



Universidad  
de Alcalá

## **SYLLABUS DESIGN: 4<sup>th</sup> COURSE OF *ESO***

**Máster Universitario en Formación del Profesorado**

**By: David Bustos Nicolás**

**Supervised by: Mary Frances Litzler Jerman**

**Alcalá de Henares, 5<sup>th</sup> July 2021**

## Table of contents

1.	Contextual factors of the school and classroom setting .....	2
2.	Student learning outcomes .....	3
2.1	General learning outcomes.....	3
2.2	The curricular integration of competences.....	4
2.3	Underlying outcomes organizational rationale .....	7
3.	Course content.....	7
3.1	Contents of the subject in the official curriculum.....	7
3.2	Organization and sequencing of course content .....	11
3.3	Underlying content organizational rationale.....	32
4.	Teaching and learning resources.....	33
4.1	Teaching philosophy: principles and practices .....	33
4.2	Materials selection and development .....	35
4.3	Motivations and discipline plan .....	39
5.	Catering for student diversity.....	41
5.1	Student diversity and the Spanish curriculum.....	41
5.2	Strategies for students with specific educational needs .....	43
6.	Assessment and evaluation procedures.....	45
6.1	Principles and techniques.....	45
6.2	Assessment criteria and assessable learning standards .....	47
6.3	Marking and feedback.....	51
6.4	Assessment procedure rationale.....	54
	References .....	55
	Appendix 1: Development and detailed description of the didactic unit .....	59
	Appendix 2: Resources.....	113

## 1. Contextual factors of the school and classroom setting

The IES Senda Galiana is a secondary high school in Torres de la Alameda. This is a state high school without a bilingual program. Aside from secondary education, it offers the Science and Humanities options of Bachillerato, only lacking the Arts field. Its students range between middle and lower-middle-class. There is a noticeable ethnic diversity in the high school, with 15% of the student body having been born outside of Spain, their most common home countries being Romania and Morocco.

The school is located in the outskirts of Torres de la Alameda. This town is located in the Henares valley, very close to the city of Alcalá de Henares, constituting a half-rural, half urban setting, due to this and the surrounding towns still relying on agriculture, while a section of the population works on urban areas nearby. Students from various nearby towns attend this school, forming a very heterogeneous group of 720 students in total. For the purposes of this paper, the COVID-19 situation and derived changes to teaching methods and school configurations will be ignored.

Regarding the school facilities, the hallways of the building are distributed to contain whole years of study – for example, one single hallway holds all groups of 1st of ESO. The entrance hall is spacious enough to be used for ceremonies and expositions. The high school includes a library and a conference hall as well.

This paper has been developed with a group of 4<sup>th</sup> of ESO in mind. This group has a total of 26 students – 12 male and 14 female. The average English level is an A1+, with few students having already acquired an A2 level. Two male students are first-generation immigrants from Romania, and a third one, also male, is a second-generation immigrant from Morocco. All three of them speak Spanish fluently, but their academic performances vary – one of the Romanian students is a high-achiever, while the other two are underachievers. Their attitude in class matches their marks – the high-achiever student is open-minded and participant, whereas the other two usually struggle with daily activities but make efforts to keep up with the class. Fortunately, all three are well integrated with their peers, with no apparent ethnic divisions.

This overall group's learners perform better at written skills, since the input they received on previous years was mostly written, leaving their oral expertise much to be desired. Additionally, instructions often need to be provided in Spanish, as explanations in English are not understood by all of the class. Finally, there is one student with special educational needs, specifically dyslexia, who will be talked about in section 5 of this paper.

## 2. Student learning outcomes

### 2. 1. General learning outcomes

Student learning outcomes describe the knowledge, abilities, attitudes, and behaviors that the learners are expected to acquire by the end of the school year. To that end, the Spanish Organic Law for the Improvement of the Educational Quality, referred to by its Spanish acronym LOMCE, states that language proficiency is a priority on education programs, and attempts to prompt the understanding of at least one foreign language, focusing on listening and reading comprehension, as well as spoken and written output, in order to promote employability among the learners (p. 10).

Additionally, Decree 48/2015 from Comunidad de Madrid, regarding the curricula for secondary education on said territory, states that language is the main tool for learning and communication alike, and that second language classes should therefore promote linguistic competence on every language spoken by the learners in order to produce natural and usable results (p. 132), as well as establishing a number of objectives for the use of the second language and strategies that students must follow in order to accomplish said goals, while encouraging self-criticism, creativity and a correct use of technological breakthroughs (p. 133).

Based on the previous documents, it seems essential to pinpoint five general categories which will further divide into smaller learning outcomes. According to the already mentioned decrees, these categories should consist of 1) oral skills 2) written skills 3) pronunciation and vocabulary 4) learning to learn strategies and 5) culture and sense of group.

#### a. Development of oral skills (listening and speaking)

1. Developing speaking fluency in order to be able to initiate a dialogue
2. Understanding spoken messages without interrupting the natural flow of the conversation
3. Correctly identifying different variants of English

#### b. Development of written skills (reading and writing)

4. Being able to coherently express one's own feelings and thoughts on written form
5. Correctly interpreting written messages and being able to respond to those
6. Assessing the communicative function of messages, the target audience, the media available and the existing circumstances, and to best appeal to all of them on a written text

7. Demonstrating a proper command of grammar and punctuation
- c. Pronunciation and vocabulary
8. Correctly pronouncing vocalic phonemes absent in the Spanish language, such as /o/ and /ɜ/
  9. Correctly pronouncing consonantal phonemes absent in the Spanish language, like /z/ and /ʒ/
  10. Developing a wide terminology so as to convey specific meanings and to clarify expressions
- d. Learning to learn strategies
11. Judging one's self to recognize and solve communicative and linguistic errors
  12. Evaluating the learning process at the beginning of each term
  13. Making a responsible and adequate use of technology to broaden the knowledge acquired in class
- e. Culture and sense of group
14. Understanding components of the British and American cultures, including festivities, food and art expressions such as movies
  15. Constructing a sense of group where everyone feels validated and an indispensable part of the class
  16. Appraising the capabilities of the rest of the class to be able to help whoever needs it
  17. Understanding our physical and mental environment to match the communication process accordingly and to build stronger relationships with the rest of society

All of these categories can be combined into a unique, global aim, which is to achieve communicative competence in the English language, along with elements related to culture and collaboration.

## 2. 2. The curricular integration of competences

The Spanish Royal Decree 1105/2014, the applicable law regarding the Spanish curricula for secondary education, enforces the integration of seven specific competences into any lesson planning. What follows is a summary of these competences (pp. 5-7), as well as some suggestions on how to implement them on a lesson plan through specific activities.

For the purposes of this law, competences can be described as the implementation of the specific contents of every subject according to the circumstances

of each academic year, to assure that the learners are able to perform any task accordingly, and to effectively solve any arising problems.

Linguistic competence is the ability of being able to express and to understand any message. On the most basic level, it is related to the four main skills of the language, these being reading, writing, listening and speaking, but it also deals with the development of correctness, coherently organizing the information provided and, above all, being able to make one's thoughts understood and to understand others' as well. This competence is inherent to the teaching of the English subject, and it will be applied on a daily basis via oral communication, which I aim to perform mostly in English, and by reading texts and performing written activities in the same language.

Mathematic and scientific competence consists of being able to think mathematically, making calculations, recognizing numbers, formulae, measures and graphics, but also developing a scientific mentality, which includes competence on disciplines such as physics, chemistry, biology and geology. In summary, this would be the competence that allows each individual to learn and get along with the world from a purely objective point of view, by interpreting reality and producing information. In order to promote this competence on English classes, one of the exercises provided will be based on a recipe, where students can identify different measures and then perform simple operations, such as determining the quantities that should be used to adapt a given recipe to a different number of diners, or to the whole class.

Digital competence refers to the ability of implementing every technological development available into the learning and working processes, as well as during free time periods, and to communicate with society, always from a safety perspective. This competence can be described as being able to use technology properly and accordingly to the circumstances. Since most of the content posted on the Internet can be found in English, the teacher will recommend certain websites to the students, for example, dictionaries such as Oxford and Merriam-Webster to help with their essays, and YouTube videos that they may consider funny to teach them about vocabulary or pronunciation. I aim to recommend playing certain videogames as well, which tend to be a motivating factor for the students.

Learning how to learn competence refers to the fact that the learning process is present in all aspects of life, instead of being limited to educational centers, as has been traditionally considered. Since most of the studying time of the learners takes place at home, this competence aims to provide them with the needed skills so that they are able

to self-reflect about their own learning, to evaluate the motivation behind it and also to set short-term and long-term goals so as to keep this motivation high and prevent it from dropping. This is the competence that promotes the learners' self-development and critical thinking. To that end, self-assessment procedures have been included in some activities to make students take control of their learning by making them more conscious about it.

Social competence deals with the welfare of both the individual and society as a group. It encourages empathic values, respect and collaboration as a means of preventing conflicts and to guarantee a solid coexistence, while also highlighting the importance of following a healthy lifestyle, both on the physical and on the mental sense. It teaches the importance of the well-being and the necessity of developing healthy relationships with any and every member of society. Since the ultimate goal of learning a language is guaranteeing communication, dialogue activities will allow students to know each other better. I will provide introduction activities at the beginning of the course for the students to get to know one another, but also so that I can know about them, and vice versa. Information gap activities and group work will also make them develop a reciprocity and, by extension, a better rapport and a sense of group.

Initiative and entrepreneur competence can be described as the resolve of acting on the real world, engaging with it, learning to evaluate risks and when to take them, managing resources, learning how to solve problems, coordinating a team and accepting responsibilities. It is the most active of the seven competences, since it deals with putting everything learned into practice on a real-life setting. One method to promote this competence would consist of dividing the class in groups and presenting each one with a problem that they need to solve by collaborating. In that regard, escape rooms would be a great idea for a school trip, an activity where they must work together in order to solve the puzzles they run into. This activity can also be performed inside the classroom by providing a number of written problems for them to discuss and to overcome on a similar manner.

Cultural competence consists of values focused on the understanding and appreciation of different cultures and artistic styles, and is therefore related to creativity, imagination and the aesthetic sense. It also includes distinguishing different artistic styles and works, from architecture to literature, and consequently recognizing different mindsets and opinions. There will be several activities dealing with certain cultural aspects of English-speaking countries, such as British cuisine and American history.

## 2. 3. Underlying outcomes organizational rationale

In this section, the global aim for Secondary Education in Spain has been analyzed, focusing on the curricula in force for the English subject. Then, various criteria have been set to formulate the general outcomes that students must achieve throughout the design of this syllabus. Finally, all seven competences have been described according to the applicable law and integrated them into this syllabus design through the use of different activities.

## 3. Course content

### 3. 1. Contents of the subject in the official curriculum

Decree 48/2015 establishes four blocks of contents to be taught in the English subject, which consist of comprehension of oral texts, production of oral texts, comprehension of written texts and production of written texts, all related to the four main skills of the language. Each block also includes sociocultural and sociolinguistic aspects, communicative functions, syntactic and discursive structures, and specific contents akin to learning outcomes.

The first block deals with comprehension of oral texts and states several strategies to assure comprehension. These strategies start with basic notions, such as identifying the text type and recalling previous knowledge about the task or topic, and get increasingly more complex by adding the distinction of different comprehension types, hypothesizing the contents and context of a text, deducing meaning from linguistic and paralinguistic elements, making students reformulate their previous notions upon comprehension of new elements, and analyzing both verbal and non-verbal contexts, the listener's background knowledge and the speaker's attitude.

The sociocultural and sociolinguistic aspects in this block stress the importance of social conventions, politeness, register, cultural beliefs, body language and respect towards different opinions. The communicative functions focus on interpersonal aspects, such as initiating and conserving relationships, asking for information, instructions, opinions or advice, expressing emotions such as willingness, determination, interest, approval, sympathy and trust; and describing physical and abstract qualities of people, objects and places showing knowledge and conviction, making suggestions, formulating wishes and theories, and properly organizing speeches. Lastly, the syntactic and discursive structures focus on sound patterns, such as rhythm and intonation, as well as vocabulary related to everyday life, including but not limited



to personal information, environment, weather, health, jobs, sport, leisure activities and ICT. It is worth mentioning that these communicative functions and syntactic-discursive structures are all shared with the next block, production of oral texts. Overall, this block focuses on understanding interpersonal communication, and general and specific meanings about known topics, with the aim of producing immediate answers and keeping communication active, given this block's relation to the next one.

The second block talks about the production of oral texts, which, being a logical progression of oral comprehension, is very similar to the previous block. The strategies mentioned here are further divided into preparation and execution, since speaking is an active skill. The preparation subdivision focuses on clarity and appropriate register, whereas the execution section teaches how to express meaning, to adapt the task to the context, to use previous knowledge as an aid, to make up for linguistic blanks by resorting to synonyms, definitions or paraphrasing, to ask for help and to introduce extralinguistic elements, such as culturally appropriate body language, to better convey the message. The sociocultural and sociolinguistic aspects are shared with the previous block, adding respect towards difference of opinion, understanding of different cultural perspectives and appreciation of the enrichment born through interacting with people of other cultures. The communicative functions are an exact match with those introduced in the previous block, as are the syntactic-discursive structures, with the only difference being that the vocabulary here is production-focused.

Lastly, the specific contents include engaging and simulating conversations about everyday topics regardless of the communicative intent, being respectful towards others' mistakes, communicating in the classroom spontaneously but accurately, understanding interpersonal communication in order to produce immediate answers –a point in common with the previous block–, commanding turn-taking and changes of topic, employing strategies to initiate, keep and end interactions, performing oral descriptions, narrations and explanations, accepting formal corrections on the messages produced, showing interest and initiative in digital communicative exchanges with English speakers or learners, showing appropriate finesse even in disagreement, and possibly representing a theater play.

The third block focuses on comprehension of written texts, and its structure and contents match closely those from the first block. The comprehension strategies are the same, with only one addition – consolidating reading comprehension strategies learned throughout the year. Sociocultural and sociolinguistic aspects also include those from

the first block, plus the identification and critical thinking of customs, attitudes and values of the target culture, as well as delving into culture-relevant items of English-speaking countries. Communicative functions and syntactic-discursive strategies are identical to those from the listening block, with the latter only changing the focus from sound patterns to graphic patterns, mainly spelling and punctuation.

Finally, the specific contents include identifying the main topic and the author's intention, deducing unknown meanings through linguistic and non-linguistic elements, showing general and specific understanding of texts about everyday topics or about other school subjects, acquiring information from different sources, developing autonomous reading of texts relevant to the learner, approaches to foreign authors and literature, learning how to use physical and virtual libraries, and appreciating foreign texts by establishing cultural connections to similar texts written in Spanish.

Lastly, the fourth block talks about the production of written texts. It shares many similarities with the second block, since both are productive skills, and with the third block, since both involve written comprehension. Production strategies are divided into two sections, as in the second block– preparation on the one hand, which includes compiling general and communicative competences to know how to execute tasks effectively, localizing and employing linguistic resources appropriately, and proving a proper planning, contextualization and review in the writing process; and execution on the other hand, which includes every strategy from the speaking block except for the strategies of compensating linguistic blanks, asking for help and the use of extralinguistic elements and body language. The communicative functions and syntactic-discursive structures are also shared with those from the third block.

The last point of focus are the specific contents, which comprise autonomous use of formal and informal register befitting the recipient, communicating with English speakers through written or virtual means, displaying correct spelling and punctuation, showing a clean presentation in oral texts and, in summary, being able of composing different texts with an appropriate vocabulary to the topic and context, cohesive elements that show clarity of ideas, and a visible process of planning, contextualization and review.

Regarding the scheduling of the units, Decree 48/2015 establishes that there must be four weekly English lessons in groups of 4<sup>th</sup> of ESO. Additionally, according to Order 1390/2020 from Comunidad de Madrid, the academic year 2020-2021 lasts around 40 weeks. Since every week should have 4 English lessons, and after subtracting

holidays, bank holidays and other non-school days, that leaves approximately 130 English lessons. Because there are 10 didactic units in this course planning, each of them will take between 12 and 14 lessons to complete. Based on this, the first term will cover Units 1 to 4 (both included), the second will cover Units 5 to 7, and the third will encompass Units 8 to 10. Lastly, there is a conceptual thread that ties didactic units together, which combines music and variants of English.

### 3. 2. Organization and sequencing of course content

UNIT: 1	<u>We Are Number One</u>		Weeks 1-4
CONTENTS			
<b>BLOCK I:</b> <b>Comprehension of oral texts</b>	Listening strategies: Understanding the general intention of simple utterances	<b>Sociocultural and sociolinguistic aspects:</b> <ul style="list-style-type: none"> <li>• <b>Motivation.</b> Helping students find their own reason to learn and use English.</li> <li>• <b>Self-esteem.</b> Identifying our strengths and best qualities.</li> <li>• <b>Opening up</b> to the group to know each other better from the start.</li> </ul>	
<b>BLOCK II:</b> <b>Production of oral texts</b>	Speaking strategies: Developing the bases for initiating a dialogue	<b>Communicative functions:</b> <ul style="list-style-type: none"> <li>• Introducing each other</li> <li>• Explaining one's likes and dislikes</li> <li>• Describing our personalities</li> </ul>	
<b>BLOCK III:</b> <b>Comprehension of written texts</b>	Reading strategies: Identifying the topic of a text through the vocabulary and language used	<b>Syntactic-discursive structures:</b> <ul style="list-style-type: none"> <li>• <b>Introduction</b> to present simple and continuous</li> <li>• <b>Revision of verb <i>to be</i></b></li> <li>• <b>Extension of personal pronouns</b></li> </ul>	
<b>BLOCK IV:</b> <b>Production of written texts</b>	Writing strategies: Analyzing background knowledge to perform a task effectively	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• <b>Introduction to tools</b></li> <li>• <b>Revision of hobbies</b></li> <li>• <b>Extension of adjectives of personality</b></li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>• Segmental features: /i/, /ɪ/ and /e/ phonemes</li> <li>• Suprasegmental features: contractions and full forms</li> </ul>	
CROSS-CURRICULAR ELEMENTS			
<b>Promotion of reading habits</b>		Have students recommend readings to each other (books, magazines, websites...) as a way of sharing opinions and finding things in common.	
<b>Audiovisual communication &amp; ICT</b>		Expanding knowledge about online searches through commands to refine results. Using shortcuts to work faster on computers.	
<b>Values</b>		Creating a friendly environment where everyone feels that they belong to the group and can freely express themselves.	

RESOURCES		TYPES OF LEARNING ACTIVITIES	
<ul style="list-style-type: none"> <li>• Computers</li> <li>• Search engines (<a href="http://www.google.com">www.google.com</a>)</li> <li>• Wikis</li> <li>• English dictionaries</li> </ul>		<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Surveys</li> <li>• Questionnaires</li> <li>• Internet searches</li> <li>• Fill the gaps exercises</li> </ul>	
EVALUATION			
E V A L U A T I O N	Specific learning outcomes	<p>It is expected that students will...</p> <ol style="list-style-type: none"> <li>1. report routines and activities that are currently taking place.</li> <li>2. spell out vocabulary related to tools correctly.</li> <li>3. articulate the /i/, /ɪ/ and /e/ phonemes properly.</li> <li>4. adapt the formality of their messages depending on the circumstances.</li> </ol>	
	Competences		Achievement indicators
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Awareness and cultural expression</li> </ol>		<p><b>Performance outcome 1. Competences (1 &amp; 5):</b></p> <ul style="list-style-type: none"> <li>• To be able to describe favored and disfavored activities using present simple and continuous.</li> </ul> <p><b>Performance outcome 2. Competences (1, 4 &amp; 5):</b></p> <ul style="list-style-type: none"> <li>• To describe others' personalities, as well as their own.</li> </ul> <p><b>Performance outcome 3. Competences (1 &amp; 5):</b></p> <ul style="list-style-type: none"> <li>• To correctly pronounce and utilize personal pronouns.</li> </ul> <p><b>Performance outcome 4. Competences (1, 5 &amp; 7):</b></p> <ul style="list-style-type: none"> <li>• To address listeners properly, appealing to their feelings and the due degree of formality.</li> </ul>

UNIT: 2	<u>Yellow Submarine</u>		Weeks 5-8
CONTENTS			
<b>BLOCK I:</b> <b>Comprehension of oral texts</b>	Listening strategies: Recognizing commonly used discursive patterns	<b>Sociocultural and sociolinguistic aspects:</b> <ul style="list-style-type: none"> <li>• <b>Planning</b> on how to proceed before producing messages.</li> <li>• <b>Research.</b> Accessing information from linguistic sources, mainly dictionaries.</li> <li>• <b>Awareness.</b> Encouraging students' safety on the street and in vehicles.</li> </ul>	
<b>BLOCK II:</b> <b>Production of oral texts</b>	Speaking strategies: Exchanging information about pre-established topics	<b>Communicative functions:</b> <ul style="list-style-type: none"> <li>• Talking about past experiences</li> <li>• Describing sceneries</li> <li>• Using the past form of irregular verbs</li> </ul>	
<b>BLOCK III:</b> <b>Comprehension of written texts</b>	Reading strategies: Identifying the main purpose of a text through the grammar and structures present	<b>Syntactic-discursive structures:</b> <ul style="list-style-type: none"> <li>• <b>Introduction to</b> past simple</li> <li>• <b>Revision of</b> present simple</li> <li>• <b>Extension of</b> irregular verbs</li> </ul>	
<b>BLOCK IV:</b> <b>Production of written texts</b>	Writing strategies: Taking advantage of dictionaries to improve the quality of a text	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• <b>Introduction to</b> expressions related to safety</li> <li>• <b>Revision of</b> environment</li> <li>• <b>Extension of</b> transportations</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>• Segmental features: /ʌ/, /æ/ and /ɑ:/ phonemes</li> <li>• Suprasegmental features: using intonation to emphasize different aspects of a sentence</li> </ul>	
CROSS-CURRICULAR ELEMENTS			
<b>Promotion of reading habits</b>	Learning to employ dictionaries appropriately depending on the task.		
<b>Audiovisual communication &amp; ICT</b>	Storing information found online in Microsoft Excel files for easy filtering and access.		
<b>Values</b>	Road safety. Teaching students their rights and duties as pedestrians and drivers, and the dangers that may arise when not following them, to raise their awareness and avoid traffic accidents.		

