

UNIVERSIDAD PONTIFICA DE COMILLAS



**COMILLAS**  
UNIVERSIDAD PONTIFICIA

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# TRABAJO FIN DE GRADO

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PROGRAMACIÓN DIDÁCTICA

ÁREA PRIMERA LENGUA EXTRANJERA: INGLÉS

5º EDUCACIÓN PRIMARIA

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## **RESUMEN:**

En este trabajo de Fin de grado se presenta una Programación General Anual de la asignatura “Primera Lengua Extranjera”; inglés, para el curso de 5º de Primaria. La programación cuenta con nueve unidades didácticas que siguen la metodología de trabajos por proyectos, el cual está enfocado en el aprendizaje del niño. Al igual que se utiliza esta metodología en todas las unidades, también se ha incluido la competencia intercultural como eje principal de motivación e hilo conductor de las mismas.

En cada una de las unidades didácticas desarrolladas se promueve el trabajo cooperativo de los alumnos para poder conseguir el objetivo del proyecto, bien sea una investigación, una pequeña obra de teatro, o la creación de una entrada de blog. Para la finalidad de estos proyectos, en la gran mayoría de ellos se hace uso de las nuevas tecnologías como herramienta, para investigar, recolectar información o para escribir, poniendo en práctica los contenidos aprendidos en cada unidad.

El objetivo de esta Programación General Anual es que los alumnos de Primaria aprendan inglés de manera significativa, donde los alumnos son los protagonistas de su propio aprendizaje. Además, añadiendo la competencia intercultural, los alumnos aprenden desde una perspectiva más realista y atractiva. Se busca que los alumnos tengan una gran participación en el aula dando importancia, tanto a las habilidades orales como también a las escritas.

Se confiere gran importancia a la retroalimentación en todas las unidades didácticas. Los alumnos son conscientes de su progreso previo a la finalización del proyecto, lo que permite que rectifiquen sus errores. Además, se fomenta la retroalimentación entre compañeros, donde el profesor tiene un papel mediador y los alumnos también cuentan con una evaluación propia que facilita la reflexión de su ejecución en el proyecto y en qué cree que puede mejorar. Se intenta en todo momento que el alumno sea consciente y participe de su progreso en el aprendizaje.

## **PALABRAS CLAVE:**

Programación didáctica, 5º Educación primaria, Lengua extranjera, Inglés, Aprendizaje basado en proyectos, competencia intercultural.

**ABSTRACT:**

In this End of Degree Project, a General Annual Programme is presented for teaching the subject First Foreign Language, English, for Year 5 of Primary Education. The Annual Programme has nine didactic units in which project- based methodology is applied. Apart from the methodology mentioned in all the didactic units, the intercultural competence is also introduced as a common thread as well as a motivational aspect for the students.

In each of the didactic units that are developed, cooperative work is promoted in order for the students to achieve their goal of the project, whether through research, a short performance or even creating a blog entry. To be able to finish the projects and achieve their goal, students, in the majority of the scenarios, will use technology as a tool, either to investigate, to collect their information, or to write down and put into practice all the knowledge they have learned in the unit.

The objective of this Annual Programme is that students learn English in a meaningful and effective way for them, that they become the protagonists of their own learning. Furthermore, the intercultural competence allows students to learn from a more realistic and attractive way, learning from a real context. The didactic units search for a lot of participation from the students in the classroom, having space for developing spoken and written skills.

In all the Annual Programme a lot of importance is placed on feedback. Within each didactic unit, there is a least one day dedicated to that purpose. The students are aware of their own progress before the project finalizes, which allows them to improve their work. To this end, peer feedback is promoted to students while the teacher has a mediating role. Students must also do a self-evaluation at the end of each project in order to reflect on their execution in the project and their strengths and weaknesses. At all times, the methodology is applied in a way that makes the students aware of their progress and participate in their learning process.

**KEY WORDS:**

Annual Programme, Year 5 Primary Education, foreign language, English, Project-based learning, intercultural competence.

## 1. INTRODUCTION

In my family, I have always been encouraged to learn new languages and visit different cultures. From a very young age I travelled a lot with my family, therefore I always been surrounded by open-minded and curious people. When I was six years old my public school started with the bilingual programme from the Community of Madrid, and since then, English has been a part of my life.

Some years later in my high school, I went on an exchange to Kent, a little city located in the south of England which made me really wanted to be submerged into English culture. I felt like the time I spent during the exchange was so short and was not enough for me. Due to this fact, the next year I stayed in a boarding school for a whole academic year. It was an experience I will always remember and that I will always be grateful to my family for making such an economical effort for me; they always wanted to support me.

Due to my experiences and my school I started achieving a good level of English, which allowed me to start teaching English to small kids. Being able to have these lessons brought me to where I am today, studying education. While I was teaching, I realised it was what I loved doing, what I felt the most satisfaction about, and even more if it was English lessons. All this together made me want to become a teacher.

Thanks to what I have learned in the degree and the experience in the internships, I started to realise that most of the times English classes can be too repetitive, and therefore not as motivational for our students. Doing an internship abroad made me realise how I could change the perspective and make it more enjoyable, not only to my students, but also to me. I started to implement games and more interactive activities with my private classes in Madrid, and I myself started to enjoy even more my own classes. I hope I had achieved the same effect in this annual programme.

I have been studying English for many years now, and that made me reflect and research a lot on what kind of English teacher I wanted to be in the future. Thanks to the project I focused more on the version I would like to see of my future me, in a classroom where my students want to be, want to learn, and enjoy what they are learning. I had the opportunity to learn about the Project-based methodology and the intercultural competences in university as well in my internships. That is why I decided to implement them in the nine units I designed.

Each of the nine units that forms part of this annual programme, contains a particular cultural content, most of them located within a decade of our history. I did this in order to not only give an original structure to my annual programme but also to enhance my students to become curious with our world as well as our history, traditions, and culture. The aim of the unit was to make the experience of learning English as realistic and as formative as I could, where they must cooperatively to be able to achieve their own goal, just as the real-world works.

In conclusion, in my annual programme I tried to portray what I want to do in the future, who I want to be as an English teacher, trying to help my students as much as I can, not only academically but also personally, which is even more important. I hope someday I can implement the annual programme I designed.

## **1.2. Educational Context**

This annual syllabus has been designed within a certain context, considering the characteristics and the surroundings of the school. The annual syllabus is based on the school CEIP Lepanto.

The school is located in the northern area of Madrid near a park, in the neighbourhood of Valdezarza, close to the M-30. It is a public school that includes infant education and primary education, which is for students from 3 till 12 years old. There are two class groups in each level (A and B) and in them there are around 25 students per class. Therefore, it is not a very big school, although it has quite large installations.

### **-Educational spaces:**

The school is divided in three buildings, the bigger one where we can find infant education with first and second of primary, the secretary's office and other spaces for teaching staff. In the other building we will have the rest of the classes from third grade to sixth grade and the music room. There is also a sports hall and a dining room where students and teachers eat. For the outside installations there is a football pitch, three small basketball courts that can also be a football pitch for the older kids, and a football area for the smaller kids with more playground. Specially for infant students there is a separate area where they can play and have different toys and sledges.



### -Students and families:

Most of the students live near the school; while a small number of students come to school by car, most of them walk. Because it is a public school the place where the students live it is a factor that counts when considering your place in the school, as well as having siblings in the school. This fact allows the school to become part of the community and the families becoming very involve with it.

The socio-economic level of the attending students is mid-level; it is a public school and there are families from all different backgrounds. The school is located near some parts of the neighbourhood where the economic level is higher, and for this reason there is we find a great diversity when talking about socio economic level in the school.

Thanks to this the students grow up with a lot of diversity, not only socio-economically speaking but also regarding cultures and traditions. The school strives for their personal development within the values of tolerance, respect, and the commitment to the environment. The school atmosphere is also very important in the school and that is one of the main reasons why they do several activities or workshops and include families in them when possible.

Near the school there are several parks where students go to play right after school and in the neighbourhood, there is a big one: La Dehesa de la Villa. There is also the Centro Cultural Julio Cortázar where they get to perform different drama plays or watch them. There are also two other public schools near it, and they do sports tournaments between them and different collaborations. There is also a metro station near the school and even closer a bus stop. Therefore, the school is very included with the community and viceversa.

### -Academics

The school adheres to the bilingual programme of the Comunidad de Madrid. This programme started in 2004, and the school was one of the twenty-six schools that initiated the programme in the Comunidad de Madrid. For this reason, besides English, they will have other subjects in English too such as Science, Arts and Crafts or even Physical Education. English is not only a separate subject, but it is also used as an instrument for the other subjects. Particularly, in 5th grade they have 10 sessions of English per week (9 hours in total), which 4 hours be for English, 2 hours for social science, 2 hours for natural science and 1 hour for arts and crafts. These 4 hours for English

are distributed throughout 5 sessions a week, one each day, four of them last 45 min and one of them one hour.

As part of the bilingual programme, the school has language assistants at their disposition for all the different levels. They mainly help with speaking and oral skills, as they are native speakers. Hence, they also introduced our students more into the English culture, American or British or Australian depending on where they are coming from. This makes learning English more realistic and more useful for the students. Out of the 10 sessions they are helping in 4 of them, and 2 of them are in English classes. They practice speaking activities for the Cambridge exams, new vocabulary, cultural activities (texts, songs, etc.) pronunciation and fluency and different activities from the English book. This helps students improve their fluency and their participation during class.

The bilingual coordinator is very enthusiastic about reading in English, which is why there is a specific plan for it in the programme. Each week a student will take a book home and will have to read it in order to answer some questions they are given. They all exchange their books each week. At the end of each week, they will talk about what they like most of the book or other topics depending on the grade we are in.

Cambridge exams are practiced because they are a goal for students, when they get to 6th grade, they get the chance by the Comunidad de Madrid to either do the KET or the PET exam. It is an internationally recognized certificate that will prepare them for the future.

-Other activities:

In the school there are different activities which are done each year. There is a Science Week, which is run by some of the parents, therefore involving families. This year the theme is taking care of the environment and our planet. During the week, the kids do a lot of experiments and listen to some enjoyable talks. Another important event of the school is Book Day, where every student brings their favourite book of the year and share it with their classmates. This is also a very important day due to the fact that the school has a "*plan lector*" through the linguistic department (Spanish and English).

Therefore, by having a Book Day, students enjoy reading and develop some key competences. A part of the program in which teachers encourage students to participate is the reading club. An

example of the programme is the reading club the school has. The school never forgets how important music is, therefore, during Christmas time and at the end of the year there are festivals. In those, the student will perform a choreography, or sing a song all together, and their families can come to see them.

-School staff:

The school employs a lot of different workers, not only teachers, but also, the secretary, headmaster, the cleaning staff, and the cooks, families (A.M.P.A), a social worker, an advisor, and the English language assistants. They all work together for the benefit of the students. There are about twenty-seven teachers in the school, seven of them dedicated to infant education and the rest are for primary education or different specialists. They all work toward the same goal, particularly for the English programme where the bilingual coordinator does a lot of work to make the learning of the foreign language a fascinating experience. The group of teachers is very self-critical; hence, they always have a motivation to improve as a team. They are very concerned adults that give the students in the school the best example they can and ensure their students are aware they are always available for them.

**1.3. Age-appropriate psychoevolutionary characteristics of the students.**

Esta unidad didáctica va dirigida, como se ha dicho con anterioridad, los alumnos de 5º de primaria, de entre 10 y 11 años, y que por lo tanto podemos encontrar en la segunda infancia que dura de los 6 a los 12 años. Las descripciones siguientes se fijan en el desarrollo cognitivo, social y moral.

Según se desarrolla en las Escuelas de familia moderna de la Universidad de Navarra, el objetivo de la psicología evolutiva y del desarrollo es poder describir esos cambios que nuestros alumnos experimentan en la infancia y tratar de darnos un por qué a ciertas actitudes o cambios que ellos tienen. En su etapa previa de 3 a 6 años, el niño ya ha pasado a mostrar más interés por sus compañeros que en su familia y es por ello por lo que tiene un gran número de experiencias fuera del entorno familiar. Y esto es muy relevante, como cita Vielma y Luz Salas, ya que “el funcionamiento mental de un individuo solamente puede ser entendido examinando los procesos sociales y culturales en los cuales éste está insertado” (Tuviste, 1992, p.4).

