Universidad de Alcalá

SYLLABUS DESIGN FOR 3RD GRADE STUDENTS OF COMPULSORY SECONDARY EDUCATION

Trabajo Fin de Máster

Máster Universitario en Formación del Profesorado de ESO, Bachillerato, F.P. y Enseñanza de idiomas: Especialidad en Inglés

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Alcalá de Henares, a 6 de septiembre 2021.

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1. Introduction

The aim of this syllabus is to design didactic units oriented to the acquisition of English language skills. This proposal is in particular designed and developed for 3rd grade students of Compulsory Secondary Education (CSE henceforth) or "ESO" in Spain. At this level we could find demotivation and difficulties caused by the pupils' age given that we are working with teenagers on the one hand and by their English level on the other hand. Since it is a crucial moment in the students' education and evolution towards maturity and self-enrichment for their future, it is key to design our educational proposal focusing on high motivation and attention to diversity. Nevertheless, into the 3rd year pupils have an increasing degree of maturity that allow them to engage in tasks and activities demanding a higher abstract thinking capability in comparison with the two previous levels in CSE. In addition, their motivation and learning capacity are usually higher, and they have yet acquired a higher level of discipline than students in their early adolescence.

The structure of this proposal includes the context for which it is thought: the school, the students, and the legal framework. Secondly, the curricular elements will be developed, such as objectives and key competences. Then, the teaching methodologies, principles and practices to implement will be explained as well as the treatment for diversity, and the materials and resources to be used during the lessons. Also, different types of assessment will be exposed and the assessment criteria that has been chosen, including the instruments that will be used to evaluate the teaching-learning process.

We can also find some cross-curricular elements included in this syllabus as well, which every didactic proposal must consider: the promotion of reading, information exchange communication technologies (in particular, the audio-visual communication), entrepreneurship and constitutional and civic education. This proposal in particular will be as cross-curricular as possible since teaching a language is not only about linguistic acquisition, but it is also facilitated when articulated around specific subjects. We will develop these elements to describe how this proposal can enhance them by aiming to promote the acquisition of the already mentioned cross-curricular competences.

Regarding the legal framework, we must take into account several significant legislative documents such as the Council of Europe and the implementation in our educational system of the Common European Framework of Reference for the Teaching, Learning and Evaluation of Foreign Languages (CEFRL from now on), in conjunction

with the European Portfolio of Languages (EPL). Both international documents are very relevant in the daily activity of language teaching because they provide a common basis for the elaboration of language syllabuses, curriculum guidelines and examinations. According to the Council of Europe (2001), the CEFRL "describes in a comprehensive way what language learners must learn to do in order to use a language for communication and what knowledge and skills they must develop to be able to act effectively". It also states that "the framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis", leading to the key concept of life-long learning. Furthermore, given the country we live in, Spain, we also need to take into account the LOMCE, which exposes the contents, the objectives of the subject and the competences that are related through the evaluation criteria; it specifies what to teach and the organization of evaluation with learning standards and assessment criteria. They are oriented to ensure the development of learning and to guide the progressive degree of contents acquisition.

At school level, this syllabus is the 3rd stage in the curricular development, developing and following the guidelines of the School Curricular Project, adapting the teaching and learning process to the students' needs and interests. It is assumed that the aim of teaching and learning a foreign language is that of developing the students' communicative competence, this being composed of these sub-competences: linguistic competence (phonetic, semantic, morphosyntactic), sociolinguistic competence (communicative functions, speech acts, intentions...), discourse competence (different text-types, internal structure, the relationship between cohesion and coherence), strategic competence (cognitive, metacognitive, affective and communicative strategies), and socio-cultural competence (social and cultural contexts). The learning and teaching of a foreign language will also contribute to the personal development of the pupils, to their integration in a globalized society and to the access of information of varied fields that are written in the English language as the common language (i.e., scientific articles). In this way, the SCE will allow them to get to know different ways of living and different social organizations and, as a consequence, they will become better acquainted with other cultures, understanding the diversity and tolerating the cultural and social differences in a world where international communication is becoming increasingly important and present.

To summarise, it can be stated that the study of foreign languages is basic and essential in the new educational system since our reality, in our daily life and mostly in the labour

market, is full of examples of its necessary character and its increasing presence. For this purpose, we will employ all the legislative documents now in effect, adapting them to the nature of the students, the school where the syllabus is implemented, the resources available and any other factors that should be taken into consideration.

2. Contextual factors of the school and classroom setting

The school for which this Syllabus has been designed is located in Alcalá de Henares, a city that belongs to the Community of Madrid and its population is around 200.000. The school is called "Colegio Calasanz" and is a Piarist chartered school which was officially inaugurated in 1904 by the Escolapias and which originally only had Primary Education for girls. However, this school has grown amazingly over the years and it currently offers education to more than one thousand students, girls and boys now, in different educational levels: Pre-school, Primary Education, Secondary Education, Baccalaureate and Intermediate Vocational Training Cycles as well.

In order to make this possible, the school counts with more than seventy teachers and specialists in pedagogic orientation. The school facilities are very complete and adequate to the number of students that it hosts including computer labs, gymnasiums and outdoor spaces. All the classrooms have a blackboard, a computer for the teacher, a projector and speakers, and they provide their students with materials such as dictionaries as well.

Since it is a charter school, most of its students belong mainly to the upper-middle class and they are predominantly Spanish. However, it is a local referent in the reception of immigrants, facilitating their adaptation with their "Aula de Enlace" and "Educación Compensatoria" programs.

In addition, in "Colegio Calasanz" they pay special attention to the school coexistence (it includes the "Proyecto de Alumno Ayudante") and to diversity. They also have a wide range of educational projects for their students such as the Erasmus+ or the BEDA (Bilingual English Development and Assessment) programs.

Regarding the English department, it is formed by many teachers since it includes all the English teachers from the different educational levels that the school provides. Still, we are going to focus on the five English teachers that teach in Secondary, Baccalaureate and in the Intermediate Vocational Training Cycles. Each teacher has some courses assigned, but in addition, some of them are assigned as 'support' teachers in other groups; so, in some classes there are two teachers, the main teacher that was assigned to that group is the one that leads the activities. They can decide whether to stay in the same

classroom or to split the group since they always have another classroom available. Either way, it is certainly very useful since it is easier for the teachers to meet the demands and take care of the specific needs of each group/student. Due to these "desdobles" classes, it looks like they have a lot of communication with each other which is very important. Moreover, even though in the annual educational programming there are only three arranged meetings for this department, these teachers try to have a meeting whenever they have a free time in common to plan the following week's didactic program, to talk about evaluations and to talk about any other concerns.

A fundamental aspect to bear in mind in the teaching process is the one related to the students' characteristics, since they are in a stage of cognitive, intellectual, and personal development that allows teachers to work with them in ways that are not possible in the case of younger students.

The group to which the program is directed is a group of students in the 3rd year of CSE that is made up of twenty-eight students, out of which fifteen are female and thirteen are male. The average age of the pupils is sixteen and they decided to choose the humanities branch. Even though they are on the humanities branch, their English level is a medium-low level, which is a bit lower than the one they should have according to their age and course.

We are dealing with three/four fifty-five minutes-long sessions. In general, students show disinterest for the subject and mainly for the writing and speaking activities. Therefore, in order to make it more interesting for them, the class will be as visual as possible, and we will try to work with topics that motivates them and interest them, as well as makes them grow up as citizens. The aim is that students express themselves and that they are the protagonists of their own learning process as they learn the language with the activities proposed.

Furthermore, the lesson will follow a cooperative structure in many activities. They will work in groups to avoid the feeling of competing with their classmates and so that they can learn from each other. In this case, we have a very unite group, so they will be set in groups aleatorily; otherwise, the groups would be set up in accordance with their necessities or special needs.

Given the age of the students, we must still keep in mind that they are in the middle of their adolescence period, which implies that they have a new level of personal autonomy

and an improved capacity to take charge of their own learning and growing process. Furthermore, in this period students do not normally want to be alone; they are quite talkative and want to establish interpersonal relationships. Therefore, it is usually exceedingly difficult to control them; they are rebellious and like competitions.

In addition, there is a pupil with special needs since this student has dyslexia. For this reason, we need to adapt the materials, tasks and exams properly so that our pupil has the opportunity to succeed in equitable conditions compared to her classmates. A student with dyslexia requires a different font to fill the written task, so we can use "Arial 14" or "Font dyslexic", there should be just one question per paper in written exams as well and lines separated in double space. Moreover, this student has half an hour more to complete written exams and we can prepare oral tasks for her whenever we consider she could do it better than writing. Apart from that, we need to be patient with spelling tasks and mark her mistakes but not scoring them lower because it is something out of her control.

All these characteristics always must be considered in the teaching-learning process of English as a Second Language. Consequently, all the contents and activities must be adapted to the students' characteristics. Students' interests may be varied, their reaction to our tasks and objectives may be positive or negative, and we, as teachers, should adapt our resources to the students' level, necessities and interests.

3. Student learning outcomes
3.1. General outcomes

The incorporation of basic competencies into the curriculum makes it possible to emphasize learning processes that are considered essential. These are the competencies that pupils must have developed by the end of the compulsory education stage in order to achieve personal fulfillment, exercise active citizenship, begin their adulthood period in a satisfactory manner and be able to develop lifelong learning throughout life.

