

# MÁSTERES de la UAM

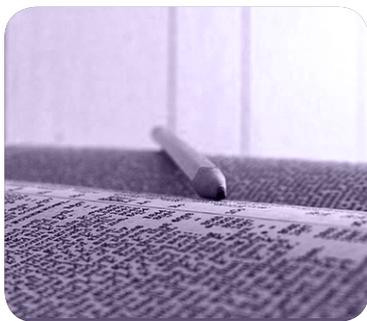
Facultad de Formación  
de Profesorado  
y Educación / 16-17

(MESOB)

Especialidad de Inglés



**English course  
syllabus for 4<sup>th</sup>  
of E.S.O. students**  
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978-84-8344-6215

MÁSTER EN FORMACIÓN DE PROFESORADO DE EDUCACIÓN  
SECUNDARIA Y BACHILLERATO



Título: ENGLISH COURSE SYLLABUS FOR 4TH OF E.S.O.  
STUDENTS

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TRABAJO DE FIN DE MÁSTER

Curso: 2016/2017

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## 1. JUSTIFICATION AND PHILOSOPHY OF THIS SYLLABUS

### 1.1. Introduction

Being my Master's Degree Final Project (Trabajo de Fin de Máster, TFM), this syllabus aims at laying out a Syllabus for the English subject in the foreign language curriculum for 4<sup>th</sup> year of Secondary Education. The purpose of designing this syllabus is mainly the principal objective of education as described by **The Spanish Constitution (1978)**: "the objective of education shall be the full development of the human personality in respect for the democratic principles of coexistence and the basic rights and liberties" (Chapter II, article 27). Therefore, this syllabus contains the **main guidelines** for the teaching practice which are perfectly **flexible** to change in order to meet students' needs and interests, and, to achieve students' full development in terms of competences and maturity.

### 1.2. Students and adolescence

This syllabus has been created to accomplish a series of aims and objectives for the students adopting several methodologies and approaches, which will be described and explained all along this document. However, before considering all these aspects, it would be important to take into account first the **main characteristics** of the students.

Those students, apart from being students, obviously, should be also seen by the teachers as adolescents who are undergoing the process of puberty. **Adolescence**, is a period when the teenager becomes an adult person who behaves as such within a concrete society. **Puberty**, on the other hand, has to do with the process of physical and sexual maturity.

#### 1.2.1. Identity and self-esteem

Therefore, when teaching Secondary Education students, we must consider the important aspects of the adolescence while treating with our students. One important aspect to be considered is adolescents' **identity** and **self-esteem**.

Adolescents, in general, may find many obstacles during this period of finding their **real identity**, and it is due to the existence of different “selves” (**real self, possible self, ideal self, false self**), so, to achieve the construction of their own identity they can pass through four different statuses (Marcia, 1966): **identity diffusion** (the adolescent does not have a sense of having choices; he or she has not yet made a commitment), **identity foreclosure** (the adolescent seems willing to commit to some relevant roles, values or goals for the futures. They tend to conform to the expectations of others regarding their future), **identity moratorium**: (the adolescent is currently in a crisis, exploring various commitments and is ready to make choices), **identity achievement** (the adolescent has gone through an identity crisis and has made a commitment to a sense of identity that he or she has chosen).

The role of the teacher here is to help the adolescent students to reach this final state of identity achievement by providing them with different experiences during the course and with a constructive feedback which could serve them as a guide or a point of view to take into consideration.

The search of adolescents’ own identity is accompanied also by their **self-esteem**. Then, it is important to provide our adolescent students with factors which could develop their positive self-esteem by showing them **affection, support**, by **recognising their achievements**, by **flattering** and **rewarding** them, by letting them to **express themselves** and **develop their interests and hobbies**, etc.

#### 1.2.2. Biological changes

Another important aspect to be considered is adolescents’ biological changes. One of the main changes which the adolescents undergo is the **brain change**. The amygdala and the hippocampus, the brain’s parts which intervene in the emotional and memory processes are bigger than the adults’ ones. Therefore, the adolescents tend to **overestimate** or **misinterpret** the **emotional expressions**.

According to Baird et al. (1999), for the adolescents, the amygdala’s activity is superior to the one detected in the frontal lobe (finding the inverse pattern in the adults). Since the amygdala is more related to the emotion and the frontal lobe to the reasoning, there is a **greater burden of viscerality** in the adolescents rather than in the adults.

Therefore, it is important to carry out activities in the class which enable these adolescent students to understand and control their emotions to take better decisions or not to take many risks.

And, finally, another biological change during adolescence was taken into consideration while designing this syllabus: the changes in the **sleep-wake cycle**. The adolescents undergo many biological changes during the night, and that is why there is a **delay of circadian cycle's phase** (they fall asleep later and wake-up later too), so, in general, they suffer somnolence during the morning (Carskadon, 2002). Therefore, during those lessons which start early in the morning, more **dynamic activities** and tasks will be carried out to awake students and catch their attention.

### 1.3. Objectives, contents and competences

All the objectives, contents and competences to be acquired throughout the course are described in accordance with the **Spanish law** (see *Legal framework* below, 1.4). In general, the main objectives to be achieved by the students in the English subject have to do with **communication** and students' **development as adult citizens**. The students will have to reach different types of objectives during the units designed to achieve the main communicative aim, which is, at the same time, the purpose of learning a foreign language.

The contents of this syllabus are organised following the **official curriculum's requirements** for 4<sup>th</sup> of E.S.O. students. In general, the contents are divided into four main blocks: **comprehension of oral texts** (listening), **production of oral texts: expression and interaction** (speaking), **comprehension of written texts** (reading) and **production of written texts: expression and interaction** (writing). Within each block, the students will also learn about **socio-cultural** issues as well as **phonetics and phonology** to improve their pronunciation of the English language.

All the contents and objectives of the course are organised in a way in which the students can also develop the **key competences** described in the Organic Law 8/2013 of December 9<sup>th</sup> (LOMCE), and, at the same time, put into practice the **eight existent intelligences** described by **Gardner** (1983).

#### 1.4. Main psychopedagogical principles and methodologies

The main psychopedagogical principles and methodologies on which this syllabus is based on, are the following:

##### 1.4.1. Communicative Language Teaching (CLT)

The main purpose of this syllabus is to teach students how to communicate in a foreign language, in this case, English. The **students** will become **the focus**, whereas the **teacher's role** is the one of a **guide, motivator and encourager**. During each unit, the students will learn how to communicate with English speakers in different contexts, knowing the basic aspects of their culture, the appropriate gestures, tone, and useful phrases and expressions to follow a conversation successfully. For this reason, the Intercultural Communicative Competence is another principle used for this syllabus.

##### 1.4.2. Intercultural Communicative Competence (ICC)

Language learning is the best place within the educational field for the learning of and about culture, reflecting **powerful interrelationships between language and culture** (Risager, 2006). According to Byram, Gribkova & Starkey (2002), The 'intercultural dimension' in language teaching aims to develop learners as **intercultural speakers or mediators** who are able to engage with complexity and **multiple identities** and to avoid the stereotyping which accompanies perceiving someone through a single identity. So, language teaching with an intercultural dimension continues to help learners to acquire the linguistic competence needed to communicate in speaking or writing, to formulate what they want to say/write in correct and appropriate ways. But it also develops their intercultural competence i.e. their ability to ensure a **shared understanding** by people of **different social identities**, and their ability to **interact** with people as complex human beings with multiple identities and their own individuality.

Therefore, the students during the course will develop their **intercultural competence** by various means, to be able to communicate with other people by using different **strategies** depending on the **interlocutor's cultural background**. To achieve this aim, the students will have to complete a series of **tasks**, and that is why **action-based approach** is another psychopedagogical principle used for this syllabus.

#### 1.4.3. Action-Based approach (CEFR)

The key features of the action-based approach adopted by The Common European Framework of Reference for Languages, can be summarised as follows (Little, 2008):

- Language is one of the foundations of human behaviour: we use it continuously to perform **communicative acts**. Those acts may be external and social, internal and private.
- Communicative acts comprise **language activity**, which is divided into four kinds: **reception, production, interaction and mediation**.
- In order to engage in language activity, we draw on our **communicative language competence**, which includes knowledge (not necessarily conscious) of the words, sounds, and syntactic rules of the language we are using, together with the ability to use such knowledge in order to **understand and produce language**.
- The language activity required to perform communicative acts always occurs in a **context** that imposes conditions and constraints of many different kinds. The CEFR proposes four main domains of language use: **personal, public, educational and occupational**.
- Because communicative acts are always contextualised, our communicative language competence also includes **sociolinguistic and pragmatic components**.
- Finally, communicative acts entail the **performance of tasks** and to the extent that they are not routine or automatic, those tasks require us to use strategies in order to understand and/or produce spoken or written texts.

All these characteristics have been applied in this syllabus, especially to **motivate students** to communicate with others by knowing different **communication strategies** and rules related to others' culture. The main parts of the didactic units where the students can put all this into practice are the lessons dedicated to **simulations of real-life situations and contexts**, where the students must communicate with others adopting their language (verbal and non-verbal) to different contexts by completing a series of tasks which help them to carry it out.

Moreover, during the course, the students will also send a letter to students from other countries and can communicate with them through programmes such as skype.

#### 1.5. Legal framework

**Decree 48/2015 of May 14<sup>th</sup>**, of the Governing Council, which establishes the official curriculum for the Statutory Secondary Education in the territory of the *Comunidad Autónoma* of Madrid.

**Order ECD/65/2015 of January 21<sup>st</sup>**, which describes the relationships between the competences, the contents and the evaluation criteria of the Primary Education, Secondary Education and Sixth Form Education.

**Organic act 2/2006 of May 3<sup>rd</sup>**, on Education by the Spanish Ministry of Education (LOE).

**Organic act 8/1985, 3<sup>rd</sup> July**, regulating the Right to Education (LODE).

**Organic Law 8/2013 of December 9<sup>th</sup>**, for the improvement of the educative quality. (LOMCE).

**Royal decree 1105/2014, December 26<sup>th</sup>**, which establishes the core curriculum for the Secondary Education and Sixth Form Education.

**Royal decree 1631/2006, December 29<sup>th</sup>**, which establishes the minimum educational standards for Statutory Secondary Education.

**The Spanish Constitution**, <<BOE>> nº 311, of December 29<sup>th</sup> of 1978. Chapter II, Article 27.

## 2. CONTEXTUALISATION

### 2.1. Description of the school

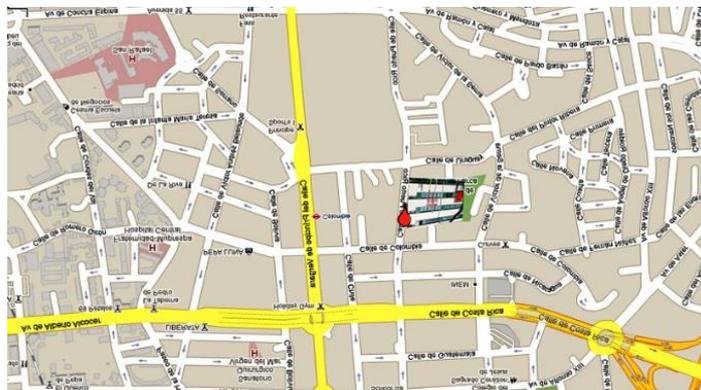
This syllabus has been designed for the Secondary Education school ***I.E.S. Santamarca***, where I did my teacher-in-training Practicum.



In 1965, *I.E.S. Santamarca* was a secondary school with only two sections. A women's section which reported to the Institute *Beatriz Galindo* and another male reported to the Institute *Ramiro de Maeztu*. Later, in 1969, both merged into the *Santamarca* and it has been maintained until 2007/8. In 2008, the demolition of the old building took place and in April 2010 the new centre was inaugurated.



The *I.E.S. Santamarca* is located in the district of *Hispanoamérica*, within the municipal district of Chamartín, C/Puerto Rico nº34. *Hispanoamérica* is situated in the northeast of the city, limited by the streets *Alberto Alcocer*, *Avenida Costa Rica*, *Avenida de Concha Espina* and the M-30 street.



Within the school different departments can be found: Spanish department (8 teachers), mathematics (8 teachers), English (7 teachers), Geography and History (5 teachers), Biology and Geology (4 teachers), Technology (2 teachers), Philosophy (3 teachers), French (1 teacher), Economy (1 teacher), Music (2 teachers), Religion (1 teacher), guidance department (4 teachers), Physics and Chemistry (3 teachers), Latin (1 teacher), Technical Drawing (3 teachers) and Physical Education (3 teachers).

Moreover, as regards facilities, the school has computer labs, music room, theatre room, drawing room, laboratory, gym, technology room, artistic drawing room, PT room, punishment room (for those students who arrive late to the lessons or who are left without the break, etc.), canteen, library, secretariat, head of studies' room, headteacher's office, teachers' room and visiting room (for the meetings with parents). All these art rooms can be found in *I.E.S. Santamarca* because it offers the modality of arts for Sixth Form (*Bachillerato*).

## 2.2. Students' background

The majority of the students come from state schools affiliated with *I.E.S. Santamarca*: "*Arquitecto Gaudí*", "*Isaac Albéniz*", "*Nicolás Salmerón*", "*San Juan de la Cruz*", "*Luis Bello*", "*Padre Poveda*", "*Ramiro de Maeztu*", "*Patriarca Obispo Eijo Garay*" and "*Pintor Rosales*". The rest of the students come also from private or state-funded schools of the area.

Moreover, in *I.E.S. Santamarca* there are many students from other countries, an aspect which has been taken into account while designing this syllabus as regards socio-cultural aspects of each unit. We can find students from: Algeria, Argentina, Bolivia, Brazil, China, Colombia, Cuba, the Dominican Republic, Ecuador, United States of America, Ethiopia, Philippine Islands, New Guinea, Honduras, India, Morocco, Nicaragua, Paraguay, Poland, Russia, South Korea, Thailand, Ukraine, Greece, Bulgaria, Italy, Mexico and Peru.

In general, the students come from **middle-class families** and parents who have attended university or have a professional training diploma. However, there are also many students who come from **humble families** whose economic situation is worse.

### 2.3. Characteristics of the students

This syllabus has been designed for **4<sup>th</sup> of E.S.O. class (4<sup>o</sup>C)**, an ordinary class with a wide variety of students and levels.

Total number of students	18
Male students	39%
Female students	61%
Foreign students	22%
Repeating students	22%
Students with special educational needs	3*

<b>Level of English: (CEFR)</b>	Elementary (A1): 17%	Pre-intermediate (A2): 22%	Intermediate (B1): 44%	Upper- intermediate (B2): 17%
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\* 1 female student with attention deficit, 1 female and 1 male student with reading and writing problems (literacy).

## 3. OBJECTIVES AND COMPETENCES

### 3.1. Analysis of the official objectives of Secondary Education

The official objectives of Secondary Education can be found in the **Decree 48/2015 of May 14<sup>th</sup>**, which establishes the **official curriculum** for the Statutory Secondary Education in the territory of the *Comunidad Autónoma* of Madrid, and are the following:

General objectives:

- a. **Responsibly assume** their **duties**, know and exercise their **rights** with respect for others, practice **tolerance**, cooperation and **solidarity** between individuals and groups, practice the **dialog** to strengthen the **human rights** and **equality of treatment and opportunities** between women and men, such as common values in a plural society and prepare for the exercise of **democratic citizenship**.
- b. Develop and consolidate **habits of discipline**, study, and individual work and group work as a necessary condition for an effective implementation of the tasks of learning and as a means of personal development.
- c. Value and respect the **difference of sexes** and the equality of rights and opportunities between them. **Reject the discrimination** because of sex or any other condition or personal or social circumstance. **Reject stereotypes** involving discrimination between men and women, as well as any manifestation of violence against women.
- d. Strengthen their **emotional abilities** in all areas of the personality and in their relationships with others, as well as reject violence, any type of prejudice, sexist behaviours and resolve conflicts peacefully.
- e. To develop **basic skills** in the use of **information sources**, with a critical sense, for acquiring new knowledge. Acquire a basic preparation in the field of technologies, especially information and communication technologies.
- f. To conceive the **scientific knowledge** as an integrated knowledge structured in different disciplines, like knowing and applying the methods for identifying problems in the various fields of knowledge and experience.
- g. To develop the **entrepreneurial spirit and self-confidence**, participation, critical sense, personal initiative and the ability of learning to learn, plan, take decisions and assume responsibilities.

- h. To **understand and express with correctness**, orally and in writing, in the **Castilian language** and, if any, in the **co-official language** of the Autonomous Community, texts and complex messages, and begin with the knowledge, the reading and study of the literature.
- i. To **understand and speak** one or more **foreign languages** in an appropriate manner.
- j. To Know, value and respect the basic aspects of their own **culture and history** and of others, as well as the artistic and cultural heritage.
- k. To know and accept the **functioning of their own body** and of the others, respect the differences, consolidate the habits of **body care and health** and incorporate physical education and the practice of sport to favour personal and social development. To know and value the human dimension of sexuality in all its diversity. Critically value the **social habits** related to health, consumption, the care of living beings and the environment, contributing to its conservation and improvement.
- l. Appreciate the **artistic creation** and understand the language of the different artistic manifestations, using various means of expression and representation.

As can be observed, the twelve general objectives for Secondary Education have to do mainly with **students' mature development** as adult citizens. Moreover, these general objectives are related at the same time with the **key competences** to achieve by the students.

Language use / communicative competence	h, i
Social and civic competence	a, c, d, k
Cultural awareness and expression	j, l
Digital competence	E
Initiative and entrepreneurship	G
Learning to learn	B
Mathematical, scientific and technological competence	F

The main general objectives for secondary education are related, especially, to social and civic competence, which can be taught to students not only within the class but also outside and in every subject. What has been done for this syllabus is to integrate all the key competences in the didactic units and practice them through diverse principles and methodologies to meet students' individual and group needs.

### 3.2. Course objectives

The course objectives are mainly based on the before mentioned general objectives, adapted to the course subject (English as a Foreign Language) and to the class' characteristics and needs. They are the following:

- **Production skills (speaking & writing)**
  - To be able to communicate successfully in diverse contexts using different strategies (verbal and non-verbal) and adapting an adequate register to transmit a message.
  - To be able to transmit a written message adopting the adequate register for different contexts and genres.
- **Comprehension skills (listening & reading)**
  - To comprehend English speakers' utterance and be able to follow a conversation in diverse contexts.
  - To comprehend a written text in the target language, identifying its main structure (genre), the main ideas, the purpose and the main function of specific texts.
- **Learning to learn**
  - To be able to self-assess oneself identifying one's own strengths and weaknesses.
  - To be able to reflex upon one's own learning process.
  - To be able to find strategies to teach others.