RESOURCES		TYPES OF LEARNING ACTIVITIES		
<ul style="list-style-type: none"> <li>• Computers</li> <li>• Microsoft Office license</li> <li>• Paper dictionaries</li> <li>• Online dictionaries               <ul style="list-style-type: none"> <li>○ <a href="http://www.oxfordlearnersdictionaries.com/">www.oxfordlearnersdictionaries.com/</a></li> <li>○ <a href="http://www.merriam-webster.com">www.merriam-webster.com</a></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Dictionary searches</li> <li>• Making glossaries in Microsoft Excel</li> <li>• Brief presentations</li> <li>• Guided writing</li> </ul>		
EVALUATION				
<b>E V A L U A T I O N</b>	<b>Specific learning outcomes</b>	<p>It is expected that students will...</p> <ol style="list-style-type: none"> <li>1. report about trips that they have taken in the past.</li> <li>2. describe different environments and landscapes.</li> <li>3. employ intonation properly to produce natural utterances.</li> <li>4. talk about dangers on the street and advise on how to avoid them.</li> </ol>		
	Competences		Achievement indicators	
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Awareness and cultural expression</li> </ol>		<p><b>Performance outcome 1. Competences (1, 2 &amp; 6):</b></p> <ul style="list-style-type: none"> <li>• To rationalize the best means of transportation depending on the purpose and destination of the trip.</li> </ul> <p><b>Performance outcome 2. Competences (1, 2 &amp; 5):</b></p> <ul style="list-style-type: none"> <li>• To identify natural sights and recognize their importance in the environment.</li> </ul> <p><b>Performance outcome 3. Competences (1 &amp; 5):</b></p> <ul style="list-style-type: none"> <li>• To adopt different intonations in order to change the meaning of a message.</li> </ul> <p><b>Performance outcome 4. Competences (1, 5 &amp; 7):</b></p> <ul style="list-style-type: none"> <li>• To advise on safe behaviors and avoiding danger regarding traffic interactions.</li> </ul>	

UNIT: 3	<u>Crying Lightning</u>		Weeks 8-12
CONTENTS			
<b>BLOCK I:</b> <b>Comprehension of oral texts</b>	Listening strategies: Identifying keywords in oral texts to find the main topic	<b>Sociocultural and sociolinguistic aspects:</b> <ul style="list-style-type: none"> <li>• <b>Information exchange.</b> Communicating with others to transmit and to receive information.</li> <li>• <b>Interculturalism.</b> Using English to talk about our cultural identity.</li> <li>• <b>Goal setting.</b> Devising short and long-term goals to complete lengthy tasks.</li> </ul>	
<b>BLOCK II:</b> <b>Production of oral texts</b>	Speaking strategies: Asking for clarification by requesting additional information or repetitions	<b>Communicative functions:</b> <ul style="list-style-type: none"> <li>• Correctly detailing and contextualizing past events</li> <li>• Talking about the weather</li> <li>• Describing people’s appearance</li> </ul>	
<b>BLOCK III:</b> <b>Comprehension of written texts</b>	Reading strategies: Identifying the four main text types – descriptive, narrative, expository and argumentative	<b>Syntactic-discursive structures:</b> <ul style="list-style-type: none"> <li>• <b>Introduction</b> to past continuous</li> <li>• <b>Revision of</b> past simple</li> <li>• <b>Extension of</b> <i>have/haven’t</i></li> </ul>	
<b>BLOCK IV:</b> <b>Production of written texts</b>	Writing strategies: Presenting a proper planning before writing	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• <b>Introduction to</b> body parts</li> <li>• <b>Revision of</b> weather</li> <li>• <b>Extension of</b> prepositions of place</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>• Segmental features: /t/, /d/ and /ð/ phonemes</li> <li>• Suprasegmental features: producing long utterances without abnormal pauses</li> </ul>	
CROSS-CURRICULAR ELEMENTS			
<b>Promotion of reading habits</b>	Displaying in the classroom identity texts created by the students.		
<b>Audiovisual communication &amp; ICT</b>	Using graphic design software to elaborate identity texts.		
<b>Values</b>	Sharing experiences and feelings with other members of the class, and listening openly to others.		



RESOURCES		TYPES OF LEARNING ACTIVITIES		
<ul style="list-style-type: none"> <li>• Computers</li> <li>• Graphic design software               <ul style="list-style-type: none"> <li>○ Gimp, Paint.net)</li> </ul> </li> <li>• Graphic design websites               <ul style="list-style-type: none"> <li>○ <a href="http://www.canva.com">www.canva.com</a></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Creation of identity texts</li> <li>• Mimicry</li> <li>• Discussions in pairs</li> <li>• Brief presentations</li> <li>• Fill the gaps</li> </ul>		
EVALUATION				
<b>E V A L U A T I O N</b>	<b>Specific learning outcomes</b>	<p>It is expected that students will...</p> <ol style="list-style-type: none"> <li>1. tell past events by employing the correct verb tenses.</li> <li>2. demonstrate an adequate vocabulary when reporting the weather.</li> <li>3. regularize their breathing according to the sentence so that pauses imitate natural language.</li> <li>4. be able of organizing their pending tasks and setting goals.</li> </ol>		
	Competences		Achievement indicators	
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Awareness and cultural expression</li> </ol>		<p><b>Performance outcome 1. Competences (1 &amp; 2):</b></p> <ul style="list-style-type: none"> <li>• To be able to establish a timeline of past and present events.</li> </ul> <p><b>Performance outcome 2. Competences (1 &amp; 2):</b></p> <ul style="list-style-type: none"> <li>• To be able to describe the weather accurately.</li> </ul> <p><b>Performance outcome 3. Competences (1 &amp; 5):</b></p> <ul style="list-style-type: none"> <li>• To be able of producing long utterances without blanking out or producing unnatural pauses.</li> </ul> <p><b>Performance outcome 4. Competences (1, 4 &amp; 6):</b></p> <ul style="list-style-type: none"> <li>• To avoid procrastination by scheduling time and following a proper organization.</li> </ul>	

UNIT: 4	<u>Never gonna give you up</u>		Weeks 12-16
CONTENTS			
<b>BLOCK I:</b> <b>Comprehension of oral texts</b>	Listening strategies: Being able to catch some minor details in oral texts	<b>Sociocultural and sociolinguistic aspects:</b> <ul style="list-style-type: none"> <li>• <b>Self-confidence.</b> Trusting in our ability to learn and to perform tasks.</li> <li>• <b>Health.</b> Rationalizing the advantages of following a healthy lifestyle.</li> <li>• <b>Perception</b> of foreign cultures inside our own, especially in the field of food.</li> </ul>	
<b>BLOCK II:</b> <b>Production of oral texts</b>	Speaking strategies: Expressing information clearly, coherently and according to the circumstances	<b>Communicative functions:</b> <ul style="list-style-type: none"> <li>• Expressing plans and intentions</li> <li>• Converse about meals by describing flavors and ingredients</li> <li>• Giving advice about a healthy lifestyle</li> </ul>	
<b>BLOCK III:</b> <b>Comprehension of written texts</b>	Reading strategies: Reviewing known information about specific topics depending on the task at hand	<b>Syntactic-discursive structures:</b> <ul style="list-style-type: none"> <li>• <b>Introduction to</b> <i>going to</i></li> <li>• <b>Revision of</b> present continuous</li> <li>• <b>Extension of</b> phrasal verbs</li> </ul>	
<b>BLOCK IV:</b> <b>Production of written texts</b>	Writing strategies: Presenting information clearly and coherently	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• <b>Introduction to</b> health</li> <li>• <b>Revision of</b> food</li> <li>• <b>Extension of</b> feelings</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>• Segmental features: /b/, /v/ and /w/ phonemes</li> <li>• Suprasegmental features: intonation of exclamatory sentences</li> </ul>	
CROSS-CURRICULAR ELEMENTS			
<b>Promotion of reading habits</b>	Looking for easy recipes to try and cook them.		
<b>Audiovisual communication &amp; ICT</b>	Using available media to record a cooking video.		
<b>Values</b>	Understanding the importance of following a healthy diet. Being introduced to British culture through traditional food and drinks.		

RESOURCES		TYPES OF LEARNING ACTIVITIES	
<ul style="list-style-type: none"> <li>• YouTube videos</li> <li>• Recipes</li> <li>• Restaurant menus</li> </ul>		<ul style="list-style-type: none"> <li>• Recordings of the students cooking</li> <li>• Role plays</li> <li>• Dictogloss</li> <li>• Free writing</li> <li>• Drills</li> </ul>	
EVALUATION			
E V A L U A T I O N	Specific learning outcomes	<p>It is expected that students will...</p> <ol style="list-style-type: none"> <li>1. describe plans and intentions.</li> <li>2. tell the benefits and main components of a healthy diet.</li> <li>3. keep a normal, respectful tone of voice without getting controlled by emotions.</li> <li>4. be able to talk about typical foods from English-speaking countries.</li> </ol>	
	Competences		Achievement indicators
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Awareness and cultural expression</li> </ol>		<p><b>Performance outcome 1. Competences (1, 5 &amp; 6):</b></p> <ul style="list-style-type: none"> <li>• To be able to arrange plans and to inform about them.</li> </ul> <p><b>Performance outcome 2. Competences (1, 2 &amp; 7):</b></p> <ul style="list-style-type: none"> <li>• To be able to describe a variety of dishes and their benefits or risks for health.</li> </ul> <p><b>Performance outcome 3. Competences (1, 5 &amp; 6):</b></p> <ul style="list-style-type: none"> <li>• To display calmness even if the topic of conversation is not appealing to us.</li> </ul> <p><b>Performance outcome 4. Competences (1, 5 &amp; 7):</b></p> <ul style="list-style-type: none"> <li>• To recognize the importance of culture sharing.</li> </ul>

UNIT: 5	<u>I will always love you</u>		Weeks 19-21
CONTENTS			
<b>BLOCK I:</b> <b>Comprehension of oral texts</b>	Listening strategies:  Using background knowledge to better comprehend the contents of an oral text	<b>Sociocultural and sociolinguistic aspects:</b> <ul style="list-style-type: none"> <li>• <b>Critical thinking.</b> Draw conclusions and justify them objectively and respectfully.</li> <li>• <b>Introspection.</b> Knowing one's skills and likes to start thinking of suitable jobs.</li> <li>• <b>Clarity of ideas.</b> Structuring texts on a logical manner.</li> </ul>	
<b>BLOCK II:</b> <b>Production of oral texts</b>	Speaking strategies:  Introducing extralinguistic elements to react to others' messages	<b>Communicative functions:</b> <ul style="list-style-type: none"> <li>• Talking about jobs</li> <li>• Expressing predictions and future intentions</li> <li>• Organizing messages coherently</li> </ul> <b>Syntactic-discursive structures:</b> <ul style="list-style-type: none"> <li>• <b>Introduction</b> to future with <i>will</i></li> <li>• <b>Revision of</b> <i>going to</i></li> <li>• <b>Extension of</b> present continuous</li> </ul>	
<b>BLOCK III:</b> <b>Comprehension of written texts</b>	Reading strategies:  Inferring the author's opinions on a given topic	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• <b>Introduction to</b> working conditions</li> <li>• <b>Revision of</b> life skills</li> <li>• <b>Extension of</b> jobs</li> </ul>	
<b>BLOCK IV:</b> <b>Production of written texts</b>	Writing strategies:  Using connectors to organize a text effectively	<b>Pronunciation:</b> <ul style="list-style-type: none"> <li>• Segmental features: /o/ and /u:/ phonemes</li> <li>• Suprasegmental features: showing interest through intonation in discourse markers and follow-up questions</li> </ul>	
CROSS-CURRICULAR ELEMENTS			
<b>Promotion of reading habits</b>	Checking argumentative texts to observe connectors and paragraph distribution.		
<b>Audiovisual communication &amp; ICT</b>	Creating a forum to discuss different job positions, their pros and cons.		
<b>Values</b>	Encouraging students' decision-making regarding their future, after they leave the school.		

RESOURCES		TYPES OF LEARNING ACTIVITIES
<ul style="list-style-type: none"> <li>• Blackboard and chalk</li> <li>• Computer with Internet access</li> <li>• Projector</li> <li>• Speakers</li> <li>• Computer room</li> <li>• Microsoft Office license</li> <li>• A forum (<a href="http://www.forumotion.com">www.forumotion.com</a>) or an alternative online media</li> <li>• Students' publications in the chosen online media</li> <li>• Paper dictionaries</li> <li>• Online dictionaries               <ul style="list-style-type: none"> <li>○ <a href="https://www.merriam-webster.com">https://www.merriam-webster.com</a></li> <li>○ <a href="https://www.oxfordlearnersdictionaries.com">https://www.oxfordlearnersdictionaries.com</a></li> </ul> </li> <li>• YouTube videos               <ul style="list-style-type: none"> <li>○ <a href="https://www.youtube.com/watch?v=Ws5p4InprAY">https://www.youtube.com/watch?v=Ws5p4InprAY</a></li> <li>○ <a href="https://www.youtube.com/watch?v=ERJvLIT0aH0">https://www.youtube.com/watch?v=ERJvLIT0aH0</a></li> </ul> </li> <li>• Short stories</li> <li>• Lists of topics for speaking practice</li> <li>• Grammar and vocabulary exam</li> <li>• Texts and activities in Appendix 1</li> </ul>		<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Full group discussions</li> <li>• Pair discussions</li> <li>• Teacher-student discussions</li> <li>• Reviews of background knowledge</li> <li>• Voting to choose an electronic media</li> <li>• Short answer questions</li> <li>• Multiple-choice questions</li> <li>• Fill the table</li> <li>• Fill the gaps</li> <li>• Cross the odd one out</li> <li>• Controlled writing</li> <li>• Reading</li> <li>• Identifying connectors</li> <li>• Conceptual maps with terminology</li> <li>• Role plays (in pairs and in small groups)</li> <li>• Listening, video watching</li> <li>• Online discussions</li> <li>• Drills</li> <li>• Free writing</li> <li>• Mimicry</li> <li>• Assessment at the end of the unit</li> </ul>

**EVALUATION**

<b>E V A L U A T I O N</b>	<b>Specific learning outcomes</b>	<p>It is expected that students will...</p> <ol style="list-style-type: none"> <li>1. utilize <i>will, be going to</i> or the present continuous correctly according to the circumstances.</li> <li>2. list jobs commonly found or discussed in society, as well as to rationalize some of their pros and cons.</li> <li>3. take the ideas of others into account during a conversation.</li> <li>4. contrast different opinions to form their own.</li> </ol>
--	-----------------------------------	--

Competences	Achievement indicators
<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Awareness and cultural expression</li> </ol>	<p><b>Performance outcome 1. Competences (1, 6):</b></p> <ul style="list-style-type: none"> <li>• To be able to detail plans, intentions and predictions using the proper verb tenses in each case.</li> </ul> <p><b>Performance outcome 2. Competences (1, 2, 5 &amp; 7):</b></p> <ul style="list-style-type: none"> <li>• To be able to name different occupations, their responsibilities and their place in society.</li> </ul> <p><b>Performance outcome 3. Competences (1 &amp; 5):</b></p> <ul style="list-style-type: none"> <li>• To adapt our output in communicative exchanges as a reaction to the input received.</li> </ul> <p><b>Performance outcome 4. Competences (1, 5 &amp; 6):</b></p> <ul style="list-style-type: none"> <li>• To be able to rationalize facts without giving in to others' opinions.</li> </ul>

UNIT: 6	<u>If I were a boy...</u>		Weeks 22-25
CONTENTS			
<b>BLOCK I:</b> <b>Comprehension of oral texts</b>	Listening strategies: Noticing the body language and gestures of speakers to better comprehend the contents and intentions of oral texts	<b>Sociocultural and sociolinguistic aspects:</b> <ul style="list-style-type: none"> <li>• <b>Social conventions.</b> Adapting the way we address different people.</li> <li>• <b>Respect</b> towards others' opinions even if they are different from ours.</li> <li>• <b>Self-respect.</b> Learning how and when to ask others to stop if they make us feel uncomfortable.</li> </ul>	
<b>BLOCK II:</b> <b>Production of oral texts</b>	Speaking strategies: Solve vocabulary gaps by using definitions, synonyms or broader terms	<b>Communicative functions:</b> <ul style="list-style-type: none"> <li>• Describe possible and unlikely hypothetical situations</li> <li>• Arrange plans and meetings with friends</li> <li>• Distinguish the most common spelling differences between British and American English</li> </ul>	
<b>BLOCK III:</b> <b>Comprehension of written texts</b>	Reading strategies: Distinguishing British and American English through the spelling of certain words	<b>Syntactic-discursive structures:</b> <ul style="list-style-type: none"> <li>• <b>Introduction to</b> first and second conditional</li> <li>• <b>Revision of</b> <i>will</i></li> <li>• <b>Extension of</b> irregular verbs</li> </ul>	
<b>BLOCK IV:</b> <b>Production of written texts</b>	Writing strategies: Rewriting and correcting previously produced messages to implement feedback	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• <b>Introduction to</b> city life (with a focus on vocabulary that differs in British and American English)</li> <li>• <b>Revision of</b> free-time activities</li> <li>• <b>Extension of</b> relationships</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>• Segmental features: /ɜ:/, /ɔ:/ and /ɒ/ phonemes</li> <li>• Suprasegmental features: intonation of intentions</li> </ul>	
CROSS-CURRICULAR ELEMENTS			
<b>Promotion of reading habits</b>	Looking for tourist brochures in English to raise awareness about different cities and our surroundings.		
<b>Audiovisual communication &amp; ICT</b>	Using PowerPoint presentations to sketch timelines with alternative events.		
<b>Values</b>	Strive for gender equality in the school environment by making students aware of different types of violence against women.		

RESOURCES		TYPES OF LEARNING ACTIVITIES	
<ul style="list-style-type: none"> <li>• Tourist brochures</li> <li>• City maps</li> <li>• Computers</li> <li>• Microsoft Office license</li> </ul>		<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• PowerPoint files</li> <li>• Mimicry</li> <li>• Dictogloss</li> <li>• Kahoot</li> </ul>	
EVALUATION			
E V A L U A T I O N	Specific learning outcomes	<p>It is expected that students will...</p> <ol style="list-style-type: none"> <li>1. formulate possibilities through the use of the first and second conditionals.</li> <li>2. describe their family and social relationships.</li> <li>3. articulate the /ɜ:/, /ɔ:/ and /v/ phonemes clearly.</li> <li>4. identify gender inequities in society.</li> </ol>	
	Competences		Achievement indicators
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Awareness and cultural expression</li> </ol>		<p><b>Performance outcome 1. Competences (1 &amp; 6):</b></p> <ul style="list-style-type: none"> <li>• To be able to describe potential and unlikely events.</li> </ul> <p><b>Performance outcome 2. Competences (1, 5 &amp; 7):</b></p> <ul style="list-style-type: none"> <li>• To express our degree of relationship or closeness with others.</li> </ul> <p><b>Performance outcome 3. Competences (1, 4 &amp; 6):</b></p> <ul style="list-style-type: none"> <li>• To be able to articulate similar-sounding words with the correct vocalic phonemes.</li> </ul> <p><b>Performance outcome 4. Competences (1, 5, 6 &amp; 7):</b></p> <ul style="list-style-type: none"> <li>• To strive for gender equality in all aspects of life.</li> </ul>



UNIT: 7	<u><a href="#">She will be loved</a></u>		Weeks 26-29
<b>CONTENTS</b>			
<b>BLOCK I:</b> <b>Comprehension of oral texts</b>	Listening strategies: Guess the contents of an oral text taking its introduction as a reference	<p><b>Sociocultural and sociolinguistic aspects:</b></p> <ul style="list-style-type: none"> <li>• <b>Culture.</b> Learning about recent American history.</li> <li>• <b>Conflict mediation.</b> When disagreements arise, finding solutions that work best for everyone.</li> <li>• <b>Imagination.</b> Resorting to free thinking to come up with new ideas.</li> </ul> <p><b>Communicative functions:</b></p> <ul style="list-style-type: none"> <li>• Describe processes</li> <li>• Trying to convince others</li> <li>• Incorporating idioms into communication</li> </ul> <p><b>Syntactic-discursive structures:</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to</b> passive voice</li> <li>• <b>Revision of</b> conditionals</li> <li>• <b>Extension of</b> future tenses</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to</b> cinema</li> <li>• <b>Revision of</b> idiomatic expressions</li> <li>• <b>Extension of</b> phrasal verbs</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• Segmental features: pronunciation of consonant clusters ended in /t/ and /d/ found in regular participles</li> <li>• Suprasegmental features: keeping a neutral tone of voice even in heated discussions</li> </ul>	
<b>BLOCK II:</b> <b>Production of oral texts</b>	Speaking strategies: Showing turn-taking skills in discussions		
<b>BLOCK III:</b> <b>Comprehension of written texts</b>	Reading strategies: Guess the meaning of unknown words given their context		
<b>BLOCK IV:</b> <b>Production of written texts</b>	Writing strategies: Adapting a task or message to the resources available		
<b>CROSS-CURRICULAR ELEMENTS</b>			
<b>Promotion of reading habits</b>	Checking movie listings to discuss which one to play in class.		
<b>Audiovisual communication &amp; ICT</b>	Watching a movie to learn about the history of the United States and reflect on the importance of cultural products.		
<b>Values</b>	Appreciating differences in culture, mainly in the form of film productions.		