This is stablished by the Royal Decree 1105/2014 for Compulsory Secondary Education and the Baccalaureate years as well and, more specifically, it states that Compulsory Secondary Education will contribute to the students' development of the skills that will enable them:

a) To assume their duties responsibly, to know and exercise their rights with respect for others, to practice tolerance, cooperation and solidarity among individuals and groups, to exercise in dialogue, strengthening human rights and equal treatment and opportunities between women and men, as common values of a pluralistic society and to prepare for the exercise of democratic citizenship.

b) To develop and consolidate habits of discipline, study and individual and team work as a necessary condition for an effective performance of learning tasks and as a means of personal development.

c) To value and respect the difference between the sexes and the equality of rights and opportunities between them. Reject discrimination of persons on the basis of sex or any other personal or social condition or circumstance. Reject stereotypes that involve discrimination between men and women, as well as any manifestation of violence against women.

d) To strengthen their affective capacities in all areas of their personality and in their relationships with others, as well as to reject violence, prejudice of any kind, sexist behavior and to resolve conflicts peacefully.

e) To develop basic skills in the use of information sources in order to acquire new knowledge with a critical sense. To acquire a basic preparation in the field of technologies, especially those of information and communication.

f) To conceive scientific knowledge as an integrated knowledge, which is structured in different disciplines, as well as to know and apply the methods to identify problems in the various fields of knowledge and experience.

g) To develop an entrepreneurial spirit and self-confidence, participation, critical thinking, personal initiative and the ability to learn to learn, plan, make decisions and take responsibility.

h) To understand and express themselves correctly, orally and in writing, in the Castilian language and, if any, in the co-official language of the Autonomous

Community, complex texts and messages, and be initiated in the knowledge, reading and study of literature.

i) To understand and express themselves in one or more foreign languages in an appropriate manner.

j) To know, value and respect the basic aspects of their own and others' culture and history, as well as the artistic and cultural heritage.

k) To know and accept the functioning of one's own body and that of others, respect differences, strengthen body care and health habits and incorporate physical education and the practice of sports to promote personal and social development. To know and value the human dimension of sexuality in all its diversity. Critically evaluate social habits related to health, consumption, care of living beings and the environment, contributing to their conservation and improvement.

l) To appreciate artistic creation and understand the language of the different artistic manifestations, using various means of expression and representation.

3.2. The curricular integration of Competences

Key competences are defined as the capability to put into practice the knowledge, skills and personal attitudes acquired in an integrated way in different contexts and situations, as established in the National Act for the Improvement of Quality in Education (LOMCE), as well as in the RD. 111/2016. Below, there is a list of the seven key competences established in the legal framework that we have taken as reference and a brief explanation of the way in which this subject contributes to the development of these key competences:

1. Linguistic communication competence (CCL): the linguistic competence is presented in every activity done in the class when teaching and learning a

foreign language. It is related to the communicative competence as the main goal to be achieved in the English classroom.

2. <u>Mathematic competence and basic Sciences and Technology competence (CMCT):</u> this competence is hard to implement in a didactic proposal oriented to the teaching of a second language, but there will be some activities related to science (nature, climate change, wildlife, etc.) so that this competence is also present in the syllabus and to raise awareness of its importance.

3. <u>Digital competence (CD):</u> English will contribute to this competence using computers, blogs, podcast or other technological tools to work on different topics. In each unit there will be several activities to be carried out in the multimedia room or as homework. Working with digital tools will contribute to the autonomous acquisition of digital competences.

4. <u>Learning to learn (CPAA):</u> this competence is crucial since the development of autonomy in all skills or in creating ways of improving their general knowledge will determine their future success in improving their communicative competence. However, this autonomous work will be related to the cooperative work done in the class by which students will listen to others' opinions in order to take decisions related to the planning and organization of their work. Portfolio related evaluation will be practiced at the end of the course of this syllabus.

5. <u>Social and civic competences (CSC):</u> the study of English contributes to this competence since learning a second language helps to develop attitudes of respect, interest, and acceptance of other people's cultures and ways of behaviour. This competence will be therefore present in all units.

6. <u>Initiative and entrepreneurial spirit competence (SIE):</u> this competence will be acquired through different project works by which learners will have to select the right and most efficient information either from the web or from other sources. Apart from that there is a specific unit related to the labour market field and to entrepreneurship. Each term, students will work in groups on a final task that they will have to present at the end of the term.

7. <u>Cultural conscious and expressions (CEC):</u> through reading both intensively and extensively, students will work on the different cultural manifestations of the English-speaking countries and of other cultures as well

since we must remark the importance of globalization and the global connection as a whole.

In conclusion to this point, the different key competences provide students with the necessary tools to operate in the environment that surrounds us, improving their perception of it and facilitating the path towards favourable education and learning for students, ensuring their development in life both individually and collectively as a global citizen.

3.3. Underlying outcomes organizational rationale

In conclusion, this chapter focuses on the general learning outcomes that students of the first cycle of CSE (3rd of CSE included) are expected to fulfil (RD. 1105/2014), and the key competences they must acquire throughout the course as stated in RD. 111/2016. The former focuses on the basic competencies that the curriculum has to include since they are considered as essential learning processes; it is expected that pupils will have developed these competences by the end of the CSE stage in order to achieve personal fulfillment, exercise active citizenship, begin their adulthood period in a satisfactory manner and be able to develop lifelong learning throughout life. The latter are the seven key competences defined as the capability to put into practice the knowledge, skills and personal attitudes acquired in an integrated way in different contexts and situations. These competences are the linguistic communication competence, the mathematic and basic sciences and technology competence, the digital competence, the autonomous-learning process competence, the social and civic competences, the entrepreneurial competence and, finally, the cultural conscious and expressions competence.

To conclude, we must point out that although some competences will inevitably stand out over others, this syllabus has been designed to create a respectful and dynamic environment, where all the competences are intended to be harmoniously contemplated.

4. Course content
4.1. Contents of the subject in the official curriculum

The annual syllabus will be articulated by a series of blocks of contents, in which the acquisition of all the 4 linguistic competences (reading, speaking, listening, and writing) will be fostered. It is important for a didactic proposal on the field of language learning

that the whole range of competences is covered, since we cannot talk about linguistic domain as such if there is a lack of any of these aspects. The Royal Decree 1105/2014, 26th December, establishes, for all the national territory, the contents, assessment criteria and learning standards of the basic syllabus of English as First Foreign Language for the first stage of CSE. In that document, these elements are arranged in four main blocks, following the Common European Framework of Reference for Languages (Council of Europe, 2011): block 1, comprehension of oral texts; block 2, production or oral texts (expression and interaction); block 3, comprehension of written texts; and block 4, production of written texts (expression and interaction).

Moreover, we can find the specific curricular objectives established by the B.O.C.M. 118 (Annex I, pp. 170-171) for the first cycle of SCE (includes 1st, 2nd and 3rd year) in the English subject:

A) Language functions and grammar.
- Consolidation and use of structures and functions associated with different communication situations.
- Describing and comparing habits and lifestyles with ongoing actions. Present simple and continuous. Used to + infinitive. Interrogative pronouns.
- Expressing past events linked to the present or to a previous past. Past simple and continuous. Present perfect: for, since, already, yet, etc. Subject and object questions. Marker of discourse.
- Making predictions and expressing intentions. Expressing certainty and probability. Will. Be going to/Present Continuous. Temporal and conditional sentences (type I). May/might/can/can't, etc.
- Expressing preferences and opinions. Making invitations and responding to invitations. I love/like/enjoy/don't like/hate/It's too ..., etc. Connectors: and, because, but, so, such, both, etc. Comparative and superlative adjectives.
- Expressing hypotheses and giving advice. Conditional sentences (type II). Should/ Shouldn't.
- Conveying the opinions and ideas of others. Indirect speech. Temporal expressions.
- Expressing processes and changes. Passive voice.
- Describing and identifying things, places and people. Relative pronouns. Specific relative clauses. Some/any compounds.

- Temporal relations, affirmation, exclamation, negation, interrogation, expression of past time, expression of aspect. Past tense, expression of aspect.
- Expression of modality: factuality, necessity, obligation, permission, intention.
- Expression of quantity, space, time, manner.

B) Lexicon.
- Use of common expressions, set phrases and vocabulary on topics of personal and general interest, everyday topics and topics related to contents of other subjects in the curriculum.
- Recognition of synonyms, antonyms, "false friends" and word formation from prefixes and suffixes. Prefixes and suffixes.

C) Phonetics.
- Progressive recognition of phonetic symbols and pronunciation of phonemes of special difficulty. difficulty. Pronunciation of contracted forms. Pronunciation of the ending in forms of verb tenses. verb tenses. Weak forms.

   - Recognition and autonomous production of different patterns of rhythm, intonation and accentuation of words and phrases. Accentuation of words and phrases

   It should be mentioned that all contents, resources, and materials with which the syllabus is articulated are designed so that they fit with the learning, affective and cognitive needs of students. The cooperation between students must be fostered since we learn with and from others. The creative and pragmatical dimension of the language is also promoted, bearing in mind that the learning of a second language must be oriented to the practical use of that language; education now focuses on the development of skills and cognitive abilities that are useful for real life. The contents are all the things that we teach while the assessment criteria are the aspects we will evaluate related to these contents.

   The learning standards are designed for fairly evaluating students creating a range of accomplishment of every item we have worked in the lessons. As teachers, we must let the students know what we expect from them, and it is also important for us to know precisely what we are looking for through the teaching-learning process.

Taking into account all mentioned above, contents, assessment criteria and learning standards are each other linked in the four blocks (comprehension of oral texts, comprehension of written texts, production of oral texts and production of written texts) as we can see in the following organization and sequencing of the course.