Incluso, podemos ver la importancia de su entorno con Piaget, quien afirma que “comenzamos como un ser individual que luego poco a poco se convierte en social, centrándose en las personas

de su entorno” (citado por Tudge y Winterhoff, 1993, p. 62). Es por esa razón, por la que el juego simbólico será tan importante en esta etapa al igual que el trato con sus iguales dentro del mismo aula. Es por ello por lo que Vygotsky (1962), se centró en argumentar la gran importancia que tenían los factores sociales por encima de los factores genéticos, ya que estos eran más determinantes.

En esta segunda etapa a nivel intelectual, los alumnos ya no estarán tan marcados por su egocentrismo si no que empezarán a razonar y a comprender los límites. Al estar al final de esta etapa, serán capaces de tener una lógica abstracta, aumentando así la capacidad de razonamiento y alcanzando de esta manera las operaciones concretas. Específicamente, entre los nueve y los once años, se perfeccionan estas y el alumno no solo razona sobre los objetos, sino también de forma abstracta, sin necesidad de tener que recurrir a elementos manipulables de su propia experiencia. Gracias a ello, podrán entender mejor su entorno ya “que el mundo subjetivo es elaborado como una construcción simbólica, pasando a constituir esta construcción una propiedad de la mente “(Bruner, 1987).

En lo que respecta a lo psicológico, podemos apreciar en estas edades unos cambios físicos profundos en las niñas antes que en los niños. Es importante tenerlo en consideración y prepararlos mentalmente para ellos. Esta etapa está caracterizada por una disminución de los alumnos a la hora de expresar sus sentimientos y emociones tanto como antes, y que tenga un mayor control emocional. Aunque para Zaccagnini, las emociones “son una compleja combinación de procesos corporales, perceptuales y motivacionales que producen en las personas un estado psicológico global, que puede ser positivo o negativo, de poca o mucha intensidad y de corta o larga duración, y que genera una expresión gestual que puede ser identificada por las demás personas” (Zaccagnini, 2004, p. 61). Por lo que, aunque ellos no lo expresen verbalmente quizás si lo hagan de otras maneras.

Es por esta razón que es de vital importancia estar pendiente ya que como argumentaba Pedro Gallardo: “durante los primeros años de la infancia, el primer contexto en el que la gran mayoría de los niños y las niñas crecen y se desarrollan es la familia. Los padres, los docentes y el grupo de los iguales van a jugar un papel crucial en el proceso de socialización durante estos años” (2007, 18, p. 143-159).

En conclusión, se tendrán en cuenta todos estos aspectos, tantos cognitivos como morales y sociales a la hora de programar para siempre favorecer el momento evolutivo del niño. De esta manera, la programación sea efectiva para obtener un aprendizaje significativo.

## **2. OBJECTIVES**

### **2.1. General objectives of the stage**

Como se indica en el Decreto 89/2014, de 24 de Julio, del Consejo de Gobierno, por el que queda establecido para la Comunidad de Madrid el Currículo de la Educación Primaria lo que deben llegar a alcanzar nuestros alumnos en esta etapa:

a) Conocer y apreciar los valores y las normas de convivencia, aprender a obrar de acuerdo con ellas, prepararse para el ejercicio activo de la ciudadanía respetando y defendiendo los derechos humanos, así como el pluralismo propio de una sociedad democrática.

b) Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y responsabilidad en el estudio, así como actitudes de confianza en uno mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje y espíritu emprendedor.

c) Adquirir habilidades para la prevención y para la resolución pacífica de conflictos, que les permitan desenvolverse con autonomía en el ámbito familiar y doméstico, así como en los grupos sociales en los que se relacionan.

d) Conocer, comprender y respetar las diferencias culturales y personales, la igualdad de derechos y oportunidades para todas las personas y la no discriminación de personas con discapacidad

e) Conocer y utilizar de manera apropiada la lengua castellana, valorando sus posibilidades comunicativas y desarrollar hábitos de lectura como instrumento esencial para el aprendizaje del resto de las áreas.

f) Adquirir en, al menos una lengua extranjera, la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.

g) Desarrollar las competencias matemáticas básicas e iniciarse en la resolución de problemas que requieran la realización de operaciones elementales de cálculo, conocimientos

geométricos y estimaciones, así como ser capaces de aplicarlos a las situaciones de su vida cotidiana.

h) Conocer los aspectos fundamentales de las Ciencias de la Naturaleza, las Ciencias Sociales, la Geografía, la Historia y la Cultura.

i) Iniciarse en la utilización de las tecnologías de la información y la comunicación, desarrollando un espíritu crítico ante los mensajes que reciben y elaboran.

j) Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales.

k) Valorar la higiene y la salud, conocer y respetar el cuerpo humano, y utilizar la educación física y el deporte como medios para favorecer el desarrollo personal y social.

l) Conocer y valorar los animales y plantas y adoptar modos de comportamiento que favorezcan su cuidado.

m) Desarrollar sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como una actitud contraria a la violencia, a los prejuicios de cualquier tipo y a los estereotipos sexistas.

n) Fomentar la educación vial y el respeto a las normas para evitar accidentes de tráfico.

## **2.2. Didactic objectives of the stage**

Los objetivos didácticos del curso de 5º de Educación Primaria son enunciados a partir de los propuestos en el Decreto 89/2014, de 24 de Julio:

1. Conocer y apreciar los valores y las normas de convivencia, respetarlas, defender los derechos humanos, al igual que la democracia. Al igual que comprender y respetar las diferencias personales y culturales, igualdad de derechos y oportunidades.

2. Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y responsabilidad en el estudio. Al igual que autoconfianza y ser autocrítico, tener creatividad e iniciativa en el aprendizaje

3. Adquirir habilidades para la prevención y la resolución de conflictos sin violencia tanto en el colegio como fuera del mismo.

4. Adquirir en al menos una lengua extranjera, la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.

5. Conocer los aspectos fundamentales de la cultura general del mundo en el que vivimos. Al igual que conocer el uso de las tecnologías desarrollando espíritu crítico.

6. Valorar la higiene y la salud, conocer y respetar el cuerpo humano, y utilizar la educación física y el deporte como medios para favorecer el desarrollo personal y social.

7. Fomentar el cuidado de los animales y de las plantas y con el mundo que nos rodea, al igual que promover el respeto hacia las normas de tráfico de nuestra cultura.

8. Desarrollar sus capacidades afectivas promoviendo la educación emocional, eliminando así a los prejuicios de cualquier tipo y a los estereotipos sexistas.

### **2.3. Objectives of the subject**

Los objetivos del área en el 5º curso se encuentran en BOE Orden ECD/686/2014, donde se dividen en 4 bloques diferentes:

Bloque 1. Comprensión de textos orales.
1. Capta el sentido general y algunos detalles específicos de anuncios publicitarios sencillos sobre productos que le interesan (juegos, ordenadores, música, ropa etc.).
2. Comprende mensajes y anuncios públicos que contengan instrucciones, indicaciones u otro tipo de información (por ejemplo, números, precios, horarios, en un recinto deportivo, en unos grandes almacenes).
3. Entiende lo que se le dice en transacciones habituales sencillas (rutinas diarias, instrucciones, indicaciones, peticiones, retroalimentación sobre las tareas de clase, etc.).
4. Comprende textos orales de carácter informativo y es capaz de extraer información global y algunos datos específicos.
5. Identifica el tema de una conversación sencilla y predecible que tiene lugar en su presencia en algún espacio público real o simulado sobre temas conocidos
6. Distingue los cambios de tema e infiere el sentido general de programas de televisión u otro material audiovisual dentro de su área de interés (p. e. en los que se entrevista a jóvenes o

personajes conocidos sobre temas cotidianos (por ejemplo, su ropa favorita, sus deportes o música preferidos, etc.).

## Bloque 2. Producción de textos orales: expresión e interacción.

1. Hace presentaciones breves y sencillas, previamente preparadas y ensayadas, sobre temas cotidianos o de su interés (presentarse y presentar a otras personas; dar información básica sobre sí mismo, su familia y su clase; indicar las principales actividades de su día a día; describir brevemente y de manera sencilla su habitación, su menú preferido, el aspecto exterior de una persona; presentar un tema que le interese (su cantante o grupo de música preferido) o decir lo que le gusta y no le gusta usando estructuras sencillas).

2. Se desenvuelve con relativa seguridad en situaciones cotidianas simples, reales o simuladas. (p. e. presentarse en una fiesta).

3. Responde adecuadamente en situaciones de comunicación (saludo, preguntas sencillas sobre sí mismo, petición u ofrecimiento de objetos, expresión de lo que le gusta o no, de lo que está haciendo, del lugar donde está situado algo, etc.).

4. Participa en conversaciones cara a cara o por medios técnicos (teléfono, Skype) en las que se establece contacto social (dar las gracias, saludar, despedirse, dirigirse a alguien, pedir disculpas, presentarse, interesarse por el estado de alguien, felicitar a alguien), se intercambia información personal y sobre asuntos cotidianos, se expresan sentimientos, se ofrece algo a alguien, se pide prestado algo, etc.

## Bloque 3. Comprensión de textos escritos.

1. Comprende información esencial y localiza información específica en material informativo sencillo como menús, horarios, catálogos, listas de precios, anuncios, guías telefónicas, publicidad, folletos turísticos, etc.

2. Comprende correspondencia (correos electrónicos, postales y tarjetas) breve y sencilla que trate sobre temas familiares como, por ejemplo, uno mismo, la familia, la escuela, el tiempo libre, la descripción de un objeto o un lugar, la indicación de la hora y el lugar de una cita, etc.

3. Comprende lo esencial de historias breves y bien estructuradas siempre y cuando la imagen y la acción conduzcan gran parte del argumento (lecturas adaptadas, cómics, etc.).



4. Comprende lo esencial de noticias breves y artículos de revistas infantiles que traten temas que le sean familiares o sean de su interés (deportes, grupos musicales, juegos de ordenador).

#### Bloque 4. Producción de textos escritos: expresión e interacción.

1. Escribe con un modelo correspondencia personal breve y simple (mensajes, notas, postales, correos, chats o SMS) en la que da las gracias, felicita a alguien, hace una invitación, o habla de sí mismo y de su entorno inmediato (familia, amigos, aficiones, actividades cotidianas, objetos, lugares).

2. Construye textos narrativos sencillos reproduciendo estructuras y/o andamiajes previamente trabajados.

3. Escribe, basándose en un modelo, textos breves de carácter informativo sobre temas trabajados previamente.

Al ser un colegio bilingüe también está marcado la a Orden 5958/2010, de 7 de diciembre por lo que tendrán unos objetivos más específicos para cumplir al final de la Educación primaria, los alumnos serán capaces de:

- Use two languages competently: English and Spanish, across different subjects in the curriculum;
- Acquire new knowledge through the instrumental use of English;
- Value English and other languages in general as a means of communicating and understanding people from different places and cultures, and thus gain cultural awareness;
- Use previous experiences in other languages to acquire English language skills more quickly, efficiently, and autonomously;
- Demonstrate a willingness to learn;
- Build up their confidence in their ability to learn and communicate in English;
- Use different resources, including ICT, with increasing autonomy to obtain information and to communicate in English;
- Assess their progress in their learning process, building on achievements in previous years and through the different subjects taught in English.

### 3. CONTENTS

#### 3.1 Secuenciación de contenidos del currículo oficial de la CM.

Inglés es una de las asignaturas troncales, de manera que sus contenidos, criterios de evaluación y estándares de aprendizaje evaluables para toda la etapa quedan estipulados por el Ministerio de Educación, Cultura y Deporte en el Real Decreto 126/2014, de 28 de febrero, por el que se establece el currículo básico de la Educación Primaria. La Comunidad de Madrid los ha completado y ampliado curso a curso, para concretar así la manera de llegar a obtener al final de la etapa de primaria los cuatro bloques trabajados en cada curso en el área de inglés.

Según el Decreto 89/2014, de 24 de julio, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el Currículo de la Educación Primaria “Los contenidos de la asignatura de Lengua Extranjera, Inglés, se distribuyen en un bloque para toda la etapa que versa sobre la cultura inglesa y en otros cuatro bloques, que se repiten en cada uno de los cursos de la etapa: ‘Comprensión oral’, ‘Expresión oral’, ‘Comprensión lectora’ y ‘Expresión escrita’”. Los siguientes contenidos corresponden a quinto de educación primaria:

##### *Comprensión oral*

Comprensión de instrucciones, explicaciones, conversaciones y otros mensajes orales.

Comprensión de información procedente de grabaciones en soporte audiovisual e informático.

Comprensión de mensajes emitidos con distintos acentos de la lengua inglesa.