RESOURCES		TYPES OF LEARNING ACTIVITIES	
<ul style="list-style-type: none"> <li>• Movie listings, either on paper or online (<a href="https://www.imdb.com/movies-in-theaters/">https://www.imdb.com/movies-in-theaters/</a>)</li> <li>• A computer and a projector</li> <li>• Movie to be chosen by the students. Possibilities provided by the teacher:               <ul style="list-style-type: none"> <li>○ In the Hour of Chaos (2016)</li> <li>○ Killing Lincoln (2011)</li> <li>○ Stonewall Forever (2019)</li> <li>○ The Crossing (2000)</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Debates</li> <li>• Role plays</li> <li>• Movie analysis</li> <li>• Free writing</li> <li>• Sentence transformation</li> </ul>	
EVALUATION			
<b>E V A L U A T I O N</b>	<b>Specific learning outcomes</b>	It is expected that students will... <ol style="list-style-type: none"> <li>1. produce clauses in the passive voice.</li> <li>2. name the main genres of films.</li> <li>3. respect their interlocutors' turn to speak without interrupting.</li> <li>4. be able to identify aspects of the American culture.</li> </ol>	
	<b>Competences</b>		<b>Achievement indicators</b>
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Awareness and cultural expression</li> </ol>		<p><b>Performance outcome 1. Competences (1 &amp; 2):</b></p> <ul style="list-style-type: none"> <li>• To be able to describe processes focusing on the object rather than on the subject.</li> </ul> <p><b>Performance outcome 2. Competences (1, 3 &amp; 7):</b></p> <ul style="list-style-type: none"> <li>• To be able to talk about cinema extensively.</li> </ul> <p><b>Performance outcome 3. Competences (1, 5, 6 &amp; 7):</b></p> <ul style="list-style-type: none"> <li>• Initiating and maintaining dialogues respecting everyone's turn to speak and making use of pauses to conceive answers.</li> </ul> <p><b>Performance outcome 4. Competences (1, 3 &amp; 7):</b></p> <ul style="list-style-type: none"> <li>• To show understanding of different historical components of the American culture.</li> </ul>

UNIT: 8	<u>Somebody that I used to know</u>		Weeks 31-34
CONTENTS			
<b>BLOCK I:</b> <b>Comprehension of oral texts</b>	Listening strategies: Reconstruct preconceived ideas upon acquisition of new elements	<b>Sociocultural and sociolinguistic aspects:</b> <ul style="list-style-type: none"> <li>• <b>Awareness of misinformation</b> and fake news and the dangers they pose on a large scale.</li> <li>• <b>Skepticism.</b> Learning when to trust and when to doubt information.</li> <li>• <b>Expression.</b> Incorporating body language into regular communication as an aid to convey meaning.</li> </ul>	
<b>BLOCK II:</b> <b>Production of oral texts</b>	Speaking strategies: Exhibiting socially acceptable body language to help the conversation	<b>Communicative functions:</b> <ul style="list-style-type: none"> <li>• Expressing doubt and uncertainty</li> <li>• Passing information from third parties</li> <li>• Talking about skills needed in life</li> </ul>	
<b>BLOCK III:</b> <b>Comprehension of written texts</b>	Reading strategies: Identifying which parts of a text are relevant to the main idea and which ones are secondary	<b>Syntactic-discursive structures:</b> <ul style="list-style-type: none"> <li>• <b>Introduction</b> to reported speech</li> <li>• <b>Revision of</b> past simple</li> <li>• <b>Extension of</b> relative pronouns</li> </ul>	
<b>BLOCK IV:</b> <b>Production of written texts</b>	Writing strategies: Using punctuation correctly in written texts	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• <b>Introduction to</b> sports</li> <li>• <b>Revision of</b> body parts</li> <li>• <b>Extension of</b> health</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>• Segmental features: /s/, /z/ and /θ/ phonemes</li> <li>• Suprasegmental features: intonation of reported speech</li> </ul>	
CROSS-CURRICULAR ELEMENTS			
<b>Promotion of reading habits</b>	Checking different media with the aim of comparing information.		
<b>Audiovisual communication &amp; ICT</b>	Checking various news sites to contrast information and determine which sources are reliable.		
<b>Values</b>	Developing students' critical thinking so that they question and contrast information.		

RESOURCES		TYPES OF LEARNING ACTIVITIES	
<ul style="list-style-type: none"> <li>• Paper newspapers</li> <li>• Online newspapers               <ul style="list-style-type: none"> <li>○ <a href="https://www.wsj.com">https://www.wsj.com</a></li> <li>○ <a href="https://www.nytimes.com">https://www.nytimes.com</a></li> </ul> </li> <li>• News portals               <ul style="list-style-type: none"> <li>○ <a href="https://www.huffpost.com">https://www.huffpost.com</a></li> <li>○ <a href="https://www.buzzfeed.com">https://www.buzzfeed.com</a></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Comparison activities</li> <li>• For and against essay</li> <li>• Chinese Whispers</li> <li>• Guided writing</li> </ul>	
EVALUATION			
<b>E V A L U A T I O N</b>	<b>Specific learning outcomes</b>	<p>It is expected that students will...</p> <ol style="list-style-type: none"> <li>1. accurately use reported speech to transmit information from one speaker to another.</li> <li>2. identify a short variety of sports and their most basic rules.</li> <li>3. articulate the /s/, /z/ and /θ/ phonemes properly.</li> <li>4. start using body language as an aid to convey meaning.</li> </ol>	
	Competences		Achievement indicators
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Awareness and cultural expression</li> </ol>		<p><b>Performance outcome 1. Competences (1 &amp; 5):</b></p> <ul style="list-style-type: none"> <li>• To be able to narrate the words of others.</li> </ul> <p><b>Performance outcome 2. Competences (1, 4 &amp; 5):</b></p> <ul style="list-style-type: none"> <li>• To describe the main features of a number of sports.</li> </ul> <p><b>Performance outcome 3. Competences (1, 4 &amp; 7):</b></p> <ul style="list-style-type: none"> <li>• To differentiate phonemes shared in English and in Spanish from those only found in English.</li> </ul> <p><b>Performance outcome 4. Competences (1, 5, 6 &amp; 7):</b></p> <ul style="list-style-type: none"> <li>• To employ mimicry and facial gestures to make meaning clearer to the listener.</li> </ul>

UNIT: 9	<u>Danny Boy</u>		Weeks 34-38
CONTENTS			
<b>BLOCK I:</b> <b>Comprehension of oral texts</b>	Listening strategies:  Distinguishing the main point of an oral text from additional information	<b>Sociocultural and sociolinguistic aspects:</b> <ul style="list-style-type: none"> <li>• <b>Politeness.</b> Interacting on a more formal way when we require something from the speaker.</li> <li>• <b>Reminiscence.</b> Recall previous experiences, from the general events to specific details.</li> <li>• <b>Traditions.</b> Learning about Irish folklore.</li> </ul>	
<b>BLOCK II:</b> <b>Production of oral texts</b>	Speaking strategies:  Determining the due degree of formality when asking for something	<b>Communicative functions:</b> <ul style="list-style-type: none"> <li>• Asking for things we need</li> <li>• Expressing previous experiences</li> <li>• Talking about Irish traditions</li> </ul>	
<b>BLOCK III:</b> <b>Comprehension of written texts</b>	Reading strategies:  Hypothesize the contents of a text after identifying the topic	<b>Syntactic-discursive structures:</b> <ul style="list-style-type: none"> <li>• <b>Introduction to</b> modal verbs</li> <li>• <b>Revision of</b> reported speech</li> <li>• <b>Extension of</b> imperative form</li> </ul>	
<b>BLOCK IV:</b> <b>Production of written texts</b>	Writing strategies:  Answering to others' experiences by showing emotions such as affection, surprise and understanding	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• <b>Introduction to</b> Irish culture</li> <li>• <b>Revision of</b> geographical features</li> <li>• <b>Extension of</b> clothing</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>• Segmental features: pronunciation of /ə/ phoneme</li> <li>• Suprasegmental features: removing stress from secondary syllables</li> </ul>	
CROSS-CURRICULAR ELEMENTS			
<b>Promotion of reading habits</b>	Reading classmates' diaries for the duration of the unit.		
<b>Audiovisual communication &amp; ICT</b>	Discovering misuses of social media, such as information leaking, stalking and online harassment.		
<b>Values</b>	Discussing the motives and harsh conditions behind immigration to stop xenophobic attitudes in the school environment.		

RESOURCES		TYPES OF LEARNING ACTIVITIES	
<ul style="list-style-type: none"> <li>• Students' diaries</li> <li>• Topographic maps</li> <li>• Screenshots from Google Maps</li> </ul>		<ul style="list-style-type: none"> <li>• Writing a diary</li> <li>• Peer assessment</li> <li>• Discussion in pairs</li> <li>• Controlled writing</li> <li>• Role plays</li> </ul>	
EVALUATION			
E V A L U A T I O N	Specific learning outcomes	<p>It is expected that students will...</p> <ol style="list-style-type: none"> <li>1. employ the corresponding degree of formality when giving orders or making requests and suggestions.</li> <li>2. express past experiences with good detail.</li> <li>3. identify which parts of a word or sentence have reduced stress.</li> <li>4. not judge others regardless of their family, religion, traditions and country of origin.</li> </ol>	
	Competences		Achievement indicators
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Awareness and cultural expression</li> </ol>		<p><b>Performance outcome 1. Competences (1, 5 &amp; 7):</b></p> <ul style="list-style-type: none"> <li>• To display politeness when asking for something that we need.</li> </ul> <p><b>Performance outcome 2. Competences (1, 3 &amp; 6):</b></p> <ul style="list-style-type: none"> <li>• To display a good spelling in written or virtual texts with little to no mistakes.</li> </ul> <p><b>Performance outcome 3. Competences (1, 4, 5 &amp; 6):</b></p> <ul style="list-style-type: none"> <li>• To speak with a rhythm that imitates real language.</li> </ul> <p><b>Performance outcome 4. Competences (1, 5 &amp; 7):</b></p> <ul style="list-style-type: none"> <li>• To respect others' way of living regardless of how our differences.</li> </ul>

UNIT: 10	<u><a href="#">Ironic, don't you think?</a></u>		Weeks 38-41
<b>CONTENTS</b>			
<b>BLOCK I:</b> <b>Comprehension of oral texts</b>	Listening strategies: Inferring the meaning of complex or unknown elements by analyzing linguistic and paralinguistic elements	<b>Sociocultural and sociolinguistic aspects:</b> <ul style="list-style-type: none"> <li>• <b>Perseverance.</b> Seeing any project through after committing to complete it.</li> <li>• <b>Self-assessment.</b> Recognizing linguistic improvements achieved throughout the year.</li> <li>• <b>Sense of purpose.</b> Establishing goals for summer vacation.</li> </ul>	
<b>BLOCK II:</b> <b>Production of oral texts</b>	Speaking strategies: Using previous knowledge to elaborate in conversation	<b>Communicative functions:</b> <ul style="list-style-type: none"> <li>• To ask for instructions or materials required in order to perform tasks</li> <li>• To give opinions on any topic studied during the year</li> <li>• To display acceptable register, formality and pronunciation during communicative exchanges</li> </ul>	
<b>BLOCK III:</b> <b>Comprehension of written texts</b>	Reading strategies: Consolidating reading strategies used throughout the year	<b>Syntactic-discursive structures:</b> <ul style="list-style-type: none"> <li>• <b>Introduction to</b> question tags</li> <li>• <b>Revision of</b> passive voice</li> <li>• <b>Extension of</b> follow-up questions</li> </ul>	
<b>BLOCK IV:</b> <b>Production of written texts</b>	Writing strategies: Employing lexical elements competently and matching the register of the situation	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• <b>Introduction to</b> computers</li> <li>• <b>Revision of</b> expressions related to safety</li> <li>• <b>Extension of</b> tools</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>• Segmental features: /dʒ/, /ʒ/ and /j/ phonemes</li> <li>• Suprasegmental features: intonation of questions and question tags</li> </ul>	
<b>CROSS-CURRICULAR ELEMENTS</b>			
<b>Promotion of reading habits</b>	Finding personalized readings for every student as a leisure activity for summer.		
<b>Audiovisual communication &amp; ICT</b>	To identify one's own flaws in digital literacy and to learn how to solve them.		
<b>Values</b>	Showing a politically correct sense of humor through irony and jokes to relieve stress before the final exams.		

RESOURCES		TYPES OF LEARNING ACTIVITIES	
<ul style="list-style-type: none"> <li>• Computers room</li> <li>• Pictures with tools</li> </ul>		<ul style="list-style-type: none"> <li>• Fill the gaps exercises</li> <li>• Making ironic utterances and jokes</li> <li>• Role plays</li> <li>• Kahoot</li> <li>• Final self-assessment</li> </ul>	
EVALUATION			
E V A L U A T I O N	Specific learning outcomes	<p>It is expected that students will...</p> <ol style="list-style-type: none"> <li>1. show a good domain of grammar structures learned throughout the year.</li> <li>2. incorporate vocabulary about life skills and everyday items to their lexical.</li> <li>3. intone sentences to show their feelings and intentions.</li> <li>4. talk about the multiculturalism of English-speaking countries and their many facets.</li> </ol>	
	Competences		Achievement indicators
	<ol style="list-style-type: none"> <li>1. Competence in Linguistic Communication</li> <li>2. Mathematical competence and basic competence in Science and Technology</li> <li>3. Digital competence</li> <li>4. Learning-to-learn</li> <li>5. Social and civic competences</li> <li>6. Sense of initiative and entrepreneurship</li> <li>7. Awareness and cultural expression</li> </ol>		<p><b>Performance outcome 1. Competences (1 &amp; 6):</b></p> <ul style="list-style-type: none"> <li>• To be able to communicate different information, including but not limited to past and hypothetical events, processes and information from third parties.</li> </ul> <p><b>Performance outcome 2. Competences (1, 2, 3 &amp; 7):</b></p> <ul style="list-style-type: none"> <li>• To demonstrate understanding of frequent expressions related to previously studied topics.</li> </ul> <p><b>Performance outcome 3. Competences (1, 5 &amp; 6):</b></p> <ul style="list-style-type: none"> <li>• To communicate with appropriate intonation and stress, and with an acceptable pronunciation.</li> </ul> <p><b>Performance outcome 4. Competences (1, 5 &amp; 7):</b></p> <ul style="list-style-type: none"> <li>• To improve as persons by getting to know about different cultural backgrounds and its people.</li> </ul>



### 3. 3. Underlying content organizational rationale

On this section, a course proposal has been presented for this year of study. All four skills are practiced following the guidelines established by Decree 48/2015 and emphasizing the linguistic differences in British and American English, the two main variants of the language. Nonetheless, the central point of this course proposal is speaking, whose importance can be observed through the introduction of segmental and suprasegmental features with the intention of teaching English phonemes, as well as the importance of stress, intonation and turn-taking. Grammar is introduced in a logical way, starting with present simple and continuous before introducing past and future tenses, up until conditionals, passive voice and reported speech. Similarly, the first units review common English vocabulary, such as hobbies and weather, while introducing new terms with real-life applications –including tools, safety and jobs– that are reviewed and expanded on later units. Sociocultural aspects include universal values, such as health, safety, respect and cultural items, while also encouraging students' reflection through skepticism and critical thinking, and shaping their personality introducing notions of motivation, self-esteem and goal setting. A similar variety can be found in the activities and materials proposed to appeal to every student's likings and learning styles, including games and most notably jokes in the last unit, to alleviate students' workload and stress during the final weeks of the year.

As mentioned before, the conceptual thread between units involves music and variants of English. Every unit shares its name with a song, and each term focuses on different variants of English – the first term includes songs from British artists, the second term includes songs from the United States, and the third term includes Irish, Australian and Canadian songs. Song titles often introduce the grammar item to be taught in the unit, and vocabulary is usually featured in the lyrics. Similarly, the values and sociocultural aspects proposed on every unit are often related to the song. For example, the unit named after the song *If I were a boy* serves as an introduction to the first and second conditionals, teaches vocabulary about relationships, and educates students on gender equality and respect towards others.

The competence that stands out the most in these units is, logically, Competence in Linguistic Communication, as this is a language class. Other competences that stand out are those focused on social contact, initiative and cultural expression, since communication is a main goal in this course proposal. While digital competence is the

least prominent one, it is made up for through the repeated use of ICT included in every unit.

#### 4. Teaching and learning resources

##### 4. 1. Teaching philosophy: principles and practices

There are two main ideas behind the teaching philosophy of this paper. Firstly, the introduction of the communicative approach to establish a class model focused on oral interaction and meaning, to promote fluency among the learners and ensure that they are able of communicating by producing understandable messages. Secondly, creating a sense of cohesion where students feel that they belong to the group, cooperate with one another and are able to express their opinions without feeling intimidated by their classmates.

Maley (1986) lists some characteristics of communicative approach, such as equal focus in meaning and grammar, preference to fluency over accuracy, initiative and interaction, and considering the different levels of competence among the learners (pp. 88-89). As advantages of this method, the author states its immediate usefulness and suitability in real life, higher motivation and time efficiency, and a better development of grammatical, sociolinguistic and discourse competences (p. 90).

Speaking is often referred to as the most important skill of language (Egan, 1999), hence the focus on oral practice. Given the average A1+ level of the group, mistakes are to be expected. According to some views, students should be given feedback only when meaning is not clear (Celce-Murcia, 2001, p. 40), which matches the communicative approach's focus on meaning. Therefore, and in order to avoid discouraging students from using the language, only those that affect meaning will be corrected, as well as the most glaring grammar mistakes, so as not to disregard it. This is especially true for corrections during speaking, because "if teachers are constantly correcting students' utterances, very little real communication will take place in the classroom, and consequently, very little development of language skills will occur" (Cummins, 1981, p. 35). To that end, subtle correction methods will be employed, such as negotiation of meaning.

To exemplify the emphasis on fluency, many of the lessons will begin with an oral warm-up to either review previous contents, review the students' knowledge about new items, or simply to let them talk about themselves, with the purpose of preparing

them for using English in the lesson. Some instances of these warm-ups can be found in the didactic unit developed at the end of this paper.

Most class interactions will be performed in the target language, with instructions being provided in English. In order to improve comprehension, the teacher will simplify sentences or use gestures, only resorting to Spanish when it is indispensable for the students' understanding. Similarly, the aim is for students' exchanges to be performed in English as well, thus giving the teacher the mission of encouraging their use of the language, allowing students to always express themselves, while impeding others from criticizing or laughing at their partners' mistakes.

Another key component of this proposal is differentiated instruction, which factors in the learners' background and interests in the teaching process (Hall et al., 2004). To that end, the teacher will provide students with options in written and speaking tasks, present materials that students find motivating, and acknowledge their opinions regarding activities to the point of modifying the structure if they come up with better alternatives.

Since this will be the last year of education for some students of the group, the teacher will also try to guide them for their future. To that end, learner autonomy is present on the values proposed throughout the didactic units with the purpose of teaching students how to schedule, to set goals and to promote their self-confidence through notions of self-respect and introspection. In order to do that, the teacher will provide self-assessment sheets at the start of the course and at the end of each term, which the learners can use to check how their knowledge has improved, to show them that progress is easy to measure and that they should always persevere to achieve their goals.

On the other hand, a cohesive sense of group is born when people look to fulfill or achieve their goals by virtue of working with others (Hogg, 1993), something that ultimately results in a better performance among its members (Mullen & Copper, 1994). The teacher will try to accomplish this through pair and group work, customization of topics and other class interactions. On the same note, the teacher will always be objective and respectful towards every student, never causing them to feel judged or undervalued; and also mindful of topics or activities that may pose a problem or be uncomfortable for any of the students in order to prevent these issues.

As a conclusion to the previous points, all contents taught in class should have a purpose and be logical to students, as well as applicable to real-life settings and

conditions. Students will be considered individually to the extent of the teacher's capabilities, and they will play an active role on a lesson-to-lesson basis by making choices, sharing their thoughts and occasionally contributing to the structure of the lessons, class proposals and activities.

#### 4. 2. Materials selection and development

##### 4. 2. 1 Materials to develop Listening and Reading skills

Listening and reading are receptive skills of the language, focused on receiving information rather than transferring it. Painchaud and Leblanc states that, since the acquisition of these skills is hard to measure, "clear performance objectives must be defined" (1995, p. 27). Consequently, all activities involving receptive skills should have clearly defined goals for the students to accomplish.

Listening comprehension will play a big part in this course, given its parallelism with speaking (Celce-Murcia, 2001, p. 70). Field states that decoding skills and, by extension, listening competence, are the most efficient method to learn a language (2008, p. 140). Field also establishes a model for listening practice consisting of pre-listening, while-listening and post-listening, which will be applied in this paper.

Most of the listening exercises used on this course planning will be presented in video format, rather than audio-only. The reason, as supported by Wagner (2010), is that video texts result in a better performance than using audio only, as well as being the preferred option among students. They are also more realistic, since "communication is more non-verbal than verbal" (Revell & Norman, 1997). Also, students should always be given at least 15 seconds to normalize the voices of the speakers before comprehension truly begins (Field, 2008, p. 159), meaning that the introduction of the video will never be the focus of the activity.

On the other hand, reading is a less engaging process than listening, since it does not require continuous attention from the readers, who can follow the text at different moments and easily refer back to previous information (Redeker, 1984, p. 43). Due to the nature of written communication, it often involves descriptive information.

Students will be prompted to employ the same reading strategies they use in their native languages, which may include deducing the meaning of unknown words by their context or ignoring them altogether, to prevent them from reading word by word, thus making it easier for them to transfer knowledge between languages (Renandya, 2015, p. 84). Reading materials will consist of authentic texts mostly, whose advantages include exposure to real discourse, development of social language skills, knowledge of

real situations (Yadav & Jha, 2019), a greater student response, and motivation to improve one's learning (Ahmed, 2017). The lesson plan will largely depend on the text chosen, as explained by Barnett (1989, p. 113), who also establishes a pattern for activities similar to the one used in listening: pre-reading, while-reading, post-reading and follow-up.

As an example, a listening activity based on the video "[Explaining the Pandemic to my Past Self](#)" will be detailed. This activity will take place in Unit 4, which lists catching minor details in oral texts as a listening strategy. In the video, a woman speaks to her past self from a time before the COVID-19 outbreak. The conversation happens between two versions of the same woman, which makes it easier for students to normalize her voice. As a pre-listening, and since the topic is recent, students will identify the context and bring up relevant vocabulary. In the while-listening part, students will be asked about various different items so that they are able to identify as many as possible, and then share answers through peer correction. As for the post-listening, students will be taught how to deduce the meaning of certain terms from the context, and to enact a conversation with a past version of themselves. This activity is included in Appendix 2.

#### 4. 2. 2 Materials to develop Speaking and Writing skills

Speaking and writing are productive skills of the language, involving the creation of messages. Redeker (1984, p. 43) lists a series of differences between the two, describing oral communication as more informal and vague, usually unplanned, and directed to a small number of listeners who, due to the proximity of the exchange, are more involved in the process and need to be attentive. Feedback is received instantly, and the topic of the conversation tends to be related to personal experiences.

Floyd (1998) establishes that speaking constitutes 30% of human communication, which proves its relevance on a daily basis. Richards (2008) distinguishes three functions of speaking: "talk as interaction, talk as transaction, talk as performance" (p. 19), which he defines as conversations with a predominant social component, as interactions with the aim of conveying a message or exchanging information, and as public talks that resemble written language rather than oral, respectively. Therefore, this paper will encompass the first two. Depending on the function to be practiced, materials will be selected to provide the students with a variety of topics to discuss, or with a clear need of information.