4.2.   Organization and sequencing of course content

As for the schedule of the ten units of work, the first term will include from unit 1 to 4, having the first unit a week less of duration since it is important to start the course with a simpler unit to get to know them and their level in order to adapt anything in the following units if necessary; then the second and third terms will comprise 3 units each, and they will be formally assessed. Thus, the ten units of work are organised in the following way:

First Term	Second Term	Third Term
Units 1, 2, 3 and 4	Units 5, 6 and 7	Units 8, 9 and 10

UNIT: 1	THERE IS NO PLANET B	*2 WEEKS*

CONTENTS		
BLOCK I: Comprehension of oral texts	Listening strategies: Listening purposefully to understand ideas and detailed information.	**Sociocultural and sociolinguistic aspects:** • **Motivation**. Encouraging students to learn new things about the exterior world that surrounds them. • **Critic**. Encouraging students to be critical, to research. • **Respect**. Raising awareness about environmental issues and encouraging them to take action. **Communicative functions:** • Expressing their opinion. • Describing new measures. • Debating about climate change situation. **Syntactic-discursive structures:** • Introduction to informal writing. • Revision of formal email writing. • Extension of comparatives and "instead of" structure. **Vocabulary:** • Revision of nature-related words. • Introduction to new terms related to environmental pollution. • Extension of vocabulary related to wildlife and flora. **Pronunciation:** • Segmental features: identification of the consonant sounds /b/ and /v/. Suprasegmental features: repetition of new words found in the unit which pronunciation might be challenging.
BLOCK II: Production of oral texts	Speaking strategies: Expressing personal opinions and debating with peers.	
BLOCK III: Comprehension of written texts	Reading strategies: Demonstration of comprehension and imitation of formal complaint/request emails.	
BLOCK IV: Production of written texts	Writing strategies: Previous research about the topic - Using a text model.	

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Making use of Reading to research for real information.
Audiovisual communication & ICT	Research using ICT and selecting information
Values	Fostering respect for the environment and for other people, trying to make them take action and change bad habits.

RESOURCES	TYPES OF LEARNING ACTIVITIES
- Quiz from the Earth Day Org. - https://www.earthday.org/oceans-plastic-pollution-quiz/ - YouTube videos (links below) - PPT presentation and a photocopy with writing models made by the teacher. - Worksheets. - Blackboard.	- Quiz - Small group discussion - Big group discussion - Writing in groups and individually - Research in groups

EVALUATION

<table>
<tr><td rowspan="3">E V A L U A T I O N</td><td>Specific learning outcomes</td><td><p><i>It is expected that students will:</i></p>
Use words related to nature and environmental issues.
Express a critical opinion.
Create well-structed formal emails.
Examine with critical eye the environmental problems that occur.</td></tr>
<tr><td>Competences</td><td>Achievement indicators</td></tr>
<tr><td>Competence in Linguistic Communication
Mathematical competence and basic competence in Science and Technology
Digital competence
Learning-to-learn
Social and civic competences
Sense of initiative and entrepreneurship
Awareness and cultural expression</td><td><p>Performance outcome 1. Competence (1 & 5):</p>
To be able to discuss and write measures chosen in groups.
<p>Performance outcome 2. Competence (1, 3, 4, & 5):</p>
To be able to write a formal complaint email and to correct their own performance.
<p>Performance outcome 3. Competence (1, 3, 4, 5 & 7):</p>
To research about a topic in order to discuss with the peers and give their opinion (orally and written).</td></tr>
</table>

UNIT: *2*	COMMUNICATION	3 WEEKS

CONTENTS

BLOCK I: Comprehension of oral texts	Listening strategies: Predicting content.	**Sociocultural and sociolinguistic aspects:** • **Compromise.** Showing respect towards the students' speaking time. • **Integration.** Showing SS different cultures, languages to reflect and encourage them to be in a multicultural environment. • **Independence.** Giving SS tools and strategies in order to get on in any multicultural environment or situation.
BLOCK II: Production of oral texts	Speaking strategies: Body language: Verbal and non-verbal communication.	
BLOCK III: Comprehension of written texts	Reading strategies: Retelling a story.	**Communicative functions:** • Talking about the body language in other countries. • Discussing different accents and languages actions in the past. • Asking and answering questions about their own experiences. **Syntactic-discursive structures:** • Introduction to present perfect simple and continuous. • Revision of past simple and irregular verbs. • Extension of time expressions.
BLOCK IV: Production of written texts	Writing strategies: Use of simpler words and phrases.	**Vocabulary:** • Revision of body language. • Introduction to say and tell. • Extension of collocations with talk and speak. **Pronunciation:** • Segmental features: differentiation of the /ed/ pronunciation in the past of regular verbs. • Suprasegmental features: recognition of stressed syllables within a word.

CROSS-CURRICULAR ELEMENTS

Promotion of reading habits	Providing articles related to global communication, the different languages that exist in the world and the importance of English as the common language.
Audiovisual communication & ICT	Utilising audiovisual content to approach the grammar and vocabulary to reality.
Values	Fostering a cooperating environment both in and out of the classroom.

RESOURCES	TYPES OF LEARNING ACTIVITIES
• White board • Video Retrieved from https://www.youtube.com/watch?v=1sfM-xx7tHI • Quiz retrieved from https://www.scienceofpeople.com/quiz/ • Teacher-made boardgame • Reading from textbook	• Listening from audiovisual resources • Quiz • Debating • Game • Reading and retelling

EVALUATION

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

1. Make an appropiate use of the tenses reviewed and introduced in the unit while discussing.

2. Employ the vocabulary related to body language and communication.

3. Demonstrate resourcefulness when performing different tasks.

4. Distinguish between the pronunciation of /ed/ endings in the past of regular verbs.</td></tr>
<tr><td>Competences</td><td>Achievement indicators</td></tr>
<tr><td></td><td>1. Competence in Linguistic Communication
2. Mathematical competence and basic competence in Science and Technology
3. Digital competence
4. Learning-to-learn
5. Social and civic competences
6. Sense of initiative and entrepreneurship
7. Awareness and cultural expression</td><td>Performance outcome 1. Competence (1,4 and 5):
• To be able to use correctly the verb tenses.

Performance outcome 2. Competence (1, 5 and 7):
• To enrich their lexicon related to communication.

Performance outcome 3. Competence (1 and 4):
• To distinguish and improve the three types of pronunciation of the /ed/ ending in the past tense of regular verbs.

Performance outcome 4. Competence (5,6 and 7):
• To foster their motivation in a respectful atmosphere.</td></tr>
</table>

UNIT: *3*	WORKING LIFE: ENTREPENEURSHIP	*3 WEEKS*

CONTENTS

BLOCK I: Comprehension of oral texts	Listening strategies: Listening for gist.	**Sociocultural and sociolinguistic aspects:** • **Eagerness.** Increasing students' interest to the labor market and to entrepreneurship. • **Solidarity.** Encouraging students to improve the relationship with their peers. • **Empowerment.** Fostering independence and self-reliance in students for their future working live. **Communicative functions:** • Describing and speculating about talented and successful people. • Expressing and discussing their future working aspirations. • Asking and answering questions. **Syntactic-discursive structures:** • Introduction to modal verbs of possibility, probability and certainty. • Revision of modal verbs of obligation, ability, advice and permission. • Extension of modal verbs of deduction. **Vocabulary:** • Revision of terms related to fields of work. • Introduction to new jobs and work positions. • Extension of idioms associated with business. **Pronunciation:** • Segmental features: distinction of voiced and unvoiced consonants. • Suprasegmental features: linking sounds.
BLOCK II: Production of oral texts	Speaking strategies: Delivering an oral presentation about entrepreneurship.	
BLOCK III: Comprehension of written texts	Reading strategies: Translating.	
BLOCK IV: Production of written texts	Writing strategies: Following a structure based on sample (application letter)	

CROSS-CURRICULAR ELEMENTS

Promotion of reading habits	Enhancing students' interest in dedicating time to authentic material.
Audiovisual communication & ICT	Making use of audiovisual content aiming at incorporating the grammar and vocabulary to their speaking practise.
Values	Being able to appreciate each other's effort so as to build a sympathetic relationship between peers.

RESOURCES	TYPES OF LEARNING ACTIVITIES
• Video retrieved from https://www.youtube.com/watch?v=aozlwC3XwfY • Cardboards • List of idioms retrieved from https://www.europelanguagejobs.com/blog/17-Business-English-idioms • Application letter sample https://www.thebalancecareers.com/how-to-write-a-job-application-letter-2061569 • Handout with modal verbs	• Role-play • Writing an application letter • Class discussion • Oral presentation of an elevator pitch • Quiz about modal verbs • Crossword

EVALUATION

E V A L U A T I O N	Specific learning outcomes	*It is expected that students will:* **1.** Distinguish the different usages of modal verbs. **2.** Employ coherently the lexicon related to business. **3.** Be familiar with the distinction between voiced and unvoiced consonants. **4.** Develop interest in cooperating and in business.

Competences	Achievement indicators
1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	**Performance outcome 1. Competence (1 and 3):** • To use and distinguish smoothly the different types of modal verbs. **Performance outcome 2. Competence (1, 6, 7):** • To expand their lexicon regarding business and labour market. **Performance outcome 3. Competence (1 and 4):** • To improve their pronunciation and fluency taking into account their knowledge about linking sounds. **Performance outcome 4. Competence (5 and 7):** • To make them conscious of the importance of cooperation and empowerment.

UNIT: 4	BLUE ZONES: LIVE FOREVER	3 WEEKS

CONTENTS		
BLOCK I: Comprehension of oral texts	Listening strategies: Listening for specific information.	**Sociocultural and sociolinguistic aspects:** • **Motivation.** Fostering students' enthusiasm in order to participate. • **Integration.** Being familiar with other cultures. • **Support.** Encouraging students to help others when needed and also knowing when to ask for help. **Communicative functions:** • Talking about personal food tastes and preferences of flavours. • Comparing different lifestyles and gastronomies. • Defining food, its taste and nutritional values. **Syntactic-discursive structures:** • Introduction to future predictions. • Revision of first conditional: *if* and *unless*. • Extension of present participles. **Vocabulary:** • Introduction to words connected to food, recipes and lifestyle. • Revision of verbs with prepositions. • Extension of phrasal verbs related to health. **Pronunciation:** • Segmental features: Revision and extension of diphthong sounds. • Suprasegmental features: Intonation when making emphasis.
BLOCK II: Production of oral texts	Speaking strategies: Narrative about experiences.	
BLOCK III: Comprehension of written texts	Reading strategies: Reading aloud.	
BLOCK IV: Production of written texts	Writing strategies: Organising information through mind-map.	