##### *Expresión oral*

Emisión de mensajes con pronunciación, acentuación, entonación y ritmo correctos.

Participación en conversaciones dirigidas y espontáneas.

Vocabulario básico.

Emisión de oraciones sencillas para dar información utilizando conectores simples.

##### *Comprensión lectora*

Lectura correcta y comprensión de palabras clave y frases habituales.

Conocimiento de los signos ortográficos básicos y su norma de uso.

Comprensión de textos diversos.

Comprensión de las ideas esenciales e identificación de los personajes principales en cuentos, cómics y otros textos narrativos.

Estrategias de lectura: obtención de la idea global de un texto, etcétera.

Lectura de textos y trabajos realizados por el propio alumno.

Uso de diccionarios, glosarios y de las tecnologías de la información y la comunicación como medio de consulta y aprendizaje.

### *Expresión escrita*

Uso correcto de la puntuación y de los apóstrofes.

Redacción y lectura en voz alta de textos escritos variados con ayuda de modelos con corrección fonética y utilizando conectores básicos.

Cuidado en la elaboración, presentación y organización de los textos.

Revisión y autocorrección de los textos producidos.

Uso de diccionarios, otros medios de consulta en papel y de las tecnologías de la información y la comunicación (procesadores de textos).

### *Contenidos sintáctico-discursivos*

1. Expresión de relaciones lógicas: Conjunción (and); disyunción (or); oposición (but); causa (because); finalidad (to-infinitive, eg. I did it to help her).
2. Afirmación: affirmative sentences; Yes (+tag).
3. Exclamación: What + noun, e.g. What fun! How + Adj., e.g. How nice! exclamatory sentences, e.g. I love salad!
4. Negación: negative sentences with not, never, no (Adj.) nobody, nothing; No (+ negative tag).
5. Interrogación: Wh- questions; Aux. verbs in questions: to do, to be, to have.

6. Expresión del tiempo: presente (simple present; present continuous); pasado (simple past); futuro (going to).
7. Expresión del aspecto: puntual (simple tenses); durativo (present continuous); habitual (simple tenses [+Adv. eg. always, everyday]); incoativo (start-ing); terminativo (finish-ing).
8. Expresión de la modalidad: factualidad (declarative sentences); capacidad (can); obligación (have (got) to; imperative); permiso (can); intención (going to).
9. Expresión de la existencia (to be; there is/there are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad (very + Adj.); la comparación (comparatives and superlatives: as Adj. as; smaller (than); the biggest).
10. Expresión de la cantidad: singular/plural; cardinal numbers up to four digits; ordinal numbers up to two digits. Quantity: all, (too) many, a lot, (a) little, more, (too) much, half, a bottle/cup/glass/piece of. Degree: very, enough.
11. Expresión del espacio: prepositions, prepositional phrases and adverbs of location, position, distance, motion, direction, and origin.
12. Expresiones temporales: points (e.g. quarter past five); divisions (e.g. half an hour, summer), and indications of time (e.g. now, tomorrow (morning)); duration (e.g. for two days); anteriority (before); posteriority (after); sequence (first, then...); frequency (e.g. sometimes, on Sundays); prepositions, prepositional phrases, and adverbs of time.
13. Expresión del modo: Adv. of manner, (e.g. slowly, well, quickly, carefully).
14. Expresión de la posesión: I have got (I've got); preposición of; genitivo sajón ('s); possessives.
15. Expresión de gustos y preferencias: I like/I don't like; I like V -ing; I love/I hate

### **3.2 Sequencing of the Unit Plans**

This annual programme is organised in nine units plans, three of them per trimester and with around 16 sessions per unit. Each of them has a cultural concept through which they will focus on grammar, vocabulary, listening, reading. The literacy will be different depending on the cultural concept the unit is based on.

The units are organised in decades in which something relevant in history happened, and this is pointed out for the students. This gives them the opportunity to not only improve their English, but also the cultural aspects about the world.

As shown in the table, some of the days will not be included in the table due to holidays or days with a specific purpose. For example, at the beginning of the course, from the 9th of September till the 16th of September, we will have a unit 0, where the rules of the class will be presented and take the opportunity to reconnect with the English they have learned in the previous years. As well as days that are specifically for Christmas, Easter, or the end of the course.

In the table below, the units are organised, and all the aspects included in each unit are shown culture, skills (listening, speaking, reading, and writing), grammar and vocabulary.

### 3.3 Unit Sequencing

			CONTENTS IN EACH UNIT			
UD	TITLE	TIMING	CULTURE	SKILLS	GRAMMAR	VOCABULARY
-	Introductory week	9 of September – 13 of September		- Practice speaking talking about their holidays and summer and writing about it. Listening to a podcast and answering comprehension questions on it and also reading a small story.		
1	My life (2020-2030)	16 of September- 11 of October / 20 sessions	- Local culture and tradition	- Listening: following an oral presentation - Speaking: give a spoken presentation - Reading: following instructions of the oral presentation / understanding and instructional text, biography, in detail. - Writing: description of people’s lives	- Present simple and present continuous - Too and not enough	- Adjectives to describe people and places - Shops and places in the city
2	Planes and travelling (1890-1900)	7 of October – 8 of November / 18 sessions	- European culture and tradition	- Listening: understanding a documentary video - Speaking: sharing experiences - Reading: comprehension of a descriptive text - Writing: writing about personal experience	- Past simple - Wh questions	- Various ways of travelling - Things to do on vacation
3	An English mystery (1870-1880)	11 of November – 5 of December / 19 sessions	- Relevant mystery novels - Arthur Conan Doyle	- Listening: understanding the gist of a podcast - Speaking: arguing on the end of the podcast - Reading: understanding in detail an excerpt of a novel - Writing: writing a narrative story	- Past continuous - Past continuous and past simple	- Persuasive words - Mystery vocabulary (alibi,

						clue, witness, etc.)
-	Christmas preparation week	10 of December – 20 of December	- Cultural traditions and songs	-Singing songs -Reading about the different Christmas traditions there are and talking about the one's students have at home. -Watching a Christmas movie.		
4	We need the FBI (1900- 1910)	9 of January – 31 of January / 17 sessions	- Origin of the FBI and other organisations	- Listening: listening for detail and attitude in a conversation. - Speaking: Act out a script - Reading: Scanning an informational text looking for the gist - Writing: summarizing an informational text	- Obligation and no obligation - Modal verbs of obligation and possibility	- Action verbs - Resources used (office, technology, cars)
5	Magicians of words	3 of February – 27 of February / 19 sessions	- Important writers throughout history	- Listening: Understanding the gist of a biographical video - Speaking: Presentation in groups - Reading: understanding the gist from an excerpt from a novel - Writing: persuasive text	- Zero conditional - Verbs of the senses	- Emotions - Different genres (novels, poems, etc)
6	Disney? (1960- 1970)	3 of March – 27 of March / 19 sessions	- Popular films and characters	- Listening: watching different clips from movies - Speaking: re-enacting film scenes	- Present perfect	- Animals - Cinema and TV

				<ul style="list-style-type: none"> <li>- Reading: understanding for detail of films reviews</li> <li>- Writing: write a film review</li> </ul>	<ul style="list-style-type: none"> <li>- Irregular and regular verbs</li> </ul>	
-	Easter week	30 of March – 2 of April	<ul style="list-style-type: none"> <li>-Difference of celebration in English countries and Spain.</li> </ul>	<ul style="list-style-type: none"> <li>- Listening to the language assistant about this holiday at her house</li> <li>- Speaking and writing about special things we do during this time in our country</li> <li>- Reading about why the rabbit it is so important in Easter</li> </ul>		
7	Spanish inventions	15 of April- 6 of May / 16 sessions	<ul style="list-style-type: none"> <li>- Most important inventions in our culture</li> </ul>	<ul style="list-style-type: none"> <li>- Listening: identifying details from a documentary</li> <li>- Speaking: describing an object</li> <li>- Reading: intensive reading on a descriptive text</li> <li>- Writing: making a top list of the best objects ever invented</li> </ul>	<ul style="list-style-type: none"> <li>- The passive voice (present)</li> <li>- Questions in the passive</li> </ul>	<ul style="list-style-type: none"> <li>- Inventions (object names)</li> <li>- Materials used</li> </ul>
8	Play music (1970-1980)	6 of May - 29 of May / 16 sessions	<ul style="list-style-type: none"> <li>- Famous musicians and band groups</li> </ul>	<ul style="list-style-type: none"> <li>- Listening: listening to songs of the decade</li> <li>- Speaking: act out dialogues</li> <li>- Reading: understanding the gist of song's lyrics</li> <li>- Writing: write new lyrics to a song</li> </ul>	<ul style="list-style-type: none"> <li>- Present perfect = already and yet and just</li> </ul>	<ul style="list-style-type: none"> <li>- Instruments (piano, guitar, violin, etc.)</li> <li>- Genre in music</li> </ul>
9	Green technology (2010-2020)	1 of June – 12 of June / 12 sessions	<ul style="list-style-type: none"> <li>- Importance of taking care of our planet</li> </ul>	<ul style="list-style-type: none"> <li>- Listening: listening for the gist of an explanation video</li> <li>- Speaking: describing and comparing pictures</li> </ul>	<ul style="list-style-type: none"> <li>- Present continuous for future plans</li> </ul>	<ul style="list-style-type: none"> <li>- Recyclable objects and materials</li> </ul>



				<ul style="list-style-type: none"> <li>- Reading: comprehension of a descriptive text</li> <li>- Writing: creating a warning poster</li> </ul>	<ul style="list-style-type: none"> <li>- First conditional (if-will)</li> </ul>	<ul style="list-style-type: none"> <li>- Ways to recycle</li> <li>- Comparative adjectives</li> </ul>
-	Party week- end of classes	15 of June – 19 of June	<ul style="list-style-type: none"> <li>- Preparing for the dance they perform during this week.</li> </ul>			

## 4. TEACHING-LEARNING ACTIVITIES

### 4.1 Classification of tasks according to different criteria.

Villalobos (2015) defined tasks as an activity of learning, a procedure which is done in a classroom to provide knowledge to the students (Cooper, 1999; Richards & Rodgers, 1992). In this annual programme there are different activities while keeping a classification in mind, following these criteria:

- According to the **teaching-learning process**, we can point out different activities depending on when they are done keeping Bloom's Taxonomy in mind:
  - Initial activities: They are done at the beginning of each unit to create a context and engage the students in it, motivating them. These type of activities, can also help to remember previous knowledge in order to connected with the new one. Songs, texts, images, videos, or specific objects might be used for these activities, and they correspond to the levels of remembering and understanding in Bloom's Taxonomy. They include activities like listing, naming, comparing, memorising, repeating, locating, etc.
  - Procedural activities: They are done in order to practice the content presented before and to reinforce the understanding of it. They complete processes like applying and analysing that appear slightly higher in Bloom's Taxonomy than those in the previous stage. In this stage, we find activities such as categorizing, choosing, correlating, organizing, demonstrate, operate, contrasting, etc.
  - Final activities: They are done usually at the end for the assessment of the students, to ensure they have understood the concepts. As in Bloom's Taxonomy, in this stage self-evaluation form the students is key as well as peer assessments, which are essential in a Project-based learning. In this stage we can find activities such as creating, formulating, evaluating, judging, etc. Specifically, for the methodology used in the annual programme presenting their solution to the task or having a debate

between the students. Solving problems is key to the methodology of this annual programme, which allows student to reach higher levels of Bloom's taxonomy by evaluating and creating their project. They have to be creative and investigate to be able to find out the solution to their problem.

- According to the **grouping criteria**, we can identify a variety of tasks, depending on the moment of the learning process we are in or even the main purpose of the activity:
  - Individual activities: students work on their own which gives the advantage of having different levels, depending on their needs. Writings, self-assessment, research, exercises, quiz, and tests.
  - Paired activities: students work in pairs; they can share ideas and help others to achieve the activity. Practicing dialogues, doing peer assessment, writing a story, etc.
  - Group activities: students work in small groups or big groups depending on the objective. It is a great opportunity to do collaborative work and develop skills such as respect of opinion, tolerance, autonomy in their own work, etc. For example, while working on their projects, having different roles.
  - Whole class activities: every student can participate; it is a moment to encourage the students to debate and share their opinions, among others. Having debates, and discussions all together, correcting, homework, etc.
  
- Following the **methodological purpose** of the activity, which can be linked with the teaching process and the goals we want to achieve from these certain activities in order to plan with effectiveness, there are different activities:
  - Warm-up: are use at the start of the lesson to captivate students with the new topic or even as a way of reviewing their previous knowledge. Some Warm-ups can end up being part of the class routine such as the weather or the day's date.

