
The teacher will prepare all the lessons.

TEACHER'S SIGNATURE:

STUDENT'S SIGNATURE:

Figure IV: Teacher-Student Contract

Annual Project



Appendix III