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Involving students in jigsaw readings in order to promote teamwork.
Audiovisual communication & ICT	Showing students that it is possible to use technology and platforms such as Netflix for a more educational purpose.
Values	Reflexing about their lifestyle and eating habits to develop a healthier one.

RESOURCES	TYPES OF LEARNING ACTIVITIES
• Extract from the documentary "Down to Earth" about Blue Zones. • Teacher-made handout for true or false exercise about the listening. • Reading retrieved from https://www.bluezones.com/2021/06/7-things-to-do-now-to-make-healthy-eating-easy-and-fun/ • Recipe sample retrieved from https://www.bluezones.com/recipe/falafel-spiced-chickpea-salad/ • Cardboards • Projector	• True or false • Jigsaw reading • Recipe invention in English • Team project • Gap filling • Written summary

EVALUATION

E V A L U A T I O N	**Specific learning outcomes**	***It is expected that students will:*** **1.** Improve their knowledge regarding future predictions. **2.** Learn about the importance of healthy habits and nutritional values. **3.** Reproduce the correct pronunciation in diphthongs and pauses in non-defining clauses. **4.** Examine different lifestyles and nutritional values to reflect about their own.

	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	**Performance outcome 1. Competence (1 and 4):** • To strengthen their syntactic-discursive structures. **Performance outcome 2. Competence (2,3 and 7):** • To raise their implication in sciences that affect our daily life and our health such as nutrition. **Performance outcome 3. Competence (2,3 and 4):** • To use independently technology in order to be informed and research about a topic and recipes. **Performance outcome 4. Competence (1, 5 and 7):** • To raise awareness about the differences regarding gastronomy in different cultures.

UNIT: 5	WHERE IS THE LOVE	3 WEEKS

CONTENTS		
BLOCK I: Comprehension of oral texts	Listening strategies: Selective listening.	**Sociocultural and sociolinguistic aspects:** • **Willingness.** Boosting students' critical thinking**.** • **Involvement.** Helping students demonstrate a positive attitude toward humans and civic rights. • **Globalization.** Making them aware of different political and socioeconomic situations in different countries around the world. **Communicative functions:** • Comparing changes in history of countries. • Reporting on human and civil rights issues in underdeveloped countries. • Talking about volunteering and NGOs. **Syntactic-discursive structures:** • Introduction to present perfect passive. • Revision of second conditional. • Extension of *I wish/if only* to present situations. **Vocabulary:** • Introduction to political terms. • Revision of geographical names of countries. • Extension of extreme adjectives. **Pronunciation:** • Segmental features: Introduction to the /ɔ:/ sound. • Suprasegmental features: Syllable stress.
BLOCK II: Production of oral texts	Speaking strategies: Making suggestions.	
BLOCK III: Comprehension of written texts	Reading strategies: Getting acquainted with the structure of articles and news.	
BLOCK IV: Production of written texts	Writing strategies: Rewriting a given text.	

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Showing students the relevance of online newspapers in order to get to know what is happening outside our country and to be able to contrast information.
Audiovisual communication & ICT	Fostering the use of online resources such as international newspaper and articles as mentioned above.
Values	Developing a sense of global connection and identity, knowing that we can take action to help.

RESOURCES	TYPES OF LEARNING ACTIVITIES
• Handout with political vocabulary https://www.learn-english-today.com/vocabulary/political-vocabulary.html • Song "Where is The Love" by the Black Eyed Peas from YouTube • Song worksheet retrieved from https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Worksheets_with_songs/Where_is_the_love_song_Black_Eyed_Peas_om1205411xr • Computer room • Cardboard • Interactive global map retrieved from https://mapchart.net/world.html	• Vocabulary Bank • Song listening and complete a worksheet • Debate • Peer review • Oral presentation in groups • Essay writing

EVALUATION		
E V A L U A T I O N	**Specific learning outcomes**	***It is expected that students will:*** **1.** Improve their knowledge regarding the second conditional. **2.** Learn about crucial matters through the vocabulary provided. **3.** Manage to distinguish and pronounce correctly syllable stress. **4.** Examine with critical eye the situation of other countries and people.
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	**Performance outcome 1. Competence (1 and 4):** • To use correctly and coherently the present perfect passive in their sentences. **Performance outcome 2. Competence (1, 3, 5 and 7):** • To raise awareness of global connection. **Performance outcome 3. Competence (4, 5 and 7):** • To have a critical opinion about political matters and take action. **Performance outcome 4. Competence (1,4, and 6):** • To be able to express their thoughts about their concerns and rights.

UNIT: 6	DON'T STOP THE MUSIC	3 WEEKS

CONTENTS		
BLOCK I: Comprehension of oral texts	Listening strategies: Activating background knowledge.	**Sociocultural and sociolinguistic aspects:** • **Interest.** Developing and sharing the interest in English music. • **Tolerance.** Accepting others' music taste and preferences. • **Reflection.** Making students discover how they can learn the language through arts such as music. **Communicative functions:** • Talking about different music genres. • Making use of reported speech. • Expressing preferences of music genres and artists. **Syntactic-discursive structures:** • Introduction to reported questions. • Revision of reported speech. • Extension of reporting verbs. **Vocabulary:** • Introduction to idioms about music. • Revision of negative prefixes. • Extension of musical instruments. **Pronunciation:** • Segmental features: Introduction to the different sounds of the letter 's': /s/ o /z/. • Suprasegmental features: Intonation in reported speech.
BLOCK II: Production of oral texts	Speaking strategies: Emphasizing.	
BLOCK III: Comprehension of written texts	Reading strategies: Paraphrasing.	
BLOCK IV: Production of written texts	Writing strategies: Summarasing a given text.	

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Encouraging students to look for songs' lyrics and read them whenever they listen a song that they like but do not achieve to understand it perfectly.
Audiovisual communication & ICT	Employing music in order to express feelings.
Values	Fostering students' ability to recognize different emotions so as to manifest these inside the classroom.

RESOURCES	TYPES OF LEARNING ACTIVITIES
- Cardboard - Teacher-made presentation - Song "Don't Stop The Music" by Rihanna. - Kahoot - Song worksheet retrieved from https://en.islcollective.com/english-esl-worksheets/material-type/activities-songs-and-nursery-rhymes/rihanna-please-dont-stop-music/8966	- Jigsaw collaborative information sharing - Online quiz with Kahoot - Analyse the lyrics and the video of the song - Song invention - Gap filling

EVALUATION

E V A L U A T I O N	**Specific learning outcomes**	***It is expected that students will:*** **1.** Become fluent in the use of reported speech and questions. **2.** Express their opinion about art and music. **3.** Distinguish the different pronunciation of the 's' sound. **4.** Produce their own short song in small groups using coherent structures and varied vocabulary.

Competences	Achievement indicators
1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	**Performance outcome 1. Competence (1 and 2):** • To use correctly and fluently the reported speech. **Performance outcome 2. Competence (1,4 and 6):** • To make a good use of the music related vocabulary. **Performance outcome 3. Competence (4 and 5):** • To develop independence in their learning process when listening to English music and understanding its lyrics. **Performance outcome 4. Competence (1, 5 and 7):** • To express their opinion and be tolerant with others' opinion/preferences.

UNIT: 7	HOME SWEET HOME	3 WEEKS

CONTENTS		
BLOCK I: Comprehension of oral texts	Listening strategies: Activating topic vocabulary.	**Sociocultural and sociolinguistic aspects:** • **Gratitude.** Being grateful for their life and for what they have. • **Unity.** Admiring their individual family heritage as well as the cultural inheritance as a collective. • **Politeness.** Accepting others' ideas respectfully. **Communicative functions:** • Narrating their childhood and their cultural experiences. • Describing customs. • Talking about different festivities and customs worldwide. **Syntactic-discursive structures:** • Introduction to future passive. • Revision of present passive and past passive. • Extension of causative *have* (*have something done*). **Vocabulary:** • Introduction to noun suffixes. • Revision of *make* and *do.* • Extension of expressions with *make.* **Pronunciation:** • Segmental features: Revision and extension of long vowels. • Suprasegmental features: Pauses in a speech.
BLOCK II: Production of oral texts	Speaking strategies: Clarifying a point.	
BLOCK III: Comprehension of written texts	Reading strategies: Translating.	
BLOCK IV: Production of written texts	Writing strategies: Using the lexicon from the unit in order to write about a given topic.	

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Fostering of reading habits by approaching them to different cultures' festivities and customs worldwide.
Audiovisual communication & ICT	Encouraging students to investigate into the English-speaking countries customs with audiovisual tools.
Values	Highlighting the importance of culture diversity.

RESOURCES	TYPES OF LEARNING ACTIVITIES
- Blackboard - Quiz retrieved from https://www.cristinacabal.com/?p=10049 - Cardboards - Teacher-made game	- Quiz - Round table - Debate - Peer review - Complete turn taking

EVALUATION		
E V A L U A T I O N	**Specific learning outcomes**	*It is expected that students will:* **1.** Prove a high performance of passive tenses. **2.** Make a correct word formation with suffixes. **3.** Improve their pronunciation by making the correct sound with long vowels. **4.** Master their civic attitude by recognizing different cultures.
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	**Performance outcome 1. Competence (1 and 4):** • To make a correct use of the passive tenses and include it in the written/oral production. **Performance outcome 2. Competence (1):** • To make a good use of the unit's lexicon. **Performance outcome 3. Competence (1 and 4):** • To master their pronunciation by making the correct sound with long vowels. **Performance outcome 4. Competence (4, 5 and 7):** • To inculcate citizenship so as to recognize and respect other cultures.