- **Cultural awareness**

- To learn about social conventions and courtesy rules.
- To be able to use diverse registers and non-verbal language.
- To learn about customs, values, beliefs and attitudes of other countries and cultures.

Moreover, taking into account students' English level which they should acquire during this course, which is a **B1 level** according to the Common European Framework of Reference for Languages (2001), the main objectives for this course have also been related to the CEFR scale, which describes the B1 level as follows:

<b>B1 – INDEPENDENT USER – global scale</b>
Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Therefore, the students will carry out a series of tasks to reach this level described as the *Threshold* level by the CEFR (2001). To check whether the students were able to reach that point, **the self-assessment grid** (see Appendix 2; 12.1) for students as well as the **table of qualitative aspects of spoken language use** for teachers (see Appendix 2; 12.1) will be used to assess students' progress.

3.3. Relation of the English subject with the Key competences for lifelong learning.

This English course syllabus **contributes actively** to the acquisition of the seven competences described in the LOMCE as follows:

<b>Communicating in a mother tongue</b>	This English course syllabus contributes to this key competence in terms of acquiring <u>general strategies for communication</u> which can be used and performed perfectly in students' mother tongue.
<b>Communicating in a foreign language</b>	During the whole course, students will learn various aspects of the English language which will enable them to <u>communicate (verbally and non-verbally) with other English speakers</u> . Moreover, in each unit there is a lesson dedicated to a <u>simulation of a real-life situation</u> where the students can rehearse a possible communication in English.
<b>Mathematical, scientific and technological competence</b>	The students will have to make their <u>own calculations of their positives and negatives</u> , drawing a corresponding <u>graph</u> with the results at the end of each unit. Moreover, some parts of the didactic units are dedicated to gather information through surveys, interviews, etc. and analyse the results.
<b>Digital competence</b>	To carry out some of the tasks, the students will have to learn how to <u>operate a computer/tablet</u> or other electronic devices required and their <u>software</u> in order to complete a task.
<b>Learning to learn</b>	Some <u>learning strategies</u> will be used in this syllabus which make students reflex upon their own learning. For example, they will have to <u>self-assess themselves</u> at the end of each unit and will have to <u>act as teachers</u> in some cooperative and collaborative tasks carried out in small groups.
<b>Social and civic competence</b>	The students will learn how to <u>work in groups cooperatively and collaboratively</u> , they will have to respect other's speech turn as well as opinions and points of view.
<b>Sense of initiative and entrepreneurship</b>	Students will have the opportunity to <u>create and design their own tasks</u> as well as assume the responsibility of their learning process. They will have to become more <u>autonomous</u> and take their <u>own decisions</u> in order to achieve the lessons' main objectives.

<b>Cultural awareness and expression</b>	During the academic year, the students will learn about different aspects of other countries and <u>cultures</u> , such as table manners, gestures, traditional clothes, etc. In addition, there is also one whole didactic unit dedicated to <u>EIL</u> (English as an International Language), where the students will reflex upon the language itself and its accents and varieties as well as the importance of English nowadays.
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#### 4. CONTENTS

##### 4.1. Official curriculum

The contents used for this syllabus are the ones adapted from the official curriculum for the *Comunidad Autónoma de Madrid* territory (**Decree 48/2015 of May 14<sup>th</sup>**), distributed and modified to meet the students' characteristics and needs.

As regards the **common lexicon**, the students will have to be able to know about different aspects which will be learnt through the four different skills, and are the following: personal identification, housing, home and living environment, activities of daily life, family and friends, work and occupations, free time, leisure and sports, travel and holidays, health and physical care, education and study, shopping and commercial activities, food and restoration, transport, language and communication, environment, climate and nature, and Information and Communication Technologies.

Regarding the **syntactic-discursive contents**, they have to do mainly with:

- Consolidation and use of **structures and functions** associated to **different communication situations**.
- Description and comparison of habits and lifestyles with **ongoing actions**. Present simple and continuous. Used to + infinitive. Interrogative pronouns.

- Expression of **past events** connected to the present or to a previous past. Past simple and continuous. Present perfect: for, since, already, yet, etc. Questions subject and object. Discourse markers.
- Making **predictions** and express **intention**. Expression of certainty and probability. Will. Be going to/present continuous. Temporal sentences and first conditional. May/might/can/can't, etc.
- Expression of **preferences** and **opinions**. Inviting and replying to invitations. I like/love/enjoy/don't like/ hate/ it's too, etc. Connectors: and, because, but, so, such, both, etc. Comparative and superlative adjectives.
- Expression of **hypothesis** and giving **advices**. Second conditional. Should/shouldn't.
- Transmission of opinions and ideas of others. **Reported speech**.
- Expression of processes and changes. **Passive voice**.
- Description and **identification of things, places and people**. Relative pronouns. Defining relative clauses.
- **Temporal relations**: affirmation, negation, exclamation, interrogation, expression of the past tense and expression of the aspect.
- **Expression of modality**: factuality, necessity, obligation, permission and intention.
- Expression of **quantity, space, time and manner**.

And, finally, **phonetic content** has also been included for this syllabus. It has to do with the recognition of phonetic symbols, pronunciation of different time tenses, weak forms and recognition and autonomous production of different patrons of rhythm, intonation and accentuation.

4.2. Contents' organisation

This syllabus is implemented according to the **school calendar** established by the *Jefatura de Estudios* of the *I.E.S. Santamarca* and based on the official school calendar of the *Comunidad de Madrid* for the school year **2016/2017**.

Non-schooling periods, as well as Christmas/Easter holidays and excursion days have been taken into account to organise the content of each unit. Then, the first term will be composed by 41 sessions, the second one by 44 and the last term will last 41 sessions. As regards English subject, the students of 4<sup>th</sup> C of E.S.O. attend this course four hours per week:

Tuesdays	9:15 – 10:10
Wednesdays	10:10 – 11:05
Thursdays	11:35 – 12:30
Fridays	13:25 – 14: 20



- Other important dates not reflected in the calendar:

- 30<sup>th</sup> March – 6<sup>th</sup> April → End-of-year trip to UK

- Final exams period:

1<sup>st</sup> term: 28<sup>th</sup> – 30<sup>th</sup> November

2<sup>nd</sup> term: 13<sup>th</sup> – 15<sup>th</sup> March

3<sup>rd</sup> term: 19<sup>th</sup> – 20<sup>th</sup> June

## 5. DIDACTIC UNITS

### 5.1. Structure

These fifteen didactic units have been designed in accordance with the **Spanish Organic Law of Education** as well as the **official curriculum** for the Statutory Secondary Education. The general structure of the units includes the key competences practiced, the methodology used, learning objectives, mixed ability, motivation, contents, materials and resources, and assessment criteria.

As regards **motivation**, I decided to include this part within the units because I consider that it is important to know how to motivate your students, especially in their last year of Secondary Education. Once they are sixteen they can leave their studies, therefore, it is important to **engage** them with some strategies and motivate them to continue their learning. In general, these strategies consist of gaining extra points for carrying out any new task suggested by the students or using students' own material or real material to do the tasks proposed in class.

In relation to the latter, it can be seen that during each unit, students will make a **simulation of a specific scene** related to the unit's topic to practice what would happen in real life if the students went to an English-speaking country.

There they practice **verbal and non-verbal communication, vocabulary, expressions, idioms**, etc., and, to make it more realistic, students as well as the teacher can bring **real material** to class to create a better context for the students.

Then, there is also one important part at the end of each unit, which is **self-assessment**. Once the unit finishes, the students fill in a self-assessment chart and **reflex upon their learning progress**.

Finally, another important aspect of the units, which I considered important, is to dedicate the unit before the final exams to **create a project** related to the content of the previous units. Then, the students can revise previous knowledge in a more creative way, completing several tasks to make the final product.

Moreover, it is one way for the teacher to carry out a **hybrid assessment**: on the one hand, assessing students' work throughout the tasks (participation, engagement, collaborative & cooperative work, etc.) and, on the other hand, the teacher can evaluate the final product (the combination of all the tasks done). The projects of each term will be described more in detail at the end of this section.

As regards the reading part, apart from what is shown in the didactic units, before starting the academic course, the students will have to choose between one or two books to read throughout the year. The teacher will take into account students' interests and choose two books from the ones told by students to design some activities dedicated to the reading skill.

## 5.2. Distribution of the didactic units

The distribution of the units throughout the academic year 2016/17 will be the following:

UNIT	TERM	DATES	TITLE	TOPIC	Nº Sessions
1	1 <sup>st</sup>	13 <sup>th</sup> Sept - 22 <sup>nd</sup> Sept	LET'S START!	Descriptions and routines	7
2	1 <sup>st</sup>	23 <sup>rd</sup> Sept - 5 <sup>th</sup> Oct	THERE WAS A TIME...	History, past events	7
3	1 <sup>st</sup>	6 <sup>th</sup> Oct – 19 <sup>th</sup> Oct	CHANGES	Fashion and past events	7
4	1 <sup>st</sup>	20 <sup>th</sup> Oct – 2 <sup>nd</sup> Nov	ALL WE NEED IS LOVE	Descriptions and relationships	7
5	1 <sup>st</sup>	3 <sup>rd</sup> Nov – 16 <sup>th</sup> Nov	ENGLISH IS INTERNATIONAL	Accents and varieties of English	7
6	1 <sup>st</sup>	17 <sup>th</sup> Nov – 25 <sup>th</sup> Nov	PROJECT TIME	Revision previous units	6
Final exams 1 <sup>st</sup> term: 28 <sup>th</sup> , 29 <sup>th</sup> , 30 <sup>th</sup> November					
7	2 <sup>nd</sup>	1 <sup>st</sup> Dec – 20 <sup>th</sup> Dec	OUR FUTURE	Environment	8
8	2 <sup>nd</sup>	21 <sup>st</sup> Dec – 18 <sup>th</sup> Jan	IT'S TIME TO GO!	Transport	8
9	2 <sup>nd</sup>	19 <sup>th</sup> Jan – 7 <sup>th</sup> Feb	NOT TOO FAR	Jobs	10
10	2 <sup>nd</sup>	8 <sup>th</sup> Feb – 24 <sup>th</sup> Feb	HEALTHY LIFE	Health	10
11	2 <sup>nd</sup>	28 <sup>th</sup> Feb – 10 <sup>th</sup> March	PROJECT TIME	Revision previous units	8
Final Exams 2 <sup>nd</sup> term: 13 <sup>th</sup> , 14 <sup>th</sup> , 15 <sup>th</sup> March					
12	3 <sup>rd</sup>	16 <sup>th</sup> March – 20 <sup>th</sup> April	RELAX, TAKE IT EASY	Free time	10
13	3 <sup>rd</sup>	21 <sup>st</sup> April – 10 <sup>th</sup> May	AGENTS OF CHANGE	Technology	10
14	3 <sup>rd</sup>	11 <sup>th</sup> May – 26 <sup>th</sup> May	BON APPÉTIT!	Food	10
15	3 <sup>rd</sup>	30 <sup>th</sup> May – 16 <sup>th</sup> June	PROJECT TIME	Revision previous units	11
Final Exams 3 <sup>rd</sup> term: 19 <sup>th</sup> , 20 <sup>th</sup> June					

5.3. Didactic units

<b>Grade Level:</b> 4 <sup>th</sup> ESO – B1 Level	<b>Unit:</b> 1	<b>Title:</b> LET'S START!	<b>Topic:</b> descriptions and routines	<b>Nº of sessions:</b> 7	<b>Dates:</b> 13 <sup>th</sup> Sept – 22 <sup>nd</sup> Sept	<b>Term:</b> 1 <sup>st</sup>
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<b>KEY COMPETENCES</b>
Linguistic communication. Cultural awareness. Initiative and entrepreneurship. Mathematical competence and basic competences in science and technology. Learning to learn (SS will self-assess themselves & reflex on how they should study to succeed / flipped classroom: SS infer theory at home from activities). Social and civic (SS working collaboratively and cooperatively to help each other).
<b>METHODOLOGY</b>
Cooperative & collaborative learning; Task-based learning; Blended learning.
<b>LEARNING OBJECTIVES</b>
Describe routines and experiences by using different verbs, adjectives and collocations. Learn grammar through a song. Improve listening skills. Write an opinion using a formal register.
<b>MIXED ABILITY</b>
<b>DIFFERENT LEVELS:</b> learning stations (groups of 4): stronger SS with weaker ones to help & posters with content. <b>AD SS:</b> dynamic activities, sheet with written instructions to carry out the activities. <b>Reading &amp; Writing:</b> additional material to reinforce reading and writing skills & commenting orally all the reading and writing activities so they do not get lost.
<b>MOTIVATION</b>
Working with current songs to teach grammar. Talking about SS' own experience. Speaking and participation positives.

<b>CONTENTS</b>	<b>LANGUAGE INPUT</b>	<b>Language functions</b>	Expressing routines and temporary situations Describing feelings/emotions Interviewing somebody
		<b>Grammar and structures</b>	Present simple and present continuous Present perfect
		<b>Vocabulary</b>	Adjectives ending -ed and -ing School & studies, housework (make & do)
		<b>Pronunciation</b>	Contracted form of the verb <i>to be</i>
	<b>LANGUAGE SKILLS</b>	<b>Speaking</b>	Describing experiences. Talking about SS' routines. <b>Simulation</b> of an interview talking about a film/book.
		<b>Listening</b>	Practicing present perfect tense with the song "Hello" – Adele. Chinese student's routines.
		<b>Reading</b>	Housework in different cultures. Interview about a film seen by some teenagers.
		<b>Writing</b>	Writing a list of SS' own housework. Writing an opinion about a film.
	<b>SOCIO-CULTURAL</b>	Knowledge about different study habits of people from other countries. Finding similarities with Ss' own ones.	
	<b>MATERIALS; RESOURCES</b>	Self-assessment chart, posters with content made by SS, sheet with instructions for the AD student, overhead projector.	
<b>ASSESSMENT CRITERIA</b>	To be able to talk about routines and experiences. To be able to talk about a film/book: description, opinion. To be able to differentiate -ing adjectives from -ed ones. To be able to self-assess one's knowledge (self-assessment chart)		

<b>Grade Level:</b> 4 <sup>th</sup> ESO – B1 Level	<b>Unit:</b> 2	<b>Title:</b> THERE WAS A TIME...	<b>Topic:</b> history, past events	<b>Nº of sessions:</b> 7	<b>Dates:</b> 23 <sup>rd</sup> Sept – 5 <sup>th</sup> Oct	<b>Term:</b> 1 <sup>st</sup>
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<b>KEY COMPETENCES</b>
Linguistic communication. Social and civic competence. Digital competence. Initiative and entrepreneurship. Mathematical competence. Learning to learn. Cultural awareness.
<b>METHODOLOGY</b>
Cooperative & collaborative learning; Flipped classroom; Task-based learning; Blended learning
<b>LEARNING OBJECTIVES</b>
To be able to talk about past events. To be able to work in group successfully. To acquire knowledge about some historical events from other countries. To be able to organize a text using connectors.
<b>MIXED ABILITY</b>
<b>DIFFERENT LEVELS:</b> group work, asking SS to repeat instructions, some additional material (more examples of past tense). <b>AD SS:</b> dynamic activities, sheet with instructions for the writing part, using ICT to catch her attention. <b>READING &amp; WRITING:</b> the reading will be always commented orally. Writing: they can write only main ideas and record orally the whole biography.
<b>MOTIVATION</b>
Optional tasks to obtain extra points (listening part).  Extra points for reading more chapters (Anne Frank) & making an oral presentation about the book & author.

<b>CONTENTS</b>	<b>LANGUAGE INPUT</b>	<b>Language functions</b>	Talking about past events Describing a historical figure
		<b>Grammar and structures</b>	Past simple; Past continuous Present perfect vs Past simple Connectors
		<b>Vocabulary</b>	Historical figures and events (king/queen, knight, war, front, trench, First/Second World War, etc.)
		<b>Pronunciation</b>	Past tenses -ed
	<b>LANGUAGE SKILLS</b>	<b>Speaking</b>	<b>Game!</b> <i>Who am I?</i> Telling a story (whole class). <b>Simulation</b> of a Medieval exhibition.
		<b>Listening</b>	Watching a video about important historical events from different countries (Youtube). → Computer lab
		<b>Reading</b>	Extracting main ideas from “The diary of a Young Girl” by Anne Frank (graded)
		<b>Writing</b>	Reorganizing a biography using connectors. Writing a biography of an invented figure.
	<b>SOCIO-CULTURAL</b>	Reading real literature about the Holocaust – Anne Frank. Knowledge about important historical events from different countries (CLIL).	
	<b>MATERIALS; RESOURCES</b>	Self-assessment chart, posters with content, overhead projector, pictures of famous people.	
<b>ASSESSMENT CRITERIA</b>	To be able to talk about past events. To acquire knowledge about the history of other countries. To be able to assess oneself: identifying strong points as well as problems (self-assessment chart).		

<b>Grade Level:</b> 4 <sup>th</sup> ESO – B1 Level	<b>Unit:</b> 3	<b>Title:</b> CHANGES	<b>Topic:</b> fashion and past events	<b>Nº of sessions:</b> 7	<b>Dates:</b> 6 <sup>th</sup> Oct – 19 <sup>th</sup> Oct	<b>Term:</b> 1 <sup>st</sup>
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<b>KEY COMPETENCES</b>
Linguistic communication. Cultural awareness. Digital competence. Learning to learn. Social and civic. Initiative and entrepreneurship. Mathematical competence and basic competences in science and technology.
<b>METHODOLOGY</b>
Cooperative & collaborative learning; Blended learning; Task-based learning; Flipped classroom
<b>LEARNING OBJECTIVES</b>
Feel confident while reporting events from the past. Gain interest in writing articles for magazines (using adjectives & vocabulary related to clothes and opinion). Describe clothes and use different expressions while shopping.
<b>MIXED ABILITY</b>
<b>DIFFERENT LEVELS:</b> SS working in pairs / groups. Teacher will give prompts with key vocabulary or expressions to carry out the tasks. <b>AD:</b> dynamic tasks such as role-play, working together with a helpful partner. <b>READING &amp; WRITING:</b> all the tasks explained orally. Writing: those SS working in small groups – they can write main ideas and other SS can redact them.
<b>MOTIVATION</b>
SS can bring pictures of members of their family to describe how people used to wear before. The magazine’s articles will be gathered together and SS can create a “fashion magazine” which will be shown to other classes. For the simulation, SS can bring their own items (clothes, games, books, etc.).