- Reviewing activities are used in case the students need a remainder of the previous contents, in order to be able to connect the new concepts with them. Playing games in which they have to answer questions or using tools such as Kahoot.
  - Presentation activities: are used normally to introduce new concept or vocabulary, and this demands a lot of modelling and drilling from the teacher.
  - Practice activities: are used to put into real context the new knowledge presented before, a lot of speaking and writing it involves, they need to apply the language. Role plays and acting out will be very useful.
  - Consolidation activities: are those that help the students reinforce their understanding for the knowledge: analysing, designing, reflecting, etc. These activities involve a lot of comprehension on the topic, for example, having debates, writing a story or a dialogue, etc.
  - Round-up activities: can be used as a conclusion for the teacher and also the students, review the main concepts and resolve any doubts the students might have. Memory cards, answering doubts, and having a revision quiz for example can be some of the activities.
- According to the **space** the activities occur there are different activities:
    - Outside the school: activities done outside of the school, to step up their learning. For example, getting to go to the theatre, museums, the zoo, or a food factory.
    - Outside of the classroom: these activities are located inside the school but not in their normal classroom. It can be in the playground, in the kitchen, in the infant building, they are having the opportunity to explore the space and can be done cross-curricular with other teachers.
- According to **the classification of learning** activities of the Eurostat (2016) we can also classify the activities in:

- Formal learning: occur when there is an organisation that provides a structure, mainly the teacher. For example, the teacher will explain a mathematical problem with a formula on the blackboard.
- Informal learning: they do not have a defined structure; they can take place with the family and they are normally led by other adults that are not part of the teaching staff. The content is usually connected with the context the students are living, history through their grandparents, how to cook at home, or even how to bike.

## 4.2 Types of tasks

In class we can have a huge variety of tasks in the same lesson. Each one of them have a specific purpose and target a part of the language. The list below explains each type of activities that will be done in class:

- Reading: as part of the project the students will have to read different genres: newspapers, reports, poems, part of a novel, biographies, etc. They will also have access to the classroom library to English books, and they will have to read one every week.

This is connected with writing as well and as mentioned before, literacy is key in every single unit and is very connected in various ways. The didactic units will have not only proportionated the student's different genre (narrative, descriptive, etc.) and types of lectures. They will read poems, parts of novels, lyrics, scripts, and they will have to work with them, in order to be able to understand them in detail and be able to deduce de attitude of each of them as maximum as possible. There is much more to read that what there is on a textbook, therefore, real text will be proposed to them. This will also be used as a stimulus, as motivation for the students.

- Listening: a lot of videos and podcasts, songs, or even films. They will have to listen carefully to select the information they need whether it is an exercise, or they are doing research for their project.

- Writing: used on many occasions, to write letters or emails (pen-friend), to gather together the information they have been investigating, or a new story or project they have to create.
- Speaking: they will have to speak between them to organise the project and of course present the project to their class. At the end of each project there will be time for debates and reflection on the activity.
- Technological activities: This type of activities will involve using an electronic device such as the computer or the tablet: introduction to Word and Power Point or games like Kahoot.

## **5. METHODOLOGY AND EDUCATIONAL RESOURCES**

### **5.1 Methodological principles**

#### **5.1.1 Project- based learning**

As mentioned before, this annual programme follows the Project-based learning method. "Project-based learning is a key strategy for creating independent thinkers and learners. Children solve real-world problems by designing their own inquiries, planning their learning, and implementing multitude of learning strategies." (Bell, 2010, p. 39). PBL tries to solve these real problems while they implement other skills such as communication, negotiation, cooperation, and collaboration which are critical in order to have an integral education. These basic strategies of the method are also captured in the constructivism of Vygotsky which also reflected on some ideas of the "learning by doing".

Therefore, the methodology implemented in the didactic units are active and practical, allowing the students to make the learning more personal and relevant for them. They should find their motivation on the challenge of the question or problem and construct the new knowledge on their background knowledge. "Research also supports that Project-based learning is a highly engaging and motivating approach that draws more involvement, interest, and investment in learning from students. Project-based learning raises students' self-esteem by beginning the cycle of success" (Doppelt, 2003, p. 13).

Project-based learning is a student-led methodology which means that as Grant said, the students have more autonomy while learning and therefore motivating them to take responsibility of their own learning.” (Grant, 2002, p.152). They become more independent in their learning but at the same time they have to cooperate and collaborate in many aspects in order to achieve it. This is why PBL may seem like a natural vehicle for a Communicative Language Teaching, communication in English is required in order to solve the problem which is presented.

Working with PBL can serve to build a bridge between the contents from the classroom and real life, which allows the teacher to have an interdisciplinary view and connect different subjects whenever is necessary. This means the projects are done in English but can cover any matter teachers want, therefore, one same project can be done together at the same time. It gives the opportunity to students to enlarge their vocabulary in different topics.

Project-based education is not likely to work unless projects are designed in such a way that, with teacher support, they generate and sustain student motivation and thoughtfulness (Blumenfeld, 1991). This is why the teachers scaffold their instruction during the process that will ensure the success of the students. Students pursue the knowledge and are guided through the process; it is essential to reflect at the end of each project. Because individuals learn in a better way and more effectively when they are constructing an artefact that can be shared and reflected with others (Harel & Papert, 1991). Due to the fact the annual programme is going to follow a Project-based learning method it is going to follow a certain model regarding activities as Grant (2002) describes:

- a) Introduction to “set the stage”, used to create a context for the students and motivate them at the same time on their future task.
- b) A task or a problem or a driving question which will explain them what the aim of that particular project is and what they should accomplished by the end of it.
- c) Resources the teacher gives the students experts on the matter, textbooks, different links, or articles to read, providing this way the data they need for their task or problem.

- d) A process or investigation where the students have to analyse the information, formulate hypothesis, and evaluate the information in order to complete the task.
- e) Guidance and scaffolding will be needed along the process for the students and the teacher is present to help, but the peer counselling is also promoted.
- f) Cooperative or collaborative learning because most of the projects will be done in groups and they might need to ask for help in order groups to be able to achieve the solution.

Reflection as an opportunity to closure, to discuss and to debate a variety of aspects from the tasks: what we learned, if we work together as a group, etc. It is an opportunity to solve any doubts students may have too

Project-based learning involves a “use of strategies is related to the development of deeper level understanding of subject content” (Weinstein & Mayer, 1986, p. 321). Students have to ask and refine questions, debate ideas, make predictions and hypothesis, design plans or experiments, research, investigate to try to solve the problem, which may have a variety of solutions, just as happens in a real-life context. Students need more than a basic knowledge or abilities to memorise, what they really need to now is how to implement them in their lives.

### **5.1.2 Intercultural competence**

The aim of this annual programme is to embrace the student competence in English, and by doing so the culture of the language cannot stay aside in the classroom. Therefore, the intercultural competence is included within the projects. As defined by Byram (2000), the intercultural competence is “An interculturally competent individual is one who is able to see relationships between different cultures and is able to mediate. It is also someone who has a critical or analytical understanding of their own and other, rather than believing that their understanding and perspective is natural” (p. 8). Byram’s model focuses on attitudes, knowledge and comprehension, skills, internal and external outcomes (Lenkaitis, 2019).

One of the reasons why immersion programmes are so powerful has to do with the intention of surround the students with the language culture and how the knowledge of



the culture is boost in those types of schools (Cushner, 2007). Language plays a crucial role in the culture and is a way to drive through the language. Project-based learning believes students work better and are more motivated when the problems presented are similar to represent real life. We know that every language, every communication has a context, has its culture. By giving the students' knowledge on the culture of the language, it will allow them to create an existing context.

The teacher with the language assistant will serve as the main door they have to acquire the language and get knowledge on the culture at the same time. As Claire Kramersch (1995) stated, "one may want in the future to define the language teacher not only as the impresario of a certain linguistic performance, but as the catalyst for an ever-widening critical cultural competence" (p. 86).

Teaching through Project-based learning and developing the intercultural competence does not only mean a significant understanding of "learning by doing"; it also works on other competences such as teamwork, cooperation, respect for classmates, critical analysis, responsibility, independence, discipline and many other. These competences are needed in our society nowadays, hence they will need them in their future. They will not only count with the language to communicate outside the borders, but also the tools to correlate through the culture giving the future generations a more open-minded view, tolerating, and respecting other cultures.

## **5.2 Students and teachers 'roles**

As described by an unknown writer "a good teacher is like a candle- it consumes itself to light the way for others". Is very important that teachers feel competent and confidence in their job so they can engage themselves into new methods of teaching and improve their teaching.

Using project-based learning method means the motivation is key for both, teachers, and students, therefore not only the projects have to be very well designed, but teachers have to maintain the correct amount of scaffolding during the process. This means teachers need to find the balance between making them feel motivated (not too easy but not too difficult) and ensure the work is accomplished.

Teachers should also create opportunities for the students to access to the new information, as well as model and guide them through the research giving them also feedback (on the spot or delayed) so they can improve their tasks or problem solving. They need to provide support to the student and encourage them to use learning and metacognitive processes (Blumenfeld, 1991).

Particularly, for Project-based learning it is essential for students that teachers create an environment that promotes the constructive inquiry by enhancing the interest of the students never forgetting to employ instructional practices that end up being part of the active learning of the students. Errors are part of the process of learning, that is why teachers will tolerate them and prompt their students to learn from them and improve.

As a language teacher, they collaborate together with the teacher assistants to master the pronunciation, and to practice their productive skills using modelling and drilling for it. Both teachers and language assistants will be always available in case of doubt or help.

In the case of the students their role will be essential. Using Project-based learning means applying a student-led method; therefore, the learning is centred in the student. Through Project-based learning students learn responsibility, independence, and discipline (Bell, 2010). Students have to plan their learning and organise themselves in groups carrying out different roles. Project-based learning is an active learning processes for the students, as cited by Stephanie Bell (2010) "Children learn so much about themselves when they are empowered to make their own learning decisions" (p. 40). Students are able to develop their own interest and also to discover at the same time who they are as learners.

As they will normally be working in groups, students will have different roles in the numerous projects they have to do. First of all, the speaker, who will represent the whole group and is the one who can ask a question to the teacher. The second role is the timekeeper, this student will be in charge to make sure the task is done on time and how much time they have got left to finish. The third role is the material manager, making sure the group has all the elements they need in order to carry out the task and

they do not need any other supplies. And finally, the recorder who will ensure all the information they have gather together is all very well collected and saved.

Overall, students are encouraged to follow their instincts, to investigate and to learn by experimenting, to learn by doing while having their teacher as their support and a guidance to achieve their goals.

### **5.3 Material and human resources**

In this annual programme, a number of resources are used in order to be able to implement the methodology and to carry out the numerous activities are prepared. First of all, the concept of resources in education needs to be clear before explaining the two types found in the annual programme. A resource is a stock of elements that are used in the teaching in order to acquire the activities effectively. In education, we can distinguish two different types of resources:

- Human resources: this involves the number of people during the learning process of the students in the school. The variety of teachers they have (English, Spanish, Music, P.E., Mathematics, etc.), the language assistants that go with the teachers, the cooks, the cleaning staff, the secretary, or any other person who is a working member in the school. The classmates will also be part of it, taking into an account their families too. Their families can also be involved in some activity such as the Cultural Week of the school, the collaboration between the families and the school is very promoted.
- Material resources: students will need some materials in order to do the activities the teacher demands. The material they need are books, notebooks, pencils and pens, scissors, colour pencils and markers, glue, etc. Specifically, for the projects they require the use of the internet most of the times, that is why the tablets or laptops will be available for them. There is also an interactive whiteboard in each class, that can show the children books and videos or play games, overall an enormous number of resources can be found on them to incorporate them in class. In the class materials such as posters, games, flashcards, realia would be displaced for them.

Besides the number of resources named, as cited in the Orden 5958/2010, de 7 de diciembre, por la que se regulan los colegios públicos bilingües de la Comunidad de Madrid “we cannot forget that as teachers we are the main resource for our students”.

#### **5.4 ICT resources**

In the world we live nowadays most of the information is digitalized. Therefore, it is essential for the students to have access to ICT resources in the school. Students are really connected to social media and technology in general, however they do not make an efficient use out of them in some situations. Through the Project-based learning method, they will have to apply their knowledge and with the advice of the teacher they will have to select the source of information which they think that is reliable and certain. ICT is also part of the curriculum in primary education, consequently, technologies must be part of the classroom for the benefit of the students.