UNIT: *8*	DIGITAL MEDIA	3 WEEKS

CONTENTS		
BLOCK I: Comprehension of oral texts	Listening strategies: Inferencing.	**Sociocultural and sociolinguistic aspects:** • **Motivation**. Encouraging students to learn new things about the exterior world that surrounds them. • **Critic**. Encouraging students to be critical, to research. • **Efficacy**. Making them conscious of team spirit. **Communicative functions:** • Talking about the pros and cons about digital media. • Creating a podcast and a blog. • Informing about less unknown and useful digital media tools. **Syntactic-discursive structures:** • Introduction to non-defining clauses. • Revision of defining vs. non-defining clauses. • Extension of definite, indefinite and zero article. **Vocabulary:** • Introduction to adjectives with prefixes. • Revision of phrasal verbs with *through*. • Extension of adjectives with negative prefixes. **Pronunciation:** • Segmental features: introduction to the schwa sound. • Suprasegmental features: Pausing in non-defining clauses.
BLOCK II: Production of oral texts	Speaking strategies: Shadowing technique.	
BLOCK III: Comprehension of written texts	Reading strategies: Using a dictionary for specific unknown vocabulary.	
BLOCK IV: Production of written texts	Writing strategies: Creating a blog entry.	

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Connecting the reading habit with their everyday-life experiences through digital media and social media.
Audiovisual communication & ICT	Creating a podcast/blog/YouTube video to express their opinion about digital and social media.
Values	Fostering interest in the future of technology and raising awareness of the solutions they could give to others' problems with it.

RESOURCES	TYPES OF LEARNING ACTIVITIES
• Multimedia room • Blogs/podcasts/YouTube • Blackboard • Teacher-made PPT presentation	• Pro-Con grid • Team project • Think-pair-share • Debate • Oral presentation

EVALUATION

E V A L U A T I O N	Specific learning outcomes	*It is expected that students will:* **1.** Distinguish and use correctly defining and non-defining clauses. **2.** Use different adjectives with prefixes. **3.** Improve their pronunciation by pausing in non-defining clauses. **4.** Achieve to express their opinion regarding digital media through the use of digital tools.
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	**Performance outcome 1. Competence (1 and 4):** • To include the use of defining and non-defining clauses in their speech. **Performance outcome 2. Competence (1 and 2):** • To make a good use of the unit's lexicon. **Performance outcome 3. Competence (1 and 4):** • To strengthen their pronunciation by making the right pauses in non-defining clauses. **Performance outcome 4. Competence (4, 5 and 6):** • To foster their initiative and civic responsibility by making a good use of the digital media.

UNIT: 9	INNOVATION AND CREATIVITY	3 WEEKS

CONTENTS		
BLOCK I: **Comprehension of oral texts**	Listening strategies: Listening for gist.	**Sociocultural and sociolinguistic aspects:** • **Creativity.** Exploiting their originality and talent. • **Innovation.** Rising students' interest to the unknown**.** • **Foresight.** Dedicating their effort and time to explore further on discoveries. **Communicative functions:** • Interpreting someone's art/creation. • Persuading their partners with their invention. • Exchanging creative ideas and impressions about innovation. **Syntactic-discursive structures:** • Introduction to third conditional. • Revision of *should/shouldn't have (done)*. • Extension of linkers of contrast: *however/ although, despite/ even though/ in spite of.* **Vocabulary:** • Introduction to word thesaurus: innovation and creativity. • Revision of noun formation. • Extension of expression with *make.* **Pronunciation:** • Segmental features: Pronunciation of the /æ/ sound. • Suprasegmental features: Intonation for contrast.
BLOCK II: **Production of oral texts**	Speaking strategies: Persuading.	
BLOCK III: **Comprehension of written texts**	Reading strategies: Paraphrasing.	
BLOCK IV: **Production of written texts**	Writing strategies: Creating a Word Bank.	

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Provide reading practice around the topic of creativity and innovation.
Audiovisual communication & ICT	Expand students' vocabulary and ability to avoid repetition using a range of related words to a topic.
Values	Encourage students to think about their own creativity and how they could develop it further.

RESOURCES	TYPES OF LEARNING ACTIVITIES
• Creativity exercises retrieved from https://www.teachingenglish.org.uk/sites/teacheng/files/creativity_innovation_worksheet.pdf • Word Thesaurus https://www.merriam-webster.com/thesaurus/innovative • Teacher-made game. • Blackboard. • Video retrieved from https://www.youtube.com/watch?v=FXJUDyqobbM • **Ted Talk retrieved from** https://www.youtube.com/watch?v=mtn31hh6kU4	• Draw pictures • Peer review • Team competition • Debate • Memory game

EVALUATION

E V A L U A T I O N	Specific learning outcomes	*It is expected that students will:* **1.** Become competent in the usage of third conditional. **2.** Demonstrate fluency in the lexicon concerning the unit. **3.** Get acquainted with the phoneme /æ/. **4.** Reflect about their own creativity and enrich themselves as well as their peers.
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship **7.** Awareness and cultural expression	**Performance outcome 1. Competence ():** • To familiarise themselves with the structure of the third conditional. **Performance outcome 2. Competence ():** • To use a wider range of terms related to the unit`s topic. **Performance outcome 3. Competence ():** • To recognise the sound of the phoneme /æ/ and the intonation for contrast. **Performance outcome 4. Competence ():** • To display their creativity and share it with peers.

CONTENTS

BLOCK I: Comprehension of oral texts	Listening strategies: Listening for specific information.	**Sociocultural and sociolinguistic aspects:** • **Independence.** Reinforcing their self-esteem to be independent and self-sufficient. • **Motivation.** Fostering students' enthusiasm in order to participate. • **Engagement.** Manifesting interest in acquainting with cultural aspects. **Communicative functions:** • Narrating travel experiences and giving tips. • Describing cities, places and people. • Making invitations and responding to invitations. **Syntactic-discursive structures:** • Introduction to reciprocal and indefinite pronouns. • Revision of '*one*' and '*ones*' pronouns. • Extension of adverbs. **Vocabulary:** • Introduction to vocabulary related to travelling and transport. • Revision of of synonyms, antonyms and "false friends" • Extension of expressions with *feel*. **Pronunciation:** • Segmental features: Pronunciation of the /h/ sound. • Suprasegmental features: Intonation in interrogative clauses.
BLOCK II: Production of oral texts	Speaking strategies: Making recommendations.	
BLOCK III: Comprehension of written texts	Reading strategies: Summarising main ideas.	
BLOCK IV: Production of written texts	Writing strategies: Peer editing.	

CROSS-CURRICULAR ELEMENTS

Promotion of reading habits	Rising students' interest in reading useful articles, magazines or blogs for their upcoming trips organization.
Audiovisual communication & ICT	Utilising audiovisual content, such as travel vlogs, aiming at incorporating the grammar and vocabulary of the unit to their speaking practise.
Values	Appreciating each other's work so as to build a sympathetic relationship between peers.

RESOURCES	TYPES OF LEARNING ACTIVITIES
• Video retrieved from https://youtu.be/FkFK3lIzwpA • Blackboard • Teacher-made game • Cards	• Jigsaw reading. • Multiple choice. • Role-play • Storytelling • Mix and match activity

EVALUATION

E V A L U A T I O N	Specific learning outcomes	**1.** Apply the grammar of the unit in their conversation and writing practice. **2.** Increase their lexicon knowledge with the unit's related vocabulary and the use of synonyms and antonyms. **3.** Differentiate the different sounds of the phoneme /h/ and improve their pronunciation. **4.** Show interest to share their experiences with their peers.
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	**Performance outcome 1. Competence (1 and 4):** • To foster students' proficiency by introducing correctly pronouns and adverbs. **Performance outcome 2. Competence (1, 4 and 6):** • To display their comprehension of the correspondent lexicon by using it correctly and coherently. **Performance outcome 3. Competence (1, 3 and 4):** • To distinguish and pronounce smoothly the phoneme /h/. **Performance outcome 4. Competence (4, 5 and 7):** • To inculcate citizenship so as to enrich themselves with others' experiences and so as to show respect to their peers.

4.3. Underlying content organizational rationale

To sum up, in this section I have developed the ten units of work of the syllabus design, whose content has been planned following the standing law (D. 48/2015), which we highlighted above. These are unfolded focusing on guiding students to reflect about some civic, cultural, social and labour market related themes that will prepare them for the real world outside the classroom and that, at the same time, point out the importance of

English as a common language since we are in a very globalized world. Moreover, some lessons are structured around music, which I considered very appropriate so as to approach to students' interests and to catch their attention; therefore, some units are titled after a song, which is also related to the topic of the lesson. Apart from that, all units include some type of audiovisual content, trying to make the lessons as appealing as possible for the pupils.

In every unit we pay particular attention to the development and improvement of the students' productive and receptive skills in order to become competent in English. Also, every unit is designed to introduce a broad range of grammar and vocabulary yet revising content from previous courses as reinforcement, which is key to achieve a cyclical learning process. Finally, these units of work make special emphasis to work on fluency and accuracy since the main goal is for them to be able to communicate with others' rather than having a perfect accent; still, there are pronunciation exercises in each unit so as to help students master their pronunciation while learning how to communicate.

5. Teaching and learning resources
5.1. Teaching philosophy: principles and practices

The methodology chosen in this syllabus to be followed during the course is quite diverse, yet it is mainly influenced by several communicative methods such as the Communicative Approach and the Task Based Language Teaching Approach. According to the Communicative Approach, language learning involves real and authentic communicative situations, and the main goal of Second Language Teaching and Learning must be the acquisition of a communicative competence that involves how to use the linguistic system appropriately, adapting it to the communicative situation (Ellis, 2009). This is the reason why communicative tasks have been selected, to allow and encourage our pupils to use the language in real situations. In accordance with the principles of this method, the following sub- competences will be covered: grammatical, sociolinguistic, discourse, strategic and socio- cultural competences. Furthermore, taking into account that these units of work are based on communication, in order to engage pupils in language use, we will focus primarily on fluency rather than accuracy.

The Task Based Language Teaching Approach became popular in the 1980s onwards. Students perform tasks in classes and find themselves in situations of communication in which language acquisition can take place. The teacher plans tasks considering students'

needs, interests, and their level of linguistic competence (Hismanoglu & Hismanoglu, 2011).