<b>CONTENTS</b>	<b>LANGUAGE INPUT</b>	<b>Language functions</b>	Reporting events from the past Expressing likes and dislikes
		<b>Grammar and structures</b>	Used to and would Past perfect vs past simple
		<b>Vocabulary</b>	Shopping & Clothes Expressing preferences and opinions (I like/don’t like/hate/love/it’s too...)
		<b>Pronunciation</b>	Used to
	<b>LANGUAGE SKILLS</b>	<b>Speaking</b>	Describing pictures “fashion changes”. Talking about SS’ clothes and shopping habits. <b>Simulation</b> of shopping with friends.
		<b>Listening</b>	What happened first? → Representing scenes in pairs listened from the teacher (practice past perfect vs past simple).
		<b>Reading</b>	Traditional clothes from different countries.
		<b>Writing</b>	Computer lab: writing a magazine’s article about some outfits and give opinions about them. Survey about likes and dislikes.
	<b>SOCIO-CULTURAL</b>	Traditional clothes from different countries (China, Korea, Poland, Japan).	
	<b>MATERIALS; RESOURCES</b>	Self-assessment chart; textbook (Smart Planet), overhead projector, pictures, material for the simulation: clothes, fake money, bags, etc.	
<b>ASSESSMENT CRITERIA</b>	To be able to talk about fashion, clothes. To be able to report past events using past perfect and used to/would (speaking & listening activities). To be able to write a magazine’s article describing the outfits and giving opinions. To be able to assess oneself: identifying strong points as well as problems (self-assessment chart, see Appendix 1.6.13).		

<b>Grade Level:</b> 4 <sup>th</sup> ESO – B1 Level	<b>Unit:</b> 4	<b>Title:</b> ALL WE NEED IS LOVE	<b>Topic:</b> descriptions and relationships	<b>Nº of sessions:</b> 7	<b>Dates:</b> 20 <sup>th</sup> Oct – 2 <sup>nd</sup> Nov	<b>Term:</b> 1 <sup>st</sup>
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<b>KEY COMPETENCES</b>
Linguistic communication. Cultural awareness. Learning to learn. Social and civic. Initiative and entrepreneurship. Digital competence. Mathematical competence and basic competences in science and technology.
<b>METHODOLOGY</b>
Cooperative & collaborative learning; Blended learning; Task-based learning; Flipped classroom
<b>LEARNING OBJECTIVES</b>
Describe themselves and others in terms of different personalities and appearance. Differentiate actions which are still in progress and actions which we have done several times. Show respect towards different types of relationships.
<b>MIXED ABILITY</b>
<b>DIFFERENT LEVELS:</b> templates to help with the tasks: expressions used to write an email and CV. <b>AD SS:</b> sheet with instructions, tell her to take down notes of the listening (to pay attention), ask her to help with making the posters (speaking game). <b>READING &amp; WRITING:</b> templates with examples of emails, examples with phrasal verbs, adjectives, expressions... project the readings in a bigger format.
<b>MOTIVATION</b>
SS can do the writing part in the computer lab and send the email to their real account. In the Charades game, SS can make groups and gain points if they guess the actions represented as if it were a competition. SS can do the interview for a job they are interested in.

<b>CONTENTS</b>	<b>LANGUAGE INPUT</b>	<b>Language functions</b>	Describing personal qualities Giving advices Expressing unfinished events
		<b>Grammar and structures</b>	Reflexive pronouns and <i>each other</i> Present perfect simple vs present perfect continuous
		<b>Vocabulary</b>	Personal qualities & physical appearance Love & Relationships
		<b>Pronunciation</b>	Silent letters in <i>mb</i> and <i>bt</i>
	<b>LANGUAGE SKILLS</b>	<b>Speaking</b>	Debate about different types of love and relationships. <b>Game!</b> Charades (practice present perfect simple vs present perfect continuous). <b>Simulation</b> of a job interview.
		<b>Listening</b>	<b>Song!</b> All we need is love. Job interview in the UK.
		<b>Reading</b>	St. Valentine's day in Canada. Advices for a broken heart.
		<b>Writing</b>	Informal email giving advice about love. SS' own electronic CV.
	<b>SOCIO-CULTURAL</b>	Valentine's day in Canada. Gestures and distance between speakers in a job interview in UK.	
	<b>MATERIALS; RESOURCES</b>	Self-assessment chart; sheet with instructions, posters/templates with content; overhead projector; computers; pictures.	
<b>ASSESSMENT CRITERIA</b>	To be able to use present perfect simple and continuous in context. To be able to describe oneself in a job interview and use the correct gestures. To write successfully an electronic CV following the Europass model. To be able to give love advices to a friend. To be able to assess oneself: identifying strong points as well as problems (self-assessment chart).		

<b>Grade Level:</b> 4 <sup>th</sup> ESO – B1 Level	<b>Unit:</b> 5	<b>Title:</b> ENGLISH IS INTERNATIONAL	<b>Topic:</b> Accents and varieties of English	<b>Nº of sessions:</b> 7	<b>Dates:</b> 3 <sup>rd</sup> Nov – 16 <sup>th</sup> Nov	<b>Term:</b> 1 <sup>st</sup>
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<b>KEY COMPETENCES</b>
Linguistic communication. Cultural awareness. Learning to learn. Social and civic. Initiative and entrepreneurship. Digital competence. Mathematical competence and basic competences in science and technology.
<b>METHODOLOGY</b>
Cooperative & collaborative learning; blended learning, task-based learning, flipped classroom.
<b>LEARNING OBJECTIVES</b>
Reflect on the role of English nowadays. Get in contact with other varieties/accents of English. Carry out a debate about EIL. Express one's opinion in a debate and in an opinion essay (learn useful expressions & adequate register).
<b>MIXED ABILITY</b>
<b>DIFFERENT LEVELS:</b> for the listening activity: provide SS with a chart with possible similarities and differences – easier to identify them and concentrate on the listening. SS can work in pairs/ small groups to do the tasks. <b>AD SS:</b> during the debate, together with another student, she can take the role of a reporter and write the main ideas which came up including her own ones. <b>READING &amp; WRITING:</b> provide those students with a template to fill in, then copy again the whole essay.
<b>MOTIVATION</b>
SS can choose the variety of English they find more interesting to do the oral presentation – extra points for creativity and materials used (songs, pictures, graphs...).

<b>CONTENTS</b>	<b>LANGUAGE INPUT</b>	<b>Language functions</b>	Persuading Comparing different varieties/accents Expressing one's opinion
		<b>Grammar and structures</b>	Expressions for a debate (I agree/ don't agree with..., my point of view is, etc.) Opinion essay's structure
		<b>Vocabulary</b>	Travelling / Countries & Nationalities
		<b>Pronunciation</b>	American vs British English
	<b>LANGUAGE SKILLS</b>	<b>Speaking</b>	Debate about English as an International Language. Persuading others to study English. Oral presentation about a variety of English. <b>Simulation</b> of being a tour guide.
		<b>Listening</b>	Listening to people from Australia, India, UK, USA, Nigeria, China and finding similarities and differences in their accent/vocabulary, etc.
		<b>Reading</b>	Different opinions about why English is important in our lives nowadays. Stereotypes about other countries/people.
		<b>Writing</b>	Opinion essay about the role of English nowadays. Describing a travelling experience.
	<b>SOCIO-CULTURAL</b>	Different accents and varieties of English. English as an international language. Stereotypes treatment about other countries/people.	
	<b>MATERIALS; RESOURCES</b>	Self-assessment chart; template of the opinion essay; chart to fill in during the listening activity, overhead projector.	
<b>ASSESSMENT CRITERIA</b>	To be able to express one's opinion about the role of English. Participation in the debate, sharing points of view. To be able to assess oneself: identifying strong points as well as problems (self-assessment chart).		

<b>Grade Level:</b> 4 <sup>th</sup> ESO – B1 Level	<b>Unit:</b> 6	<b>Title:</b> PROJECT TIME	<b>Topic:</b> revision previous units	<b>Nº of sessions:</b> 6	<b>Dates:</b> 17 <sup>th</sup> Nov – 25 <sup>th</sup> Nov	<b>Term:</b> 1 <sup>st</sup>
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<b>KEY COMPETENCES</b>
Linguistic communication. Social and civic competence. Digital competence. Initiative and entrepreneurship. Mathematical competence. Learning to learn. Cultural awareness.
<b>METHODOLOGY</b>
Project-based learning; cooperative & collaborative learning; blended learning; task-based learning; flipped classroom.
<b>LEARNING OBJECTIVES</b>
To be able to organize all the materials and tasks to finish the project on time. Gain autonomy to carry out a group-project. Work cooperatively and collaboratively. To be able to present a final project orally extracting the main points.
<b>MIXED ABILITY</b>
<b>DIFFERENT LEVELS:</b> mixed groups (weak students with strong students), give more detailed instructions. <b>AD SS:</b> assign her a specific role within the group to follow during the project (taking notes with main ideas, expressions...). <b>READING &amp; WRITING:</b> bigger format of the reading task, writing on another piece of paper main ideas separated into different sentences.
<b>MOTIVATION</b>
30-40% of the final mark. SS can use all the material they want. All the projects will be exhibited along the school's corridors. Extra points for: creativity, final presentation format (power point, video...), commenting other peers' projects (feedback), including extra material (songs...) ...

<b>CONTENTS</b>	<b>LANGUAGE INPUT</b>	<b>Language functions</b>	Presenting orally a final Project Reaching an agreement Expressing points of view / ideas
		<b>Grammar and structures</b>	All the grammar seen during the first semester (past tenses, present tenses, connectors...)
		<b>Vocabulary</b>	All the vocabulary seen during the first semester (adjectives, clothes, personal qualities, chores...)
		<b>Pronunciation</b>	Review: Past tenses / contracted <i>to be</i>
	<b>LANGUAGE SKILLS</b>	<b>Speaking</b>	Reaching an agreement about the Project. Showing points of view and ideas. Presenting the final project orally.
		<b>Listening</b>	Watching a video to extract useful vocabulary and expressions for the project.
		<b>Reading</b>	Getting main ideas from a text related to the group's project and looking at the structure of the text (connectors used, tenses, etc.)
		<b>Writing</b>	Final product: writing the text about the topic of each group's project (biography, schedule, detective's diary, survey).
	<b>SOCIO-CULTURAL</b>	Finding out information about other cultures to include within the project (for example, a biography of a Chinese man, etc.).	
	<b>MATERIALS; RESOURCES</b>	(Big) coloured papers, coloured pens, markers, glue, sticky tape, scissors, computers, tablets, overhead projector, whatever the students need to use.	
<b>ASSESSMENT CRITERIA</b>	To be able to create a project in groups collaboratively and cooperatively. To be able to present the project orally. To be able to use different materials and make a creative project. Percentage of the final project: 30-40% of the final mark (negotiate the value with the students). → rubric teacher and students (see Appendix 2).		

<b>Grade Level:</b> 4 <sup>th</sup> ESO – B1 Level	<b>Unit:</b> 7	<b>Title:</b> OUR FUTURE	<b>Topic:</b> environment	<b>Nº of sessions:</b> 8	<b>Dates:</b> 1 <sup>st</sup> Dec – 20 <sup>th</sup> Dec	<b>Term:</b> 2 <sup>nd</sup>
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<b>KEY COMPETENCES</b>
Linguistic communication. Social and civic competence. Digital competence. Initiative and entrepreneurship. Mathematical competence. Learning to learn. Cultural awareness.
<b>METHODOLOGY</b>
Cooperative & collaborative learning; blended learning, task-based learning, flipped classroom.
<b>LEARNING OBJECTIVES</b>
To be able to make predictions using future tenses. To be able to talk about the future. Be aware of pollution and climate changes. Learn how to be environmentally-friendly. Extract main points from a text.
<b>MIXED ABILITY</b>
<b>DIFFERENT LEVELS:</b> learning stations: stronger students mixed with weaker ones. During the speaking and listening activities, SS copy the sentences and explanations. At the end of each lesson, dedicate five minutes to revise the important points. <b>AD SS:</b> catch her attention with real items, assign her a specific role during the tasks → narrow the focus. <b>READING &amp; WRITING:</b> project on the whiteboard the reading (make it bigger). The writing part can be done in pairs to help each other.
<b>MOTIVATION</b>
For the listening activity, SS can prepare beforehand their own video to practice in class (extra points). SS can bring their own articles for the reading activity (extra points) and present them in class. For the writing part: describing a “perfect world”, students, apart from writing, can also draw their perfect world and gain extra points for presenting it orally.

<b>CONTENTS</b>	<b>LANGUAGE INPUT</b>	<b>Language functions</b>	Expressing future events. Predicting.
		<b>Grammar and structures</b>	Be going to and present tenses for the future. Predictions with be going to, will and may/might Future continuous
		<b>Vocabulary</b>	Environment, climate & nature
		<b>Pronunciation</b>	Weak form of <i>to</i>
	<b>LANGUAGE SKILLS</b>	<b>Speaking</b>	Discussion about the future – making predictions about our planet’s changes. <b>Simulation</b> of a TV news: recording a short TV reportage about a fictional natural catastrophe.
		<b>Listening</b>	Watching a cut video to make predictions (YouTube).
		<b>Reading</b>	Horoscopes. Magazines’ articles about environment, climate changes, etc.
		<b>Writing</b>	Writing notes with appointments. Short story about a “perfect world”: climate, people, education...
	<b>SOCIO-CULTURAL</b>	Finding a film made in other countries about pollution and climate changes, etc. and comparing it to films from students’ own country → finding different points of view about this issue.	
	<b>MATERIALS; RESOURCES</b>	Horoscopes, magazines’ articles about the topic, post-its, self-assessment chart, camera, overhead projector.	
<b>ASSESSMENT CRITERIA</b>	To be able to assess oneself: identifying strong points as well as problems (self-assessment chart). To be able to make predictions using future tenses. To be able to recognise the structure and register of a magazine’s article. To record a “TV reportage” using all the vocabulary and grammar seen during the unit.		

<b>Grade Level:</b> 4 <sup>th</sup> ESO – B1 Level	<b>Unit:</b> 8	<b>Title:</b> IT'S TIME TO GO!	<b>Topic:</b> transport	<b>Nº of sessions:</b> 8	<b>Dates:</b> 21 <sup>st</sup> Dec – 18 <sup>th</sup> Jan	<b>Term:</b> 2 <sup>nd</sup>
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<b>KEY COMPETENCES</b>
Linguistic communication. Social and civic competence. Digital competence. Initiative and entrepreneurship. Mathematical competence. Learning to learn. Cultural awareness.
<b>METHODOLOGY</b>
Cooperative & collaborative learning; blended learning, task-based learning, flipped classroom.
<b>LEARNING OBJECTIVES</b>
To be able to compare people/objects. To use the correct register to make a complaint. Learn about different means of transport and how to arrange/plan a trip. Learn about famous buildings/places from other countries.
<b>MIXED ABILITY</b>
<b>DIFFERENT LEVELS:</b> give clear instructions; while explaining ask weaker SS to provide a simple example; provide pictures to carry out the activities (means of transport, etc.); provide a template for the complaint letter; to do the poem SS can work in small groups. <b>AD SS:</b> ask her to provide an example of the explanations or repeat the instructions. <b>READING &amp; WRITING:</b> bigger format of the templates and of the text/poem. Before doing the activities, ask them to explain what the text is about.
<b>MOTIVATION</b>
SS can gain extra points for a role-play about a complaint. SS can write their own poem for the school's magazine. SS can bring their own pictures of buildings for the speaking game. SS can plan their holidays for the simulation.

<b>CONTENTS</b>	<b>LANGUAGE INPUT</b>	<b>Language functions</b>	Comparing people/objects Asking for information
		<b>Grammar and structures</b>	Comparatives & superlatives Word formation (suffixes and prefixes)
		<b>Vocabulary</b>	Means of communication and transport. Phrasal verbs and expressions related to the topic.
		<b>Pronunciation</b>	The letters <i>ea</i>
	<b>LANGUAGE SKILLS</b>	<b>Speaking</b>	<b>Game!</b> Spot the difference (Appendix 2; 12.2.1). <b>Game!</b> Which one am I describing? <b>Simulation</b> of arranging a trip (buying tickets, booking a hotel's room, etc.) → computer lab.
		<b>Listening</b>	Bingo! SS listen to descriptions of different people who are projected in the whiteboard. The first SS to guess who is being described wins.
		<b>Reading</b>	Old and new means of transport. Poem using comparative adjectives (Appendix 2; 12.2.2.).
		<b>Writing</b>	A complaint letter because of a flight delay. Short poem using comparative adjectives.
	<b>SOCIO-CULTURAL</b>	SS describe and find information about famous buildings and different means of transport of different countries. Structure of poems and talking about famous writers. Formal ways of complaining in English.	
	<b>MATERIALS; RESOURCES</b>	Pictures for the speaking/listening games, sheets with the poem, template for a complaint letter, fake money for the simulation, short biography of famous poem writers, self-assessment chart, overhead projector.	
<b>ASSESSMENT CRITERIA</b>	To be able to assess oneself: identifying strong points as well as problems. To be able to make comparisons between people/objects. To be able to arrange a trip asking for information and using correct expressions. To be able to express complaint using a formal register.		

<b>Grade Level:</b> 4 <sup>th</sup> ESO – B1 Level	<b>Unit:</b> 9	<b>Title:</b> NOT TOO FAR	<b>Topic:</b> Jobs	<b>Nº of sessions:</b> 10	<b>Dates:</b> 19 <sup>th</sup> Jan – 7 <sup>th</sup> Feb	<b>Term:</b> 2 <sup>nd</sup>
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<b>KEY COMPETENCES</b>
Linguistic communication. Social and civic competence. Digital competence. Initiative and entrepreneurship. Mathematical competence. Learning to learn. Cultural awareness.
<b>METHODOLOGY</b>
Cooperative & collaborative learning; blended learning, task-based learning, flipped classroom.
<b>LEARNING OBJECTIVES</b>
Express obligation and prohibition by talking about rules. Express possibility and probability by speculating. Gain/show interest in finding information about their own future job/degree. Learn about specific jobs in different countries. Learn how to write to apply for a job.
<b>MIXED ABILITY</b>
<b>DIFFERENT LEVELS:</b> take into account SS interest in doing the tasks rather than the knowledge. Provide templates, examples for each task. For the simulation, mix weaker SS with the stronger ones. <b>AD SS:</b> ask her about her own interests and how she sees her future. Keep her occupied during the tasks. <b>READING &amp; WRITING:</b> bigger format of the texts, comment orally the reading & writing tasks/texts, show templates for the writing part.
<b>MOTIVATION</b>
For the reading part, SS can bring information about the degree/professional training which is of their interest. For the formal email, SS can find in the internet a job offer which they like and send a real email (to the teacher) applying for that job.