The school has a whiteboard in every class which gives the teacher the opportunity to project images, videos, songs, or even play interactive games. The whiteboards that were installed have a digital pen, which allows the students or the teacher to write on it. The school also has tablets and laptops, although, the number is limited and there is not one of each student in the school. Even though, they may work in pairs when necessary if there are being used by a large number of different classes. Having into account the methodology applied makes them work collaboratively, they will be sharing the tablets and computers within the groups (different roles in the project).

The laptops and the tablets will give access to the students to the internet, ergo, to a way of searching of resources or information. It will allow the students to have available for them different platforms such as *Educamos*. Particularly, the tablets will have installed some apps such as scratch or Kahoot or PowToon which are very useful. Tools such as Word, Power Point are essential to the class and we will be working on them on our daily basis. We will also include the social media in the classes from an educational point view.

ICT resources will be constantly used by the students, for research, playing, designing and many other activities like listening, writing, or even reading. These types of

resources are very useful not only for their professional future, but also using them generates a lot of motivation in the students which is key when teaching.

### 5.5 Organization of spaces and times. Routines.

In this section of the annual programme the set-up of the classroom is presented:

The classroom has six tables with four students in each table. The classroom is quite big and from the windows on the left we are able to see the playground. The door is located on the right. The number one on the map symbolizes the teacher desk and number two is the bookshelves for the students. On number three at the central part of the class is the interactive whiteboard so every student is able to see it. Number four is a special place of the class, the classroom library, which is where all the English and Spanish books are kept. There is even a carpet in case the students want to read on the floor during their free time or in *Lectura*.

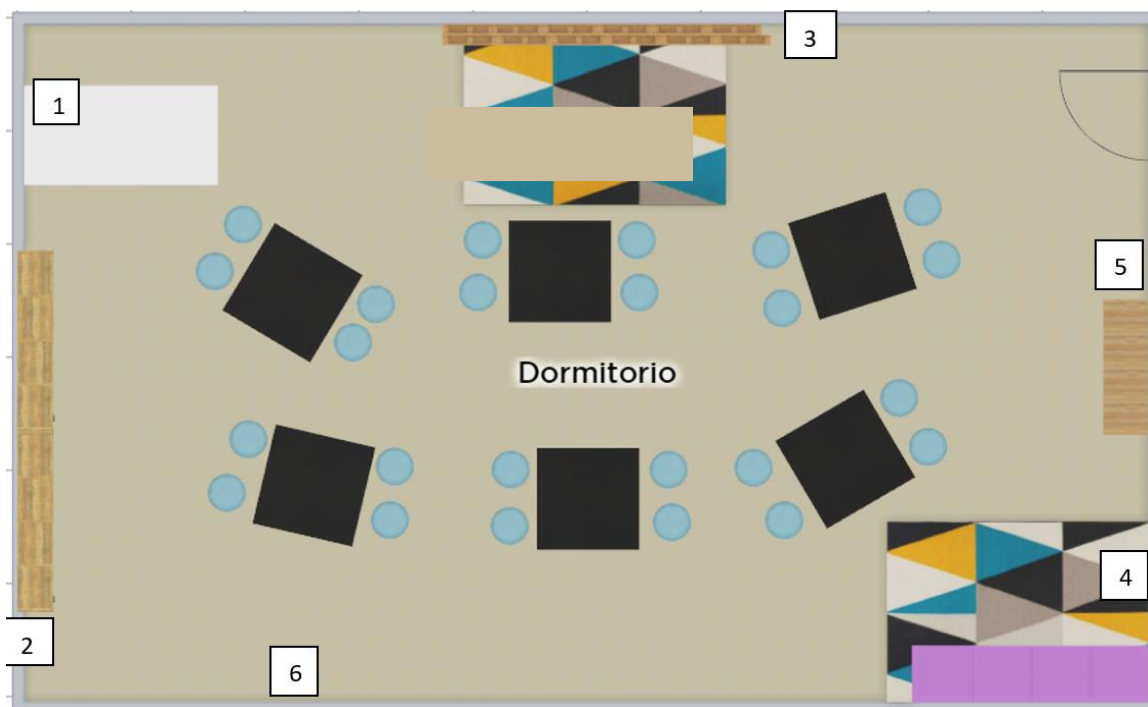


Figure 1: Class Map

The class normally will have the distribution showed on the map. However, the distribution is not permanent and will change constantly. Bear in mind the school tables have tennis balls on the legs, in order to avoid the noise pollution and also to prevent to get other classes distracted.

These are some of the situations where the class arrangement is changed:

- If the students are doing a test or a quiz, the tables on the class will be separated on straight lines and individually.
- When the students are presenting projects, the classroom can adopt two different forms depending on the student needs, we can have a u-shape configuration, or the tables will set aside while they have to sit down on the floor during the presentation.
- Considering the characteristics of the tasks: if they have to be in groups of 3 or be in pairs, the tables can be moved as well.

Regarding the times in the school, there is a timetable that arranges the subjects the students will have that day. Particularly, for English they will have five periods of class a week that sums up a total of four hours per week. In the timetable presented, [Annex 1. Timetable](#), shows how the classes can be either 60 minutes or 45 minutes long.

The school starts at 9:00 and finishes at 16:00, hence, parents are able to drop off their children at 7:30 because the school has a programme called "*Los Primeros del Cole*" organised thanks to the parent's association from 7:30 to 9:00. During this time, the students can have breakfast and play in the school. After 16:00, all the extracurricular activities begin such as ballet, football, basketball, skating, chess, etc.

The annual programme displayed, follows the calendar from the Comunidad de Madrid of 2019-2020, [Annex 2. Academic School Calendar](#), and the organisation of the periods indicated in the timetable.

### **5.6 Groups of students**

As introduced before, the normal aggrupation of the students is in groups of four, although, there are some situations in which this display can be changed. As explained before, they will also have to work individually, in pairs, in threes or even in bigger groups than four people depending on the activity. The distribution of the class is very flexible, therefore can be changed when ever is needed.

They will normally work in groups due to the methodology use, project-based learning, but also because it is an effective and powerful way to learn. It is important to highlight

the groups will be changing at least once a month. This means the students need to be able to work with everyone in the class and acquire different roles if they need to, it is an opportunity to prove how key is effective communication.

### 5.7 Relationship between methodology, key competences, objectives, and contents.

This section shows the significant relation that there is between the key competences, objectives and contents which allows the annual programme to be more coherent and efficient.

- Comunicación lingüística

METHODOLOGY	OBJECTIVES	CONTENT
-Debates and presentation to share opinions and present their projects. -Designing the project will demand a lot of reading, speaking, listening, and writing work from all the members of the team. -Students use language to communicate with their teammates. -Language assistants to reinforce pronunciation and vocabulary. -Storytelling -Realia for vocabulary -Songs and podcast for listening's	-Participar en las actividades de clase y en los debates -Comprender los mensajes emitidos por el profesor y los <i>language assistants</i> . -Dialogar con sus compañeros para trabajar en grupo -Producir expresiones de uso habitual -Comprender textos narrativos (cartas, cuentos, etc.) -Escribir textos sencillos utilizando el vocabulario adecuado -Usar correctamente los signos de puntuación.	-Narraciones de cuentos de tradición infantil o de creación propia - Diálogos dirigidos o espontáneos con un discurso ordenado y coherente. - Producción de textos narrativos y de otras tipologías - Adquisición de la ortografía arbitraria - Comprensión de textos orales (sentido global, literal, ideas principales y secundarias, etc.) - Lectura de distintos tipos de textos: expositivos, periodísticos, poéticos, literarios, etc.

-Reading and writing: letters, stories, reports, etc.	-Utilizar la gramática adecuada.	-Vocabulario deducido por el contexto o búsqueda en el diccionario.
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- Competencia matemática y competencias básicas en ciencia y tecnología

METHODOLOGY	OBJECTIVES	CONTENT
<ul style="list-style-type: none"> <li>- Daily routines such as writing the date and describing the weather</li> <li>- Through PBL methodology students will investigate for information, experiments, or relevant information</li> <li>-Use of the numbers in songs, texts, listening's, and writings.</li> </ul>	<ul style="list-style-type: none"> <li>-Utilizar vocabulario para las rutinas diarias (la fecha, el tiempo, etc.)</li> <li>-Realizar proyectos basados en temas relacionados con la ciencia</li> <li>-Elaborar posters para los proyectos que ilustren procesos científicos o la información relevante.</li> <li>-Escribir y pronunciar los números adecuadamente</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulario meteorológico: sunny, cold, windy, etc.</li> <li>- Escritura correcta de los elementos de la fecha (números y meses).</li> <li>-Vocabulario básico científico such as hypothesis, theory, etc.</li> <li>-Expresiones de cantidad: números ordinales y cardinales</li> </ul>

- Competencia digital

METHODOLOGY	OBJECTIVES	CONTENT
<ul style="list-style-type: none"> <li>-Use of different apps such as scratch, Kahoot, etc.</li> <li>- Research for information for the projects</li> <li>-Watch videos, listen to podcast and songs</li> </ul>	<ul style="list-style-type: none"> <li>-Utilizar las tecnologías como fuente de información</li> <li>-Entender la información que se obtiene de internet en inglés.</li> <li>-Saber diferenciar fuentes fiables con ayuda</li> </ul>	<ul style="list-style-type: none"> <li>- Lectura de textos para la búsqueda de información de sus proyectos</li> <li>-Vocabulario básico</li> <li>-Canciones y podcast al igual que películas</li> <li>-Aplicaciones educativas</li> </ul>



<p>- An interactive use of the whiteboard.</p> <p>- To create things such as presentations or final products of their projects.</p>		
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- Aprender a aprender

METHODOLOGY	OBJECTIVES	CONTENT
<p>- Students will solve problems of real-life in the right cultural context</p> <p>-Debates and presentations to reflect on their projects and to share opinions</p> <p>- Organizing their own work inside the team</p>	<p>- Trabajar en equipo</p> <p>-Respetar las opiniones de los demás</p> <p>- Hacer presentaciones de los proyectos</p> <p>-Reflexionar en su trabajo y aplicar autocorrección sobre sus trabajos</p> <p>-Escuchar activamente a sus compañeros</p>	<p>- Trabajo y organización de equipo</p> <p>- Reflexión autocrítica de su trabajo</p> <p>-Comprensión de las presentaciones de sus compañeros.</p> <p>- Utilización de vocabulario adecuado.</p>

- Competencias sociales y cívicas

METHODOLOGY	OBJECTIVES	CONTENT
<p>-Through Project-based learning students learn to work as a team, respecting other opinions and negotiating to get a solution</p>	<p>-Respetar a sus compañeros y al profesora</p> <p>-Respetar las normas de convivencia y el orden del grupo.</p> <p>-Participar en las puestas en común en clase.</p> <p>-Respetar otras culturas</p>	<p>- Respeto hacia los compañeros y el profesor</p> <p>- Conocimiento sobre diferentes culturas</p> <p>- Normas de la clase y del trabajo en grupo</p> <p>-Utilización de expresiones adecuadas</p>

-Intercultural competence will help understand each other's point of view.  -Debates and presentations to share opinions.  -Peer feedback	-Utilizar un vocabulario adecuado al que dirigirse a los demás.	-Diálogos y debates
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- Sentido de la iniciativa y espíritu emprendedor

METHODOLOGY	OBJECTIVES	CONTENT
-Elaboration of different materials for the projects and the presentation  -Use of imagination in the solutions of their projects  -Develop their creativity in the projects  - Teacher gives independence to create their own projects.	-Potenciar la creatividad y la imaginación del alumno  -Elaborar distintos materiales para los proyectos y las presentaciones.  -Desarrollar su capacidad de mejora	- Presentaciones del proyecto a la clase  - Materiales como soluciones propuestas a los proyectos  -Diálogos  - Reflexión autocrítica de su trabajo

- Conciencia y expresiones culturales

METHODOLOGY	OBJECTIVES	CONTENT
-Through the intercultural competence we will learn cultural facts about the English culture  -The PBL will make them investigate about culture	- Abrir la mente a otras culturas y tradiciones.  -Entender y usar expresiones culturales  -Conocer tradiciones y celebraciones culturales	-Costumbres tradicionales y aspectos culturales de países de habla inglés (y otros inclusive).  -Canciones, literatura popular de la cultura

-Songs, readings, podcast will show the cultural expressions.  -Celebration on special holidays: Christmas, Easter, thanksgiving, etc.	-Investigar sobre las diferentes tradiciones  -Hacer presentaciones sobre diferencias con nuestras celebraciones	-Personajes y datos históricos relevantes en su cultura anglosajona  - Diálogos y debates
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## 6. MEASURES OF ATTENTION TO DIVERSITY

The sum of the ways people are alike and different can be a way to define diversity. In education, this is essential because we work with people, students that are all different in their own way.