Moreover, cooperative work will take place throughout the whole year and at the end of each term, taking the form of final tasks. In these final tasks they will learn how to work in groups, organize their work, use the different sources of information, etc. (Drakeford, 2012). In this way, cooperative learning, is one of the didactic aspects to be considered in order to help communication. Hence, the teacher must favour interpersonal communication since the interaction teacher-student and student-student is essential so that the meaningful learning construction and the acquisition of contents with a clear cultural and social component take place. Consequently, students build up their own knowledge in a continuous process of participation in individual, peer, and group work activities.

Another significant point to bear in mind during the teaching process is to consider the previous knowledge of the students, since this is a decisive factor in the success of the new ideas to be introduced and developed; thus, we can say that a central aspect of a meaningful learning is the correlation between the new content to be learned and the previous knowledge that students already have. For this reason, a test will be carried out at the beginning of the course in order to check the pupils' level.

Students are expected to show an active role which allows them to build up their own knowledge; therefore, the teacher must facilitate the construction of meaningful learning, designing activities that enable them to establish a meaningful connection with the new learning (Rawlings, Allanson & Notar, 2017). Self-assessment is another key point to guide pupils to be autonomous in their own learning process; by means of self-assessment sheets, they will be updated about their own learning process, that is, how well or bad they are doing in their daily work, their progress. In this way, students will be responsible for their own learning (Drakeford, 2012).

The material and discourse used in class will be as varied, comprehensible, and authentic as possible. The tasks and activities used are authentic and related to the students' interests, to their previous knowledge and experience, resembling as much as possible to everyday life. Students need to feel interest and the teacher must motivate and care about the functionality of learning, designing activities that awake the interest of the students and explaining to them the purpose and usefulness of the projects and activities. The groups that will be considered in the course of the sessions will take different paths

and forms when approaching the work. Without any doubt, the needs of the students will be varied, and because of this some activities have been prepared for those learners who need a special treatment. Slow learners will need extra motivation from the teacher and, if necessary, the objectives will be adapted to their actual possibilities, as well as those of knowledgeable students with special educational needs. To do so, a useful resource for the teacher is to check the students' level of knowledge about a certain topic before it is taught, so as to detect the strengths and weaknesses which may speed up or slow down the accomplishment of the teaching plan (initial evaluation).

Therefore, considering one of the most relevant aspects of this methodology, that is, mixed- ability students, we can say that slow learners, fast finishers, and students with special needs will be facilitated their learning process by means of activities or tasks to be developed both in the classroom and as homework. With reference to errors and from a constructivist point of view, these are viewed as a natural part of the learning process, and thus, they will be corrected, though, helping students towards self-correction (Westwood, 2018).

The foreign language will be used as the main vehicle of communication in the classroom and the classroom context will be used to present situations like the world outside the class. It is important to point out that the foreign culture is studied to stimulate the students' curiosity and as a source to minimize negative prejudices and to foster their critical spirit and their tolerance towards socio-cultural differences.

It is necessary to transmit a positive attitude to the students because it contributes to promote cooperation. In this way, it is important that we, as teachers, provide students with strategies and resources which allow their autonomous progress in EFL learning and stimulate their interest in using, searching for, and contrasting different sources of information through individual or group tasks attractive to their interests and functional to their needs.

Therefore, students will be stimulated towards conscious strategy and resource use, which will facilitate their EFL communicative competence and their feeling of educational success. In this way, they will reflect on their own learning process using autonomous resources based on observation, correction, and evaluation, to continue with the second language study in the future.

6. Catering for student diversity

One of the most important aims is that all students participate thoroughly in the learning process in accordance with their ability and interest. The variety of exercises and activities implemented will enable all students to find something that caters for their learning style.

In accordance with the provisions of article 16.2 of Royal Decree 1105/2014, of December 26, the centres will have autonomy to organize groups and subjects flexibly and to adopt measures of attention to diversity that are more appropriate to the characteristics of its students and that allow the best use of the resources available. The measures of attention to diversity adopted by each centre will form part of its educational project, in accordance with the provisions of the Article 121.2 of Organic Law 2/2006, of May 3.

Activities for fast finishers will be available in all units, together with extension and consolidation activities for those who need them. Besides, each student will be allowed to work at their own pace and language level. Graded activities, visually marked in this syllabus, will guarantee that all students can successfully carry out most activities, thus ensuring motivation and building self-confidence in L2.

All skills have activities that have been adapted, for example, by providing glossaries with the most difficult vocabulary, permitting students to have a reduced number of options to choose from in the answer, or giving them the opportunity to listen to the material again if necessary.

The evaluation approaches will be applied considering all that exposed: adapting evaluation criteria to students' characteristics, using a variety of evaluation tools, and developing a formative evaluation and promoting self-evaluation.

Students with special educational needs who require certain aid and specific educational attention due to physical, psychological, sensory handicaps or serious personality or behaviour disorders will have specialized attention, according to the principles of non-discrimination and normalization of education and with the aim of achieving their integration (Westwood, 2018). To this effect, these students will receive specific aid during their schooling or when their needs have been detected.

Also, incorporation to the educational system will favour students from other countries. For students who do not know the Spanish language and culture, or who present a serious lack in basic competence, specific learning programs will be designed with the aim of facilitating the integration of these students in the corresponding levels. These programs can be taught in specific classrooms established in the schools that teach in ordinary regimes. The development of these programs will be simultaneous to that of schooling the students in ordinary groups, according to the level and evolution of their learning.

In this proposal, all activities will be adapted to the needs of the student with specific needs that in this case is dyslexia. For instance: half an hour extra in writing exams, one question per paper, font bigger such as "Arial 14" and not penalize wrong spelling despite we remark it, or promoting oral tasks such as presentations with audiovisual resources.

Finally, with the aim of offering a more suitable educational solution for these students, necessary measures will be taken to identify and evaluate at an early stage their needs, and rules will be established to make their stay in each one of the levels and stages of the educational system more flexible, regardless of the age of these students.

7. Resources and materials

The selection of materials has been made on the basis of authentic and innovative materials in their format. Texts and articles traditionally used in teaching have been combined with guides and tutorials, audio clips, podcasts and interviews with real people, etc. It is possible to adapt the materials if they are too complex, but I am confident in the validity of real materials which will enable learners to become familiar with the real use of the language and at the same time to see how the so-called communicative strategies are put into practice.

Information technologies will therefore play an essential role in the development of this syllabus, being both an important source of information and an instrument of communication and cooperation between pupils and teacher.

In addition, we will make use of the resources available at the school: an ordinary classroom with a computer, internet connection, an audio system or loudspeakers, a screen and a projector, and a multimedia room as well. Other more sophisticated

resources, such as, for example, a digital whiteboard, would be of great help as motivating materials, but are not essential. In certain cases, for more specific activities, it would be advisable for each student to have a computer with an internet connection. The school library will also be a source of information to be taken into account, being of great help in the documentation work necessary for each termly project.

8. Assessment and evaluation procedures

The evaluation that we will carry out can be defined as a continuous, systematic, and flexible process aimed at following the process of pupils' improvement and the taking of decisions to adequate the design and development of our teaching to the needs and achievements of pupils in their learning processes.

The evaluation process is directed to assess the degree of accomplishment of the objectives proposed previously; such degree of achievement will be organized in hierarchical levels of knowledge that will be reflected in numeric marks at the end of the academic year. Evaluation will be the main instrument in order to measure what really happens in the classroom, providing information: to students about their own learning process, correcting it when necessary; to teachers about the efficiency of the methods used, adjusting them to the needs.

We can point out three basic principles: continuous, systematic, and flexible. These three principles apply throughout the four years of Compulsory Secondary Education. Three types of evaluation are used to control students' learning processes and constitute a system of evaluation through which students perceive that their work is being supervised and taken into consideration. The learning process appears to be significant for students in so far as they see their achievements acknowledge and their difficulties pointed out and solved (Struyven, Dochy & Janssens, 2005).

Initial evaluation, which is applied at the beginning of a process to test the pupils' previous knowledge about the topic we are dealing with, enabling us to devise our teaching methodology. It consists of the gathering of data about the starting situation. It is of foremost importance to decide what one aims to achieve, and, also to value the end of the process if the results are satisfactory or not. We will evaluate our students not only at the beginning of the school year, but also at the beginning of each unit. Apart from the

diagnostic test, we will also evaluate their previous knowledge at the beginning of each class by means of pre-activities and warming up exercises.

Progressive evaluation, which refers to the progress and difficulties of the learning process of a student, and of the whole group in general, to detect those points or aspects in lesson plans which may need any change or adjustment. It takes place throughout the whole year, concentrating on the daily work of the students and their continuous, gradual progress in class.

Final evaluation, which is developed at the end of the learning process by considering the two above evaluations. It serves to analyse the results: if the pupils have learnt new concepts in a proper way, or if the methodology used is appropriate or needs to be changed. It values the end of a process, whether the aims have been achieved or not, etc. To achieve this aim, we will carry out some tests at the end of every term, which together with all the activities and tests done along the process, will give the final mark taking always into account their attitude, effort, tasks. All of them will be given a value agreed with the other members of the department. The key point of the (final) tests is their similitude with the exercises done in class. In this sense, we will balance the amount of time devoted to each skill and include the same proportion in the test.

The assessment of knowledge has two clearly differentiated purposes: to measure knowledge and facilitate learning. The evaluation has to serve so that the student understands better what is learning, how they are doing it, and what they can do to improve their learning.

As indicators for the evaluation of capacities and fundamental contents of the area, they are included in the official curriculum, the evaluation criteria.

An evaluation criterion expresses a degree of learning determined by the capacity to be evaluated and the content through which it is developed. Its elaboration responds to a selection of the most basic capacities for this area and of the contents that are considered more relevant for its development. The student will be evaluated:

a) Continuously, starting from initial tests that allow knowing the student's situation when begin the teaching-learning process.

b) Training, which facilitates the reorientation of the process when it is necessary to improve any aspect of it.

c) Summative, considering the process of student performance as an individual personality. Integrative, which considers all the elements of the curriculum and its contribution to the achievement of stage objectives and development of key competencies.

d) Differentiated, being carried out in accordance with the evaluation criteria of the subject and its corresponding learning standards.