<b>CONTENTS</b>	<b>LANGUAGE INPUT</b>	<b>Language functions</b>	Expressing modality / Speculating Talking about family and Jobs
		<b>Grammar and structures</b>	Possibility and probability Obligation/no obligation Prohibition
		<b>Vocabulary</b>	Family & Friends / Jobs & Occupations
		<b>Pronunciation</b>	Stress in multi-syllable words
	<b>LANGUAGE SKILLS</b>	<b>Speaking</b>	Oral presentation about SS' family & Friends. Talking about rules at home/school and rules for different jobs. Describing pictures of strange objects and speculate what they could be. (Appendix 2; 12.2.3). <b>Simulation</b> of an enterprise (being the boss, making rules, occupations of the employers, etc.)
		<b>Listening</b>	SS' own recording about rules of a specific job → the rest of the SS guessing which job it is. Video about jobs and rules in different countries.
		<b>Reading</b>	Short descriptions of University degrees and Professional Training and their possible job opportunities.
		<b>Writing</b>	Writing a leaflet about a job which interests the SS. Formal email to apply for a job.
	<b>SOCIO-CULTURAL</b>	Knowledge about jobs and their rules in different countries. Formal language to apply for a job.	
	<b>MATERIALS; RESOURCES</b>	Pictures, recorder, info about degrees/Professional Training, template of a leaflet, overhead projector, self-assessment chart.	
<b>ASSESSMENT CRITERIA</b>	To be able to assess oneself: identifying strong points as well as problems. To be able to talk about rules and speculate about possibilities. To be able to write a formal email using an adequate register. To show interest in making a decision about one's future.		

<b>Grade Level:</b> 4 <sup>th</sup> ESO – B1 Level	<b>Unit:</b> 10	<b>Title:</b> HEALTHY LIFE	<b>Topic:</b> health	<b>Nº of sessions:</b> 10	<b>Dates:</b> 8 <sup>th</sup> Feb – 24 <sup>th</sup> Feb	<b>Term:</b> 2 <sup>nd</sup>
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<b>KEY COMPETENCES</b>
Linguistic communication. Social and civic competence. Digital competence. Initiative and entrepreneurship. Mathematical competence. Learning to learn. Cultural awareness.
<b>METHODOLOGY</b>
Cooperative & collaborative learning; blended learning, task-based learning, flipped classroom.
<b>LEARNING OBJECTIVES</b>
Expressing conditions and their possible consequences (in the present or imaginary). Raise awareness about unhealthy habits and its consequences as well as having unprotected sex. Explaining a doctor your illnesses, aches, etc. Learn about specific illnesses of other countries.
<b>MIXED ABILITY</b>
<b>DIFFERENT LEVELS:</b> listening: for the weaker SS, less gaps to fill in. During the simulation, give sheets with possible dialogues/expressions, etc. For the writing part: SS can work in pairs. <b>AD SS:</b> ask her about the song, catch her attention. Sit her close to the speakers/cassette while listening. <b>READING &amp; WRITING:</b> bigger format of the readings, SS can also find a video about those illnesses or other SS reading it aloud. For the writing part: prepare a short template to fill in.
<b>MOTIVATION</b>
SS can find more rare illnesses (articles, videos...) and make a short presentation in class (extra points). SS can record their performance of the simulation and show it at home.

<b>CONTENTS</b>	<b>LANGUAGE INPUT</b>	<b>Language functions</b>	Expressing conditions and consequences in the present. / Expressing imaginary conditions and their possible consequences.
		<b>Grammar and structures</b>	First conditional with if, unless, when and may/might Second conditional with would, could and might
		<b>Vocabulary</b>	Body, health, ailments & illnesses Phrasal verbs and idioms related to this topic.
		<b>Pronunciation</b>	The letters <i>cia</i>
	<b>LANGUAGE SKILLS</b>	<b>Speaking</b>	<b>Chain game!</b> Create conditional sentences about possibilities of not smoking/drinking/taking drugs... Talking about sex and consequences of not using protection. <b>Simulation</b> of a medical appointment.
		<b>Listening</b>	Song! If I were a boy - Beyoncé (YouTube) → completing gaps with verb form (2 <sup>nd</sup> conditional)
		<b>Reading</b>	Description of rare illnesses in different countries and their environment.
		<b>Writing</b>	Instructions for a game (play tag, taboo, domino, ludo, etc. or an invented one) using conditionals and modal verbs.
	<b>SOCIO-CULTURAL</b>	Knowledge about rare illnesses if you travel to other countries. Knowledge about other countries' environment.	
	<b>MATERIALS; RESOURCES</b>	Lyrics song, posters with parts of the body, some medical material for the simulation, sheet with possible dialogues for the simulation, template for the writing part, self-assessment chart, overhead projector.	
<b>ASSESSMENT CRITERIA</b>	To be able to assess oneself: identifying strong points as well as problems. To be able to express conditions and consequences. To be able to communicate with a doctor (talking about illnesses, aches, etc.).		

<b>Grade Level:</b> 4 <sup>th</sup> ESO – B1 Level	<b>Unit:</b> 11	<b>Title:</b> PROJECT TIME	<b>Topic:</b> revision previous units	<b>Nº of sessions:</b> 8	<b>Dates:</b> 28 <sup>th</sup> Feb – 10 <sup>th</sup> March	<b>Term:</b> 2 <sup>nd</sup>
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<b>KEY COMPETENCES</b>
Linguistic communication. Social and civic competence. Digital competence. Initiative and entrepreneurship. Mathematical competence and basic competences in science and technology. Learning to learn.
<b>METHODOLOGY</b>
Project-based learning; cooperative & collaborative learning; blended learning; task-based learning; flipped classroom.
<b>LEARNING OBJECTIVES</b>
To be able to organize all the materials and tasks to finish the project on time. Gain autonomy to carry out a group-project. Work cooperatively and collaboratively. To be able to present a final project orally extracting the main points. To revise the previous units in a creative and meaningful way.
<b>MIXED ABILITY</b>
<b>DIFFERENT LEVELS:</b> mixed groups (weak students with strong students), give more detailed instructions. <b>AD SS:</b> assign her a specific role within the group to follow during the project (taking notes with main ideas, expressions... and hand it in at the end). <b>READING &amp; WRITING:</b> bigger format of the reading task, writing on another piece of paper main ideas separated into different sentences.
<b>MOTIVATION</b>
30-40% of the final mark. SS can use all the material they want. All the projects will be exhibited along the school's corridors. Extra points for: creativity, format, peers' feedback, including extra material.

<b>CONTENTS</b>	<b>LANGUAGE INPUT</b>	<b>Language functions</b>	Presenting orally a final Project / Reaching an agreement / Expressing points of view, ideas
		<b>Grammar and structures</b>	Grammar seen during the first & second term
		<b>Vocabulary</b>	Vocabulary seen during the 1 <sup>st</sup> & 2 <sup>nd</sup> term (personal qualities, transport, environment...)
		<b>Pronunciation</b>	Adequate intonation during oral presentations
	<b>LANGUAGE SKILLS</b>	<b>Speaking</b>	Reaching an agreement about the Project. Showing points of view and ideas. Presenting the final project orally
		<b>Listening</b>	Watching a video to extract useful vocabulary and expressions for the project.
		<b>Reading</b>	Getting main ideas from a text related to the group's project and looking at the structure of the text (connectors used, tenses, expressions...)
		<b>Writing</b>	Final product: writing the text about the topic of each group's project (trip for a family, horoscopes, TV show design, article about two countries).
	<b>SOCIO-CULTURAL</b>	Information about other countries and their traditions/customs. Formal/informal register depending on the genre.	
	<b>MATERIALS; RESOURCES</b>	(Big) coloured papers, coloured pens, markers, glue, sticky tape, scissors, computers, tablets, overhead projector, whatever the students need to use.	
<b>ASSESSMENT CRITERIA</b>	To be able to create a project in groups collaboratively and cooperatively. To be able to present the project orally. To be able to use different materials and make a creative project. Percentage of the final project: 30-40% of the final mark (negotiate the value with the students). → rubric teacher and students (see Appendix 2).		

<b>Grade Level:</b> 4 <sup>th</sup> ESO – B1 Level	<b>Unit:</b> 12	<b>Title:</b> RELAX, TAKE IT EASY	<b>Topic:</b> Free time	<b>Nº of sessions:</b> 10	<b>Dates:</b> 16 <sup>th</sup> March – 20 <sup>th</sup> April	<b>Term:</b> 3 <sup>rd</sup>
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<b>KEY COMPETENCES</b>
Linguistic communication. Social and civic competence. Digital competence. Initiative and entrepreneurship. Mathematical competence. Learning to learn. Cultural awareness.
<b>METHODOLOGY</b>
Cooperative & collaborative learning; blended learning, task-based learning, flipped classroom.
<b>LEARNING OBJECTIVES</b>
Practice relative clauses/pronouns through the four skills. Be able to talk about SS' free time & sports. Learn more about history of other countries. Write a report.
<b>MIXED ABILITY</b>
<b>DIFFERENT LEVELS:</b> template of a report for weaker students. The “Big Bang Theory” extract with subtitles for the weaker SS. Stronger SS can be teachers for a day. <b>AD SS:</b> ask her questions about her free time, engage her in the unit making it more personal. Copy important expressions/explanations in the notebook & revision of notebook at the end of the unit. <b>READING &amp; WRITING:</b> Before writing the letter/report, SS can talk in pairs about the topic. Bigger format of the reading text and commenting them orally.
<b>MOTIVATION</b>
Stronger SS can gain extra points for being the teachers for one day. Weaker SS can gain extra points for a short oral presentation about a historical figure they want.

<b>CONTENTS</b>	<b>LANGUAGE INPUT</b>	<b>Language functions</b>	Describing people/objects/places using relative pronouns.
		<b>Grammar and structures</b>	Relative pronouns and clauses.
		<b>Vocabulary</b>	Free time, leisure & sports
		<b>Pronunciation</b>	The letters -tion
	<b>LANGUAGE SKILLS</b>	<b>Speaking</b>	Description of SS' pictures of their family/friends... Talking about SS' free time & sports they do.
		<b>Listening</b>	Extract from “The Big Bang Theory” series. People from other countries talking about how they spend their free time.
		<b>Reading</b>	Important historical figures (different countries). UK sports magazine.
		<b>Writing</b>	Informal letter to a real English SS. Report about sports and leisure facilities in Madrid.
	<b>SOCIO-CULTURAL</b>	Knowledge about the history and important historical figures from other countries. UK magazine. Free time in other countries.	
	<b>MATERIALS; RESOURCES</b>	Template of a report, pictures of family/friends, UK sports magazine, overhead projector, self-assessment chart.	
<b>ASSESSMENT CRITERIA</b>	To be able to assess oneself: identifying strong points as well as problems. To be able to use correctly relative pronouns/clauses. To be able to talk about SS' free time and sports. To be able to write a report and an informal letter using an adequate register.		

<b>Grade Level:</b> 4 <sup>th</sup> ESO – B1 Level	<b>Unit:</b> 13	<b>Title:</b> AGENTS OF CHANGE	<b>Topic:</b> Technology	<b>Nº of sessions:</b> 10	<b>Dates:</b> 21 <sup>st</sup> April – 10 <sup>th</sup> May	<b>Term:</b> 3 <sup>rd</sup>
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<b>KEY COMPETENCES</b>
Linguistic communication. Social and civic competence. Digital competence. Initiative and entrepreneurship. Mathematical competence. Learning to learn. Cultural awareness.
<b>METHODOLOGY</b>
Cooperative & collaborative learning; blended learning, task-based learning, flipped classroom.
<b>LEARNING OBJECTIVES</b>
Be able to form passive sentences. Teaching others using an adequate register. Raise awareness about the dangers of the Internet. Selling electronic devices on the Internet. Express different points of view about technology.
<b>MIXED ABILITY</b>
<b>DIFFERENT LEVELS:</b> for the writing part: template of a review and examples of posts to sell a product. During the simulation mix weak and strong SS. For weaker SS, some extra exercises about the passive structure. <b>AD SS:</b> ask her questions using a rubber ball to catch her attention. <b>READING &amp; WRITING:</b> bigger format of the readings. Templates of a review and internet posts. Commenting orally the content of the readings. The posts on the Internet can be done in pairs.
<b>MOTIVATION</b>
For the simulation, SS can bring the device they want. SS can gain extra points if they present orally their review.

<b>CONTENTS</b>	<b>LANGUAGE INPUT</b>	<b>Language functions</b>	Teaching: explaining and asking for explanation. Debating in an appropriate way. Describing social media/electronic devices.
		<b>Grammar and structures</b>	Passive: present simple, past simple and will.
		<b>Vocabulary</b>	Technology Information & communications technology (ICT)
		<b>Pronunciation</b>	The letters <i>ch</i>
	<b>LANGUAGE SKILLS</b>	<b>Speaking</b>	Debate about the importance of technology. Talking about social media SS use: Facebook, Twitter, Instagram... <b>Game!</b> Passive or active? <b>Simulation</b> of a course about technology (SS teaching older people to use electronic devices/software).
		<b>Listening</b>	Life without technology in India and Africa. Dangers of the Internet (video YouTube).
		<b>Reading</b>	How technology changed our lives. Important inventors and their products. Science-fiction comic.
		<b>Writing</b>	Review about a science-fiction film/book. Post on the Internet to sell an electronic device.
	<b>SOCIO-CULTURAL</b>	Knowledge about countries without technology. Showing respect towards people who cannot afford having technological devices.	
	<b>MATERIALS; RESOURCES</b>	Some electronic devices, template of a book/film review, examples of posts to sell a product, self-assessment chart, overhead projector.	
<b>ASSESSMENT CRITERIA</b>	To be able to assess oneself: identifying strong points as well as problems. To be able to form passive sentences in present/past simple and with will. To be able to sell an electronic device posting it on the Internet. To be able to teach others about technology.		

<b>Grade Level:</b> 4 <sup>th</sup> ESO – B1 Level	<b>Unit:</b> 14	<b>Title:</b> BON APPÉTIT!	<b>Topic:</b> Food	<b>Nº of sessions:</b> 10	<b>Dates:</b> 11 <sup>th</sup> May – 26 <sup>th</sup> May	<b>Term:</b> 3 <sup>rd</sup>
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<b>KEY COMPETENCES</b>
Linguistic communication. Social and civic competence. Digital competence. Initiative and entrepreneurship. Mathematical competence. Learning to learn. Cultural awareness.
<b>METHODOLOGY</b>
Cooperative & collaborative learning; blended learning, task-based learning, flipped classroom.
<b>LEARNING OBJECTIVES</b>
Learn to make reported sentences and indirect questions. Learn about food and traditional dishes of different countries. Write and understand a recipe in English.
<b>MIXED ABILITY</b>
<b>DIFFERENT LEVELS:</b> show examples of recipes. SS can work in pairs in the computer lab for the writing part. <b>AD SS:</b> dynamic tasks to catch her attention, not sitting all the time. Check her notebook & notes. Tell her to read a recipe aloud and ask for opinion. <b>READING &amp; WRITING:</b> SS can record their recipe and then write it with a peer's help. Bigger format of the reading texts.
<b>MOTIVATION</b>
SS can gain extra points for an oral presentation about a typical food of another country. Teacher brings some typical Polish food for SS.

<b>CONTENTS</b>	<b>LANGUAGE INPUT</b>	<b>Language functions</b>	Reporting sentences Making indirect questions Asking for food/ offering a food
		<b>Grammar and structures</b>	Reported statements/questions Indirect questions
		<b>Vocabulary</b>	Food & cooking
		<b>Pronunciation</b>	Intonation in indirect questions
	<b>LANGUAGE SKILLS</b>	<b>Speaking</b>	<b>Game! Memory challenge</b> SS report the recipe from the listening part orally. <b>Simulation</b> of having dinner in a restaurant (waiter and customer).
		<b>Listening</b>	Gordon Ramsay giving instructions to cook a special meal.
		<b>Reading</b>	Blog posts about recipes. French and Chinese cuisine.
		<b>Writing</b>	Writing a recipe & shopping list. Writing a post about a restaurant and what SS ate.
	<b>SOCIO-CULTURAL</b>	SS find information about table manners in different countries and compare results. SS learn how to order/offer a meal politely and ask for the bill/toilette's location, etc. Typical dishes from other countries. French & Chinese cuisine.	
	<b>MATERIALS; RESOURCES</b>	Tablecloth, plates, etc. for the simulation, examples of recipes, self-assessment chart, overhead projector.	
<b>ASSESSMENT CRITERIA</b>	To be able to assess oneself: identifying strong points as well as problems. To be able to report correctly others' speech. To be able to understand and write a recipe. To be able to talk about food/dishes (description & opinion).		

<b>Grade Level:</b> 4 <sup>th</sup> ESO – B1 Level	<b>Unit:</b> 15	<b>Title:</b> PROJECT TIME	<b>Topic:</b> revision previous units	<b>Nº of sessions:</b> 11	<b>Dates:</b> 30 <sup>th</sup> May – 16 <sup>th</sup> June	<b>Term:</b> 3 <sup>rd</sup>
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<b>KEY COMPETENCES</b>
Linguistic communication. Social and civic competence. Digital competence. Initiative and entrepreneurship. Mathematical competence and basic competences in science and technology. Learning to learn.
<b>METHODOLOGY</b>
Project-based learning; cooperative & collaborative learning; blended learning; task-based learning; flipped classroom.
<b>LEARNING OBJECTIVES</b>
To be able to organize all the materials and tasks to finish the project on time. Gain autonomy to carry out a group-project. Work cooperatively and collaboratively. To be able to present a final project orally extracting the main points. To revise the previous units in a creative and meaningful way.
<b>MIXED ABILITY</b>
<b>DIFFERENT LEVELS:</b> mixed groups (weak students with strong students), give more detailed instructions. <b>AD SS:</b> assign her a specific role within the group to follow during the project. <b>READING &amp; WRITING:</b> bigger format of the reading task, writing on another piece of paper main ideas separated into different sentences.
<b>MOTIVATION</b>
30-40% of the final mark. SS can use all the material they want. All the projects will be exhibited along the school's corridors. Extra points for: creativity, format, peers' feedback, including extra material.