As far as writing is concerned, it is a planned process that utilizes complex structures, such as aesthetic and formal standards, which results in a more polished product, as well as showing “the communicator’s detachment” (Redeker, 1984, p. 44). Students will be asked to look for the reason and uses behind their writing in order to make this skill meaningful and relevant to them. Chun et al. state that most of the students’ writing will take place online (2016, p. 67), and as such, students will be allowed and encouraged to use computers to assist them in their writing compositions. They will be taught about proper planning and organization of texts, how to implement feedback and how to communicate in online environments, including e-mails, chats and social media. Students will also be given choice of topic regarding written tasks, since a study by Asaba and Eidswick (2018) shows that providing students with choices increases their motivation, written fluency and grammar skills.

This example activity is meant for Unit 3, which lists the display of proper planning as a writing strategy. The learners will be given a choice of two topics present in the unit – weather and the human body. Specifically, the choices will be writing about a day when bad weather spoiled a plan, or about the perfect body that they would like to have. Students are expected to begin by making an outline of the main points of the story before writing to make sure that the contents are coherent and that every detail is relevant to the task. They will hand this outline to the teacher for their planning and organization to be assessed, along with the complete text, where items such as grammar, vocabulary and spelling will be assessed. Lastly, learners of different capabilities will follow a different word count.

#### 4. 2. 3 Materials for Vocabulary and Grammar

Vocabulary is one of the pivotal points on this course proposal, given its focus on meaning, because of its direct correlation to speaking proficiency (Miralpeix & Muñoz, 2018, p. 20). It is also a key component in language teaching, as Wilkins describes that “without vocabulary nothing can be conveyed” (1972, p. 111). Students will be provided with strategies to guess meaning, such as definitions, mimicry, morphology or deducing by context. Direct translations will be avoided because “while it might seem suboptimal to not teach the exact meaning of a word, learning it only through context promotes meaningful learning – understanding how the words fits [*sic*]” (Takač, 2008, as cited in Goldman & Chen, 2013).

Vocabulary items will be contextualized in the current topic so that they never appear to be a list of unrelated words, and taught alongside similar vocabulary. For

example, Unit 8 introduces vocabulary about sports while reviewing the parts of the body. Terms will be reviewed on subsequent units and present in exams throughout the whole year, not only to follow the requirements of the syllabus, but also so that students always keep them present.

Vocabulary activities will follow a rational pattern, where students will first show their understanding of the terms by relating them to their definitions, then include them in sentences and lastly think critically to relate terms from different semantic fields or to rationalize the relation between words. As an example, in an activity meant for Unit 8, students will fill a table with the name of several sports depending on the parts of the body that the players must use. This activity is included in Appendix 2.

Hartwell (1985) states that grammar, although a “complicated” issue (p. 105), possesses a “centrality to a well-established way of teaching composition” (p. 109). It will be introduced via theoretical explanations followed by a series of exercises to consolidate the newly acquired knowledge. Spanish will be used for these explanations due to two reasons. First, students can be presented with similarities between the two languages, as long as these are prominent enough, as is the case of conditionals, (*If I was rich, I would buy a car* compared to *Si yo fuera rico, (yo) compraría un coche*). Secondly, it has been proven that young Spanish learners have “a tendency to revert to Spanish following learning events that required extensive attention to new English language structures” (Hopewell & Abril-Gonzalez, 2019, p. 118), meaning that, to reduce their mental fatigue after grammar explanations, they will be allowed to speak in Spanish for the remainder of the lesson, as an exception to the tendency of always communicating in English. To conclude, previous grammar items will be reviewed and extended throughout the year, similarly to vocabulary.

#### 4. 2. 4 Materials for the technological environment

Technology is a key aspect of society nowadays, and it should be reflected in the classroom as well. Some authors consider that it is the teachers’ responsibility to guarantee a safe, responsible use of technology among students (García-Ruiz & Pérez, 2020). Additionally, the newer generations have been traditionally referred to as the “digital generation” or “digital natives” (Prensky, 2001) because the background they were born in included computers and Internet. Because of that, the teacher will never impose their own opinions regarding ICT. Instead, both students and teacher can learn from the other. Students will be taught different ways of interacting with digital and online resources, such as commands to refine search results, methods for storing

information and strategies to interact with others. However, if students consider any technology-based activity obsolete and unengaging (Dee, 2017), they can be the ones to propose alternatives.

As an example activity, Unit 3 features the creation of identity texts as a way for students to express their feelings and to share their backgrounds with the rest of the group. The teacher will guide students through different resources that they can use to express their creativity. Aside from assessing writing, through this activity students are expected to make a responsible use of technology, following the teacher's instructions and employing an appropriate vocabulary, since the texts will be available for everyone in the class to read. This activity is included in Appendix 2.

#### 4. 3. Motivations and discipline plan

To finish this section, a list of measures to promote a proper conduct in the classroom and to stimulate the students' interest and implication will be presented.

##### 4. 3. 1 Classroom rules

In order to guarantee good behavior during class, as well as values such as respect and participation, a list of class rules will be established. These rules will be determined by both the teacher and the learners, since it has been proven that involving students in the creation of classroom rules makes them more inclined to abide by them (Kerr & Nelson, 2010, p. 207). For these rules to be more effective, they should be applied as soon as possible in the course. Therefore, the teacher should use the first classes to get to know their learners and to get a grasp of general behaviors, problematic students, and similar factors that may alter the order of the classroom.

Regarding the creation of the rules, the teacher will keep in mind their prior observation to know which behaviors to prevent. According to Kerr and Nelson, rules should be specific and stated positively (2010, p. 209), which means that wording is key. For example, if the goal is to avoid the usage of cell phones in class, the corresponding rule should be stated as "Keep your phone out of sight and in silent mode." Students will be encouraged to propose their own ideas as well, and the teacher will choose and combine the most relevant ones so that everyone feels included. For example, in talkative groups, the teacher may combine suggestions such as "Don't speak all of the time" and "Don't interrupt others" into the positively stated "Raise your hand if you want to talk." If these rules become obsolete or insufficient at any point, they will be revised by the whole class. Lastly, if cases of bad behavior arise, such as teasing, disrespect or bullying, the offenders will be reprimanded in Spanish. Scoldings



will take place outside of the classroom as a means of providing privacy for the students while avoiding the “audience” inside of the classroom.

#### 4. 3. 2 Intrinsic motivational techniques

Intrinsic and extrinsic motivation can be described as the difference between performing an action willingly or driven by external factors, respectively (Ryan & Deci, 2020, p. 2). In order to identify the most useful type of motivation for each student, and to promote it effectively, the first day of class will be devoted to introductions. Students will be asked to introduce themselves and to express their opinions regarding the subject – how they feel about English, whether they consider it useful, interesting, difficult, etc. This way, the teacher will know their disposition on learning English, and will be able to act accordingly when applying different motivational techniques. Students should also use this opportunity to know their teacher to ensure a better relationship between both sides.

Due to the individualistic nature of intrinsic motivation, one of the first tasks of the course will consist of proposing students to look for their own reasons to learn English. The scope of the answers can be as vast as the number of respondents, but some common replies can be expected, such as being able to communicate abroad, or understanding song lyrics, movies and videogames. These answers will constitute the teacher’s first step towards making the lessons more personalized. For example, if the majority of the class is interested in listening, the relevance of this skill can be slightly augmented at the cost of other skills. Although the syllabus must be followed and all four main skills must be taught, there is no reason not to adjust class activities in order to appeal to the learners, thus making the course planning more student-centered.

#### 4. 3. 3 Extrinsic motivational techniques

Regarding extrinsic motivation, a list of videogame-like achievements for the students will be proposed. In videogames, achievements are described as “a reward or recognition earned by players for an in-game accomplishment” (Blair, 2011, p. 1), and they include both mandatory and optional requirements. The author goes on to mention the importance of keeping an adequate balance in the difficulty of the achievements so that expert players do not find them boring to attain, but inexperienced players do not find them unreachable, while also providing secondary objectives to “keep the task challenging but not threatening” (p. 5).

When applying this definition to the classroom, instead of different players, we should make a distinction between different types of learners. A small number of low

and high performers can be expected, while the majority will be average performers, which is referred to as the bell curve (Yuen Ling et al., 2020, p. 1). Therefore, most of the class achievements should be designed with average students in mind, with a small amount being aimed at low performers specifically, and some secondary ones set as additional goals for high performers. Some achievements will be based on individual responsibilities, such as passing exams and participation, whereas others will focus on group behavior, such as being helpful to others. The full list of achievements is included in appendix 2.

A list of achievements for every student will be posted on the virtual classroom and updated regularly, along with instructions explaining how to get each achievement. To alleviate pressure, students will be explained that achievements are not a checklist for them to complete, because every achievement will be worth some points that can be exchanged for rewards. Cheap rewards include nominating anyone in the class to answer a question, but there will be more expensive rewards requiring points from many students, such as field trips – as long as this is consistent with the syllabus and approved beforehand by the relevant bodies, so that students do not feel disappointed or lied to if they are promised an activity that is later rejected. The purpose of these bigger rewards is promoting the sense of group by encouraging the need of working together, either by helping classmates with their study so that they perform better at exams, or by negotiating with the rest of the class, since not everyone will want their points redeemed on the same reward. The full list of rewards is included in appendix 2.

## 5. Catering for student diversity

### 5. 1. Student diversity and the Spanish curriculum

Spanish Royal Decree 1105/2014 and Decree 48/2015 strive for equality among students in schools to guarantee that everyone receives a treatment that is appropriate to their individual circumstances, to assure that they develop their skills to the extent of their capabilities and to match the general aims of secondary education. Three groups of students with specific educational needs are established according to their particulars: students with special educational needs, students with outstanding abilities, and students who integrate into the educational system at a late stage.

The first group is the vastest of the three, including students with physical disabilities –for example, visual impairment, hearing problems and reduced mobility–, mental and behavioral disorders –autism, Asperger Syndrome or Attention Deficit

Hyperactivity Disorder (ADHD)– and other personal conditions. As such, the conditions and measures related to these students are largely dependent on their characteristics.

Students with outstanding abilities must be taken into special consideration too, as the decrees state that all different learning speeds must be catered for, which includes students who learn at a faster pace. Some of the measures proposed for these students include enrichment programs, extending contents and competences from the student's current academic year, the teaching and acquisition of contents from higher years, the implementation of autodidactic methods and working in groups.

Lastly, students of late integration must first be assigned to a school year that matches not only to their age, but also their circumstances, knowledge and academic career, which could mean that they are assigned to academic years lower than the one corresponding to their age. However, schools are committed to taking any measure necessary to improve these students' integration in the school setting and to solve whichever academic shortages they may suffer, which would eventually provide them with the possibility of being promoted to their corresponding year. Additionally, a more throughout attention regarding fluency in Spanish is also guaranteed, should the linguistic competence of the student in this language prove lacking.

Decree 48/2015 also establishes that schools must apply a series of actions to guarantee that every student reaches the intended prowess in the competences set by the curricula and in the secondary education aims. These measures can be either ordinary or extraordinary depending on the students that they are aimed at, they can be determined by the schools themselves in accordance with the students' results, and are intended to modify the curricular proposals and teaching practice of the school. The measures established by the school must be reflected in improvement plans focused on increasing the learners' motivation and effort, while allowing for the cooperation with families and similar educational support resources.

Ordinary measures are intended to be applied on any student and, as such, they can be put into practice instantly. These measures include the adaptation of teaching methods and class materials to attend to different learning styles, the promotion of self-learning and teamwork, and performing individualized and personalized tutorials oriented to the educational, psycho-pedagogical and professional future of the students. Furthermore, efforts will be made to ensure the acquisition and development of competences in the students, with special attention put to the learning of proper oral and

written expression, and the use of mathematics. Additionally, the learners' reading habits will be promoted in all subjects of the curricula. As a last resort, and after every other measure has been exhausted, students may repeat the current school year if they have not achieved the intended competence in a given number of subjects.

On the other hand, extraordinary measures are designed for students with specific educational needs and cannot be used interchangeably with different students. Instead, the basis of these measures is a psycho-pedagogical assessment of the student, which needs to be performed beforehand so that the school and the teachers have as much information as possible regarding the student's circumstances and can act effectively to solve their learning difficulties. These measures include modifying the class contents and the subject's objectives and assessment criteria, following more flexible approaches on the teaching materials through curricular adaptations, and setting enrichment programs focused on learning and performance. The learner must also receive follow-ups to ensure that the measures are being effective, and have access to the standardized curricula whenever possible. Other measures include the further division of groups of students and the offering of specific, optional subjects, but since these are not dependent of an individual teacher, they will not be taken into account for the purposes of this paper.

## 5. 2. Strategies for students with specific educational needs

The target group for this course proposal contains a student with specific educational needs. He was diagnosed with dyslexia when he was 10 and has been going to speech therapy for some years. As a result, his dyslexia has been reduced, but is still present. His reading comprehension and writing skills are poor compared to his classmates and, as a result, he performs worse on language-based subjects. He shows little interest in writing activities, because he is ashamed of making typos, and in reading activities, even refusing to correct homework aloud. He struggles with listening comprehension too, but no more than his classmates, and his speaking fluency is slightly better than the average of the class. As a result, he prefers oral and group work, instead of written and individual tasks.

The intervention plan for this student will be comprised of ordinary and extraordinary measures, starting with the former. First of all, this student will be relocated to sit at the front row of the classroom, so that he has a better view of the blackboard and the projector. Whenever the teacher needs to write anything, they will

use big letters with a clear separation and, if possible, use a projector instead of the blackboard, to make it easier for this and for any other student to distinguish the words.

Activities will have a real purpose whenever possible, so that this student does not feel like he is working, but performing meaningful tasks instead, so as to increase his motivation. Additionally, when this student is working, the teacher will pay similar attention to him and the other students so that he does not feel judged or watched. After proposing any activity, the teacher will ensure that everyone fully understand the task by asking a student to rephrase the instructions. During exams, the teacher will read aloud the headings of all questions to make this student use listening comprehension, rather than reading comprehension. To avoid that this proposal is seen as an edge for this student, or as a reason for teasing him, the teacher will read the questions to the whole class, but will be positioned near the dyslexic student to get his attention.

Regarding the extraordinary measures, some of the course contents and learning outcomes will be modified to cater for this student. First and foremost, once the teacher knows about this student's dyslexia, they will ask him in private about the procedures he follows during speech therapy, as long as the student feels comfortable talking about it. The teacher will follow the student's instructions in class whenever possible, specifically during reading and writing activities. The assessment criteria for reading and writing will be modified to guarantee at least a basic level of written comprehension and expression from the student, even if it is less thorough than that of his classmates.

Regarding written expression and tasks, such as compositions, the word count for this student will be lower than the rest. Items such as content, paragraph distribution and use of connectors will be prioritized when marking this student's texts, with grammar having a lower impact in his mark, and spelling being almost inconsequential. Only very notable typos will be corrected, such as using *-ign* instead of *-ing* in verbs. He will also be allowed to hand compositions in printed format, instead of handwritten.

The vocabulary load of this student will be reduced, and grammar will be simplified. No special considerations will be taken regarding listening or speaking, unless the student's situation changes and he requires them. This student will do less homework activities than his classmates. As for his personal improvement, he will be encouraged to keep a learning diary for reading and writing skills mainly, to make him conscious of his own progress throughout the course.

Regarding texts and exams, this student will take different models from those provided to his classmates. They will be written using a bigger font, with double space

between words and a bigger separation between lines to facilitate his comprehension. They will also contain less items to reduce the need of reading comprehension and assure that the student has enough time to finish. Exceptionally, this student may be given the opportunity of performing reading comprehension exams orally – the teacher will read the questions aloud to him, and he will answer orally. To that end, reading comprehension exams for this group will take place in classes immediately before recess, so that the student can be examined individually during recess and the rest of his group does not provide any information about the exam to him, or vice versa.

## 6. Assessment and evaluation procedures

### 6. 1. Principles and techniques

At the end of every teaching program there needs to be evidence that determines whether students have acquired the expected knowledge or not. Assessment and evaluation methods are performed for this very end. Assessment can be defined as the methods used to check the students' progress and achievements on specific items in order to improve the teaching process (Liu & Chen, 2015). It can be either formal or informal, and its purpose is to determine the extent of the students' learning, often through marking, to provide them with feedback on how to improve and, if necessary, to modify the teaching process. On the other hand, evaluation is focused on the teaching program and it involves collecting and analyzing related data to improve its effectiveness (Patton, 1987). This process is always formal, and it collects evidence regarding the teaching process, the teacher's performance and the materials used.

Decree 48/2015 establishes some directions on how to proceed in this area. It states that assessment in secondary education must be (1) continuous, as in constant throughout the course instead of focusing on single aspects, (2) formative, which means that assessment methods must improve the teaching-learning process, and (3) unifying, in the sense that the students' achievement of the secondary education aims and their development of the seven competences must be guaranteed in all subjects.

Additionally, the teacher must be objective regarding the assessment process and the recognition of the student's efforts. During this process, the teaching staff must coordinate under the group tutor's indications to determine how to proceed and to take any measures necessary upon observing the results. Schools must also organize a series of extraordinary assessments and individualized programs to guarantee that students

have the possibility passing failed subjects. Lastly, teachers should assess their own practice through indicators of achievement included beforehand in their syllabus.

Now, some assessment techniques for this lesson proposal will be explained, starting with peer assessment. This method consists of students assessing each other's work and provides "the most complete, accurate and helpful" approach and feedback to any task (Johnson & Johnson, 2004, p. 138). Since this paper attempts to create a sense of group, it seems critical to include this technique. Students will often work in pairs or in small groups in a number of activities, such as engaging in conversations or correcting each other's compositions, and they will provide each other with constructive feedback on aspects they consider worth improving, thus making the teaching process more student-centered. However, students need to keep their impartiality, as in every form of assessment, for this method to work.

Self-assessment will also be present as an extension of the learning how to learn competence, with the aim of making students conscious of their own progress. Students can describe what they believe to be their biggest strengths and flaws in English, as well as setting their own goals regarding what they expect to learn during the year, so that they use the lessons as an aid to their personal enrichment and come to see passing marks as a secondary objective.

Grids or tables with the students' names will be a method used by the teacher to write down informal assessment about them in a day-to-day basis regarding their behavior in class, their use of English, their performance in different activities, whether they do their homework or not, and general information about their likings and interests with the aim of customizing future activities.

Regular activities, including both working in the classroom and at home, are one of the main assessment methods for students, weighting heavily in their marks beyond their mere completion. Examples of these activities have been provided in section 4. 2.

Exams are one of the most well-known assessment methods in education, but the introduction of other assessment techniques in this program attempts to reduce their importance in the students' marks and, as a result, the learners' pressure when facing exams. Students will perform a number of exams during the year, some of them regarding the grammar and vocabulary introduced in every didactic unit, and some dealing with the four main language skills.

## 6. 2. Assessment criteria and assessable learning standards

Assessment criteria are described in Decree 48/2015 as a manner of verifying the students' learning. What follows is a list of the main assessment criteria cited in the legislation, divided into four different categories, one per language skill, consisting of comprehension of oral texts, production of oral texts, comprehension of written texts and production of written texts:

### Assessment criteria for comprehension of oral texts:

- identifying the topic, main points and relevant details in oral texts of short to medium length with a clear structure, expressed at medium speed, dealing with everyday topics or other topics related to personal, public, educational or working environments, and giving students the possibility of listening again with proper acoustic conditions
- knowing sociocultural and sociolinguistic aspects, such as interpersonal relations, behavioral patterns, social conventions, structure and organization of common syntactical and discursive patterns, as well as their meaning
- applying all of the strategies above in order to facilitate the understanding of a text
- distinguishing the main communicative functions of a text
- distinguishing frequent discursive patterns to the point of differentiating old and new information
- recognizing common oral vocabulary related to everyday life or topics relevant to the students' interests or studies
- recognizing common expressions given an appropriate context or visual aid
- detecting sound, intonation and rhythmical patterns and their communicative purpose

### Assessment criteria for production of oral texts:

- producing oral texts of short to medium duration either in person or through technological media, with a formal, informal or neutral register, and dealing with information exchange, justifying one's actions or formulating hypotheses, while allowing the learner to falter, pause or ask for repetitions
- trying new strategies if communication fails
- including knowledge about interpersonal relations and social conventions
- selecting important information and adjust it to the listener, communicative function, topic, channel and due formality
- using functions and discursive patterns to initiate and conclude statements



- organizing, illustrating and summarizing information
- using varied syntax, even if under the influence of another language
- organizing the discourse effectively, coherently and cohesively
- employing common oral lexical about everyday life, topics relevant to the student, and a short selection of common expressions and idioms
- displaying comprehensible pronunciation, intonation, fluency and effective turn-taking skills, even if the listener's help is needed.

Assessment criteria for comprehension of written texts:

- identifying essential information, main points and relevant details of either printed or digital texts of short to medium duration, clearly structured, written in formal, informal or neutral register, containing common structures and lexical, and dealing with everyday themes, topics of interest or relevant to studies and work
- distinguishing common communicative functions and a variety of their most representative expressions
- distinguishing frequent discursive patterns about organizing, extending or restructuring information
- improving comprehension by knowing and applying writing strategies and previous knowledge, such as:
  - sociolinguistic aspects, interpersonal relations, social conventions and culture
  - structure, organization and meaning of common syntax
  - written lexical regarding general matters or topics relevant to the students, frequent expressions and idioms
  - conventions about format, typography, orthography and punctuation
  - meaning of common abbreviations and symbols

Assessment criteria for production of written texts:

- writing texts of short to medium length, either on paper or digitally, with a coherent and clear structure, dealing with topics of personal interest or everyday subjects, following a formal, informal or neutral register, cohesive resources, orthographical conventions and common punctuation, and showing an acceptable control of frequent expressions, structures and lexical
- applying writing strategies, such as paraphrasing similar structures or editing previous drafts

- using sociocultural and sociolinguistic information in the personal, public, educational and working spheres
- selecting and including relevant information
- following a proper expression and formality fitting the recipient, communicative purpose, topic and channel
- initiating and concluding written texts appropriately
- organizing the information clearly, exemplifying it or summarizing it
- showing command over common syntax, coherence and cohesion, even if influenced by another language
- employing common written lexical about everyday life, general themes or topics related to the students' interests, studies and occupations, as well as a short selection of expressions and idioms
- using common orthographical, punctuation and format conventions to assure that the message is understood
- correcting orthographical errors in electronic texts
- following online writing conventions

On the other hand, assessable learning standards consist of specific items based on the assessment criteria, which establish the particular objects from each subject that students must acquire, comprehend and be able to perform. They are divided in the same four groups.