Therefore, the most important factor to measure student development is individual progress that they have done from the beginning of the course until the end of each term.

We, as teachers, must have a critical attitude regarding our own teaching strategies in order to select the best. To ask ourselves questions means we are evolving, innovating, and improving for our own satisfaction as well as that of our students. A teacher at the start of their career can ask more experienced colleagues and they represent an important human resource. Teachers who are concerned about the effects of their teaching and who are impassioned by their profession do not risk falling into a routine, the worst "disease" of teachers, for which there is no external cure.

The range of competences expected from teachers is so wide that it is impossible for any one teacher to be perfect at all of them. That is the reason why good management of this profession involves the necessity of collective training, the development and practice of teaching teams.

To carry out this evaluation of the teaching staff, a form has been designed with different questions, which will be passed to the students, being completed anonymously for each of them.

The questionnaire considers not only aspects of the subject taught, but also didactics, personal relationships, behaviour, etc., in which they will be collected the different options of the students. It is advisable not to take the questionnaire at the beginning of the course, but rather leave it for when the course is already advanced, so that the students have an opinion on the way of acting and working of the teacher, based on the experience of a certain time, so that the greatest number of factors that affect the teaching-learning process. This is the reason why we suggest applying the questionnaire into the second

month of the current school year and another one into the fifth month. With that we can study the differences between both questionnaires and as teachers, we can notice if we accomplish the student´s needs or we need to keep improving.

The mark of each student will be obtained considering the work carried out throughout the entire course. In percentage terms, the grade in each evaluation will be determined in accordance with the following percentages:

- Up to 70%, depending on the degree of: acquisition of the minimum competencies reflected in the English Curricular Project for 3rd grade: the five basic linguistic skills (listening, speaking, talking, reading, writing), and of the vocabulary, expressions and grammatical structures worked on in class.

  In the 3rd year of Compulsory Secondary Education, a minimum of one written test per quarter will be carried out. In the event that more written or oral tests are carried out, a percentage value of the total of 70% assigned to exams will be applied to these. Students who miss the assessment tests or periodic controls must present a receipt issued by an official body so that they can be tested at a later date. Students who cheat on tests or assessment activities will fail said tests, which will be scored with a zero and will be warned in writing.

- Up to 10%: based on the results obtained by the students in the final review oral tests of each quarter, also assessing the participation of the students in the oral activities designed by the teachers in the classroom, related to these.

- Up to 20%: depending on the degree of assimilation of the attitudinal contents, valuing the social integration of the student in academic life, their attitudes in the classroom and their work habits, being especially important that they have participated in all the individual and team tasks entrusted to carry out at home or in class.

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10. Annex

UNIT: 1	THERE IS NO PLANET B	*2 WEEKS*

CONTENTS		
BLOCK I: Comprehension of oral texts	Listening strategies: Listening purposefully to understand ideas and detailed information.	**Sociocultural and sociolinguistic aspects:** • **Motivation**. Encouraging students to learn new things about the exterior world that surrounds them. • **Critic**. Encouraging students to be critical, to research. • **Respect**. Raising awareness about environmental issues and encouraging them to take action. **Communicative functions:** • Expressing their opinion. • Describing new measures. • Debating about climate change situation. **Syntactic-discursive structures:** • Introduction to informal writing. • Revision of formal email writing. • Extension of comparatives and "instead of" structure. **Vocabulary:** • Revision of nature-related words. • Introduction to new terms related to environmental pollution. • Extension of vocabulary related to wildlife and flora. **Pronunciation:** • Segmental features: identification of the consonant sounds /b/ and /v/. • Suprasegmental features: repetition of new words found in the unit which pronunciation might be challenging.
BLOCK II: Production of oral texts	Speaking strategies: Expressing personal opinions and debating with peers.	
BLOCK III: Comprehension of written texts	Reading strategies: Demonstration of comprehension and imitation of formal complaint/request emails.	
BLOCK IV: Production of written texts	Writing strategies: Previous research about the topic - Using a text model.	

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Making use of Reading to research for real information.
Audiovisual communication & ICT	Research using ICT and selecting information
Values	Fostering respect for the environment and for other people, trying to make them take action and change bad habits.

RESOURCES	TYPES OF LEARNING ACTIVITIES
• Quiz from the Earth Day Org. • https://www.earthday.org/oceans-plastic-pollution-quiz/ • YouTube videos (links below) • PPT presentation and a photocopy with writing models made by the teacher. • Worksheets. • Blackboard.	• Quiz • Small group discussion • Big group discussion • Writing in groups and individually • Research in groups

EVALUATION

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

5. Use words related to nature and environmental issues.

6. Express a critical opinion.

7. Create well-structed formal emails.

8. Examine with critical eye the environmental problems that occur.</td></tr>
<tr><td>Competences</td><td>Achievement indicators</td></tr>
<tr><td></td><td>8. Competence in Linguistic Communication
9. Mathematical competence and basic competence in Science and Technology
10. Digital competence
11. Learning-to-learn
12. Social and civic competences
13. Sense of initiative and entrepreneurship
14. Awareness and cultural expression</td><td>Performance outcome 1. Competence (1 & 5):

• To be able to discuss and write measures chosen in groups.

Performance outcome 2. Competence (1, 3, 4, & 5):

• To be able to write a formal complaint email and to correct their own performance.

Performance outcome 3. Competence (1, 3, 4, 5 & 7):

• To research about a topic in order to discuss with the peers and give their opinion (orally and written).</td></tr>
</table>

Unit lesson No.: 1	Date: 15 /09/ 2021	Time: 9:30	Class: 3rd CSE	Length of lesson: 55'	No. of students: 28

Learning activities/tasks	**ACTIVITY 1: Warm up – introduction to the topic** **Aims** to activate SS brain and to make them think about the topic of the unit **Resources:** Blackboard and Pocahontas' song from YouTube **Time:** 15' **Interaction type** Teacher – Students **Procedures** - The teacher introduces the topic "Environment" due to the near date of Earth Day (22nd of April). The teacher asks the students what terms they know related to nature and makes a mind map in the blackboard with the terms given by the students. - T plays song and SS have to write down all the terms related to nature, then we add the new terms learned in the song to the mind map.
	ACTIVITY 2: Pre-writing **Aims** arise awareness about environmental problems and the need to take action **Resources:** Short Ppt presentation, video about plastic pollution and Oceans and Plastic Pollution Quiz **Time:** 15' **Interaction type** Teacher – Students Students in groups of 4 **Procedures** - T explains when Earth Day started and why with a short PPT presentation: First started in 1970 proposed by American Senator Gaylord Nelson after the massive oil spilling in Santa Barbara. Introduction to topics like: climate change and pollution. T talks about the huge impact of plastics. - T plays video. - SS do in groups a quiz about Oceans and Plastic Pollution.
	ACTIVITY 3: While-writing **Aims** Making SS develop critical thinking and cooperating. **Resources** none **Time** 15' **Interaction type** Students in groups of 4 **Procedures** - T asks SS what they know about these topics and what measures they know to improve the situation. - SS have to write in groups a list of 10 measures to avoid or reduce plastic waste. (For example, refilling glass or aluminum bottles of tap water, denying using plastic straws in public places, having aluminum straws at home, having reusable bags, etc.)
	ACTIVITY 4: Post-Writing **Aims** Putting in common what the groups have done and learn from each other. **Resources** none **Time** 10' **Interaction type**

Teacher – Students

Procedures

T asks SS to read to the class some of the measures they have written. We see if they have repeated some and remark the most original and useful ones.

LEARNING ACTIVITIES AND TEACHING METHODS					
Unit lesson No.: 2	**Date: 17 /09/ 2021**	**Time: 10:30**	**Class: 3rd CSE**	**Length of lesson: 55'**	**No. of students: 28**

Learning activities/tasks	**ACTIVITY 1**: **Warm up and vocabulary** **Resources** Adapted lesson plan retrieved from https://eslbrains.com/how-to-combat-plastic-packaging/ / Worksheets **Time** 10' **Interaction type** T – SS and SS - SS **Procedures** - SS have to match different packaging types and materials to the correct pictures. There are words such as: tin, styrofoam, aluminium foil, sachet, can, etc. - T gives SS some vocabulary that is present in the video that they will watch in the following activity. They need to match words and phrases to their synonyms in order to learn and internalise those terms before the listening.

	ACTIVITY 2: Listening
	Resources Video retrieved from https://youtu.be/7SvQSKaYbwE
	Time 15'
	Interaction type
	T - SS
	Procedures
	- SS watch and listen to the and have to:
	  o Mark which sentences relate to which company presented in the video.
	  o Complete sentences taken from the video with one word each.
	
	The video will be played a second time so that SS are able to complete successfully both exercises.