It is so important that there is a legislation for it in the Comunidad de Madrid, which we found in the PAC (*Plan de Atención a la Diversidad*).

### 6.1. General measures for attention to diversity

In the School for which this annual programme is framed, attention to diversity is very important; it is even said in the school website of the school: " *Creemos que todos somos diferentes pero con los mismos derechos; por eso avanzamos juntos intentando que nadie quede atrás.*". Teachers need to keep in mind that all the students are unique and have multiple ways of learning and understanding. It is important to have them in mind when planning the lessons in order to have various stimuli for them.

As this annual programme follows a Project-based learning methodology, it is essential to emphasise that teamwork is key. Students need to understand and try to help each other whenever is possible. Working in groups can be hard sometimes, but it teaches students great skills for their future, such as working with all kinds of people and accepting their differences.

The Orientation Department is a great part of this measures in all the school, they cooperate with the teachers in other to help the students that need it, working in the same direction. The professionals will determine when any of students need educational

support and evaluate the level they will need for their adaptation. Once the evaluation is completed (all keeping in contact with the family), they might come into class to offer extra help or take a group of students out if needed.

## **6.2. Ordinary measures: educational support needs**

These measures refer to the different modifications each school has to implement with respect to groupings, activities done in class, methodology, teaching strategies and evaluation. The goal is to attend to the diversity in the class without modifying the curriculum (objectives, contents, and evaluation criteria). All these measures will facilitate a more individualized education.

- There are various grouping spaces: whole group, small groups, pair work, individual, workshops, etc. This will help students to help each other and ask others for help; and when working individually the difficulties will be easier to identify and so easier to help them. As well, some students work better individually or in groups, so it is good to give a chance to work how they prefer and strengthen those skills they lack.
- Evaluation tools and techniques may be changed in order to adapt them to students' needs, without changing the evaluation criteria (no modification of the curriculum). The level of evaluation might change for different types of students keeping the minimum standards. For example, shy students might do better when being evaluated individually. Also, there are a variety of ways of showing comprehension and control over a topic, by drawing, acting out, writing it down, responding verbally, etc.
- The classroom organisation will be accessible for everyone, with different "*rincones*", making it easier to the teacher to have an individualized approach and attend their necessities and difficulties better because teachers work in smaller groups of students. As well, gives the chance of students that have difficulties in an area are grouped together to strengthen it.
- As Project Based Learning is the methodology used, working in groups is essential and therefore, the teacher will have an important job when making the

groups, making sure they are balanced in terms of not only ability but also allowing cultural diversity, and also with a variety of different students that might present difficulties but help each other to solve them and therefore students are motivated. This will enable students to help each other to reach the goal.

The school will have professionals that would give extra help when the students need it. These students will go through and evaluate in order to identify what type of help they need. The orientation department and the tutor will work together for this evaluation. It might be individually or in groups. The specialist will work together with the teacher in order to help the students in all the possible ways. Sometimes, the specialist might take students out of class, but this will only occur occasionally, because the school supports the idea of receiving that support inside the class.

Particularly, the general measures apply to the regulated strategies that are applied in the school, trying to obtain the most inclusive perspective to the wide curricular competences, capacities, rhythms, learning styles and cultural contexts.

In English classes, a language assistant will be with the class in a couple of sessions, meaning co-teaching will take place in some cases, or small groups of revision will be made. This way the learning process will be more individual, and both the teacher and the language assistant can really pay attention to the student's needs.

### **6.3. Extraordinary measures: curricular adaptations**

Extraordinary measures are those that are made individually to be able to respond to the educational necessities of each student. These measures require changes and adaptations in the curriculum, and therefore, in the materials and resources given to the students. This measure will not be implemented if the ordinary measures have not been applied before and have not had the desired effect.

This is important because the extraordinary measures need an evaluation made by the orientational department and the psychologist of the school, due to the fact that the curriculum will be adapted to the student. This type of measure is implemented with students that are ACNEE (*Alumnado Con Necesidades Educativas Especiales*).

These are some of the examples of the measures that might be carried out:

- Curricular adaptations such as changing objectives, contents, and evaluation criteria, changing the temporalization of those, for students with high capacities and also for students with a maturity delay.
- Significant adaptations of the curriculum, such as simplifying or adding content, modifying the evaluation.
- Supportive groups that suffer a delay with the curriculum for students that need extra help to follow the class.

## **7. COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES**

The complementary and extracurricular activities presented have been selected in order to be able to achieve a complete education due to the fact that these types of activities are key for their development.

### **7.1. Activities outside the classroom**

#### Within school hours:

These activities have been prepared by the school (the teachers) and have a learning objective, an educational purpose. Therefore, these activities are compulsory for everyone. In these cases, the activities that are proposed have connections with the projects they will be developing throughout the year.

Particularly, they will have three complementary activities per trimester, so nine in the whole academic year:

1. Tour around Madrid: Town Hall, Palacio de Congresos, etc.
2. "Parque Europa" in Torrejón
3. Visit to the Police- Bicycle
4. "Serendipity"- Theatre in English by ETC
5. Wax Museum of Madrid
6. Cinema workshop in Little Big Kids
7. The Robot Museum
8. Visit to Espacio Fundación tecnológica.
9. Final trip to Gredos- English camp

<p>Tour around Madrid: town hall, Palacio de Congressos, etc</p>	<p>In unit 1 they will have to make a description on their local area, in which this activity is involved, to get to know their city as best as they can, as if they were tourist for a day. -Beginning of October-</p>
<p>“Parque Europa” in Torrejón</p>	<p>Related with travelling and the cities they can visit, or they have visited already. As well, European capitals and countries are an objective in the Social Science curriculum. – Middle of November -</p>
<p>Visit to the Police- Bicycle</p>	<p>They will attend a workshop done by the police to learn about road safety in bicycles (they have a specific place). This activity will be connected with Social Science. -Beginning of December -</p>
<p>“Serendipity”- Theatre in English by ETC</p>	<p>In unit 4, they will have to act out a script, and seeing a performance is not only good for their listening skills but also for their speaking. – End of January -</p>
<p>Wax Museum of Madrid</p>	<p>In unit 5, when they get to know very important authors throughout history, some of them are shown in this museum as well as other relevant people, which will be connected with social science (history). – Middle of February -</p>
<p>Cinema workshop in Little Big Kids</p>	<p>In the unit 6 cinema is the centre of the unit, so this workshop gives the chance to the students to experiment with it. – End of March -</p>
<p>The Robot Museum</p>	<p>Robots are an important invention in our era, which is connected with the culture of the unit 7. As well, they will learn more about technology, so this activity is interdisciplinary. – End of April -</p>

Visit to Espacio Fundación Tecnológica.	They will have an event in relation with music, and a workshop with it, which is the topic of the unit 8 and also lends itself into an interdisciplinary activity with the Music subject. – Middle of May -
Final trip to Gredos- English Camp	A camp connects students to nature, working on Natural Science and English. – Last week of class, June -

- Outside of school hours: These are the extracurricular activities and are all of the non-compulsory activities, that the school offers to the students. They take place once the classes are finished at 16:00. The school has large variety of activities from football, basketball, tennis, skating, judo, karate, ballet, contemporary dance, crafting, to English, music lessons, chess, robotics, etc. It even offers a camp during summer for daytime.

## 7.2. Reading plan

The aim of this reading plan is to motivate students to read, not only to achieve the habit but also the love towards reading in their life. By doing so and showing them the various types of reading, their reading skills will be improved. As the school follows a bilingual programme, this is an interdisciplinary work with other subjects such as natural and social science. The school really tries to promote reading, which is why it has a reading club (both for English and Spanish) which anyone can attend, to share and recommend books.

Reading is without doubt, one of the main goals of primary education. The ability to read makes a huge impact in the academics of our students; it is a great part of their education. Is through reading that they can receive information through their eyes, and not depend on someone else. School and family work together, so students can use reading as a useful tool in their lives. And as Dr. Seuss wrote, “the more that you read, the more things you will know. The more that you learn, the more places you will go”.

As shown in the class schedule, in Spanish classes they will have a dedicated session to reading once a week, but in English we will have a different organisation. In this annual



programme, literacy is a big part of each unit; therefore, reading is included in many different ways: individualized, in groups, guided, act out, out loud, etc. In both, Spanish, and English they will be “*Padrinos de Lectura*” for the smaller kids. Also, the whole school will do bookcrossing in which everyone is involved; every student has to bring a book and hide it in the school for someone to find it. It is a huge opportunity to read a great variety of books.

There is a classroom library in which a lot of books will be displayed for the students to read in their free time if they want to. It is also where the English books will be stored. These books will be all different. The idea is that every two weeks they will have a small book to read at home and fill a small worksheet about it. At the end of each trimester, we will have a meeting in which they will talk about their favourite book and share ideas.

Every complementary activity has a connection with the didactic units. In some of the cases, they will have an interdisciplinary connection, meaning they will not only be linked to the English classes.

## **8. TUTORIAL ACTION PLANS AND COLLABORATION WITH FAMILIES**

In tutorial action plans, we include all the plans that are developed in the school and are directed not only to the student but also to their families and the professionals in the school. Therefore, it needs to fight for the improvement and the group climate in the classroom, taking care of course of the integral development of the students. They should not only learn academics, but also improve their socio-affective skills and emotional development.

### **8.1. Objectives of the tutorial action**

The tutorial action consists of a process, framed by the orientation department, and has the objective the attention to all the diversity we may find. It is not just individual actions taken occasionally, is more a constantly common work by every member of the educational community: teachers, students, and their families. Due to that fact, it is essential to know the possible resources that exist to implement them when necessary.

These will be the main objectives of tutorial action:

- Contribute to an individualized education to be able to attend to each student's necessities.
- Adjust the measures that are applied considering the problems and difficulties each student may have.
- Showing respect for everyone and accepting each one of us (helped by the methodology used).
- Stimulate their autonomy and their personal development in values
- Promote the interaction of all the educational members in the community, involving the families with the school.
- Participate in the innovation of the education by improving the orientation measures applied in the school to be more effective and powerful for the students.

In the school, emotional intelligence is taught by all of the teachers, but it is mostly done by the tutor through activities such as meditation, talking about how they feel, giving them a chance to express their feelings freely. As well as their emotional development, the school provides students with strategies and resources for their studies, so they have more autonomy and learning strategies for their future.

The tutorial actions are organised by the "*Plan de Acción Tutorial*", a document that belongs to each school and where we will find the objectives of the tutorial action, functions of the professionals and a variety of activities. This plan is created in order to get to know the students more deeply and have a better interaction with their families. This way, all of them are implicated and conscious about the education of the students or children. This document is elaborated with the participation of the whole educational community.

## **8.2. Common task of family- school collaboration**

The interaction between the families and the school, is one of the pillars in which the education of the students is sustained. For this reason, the cooperation between both is essential, in order to obtain the best educational results.

If the principles and the criteria are so different between the families and the teachers, if they are not unified then the risk of promoting a lot of doubts to the student or child is taken, therefore, is not effective to have a contradictory perspective. This is why the connection between both parts is very important.

The school will have numerous activities to promote the interaction such as: the association called AMPA (*Asociación de Madre y Padres de los Alumnos*) which reunites a global voice of the families inside the school, and so the parents can express their opinions and preferences. There is also “Consejo Escolar” in which parents can also be included together with the teachers and other members of the school to propose certain activities, workshops, ideas, etc.

There will also be an opening day for parents to visit the school. Students also prepare for Christmas, Carnival, and end of the year festivals, in which all their families are invited to watch them perform. The school also gives the opportunity to the parents to come to talk to the students about their job and what do they do. Students get to know a lot of different options, and they really enjoy it.

### **8.3. Interviews and individualized tutorials.**

Throughout the whole year, the tutor will have meetings with the parents or members of the families of each student. These meetings will be at least one per trimester, three in the academic year. The meetings will be arranged by the tutor through the agenda of the student or through email, or the school platform.

The interviews are key to talk about the progress of the student, so that the tutor is also informed of how the student is doing at home and if he is having any difficulties. This way, it will help not only the families, but it will also give the tutor more information about the student and get to know him better, which is very important.