#### Assessable learning standards for comprehension of oral texts

- to comprehend the main points and relevant details in oral or recorded messages containing instructions or technical information, and in conversations taking place in the student's presence and dealing with general topics
- to understand daily exchanges and more complex procedures upon confirming details
- to follow explanations, opinions and hypotheses about topics of relevance in informal conversations
- to understand key information and details about academic and leisure activities in formal conversations if the student can ask for repetitions and explanations
- to distinguish relevant information in clearly structured speeches about known or relevant topics given visual or written aid
- to identify the main ideas and details in television news
- to understand the basics about advertising, series and movies given visual aid

#### Assessable learning standards for production of written texts

- to perform brief, well-structured presentations with visual aid about academic or relevant topics, exposing information coherently and being able to answer to subsequent questions
- to employ English effectively in commonplace situations that could arise when staying in a foreign country
- to ask for help and explanations
- to perform simple but efficient complaints and procedures
- to participate in informal exchanges face to face or through technological media about common or conceivable affairs where information is exchanged, opinions justified, events or plans detailed, hypotheses formulated, suggestions made, instructions given and abstract concepts described
- to exchange information, express beliefs, justify actions, provide and ask for instructions in formal academic conversations and interviews

#### Assessable learning standards for comprehension of written texts

- to identify relevant information in electronic devices or software instructions
- to understand the general meaning, main points and relevant information of clearly structured public notices about topics of personal, academic or working interest
- to comprehend private correspondence regardless of the media, where experiences, feelings and information are shared
- to answer to formal and official mail
- to locate specific information in journalistic articles of clear structure and medium length
- to identify the conclusions in argumentative texts
- to understand specific information in websites and reference materials
- to comprehend the general aspects and main details in short literary and fictional texts written in a standard variety of the language with clear plot and characters

#### Assessable learning standards for production of written texts

- to fill questionnaires with personal, academic or working information
- to take simple notes about common or relevant topics
- to ask for information and opinions in any media showing proper politeness
- to be able to write:
  - digital résumés following a model

- brief reports about common topics containing information about people, items and places
- personal mail in digital chats to describe experiences, feelings, facts and ideas
- formal mail addressed to institutions to provide or request information or services

### 6. 3. Marking and feedback

Upon consideration of the applicable criteria, the four main skills of the language must be equally important in the final mark. Grammar and vocabulary will constitute their own criterion, but they will affect other marks too. Good behavior will count as well. The final mark will be presented on a 1-10 scale rounded to whole numbers, as established by Decree 48/2015.

Requirement	Percentage
Listening mark	20%
Reading mark	20%
Speaking mark	20%
Writing mark	20%
Grammar and vocabulary exams	10%
Behavior and participation	10%

Next, the percentages will be broken down. The listening mark will consist of the addition of all listening marks taken throughout the term. This and all other marks hereinafter will be presented on a scale of 0 to 10. Only one listening exam will be performed each term. Marks from listening activities performed in class (informal assessment), most of which will be corrected orally, will be considered as well. The teacher will provide group feedback to students about how their listening skills, especially if recurring issues are present.

Listening mark requirements	Percentage in the listening mark
Listening exam	80%
Informal assessment	20%

The reading mark will consist of the addition of all reading marks taken during the term. At least one reading exam will be performed each term. Marks from reading activities performed in class will be considered as well. As in listening, the teacher will provide group feedback to the students, especially in the event of recurring issues.

Reading mark requirements	Percentage in the reading mark
Reading exams	80% (divided in equal shares if there is more than one exam)
Informal assessment	20%

The final speaking mark will consist of the addition of all speaking marks taken throughout the year. Only one speaking exam will be performed each term, as well as other formal speaking tasks in class or at home. Marks from class activities will be considered too, as well as the extent to which students utilize English instead of Spanish in class. Students will be informed of these criteria at the start of the year to encourage their use of English.

All speaking activities will be corrected orally. Feedback will be individual, provided right after the fact to avoid interrupting, and the teacher will try to always include at least one positive item, related either to the contents of the students' messages or to general aspects of oral communication, such as turn-taking or intonation, in order to make them improve instead of discouraging them by focusing on mistakes. Negative feedback items will never refer to the content. Grammar and vocabulary will only be corrected if they hamper comprehension or greatly alter meaning. Pronunciation will only be corrected if errors are recurrent and affect common words.

Speaking mark requirements	Percentage in the speaking mark
Speaking exam	50%
Formal spoken tasks	25% (divided in equal shares for every task)
Use of English in class	25%

Speaking exams and tasks will focus on fluency. Group activities will emphasize interaction, whereas individual tasks will focus on grammar and vocabulary instead.

Criteria	Percentage in speaking exams	Percentage in group speaking tasks	Percentage in individual speaking tasks
Fluency	25%	25%	25%
Interaction	25%	20%	0%
Relevance to the task	20%	25%	25%
Pronunciation, intonation	10%	10%	10%
Grammar	10%	10%	20%
Vocabulary	10%	10%	20%

The final writing mark will consist of the addition of all writing marks taken during the year. Students will perform 2 formal written tasks and 1 writing exam per term. All writing activities will be corrected in writing. Feedback will be individual and provided twice: while students write, to allow them to apply changes, such as suggestions about vocabulary and structure; and after they finish. The teacher will try to always include positive items, related either to the contents of the message or to general aspects of written communication, such as structure and adequacy. Negative feedback will never refer to the content. Errors will be highlighted with a correction code found in appendix 2. However, they will not be corrected, so that students must look for the correct version themselves.

Writing mark requirements	Percentage in the writing mark
Writing exam	50%
Formal written tasks	40% (20% each)
Informal assessment	10%

In written tasks, vocabulary and grammar will weigh more, since students will have more time to plan and research, whereas writing exams will prioritize aspects such as text presentation, adequacy to the task.

Criteria	Percentage in writing exams	Percentage in written tasks
Presentation and organization	30%	10%
Spelling and punctuation	20%	10%
Relevance to the task	20%	20%
Grammar	20%	30%
Vocabulary	10%	30%

Grammar and vocabulary exams will constitute a 10% of the students' final mark. Students will take an exam on grammar and vocabulary at the end of every unit, which will include contents from previous units, as required by virtue of continuous assessment. This percentage will be divided in equal shares per exam.

Lastly, it seems important to include behavior in the final mark, since students should leave school ready to engage in working environments and to integrate in society. This mark includes having a proper conduct in the classroom, respecting and helping the group, actively participating in the lessons and doing homework.

Requirements	Percentage
Good behavior in class	25%
Respect towards others	25%
Active participation	25%
Doing homework	25%

#### 6. 4. Assessment procedure rationale

Under this heading, the assessment procedure of this lesson proposal has been described. First, a definition of the concepts of assessment and evaluation has been provided, along with several options for assessing methods, which are proposed to be performed both by the teacher and by the students themselves. Then, the applicable law has been analyzed to determine the teachers' responsibilities, the steps to follow during this process, the assessment criteria that teachers must apply in their working practice, and the assessable learning standards that guarantee the level of competence achieved by the students throughout the year. Lastly, a strategy for producing the final mark of the students has been proposed, including but not limited to exams, class activities and individual efforts, along with a full disclosure of the percentages that make up each of these marks, and a justification of the reasoning behind them. Different methods of providing feedback have been encompassed as well and fitting each skill, to guarantee that students are conscious of their progress, can locate their errors and find the best strategy for improving.

## References

- Ahmed, S. (2017). Authentic ELT materials in the language classroom: An overview. *Journal of Applied Linguistics and Language Research*, 4(2), 181-202.
- Barnett, M. A. (1989). *More than meets the eye: Foreign language reading*. Center for Applied Linguistics.
- Blair, L. (2011). *The use of video game achievements to enhance player performance, self-efficacy, and motivation* (Unpublished doctoral dissertation). University of Central Florida.
- Chun, D., Kern, R., & Smith, B. (2016). Technology in language use, language teaching, and language learning. *The Modern Language Journal*, 100(1), 64-80. <https://doi.org/10.1111/modl.12302>
- Cummins, J. (1981). *Bilingualism and minority-language children*. *Language and literacy series*. Ontario Institute for Studies in Education. <https://doi.org/10.3138/cmlr.38.4.721>
- DECRETO 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria. Boletín Oficial de la Comunidad de Madrid, 118, 2015, 10-309. [https://www.bocm.es/boletin/CM\\_Boletin\\_BOCM/2015/05/20/11800.PDF](https://www.bocm.es/boletin/CM_Boletin_BOCM/2015/05/20/11800.PDF)
- Egan, K. B. (1999). Speaking: A critical skill and a challenge. *CALICO Journal*, 16(3), 277-293.
- Field, J. (2008). *Listening in the language classroom*. Cambridge University Press.
- Floyd, H. (1998). *Improving listening abilities*. Kendall/Hunt Publishing Company.
- Hall, T., Vue, G., Strangman, N., & Meyer, A. (2004). Differentiated instruction implications for UDL implementation. *Cast*. Retrieved May 27, 2021, from <https://www.cast.org/products-services/resources/2014/ncac-differentiated-instruction-udl>
- Hartwell, P. (1985). Grammar, grammars, and the teaching of grammar. *College English*, 47(2), 105-127. <https://doi.org/10.2307/376562>



- Hogg, M. A. (1993). Group cohesiveness: A critical review and some new directions. *European Review of Social Psychology*, 4(1), 85-111. <https://doi.org/10.1080/14792779343000031>
- Hopewell, S., & Abril-Gonzalez, P. (2019). ¿Por qué estamos code-switching? Understanding language use in a second-grade classroom. *Bilingual Research Journal*, 42(1), 105-120. <https://doi.org/10.1080/15235882.2018.1561554>
- Kerr, M. M., & Nelson, M. M. (2010). *Strategies for addressing behavior problems in the classroom, 6<sup>th</sup> Edition*. Merrill Education/Prentice Hall.
- Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa. Boletín Oficial del Estado, 295, 2013. <https://www.boe.es/boe/dias/2013/12/10/pdfs/BOE-A-2013-12886.pdf>
- Liu, S., & Chen, P. (2015). Research on fuzzy comprehensive evaluation in practice teaching assessment of computer majors. *International Journal of Modern Education and Computer Science*, 11, 12-19. <https://doi.org/10.5815/ijmeecs.2015.11.02>
- Maley, A. (1986). 'A rose is a rose', or is it?: Can communicative competence be taught? In C. J. Brumfit (Ed.), *The Practice of Communicative Teaching* (pp. 87-96). Pergamon Press.
- Miralpeix, I., & Muñoz, C. (2018). Receptive vocabulary size and its relationship to EFL language skills. *International Review of Applied Linguistics in Language Teaching*, 56(1), 1-24. <https://doi.org/10.1515/iral-2017-0016>
- Mullen, B., & Copper, C. (1994). The relation between group cohesiveness and performance: An integration. *Psychological Bulletin*, 115(2), 210-227.
- Orden 1390/2020, de 1 de julio, del Consejero de Educación y Juventud, por la que se establece el calendario escolar para el curso 2020-2021 en los centros educativos no universitarios sostenidos con fondos públicos de la Comunidad de Madrid. Boletín Oficial de la Comunidad de Madrid, 164, 2020. [http://www.bocm.es/boletin/CM\\_Boletin\\_BOCM/2020/07/08/16400.PDF](http://www.bocm.es/boletin/CM_Boletin_BOCM/2020/07/08/16400.PDF)

- Painchaud, G., & Leblanc, R. (1995). Teaching the receptive skills at the basic level. In Duquette, G. (Ed.), *Second Language Practice. Classroom Strategies for Developing Communicative Competence* (pp. 35-42). Multilingual Matters.
- Patton, M. Q. (1987). *How to use qualitative methods in evaluation*. Sage Publications.
- Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato. Boletín Oficial del Estado, 3, 2015. <https://www.boe.es/buscar/pdf/2015/BOE-A-2015-37-consolidado.pdf>
- Redeker, G. (1984). On differences between spoken and written language. *Discourse Processes*, 7(1), 43-55. <https://doi.org/10.1080/01638538409544580>
- Renandya, W. A. (2015). Reading in a foreign language: what else is important besides skills and strategies? In Hamied, F. A., Yadnya, I. B. P., & Sosiowati (Eds.), *Developing indigenous models of English language teaching and assessment* (pp. 81-94). Udayana University Press.
- Revell, J., & Norman, S. (1997). *In your hands: NLP in ELT*. Saffire Press.
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Wagner, E. (2010). The effect of the use of video texts on ESL listening test-taker performance. *Language Testing*, 27(4), 493-513. <https://doi.org/10.1177/0265532209355668>
- Yadav, L. K., & Jha, S. K. (2019). A brief overview of authentic materials in ESL/EFL classrooms. *International Journal of Innovations in TESOL and Applied Linguistics*, 4(4).

Yuen Ling, L. T., Yuen, B., Loo, W. L., Prinsloo, C., & Gan, M. (2020). Students' conceptions of bell curve grading fairness in relation to goal orientation and motivation. *International Journal for the Scholarship of Teaching and Learning*, 14(1), 59-69. <https://doi.org/10.20429/ijstl.2020.140107>

Wilkins, D. A. (1972). *Linguistics in Language Teaching*. MIT Press.

Appendix 1: Development and detailed description of the didactic unit

LEARNING ACTIVITIES AND TEACHING METHODS					
Unit lesson No.: 1	Date: 1/11/2021	Time: 8:30-9:20	Class: 4 <sup>th</sup> ESO	Length of lesson: 50 minutes	No. of students: 26
Learning activities/tasks	<p>ACTIVITY 1: New Year, new me</p> <p>Aims: To welcome students back after the Christmas break To engage students in English communication through small talk</p> <p>Resources: None needed</p> <p>Time: 10 minutes</p> <p>Interaction type: Teacher-group, student-teacher, student-student</p> <p>Procedures: Since this will be the first lesson of the year, the teacher will wish students a Happy New Year and allow them to engage in small talk regarding their New Year resolutions. The only condition is that students speak in English.</p> <p>The teacher will guide the conversation, which will involve the whole group, by asking talkative students first to avoid them from speaking out of turn, as well as to lure introvert students to speak too. The teacher will provide vocabulary items that students may need and start introducing the structure of <i>will</i> through a sentence stem: “This year I will + verb.” For example: this year I will go to the gym</p> <p>Specific student needs (may be individual or whole class): Not needed here</p>				
	<p>ACTIVITY 2: Future with will</p> <p>Aims: To learn the structure and uses of <i>will</i> To compare the uses of <i>will</i> with the uses of <i>going to</i></p> <p>Resources: Blackboard and chalk</p> <p>Time: 15 minutes</p> <p>Interaction type: Teacher-group, student-teacher</p> <p>Procedures: First, to make the lesson more attractive to students, the teacher will explain that <i>will</i> is the easiest grammar structure in English, consisting only of subject + will + infinitive, and requiring neither the Saxon genitive, nor changing verb forms.</p> <p>The teacher will explain that <i>will</i> is used to express promises, predictions and spontaneous decisions, in contrast with <i>going to</i>, which was taught in the previous unit and introduces scheduled events. The teacher will relate this grammar to the previous activity: students with clearly established resolutions can use <i>going to</i>, whereas students who only made a decision during the conversation should use <i>will</i>, since those were spontaneous decisions.</p> <p>Specific student needs: To make it easier for students to memorize when to use each structure, especially for the student with dyslexia, the teacher will introduce a mnemonic rule: when talking about an already established decision, you had more time to think about it, so you use <i>going to</i>, which is longer. However, when the decision is spontaneous, you have little time to think and use <i>will</i>, which is shorter.</p>				

### ACTIVITY 3: Grammar practice

Aims: To consolidate the newly-acquired knowledge

Resources: Grammar activities

Time: 20 minutes

Interaction type: Individual work, teacher-group, student-teacher

Procedures: The students will engage in four grammar activities to practice the newly introduced theory. They will begin by establishing when to use each structure, then make sentences from key terms, and finally produce full sentences. The teacher will assign a fixed time to correct every activity. The teacher will advise to shorten “going to go to” into just “going to.”

Specific student needs: During corrections, the student with dyslexia will only be asked about the first items of an activity, to assure that he had time to complete them. Additionally, the structure and uses of *will* and *going to* will be written in the blackboard for students to use as a reference.

### ACTIVITY 4: Online project introduction

Aims: To inform students about a group project that will take place during this unit.

Resources: None needed

Time: 5 minutes

Interaction type: Teacher-group, student-teacher

Procedures: The teacher will tell students about an online activity that will take place during this unit. The teacher will create a forum where students have to sign up and discuss about a series of jobs and opinions related to working. Students can propose different media to perform this activity, such as blogs, Twitter or any other. The teacher will evaluate the options proposed by the students and, among those considered adequate, make them vote on the option they prefer.

Specific student needs: Not needed here

## Grammar activities (Unit lesson No. 1)

Reference (will be written in the blackboard)

*Going to*

Subject + verb *to be* (+ not) + going to...

Verb *to be* + subject + going to... + ?

Uses: scheduled events, clear intentions

*Will*

Subject + will (+ not) + verb...

Will + subject + verb... + ?

Uses: unplanned events, promises, predictions

1. Select if you should use *will* or *going to* in each case.

	<i>will</i>	<i>going to</i>
1. You want to go to Japan one day, but you don't know when.		
2. You buy a ticket to travel to Japan. The trip is next month.		
3. You are imagining tomorrow's weather.		
4. Suddenly, there is a blackout. You offer to light a candle.		
5. There is a warning that a blackout is happening this afternoon. You are thinking of what to do when it starts.		
6. You leave the dentist in pain. You swear to brush your teeth every day.		
7. Your dad wants to cook an omelet, but there aren't any eggs at home. You offer to go buy eggs after class.		
8. You are very busy this week, so you schedule everything that you have to do: when to study, when to go shopping, etc.		

2. Choose the correct answer.

a. The phone is ringing.

I am going to answer it.

I will answer it.

b. Last year I scheduled a trip to Rome.

I am going to Rome.

I will go to Rome.

c. Do you love me?

Yes, and I always will love you.

Yes, and I'm going to always love you.

d. Kate doesn't what to have for dinner. Maybe pizza?

She will have pizza for dinner.

She is going to have pizza for dinner.

3. Complete the sentences using *will* or *going to*.

a. –Who do you think \_\_\_\_\_ win the football match?

b. –You shouldn't eat that much candy or your teeth \_\_\_\_\_ hurt.

c. –I'm scared of thunder.

–Well, there is a storm tonight.

–That means that I \_\_\_\_\_ be scared tonight.

d. –My mother has been sick for a week.

–She should go to the doctor then!

–Yes, she \_\_\_\_\_ visit the doctor this afternoon.

4. Write complete sentences to answer using *will* or *going to*.

a. Can you help me study for the English exam?

\_\_\_\_\_

b. Look at the sky! What do you think of the weather?

\_\_\_\_\_

c. What are your plans for the weekend?

\_\_\_\_\_

d. Congratulations! You are our first client this year, so your order is free! What can I give you?

\_\_\_\_\_

\_\_\_\_\_

## LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 2	Date: 1/12/2021	Time: 10:10-11:00	Class: 4 <sup>th</sup> ESO	Length of lesson: 50 minutes	No. of students: 26
<b>Learning activities/tasks</b>	<p><b>ACTIVITY 1: Introduction to the topic</b></p> <p>Aims: To let students loosen up before the main activity</p> <p>Resources: Blackboard and chalk</p> <p>Time: 10 minutes</p> <p>Interaction type: Teacher-group, group-teacher</p> <p>Procedures: The teacher will introduce the topic of working, and students will mention what they know about it. Key vocabulary will be written in the blackboard, or in a word processor.</p> <p>Specific student needs: Ordinary measures</p>				
	<p><b>ACTIVITY 2: Introducing vocabulary</b></p> <p>Aims: To detail the main steps when looking for a job To introduce vocabulary related to working</p> <p>Resources: Blackboard and chalk</p> <p>Time: 10 minutes</p> <p>Interaction type: Teacher-group, group-teacher</p> <p>Procedures: To move on with the discussion, the teacher will draw a concept map based on working conditions with the help of the students, using the terms previously introduced. Together, they will name the main steps of looking for a job, such as writing a résumé, attending job interviews and acquiring responsibilities at work. The teacher will use English to inquire students about the answer, even if they only know the terms in Spanish. When students do not know about a specific term, the teacher will define it or use mimicry to make students guess the meaning. If everything else fails, the teacher will provide the Spanish equivalent. If needed, the teacher will also explain the difference between terms such as <i>earn</i> and <i>win</i>. An exercise on this has been include in this section for this purpose.</p> <p>Specific student needs: Ordinary measures</p>				
	<p><b>ACTIVITY 3: Vocabulary activities</b></p> <p>Aims: To practice the vocabulary that students just learned</p> <p>Resources: Vocabulary activities</p> <p>Time: 20 minutes</p> <p>Interaction type: Individual work, teacher-group, group-teacher</p> <p>Procedures: Students will perform four activities to practice the vocabulary related to jobs. The teacher will set some time for each activity, and the full group will correct afterwards. Some of</p>				



these activities focus on false friends, such as *résumé/resumen* and *vacancies/vacaciones*, to make students reflect on the disparities between the two languages. Doubts will be solved as they arise.

Specific student needs: During corrections, the student with dyslexia will only be asked about the first items of an activity, to assure that he had time to complete them.

#### ACTIVITY 4: Role plays

Aims: To consolidate the newly-acquired knowledge about working conditions  
To practice speaking fluency, improvisation and interaction

Resources: Notes from this lesson

Time: 10 minutes

Interaction type: Small groups

Procedures: Students will be distributed in pairs. One will take the role of an interviewer and the other one will be an interviewee. The interviewer needs to think of a profession and question the other student as if they were in a real interview. Lastly, they will have to choose whether to hire or reject their partner for the job, explaining the reason.

Specific student needs: Since the student with dyslexia is a good English speaker, he will play the role of an interviewer, to prompt him to speak more and to make the activity more engaging to him.

**Vocabulary activities** (Unit lesson No. 2)

1. Select the correct definition of the words in bold.
  - a. I spent days writing my **résumé**. It consists of...
    1. a summary of a story.
    2. my personal and professional information.
  - b. This job involves **staff** selection. I select...
    1. the materials that we needed in our business.
    2. the people that will work in our business.
  - c. He works **with the general public**.
    1. He interacts directly with people.
    2. He only interacts with important people.
  - d. There are many **vacancies** in that company.
    1. There are many free days if you work there.
    2. There are many jobs available in this company.
  - e. You will start working as a **trainee**. When you start working...
    1. you must learn what to do.
    2. you must get stronger.
  - f. I've been **out of work** for seven days.
    1. I quit my job a week ago.
    2. I've been on holidays for a week.
  - g. Do you have **references** from your other jobs?
    1. Were you a good worker?
    2. Can anyone confirm that you worked there?