<b>CONTENTS</b>	<b>LANGUAGE INPUT</b>	<b>Language functions</b>	Presenting orally a final Project / Reaching an agreement / Expressing points of view / ideas
		<b>Grammar and structures</b>	Grammar seen during the 1 <sup>st</sup> , 2 <sup>nd</sup> & 3 <sup>rd</sup> semester
		<b>Vocabulary</b>	Vocabulary seen during the third semester (food, sports, social networks...)
		<b>Pronunciation</b>	Adequate intonation during oral presentations
	<b>LANGUAGE SKILLS</b>	<b>Speaking</b>	Reaching an agreement about the Project. Showing points of view and ideas. Presenting the final project orally
		<b>Listening</b>	Watching a video to extract useful vocabulary and expressions for the project.
		<b>Reading</b>	Getting main ideas from a text related to the group's project and looking at the structure of the text (connectors used, tenses, expressions...)
		<b>Writing</b>	Final product: writing the text about the topic of each group's project (comic including vocabulary units 12-14, TV programme about typical food from other countries, mural with sports and famous athletes, new social network).
		<b>SOCIO-CULTURAL</b>	For each project, SS must find information and include examples of other countries: typical food, famous athletes, etc.
	<b>MATERIALS; RESOURCES</b>	(Big) coloured papers, coloured pens, markers, glue, sticky tape, scissors, computers, tablets, camera, overhead projector, whatever the students need.	
<b>ASSESSMENT CRITERIA</b>	To be able to create a project in groups collaboratively and cooperatively. To be able to present the project orally. To be able to use different materials and make a creative project. Percentage of the final project: 30-40% of the final mark (negotiate the value with the students). → rubric teacher and students (see Appendix 2).		

5.4. Final projects

To understand better the units dedicated to final projects, here I explain what the projects will be about:

<b>PROJECTS 1<sup>ST</sup> TERM</b>	<p><b>1. WRITE A BIOGRAPHY OF AN INVENTED FIGURE.</b> Include: physical appearance, date &amp; place of birth, description of deeds.</p> <p><b>2. WRITE A SCHEDULE FOR YOUR END-OF-YEAR TRIP.</b> Include: destination, dates, places to visit, description of the places, what to do each day.</p> <p><b>3. WRITE A DETECTIVE’S DIARY.</b> Include: main characters, places, actions, etc.</p> <p><b>4. CREATE A SURVEY ABOUT RELATIONSHIPS AND DRAW A GRAPH WITH THE RESULTS.</b> Include: 5 yes/no questions, 4 open questions, 5 scale questions. Ask students, teachers, parents, etc. to fill in the survey. Minimum 10-15 people.</p>
<b>PROJECTS 2<sup>ND</sup> TERM</b>	<p><b>1. PLAN A COMPLETE TRIP FOR A FAMILY OF 4 MEMBERS TO ANOTHER COUNTRY.</b> Include: destination, hotel, means of transport, pets, money needed, dates, places to see with their descriptions, etc.</p> <p><b>2. WRITE HOROSCOPES FOR A MAGAZINE.</b> Include: health, job, family &amp; friends, love, money, etc.</p> <p><b>3. DESIGN A NEW TV SHOW.</b> Include: competition – sports, rules, conditions, description of the people who could participate, place, etc.</p> <p><b>4. WRITE A MAGAZINE’S ARTICLE ABOUT TWO COUNTRIES TO VISIT.</b> Include: environment, climate, population, places of interest, customs &amp; traditions, history &amp; make a comparison between both countries.</p>

<b>PROJECTS 3<sup>RD</sup> TERM</b>	<p><b>1. COMIC USING VOCABULARY FROM UNITS 12-14.</b></p> <p>Include: the vocabulary seen in the units of the third term. Extra points for including vocabulary from previous units. Draw it on 1-2 big coloured papers.</p> <p><b>2. RECORD A SHORT TV PROGRAMME ABOUT TYPICAL FOOD FROM OTHER COUNTRIES.</b></p> <p>Include: pictures of the food, description of the food and country. Each member of the group present 1-2 typical food/dish.</p> <p><b>3. MAKE A MURAL WITH SPORTS AND FAMOUS ATHLETES</b></p> <p>Include: pictures of the famous athletes. Athletes from other countries + achievements + brief description of them and sports they do.</p> <p><b>4. CREATE A NEW SOCIAL NETWORK</b></p> <p>Include: name, description, rules, purpose, images/drawings...</p>
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## 6. METHODOLOGY

### 6.1. Communicative Language Teaching

This syllabus is based mainly on the **Communicative Language Teaching** methodology (Richards, 2006). During the English course lessons, the students will have to use the English language through the four different skills (speaking, writing, listening and reading) to carry out a variety of tasks which resemble real-life situations. Therefore, the main aim is to achieve a qualitative and quantitative development of language tasks in the foreign language to acquire correctly the necessary **communicative skills**.

According to Nunan (1988), the main characteristics of the communicative language teaching are the following:

1. Focus is on **communication**
2. The selection of language items must be done on the basis of what the learner needs to know in order to **get things done**.
3. The right way of sequencing the language items must be determined on other grounds, with the **emphasis on content, meaning and interest**.

4. The degree of coverage has to cover, in any particular phase, only what the **learner needs** and **sees as important**.
5. The view of language must be accepted as a **variety** and seen as determined by the character of **particular communicative contexts**.
6. The type of language used has to be genuine **everyday language** and emphasised.
7. It is regarded as a criterion of success to have students **communicate effectively** and in a manner appropriate to the **context** they are working in.
8. All the **language skills** are **emphasised**. Spoken interactions are regarded as at least as important as reading and writing.
9. The teacher/student roles are **student-centred**.
10. The right attitude to **errors** is that teachers must consider them as **partially correct** or **incomplete utterances**, rather than just 'wrong'.

These characteristics of communicative language teaching methodology have been adopted for this syllabus. It can be observed within the didactic units which include the main four competences described by Canale & Swain (1980): **grammatical competence** (knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, etc.), **sociolinguistic competence** (illocutionary competence and knowledge of social conventions, treated within the socio-cultural content of the didactic units), **discourse competence** (ability to create coherent written texts and conversations) and **strategic competence** (coping with authentic communication by using communication strategies, carried out during the lessons dedicated to the simulations of real-life situations). Taking all these characteristics into account, the following principles have been applied to follow this teaching approach:

6.2. Learner Centred Experience

During the units, the teacher's role is to **monitor** students' work and interfere only when necessary.

The didactic units of this syllabus are designed to develop **students' autonomy**, to find the necessary resources on their own to achieve the lessons' objectives. In many occasions, some students will **act as teachers** helping their peers to carry out the tasks proposed. It is a way to **empower the students** which results motivating as it provides the students with a sense of control (Cullen & Harris, 2009).

Moreover, during the units and through different tasks, the teacher will take notes about students' own interests to modify the following lessons making them more appealing, as this syllabus is completely **flexible** to adapt to students' needs and interests.

What is more, the students at the end of each unit will **self-assess themselves**, sharing and commenting their weak and strong points with the option of suggesting activities or tasks to be done during the following units. The aim, in the end, is to make students be more autonomous and mature enough to **take their own decisions** and reflex upon their interests and future life.

### 6.3. Learning through all the intelligences

As **Gardner** stated (1983), there exist **eight** or more relatively **autonomous intelligences**. Individuals draw on these intelligences, individually and corporately, to create products and solve problems that are relevant to the societies in which they live. The eight identified intelligences include linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence and intrapersonal intelligence (Gardner, 1999).

All these intelligences are considered to be **trainable**, therefore, within this syllabus and didactic units, diverse tasks related to the training of those intelligences can be found. It is important for students to train different intelligences as, in this way, they become more flexible at the time of facing a specific problem or real-life situation. Moreover, those tasks will also let students identify their strong and weak points, the ones which can be used for their benefit and the ones to keep working on.

#### 6.4. Cooperative & Collaborative Learning

Cooperative and collaborative learning has been applied for this syllabus as, according to Vygotsky's **Zone of Proximal Development** (1986), learning is co-constructed in interaction. Learners advance to higher levels of L2 knowledge through the collaboration and interaction with a teacher or more advanced peer, which provides **scaffolded instruction** as well as **collective scaffolding** (Donato 1994). The learners play an active role in the learning process by using **task-based instruction** and with pair/small group work which promotes interaction and co-operative learning.

Moreover, according to Bandura's *social learning* (1973), the adolescent learns his or her roles through the imitation of the other significant people and of the social reinforcements, and, that is why I consider cooperative and collaborative learning significant for the students to learn from each other.

Therefore, cooperative and collaborative learning is implemented in this syllabus as it is an opportunity for students to learn the English language with a collective scaffolding, where the students help each other in order to complete a task or achieve the main aims and objectives of the lesson throughout the whole course. The students can take advantage of their strengths and **develop their weaknesses** with the help of the group's members, in this way, the students can also develop their **interpersonal and communicative skills**.

To carry out cooperative and collaborative learning, students will be divided into 3 groups of 4 and 2 groups made of 3 students. **Strong students will be mixed with the weaker ones**, especially to achieve a balance of levels and, also, to attend diversity. Students with special educational needs should be mixed with other students whose English level is high enough to provide help. Those students cannot feel demotivated and should find a **support in their peers**.

Cooperative and collaborative learning could result beneficial for both weak and strong students: the weak ones can find help and support in the stronger students, avoiding demotivation whereas the strong students can practice their communicative skills to transmit or explain a message to weaker peers.

## 6.5. Learning for a purpose

What is important while learning a language or any other subject, is to find a **purpose for learning**. It is important to have clear aims and objectives and see and value the importance of what is being learnt. For this reason, several approaches and methodologies have been considered for this syllabus.

### 6.5.1. Action-oriented approach

First, the **action-oriented approach** adopted by the Common European Framework of Reference for Languages (CEFR, 2001) as an approach which views “*users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action.*”.

The Common European Framework of Reference for Languages describe any form of language use and learning as follows:

*Language use, embracing language learning, comprises the actions performed by persons who as individuals and as **social agents** develop a range of **competences**, both general and in particular **communicative language competences**. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in **language activities** involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the **tasks** to be accomplished. The **monitoring** of these actions by the participants leads to the reinforcement or modification of their competences. (CEFR, 2001)*

Therefore, what has been implemented in this syllabus is a range of different methodologies which help the students or **social agents** “to develop a range of competences” by carrying out “language activities involving language processes to produce or receive texts in relation to themes in specific domains.”

### 6.5.2. Task-Based Learning

One of those specific methodologies is **Task-Based Learning (TBL)**, which is used in all the didactic units designed for this syllabus.

TBL is mainly based on Krashen's (1985) **Input Hypothesis**, which states that learners progress in their knowledge of the language when they **comprehend language input** that is slightly more **advanced** than their current level. TBL is also based on Long's (1996) **Interaction Hypothesis**, which also claims that comprehensible input is important for language learning, but, that the comprehensible input is increased when learners have to **negotiate for meaning**.

During Task-Based Learning, the students must carry out several tasks to reach an objective or a final product. Nunan (2004), defines a pedagogical task as "a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to **convey meaning** rather than to manipulate form.

The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end" (Nunan, 2004). Therefore, TBL is a great way of learning for a purpose, where the students can put into practice all their skills individually as well as in groups, working cooperatively and collaboratively and developing different types of competences, such as the digital competence, communicative competence, cultural awareness, etc. In general, the tasks of the units, have three parts: the first two serve as a warm-up which the students will have to join at the end to carry out the final task (for example, a magazine's article or a simulation of real-life situation).

### 6.5.3. Flipped-Classroom

Another methodology used for this syllabus is **Flipped-Classroom**. The term flipped classroom was popularised by the teachers Aaron Sams and Jon Bergmann, they describe the flipped classroom basically as follows: "that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (Sams & Bergmann, 2012).

The flipped classrooms proposed during the units serve as a strategy to **develop students' learning to learn competence**.

Before introducing new vocabulary or a grammatical aspect, the students will watch a video at home related to the topic. Then, the following lesson, the students will **act as teachers** and put in common their notes about the video and **teach each other sitting in a circle**. The teacher will only interfere if students did not understand the topic and are making mistakes or if there is any misunderstanding. This methodology will be used, especially, during the units of the first term, then, if it turns out that it still works well, it can be used for the rest of the units.

#### 6.5.4. Blended-learning

Moreover, to develop the digital competence, **blended-learning** is also implemented in this syllabus. *Blended learning is realised in teaching and learning environments where there is an effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face to face interaction* (Krause, 2007).

The students of this era are considered to be the “**digital natives**”: *Digital Natives are used to receiving information really fast. They like to parallel process and multi-task. They prefer their graphics before their text rather than the opposite. They prefer random access (like hypertext). They function best when networked. They thrive on instant gratification and frequent rewards. They prefer games to “serious” work* (Prensky, 2001).

Therefore, the students will have to know how to use computers/tablets and the basic software to operate them in order to carry out an activity or task. Technology is surrounding students in their everyday life, therefore, this kind of learning results **attracting** to the students and make them engaged in the task.

#### 6.5.5. Project-Based Learning

Finally, there are three units within this syllabus (6, 11 & 15) dedicated to **Project-Based Learning**. Thomas Markham (2011) describes project-based learning (PBL) thus: *“PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. PBL students take advantage of digital tools to produce high quality, collaborative products.*

*PBL refocuses **education on the student**, not the curriculum – a shift mandated by the global world, which rewards intangible assets such as drive, passion, creativity, empathy and resiliency. These cannot be taught out of a textbook, but must be activated through **experience**".*

Greeno (2006), associated Project-Based Learning with the **constructivist theories of Jean Piaget**, because of the idea of students constructing their own meaning through the experience of carrying out different tasks, working together to accomplish specific objectives and take the responsibility for their learning.

Then, before the final exams, the students will have to do a final project which serves as a revision of the previous units. To carry out the final project, the students will have to **complete a series of tasks** by using the speaking, listening, reading and writing skills to gather the necessary information to **create the final product**.

In addition, several **key competences** can be put into practice by the project-based learning: the students can search information on the Internet (digital competence), they can find information about traditions or characteristics of other countries (cultural awareness), they can create their own platforms or organise their own trips (initiative and entrepreneurship), they can make surveys and graphs with the results (mathematical competence and basic competences in science and technology), etc. and the teacher's role during PLB is the one of **facilitator** who helps the students to create a perfect environment to acquire knowledge by constructing meaning and doing activities themselves.

#### 6.6. Learning for life

Finally, **Delors' four pillars of lifelong learning** (1996) have been also used for the design of this syllabus:

- Learning to live together: reflected in the didactic units where the students learn about **other countries** and their traditions, history, culture... and work **cooperatively and collaboratively** to achieve the same aim and see how important it is helping each other, thus creating an **interdependence of the group** of students.

- Learning to know: the students will receive a **broad general education** about their rapidly changing real-life aspects as well as **specific subjects** due to the practice of the key competences through the four different skills.
- Learning to do: students will learn different strategies and useful knowledge to put it into practice by being involved in situations resembling a **work or social work experience** (simulations of each didactic unit). Everything the students learn will be used to **do things** in their real life.
- Learning to be: the last, but not least pillar is reflected in this syllabus by topics worked in class which contribute to students' **self-development**: memory, reasoning power, imagination, physical ability, aesthetic sense, the aptitude to communicate with others and the natural charisma of the group leader.

## 7. MATERIAL AND RESOURCES

The material and resources used to carry out this syllabus are the following:

<b>Materials</b>	Photographs, teacher-made worksheets, textbook (Smart Planet student's book and workbook 4. Cambridge: Spain), items for the simulations (clothes, plates, fake money, etc.), PowerPoint/Prezi presentations, self-assessment chart (see Appendix 1.6.13), games and worksheets from the Internet, extracts from "The Diary of a Young Girl" by Anne Frank (graded).
<b>Resources</b>	Blackboard, overhead projector, speakers, computers, internet connection.

Some of the material used for the didactic units and which the students can use for they daily life, can be found in this links:

VIDEOS FOR FLIPPED CLASSROOM TASKS AND SONGS	WORKSHEETS TO PRACTICE GRAMMAR / VOCABULARY
<a href="https://www.youtube.com/">https://www.youtube.com/</a> <a href="https://es.lyricstraining.com/">https://es.lyricstraining.com/</a> <a href="http://www.azlyrics.com/">http://www.azlyrics.com/</a>	<a href="https://en.islcollective.com/">https://en.islcollective.com/</a> <a href="http://www.examenglish.com/">http://www.examenglish.com/</a> <a href="https://learnenglish.britishcouncil.org/es/grammar-and-vocabulary">https://learnenglish.britishcouncil.org/es/grammar-and-vocabulary</a>
GAMES	ONLINE DICTIONARIES
<a href="http://learnenglishteens.britishcouncil.org/study-break/games">http://learnenglishteens.britishcouncil.org/study-break/games</a> <a href="http://www.puzzle-maker.com/CW/">http://www.puzzle-maker.com/CW/</a> <a href="http://www.cambridgeenglish.org/learning-english/activities-for-learners/?level=independent">http://www.cambridgeenglish.org/learning-english/activities-for-learners/?level=independent</a>	<a href="http://www.wordreference.com/es/">http://www.wordreference.com/es/</a> <a href="http://dictionary.cambridge.org/es/">http://dictionary.cambridge.org/es/</a> <a href="http://www.linguee.es/">http://www.linguee.es/</a> <a href="http://www.thesaurus.com/browse/dictionary">http://www.thesaurus.com/browse/dictionary</a>
READING & WRITING RESOURCES	
<a href="https://www.google.es">https://www.google.es</a> <a href="https://www.theguardian.com/media/magazines">https://www.theguardian.com/media/magazines</a> <a href="http://www.flo-joe.co.uk/">http://www.flo-joe.co.uk/</a> <a href="https://blog.culturaldetective.com/">https://blog.culturaldetective.com/</a> <a href="https://www.prepscholar.com/toefl/blog/toefl-writing-template-integrated-independent/">https://www.prepscholar.com/toefl/blog/toefl-writing-template-integrated-independent/</a>	<a href="http://www.bbc.com/news/magazine">http://www.bbc.com/news/magazine</a> <a href="http://www.usmagazine.com/">http://www.usmagazine.com/</a> <a href="https://www.travelblog.org/">https://www.travelblog.org/</a> <a href="http://www.recipe.com/">http://www.recipe.com/</a>

## 8. EVALUATION

### 8.1. Evaluation throughout the course

The evaluation of this course for the English subject is divided into four types: initial evaluation, formative assessment, hybrid assessment and summative assessment.