In the interview's information on the student academic and behaviour progress, if he does his homework, if he works well in groups, if he pays attention, etc. The families will also share information, which is key to get to know the student better and professionals from the orientation department might be present when needed. At the end of the interview, both sides will agree some actions to put in practice at home and in class. The

objective of this interviews is together, families and teachers, help students as much as they can in their development.

#### **8.4. Class group meetings**

These group meetings, like the interviews, will be done once each trimester. The aim of the group meetings is to provide information on what would the children be learning and how can they help their children.

The first meeting at the beginning of the term, has the goal of showing the methodology used in class and what are the main activities the children will develop. The second meeting which will occur in the second term will be used to not only evaluate the progress of the first term, but also to talk about the changes that may occur. And finally, the last group meeting allows to make a global evaluation of the year and how the exams or evaluation might affect them. In all of the gatherings, families are encouraged to ask as many questions', as they might have as well as any ideas they have in mind.

### **9. Learning- teaching process evaluation**

The evaluation process is key when designing the annual programme because it is necessary to evaluate the students' work and continue the learning process. It also allows the students to know what and how can they improve. Through this process teachers are able to analyse the difficulties the students might present, and therefore is easier to attend their necessities. A lot of debates will occur in the class, where students not only can-do peer feedback, but also share their suggestions and give feedback to the teacher, so that the teacher is able to keep improving. The T will do as well self-assessment on their classes considering the student's feedback as well. [See Annex 4.19.](#)

#### **9.3 Evaluation criteria and learning standards**

The evaluation criteria that will be used in this annual programme are the one taken from Orden ECD/686/201 that belong to year 5 of primary education in the English area. As stated in the curriculum, *"de conformidad con lo establecido en el Real Decreto 126/2014, de 28 de febrero, la evaluación del proceso de aprendizaje del alumnado en esta etapa educativa será continua y global, y tendrá en cuenta su progreso en el*

*conjunto de las áreas*” which is especially important in this school. These are the evaluation criteria shown in the curriculum which are organised in “*bloques*”:

### Bloque 1. Comprensión de textos orales.

- Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.
- Identificar aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, sobre vida cotidiana (hábitos, horarios, actividades, celebraciones), condiciones de vida (vivienda, entorno), relaciones interpersonales (familiares, de amistad, escolares), comportamiento (gestos habituales, uso de la voz, contacto físico) y convenciones sociales (normas de cortesía), y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto.
- Identificar el sentido general, la información esencial y los puntos principales en textos orales muy breves y sencillos en lengua estándar, con estructuras simples y léxico de uso muy frecuente, articulados con claridad y lentamente y transmitidos de viva voz o por medios técnicos, sobre temas habituales y concretos relacionados con las propias experiencias, necesidades e intereses en contextos cotidianos predecibles o relativos a áreas de necesidad inmediata en los ámbitos personal, público y educativo, siempre que las condiciones acústicas sean buenas y no distorsionen el mensaje, se pueda volver a escuchar lo dicho o pedir confirmación y se cuente con apoyo visual o con una clara referencia contextual.
- Distinguir la función comunicativa principal del texto (p. e. una demanda de información, una orden, o un ofrecimiento) así como los patrones discursivos básicos (p. e. inicio y cierre conversacional, o los puntos de una narración esquemática).
- Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral (p. e. estructura interrogativa para demandar información).
- Reconocer un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con las propias experiencias, necesidades e intereses, y utilizar las indicaciones del contexto y de la información

contenida en el texto para hacerse una idea de los significados probables de palabras y expresiones que se desconocen.

- Discriminar patrones sonoros, acentuales, rítmicos y de entonación básicos y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.

### Bloque 2. Producción de textos orales: expresión e interacción.

- Conocer y saber aplicar las estrategias básicas para producir textos orales nomológicos o dialógicos muy breves y sencillos, utilizando, p. e., fórmulas y lenguaje prefabricado o expresiones memorizadas, o apoyando con gestos lo que se quiere expresar.

- Conocer aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, y aplicar los conocimientos adquiridos sobre los mismos a una producción oral adecuada al contexto, respetando las convenciones comunicativas más elementales.

- Interactuar de manera muy básica, utilizando técnicas muy simples, lingüísticas o no verbales (p. e. gestos o contacto físico) para iniciar, mantener o concluir una breve conversación, cumpliendo la función comunicativa principal del texto (p. e. un saludo, una felicitación, un intercambio de información).

- Participar de manera simple y comprensible en conversaciones muy breves que requieran un intercambio directo de información en áreas de necesidad inmediata o sobre temas muy familiares (uno mismo, el entorno inmediato, personas, lugares, objetos y actividades, gustos y opiniones), en un registro neutro o informal, utilizando expresiones y frases sencillas y de uso muy frecuente, normalmente aisladas o enlazadas con conectores básicos, aunque en ocasiones la pronunciación no sea muy clara, sean evidentes las pausas y titubeos y sea necesaria la repetición, la paráfrasis y la cooperación del interlocutor para mantener la comunicación.

- Hacerse entender en intervenciones breves y sencillas, aunque se produzcan titubeos, vacilaciones, repeticiones o pausas para reorganizar el discurso.

- Manejar estructuras sintácticas básicas, aunque se sigan cometiendo errores básicos de manera sistemática en, p. e., tiempos verbales o en la concordancia.

- Conocer y utilizar un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con los propios intereses, experiencias y necesidades.

- Articular, de manera por lo general comprensible, pero con evidente influencia de la primera u otras lenguas, un repertorio muy limitado de patrones sonoros, acentuales, rítmicos y de entonación básicos, adaptándolos a la función comunicativa que se quiere llevar a cabo.

### Bloque 3. Comprensión de textos escritos.

- Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.

- Identificar aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, sobre vida cotidiana (hábitos, horarios, actividades, celebraciones), condiciones de vida (vivienda, entorno), relaciones interpersonales (familiares, de amistad, escolares) y convenciones sociales (normas de cortesía), y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto.

- Identificar el tema, el sentido general, las ideas principales e información específica en textos, tanto en formato impreso como en soporte digital, muy breves y sencillos, en lengua estándar y con un léxico de alta frecuencia, y en los que el tema tratado y el tipo de texto resulten muy familiares, cotidianos o de necesidad inmediata, siempre y cuando se pueda releer lo que no se ha entendido, se pueda consultar un diccionario y se cuente con apoyo visual y contextual.

- Distinguir la función o funciones comunicativas principales del texto (p. e. una felicitación, una demanda de información, o un ofrecimiento) y un repertorio limitado de sus exponentes más habituales, así como los patrones discursivos básicos (p. e. inicio y cierre de una carta, o los puntos de una descripción esquemática).

- Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación escrita (p. e. estructura interrogativa para demandar información).

- Reconocer un repertorio limitado de léxico escrito de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con sus experiencias, necesidades e intereses, e inferir del contexto y de la información contenida en el texto los significados probables de palabras y expresiones que se desconocen.
- Reconocer los signos ortográficos básicos (p. e. punto, coma), así como símbolos de uso frecuente (p. e. 😊, @, €, \$, £), e identificar los significados e intenciones comunicativas generales relacionados con los mismos.

#### Bloque 4. Producción de textos escritos: expresión e interacción.

- Conocer y aplicar las estrategias básicas para producir textos escritos muy breves y sencillos, p. e. copiando palabras y frases muy usuales para realizar las funciones comunicativas que se persiguen.
- Conocer aspectos socioculturales y sociolingüísticos básicos concretos y significativos (p. e. las convenciones sobre el inicio y cierre de una carta a personas conocidas) y aplicar los conocimientos adquiridos sobre los mismos a una producción escrita adecuada al contexto, respetando las normas de cortesía básicas.
- Construir, en papel o en soporte electrónico, textos muy cortos y sencillos, compuestos de frases simples aisladas, en un registro neutro o informal, utilizando con razonable corrección las convenciones ortográficas básicas y los principales signos de puntuación, para hablar de sí mismo, de su entorno más inmediato y de aspectos de su vida cotidiana, en situaciones familiares y predecibles.
- Cumplir la función comunicativa principal del texto escrito (p. e. una felicitación, un intercambio de información, o un ofrecimiento), utilizando un repertorio limitado de sus exponentes más frecuentes y de patrones discursivos básicos (p. e. saludos para inicio y despedida para cierre de una carta, o una narración esquemática desarrollada en puntos).
- Manejar estructuras sintácticas básicas (p. e. enlazar palabras o grupos de palabras con conectores básicos como “y”, “entonces”, “pero”, “porque”), aunque se sigan cometiendo errores básicos de manera sistemática en, p. e., tiempos verbales o en la concordancia.



- Conocer y utilizar un repertorio limitado de léxico escrito de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con los propios intereses, experiencias y necesidades.

- Aplicar patrones gráficos y convenciones ortográficas básicas para escribir con razonable corrección palabras o frases cortas que se utilizan normalmente al hablar, pero no necesariamente con una ortografía totalmente normalizada.

## **9.2. Strategies, techniques, and evaluation instruments according to evaluation moments**

Throughout the whole syllabus there will be different evaluation techniques and strategies in order to evaluate. The teacher is not only assessing the students; peer assessment and self-evaluation will also be part of the evaluations. The principal strategies and techniques are:

- Observation: the educator will keep track of students work and performance and therefore can have a more individualized education for each of the students. The teacher will take record of the student during class time but also more informal information such as behaviour outside the classroom (patio, cafeteria, etc.). It is a very effective way to have as much information possible from a student and help them as much as possible. All the information will be collected through the use of the checklists, which are more objective, in order to keep track of the students.
- Portfolios and projects: these involve all the work students do during the projects, their research, writings, presentations, posters, mind maps, activities done in class, their final result of the projects, etc. These activities will be marked using rubrics and checklists.
- Peer assessment and self-evaluation: in this case the one assessing are the students, it could be the work of their classmates or their own work. This will allow them to develop other skills, and also see what he can improve. These strategies are key considering the methodology used in this annual programme, during class a lot of the time they will be working in groups, so the roles in the groups are also evaluated. In order to have students do this evaluation the

teacher will proportionate a checklist (anonymously), allowing them also to write any suggestions or comments they want to, and give them a guidance to be able to give a good feedback. The teacher will also self-asses their own work using a rubric or checklist.

In order to keep track of the different activities and strategies implemented the teacher will use the following tools:

- Rubrics and checklists: these are both measurements in order to be able to know how the student is performing. In the case of the rubric, the level of performance is detailed providing the teacher to know in what the student is at and how he is evolving throughout the year. For the checklists, a specific criterion will be shown, and the teacher will tick yes or no when observing a student. [See Annexes 16, 17, 18 and 19.](#)
- Quiz and exams: tools used to measure the knowledge of the students on a topic. In the case of the quiz is a formative assessment and it will be summative assessments in the case of the exams. They are very useful for the teacher and the students to know where the student might need more help or reinforcement.

### **9.3. Evaluation moments**

All these evaluations measures mentioned will take place throughout the year. A project-based learning methodology requires a lot of observation and feedback to allow students to be able to achieve the goal. Continuous evaluation is key in order to have information not only of the performance of the student, but also how is he developing and improving. For the students it is very useful because it offers a lot of feedback in the moment.

Hence, there will be more evaluation moments with a more specific purpose, such as the initial evaluation, which will allow the teacher information on the starting point of the students at the beginning of the year making the annual syllabus more personalized for them and attend the class needs more effectively. The teacher will obtain the information through a quiz but also with a variety of exercise to see them interact in their second language Throughout the whole year the work, effort, and behaviour in class will also make part of the final mark.

Depending as well on when the evaluation takes place, we will have formative and summative assessment. In case of the first one, it takes place all around the year the goal is to guide the students into their improvement. Therefore, the student progress is considered in all the areas of this evaluation. In the second case, it is taken place when a unit is finished, or a group of concepts needs to be evaluated. This is very helpful for the teachers, allowing them to know if they have understood the concept and also for the students because they know what they have to improve. The progress will be seen with the observation (checklist and rubrics) and also the quizzes after each unit.