2. Select the correct option in each table.

	win	earn	gain
A contest			
The lottery			
A salary			
Experience			
Respect, love			
Weight			

	price	prize
You pay a...		
You win a...		
In a contest, there is a...		
You negotiate the...		
A laptop has a...		
In a tag, you see the...		

3. Complete the sentences with the correct words. There are two extra words that you don't need!

*salary / vacancy / resign / occupation / interview / qualifications / payday / boss / résumé / applicant*

- a. You are the last \_\_\_\_\_ that we receive today.
- b. They asked to see my \_\_\_\_\_ to know what I can do.
- c. I'm looking forward to next month's \_\_\_\_\_!
- d. They asked me how much \_\_\_\_\_ I wanted.
- e. I really hope to fill that \_\_\_\_\_. I need that job!
- f. I go to every \_\_\_\_\_, but I still haven't found a job.
- g. Your \_\_\_\_\_ consists of answering to people's e-mails.
- h. I really need to change jobs. I'm going to \_\_\_\_\_ tomorrow!

4. Cross the word that isn't related to the others. Explain the relation between the other words and why the crossed word doesn't belong.

- a. Boss, interviewer, staff, applicant
- b. Introductory letter, résumé, wages, references
- c. Shift, salary, wages, raise
- d. Freelance, temporary job, full-time, unemployment

## LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 3	Date: 1/14/2021	Time: 8:30-9:20	Class: 4 <sup>th</sup> ESO	Length of lesson: 50 minutes	No. of students: 26
<b>Learning activities/tasks</b>	<p><b>ACTIVITY 1: Introduction to jobs</b></p> <p><b>Aims:</b> To introduce the topic of jobs To recall vocabulary from the previous lesson To promote oral interaction To allow students to talk about themselves</p> <p><b>Resources:</b> Blackboard and chalk</p> <p><b>Time:</b> 10 minutes</p> <p><b>Interaction type:</b> Teacher-group, group-teacher</p> <p><b>Procedures:</b> As a warm-up, the teacher will refer to the topic from the previous lesson and solve any doubts that may remain. Afterwards, students will talk about specific jobs. Have they worked previously? Where would they like to work and why? They can also talk about the jobs of people close to them, or from movies or series. Students are also expected to name different jobs to extend their knowledge.</p> <p><b>Specific student needs:</b> Ordinary measures</p>				
	<p><b>ACTIVITY 2: Pre-reading</b></p> <p><b>Aims:</b> To review the students' knowledge regarding job offers</p> <p><b>Resources:</b> Reading activities</p> <p><b>Time:</b> 10 minutes</p> <p><b>Interaction type:</b> Student-student</p> <p><b>Procedures:</b> Using exercise 1 as a base, students will engage in conversation to check their background knowledge on the topic of job offers, mentioning their length, vocabulary used, media where they could see them published, etc.</p> <p><b>Specific student needs:</b> Ordinary measures</p>				
	<p><b>ACTIVITY 3: While-reading</b></p> <p><b>Aims:</b> To practice reading comprehension</p> <p><b>Resources:</b> Reading activities</p> <p><b>Time:</b> 10 minutes</p> <p><b>Interaction type:</b> Individual work</p> <p><b>Procedures:</b> Students will read the texts individually and underline the words and expressions whose meaning they do not know. If someone finishes before the rest, they will try to guess the</p>				

meaning of underlined words by the context.

Specific student needs: Ordinary measures

#### ACTIVITY 4: Post-reading

Aims: To further construct on the knowledge acquired from the text

Resources: Reading activities

Time: 10 minutes

Interaction type: Work in pairs

Procedures: Students will do exercise 3, consisting of pair discussions about the specifics of each job offer.

Specific student needs: Ordinary measures

#### ACTIVITY 5: Text production

Aims: To further construct on the knowledge acquired from the text

To assess the students' ability to synthesize or their critical thinking, depending on the option they choose

Resources: Reading activities

Time: 10 minutes

Interaction type: Individual work

Procedures: Students will choose one of the two options proposed in the final activity and will write their own text using the models or the discussion from the previous activity as a reference.

Specific student needs: Ordinary measures

**Reading lesson** (Unit lesson No. 3)

1. Before reading the texts, discuss in pairs. What do you know about job offers?
  - a. Where can you find job offers?
  - b. What structure do they follow?
  - c. What type of language can you find in job offers?
  
2. Read the texts on the next page. Underline the words or expressions that you don't know and try to guess their meaning.
  
3. Discuss in pairs.
  - a. Which skills are required for each job offer?
  - b. Which tasks would you have to do at these jobs?
  - c. Which offer would you choose? Why?
  
4. Writing task. Choose one of the options:
  - a. Write your own job offer (30-40 words).  
or
  - b. Write a short text (3-5 lines) explaining why you think that you are the perfect candidate for one of the job offers below.

## A

### **Babysitter needed**

We need a babysitter to look after our two boys aged 5 and 7 after school from 4 p.m. to 6 p.m., Mon – Fri. \$55 a week.  
Call Mary on 67 345 211

## B

### **Newspaper round before school**

We need young people to deliver newspapers on Mon, Wed and Fri mornings. The round takes 30 minutes in the village of Clanbrook.  
Papers must be delivered before 8 a.m. and you must have your own bike.  
Interested? Ask for more info at Clanbrook post office.

## C

### **City Museum**

Holiday job  
Do you want to earn some extra money this summer?  
Do you speak another language?  
We need French, Spanish or German speakers to work for us in the City Museum shop from Tuesday to Saturday.  
Send your CV to  
citymuseum@shopjob.lkj

## D

### **Part-time work**

Munchies Café  
We are looking for breakfast and lunchtime staff to work in our café on Saturdays.  
Come in (8 a.m. – 4 p.m.) or call Bella on 61 398 745 (after 4 p.m.)

## E

### **Take the wheel!**

Do you like cars? Are you friendly and do you like chatting with people? Would you like to make \$300 a day selling cars?  
If you answered yes to the questions, we want you on our team!  
(Driving license required.)  
Motor Ground. Chennai, India

## F

### **Important clothing company seeks manager**

We're looking for a marketing manager to manage an international team. Ability to speak English necessary.  
Salary is \$70,000 a year.  
Groovy is a German clothes company that has shops in countries across Europe.  
Munich, Germany

## G

### **French classes**

French teacher wanted to teach children between the ages of 3 and 12.  
Applicants must have teaching experience.  
\$30 per hour.  
LinguaFun is a language school that offers modern language classes to students of all ages. Singapore

## H

### **Healthcare**

Nurse needed in private hospital.  
Must be registered to work in the UK.  
\$35,000 per year.  
Private hospital with 50 years of experience providing high-quality health care.  
London, UK

Texts adapted from <https://learnenglish.britishcouncil.org> and <https://learnenglishteens.britishcouncil.org>

## LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 4	Date: 1/15/2021	Time: 10:10-11:00	Class: 4 <sup>th</sup> ESO	Length of lesson: 50 minutes	No. of students: 26
<b>Learning activities/tasks</b>	<p><b>ACTIVITY 1: Forum creation</b></p> <p><b>Aims:</b> To introduce ICT in the learning process To guide the learners through the online platform chosen</p> <p><b>Resources:</b> Computer room</p> <p><b>Time:</b> 10 minutes</p> <p><b>Interaction type:</b> Teacher-group</p> <p><b>Procedures:</b> The teacher will take students to the computer room to start working on the ICT project of this unit. As mentioned previously, students may have proposed alternative options for this activity. Depending on the chosen option, the teacher will have created a forum, a blog or a different online platform.</p> <p>During the first part of the lesson, the teacher will guide students on how to sign up to participate in the forum. Regardless of the media chosen, they will be asked to write their name, surname initials and group (for example, David B., 4 D), so that the teacher can easily identify everyone's contributions.</p> <p><b>Specific student needs:</b> Ordinary measures</p>				
	<p><b>ACTIVITY 2: Online discussion</b></p> <p><b>Aims:</b> To promote the learners' reading comprehension, writing practice and justification of opinions To review vocabulary about jobs, life skills and working conditions</p> <p><b>Resources:</b> Computer room, Microsoft Word, a forum/blog/Twitter account, publications made by the teacher, online dictionaries (<a href="https://www.merriam-webster.com">https://www.merriam-webster.com</a>, <a href="https://www.oxfordlearnersdictionaries.com">https://www.oxfordlearnersdictionaries.com</a>.)</p> <p><b>Time:</b> 20 minutes</p> <p><b>Interaction type:</b> Student-teacher, teacher-student</p> <p><b>Procedures:</b> Depending on the chosen media, before the lesson started, the teacher will have submitted some posts in the forum, entries in the blog or tweets in Twitter with a series of opinions related to jobs. Then, the teacher will provide the students with the links to said publications and give them some guidelines so that they can start working. There will be two roles: a few students will write new texts, whereas the rest will only answer to the posts.</p> <p>Students will refer to the teacher's publications either as a reference to make their own, or to prepare an answer. They will use Microsoft Word before uploading their texts. Despite using social media, they need to use proper grammar, spelling, vocabulary and register, as well as to display critical thinking. Twitter allows measuring interaction too, since it is easier to comment on other users' comments. Students can ask for help regarding grammar and vocabulary, and use online dictionaries, but they are not allowed to use translation websites.</p>				



Specific student needs: The student with dyslexia will be included in the group that only answers, so that he creates shorter texts. The teacher will instruct him on how to increase text size and line separation, if needed.

#### ACTIVITY 3: Further discussion

Aims: To keep practicing reading comprehension and written practice, now focusing on interaction as well  
To display originality and critical thinking

Resources: Computer room, Microsoft Word, publications made by the students, online dictionaries (<https://www.oxfordlearnersdictionaries.com>, <https://www.merriam-webster.com>)

Time: 15 minutes

Interaction type: Student-student, teacher-student

Procedures: By this time, the students who were writing should submit their texts, and all students will now focus on these new publications. Students will read their classmates' opinions and answer to them, but now originality and interaction will have a bigger role – the teacher will assess more positively those statements that synthesize others' opinions, and those that present original points of view that deviate from the standard. Lastly, students are expected to use the content from the two previous lessons.

Specific student needs: Ordinary measures

#### ACTIVITY 4: Future of the activity

Aims: To inform students about the on-going nature of this activity

Resources: None needed

Time: 5 minutes

Interaction type: Teacher-group

Procedures: At the end of the lesson, the teacher will inform students that the project does not end there – they should keep working on it at home, since it will be a part of the writing mark of the term. By the end of Unit 5, students should have submitted at least one publication around 80 words, and four answers to different people. Answers must be original and will not count if they appear to be copy-pasted.

Specific student needs: Ordinary measures

## Texts for the forum discussion (Unit lesson No. 4)

### **A dream job**

People are always looking for the perfect job. In my case, when I am looking for a job, I am only interested in professions that involve animals.

I am a veterinarian. Before that, I worked in a lot of animal shops and as a pet groomer, because I love cutting their hair. Even as a teenager, I worked in summer as a dog walker!

I don't like boring jobs in offices, sending documents and having my coffee. I like animals! Therefore, I recommend you to follow your dreams and look for a job you really like. If you like animals, try to be like me! Unless you are allergic!

### **Money is everything**

For me, the most important thing when looking for a job is how much money I will earn. That's the first thing I look at when I apply for a job. If the salary is good, you don't need to look for anything else.

Yes, the job will probably be demanding, and your boss will charge with tons of tasks. However, who cares if you have to work a lot? The important thing is that you will be rich in no time!

### **I don't want to!**

In any job, your boss only wants you to work, work, and work! They will give you more responsibilities and ask you to work overtime, but meanwhile they will reduce your break time and your salary! Day after day, you will be more tired, and you will gain nothing.

That is why I quit my job. I couldn't stand it anymore. I hate working so much that I prefer to be unemployed.

### **Being realistic**

Jobs are something that everyone needs. Ok, maybe if you are born rich you don't need to work... Nonetheless, most of us need a job.

Many people will advise you on what is important to look for in a job profession. I think you should be realistic and look for jobs that are near you, where you know what to do. Also, always be nice to your colleagues. You can make very good friends in your workplace!

## LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 5	Date: 1/18/2021	Time: 8:30-9:20	Class: 4 <sup>th</sup> ESO	Length of lesson: 50 minutes	No. of students: 26
<b>Learning activities/tasks</b>	<p><b>ACTIVITY 1: Welcome</b></p> <p>Aims: To welcome students to a new week of class To briefly review the contents from the previous week</p> <p>Resources: None needed</p> <p>Time: 5 minutes</p> <p>Interaction type: Teacher-group, student-teacher</p> <p>Procedures: The teacher will start a brief discussion by asking students if they worked on the online project, and then they will superficially mention the contents from the previous week, including grammar and vocabulary.</p> <p>Specific student needs: Not needed here</p>				
	<p><b>ACTIVITY 2: Pre-listening</b></p> <p>Aims: To activate background knowledge regarding the topic of sleep</p> <p>Resources: Blackboard and chalk</p> <p>Time: 10 minutes</p> <p>Interaction type: Teacher-group, student-teacher, student-student</p> <p>Procedures: The teacher will initiate a short discussion by asking students how well they usually sleep, how they slept last night, and about sleeping advice. If students contribute with terms related to the topic, the teacher will make a concept map.</p> <p>Specific student needs: Ordinary measures</p>				
	<p><b>ACTIVITY 3: While-listening</b></p> <p>Aims: To practice listening comprehension</p> <p>Resources: A computer, speakers, <a href="#">this video</a></p> <p>Time: 10 minutes</p> <p>Interaction type: Individual work</p> <p>Procedures: The teacher will play the video, but using only the audio, not showing the image. Students will be asked to take notes about information they consider relevant, and to identify the topic of the video and some loose details without the visual aid. Then, they will compare impressions.</p> <p>Specific student needs: Not needed here</p>				

#### ACTIVITY 4: Second listening and post-listening

Aims: To understand the main topic and some details about the listening

Resources: Notes and video from the previous activity, listening exercises

Time: 15 minutes

Interaction type: Individual work

Procedures: The teacher will advise students to read the listening exercises and then will play the video again, this time showing the image, but hiding the subtitles to avoid students from resorting to reading comprehension. Students are expected to perform much better not only thanks to the visual aid, but also because they will have activated their background knowledge about sleeping during the warm-up and the first listening, and because they knew what to focus on during the activity thanks to having read the exercises. Afterwards, students will do the exercises and the teacher will show them the answers in the video. The teacher will also solve vocabulary doubts that students may encounter.

Lastly, the teacher will explain students the rationale of the lesson, to make them realize that they can perform much better at listening just by reading the questions and reflecting on the topic beforehand.

Specific student needs: Ordinary measures

#### ACTIVITY 5: Role play

Aims: To consolidate the information from the video  
To develop speaking fluency and interaction

Resources: Notes from the previous activity, a list of topics

Time: 10 minutes

Interaction type: Work in pairs

Procedures: Students will engage in dialogues about different health topics. The teacher will propose some ideas. One member of each pair will ask for health advice, which the other will have to provide. After 5 minutes, they will change roles. The teacher will walk around during the activity to assure that students are using English, and to provide any necessary vocabulary.

Specific student needs: Not needed here

**Listening lesson** (Unit lesson No. 5)

1. Do you usually sleep well?
2. Why do you think that is it important to sleep well?
3. Which techniques mentioned in the video do you use?
4. Which techniques mentioned in the video do you NOT use?
5. Which parts of the body are mentioned in the video?
6. According to the video, do sleeping pills work? How?

Questions based on the video [Your guide to a perfect night's sleep | GMA Digital](#)

## LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 6	Date: 1/19/2021	Time: 10:10-11:00	Class: 4 <sup>th</sup> ESO	Length of lesson: 50 minutes	No. of students: 26
<b>Learning activities/tasks</b>	<p><b>ACTIVITY 1: Warm-up</b></p> <p><b>Aims:</b> To recall the contents of the previous class As a joke, to ask students if they slept good thanks to last lesson's advice</p> <p><b>Resources:</b> None needed</p> <p><b>Time:</b> 5 minutes</p> <p><b>Interaction type:</b> Teacher-group, group-teacher</p> <p><b>Procedures:</b> The teacher will ask students if they put to practice the advice from the previous lesson's video, to make them loosen up and engage in the current lesson. They will review what they learned and what they remember about the video and the exercises.</p> <p><b>Specific student needs:</b> Not needed here</p>				
	<p><b>ACTIVITY 2: Grammar review</b></p> <p><b>Aims:</b> To review the structures and uses of <i>will</i> and <i>going to</i></p> <p><b>Resources:</b> Blackboard and chalk</p> <p><b>Time:</b> 10 minutes</p> <p><b>Interaction type:</b> Teacher-group, student-teacher</p> <p><b>Procedures:</b> The teacher will ask students to reintroduce the differences between the uses and structures of <i>will</i> and <i>going to</i>. The teacher will correct mistakes and add any information missing. Example sentences will be provided as well. If any students still have doubts about the topic, the teacher will solve them.</p> <p><b>Specific student needs:</b> Ordinary measures</p>				
	<p><b>ACTIVITY 3: Revision of present continuous</b></p> <p><b>Aims:</b> To reintroduce present continuous and its use to indicate future intentions.</p> <p><b>Resources:</b> Blackboard and chalk</p> <p><b>Time:</b> 15 minutes</p> <p><b>Interaction type:</b> Teacher-group, student-teacher, student-student</p> <p><b>Procedures:</b> The teacher will once again ask students to explain a grammar item, in this case, present continuous. They are expected to recall its structure and most common use, which is describing events that are currently taking place. However, the teacher will also explain that present continuous can express future, and compare it with <i>will</i> and <i>going to</i>. To facilitate comprehension, the teacher will compare this structure with the Spanish present simple, since it is also a present tense that can be used to talk about the future (e.g., <i>esta tarde</i></p>				

*salimos, esta noche jugamos).*

Specific student needs: Ordinary measures

#### ACTIVITY 4: Grammar practice

Aims: To consolidate the knowledge about *will, going to* and *present continuous*

Resources: Grammar activities

Time: 20 minutes

Interaction type: Individual work, teacher-group, student-teacher

Procedures: The students will engage in four grammar activities. Following a similar pattern to Unit lesson 1, the teacher will assign a set time to every activity, then students will correct aloud or write the answers in the blackboard before moving on to the next activity. The teacher will correct common mistakes that students could make, such as double negatives (You will not never\*).

Specific student needs: During corrections, the student with dyslexia will only be asked about the first items of an activity, to assure that he had time to complete them.

**Grammar activities** (Unit lesson No. 6)

1. Complete the sentences using *will*, *going to* or present continuous.

a. –We're out of eggs.

–OK, I \_\_\_\_\_ (get) some when I go to the shop.

b. \_\_\_\_\_ (do, you) anything on Saturday evening?

c. –Any plans for the weekend?

–Yes, I \_\_\_\_\_ (buy) some furniture for my new flat.

d. –When \_\_\_\_\_ (tidy, you) your bedroom? It's a terrible mess.

e. –We \_\_\_\_\_ (have) a party this Friday. Would you like to come?

f. –Did you tell Paul about the party?

–No, I forgot. I \_\_\_\_\_ (call) him later.

g. –The movie is on in five minutes. \_\_\_\_\_ (watch, you) it?

h. –They \_\_\_\_\_ (build) a new shopping center next year.

i. –Are you free tomorrow afternoon?

–I \_\_\_\_\_ (see) a client at three, but I'm free after that.

2. Make full sentences in positive (✓), negative (✗) or interrogative (?) form.

Use *will*, *going to* or present continuous.

a. You / come / pool / tonight / ?

b. Today / I / work / all day / ✓

c. Beyoncé / visit / Madrid / world tour / ✗

d. You / have / barbeque / this weekend / ?

e. We / hold / staff meeting / every Tuesday ✓

f. You / never / leave / this place! / ✓



3. These sentences use *will* to talk about the future, but some of them are incorrect.

Which ones use *will* correctly? In the incorrect ones, what is the correct form?

- a. I'll go to London on Friday.
- b. I'll meet my friends for dinner after class.
- c. I'll probably visit my grandmother at New Year.
- d. What will you do at the weekend?
- e. Will you take another English course after this one?
- f. I'll clean the house on Saturday afternoon.
- g. I'm sure that she will pass the exam.

4. Work in pairs to complete the dialogue. Choose A or B and fill the blanks. Then, read the conversation with your partner and compare your answers.

A: When can we meet? \_\_\_\_\_ anything this evening?

B: Yes, I \_\_\_\_\_ to the cinema.

A: What \_\_\_\_\_ see?

B: \_\_\_\_\_ Knives Out.

A: And what \_\_\_\_\_ after that?

B: I \_\_\_\_\_ dinner with Doris. Maybe another day? \_\_\_\_\_ this weekend?

A: I am not sure. I \_\_\_\_\_ probably \_\_\_\_\_ hiking.

B: Where \_\_\_\_\_?

A: \_\_\_\_\_ at the sports center.

B: Ok, \_\_\_\_\_ there.

Exercises adapted from <https://www.elbase.com/>

## LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 7	Date: 1/21/2021	Time: 8:30-9:20	Class: 4 <sup>th</sup> ESO	Length of lesson: 50 minutes	No. of students: 26
<b>Learning activities/tasks</b>	<p><b>ACTIVITY 1: Warm-up</b></p> <p><b>Aims:</b> To ask students to name the four main types of texts and their characteristics To recall this knowledge from Language subject</p> <p><b>Resources:</b> Blackboard and chalk</p> <p><b>Time:</b> 10 minutes</p> <p><b>Interaction type:</b> Teacher-group, group-teacher, student-group</p> <p><b>Procedures:</b> The teacher will ask students to recall the four main types of texts –descriptive, narrative, expository, and argumentative– and some details about their characteristics, register, structure, etc. If needed, the teacher will correct or add information.</p> <p><b>Specific student needs:</b> Ordinary measures</p>				
	<p><b>ACTIVITY 2: Pre-reading, argumentative text</b></p> <p><b>Aims:</b> To name connectors, especially those that introduce opinion and examples</p> <p><b>Resources:</b> Blackboard and chalk</p> <p><b>Time:</b> 5 minutes</p> <p><b>Interaction type:</b> Teacher-group, group-teacher</p> <p><b>Procedures:</b> As a continuation to the discussion, the teacher will explain that this lesson deals with argumentative texts and will inquire students about them, specifically about their contents and use of connectors. Students are expected to provide a basic outline of an argumentative text, featuring at least introduction to the topic, proof that supports the writer’s opinion, and a conclusion.</p> <p><b>Specific student needs:</b> Ordinary measures</p>				
	<p><b>ACTIVITY 3: While-reading, argumentative text</b></p> <p><b>Aims:</b> To practice reading comprehension</p> <p><b>Resources:</b> Reading texts and activities</p> <p><b>Time:</b> 10 minutes</p> <p><b>Interaction type:</b> Individual work</p> <p><b>Procedures:</b> Students will read in silence the text provided and underline the words and expressions whose meaning they do not know. If they finish before the rest, they will try to deduce meaning from the context.</p> <p><b>Specific student needs:</b> Ordinary measures</p>				

**ACTIVITY 4: Post-reading, argumentative text**

**Aims:** To guarantee understanding from the text  
To build on the information acquired from the text

**Resources:** Reading activities

**Time:** 20 minutes

**Interaction type:** Individual work

**Procedures:** The teacher will initiate a group discussion to confirm if students have understood the text and to solve any doubts. Once they do, they will go through the meaning of unknown words and expressions. Then, they will discuss about the connectors present in the text, their function and the ideas they link together.