#### INITIAL EVALUATION

All the students of 4<sup>th</sup> C of E.S.O. did their previous academic years in *I.E.S. Santamarca*, therefore, the teacher knows the students' level and knowledge. However, during the first units of the first term, the teacher will evaluate students' previous knowledge to adapt the following units according to their capacities and needs.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FORMATIVE ASSESSMENT</p>	<p>This is the ongoing assessment throughout the course which forms the <b>30% of the final grade</b>. The teacher will assess students' work all along the course considering different aspects such as students' <b>participation, motivation, attitude, engagement, learning process</b>, etc. The teacher will assess all these aspects through oral <u>presentations, collaborative and cooperative activities, written work, games, discussions, role-plays, competitions, information transfer/ information gap activities</u> and, also, <b>performance-based assessment</b> will be carried out by the teacher during the 'simulation' lessons. It is totally student-centred assessment, it evaluates skills and performance, it is more productive and authentic and favours more open-ended responses.</p> <p>During the formative assessment, the students will be given <b>feedback</b> (teacher's &amp; peers' feedback) so that they can increase their competence and improve their performance, they will also reflect on what they have done or learned by organising the positives and negatives gained during the units into <b>diagrams, tables or graphs</b>.</p> <p>Moreover, the students will also <b>self-assess</b> themselves at the end of each unit by filling in a self-assessment chart adapted for each unit's topic (see example of self-assessment chart for unit 3 in the Appendix 1.6.13).</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HYBRID ASSESSMENT</p>	<p>This type of assessment is used to assess three didactic units of this syllabus: 6, 11 &amp; 15. These units are dedicated to the creation of a <b>final project</b> which will be carried out by the students before the final exams of each term and which form the <b>40% of the final grade</b>.</p> <p>These units dedicated for projects form part of the hybrid assessment as the teacher can assess students' progress and participation during the completion of tasks, and, can evaluate the final product of each project.</p>

The summative assessment consists of a final exam at the end of each term which will be normally divided into two parts:

- **Final exam** at the end of each term (integrating grammar/vocabulary aspects → part 1, and reading and listening part → part 2) which forms the **30% of the final grade**.

The percentage of the final project and final exam can be **negotiated** with the students, they can choose whether they want the final exam to count more or less than the final project.

Therefore, the final grade will be composed by different parts: **final project** (40% of the final grade), **final exam** (30% of the final grade) and the **positives** (for participation, collaborative & cooperative work, attitude, etc.) gained during the three terms (30% of the final mark). In addition, the students can also gain **extra points** for presenting extra tasks in the class (oral presentations, suggestions of other tasks, etc.), which could add 1 extra point to the final grade.

## 8.2. Evaluation criteria

The evaluation criteria for this course are described in the **official curriculum for Secondary Education**, however, here I describe the **general criteria** for each skill related to the **key competences** which the students by the end of the course should have accomplished to reach the B1 level (CEFR):

		Key competences
<b>Speaking</b>	Students should be able to participate in conversations and simulations using appropriate strategies to initiate, maintain and end the communication, producing a speech that is understandable and appropriate to the characteristics of the situation and the communicative intention.	<p>- While developing the speaking and writing skills, the students will need to identify the most relevant cultural aspects of other countries and establish some relations between the most significant features of the customs, attitudes and values of the society whose language is studied and their own and show respect towards them. <b>(cultural awareness and expression)</b></p> <p>- To develop correctly the productive skills, the students will also need to know how to use the ICTs to look for necessary information in order to produce an oral or written text <b>(digital competence)</b>.</p> <p>- To be able to communicate in the foreign language, the students will have to learn some communication strategies through the different skills <b>(linguistic communication competence)</b>.</p> <p>- to carry out the tasks proposed the students will have to show autonomy as well as cooperative &amp; collaborative strategies to create an interdependence of the group to achieve the main objectives <b>(initiative &amp; entrepreneurship, social and civic competence)</b></p> <p>- The students will have to learn some learning strategies and put them into practice, as well as calculating their productivity and effort during the units by drawing some graphs or making tables, diagrams, etc. with the results <b>(learning to learn &amp; mathematical competence and basic competences in science and technology)</b>.</p>
<b>Listening</b>	Students should be able to understand general and specific information, the main idea and the most relevant details of oral texts issued in situations of interpersonal communication or by media, on any quotidian and familiar topic.	
<b>Reading</b>	Students should be able to understand general and specific information from various authentic and adapted written texts, with different extension, identifying data, opinions, arguments, implicit information and communicative intention of the author.	
<b>Writing</b>	Students should know how to write brief personal notices and texts such as letters to friends, informal e-mails, notices, cards, etc. And write with some autonomy a variety of texts with a logical structure, using the basic conventions of each genre, vocabulary appropriate for the context, and the elements of coherence and cohesion needed, so that they are easily understandable to the reader.	

### 8.3. Assessment tools

<b>Teacher's assessment</b>	INCA scale to assess students' inter/cultural competence (see Appendix 2; 12.1), CEFR tables to assess students' level of English (see Appendix 2; 12.1), teacher's notes during the formative assessment, final exam for each term, rubric for the evaluation of final projects (see Appendix 2; 12.1).
<b>Student's assessment</b>	Self-assessment chart, student's own graphs, tables, etc. with their positives and negatives of each unit, notes for peer's feedback during some tasks (oral presentations, etc.), INCA scale to assess students' inter/cultural competence (see Appendix 2; 12.1), rubric for the evaluation of final projects (see Appendix 2; 12.1).

## 9. ATTENTION TO DIVERSITY AND MIXED-ABILITY

### 9.1. Spanish law

According to the general principles of the Statutory Secondary Education described in the *Royal decree 1105/2014, December 26<sup>th</sup>*, "The Statutory Secondary Education is organised according to the principles of common education and attention to diversity of the students. The measures of attention to diversity in this stage will be oriented to respond to the concrete educational needs of the students and the achievement of the objectives of the Secondary Education and the acquisition of the correspondent competences, and, in any case, suppose a discrimination which could prevent the achievement of the aforementioned objectives and competences and the corresponding qualification".

Therefore, there exist many types of measures to be applied to tackle diversity and mixed-ability, depending on the seriousness of the cases (curriculum's adaptations, integrations of subjects in areas, flexible groupings, support in ordinary groups, splitting of groups, personalised treatment programs, programs of learning and performance improvement - PMAR).

However, for this specific class, 4<sup>th</sup> C of E.S.O., the cases of mixed-ability found are not grave and can be tackled without the need of splitting the groups or adapting any programs of personalised treatment or significant curriculum adaptations.

The adaptations which should be done for this class are due to the different levels of the students, the student with attention deficit and the two students with slight reading and writing problems.

## 9.2. Strategies for students with special needs

During this course, some strategies will be used to attend diversity in the class 4<sup>th</sup> C of E.S.O. These strategies are **authentic** and **realistic** for these students due to the observation period of their own **peculiarities** and **needs** during my internship.

### 9.2.1. Different levels

To tackle different levels in the class, some of the material should be adapted, especially for the weaker students. The teacher has to give them the opportunity to progress even if they make some irrelevant mistakes. Moreover, the students, most of the time, will be working in pairs and groups where collaborative and cooperative work will be carried out. The stronger students will be mixed with the weaker ones in order to help each other and, together, as a group, achieve the main objectives of this course.

### 9.2.2. Attention deficit student

The measures for this student have to do fundamentally with catching her attention by dynamic tasks. Tasks where she must move around, gather information, etc. Moreover, she will be working also in pairs and groups where the rest of the peers will have to help her to follow the lessons correctly. In addition, she will be also sat in front of the class, close to the teacher to control her behavior and "reactivate" her when necessary.

In addition, for some lessons she will be asked to take notes with important ideas or explanations to do the summary at the end of the lesson. In this way, she will have to be attentive.

### 9.2.3. Students with reading and writing problems

These two students do not have a grave problem, therefore, the main strategies used for them is to project the reading and writing tasks in a bigger format, provide them with some templates to carry out the writing tasks where they can write the main ideas and then with the help of some peers write the whole piece, and, comment orally the reading texts to ensure that they understood them. Moreover, as regards assessment and evaluation, the errors and mistakes made by them will not count for the grade only if they do not impede communication.

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## 11. APPENDIX 1: DEVELOPED DIDACTIC UNIT Nº3

### 1.1. Introduction

#### 1.1.1. Topic

This unit is about clothes and shopping. As regards grammar, students will learn the use of would and used to, past simple vs past perfect and expressing likes and dislikes. This topic will be useful for students as shopping and clothes are part of their everyday life. They will learn useful expressions and how to talk with a shop assistant while shopping for clothes. This is possible, especially, due to the last session of this unit dedicated to a simulation of this context.

Moreover, there is also one part of the unit dedicated to pronunciation of used to, so students can practice the accuracy of their pronunciation with this kind of structure. And, finally, there is a part of the unit dedicated to socio-cultural aspects, in this case, traditional clothes from different countries (China, Korea, Poland and Japan). Students will learn about them through a reading part: post on the Internet. I have chosen a post from the Internet, because, as homework, students will have to search in different sources about the same issue and compare results deciding whether they are reliable or not.

#### 1.1.2. Timing and position of this unit within the course

This unit from the first term last seven sessions (55 minutes each) from 6<sup>th</sup> of October to 19<sup>th</sup> of October. It is the third unit of this syllabus because of its content. During the first two units, students have learnt about expressing present time (present simple/continuous/perfect) and some past tenses (past simple/continuous), so the next grammar point should be finishing the past tenses (used to/would, past perfect).

I consider that the first units should be dedicated to the different tenses, which are the basis for more complex grammatical aspects such as the passive structures or reported speech. Once students get in contact with the main tenses in English, they will be able to carry out more complex tasks and this is the reason why the first units of the first term are dedicated to these.

### 1.1.3. Content, quantity and type of sessions

Regarding the sessions of the unit, in total, they are seven (55 minutes per session). Each of them dedicated to a specific aspect but related to the topic of this unit, which is clothes and shopping.

**The first session, 6<sup>th</sup> October (Thursday 11:35-12:30)** is dedicated to the vocabulary of clothing. Students will talk about their clothes, will learn about new clothes and also about traditional clothes of different countries (China, Japan, Poland and Korea) which will be compared to the students' own country traditional clothing. Finally, the students have to summarise the text read and will be asked about how their parents or grandparents used to wear when they were younger (which will be the next point to learn in the second session). For homework (flipped classroom), students will have to watch a short video about the use of used to and would, and take notes to comment the next lesson.

Then, during **the second session of the unit 7<sup>th</sup> October (Friday 13:25-14:20)**, the students will comment about the video they watched for homework. They try to explain the use of used to/would and the teacher only interfere when necessary (if the students did not understand the theory, if they are making any mistake related to theory, etc.). Next, the students will compare two pictures of outfits from the 80s and two outfits from nowadays and they will have to tell how people in the 80s used to wear and how we wear now.

During this activity, the teacher can give prompts to better understand the use of would and used to. The following activity has to do with the correct pronunciation of used to in fast speech. To carry out this activity, students will watch a video about how to pronounce it and will have to repeat used to several times. They can work in pairs while the teacher walks around and observes students' pronunciation.

Then, the teacher says some sentences with used to and students have to copy them down in their notebook and repeat them to practice the pronunciation in context. Next, students will learn about the difference between be used to, get used to and used to. The first thing which they will do is read some short sentences and try to infer the meaning of the three from those.

Therefore, after correcting this short activity, the students in pairs will write a short text or sentences (for weaker students) using these three structures. The last point of this lesson is commenting what have been done during this lesson, including students' opinions, ideas, suggestions, doubts, etc. And, for homework, another flipped classroom: watching a video about past simple vs past perfect for the next lesson.

**The third session (11<sup>th</sup> October, Tuesday 9:15 – 10:10)**, will start with commenting the video watched about past simple and past perfect. The students are the teachers and will try to explain the difference between both tenses. The teacher can add some examples or ask questions to ensure they understood the theory. Then, the students will have to do the first task, reading a short text to identify past simple and past perfect structures. Both structures will be copied on the blackboard.

The second task, students will have to make sentences using past simple and past perfect, but, for this task, the teacher will give them some images (especially for the weaker students, the stronger ones can do more sentences using other vocabulary and actions), and with them they will have to create the sentences, choose which action happened first and which happened second (in pairs).

Next, to ensure that the students understood the main point of using past simple and past perfect in the same sentence, they will listen to the teacher who will tell one sentence with both structures. Students, in small groups will have to represent the scene, for example, "I asked the teacher because I hadn't heard the question".

Then, if there is time, some students can make a short representation and the rest of the students must make a sentence using past simple and past perfect. Finally, the students comment about the lesson, their doubts, opinions, suggestions, etc. and try to help each other.

**The fourth session, 13<sup>th</sup> October (Thursday 11:35-12:30)** will be about likes and dislikes and carried out in the computer lab. To begin with, the students will watch a video about this topic and will have to copy on their notebooks important expressions and phrases. Then, each student will find some images on the Internet with things they like and do not like, and the rest of the students will have to guess if they like it or not.

During this task, the teacher can participate as a student, can also find some images and participate in guessing other students' likes and dislikes. For the next task, students will fill in a survey on the Internet about shopping habits (likes and dislikes mixed with vocabulary of shopping). Then, after filling it, the whole class comment the structure of the survey: amount of questions, type of questions, purpose, etc.

The next task is about creating students' own survey about likes and dislikes for other peers. For this task, the teacher will give instructions, such as the amount of questions, type of questions, etc. the weaker students can do it in pairs. The teacher here also creates a survey for some students to know better their likes and dislikes and use it to design some lessons according to their preferences. Finally, as always, the last 5-10 minutes will be dedicated to comment the lesson and doubts, suggestions, etc. of the students.

**The session number five (14<sup>th</sup> October, Friday 13:25-14:20)** starts with commenting and comparing briefly the results from the surveys of the previous lesson. The students have to copy the results on their notebooks and create a graph representing them for homework. This session is dedicated to writing a magazine's article, but before this point, students must do some tasks before as a warm-up.

For the first one, the students will have to describe some outfits given by the teacher. This task, as the rest ones, will be carried out in 5 groups of 4 students, so the students will have to be autonomous and try to cooperate and collaborate to carry out the tasks (finding vocabulary in the dictionaries, etc.).

The role of the teacher here is to monitor their work and interfere only when necessary. Then, the students will have to write their own opinion about the outfits from the previous tasks (expressing likes and dislikes).

Finally, the last task will be writing a magazine's article about another outfit given by the teacher. For this article, students must join the first and second task: describing the outfit and writing an opinion. And, to finish, students will comment orally the lesson as always.

**The penultimate session (18<sup>th</sup> October, Tuesday 9:15 – 10:10)** is dedicated to reinforcing all the aspects which students feel weak at. To begin with, the stronger students can be the teachers and explain the theory for the weaker ones. The class will be organised in learning stations: 3 groups of tables, where in each group one aspect of the unit will be practiced. One of them is dedicated to used to/would: there students will practice doing some exercises from their textbook (Smart Planet) and a strong student within this group will be helping the weaker ones.

The second group is dedicated to the use of past simple and past perfect, where the students again practice this aspect with their textbook, helping each other. The last group will be practicing the issue of likes and dislikes, completing one sheet to reinforce their knowledge about this aspect. Again, students help each other cooperatively and collaboratively. The last ten minutes of the class will be dedicated to comment the lesson and share opinions and experiences.

Finally, **the last session, 19<sup>th</sup> October (Wednesday 10:10 – 11:05)** will be dedicated to the simulation of shopping with friends. But, before the simulation itself, students will have to carry out some tasks to acquire the necessary tools. The tasks which will be carried out are listening to an audio about shopping and completing a dialogue with a shop assistant, designing students own dialogue for a shopping day with their friends adding more sentences related to the grammar and vocabulary seen during the whole unit (likes and dislikes, used to, past simple/perfect, clothes, etc.) and finally, the simulation of their dialogue in front of the class.

Then, there will be a last activity to do, apart from commenting the lesson. As it is the last session of the unit, the students will have to fill in a self-assessment chart about what they have seen during the lesson, if there were able to work successfully in groups, if they are satisfied with their work... and any other aspect which they would like to add (there are two blank spaces more to fill in by the students if they want to add anything they consider important).

#### 1.1.4. Resources and material aids

The main material used for this unit are photographs, to describe, to represent or make sentences, etc. there are also some texts used from the Internet and also videos: to practice pronunciation or learn about a specific aspect of the unit, like, for example, likes and dislikes. Moreover, for the reinforcement session, the students will have to bring their textbook to do some activities in small groups.

As regards resources, the main ones are the overhead projector, where some activities and the reading texts will be projected, and the computers from the computer lab, where some lessons will be carried out.

#### 1.2. Relationship with key competences

During this unit, seven key competences will be put into practice.

<b>Linguistic communication.</b>	Each session has a section of speaking, where students will talk about the topics. Moreover, they will also have to communicate between them to explain some theory or activities during the activities carried out in groups or pairs. There is also a simulation lesson where students must simulate a real scene related to the topic of this unit.
<b>Cultural awareness.</b>	The students will get in contact with some cultural aspects related to the topic of this unit: traditional clothes of different countries (China, Japan, Poland and Korea).
<b>Digital competence.</b>	The students will be working in the computer lab, searching information, creating a survey, etc.

<b>Learning to learn.</b>	After each lesson, students will comment what have been done and their comments, suggestions for learning the main aspects seen. In addition, there are also some flipped classrooms where the students will have to try to teach a grammatical aspect to other students. And, finally, at the end of the unit, the students will self-assess themselves and reflex upon their learning process.
<b>Social and civic competence.</b>	During this unit, the students will be working in pairs and in small groups where they have to cooperate and collaborate to carry out the tasks proposed correctly. Students will learn how to work in groups adequately and respect the speech turns.
<b>Initiative and entrepreneurship.</b>	The students in many occasions, will have to work autonomously and find a way to solve any problems they may have by themselves using the resources available. They will also take their own responsibility for the material of the flipped classroom and the following explanation of it for the whole class.
<b>Mathematical competence and basic competences in science and technology.</b>	This unit has also a place to practice some mathematical skills, such as the one during the task of the survey where the students are asked to create a graph with the results.  Moreover, the students will have to keep up with the calculations of their positives and negatives to make a final graph of their progress during the unit.