	ACTIVITY 3: Discussion **Resources** Worksheet **Time** 20' **Interaction type** SS - SS **Procedures** - SS try to decide whether the packaging types from the previous exercise are recyclable or not, disposable or reusable. - SS have to write down in the worksheet, where there are recycling containers drawn, to group materials to its correspondent container in order to be recycled whenever they can be recycled. They can do this in pairs.

| | **ACTIVITY 4: Group work**
Resources None
Time 10
Interaction type
SS - individually and together
Procedures
- SS have to write down a total of 10 ideas of their own about what action companies, customers and governments can take to reduce their plastic use. After collecting ideas, students work in groups and share them with each other. |

LEARNING ACTIVITIES AND TEACHING METHODS					
Unit lesson No.: 3	**Date:** 20 /09/ 2021	**Time:** 10:30	**Class:** 3rd CSE	**Length of lesson: 55'**	**No. of students: 28**

Learning activities/tasks	**ACTIVITY 1**: **Warm up** **Resources** None **Time** 10' **Interaction type** T - SS **Procedures** - T makes SS reflect about what we have worked in the two previous lessons: "We proposed some measure to reduce or avoid the waste of plastic in our daily life; however, there is something that we cannot decide directly whether to use it or not and it is the plastic packaging that prevail in most grocery markets." - T asks: "Where do you buy your food? / "Do you throw away a lot of unnecessary plastic after buying?" / "Does it bother you that they use so much plastic?" / "Do you know what it means to buy in bulk?"
	ACTIVITY 2: Pre-writing **Resources** YouTube video and photocopies email samples to make a formal complaint/request. **Time** 15' **Interaction type** T - SS **Procedures** - T asks some questions related to the video to make sure they get the gist and to see what they think about it, launching them a final question: "If we cannot directly decide to change that, how can we try to change it?" - T provides the SS with some email samples to make a formal complaint/request to companies. T and SS analyze together the structure, the lexical and the grammar used in this type of emails.
	ACTIVITY 3: While-Writing **Resources** none **Time** 20' **Interaction type** SS work their writing skills individually this time. **Procedures**

SS have to write a formal email like the ones in the examples to make a request to their local supermarket to become 'plastic-free' or at least reduce the amount of plastic.

ACTIVITY 4: Post-Writing
Aims Making the SS as autonomous as possible in their process of learning
Resources Rubric and projector
Time 10
Interaction type
SS individually or together (optional: they can compare their results)
Procedures
T displays the rubric on the projector so that SS can evaluate themselves.

LEARNING ACTIVITIES AND TEACHING METHODS					
Unit lesson No.: 4	**Date: 22 /09/ 2021**	**Time: 12:30**	**Class: 3rd CSE**	**Length of lesson: 55'**	**No. of students: 28**
Learning activities/tasks	**ACTIVITY 1: Warm Up** **Aims** To see other aspects related to environment and waste while reviewing comparatives through discussion. **Resources** none **Time** 10' **Interaction type** T-SS **Procedures** T asks the SS if they like fashion and other questions related to that like "how many clothes do you have?", "do you feel like you need/want to buy more?", "how often do you buy a new item?" and the important question to launch the debate to the new topic still related to Earth Day: "Have you ever thought about the environmental impacts of buying so many clothes?".				
	ACTIVITY 2: Pre-Speaking **Aims** To raise awareness about consumerism and its environmental-social impact, learning a new term and using the technology to search for information and build their own learning. **Resources** Mobile phones, computers, tablets or even the teacher's computer. **Time** 15' **Interaction type** T – SS SS in groups of 4 **Procedures** - T asks SS if they know what the terms 'fast fashion' means. Then, T asks them to search information about fast fashion and its consequences with their devices. - SS are told to note down some of the main ideas that they find during their research in order to discuss what they found out. **Specific student needs (may be individual or whole class)** This activity requires the use of technologies and in this case most of the SS have a mobile phone or tablet in the classroom to use. if someone does not have any of those devices, they will be grouped so that at least one of them has one device. Furthermore, this activity could be adapted in a center where SS do not have these resources in the classroom, doing it as a homework activity.				

ACTIVITY 3: While-Speaking
Aims SS are expected to build a critical opinion about this topic, and they are also expected to participate actively in the following discussion to express their opinion. Through this discussion task, SS review the comparatives.
Resources None
Time 25'
Interaction type
T – SS
SS between different groups
Procedures
- T proposes some questions to start the debate and to see what SS found out.
  What is 'fast fashion'?
  What companies are involved?
  How can they make the cheapest clothes?
  How does fast fashion affect the environment?
  Do you care about the materials they used for making the clothes you wear?
  Does it affect other things/people?
  What do you prefer, to buy a lot and cheaper with less quality or to buy less and with better quality?

The **objective** is that the T starts the debate but that s/he intervenes as little as possible and that groups start to debate among themselves.

ACTIVITY 4: Post-Speaking (Listening)
Aims The aim in this activity is that SS become aware of the alternatives to 'fast fashion' using the structure "Instead of…, you can…".
Resources Photocopy
Time 10'
Interaction type
T-SS
Procedures
- T tells them about 'slow fashion' (the opposite to 'fast fashion', so they will have an idea of what it is after researching about it).
- T provides them with an example of sentences with the structured mentioned above and asks the SS to think of more sentences like those and write them down.
  Ex: Instead of buying new jeans to follow the trend, you could customize some old jeans that you already have.
- After reflecting and giving their ideas, T provides them with a photocopy titled" Slow Clothing Manifesto" to help them have more vocabulary related to this topic in order to do the writing exercise.

10 ways to reduce your material footprint

SLOW CLOTHING manifesto

think	make thoughtful, ethical, informed choices
natural	treasure fibres from nature and limit synthetics
quality	buy well once, quality remains after price is forgotten
local	support local makers, those with good stories and fair trade
care	mend, patch, sort, sponge, wash less, use cold water, line dry
few	live with less, capsule wardrobe, have one best style, unfollow
make	embrace home sewing as a life skill, value DIY and handmade
adapt	refashion, eco-dye, create new from old to suit yourself
revive	enjoy vintage, exchange, op shop, and swap
salvage	donate, pass on, rag, weave, recycle or compost

As **homework** SS have to write an opinion essay about all what we have seen in these three sessions. Some titles proposed to guide them are "Is there a planet B?", "Plastic oceans" or "Fashion shouldn't cost the Earth".

LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 5	Date: 22/09/ 2021	Time: 12:30	Class: 3rd CSE	Length of lesson: 55'	No. of students: 28

Learning activities/tasks	**ACTIVITY 1: Warm Up - Vocabulary** **Resources** Adapted lesson plan retrieved from https://eslbrains.com/is-it-too-late-to-save-wildlife/ **Time** 15' **Interaction type** T-SS **Procedures** - SS get a list of sentences that they need to complete by choosing the correct words. Next, working on the same sentences, they have to find synonyms such as protect, extinction, species, biodiversity, etc.
	ACTIVITY 2: Pronunciation **Resources** Worksheet **Time** 10' **Interaction type** T – SS **Procedures** - SS have to repeat after a teacher the list of words (including commonly mispronounced words such as wilderness or species).
	ACTIVITY 3: Reading

Resources Transcription (teacher-made) from a video https://youtu.be/dbCR0KSU52g , given to SS as short paper-cut photocopies to divide the reading in different parts.
Time 30'
Interaction type
T – SS
SS - SS
Procedures
- SS read the first part of the video and we put in common a summary of that part to make sure everyone has understood it so far.
Before reading the second part, they have to brainstorm the ways humans destroy ecosystems.
- Then, they read the second part and do a true or false exercise.
Again, before reading the last part of the text, students brainstorm the ways we can safeguard our planet.
- Next, SS finish reading the end of the text and discuss some statements connected with the protection of our planet.

ACTIVITY 4: Discussion in groups
Resources None
Time 10'
Interaction type
SS - SS
Procedures
- SS work in pairs or groups and come up with a small local initiative that could help protect wildlife. Finally, they share their initiative with the whole class.
- T encourages SS to comment on the initiatives of other groups.

LEARNING ACTIVITIES AND TEACHING METHODS					
Unit lesson No.: 6	**Date: 27 /09/ 2021**	**Time: 12:30**	**Class: 3rd CSE**	**Length of lesson: 55'**	**No. of students: 28**
Learning activities/tasks	**ACTIVITY 1: Warm Up** **Resources** Adapted lesson plan retrieved from https://eslbrains.com/ditch-the-lawn/ / Worksheet **Time** 10' **Interaction type** T-SS **Procedures** - SS learn a few verbs related to gardening (e.g., fertilize, mow, irrigate). - SS have to read sentences and choose correct meanings of the verbs in bold. Next, they need to write their own sentences to practise them a bit.				
	ACTIVITY 2: Listening and discussion **Resources** Video retrieved from https://youtu.be/gw3w9MLxihk **Time** 25' **Interaction type** T – SS SS - SS **Procedures** - SS watch a part of the video and complete some notes about American lawns.				

- Then, they watch the second part of the video and complete information about front-yard gardens and the idea of turning lawns into gardens where you can grow food.
- SS share with their peers and T what they wrote in the worksheet.

<u>**ACTIVITY 3:**</u> **Pronunciation**
Resources Video retrieved from https://youtu.be/EVBsypHzF3U / (minutes 4:30 to 4:55) / Blackboard.
Time 10'
Interaction type
T – SS
Procedures
- T explains the differences between the bilabial plosive /b/ and the labiodental fricative /v/.
- T plays video so that students have a short yet clear and fun example of the sounds.
- T writes tongue twister 1 and tongue twister 2 on the board and asks students to practice them in pairs. After a couple of minutes, T writes tongue twister 3 and asks for volunteers to read it. (If possible, T will listen to all the students individually pronouncing).

<u>**ACTIVITY 4:**</u> **Evaluation of the unit**
Resources Teacher-made quiz and questionnaire.
Time 10'
Interaction type
T-SS
Procedures
- T gives SS a short quiz with content regarding this unit of work, but also with content they should know from previous courses. In this way, the teacher gets to see their collective level during the first weeks of the course while doing the exercises and tasks designed for this unit, and also gets to have an individual paper to analyze their level individually after the first unit. This will help us adapt the following units of the semester and the course to their collective and individual knowledge/necessities.
The T will correct these quizzes and mark them so that students also know their own starting point; however, these marks won't count in the final evaluation of the semester since it is a diagnostical test.

The content to be assessed regarding this unit is:
1. The use of words related to nature and environmental issues.
2. Expressing a critical opinion.
3. Creating well-structed formal emails.
4. Examination with critical eye the environmental problems that occur.

	- T also gives SS a very short questionnaire for them to fill so that the T obtains some feedback about the unit of work in order to see if SS found it interesting/appealing, and also to know if there is something that could be improved for the next time that we use this unit of work with other SS.