**Specific student needs:** In exercise 3, the student with dyslexia will be allowed to underline the answer in the text (using different colors for positive and negative aspects) instead of writing it down.

**ACTIVITY 5: Forum reminder**

**Aims:** To remind students about the necessity of participating in the online project

**Resources:** None needed

**Time:** 5 minutes

**Interaction type:** Teacher-group

**Procedures:** The teacher will remind students about the online project, will name some of the students who have not participated yet, and will advise them to apply what they learned in this lesson in their posts to draft effective argumentative texts. If someone has doubts regarding this project, these will be solved now.

**Specific student needs:** Not needed here

### **Reading lesson** (Unit lesson No. 7)

1. Read the text. Underline the words and expressions that you don't know and try to guess their meaning.
2. Circle the connectors in the text. What is their function?
3. What are the points for and against the author's opinion present in the text?

### **Standard model**

**In some countries, more and more people are suffering from health problems as a result of eating too much fast food. It is therefore necessary for governments to make this food more expensive. Do you agree or disagree?**

Nowadays, a lot of people are suffer health issues because of overconsumption of fast food. Some people believe the only solution is to make fast food more expensive, but this unfairly penalizes people and may not necessarily produce the desired benefits.

First, fast food is about more than just nutrition. Many teenagers spend money on fast food because this is how they socialize and meet friends. For low-income families, fast food are a cheap treat for their children. Denying people this small pleasure can affect their social lives or happiness.

Additionally, increasing the price will not reduce obesity. It is true that fast food is high in sugar, salt and fat, but we also know that there are other factors which contribute to obesity, such as lack of exercise. Home-cooked food is generally healthy, but not always. I know a family that used to eat high fat, home-cooked food in enormous portions. They all suffered from health problems due to obesity.

On the other hand, I understand that people say that drastic action is needed. If fast food becomes expensive, people will look for healthier options. In addition, food producers will have an incentive to provide healthier foods. However, there is going to be resistance from consumers and producers.

To conclude, this action can have some positive effects, but the negative points will be much bigger. Some people will feel victimized, and this will not result in a healthier society. What we need is awareness of diet and cheaper healthy food.

Adapted from <https://learnenglishteens.britishcouncil.org>

## **Model for the student with dyslexia**

**Fast food is not healthy, so it must be more expensive in some countries.**

**Do you agree?**

Nowadays, a lot of people are affected by health issues because they eat too much fast food. Some people believe the solution is to make fast food expensive, but this would be unfair for some people, and useless for others.

First, fast food is important for socializing. Teenagers buy fast food because they meet their friends in restaurants. For poor families, fast food is a cheap reward for their children. Losing these pleasures could affect their social lives or happiness.

Additionally, increasing the price would not reduce obesity. It is true that fast food has too much sugar, salt and fat, but health includes more things than food, such as exercise. Home cooking is not always healthy. I know a family who ate high fat home-cooked food, and they all suffered from obesity.

On the other hand, I understand the contrary opinion. If fast food becomes expensive, people will buy healthy options. In addition, food producers will provide healthier foods. However, clients and restaurants will complain.

To conclude, this option has positive effects, but health will not improve. We need cheap healthy food, and knowledge about diets.

Adapted from <https://learnenglishteens.britishcouncil.org>

## LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 8	Date: 1/22/2021	Time: 10:10-11:00	Class: 4 <sup>th</sup> ESO	Length of lesson: 50 minutes	No. of students: 26
<b>Learning activities/tasks</b>	<p><b>ACTIVITY 1: Warm-up</b></p> <p>Aims: To initiate English communication To promote fluency regardless of form and content</p> <p>Resources: None needed</p> <p>Time: 5 minutes</p> <p>Interaction type: Teacher-group, student-teacher</p> <p>Procedures: The teacher will ask the group how their week is going to make them loosen up and start communicating in English. Since this lesson is based on phonology, the teacher will correct the students' pronunciation and emphasize the correct one.</p> <p>Specific student needs: Not needed here</p>				
	<p><b>ACTIVITY 2: Phoneme review</b></p> <p>Aims: To remind students about the concept of phonemes To recall previously studied phonemes</p> <p>Resources: Lists of words, computer and projector</p> <p>Time: 10 minutes</p> <p>Interaction type: Teacher-group, group-teacher</p> <p>Procedures: The teacher will refer back to the concept of phonemes, which students have studied on previous units. The full group will review together all previously studied vowel phonemes, these being /i/, /ɪ/, /e/, /ʌ/, /æ/ and /ɑ:/, and the teacher will use a list of words for students to practice the correct pronunciation. Students may also include more words to show that they are able of distinguishing phonemes.</p> <p>Specific student needs: The teacher will include images to further illustrate the words, thus making it easier for the student with dyslexia to identify them.</p>				
	<p><b>ACTIVITY 3: Introduction of new phonemes</b></p> <p>Aims: To introduce the /ʊ/ and /u:/ phonemes To assure proper pronunciation of these phonemes</p> <p>Resources: Lists of words, <a href="#">this video</a></p> <p>Time: 15 minutes</p> <p>Interaction type: Teacher-group, group-teacher</p> <p>Procedures: The teacher will now introduce these two new phonemes to the students. First, the teacher will play the video to compare the English phoneme /ʊ/ with the Spanish phoneme /u/,</p>				

and for students to see the misunderstandings that may arise due to mispronunciation. Then, the teacher will introduce other words with the /ʊ/ phoneme, often asking students to repeat them aloud to instruct them on the correct pronunciation.

Once students start pronouncing the /ʊ/ phoneme properly, the teacher will now introduce the /u:/ phoneme through a similar pattern: first by comparing it to the /ʊ/ phoneme through similar terms, such as *book* and *boot*, and then introducing more words with the same phoneme and asking students to pronounce them.

Specific student needs: The teacher will include images to further illustrate the words, thus making it easier for the student with dyslexia to identify them.

#### ACTIVITY 4: Phoneme dictation

Aims: To develop listening comprehension and spelling  
To encourage creativity and written expression

Resources: Words from the previous exercises, paper dictionaries

Time: 20 minutes


















Interaction type: Teacher-group












Procedures: The teacher will dictate a list of words containing the /ʊ/ phoneme, followed by a list of words with the /u:/ phoneme. Students have to write down as many of these words as they can, and they will be asked to spell them.

Afterwards, students will write a short text using as many words as they can from a single list, without mixing them. The teacher will verify that they did not mix different phonemes. They will be allowed to use dictionaries to look for additional words and their phonetic transcription. The goal is to make them associate words of the same phoneme and to be able to recognize the correct pronunciation more easily. After some minutes, the teacher will ask for volunteers to read aloud their texts in order to make them pronounce repeatedly the corresponding phoneme.

Specific student needs: Advanced students can write two texts, one for each list of words.

**Lists of words for pronunciation practice (Unit lesson No. 8)**

/i/	/ɪ/	/e/	/ʌ/	/æ/	/ɑ:/
beat 	bit	bet	but	bat	Bart
bean	bin 	Ben	cut 	cat 	cart 
eat 	it	get	cup 	can	can't
he's	his	head 	luck 	lack	last
he'll	hill	hell 	up 	track	park 
steal	still	step 	son	dad	car 
feet 	fit	fell	hunt 	hat 	hard

/ʊ/	/u:/	Spanish /u/ (for reference)
look 	Luke	Lucas
book 	boot 	bus
wood	woo	un
should	you	lluvia
full	fool	fular
pull	pool 	pum
wolf 	wound	
bull 	lose	
foot	blue	
sugar	group 	
cook 	fruit 	
good 	rule	
put	food 	



## LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 9	Date: 1/25/2021	Time: 8:30-9:20	Class: 4 <sup>th</sup> ESO	Length of lesson: 50 minutes	No. of students: 26
<b>Learning activities/tasks</b>	<p><b>ACTIVITY 1: Online project follow-up</b></p> <p>Aims: To remind students about the online project that started two weeks ago</p> <p>Resources: None needed</p> <p>Time: 5 minutes</p> <p>Interaction type: Teacher-group</p> <p>Procedures: The teacher will remind students about the online project and will congratulate those that have already worked on it, and warn those who have not, or who seem to have copy-pasted their job. For the latter, the teacher will remind the instructions of the activity.</p> <p>Specific student needs: Not needed here</p>				
	<p><b>ACTIVITY 2: Delving into students' opinions</b></p> <p>Aims: To transmit other students' comments</p> <p>Resources: Students' publications for the online project</p> <p>Time: 10 minutes</p> <p>Interaction type: Teacher-group, student-teacher</p> <p>Procedures: The teacher will have previously selected some thought-provoking messages posted by the students. Then, the teacher will request their permission –in case they do not want to be the center of attention– and read them aloud. After making sure that all students have understood the message, the teacher will inquire the writer to justify their reasoning or to include examples.</p> <p>During these exchanges, the teacher will react to the students' messages displaying interest, using extralinguistic elements and follow-up questions. The teacher will behave on an inflated manner, to make these reactions stand out and to attract the students' attention.</p> <p>Specific student needs: Not needed here</p>				
	<p><b>ACTIVITY 3: Rationalization of the teacher's reactions</b></p> <p>Aims: To make sure that students were paying attention during the previous activity To list a series of linguistic and extralinguistic strategies to react to other people's messages</p> <p>Resources: Blackboard and chalk</p> <p>Time: 15 minutes</p> <p>Interaction type: Teacher-group, group-teacher</p> <p>Procedures: The group will make a list of the strategies that the teacher used to show interest</p>				

during the previous activity, with the help of the teacher. These strategies may be linguistic (short comments such as “yeah”, “of course”, follow-up questions such as “really?”) or extralinguistic (nodding, raising eyebrows). Students will introduce other strategies that they may use or have seen being used in their daily exchanges, TV, etc.

Specific student needs: Ordinary measures

#### ACTIVITY 4: Speaking practice

Aims: To practice interaction in speaking by using the strategies from the previous activity

Resources: Short stories

Time: 10 minutes

Interaction type: Work in pairs

Procedures: The teacher will divide students in pairs of similar English level. Each pair will receive two pieces of news about interesting or funny topics. Students will read these aloud to their partner, who has to react visibly to the text. This student does not need to answer; only to react through body language, intonation and follow-up questions, as shown on the previous activity. When one student finishes, their partner will read the other text, and the first student will react to it.

Specific student needs: Ordinary measures

#### ACTIVITY 5: Suggestions for improvement

Aims: To practice written expression  
To consolidate the strategies from the previous lesson  
To develop critical thinking

Resources: None needed

Time: 10 minutes

Interaction type: Teacher-group, student-student

Procedures: The teacher will ask students to write a list of things they would like to change regarding different topics, for example, the high school or their homes. If they react positively to controversial topics, such as bullfighting or gender inequality, they can be added as well. Students will write individually a short list of items, and then read it to their partner, who has to react without making any sound. After reading each item, the speaker will write a mark (✓ or ✗) to show what they think the listener’s opinion was. Similarly, the listener will write their real opinion about the item. They will compare answers afterwards.

Specific student needs: Since the text will only be used for this activity, there is no need to adapt the word count.

**Interaction practice in speaking** (Unit lesson No. 9)

List of strategies to show interest

Linguistic	Meaning	Non-linguistic	Meaning
“Right!”, “Yeah!”	To show agreement	Nodding	To show agreement
“Of course”	To show agreement	Folding arms	To show discomfort
“Really?”	To show doubt	Raising one eyebrow	To show doubt
“Yeah?”	To show doubt	Raising both eyebrows	To show surprise
“Why’s that?”	To ask for more details	Tilting your head	To show confusion
“What else?”	To ask for more information	Scratching your head	To show confusion
Can you think of other strategies?			

List of short stories

**Gravity loss**

On April 1, 1976, the British astronomer Patrick Moore made a special announcement on BBC Radio.

“At 9:47 AM there’s going to be a unique astronomical event,” he said. “The planet Pluto will pass behind Jupiter. At that point, there will be a reduction in the Earth's gravity. If you jump into the air at this exact moment, you will float for one minute.”

A few minutes after, the BBC received hundreds of phone calls of people claiming to have floated. One woman reported that she and her group of twelve friends flew. “We rose from our chairs,” she told. “Then we started flying around the room!”

**Flying monkey**

A man flew to the USA with a monkey hiding under his hat.

Everything was fine until the plane was in the air. Then the monkey climbed out from under the hat and he sat on the man's head for the rest of the journey.

When the plane landed, man and monkey passed through a security check.

“Does this monkey have a ticket or a passport?”, asked the security guard.

“No,” said the man. “He left his jacket at home.”

### **Long live the king**

Elvis Presley died on 1977. However, many of his fans still insist that he is not dead.

According to the official story, Elvis died in his home, but there were several theories about his “fake death”. Elvis could have escaped his fame and returned to a simple life, or he was hiding from the Mafia protected by the FBI. Some even suggested that it was the work of aliens!

The most believable theory involved Presley’s manager “Colonel” Tom Parker, who used to fake things, including his own life. He had brilliantly managed Elvis’ career and even made Elvis join the army to improve record sales. The sudden, tragic death of the King of Rock and Roll sold a lot of records. Had Colonel Parker fooled the world again?

### **Talking birds can be annoying**

A repair engineer called Frank went to house to repair a dishwasher. The owner was working, but she left a note with instructions about her pets: a bulldog called Spike and a parrot.

*Hi Frank,  
Spike looks scary, but he won’t attack you. But my parrot is very sensitive. It’s very important that you don’t speak to him.*

Frank went into the house. Spike was sleeping on the carpet, but the parrot asked, “What’s your name?” “Frank”, said Frank before he remembered the note. “You’re very ugly, Frank!” squawked the parrot. “And very stupid!”

The parrot spent the whole morning annoying Frank. Finally, the repairman could take no more and he started shouting back at the parrot.

The parrot looked at the dog and said. “Get him, Spike! Attack!”

### **Model for the student with dyslexia**

#### **Travelling kitty**

A woman travelled several thousand miles with a kitten in her handbag.

The kitten slept through the 2,800-mile journey from Iran to Newcastle, United Kingdom. She passed through security checks in Amsterdam without a problem.

Customs officer at Newcastle Airport discovered the kitten while checking the woman’s luggage. Finally, the cat was let out of the bag.

Texts adapted from <http://strangenewsstories.eslreading.org/>

## LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 10	Date: 1/26/2021	Time: 10:10-11:00	Class: 4 <sup>th</sup> ESO	Length of lesson: 50 minutes	No. of students: 26
<b>Learning activities/tasks</b>	<p><b>ACTIVITY 1: Our own skills</b></p> <p>Aims: To initiate English conversation To encourage self-reflection</p> <p>Resources: Blackboard and chalk</p> <p>Time: 5 minutes</p> <p>Interaction type: Teacher-group, student-teacher</p> <p>Procedures: The teacher will start the lesson by asking students about the skills they believe to be important in life, whether they are physical skills (strength, resistance), intellectual skills (memory, imagination) or other types (charisma, problem solving, etc.) The teacher will write everything down in the blackboard. After mentioning a number of them, the teacher will ask individual students to name at least two skills that they possess.</p> <p>Specific student needs: Ordinary measures</p>				
	<p><b>ACTIVITY 2: Life skills</b></p> <p>Aims: To learn vocabulary about life skills</p> <p>Resources: Vocabulary activities</p> <p>Time: 20 minutes</p> <p>Interaction type: Individual work</p> <p>Procedures: Students will perform four activities to learn about different skills. The teacher will set some time for every activity and students will correct afterwards. If students have doubts, these will be solved after each exercise is corrected.</p> <p>Specific student needs: During corrections, the student with dyslexia will only be asked about the first items of an activity, to assure that he had time to complete them.</p>				
	<p><b>ACTIVITY 3: Working skills</b></p> <p>Aims: To consolidate vocabulary about life skills To review vocabulary about jobs To practice speaking interaction</p> <p>Resources: Texts from Lesson No. 3</p> <p>Time: 15 minutes</p> <p>Interaction type: Work in pairs, full group</p> <p>Procedures: Students will refer back to the job offers introduced some lessons ago and will discuss in pairs which skills present in the vocabulary exercises are needed for each job. The first</p>				

offer will be discussed aloud as an example, and then students will talk about the rest in pairs. Afterwards, the full group can share their impressions about some particular offers.

Specific student needs: Ordinary measures

#### ACTIVITY 4: Rationalization of life skills

Aims: To promote critical thinking  
To consolidate vocabulary about life skills  
To practice written expression

Resources: None needed

Time: 10 minutes

Interaction type: Individual work

Procedures: Students will think of one or two different skills and will write a job offer about a job that requires people with those specific skills. The job offers may follow the same pattern as those used during Lesson 3. Afterwards, the teacher will ask some students to read their offers aloud, for other students to guess the skill or to discuss if it is really needed.

Specific student needs: To adapt the task difficulty to learners of different levels, advanced students can write about a maximum of 3 skills, and try to think of jobs that require all 3, instead of thinking of one job per skill.

**Vocabulary activities** (Unit lesson No. 10)

1. Match the words with the correct definition. There are two extra words that you don't need!

*direction / empathy / imagination / kindness / leadership skills / patience / persuasion / problem-solving / resistance*

- a. If you can read maps and never get lost, you have a good sense of \_\_\_\_\_.
- b. If you are good at convincing people, you are good at \_\_\_\_\_.
- c. You need \_\_\_\_\_ to have people follow your advice.
- d. People with \_\_\_\_\_ always consider other people's feelings.
- e. You never get tired when working hard, because you have a high \_\_\_\_\_.
- f. When there is trouble, you always know what to do. That requires \_\_\_\_\_ skills.
- g. People with a vivid \_\_\_\_\_ have great ideas.

2. Choose the best answer to express the meaning of the sentences.

- a. I follow a very strict schedule to know what to do, when to do it and in what order.
  - i. I have time-management skills.
  - ii. I possess great self-control.
- b. People admire me because of my hard muscles.
  - i. I am very charismatic.
  - ii. I have a lot of physical strength.
- c. I always forget what the teacher says in class.
  - i. My memory isn't great.
  - ii. My communication skills are bad.
- d. I always find the best solution for everyone.
  - i. I have people skills.
  - ii. I have problem-solving skills.
- e. Every time that something bad happens, I get very nervous. I don't like that.
  - i. I wish I had some self-control.
  - ii. I wish I had management skills.
- f. I have difficulties trying to explain what I'm thinking.
  - i. I'm bad at communication.
  - ii. I'm bad at decision-making.

3. Order these skills in their corresponding categories.

*attentiveness, balance, charisma, communication, creativity, critical thinking, decision-making, empathy, flexibility, imagination, leadership skills, memory, orientation, patience, people skills, persuasion, problem-solving, speed, resistance, self-control, speaking languages, strength, time management*

Physical skills	Intellectual skills	Social skills	Emotional skills	Other

4. Name as many skills as you can think of that are required for the following jobs.

- a. Babysitter: \_\_\_\_\_
- b. Butcher: \_\_\_\_\_
- c. Doctor: \_\_\_\_\_
- d. Firefighter: \_\_\_\_\_
- e. Gardener: \_\_\_\_\_
- f. Politician: \_\_\_\_\_
- g. Receptionist: \_\_\_\_\_
- h. Reporter: \_\_\_\_\_
- i. Teacher: \_\_\_\_\_
- j. Waiter: \_\_\_\_\_
- k. Professional soccer player: \_\_\_\_\_



## LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 11	Date: 1/28/2021	Time: 8:30-9:20	Class: 4 <sup>th</sup> ESO	Length of lesson: 50 minutes	No. of students: 26
<b>Learning activities/tasks</b>	<p><b>ACTIVITY 1: Review of connectors</b></p> <p><b>Aims:</b> To review the function and purpose of connectors To name the most important connectors and their meaning</p> <p><b>Resources:</b> Blackboard and chalk, list of connectors</p> <p><b>Time:</b> 10 minutes</p> <p><b>Interaction type:</b> Teacher-group, group-teacher</p> <p><b>Procedures:</b> The teacher will ask students to offer a brief explanation of how connectors work, and correct or add any information necessary. After that, students will name a list of the connectors they know, as well as their meaning and their category – connectors of contrast, of addition, of consequence, etc. Lastly, the teacher will add any missing connectors, mainly connectors of opinion.</p> <p><b>Specific student needs:</b> Not needed here</p>				
	<p><b>ACTIVITY 2: Completing texts</b></p> <p><b>Aims:</b> To review sentence-level grammar and word order To practice reading comprehension</p> <p><b>Resources:</b> Texts with connectors missing</p> <p><b>Time:</b> 10 minutes</p> <p><b>Interaction type:</b> Individual work</p> <p><b>Procedures:</b> Students are presented with texts containing chunks of information, but without linkers or connectors. Students must read these texts, understand the main information and introduce connectors where needed, making any necessary changes.</p> <p><b>Specific student needs:</b> Texts will be adapted to the students' level. Less advanced students will receive texts with lists of connectors, so that this activity resembles a fill the gaps exercise. The student with dyslexia will receive an adapted version to facilitate his reading.</p>				
	<p><b>ACTIVITY 3: Argumentative reading</b></p> <p><b>Aims:</b> To identify the writer's tone and opinions To review connectors</p> <p><b>Resources:</b> Argumentative texts</p> <p><b>Time:</b> 15 minutes</p> <p><b>Interaction type:</b> Individual work</p> <p><b>Procedures:</b> Students will be provided with different argumentative texts from which they will</p>				

have to infer the author's opinion on the topic. They will first read the texts silently, and then they will start working on them, identifying the tone of the writer or their use of connectors in order to determine whether the author is in favor or against a given topic. Some examples can be explained aloud afterwards. If students still have doubts or find anything unclear after the examples have been provided, other students will try to explain.