### 1.3. Mixed-ability and methodology for this didactic unit

#### 1.3.1. Mixed ability

During this unit, there will be several options to carry out some tasks for students with **different levels of English**. The weaker students will have the options to do the basic aspects of each task or make them shorter, for example, instead of writing a short text with the expressions of get used to, be used to and used to, they can make some separated sentences.

Or, for example, for the magazine's article, the first and second task which is about giving an opinion and describing two outfits, the weaker students can do it with only one picture instead of two.

Moreover, to tackle this issue, there will be many tasks carried out in pairs or small groups where the stronger students will help the weaker ones by explaining and giving examples (acting as the teachers). The idea is to create the best atmosphere between students and enhance the emphatic skills to help others. The whole group will have to try to work cooperatively and collaboratively to carry out this unit, using the teacher as a resource in more complicated situations.

As regards the student with **attention deficit**, the tasks which will be done during this unit are made in pairs, so she will have to pay attention. Moreover, she will be sited close to the blackboard and the overhead projector, so she will be more controllable by the teacher. In addition, the tasks designed are more dynamic and require moving around the class, so she will not have time to get bored and disconnect during the lesson.

Finally, for the two students with **reading and writing problems**, all the texts of the reading tasks will be commented orally so they do not get lost, also, the reading can be projected on the wall in a bigger format. As for the writing part, their accuracy will not be taken into account for their grade. They can write the main ideas separately and then, with the help of their pair or group, write the whole text step by step.

### 1.3.2. Methodology

During this unit, different methodologies will be put into practice to meet each student's needs. First of all, the main methodological approach is **communicative learning**, as can be seen in the design of the lessons. Most of them are started with speaking and ended with speaking practice too. The main objective of this unit, as well as of the whole syllabus, is to be able to communicate in different situations and contexts. That is why at the end of this unit (and the rest of the units of this syllabus), there is one whole lesson to prepare a simulation of a real-life scene which students may experience with English speakers.

Then, of course, **cooperative and collaborative learning** is also put into practice. Most of the tasks of this unit are carried out in pairs or groups where the students must cooperate and collaborate with each other to do the task correctly. It can be seen especially in the sixth session, where the students practice the main aspects of the unit in learning stations, doing activities together and helping each other to solve their doubts.

There is also space for **task-based learning** in this unit. The students, before carrying out the main activity, must complete some tasks to do the final one correctly. During these tasks, students practice different skills, such as reading or listening, gathering information and practicing the main aspects of the final product.

As can be seen, there are also some sessions where **flipped classroom** is put into practice too. During this flipped classroom, the students must watch a video about grammatical aspects which will be practiced during the following lesson. Then, the students must take notes and start the next lesson explaining the theory to their peers.

And, last, but not least, **blended learning** is also used for this unit. For some sessions, students will have to work with an online material in the computer lab and also for their flipped classroom, where they watch a video where a grammatical aspect is explained.

#### 1.4. Objectives and assessment

##### 1.4.1. Aims and objectives

The main aim of this unit is a communicative aim. What is important of this unit is to make students learn about how to communicate with English speakers in the context of shopping. To achieve this aim, the students should reach some objectives, such as learning to describe clothes and use different expressions while shopping, gain interest in writing about clothes and fashion giving their own opinion using expressions and phrases of likes and dislikes, and feeling confident while expressing events in the past.

Another important aspect of this unit is to motivate students. If they are not motivated, not all the objectives will be achieved. That is why I included within this unit some strategies to motivate students.

It has to do mainly with bringing their own material to work on (pictures of their family or friends to describe), the magazine's articles will be gathered together and shown to other classes, and there will be also options for students to gain extra points for any activity they would like to do in class.

#### 1.4.2. Assessment and evaluation: criteria and materials

As regards assessment, the teacher will assess students' engagement during the tasks. Students will receive positives by carrying their tasks correctly, by helping other students and participating during whole-class activities.

There will be also options for students to gain extra positives and which will be taken into account for their final grade (final exam 30%, final project 40%, positives 30% + extra positives, up to 1 extra point added to final grade).

There is also a part where the students self-assess themselves at the end of the unit. The main aim of this self-assessment is to put into practice the learning to learn competence and reflex upon students' own learning progress. This self-assessment carried out with a self-assessment chart (annexe 1.6.13), will serve for the teacher to round the grade of the positives by seeing if the students are really able to recognise their strong and weak points and how they worked to improve.

#### 1.5. Didactic unit's sessions

SESSION 1: 6<sup>th</sup> October – Thursday 11:35-12:30 → vocabulary: clothes

STEP NUMBER AND AIM OF STEP	TIME 55'	STUDENT'S ACTIVITY	TEACHER'S ACTIVITY	ANTICIPATED PROBLEMS	INTERACTION	SKILLS PRACTICED	LINGUISTIC CONTENT
<b>1. VOCABULARY WARM-UP</b>	10'	SS talk about their favourite clothes in pairs and compare their styles.	Ask SS about their favourite clothes. Check their knowledge and what should be reinforced during the lesson.	SS might not know all the vocabulary needed.	Pairs	Speaking	Vocabulary: clothes
<b>2. VOCABULARY</b>	10'	Students listen to the teacher and try to guess and write the name of each clothe. Then, they complete a text using this vocabulary.	Give SS a sheet with different clothes, tell a sentence about each. (appendix 1.6.1.) Then, give SS a text with gaps to complete using the vocabulary. Read the whole text aloud and SS fill in the gaps (appendix 1.6.2.)	Some SS may not listen to the teacher and just copy the answer from their peer.	Pairs/Individual	Listening	Vocabulary: clothes
<b>3. PRE-READING</b>	10'	SS try to write what their country's traditional clothes are like.	Ask SS about traditional clothes they know. Then, ask them to write a brief description of the traditional clothes of their country.	Some SS may not know what the traditional clothes are like.	Pairs/Individual	Speaking/ Writing	Vocabulary: clothes / traditional clothes
<b>4. WHILE-READING</b>	10'	SS read a text about traditional clothes of Poland, China, Japan and Korea. Copy new vocabulary in the notebook.	Give SS reading text and monitor while SS are reading. Ask for new vocabulary and meaning. (appendix 1.6.3.) For homework, search in different sources the same topic and compare results. Hand in the writing the following session.	SS may not understand vocabulary from the text	Individual	Reading	Description of clothes
<b>5. AFTER-READING</b>	10'	SS explain what they have read and give opinions about the clothes. SS talk in pairs about how they parents/grandparents used to wear.	Ask SS to explain what they have read and give some opinions. Ask SS how their parents or grandparents used to wear when they were younger. Homework: flipped classroom → watch a video about the use of "used to/would". <a href="https://www.youtube.com/watch?v=wwGQzvxORLo">https://www.youtube.com/watch?v=wwGQzvxORLo</a>	SS may not give any opinion about clothes	Whole class/ Pairs	Speaking	Description of clothes / used to structure

SESSION 2: 7<sup>th</sup> October – Friday 13:25-14:20 → used to / would

STEP NUMBER AND AIM OF STEP	TIME 55'	STUDENT'S ACTIVITY	TEACHER'S ACTIVITY	ANTICIPATED PROBLEMS	INTERACTION	SKILLS PRACTICED	LINGUISTIC CONTENT
1. MATERIAL FLIPPED CLASSROOM	15'	SS comment their findings about traditional clothes and the sources (homework previous lesson). Explain the use of used to and would using their notes about the video and give examples.	Ask SS to comment their homework from previous lesson. Ask SS to explain what they have seen in the video of the previous lesson (flipped classroom) → explain what they know about <i>used to</i> and <i>would</i> .	Some students did not watch the video.	Whole class	Speaking	Used to / would
2. GAME USED TO/WOULD	15'	SS compare two pictures of 80s clothing and current clothing and make sentences describing how people used to wear and how they wear now.	Explain the theory by playing a game with pictures (appendix 1.6.4.) give the first example for SS, then they do the rest.	SS may not remember the name of the clothes.	Pairs	Speaking / Writing	Used to / would Vocabulary: clothes
3. PRONUNCIATION USED TO	10'	SS watch a video and repeat used to. <a href="https://www.youtube.com/watch?v=SQidpWlxmAs">https://www.youtube.com/watch?v=SQidpWlxmAs</a> (cut the video). SS listen some sentences with used to and write them down.	Explain the pronunciation of used to in fast speech /ju:st t̩/. Say some sentences with used to which SS must copy. Check SS' pronunciation and correct when possible.	SS may not understand the listening to copy the sentences.	Whole class / individual	Listening / speaking	Pronunciation used to
4. DIFFERENCE BETWEEN BE/GET USED TO & USED TO.	10'	SS read some sentences and try to infer the meaning of the 3 structures of used to. Then, in pairs they write a short text/sentences using these structures and read them aloud.	Give SS sentences with the structures be/get used to and used to. Then, correct the exercise. (appendix 1.6.5.) Check short text/sentences of the SS while they are writing and ask them to read their text aloud.	SS may not know how to write the sentences with those structures.	Individual / Pairs	Reading / writing	Be used to Get used to Used to
5. SUMMARY & HOMEWORK	5'	SS in pairs comment what the lesson was about and then share it with the whole class.	Ask SS to summarise the lesson giving examples in pairs and then ask for volunteers to do it for the whole class. Homework: flipped classroom → watch a video about past simple vs past perfect. <a href="https://www.youtube.com/watch?v=2isY2Gbgam0">https://www.youtube.com/watch?v=2isY2Gbgam0</a>	No volunteers to explain the lesson to the whole class.	Pairs / Whole class	Speaking	Be used to Get used to Used to Vocabulary: clothes

**SESSION 3: 11<sup>th</sup> October – Tuesday 9:15-10:10 → past simple vs past perfect**

STEP NUMBER AND AIM OF STEP	TIME 55'	STUDENT'S ACTIVITY	TEACHER'S ACTIVITY	ANTICIPATED PROBLEMS	INTERACTION	SKILLS PRACTICED	LINGUISTIC CONTENT
<b>1. MATERIAL FLIPPED CLASSROOM</b>	10'	Explain the difference between past simple and past perfect with their notes about the video and give examples.	Ask SS to explain what they have seen in the video of the previous lesson (flipped classroom) → explain what they know about past simple and past perfect.	SS did not watch the video.	Whole class	Speaking	Past simple vs past perfect
<b>2. TASK 1 IDENTIFYING THE STRUCTURE</b>	5'	Read a short text and identify past simple and past perfect structures. (Appendix 1.6.6.)	Ask SS to read aloud past simple/perfect structures and write them on the blackboard.	SS may not participate.	Individual	Reading	Past simple & past perfect structure
<b>3. TASK 2 CREATE SENTENCES USING IMAGES</b>	10'	Choose some images and make sentences using past simple and past perfect → write them in the notebook.	Leave some images on the table. (Appendix 1.6.7.) Monitor SS, check their sentences and tell them if there is any mistake → SS should try to correct it by themselves.	SS may not know how to make a sentence using those structures.	Pairs	Writing	Past simple vs past perfect Vocabulary: clothes
<b>4. TASK 3 REPRESENT A SCENE</b>	15'	Listen to the teacher and represent the scene (what happened first?).	Tell SS some sentences using past simple and past perfect, SS must represent the scene in small groups. Give prompts to the weaker groups to carry out the task correctly.	SS may not know how to represent the scene.	5 groups of 4 students	Listening	Past simple vs past perfect
<b>5. SUMMARY</b>	10'	SS in pairs comment what the lesson was about and then share it with the whole class.	Ask SS to summarise the lesson giving examples in pairs and then ask for volunteers to do it for the whole class.	No volunteers to explain the lesson to the whole class.	Pairs/Whole class	Speaking	Past simple vs past perfect

SESSION 4: 13<sup>th</sup> October – Thursday 11:35-12:30 → likes & dislikes

STEP NUMBER AND AIM OF STEP	TIME 55'	STUDENT'S ACTIVITY	TEACHER'S ACTIVITY	ANTICIPATED PROBLEMS	INTERACTION	SKILLS PRACTICED	LINGUISTIC CONTENT
<b>1. TASK 1</b> Theory through a video	10'	SS listen to the audio and copy the sentences.	Explain what is going to be done in this lesson: Likes & dislikes. Play this video about likes and dislikes (2'43): <a href="https://www.youtube.com/watch?v=fVtkaoY6HL0">https://www.youtube.com/watch?v=fVtkaoY6HL0</a>	SS may not copy the sentences.	Whole class / Individual	Listening	Expressions likes & dislikes
<b>2. TASK 2</b> Talking about SS' likes & dislikes with images	10'	SS search 4 images in the Internet and show them to the class. The rest of the SS must guess if they like it or not.	Give an example with your own images as if you were a student too. Check students' speech → correct expressions with like/hate/love...	SS may spend too much time finding images.	Individual / whole class	Speaking	Likes & dislikes
<b>3. TASK 3</b> Filling in a survey about shopping	10'	SS fill in a survey about shopping habits and comment the structure of the survey.	Show students the survey about shopping habits <a href="https://www.surveymonkey.com/r/W55P5C2">https://www.surveymonkey.com/r/W55P5C2</a> and comment the vocabulary they don't understand.	SS may not know how to answer a question.	Individual / whole class	Writing	Vocabulary: shopping
<b>4. TASK 4</b> Creating a survey about likes & dislikes	20'	SS create their own survey about likes and dislikes (true/false sentences, scale from 1-10, open questions, etc.) & pass it to 2 peers to fill in.	Give instructions to create the survey (maximum questions, type of questions...) Walk around the SS and help if necessary. Create your own survey to know better your SS.	SS may find it difficult to create their own survey.	Individual / Pairs	Writing / Speaking	Likes and dislikes
<b>5. SUMMARY</b>	5'	SS comment orally what have been done in class and the expressions of likes and dislikes.	Ask SS to comment today's lesson and provide more examples to their explanations. Tell SS to bring their surveys for next lesson.	There may be no enough time to do this part.	Whole class	Speaking	Likes and dislikes Vocabulary: shopping

**SESSION 5: 14<sup>th</sup> October – Friday 13:25-14:20 → magazine’s article**

<b>STEP NUMBER AND AIM OF STEP</b>	<b>TIME 55'</b>	<b>STUDENT’S ACTIVITY</b>	<b>TEACHER’S ACTIVITY</b>	<b>ANTICIPATED PROBLEMS</b>	<b>INTERACTION</b>	<b>SKILLS PRACTICED</b>	<b>LINGUISTIC CONTENT</b>
<b>1. PREVIOUS LESSON COMMENTS</b>	5'	Comment results from survey (previous lesson). Share & compare answers.	Participate in the conversation, talk about your own likes and dislikes shared or not with your SS’ ones. Write on the blackboard the whole results and ask SS to draw a graph with these for homework.	SS may forget to bring the surveys to class.	Whole class	Speaking	Likes & dislikes
<b>2. TASK1</b> Describing outfits	15'	SS try to describe some outfits in groups. Write it on their notebooks.	Give each group two pictures with outfits. (Appendix 1.6.8.) Monitor SS while doing the task.	SS may find it difficult to describe some outfits.	5 groups of 4 students	Speaking / Writing	Vocabulary: clothes
<b>3. TASK 2</b> Writing an opinion about an outfit	10'	SS write their opinions about the outfits from the previous task.	Monitor SS’ work. Correct any misunderstanding/mistakes regarding vocabulary and expressions of likes and dislikes.	SS may not know what to write about the outfit.	5 groups of 4 students	Writing	Vocabulary: clothes Likes & dislikes
<b>4. TASK 3</b> Writing a magazine’s article	20'	SS choose another picture and write a magazine’s article describing the outfit and writing an opinion.	Give short instructions for this task. Give each group another image with an outfit. (Appendix 1.6.8.) Monitor SS’ work.	SS may not finish on time.	5 groups of 4 students	Writing	Vocabulary: clothes Likes & dislikes
<b>5. SUMMARY</b>	5'	SS comment orally what have been done in class and what they found difficult.	Ask SS to comment today’s lesson and provide more examples to their explanations	There may be no enough time to do this part.	Whole class	Speaking	Vocabulary: clothes Likes & dislikes

**SESSION 6: 18<sup>th</sup> October – Tuesday 9:15-10:10 → reinforcing activities**

STEP NUMBER AND AIM OF STEP	TIME 55'	STUDENT'S ACTIVITY	TEACHER'S ACTIVITY	ANTICIPATED PROBLEMS	INTERACTION	SKILLS PRACTICED	LINGUISTIC CONTENT
<b>1. EXPLANATION</b> Stronger SS teach weaker SS.	15'	Stronger SS become teachers and explain in small groups the main points of the unit (used to, past simple vs past perfect, likes & dislikes, clothes, etc.)	Explain what will be done in this lesson. (learning stations → in each group of tables 1 aspect of the unit will be practiced, SS rotate to carry out each activity).	Stronger SS may not know how to explain a specific aspect of the unit.	5 groups of 4 students	Speaking / Listening	Used to/would Past simple vs past perfect Likes & dislikes Vocabulary: clothes & shopping
<b>2. USED TO/ WOULD REINFORCEMENT</b> SS do activities to reinforce this aspect	10'	SS do activities related to used to/would (appendix 1.6.9.) 	Monitor SS' work. Clarify doubts and correct mistakes when necessary.	SS may not participate/ do the activities.	5 groups of 4 students	Speaking / Listening / Writing	Used to/would Vocabulary: clothes & shopping
<b>3. PAST SIMPLE VS PAST PERFECT REINFORCEMENT</b> SS do activities to reinforce this aspect	10'	SS do activities to reinforce past simple vs past participle use. (appendix 1.6.10.) 	Monitor SS' work. Clarify doubts and correct mistakes when necessary.	SS may not participate/ do the activities.	5 groups of 4 students	Speaking / Listening / Writing	Past simple vs past perfect Vocabulary: clothes & shopping
<b>4. LIKES &amp; DISLIKES REINFORCEMENT</b> SS do activities to reinforce this aspect	10'	SS do activities to reinforce the use of like and dislike expressions. (appendix 1.6.11.)	Monitor SS' work. Clarify doubts and correct mistakes when necessary.	SS may not participate/ do the activities.	5 groups of 4 students	Speaking / Listening / Writing	Likes & dislikes Vocabulary: clothes & shopping
<b>5. COMMENT</b> SS sharing their opinions and strengths & weaknesses	10'	SS comment their experience and share their opinions about the activities and what aspects result more difficult for them to learn/study.	Tell SS to bring material for next lesson (simulation of shopping with friends): some clothes, shoes, accessories, etc.	SS may not share their opinions.	Whole class	Speaking	Used to/would Past simple vs past perfect Likes & dislikes Vocabulary: clothes & shopping

SESSION 7: 19<sup>th</sup> October – Wednesday 10:10-11:05 → simulation: shopping with friends

STEP NUMBER AND AIM OF STEP	TIME 55'	STUDENT'S ACTIVITY	TEACHER'S ACTIVITY	ANTICIPATED PROBLEMS	INTERACTION	SKILLS PRACTICED	LINGUISTIC CONTENT
<b>1. TASK 1</b> video about shopping	5'	SS will listen an audio about shopping three times. They will try to memorise as much as possible.	Play this video about shopping clothes (1'10): <a href="http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/shopping-clothes">http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/shopping-clothes</a>	SS may not listen to the audio / may not understand some parts.	Individual	Listening	Vocabulary: clothes and shopping
<b>2. TASK 2</b> complete text with shopping expressions	5'	SS will complete the dialogue from the audio with some missing words.	Give SS the sheet with the dialogue from the audio. (appendix 1.6.12)	SS may not remember some words.	5 groups of 4 students	Writing	Vocabulary: clothes and shopping
<b>3. TASK 3</b> design a dialogue	15'	SS design their own dialogue for a shopping day with their friends (including vocabulary and grammar seen during the whole unit).	Give instructions: dialogue from previous task can be used, include some sentences of likes and dislikes talking with a friend, used to, etc. Give prompts to SS if they need help to do their own dialogues.	SS may not finish on time. SS may not know what to write.	5 groups of 4 students	Writing	Used to/would Likes & dislikes Past simple vs past perfect Vocabulary: clothes and shopping
<b>4. TASK 4</b> simulation shopping with friends	20'	SS represent their simulation in front of the class and the rest of the peers write notes with feedback.	Taking notes of the simulation. Commenting briefly at the end of the performance.	SS may be shy and talk more softly.	5 groups of 4 students	Speaking	Used to/would Likes & dislikes Past simple vs past perfect Vocabulary: clothes and shopping
<b>5. SELF-ASSESSMENT</b> SS self-assess themselves	10'	SS fill in a self-assessment chart & comment orally what they have learned and aspects they should reinforce more.	Give SS self-assessment chart for this unit (appendix 1.6.13)	SS may not comment anything by themselves.	Individual/ Whole class	Speaking	Used to/would Likes & dislikes Past simple vs past perfect Vocabulary: clothes and shopping

1.6. Annexes: activities, materials and resources

1.6.1. Session 1: clothes

**(Because of Copyright reasons I removed the picture) Here I had a picture with different types of clothes and accessories.**

1.6.2. Session 1: reading

Clothes

Me and my two friends, Jessica and Ana love shopping for clothes. We go shopping every weekend. Last Sunday, we came home with a bag of clothes each. I bought two \_\_\_\_\_, and a pair of **leather** \_\_\_\_\_. Jessica bought a **blue** \_\_\_\_\_ to wear with her **yellow** \_\_\_\_\_, and, Ana bought a pair of **green** \_\_\_\_\_ and a **pink** \_\_\_\_\_.

During the week, Jessica likes to wear **red** \_\_\_\_\_ and \_\_\_\_\_. She only wears a \_\_\_\_\_ on formal occasions like weddings. She feels comfortable wearing a \_\_\_\_\_ but not a \_\_\_\_\_.

On the other hand, Ana, likes to wear **tight** \_\_\_\_\_. Usually on Saturdays, she wears a \_\_\_\_\_ or a \_\_\_\_\_ and \_\_\_\_\_. She feels comfortable in **high heeled** \_\_\_\_\_ and hates wearing **sporty** and \_\_\_\_\_ clothes. She also loves to wear the \_\_\_\_\_ that her sister bought for her Birthday but hates the \_\_\_\_\_ from her aunt.

In the summer, Ana and Jessica usually wear \_\_\_\_\_ and \_\_\_\_\_ to the beach. But, I prefer a comfortable \_\_\_\_\_. In Winter, I wear \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ on cold days. When I go ice skating, I put on toques and \_\_\_\_\_. Jessica doesn't like cold days because she has to wear a \_\_\_\_\_.

1.6.3. Session 2: reading

Here I had a reading from a real blog about traditional clothing in different countries. You can find it in the following link:

<https://annazhang926.wordpress.com/2011/09/19/traditional-clothing-in-different-countries/>

1.6.4. Session 2: clothes & used to

**(Again, because of Copyright reasons I removed the pictures) Here I had two pictures of the 80s style and 2 pictures of current style.**

1.6.5. Session 2: sentences

2. I **USED TO** WALK TO SCHOOL, NOW I GO BY CAR.
3. DON'T WORRY, PETER **IS USED TO** DRIVING FOR LONG HOURS. HE HAS WORKED AS A PROFESSIONAL DRIVER FOR 20 YEARS.
4. SINCE THE DIVORCE, SHE HAS BECOME VERY SAD. BUT I THINK SHE'LL **GET USED TO** HER NEW LIFE.

1.6.6. Session 3: structure

**(Because of copyright reasons I removed the text taken from an Internet webpage). Here I had a short text with many past simple and past perfect structures.**

1.6.7. Session 3: images



1.6.8. Session 5: images





1.6.9. Session 6: used to

Textbook (Smart Planet). Exercises 1, 3, 6 page 10.

1.6.10. Session 6: past simple vs past perfect

Textbook (Smart Planet). Exercises 1, 2, 3 page 12.

1.6.11. Session 6: likes and dislikes

Here I had a worksheet about likes and dislikes. Because of copyright reasons I include here only the link where you can find it.

[https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/what\\_do\\_the\\_y\\_like\\_-\\_hobbies/present-simple-hobbies/75244](https://en.islcollective.com/resources/printables/worksheets_doc_docx/what_do_the_y_like_-_hobbies/present-simple-hobbies/75244)

1.6.12. Session 7: dialogue

(Here I had a listening activity which is a dialogue between a shop assistant and a customer). You can have a look at it in the following link:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/shopping-clothes>

1.6.13. Session 7: self-assessment chart

MY OWN EVALUATION	0	1	2	3	4	5	6	7	8	9	10	Comments (can include opinions, problems, suggestions, etc.)
I know the name of different clothes in English.												
I can describe and give my opinion about different outfits in English												
I can use correctly <i>used to</i> and <i>would</i> .												
I know the difference between past simple and past perfect.												
I know how to talk about likes and dislikes.												
I can follow a conversation with a shop assistant.												
I could work in group without any problem.												
I can easily summarise what I have seen during this unit.												
I have learnt about other countries' traditional clothes.												
I am satisfied with my work during this unit.												

## 1. APPENDIX 2: MATERIALS AND RESOURCES

### 1.1. Assessment tools

#### 1.1.1. English level assessment (CEFRL)

➤ For students:

<b>B1 – INDEPENDENT USER – self-assessment grid</b>	
<b>LISTENING</b>	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
<b>READING</b>	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
<b>SPOKEN INTERACTION</b>	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
<b>SPOKEN PRODUCTION</b>	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
<b>WRITING</b>	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

➤ For teacher:

<b>B1- INDEPENDENT USER – qualitative aspects of spoken language use</b>	
<b>RANGE</b>	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.
<b>ACCURACY</b>	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
<b>FLUENCY</b>	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
<b>INTERACTION</b>	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.
<b>COHERENCE</b>	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

### 1.1.2. Intercultural competence assessment (INCA scale)

The INCA scale will be used by both students and teacher to assess students' intercultural competence as well as to reflex upon what aspects of this interculturality should be improved.

➤ For students:

Level → Dimension	Level 1 Basic	Level 2 Intermediate	Level 3 Full
Overview of competence	I am already willing to interact successfully with people of other cultures. I tend to pick things up and learn from them as I go along, but I haven't yet the experience to work out any system of dealing with intercultural situations in general. I respond to events, rather than planning for them. At this stage I am reasonably tolerant of other values, customs and practices although I may find them odd or surprising and approve or disapprove.	As a result of experience and/or training, I am beginning to view more coherently some of the aspects of intercultural encounters I used to deal with in a 'one-off' way. I have a mental 'map' or 'checklists' of the sort of situations I am likely to need to deal with and am developing my skills to cope with them. This means that I am more prepared for the need to respond and adapt to the demands of unfamiliar situations. I am quicker to see patterns in the various experiences I have and I am beginning to draw conclusions without having to seek advice. I find it easier to respond in a neutral way to difference, rather than approving or disapproving.	Many of the competences I developed consciously at level 2 have become intuitive. I am constantly ready for situations and encounters in which I will exercise my knowledge, judgement and skills and have a large repertoire of strategies for dealing with differences in values, customs and practices among members of the intercultural group. I not only accept that people can see things from widely varying perspectives and are entitled to do so, but am able to put myself in their place and avoid behaviour I sense would be hurtful or offensive. At this level of operation I am able to intercede when difficulties arise and tactfully support other members of the group in understanding each other. I am confident enough of my position to take a polite stand over issues despite my respect for the viewpoint of others.
Openness	<p><b>O1.1</b>When uncertainty arises from cultural difference, I adopt a tolerant attitude as long as the issue is not a sensitive one for me TA</p> <p><b>O1.2</b>Sometimes I may jump to conclusions about different behaviour that I later realise were not entirely correct RO</p>	<p><b>O2.1</b>I now see the uncertainties that can arise from intercultural encounters as an interesting challenge, provided that the issues involved are not sensitive for me TA</p> <p><b>O2.2</b>I react neutrally to cultural differences, rather than hastily categorising them as good or bad RO</p>	<p><b>O3.1</b>I am aware of ways of coping with ambiguous situations even when these give rise to inner moral conflicts that are serious for me TA</p> <p><b>O3.2</b>I fully respect the right of those from other cultures to have different values from my own and can see how these values make sense as part of a way of thinking RO</p>

<p style="text-align: center;"><b>Knowledge</b></p>	<p><b>K1.1</b> I have some general knowledge about the cultures of those I work with. This knowledge consists of facts that are not always connected and I don't yet have an overall picture of the relevant cultures KD</p> <p><b>K1.2</b> I learn from intercultural experiences and add to my previous knowledge KD</p> <p><b>K1.3</b> Although I often find culturally different behaviour curious, I try to make allowances for it E</p>	<p><b>K2.1</b> I take the trouble to find out about the cultures I am likely to be working with, paying attention not only to isolated facts, but to values, customs and practices common in those cultures KD</p> <p><b>K2.2</b> When I experience new values, customs and practices I use the knowledge to develop into an overall system of principles KD</p> <p><b>K2.3</b> I have developed a mental checklist of how others may perceive, feel and respond differently to, a range of routine circumstances. This supports my concern to put others at ease and avoid upsetting them E</p>	<p>K3.1 I have a deep understanding of cultures I encounter frequently. When involved in new intercultural situations I strive to acquire the best possible available knowledge and understanding both through prior research and by seeking regular clarification within the group KD</p> <p>K3.2 I have acquired a system of principles that can be applied reliably to almost any intercultural encounter KD</p> <p>K3.3 I often imagine myself in the place of those from different cultures when trying to understand all aspects of a work problem. This supports my spontaneous concern that others in the group should receive fair treatment and consideration E</p>
<p style="text-align: center;"><b>Adaptability</b></p>	<p>A1.1 I learn bit by bit the best ways of behaving, but have not yet arrived at underlying principles and do not have a plan for reacting to events. When a situation becomes confusing, I tend to take a passive role BF</p> <p>A1.2 I take events as they come, doing what seems right at the time BF</p> <p>A1.3 When people communicate in ways I do not understand I try in an unsystematic way to take part, but hope that they will eventually adapt to the way I communicate BF/CA</p> <p>A1.4 I know that others may communicate in ways I am not familiar with CA</p>	<p>A2.1 My behaviour is now influenced by principles that guide me and I often plan for eventualities, including ambiguous situations BF/CA</p> <p>A2.2 I adapt my behaviour in new situations, taking account of lessons learnt in previous intercultural situations. I sometimes adopt the behaviour patterns of others, rather than waiting for them to adopt mine BF</p> <p>A2.3 I seek to achieve good communication both by making my own conventions clearer and by adopting those of others. When there is, or might be, a problem with communication, I quite often find ways around it, e.g. using gesture, re-explaining, simplifying etc. BF/CA</p> <p>A2.4 I am aware of a number of useful strategies for dealing with common communication problems. CA</p>	<p>A 3.1 When ambiguous situations arise, I can usually clarify or otherwise deal with them to the benefit of the group BF/CA</p> <p>A3.2 I make use of my knowledge and understanding to inform tactfully, support and encourage others in an intercultural group. I consistently adopt behaviour that minimises the risk of offending or hurting others' feelings BF</p> <p>A3.3 I use my communication strategies to prevent, solve and mediate problems arising from differences in language or other communication conventions BF/CA</p> <p>A3.4 I have a good overall understanding of the kinds of communicative difficulties that can arise in an intercultural context and of a wide range of strategies for resolving them CA</p>

➤ For teachers:

Level → Competence ↓	1 'Basic'	2 'Intermediate'	3 'Full'
<b>General profile</b>	The candidate at this level is on the ladder of progression. They will be disposed to deal positively with the situation. Their responses to it will be piecemeal and improvised rather than principled, even though mostly successful in avoiding short term difficulties. These will be based on fragmentary information.	The candidate at this level has begun to induce simple principles to apply to the situation, rather than improvise reactively in response to isolated features of it. There will be evidence of a basic strategy and some coherent knowledge for dealing with situations.	The candidate at this level will combine a strategic and principled approach to a situation to take the role of a mediator seeking to bring about the most favourable outcome. Knowledge of their own culture and that of others, including work parameters, will be both coherent and sophisticated.
<b>i) Tolerance of ambiguity</b>	1T Deals with ambiguity on a one-off basis, responding to items as they arise. May be overwhelmed by ambiguous situations which imply high involvement.	2T Has begun to acquire a repertoire of approaches to cope with ambiguities in low-involvement situations. Begins to accept ambiguity as a challenge.	3T Is constantly aware of the possibility of ambiguity. When it occurs, he/she tolerates and manages it.
<b>ii) Behavioural flexibility</b>	1B Adopts a reactive/defensive approach to situations. Learns from isolated experiences in a rather unsystematic way.	2B Previous experience of required behaviour begins to influence behaviour in everyday parallel situations. Sometimes takes the initiative in adopting/conforming to other cultures' behaviour patterns.	3B Is ready and able to adopt appropriate behaviour in job-specific situations from a broad and well-understood repertoire
<b>iii) Communicative awareness</b>	1C Attempts to relate problems of intercultural interaction to different communicative conventions, but lacks the necessary knowledge for identifying differences; tends to hold on to his own conventions and expects adaptation from others; is aware of difficulties in interaction with non-native-speakers, but has not yet evolved principles to guide the choice of (metacommunication, clarification or simplification) strategies.	2C Begins to relate problems of intercultural interaction to conflicting communicative conventions and attempts to clarify his own or to adapt to the conventions of others. Uses a limited repertoire of strategies (metacommunication, clarification, simplification) to solve and prevent problems when interacting with a non-native-speaker.	3C Is able to relate problems of intercultural interaction to conflicting communicative conventions and is aware of their effects on the communication process; is able to identify and ready to adapt to different communicative conventions, or to negotiate new discourse rules in order to prevent or clarify misunderstandings; uses a variety of strategies (metacommunication, clarification, simplification) to prevent, to solve, and to mediate problems when interacting with a non-native-speaker.

<b>iv) Knowledge discovery</b>	1K Draws on random general knowledge and minimal factual research about other cultures. Learns by discovery and is willing to modify perceptions but not yet systematic.	2K Has recourse to some information sources in anticipation of everyday encounters with the other cultures, and modifies and builds on information so acquired, in the light of actual experience. Is motivated by curiosity to develop his knowledge of his own culture as perceived by others.	3K Has a deep knowledge of other cultures. Develops his knowledge through systematic research-like activities and direct questioning and can, where this is sought, offer advice and support to others in work situations.
<b>v) Respect for otherness</b>	1R Is not always aware of difference and, when it is recognised, may not be able to defer evaluative judgement as good or bad. Where it is fully appreciated, adopts a tolerant stance and tries to adapt to low-involving demands of the foreign culture.	2R Accepts the other's values, norms and behaviours in everyday situations as neither good nor bad, provided that basic assumptions of his own culture have not been violated. Is motivated to put others at ease and avoid giving offence.	3R Out of respect for diversity in value systems, applies critical knowledge of such systems to ensure equal treatment of people in the workplace. Is able to cope tactfully with the ethical problems raised by personally unacceptable features of otherness.
<b>vi) Empathy</b>	1E Tends to see the cultural foreigner's differences as curious, and remains confused about the seemingly strange behaviours and their antecedents. Nonetheless tries to 'make allowances'.	2E Has the beginnings of a mental checklist of how others may perceive, feel and respond differently to, a range of routine circumstances. Tends increasingly to see things intuitively from the other's point of view.	3E Accepts the other as a coherent individual. Enlists role-taking and de-centring skills and awareness of different perspectives in optimising job-related communication/interaction with the cultural foreigner.

1.1.3. Rubric for the projects' evaluation (for teacher and students)

	0-4	5-7	8-10
<b>The project is creative</b>			
<b>The project is interesting</b>			
<b>The project includes the main parts described in the instructions</b>			
<b>The oral presentation of the project is clear</b>			
<b>Different materials and resources have been used for the project</b>			
<b>Other comments</b>			

1.2. Materials

1.2.1. Game! spot the difference





### 1.2.2. Poem

Here I had a poem with many comparative and superlative forms. You can find it in the link below:

[https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/poems\\_superlative\\_adjectives/beginner-prea1-worksheet/16631](https://en.islcollective.com/resources/printables/worksheets_doc_docx/poems_superlative_adjectives/beginner-prea1-worksheet/16631)

### 1.2.3. Pictures

**(For Copyright reasons I removed the pictures of this section) Here I had 5 pictures of strange items for the students to speculate about what they can be. One of them was an eyelash curler (as a kind of joke for the students, especially boys).**