Specific student needs: Texts will be adapted to the students' level. Advanced students will read a more complex model, and told to focus on points that prove the author's opinion. Less advanced students will only focus on whether the author has a positive or a negative opinion on the topic. The student with dyslexia will receive an adapted version to facilitate his reading.

#### ACTIVITY 4: Argumentative writing

Aims: To practice written expression and strategies to convey meaning  
To review connectors

Resources: A computer, online dictionaries, bilingual paper dictionaries

Time: 15 minutes

Interaction type: Individual work

Procedures: Students will write short texts dealing with a topic that the teacher will propose. They will have to show their agreement or lack of it in the text through the use of connectors and general tone. To make students practice their expression of meaning, the teacher will forbid using the words such "agree", "disagree" and "against". They will be allowed to use paper dictionaries or to check online dictionaries. The teacher will observe the students' texts to offer advice regarding content or structure.

Specific student needs: If the student with dyslexia requires it, the teacher will read him aloud any word or definition that he searches in the dictionary.

## Grammar activities (Unit lesson No. 11)

### List of connectors

#### Addition

And  
Moreover,  
Furthermore,  
In addition,  
Besides,  
What's more,  
As well as  
In addition to

#### Opinion

In my opinion,  
In my view,  
Personally,  
As far as I am concerned,  
From my point of view,  
I agree that...  
I disagree that...  
I think that...  
It is true that...

#### Contrast

But  
Yet  
In spite of  
Despite  
Although  
Even though  
However,  
Nevertheless,  
Even so,  
On the contrary,  
In contrast,  
On the one hand... On the  
other hand...  
Whereas

#### Purpose

In order to  
So as to  
So that

#### Consequence

Consequently,  
As a consequence,  
As a result,  
Therefore,

#### Exemplification

For example,  
For instance,  
Such as  
Like

#### Reason and cause

Because  
Because of  
As  
Since  
Seeing that  
Due to

### Activity 1: Regular model

Read the following text. It has very few connectors. Introduce at least 8 connectors in the correct place and make any necessary changes to the sentences

Reality TV shows are good entertainment

Reality shows are a very popular form of entertainment on TV nowadays. There are dozens of different types of programs, singing contests, cooking competitions or living in the jungle.

There is a lot of variety in reality TV. People at home can choose which types of programs they want to watch depending on what they are interested in. Some people like watching singing or cooking competitions, others prefer watching programs about building houses or travelling around the world. Reality TV programs are a great opportunity to discover talented singers, dancers or chefs. Several people who take part in these programs get jobs by being on TV.

Some people think that reality TV is an easy way to become famous. Most successful singers, actors or chefs have worked hard all their lives and are good at their job because of their hard work. Sometimes the people on TV have to do dangerous activities. Competitions are very hard and there is only one winner. Another disadvantage is that some programs always follow the same format and this can be boring to watch.

Reality TV is good entertainment. There is lots of variety, which means there is something for everyone.

**Activity 1: Model for less advanced students**

Read the following text. It has very few connectors. Introduce the correct connectors in the gaps and make any necessary changes to the sentences.

Reality TV shows are good entertainment

Reality shows are a very popular form of entertainment on TV nowadays. There are dozens of different types of programs \_\_\_\_\_ singing contests, cooking competitions or living in the jungle.

Firstly, \_\_\_\_\_ there is a lot of variety in reality TV. People can choose which programs they want to watch depending on their interests. Some people like watching singing or cooking competitions \_\_\_\_\_ others prefer watching programs about building houses or travelling around the world. \_\_\_\_\_, reality TV programs are a great opportunity to discover talented singers, dancers or chefs. Several people who take part in these programs get jobs \_\_\_\_\_ being on TV.

\_\_\_\_\_, some people think that reality TV is an easy way to become famous. \_\_\_\_\_, most successful singers, actors or chefs have worked hard all their lives and are good at their job \_\_\_\_\_ their hard work. \_\_\_\_\_, sometimes the people on TV have to do dangerous things. The competitions are very hard and there is only one winner. Another disadvantage is that some programs always follow the same format and this can be boring to watch.

\_\_\_\_\_, I think that reality TV is good entertainment. There is lots of variety, which means there is something for everyone.

Connectors: *additionally, as a result of, because of, however, I think that, in addition, on the other hand, such as, to sum up, whereas*

**Activity 1: Model for the student with dyslexia**

Read the following text. It has very few connectors. Introduce at least 8 connectors in the correct place and make any necessary changes.

Reality TV shows are good entertainment

Reality shows are a popular form of entertainment on TV. There are many different programs, singing contests, cooking competitions or living in the jungle.

There is a lot of variety in reality TV. People at home can choose which programs they want to watch depending on their interests. Some people like watching singing or cooking competitions, others prefer watching programs about building houses or travelling around the world. Reality TV programs are a way to discover talented singers, dancers or chefs. Many people who take part in these programs get jobs being on TV.

Some people think that reality TV is an easy way to become famous. Most successful singers, actors or chefs are good at their job because of their hard work. Sometimes the people on TV have to do really dangerous activities. Competitions are very hard and there is only one winner. Another disadvantage is that some programs are always the same and become boring to watch.

Reality TV is good entertainment. There is lots of variety, which means there is something for everyone.

Text adapted from <https://learnenglishteens.britishcouncil.org/>

### **Activity 2: Regular model**

Read the text. Does the author has a positive or a negative opinion about online communication? Check the connectors to justify your answer.

Online communication: the best solution?

Today, we communicate using online channels such as messaging, social media and video calls, and we ignore face-to-face dialogue. In some situations, online communication is the only solution. In others, we prefer talking through WhatsApp instead of real-life conversations. Is online communication the best option?

To begin with, I will mention the advantages of online communication. One of the main arguments in its favor is that it allows communicating with people from all around the world. Video conferences between Berlin, San Francisco and Sydney can take place without the need for long trips. Furthermore, it allows families and friends who live far away to keep in touch. Another point is that we can respond to written messages when we prefer.

Nonetheless, there are several drawbacks in the use of online communication. Some experts believe that a lack of face-to-face interaction complicates the development of social skills, such as empathizing and reacting in real time. Also, conversations are different in the virtual world. If short messages with emojis replace direct conversation with emotions expressed on our faces, we may forget the art of real conversation.

On balance, I believe that online communication brings many advantages in today's society. However, we should not forget the benefits of face-to-face dialogue, or we may not know how to react when we interact with people.

### **Activity 2: Model for the student with dyslexia**

Read the text. Does the author has a positive or a negative opinion about online communication? Check the connectors to justify your answer.

Online communication: the best solution?

Today, we communicate using online channels such as messaging, social media and video calls, and we ignore face-to-face dialogue. In some cases, online communication is the only solution. In others, we prefer talking through WhatsApp instead of real-life conversations. Is online communication the best?

To begin with, I will mention some advantages of online communication. For example, it allows communicating with people from all around the world. Video conferences between Berlin, San Francisco and Sydney can take place without long trips. Furthermore, families and friends who live far away can keep in touch. We can also respond to written messages when we prefer.

Nonetheless, there are several drawbacks in online communication. Experts believe that a lack of face-to-face interaction harms social skills, such as empathizing and reacting in real time. Also, conversations are different in the virtual world. If short messages with emojis replace direct conversation with emotions expressed on our faces, we may forget the art of real conversation.

On balance, I believe that online communication has many advantages in society. However, we should not forget the benefits of face-to-face dialogue, or we may not know how to interact with people.

### **Activity 2: Model for advanced students**

1. Read the text. Which points does the author mention in favor of the topic?  
Which points does the author mention against the topic?
2. Does the author has a positive or a negative opinion about online communication?  
Check the connectors to justify your answer.

Online communication: the best solution?

Nowadays, we communicate more through online channels such as messaging, social media and video calls, and less face-to-face. There are certain situations where online communication is unavoidable, but others where we choose virtual over real-life conversations. Is online communication preferable?

To begin with, I want to outline the advantages of online communication. One of the main arguments in its favor is that it opens up the possibility of communicating with people in different places around the world. For example, meetings can take place via video conferencing between Berlin, San Francisco and Sydney without the need for time-consuming business trips. Furthermore, it provides opportunities for families and friends who live far away to keep in touch. Another point is that written online communication gives us the option of responding immediately or when we prefer, as well as allowing us to edit our message.

On the other hand, there are several drawbacks to the excessive use of online communication. A lack of face-to-face interaction affects the development of vital social skills, such as empathizing and reacting in real time. Also, conversations are different in the virtual world. If short fragments of dialogue with emojis replace direct conversation with emotions expressed on real faces, we may lose the art of real conversation.

On balance, I believe that online communication brings an overall advantage in today's society. However, we should not to overlook the benefits of face-to-face dialogue.

Text adapted from <https://learnenglishteens.britishcouncil.org/>

## LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 12	Date: 1/29/2021	Time: 10:10-11:00	Class: 4 <sup>th</sup> ESO	Length of lesson: 50 minutes	No. of students: 26
<b>Learning activities/tasks</b>	<p><b>ACTIVITY 1: Organizing the class</b></p> <p>Aims: To bring order in the group To prepare students for the exam</p> <p>Resources: Exam on unit 5</p> <p>Time: 5 minutes</p> <p>Interaction type: Teacher-group</p> <p>Procedures: The teacher will ask students to sit down and to leave their desks empty except for a pen. Once everyone is sitting down in silence, the teacher will distribute the exams and read the questions aloud to solve doubts.</p> <p>Specific student needs: Ordinary measures</p>				
	<p><b>ACTIVITY 2: Exam</b></p> <p>Aims: To verify whether students have acquired the expected grammar and vocabulary from the unit or not To provide a quiet environment that allows students to reflect and to focus</p> <p>Resources: Exam on unit 5</p> <p>Time: 45 minutes</p> <p>Interaction type: Student-teacher, teacher-student</p> <p>Procedures: Students will take the exam silently. The teacher will sometimes stay on their table, and sometimes walk around the class to assure that students are not cheating. The teacher will ask for silence whenever necessary.</p> <p>If any student has doubts, the teacher will approach the student and listen at the question. If it is a general question, the teacher will answer aloud, in case the answer may help others as well. If the answer only affects that particular student, the teacher will answer quietly, so as not to disturb the rest of the group. The teacher will not answer questions about grammar or vocabulary specifics. Interaction between students is forbidden during the exam.</p> <p>Specific student needs: Ordinary measures</p>				
	<p><b>ACTIVITY 3: After the exam</b></p> <p>Aims: To make students relax after the stress that the exam poses</p> <p>Resources: Blackboard and chalk</p> <p>Time: Any time remaining</p> <p>Interaction type: Teacher-group, student-group</p>				



Procedures: As students finish their exams, the teacher will ask them to review their answers before handing them. Once they do, they will be allowed to pass the time working on any subject other than English, to assure that they do not pass information from the materials to people who are still taking the exam. They cannot speak, either.

Once all students hand their exams, and if there is still time left, the teacher will propose a game to allow students to de-stress and have some minutes of fun, while review grammar and vocabulary from this or previous units. Some game ideas include Pictionary and hangman, but students can propose their own as well.

Specific student needs: Not needed here

**Grammar and vocabulary exam** (Unit lesson No. 12)

Standard model

Name: \_\_\_\_\_ Group: \_\_\_\_\_ Final mark: \_\_\_\_\_

Grammar section (\_\_\_\_/20 marks)

1. Complete the sentences using *will*, *going to* or present continuous. (6 marks)
  - a. My sister is pregnant! She \_\_\_\_\_ (have) a baby in the summer.
  - b. Stop watching TV and do something useful in life! When \_\_\_\_\_ you \_\_\_\_\_ (look for) a job?
  - c. I have decided to quit my job. I \_\_\_\_\_ (tell) my boss tomorrow.
  - d. –I want to bake a cake, but I can't because I don't have any flour!  
–Don't worry, I \_\_\_\_\_ (buy) some after work.
  - e. The music in the nightclub is too loud! I \_\_\_\_\_ (leave).
  - f. Today is the last day the circus is in town, because it \_\_\_\_\_ (rain) tomorrow.
  
2. Some of these sentences contain mistakes. Select which sentences are correct. If the sentence is incorrect, circle the mistake and write the sentence correctly. (4 marks)
  - a. Mark is full of energy because yesterday he slept very well.
  
  - b. I can't help you with your homework because I'm studying for a different exam.
  
  - c. My mother feels ill, so she didn't went to work today.
  
  - d. I am flying to London someday.

3. Make full sentences in positive (✓), negative (✗) or interrogative (?) form.  
Use *will*, *going to* or present continuous. (6 marks)

a. I think / you / like / that book / ✗

b. You / work / looking like that / ?

c. The government said / young people / get the COVID vaccine / this year / ✗

d. The pot / break / if you leave it outside / ?

e. I promise / I / always / be / your friend / ✓

f. Hurry up! / Our train / leave / at 9.30 / ✓

4. Read the following sentences and circle the correct answer. (4 marks)

a. I \_\_\_\_\_ the storm because I was sleeping.

**weren't hearing**

**wasn't hearing**

**didn't hear**

b. Susan wishes to become a doctor. She is \_\_\_\_\_ it.

**looking back on**

**looking forward to**

**looking over**

c. When I was a child, I \_\_\_\_\_ every afternoon.

**studied**

**was studying**

**will study**

d. I didn't know that my aunt \_\_\_\_\_ French!

**speak**

**spoke**

**spoked**

Vocabulary section (\_\_\_/20 marks)

1. Cross the word that isn't related to the others. Explain the relation between the other words and why the crossed word doesn't belong. (8 marks)

a. Rainy, foggy, bossy, cloudy

b. Healthcare, babysitter, teacher, manager

c. Creativity, time management, empathy, pollution

d. Train, smog, subway, van

2. Complete the sentences with the correct words. There are three extra words that you don't need! (6 marks)

*elbow / empathy / hiking / orientation / patience / persuasion / resistance / speed / upset*

a. In long races, the most important skill to have is \_\_\_\_\_. This way, you will have energy until the end.

b. You need a lot of \_\_\_\_\_ to work with children. They never get tired!

c. I love \_\_\_\_\_ in the mountains. It's my favorite hobby! Unfortunately, I usually get lost because I have a very bad \_\_\_\_\_.

d. I study a lot, but my marks don't improve. I feel very \_\_\_\_\_.

e. The \_\_\_\_\_ is located in the middle of the arm.

3. Here you have some definitions about working and job professions. Write the name of the term that they refer to. (6 marks)

a. Document where you write your skills and working experience.

\_\_\_\_\_

b. People who attend a workplace to try to get a job.

\_\_\_\_\_

c. Process where one person asks you questions to decide if you are getting a job.

\_\_\_\_\_

d. Money that you get if you do your job.

\_\_\_\_\_

e. A person who serves foods and drinks at a restaurant.

\_\_\_\_\_

f. A person who works in newspapers or television and informs about everything that happens.

\_\_\_\_\_

Model for the student with dyslexia

Name: \_\_\_\_\_ Group: \_\_\_\_\_ Final mark: \_\_\_\_\_

Grammar section (\_\_\_\_/15 marks)

1. Complete the sentences using *will*, *going to* or present continuous.

(4 marks)

a. My sister is pregnant! She \_\_\_\_\_ (have) a baby in the summer.

b. I have decided to quit my job. I \_\_\_\_\_ (tell) my boss tomorrow.

c. –I want to bake a cake, but I can't because I don't have any flour!

–Don't worry, I \_\_\_\_\_ (buy) some after work.

d. Today is the last day the circus is in town, because it \_\_\_\_\_ (rain) tomorrow.

2. Some of these sentences contain mistakes. Select which sentences are correct. If the sentence is incorrect, circle the mistake and write the sentence correctly. (3 marks)

a. Mark is full of energy because yesterday he slept very well.

b. I can't help you because I'm studying for a different exam.

c. I am flying to London someday.

3. Make full sentences in positive (✓), negative (✗) or interrogative (?) form. Use *will*, *going to* or present continuous. (5 marks)

a. I think / you / like / that book / ✗

b. The government said / young people / get the COVID vaccine / this year / ✗

c. The pot / break / if you leave it outside / ?

d. I promise / I / always / be / your friend / ✓

e. Hurry up! / Our train / leave / at 9.30 / ✓

4. Read the following sentences and choose the correct answer. (3 marks)

a. I \_\_\_\_\_ the storm because I was sleeping.

**am not hearing**

**wasn't hearing**

**didn't hear**

b. When I was a child, I \_\_\_\_\_ every afternoon.

**studied**

**was studying**

**will study**

c. I didn't know that my aunt \_\_\_\_\_ French!

**speak**

**spoke**

**spoked**

Vocabulary section (\_\_\_/15 marks)

1. Cross the word that isn't related to the others. Explain the relation between the other words. (6 marks)

a. Rainy, foggy, bossy

b. Creativity, empathy, pollution

c. Smog, subway, van

2. Complete the sentences with the correct words. There are 2 extra words that you don't need! (5 marks)

*elbow / hiking / patience / persuasion / resistance / speed / upset*

a. You need \_\_\_\_\_ to have energy until the end of a race.

b. You need a lot of \_\_\_\_\_ to work with children. They never get tired!

c. I love \_\_\_\_\_ in the mountains. It's my favorite hobby!

d. I study a lot, but I fail my exams. I feel very \_\_\_\_\_.

e. The \_\_\_\_\_ is in the middle of the arm.



3. Here you have some definitions about working. Write the term that they refer to. (4 marks)

a. Document where you write your skills and working experience.

R\_\_\_\_\_

b. Process where one person asks you questions to decide if you are getting a job.

I\_\_\_\_\_

c. Money that you get if you do your job.

S\_\_\_\_\_

d. A person who works in newspapers or television to inform about everything that happens.

R\_\_\_\_\_

## Appendix 2: Resources

*Example of listening practice mentioned in section 4. 2. 1.*

1. Discuss in pairs.
  - a. What happened on March 2020?
  - b. What did you do during the lockdown?
  - c. How did you feel back then? How do you think other people felt?
  
2. Listen at the video. You can take notes.
  - a. If there is something that you don't understand, try to write down what you hear before/after.
  
3. How many people are talking? Who are they? What did they talk about?
  
4. Read the questions. Then, listen to the video again and compare your answers with your partner.
  - a. What is the good news that future Jodie tells?
  
  - b. Which pieces of advice does future Jodie give to past Jodie?
  
  - c. There are four animals mentioned in the video. Identify at least two.
  
5. Jodie mentions these terms. Do you know what they mean?
  - a. Legit
  - b. Big deal
  - c. Top shape
  - d. Is there anything else that you didn't understand? Tell the teacher what you wrote on Exercise 2.





*Example of vocabulary practice mentioned in section 4. 2. 3.*

Write as many sports as you can depending on the parts of the body that players use. Use the words below, but include your own ideas as well.

*archery / baseball / basketball / biking / bowling / boxing / football / hammer throw / martial arts / parkour / running / skating*

<b>Arms mainly</b>	<b>Both arms and legs</b>	<b>Legs mainly</b>

*Example of materials for the technological environment mentioned in section 4. 2. 4.*

Identity texts are creations made by students to talk about their identities (your family, your home, your country...). Despite their name, they are not only text. They usually include drawings, photos, etc.

Create your own identity text. Talk about your origins or think of something about you that you want to share with the group, because we will show them in the classroom for a week :)

If you don't know where to start, I recommend you to use [www.canva.com](http://www.canva.com), but you can use any software or resource that you want (Paint, PowerPoint, Photoshop...)

You can see some examples of identity texts [here](#)

*List of achievements mentioned in section 4. 3. 3.*

<b>Achievement name</b>	<b>Description of the achievement</b>	<b>How to get</b>	<b>Points</b>
Hard worker	Bring your homework to class at least 10 times.	Always do your homework in case the teacher asks you.	5
Star of the homework	Bring your homework to class at least 30 times.	You did your homework 10 times. You can do it 20 more times!	15
Participant	Participate in class at least 10 times.	Remember – disturbing is not participation!	10
Star of the class	Participate in class at least 30 times.	Raise your hand when the teacher asks for volunteers!	20
Good friend	Help a classmate.	You gave material to a classmate, explained something difficult or helped in a different way.	5
Good student	Help the teacher.	You helped your teacher when he asked you. Thank you!	5
You are number one	Pass Unit 1's exam.	This unit talks about tools and hobbies. Come on, we are barely starting!	3
Yellow submarine	Pass Unit 2's exam.	This unit talks about traveling. Which transports do you know?	3
No more crying	Pass Unit 3's exam.	This unit talks about weather. Are you a sunny or a rainy person?	3
Never give up!	Pass Unit 4's exam.	This unit talks about health. Be sure to learn about it, it's very important!	4
Forever and ever	Pass Unit 5's exam.	This unit talks about working conditions. What did you want to be when you grew up?	4
So many possibilities	Pass Unit 6's exam.	This unit talks about city life and leisure activities. What do you like doing in your free time?	4
You will be passing	Pass Unit 7's exam.	This unit talks about cinema. What is your favorite movie?	5
Somebody that I used to teach	Pass Unit 8's exam.	This unit talks about sports. Think of your PE class!	5
Danny Boy	Pass Unit 9's exam.	This unit talks about shopping. What do you like buying?	5
It's over!	Pass Unit 10's exam.	This unit deals with computers. Don't abuse them during the summer, though!	5

*List of achievement rewards mentioned in section 4. 3. 3.*

<b>Reward</b>	<b>Points</b>
Nominate a classmate to read	2
Nominate a classmate to answer a question, but not homework-related!	3
The teacher changes the date of the next exam. Only once per exam!	5, but everyone must pay and agree!
The teacher reveals a question of the next exam. Only once per exam!	5, but everyone must pay and agree!
You can choose the next song the teacher will play in class. Only once per term. The song must be in English and be appropriate for the class.	30
Special activity	60
Field trip	200

*Correction code for written tasks mentioned in section 6. 3.*

<b>Code</b>	<b>Meaning</b>
ac	accuracy (content not relevant to the task)
m	missing word
p	punctuation
rg	register (too formal or too informal)
sp	spelling
v	vocabulary (incorrect word)
wf	wrong form
wo	word order
x	extra word
?	I don't understand