Taking all those evaluation moments and methods into account, students will have a quiz after each unit testing all their skills (speaking, writing, reading, and listening) which will be 25% of the final mark and another 25% will be for the exams at the end of each term. Another 35% will be their work in the projects they will be doing all around the year and the last 15% is dedicated to assessing classroom participation and behaviour

<b>TIMING</b>	<b>PROCEDURES</b>	<b>TOOLS</b>	<b>CRITERIA</b>
Initial evaluation (September)	Formative assessment	Quiz and speaking activities	Previous knowledge
Throughout the year	Formative assessment, peer, and self-evaluation	Rubrics and checklist	Competences acquired through projects
End of each unit	Formative assessment	Quiz	Knowledge acquired in each unit
End of each term	Summative assessment	Exams	Knowledge and competences acquired in the term

# **ANNUAL PROGRAMME**

## INTRODUCTION TO THE ANNUAL PROGRAMME.

This annual programme is based on a Project- based learning methodology. For each of the units, students will have to create a big project with a variety of topics that will challenge them to find a solution or create a final product for their project. This methodology is student-centred which is the reason why the student is the important part during the learning process. The participation is key, and students have to be constantly active and thinking on their own (with the help and the supervision of the teacher, of course), which ends up giving the students a lot of challenges and therefore, they are motivated during their learning.

All the didactic units in this annual programme have a common factor and that is the intercultural competence. In all of them, there is a lot of cultural content that is mostly organised in decades. This means the structure of the didactic units gives the opportunity not only to learn English, but while they do so, they will also learn a lot of interesting cultural facts centred in the English culture starting from their own context. It is a complete way of learning a language.

The cultural content will be the starting point in each of the didactic units. It will appear in different formats: part of a novel, a poem, videos, songs, movies, and a lot more resources that vary depending on the topic and the goal of the unit. From this starting point the skills will be developed, and the project will start for the students. In The final lessons of each unit, we will have the presentations or debates in which the students are able to show to their classmates their project and the solution they have achieved.

Implementing a Project-based methodology means the student role is much bigger, and therefore the teacher is there to help during the process but not to give the answer directly. This is why students will work in groups and have different roles (that will rotate): a timekeeper and a checker, a reporter, a material manager, and a speaker. Once the task is presented by the teacher, they will have to organise the work and the task of each of them. The work groups will change in each unit, so that students have to be able to work with everybody. This methodology demands from the student's self-confidence, a lot of motivation and the ability to work on their own.

## **UNIT 1: MY LIFE**

**YEAR:** 5 Primary Education

**SUBJECT:** First Foreign Language (English)

**TIMING:** 20 Sessions (16 of September- 11 of October)

### **1. Justification for the didactic unit topic**

The didactic unit will start with a small presentation from the English assistant on how the life is he or she has back at home. This is the cultural factor that will start the unit because the presentation will show to the students how the life is in a different country, and to be able to compare with the one they have living in Madrid. The decade in which this didactic unit is centred is the one we are living in today (2020-2030). This starting point will help them as a guidance when developing their project of and imaginary biography. This project will demand from the students a lot of imagination. They will have to draw an imaginary person, give them a name, and create a background life for the person, creating as a result a biography for him or her. At the end, all the imaginary characters will be presented by reading, in groups, the biography they have written. Other exercises from the unit will be describing how and where they live, doing so, the local culture and tradition will be enhanced.

In this unit, the focus on grammar will be on the present simple and present continuous, as well on using too and not enough. To be able to do activities and projects mentioned before they will use vocabulary such as adjectives to describe people and places, and also the names of the shops and places we can find in the city.

### **2. Learning outcomes**

Students will be able to:

- Describe how people live using present simple.
- Give an oral presentation.
- Use adjectives to describe people and places physically.
- Sequence events in a biography.
- Identify the present simple and the present continuous in a text.

- Follow the content of an oral presentation.
- Research about local culture.
- Correct and improve their own work.
- Understand the instructions given by the teacher on class behaviour and how to work in groups.

### 3. Content

CONTENTS		
CONCEPTUAL	PROCEDURAL	ATTITUDINAL
<ul style="list-style-type: none"> <li>- Vocabulary (bank, bookshop, cinema, church, park, post office, police station, theatre, town hall, supermarket, groceries)</li> <li>- Descriptive adjectives (Awesome, fabulous, enjoyable, wonderful)</li> <li>- Present simple and present continuous</li> <li>- Too and not enough</li> <li>- Connectors: firstly, secondly, then, although, and finally.</li> </ul>	<ul style="list-style-type: none"> <li>- Participación en conversaciones en el aula</li> <li>- Comprensión de textos orales producidos por nativos</li> <li>- Comprensión en detalle de un texto biográfico</li> <li>- Descripción de la vida de las personas</li> <li>- Emisión de un texto oral</li> <li>- Uso correcto de la puntuación y los apóstrofes</li> <li>- Autocorrección de su trabajo usando rúbricas y <i>checklists</i>.</li> </ul>	<ul style="list-style-type: none"> <li>- Cuidado en la elaboración y presentación de los textos.</li> <li>-Curiosidad hacia la cultura y tradiciones locales.</li> <li>-Trabajo en equipo valorando tanto el esfuerzo individual como el colectivo para conseguir el objetivo marcado.</li> <li>-Disposición por participar y colaborar en el proyecto planteado.</li> <li>-Esfuerzo por hablar en inglés en clase siempre.</li> </ul>

### 4. Assessment criteria and minimum level required

- Use the correct grammar and vocabulary to describe people and places.
- Produce a biography in the coherent order.
- Identify the structure of a biographical text.
- Name the places in a city when speaking and writing.
- Use present simple and present continuous correctly in their work.

- Express correctly using connectors in their arguments.
- Use punctuation and apostrophes correctly in their work.
- Produce day to day expressions and basic vocabulary with correct pronunciation and intonation.
- Evaluate their own work using checklist and rubrics.

## **UNIT 2: PLANES AND TRAVELLING**

**YEAR:** 5 Primary Education

**SUBJECT:** First Foreign Language (English)

**TIMING:** 18 Sessions (7 of October – 8 of November)

### **1. Justification for the didactic unit topic**

The cultural starting point of this unit will be introduced by a Documentary of Europe and the European union. It is a topic that we will work at the same time in Social Science, from a different point of view. The aim is to get to know about European cultures and traditions. Last didactic unit was on our own culture, and in this unit the aim is to think bigger and open students' minds. This unit is framed between 1890 and 1900, years in which planes were invented and started to be used. The project of this unit is to choose a country and create a cultural guide to follow for a week. To do so, they will have to ask a teacher what they want to do in that week in the country and interview them. Once they have done the guide, they will have to record a video that they will present to the whole class.

The grammatical content used in this unit is the Wh questions and also the past simple. This will be used because some of the activities they will have to do such as a writing about their last holiday, debating and reading a text will demand that knowledge. The vocabulary will be centred in the various ways of travelling and also in the variety of things to do in vacation time. The projects will be done, once they have presented a video promoting their guide for a week to the whole class.

### **2. Learning outcomes**

Student will be able to:



- Understand the gist of a documentary video.
- Describe past events using past simple.
- Use the vocabulary of travelling in context.
- Understand in detail a descriptive text.
- Divide the work of the project evenly.
- Distribute the amount of work evenly.
- Correct and improve their own work.
- Understand the instructions given by the teacher on class behaviour and how to work in groups.

### 3. Content

CONTENTS		
CONCEPTUAL	PROCEDURAL	ATTITUDINAL
<ul style="list-style-type: none"> <li>- Vocabulary (flight, journey, camping, train, abroad, sand, sunscreen, beach.)</li> <li>- Past simple to describe past events</li> <li>- Wh questions: What, Where, Who, When, which, why.</li> <li>- Travelling methods: car, plane, train, bus.</li> <li>- Connectors: firstly, secondly, then, after that, although, and finally.</li> </ul>	<ul style="list-style-type: none"> <li>- Comprensión de mensajes orales (vídeos y documentales)</li> <li>- Establece relación entre experiencias de compañeros.</li> <li>- Comprensión de textos (descriptivos y de opinión).</li> <li>- Explicación oral y escritura de una vivencia personal.</li> <li>- División equitativa del trabajo en grupo.</li> <li>- Autocorrección de su trabajo usando rúbricas y <i>checklists</i></li> </ul>	<ul style="list-style-type: none"> <li>- Cuidado en la elaboración y presentación de los textos.</li> <li>-Curiosidad hacia la cultura y tradiciones europeas.</li> <li>-Trabajo en equipo valorando tanto el esfuerzo individual como el colectivo para conseguir el objetivo marcado.</li> <li>-Disposición por participar y colaborar en el proyecto planteado.</li> <li>-Esfuerzo por hablar en inglés en clase siempre.</li> </ul>

#### **4. Assessment criteria and minimum level required**

- Describe events in the past using the past simple correctly.
- Formulate Wh with the correct structure.
- Read and understand descriptive texts.
- Express themselves correctly using connectors in their arguments.
- Express a personal story with the correct vocabulary and verb tense.
- Distribute the amount of work evenly.
- Use the vocabulary learned during the unit when speaking and writing.
- Use a correct use of punctuation and apostrophes in their work.
- Evaluate their own work using checklist and rubrics.

### **UNIT 3: AN ENGLISH MYSTERY**

**YEAR:** 5 Primary Education

**SUBJECT:** First Foreign Language (English)

**TIMING:** 19 Sessions (11 of November – 5 of December)

#### **1. Justification for the didactic unit topic**

In this unit the aim is to get closer to the mystery literature. We will do so by starting with an excerpt of an audiobook from *The Hound of the Baskervilles* from Arthur Conan Doyle who is a British author that create Sherlock Holmes. Due to this fact, this unit's decade is from 1870 till 1880. Apart from the audiobook, students will also be reading small essays on mystery novels. The project from this unit is to write a mystery story in which an aspect from the audiobook is included, such as how it starts, the ending, a character, the place, etc. Beforehand, some examples will be shown to the students to be able to give them a guide while they write their story. A lot of literature will be included in this unit such as riddles, se [Annex 3.2](#).

On grammar, the focus will be on past simple and past continuous that will implement when writing the mystery story. To be able to write it using the correct vocabulary they will also learn persuasive words and mystery vocabulary (alibi, clue, witness, etc). Once they have completed the story, they have to read it out loud to the whole class so that peer feedback can be given.

## 2. Learning outcomes

Students will be able to:

- Understand the gist of a story.
- Use persuasive vocabulary in a debate.
- Use a coherent structure in their writing of a narrative.
- Implement past simple in a narrative.
- Illustrate narrative mystery stories.
- Correct and improve their own work.
- Understand the instructions given by the teacher on class behaviour and how to work in groups.

## 3. Content

CONTENTS		
CONCEPTUAL	PROCEDURAL	ATTITUDINAL
<ul style="list-style-type: none"> <li>- Vocabulary (alibi, clue, witness, murder, crime, victim, suspect, detective, clue, evidence.)</li> <li>- Past continuous and past simple for narration</li> <li>- Persuasive vocabulary: for this reason, it is certain, as you can see, as evidence, etc.</li> <li>- Connectors: firstly, secondly, then, after that, although, and finally.</li> </ul>	<ul style="list-style-type: none"> <li>- Comprensión de mensajes orales (podcast)</li> <li>- Debate sobre el podcast.</li> <li>- Participación en conversaciones en el aula.</li> <li>- Comprensión en detalle de un extracto de novela</li> <li>- Escritura de un texto narrativo utilizando conectores.</li> <li>- Autocorrección de su trabajo usando rúbricas y <i>checklists</i>.</li> </ul>	<ul style="list-style-type: none"> <li>- Cuidado en la elaboración y presentación de los textos.</li> <li>-Curiosidad hacia la literatura inglesa y el misterio.</li> <li>-Trabajo en equipo valorando tanto el esfuerzo individual como el colectivo para conseguir el objetivo marcado.</li> <li>-Disposición por participar y colaborar en el proyecto planteado.</li> <li>-Esfuerzo por hablar en inglés en clase siempre.</li> </ul>

#### **4. Assessment criteria and minimum level required.**

- Use past simple and continuous correctly in their narrative stories.
- Defend a particular position using persuasive vocabulary.
- Read and understand the content of a novel excerpt.
- Use the vocabulary learned during the unit when speaking and writing.
- Distribute the amount of work evenly.
- Evaluate their own work using checklist and rubrics.
- Defend and argue during the debate giving coherent arguments.

### **UNIT 4: WE NEED THE FBI**

**YEAR:** 5 Primary Education

**SUBJECT:** First Foreign Language (English)

**TIMING:** 17 Sessions (9 of January – 31 of January)

#### **1. Justification for the didactic unit topic**

The FBI is an institution which in the past years has become very famous due to American movies and TV series. It is well known all around the world, and it is going to be the starting point to this unit. The origin of the FBI was in the decade 1900-1919, which is the focus decade of this unit. Students will get to know how the FBI was founded by reading and scanning a text about its origin. As well, a couple of episodes from the TV series “Quantico”, which is where the FBI agents become real agents to have a visual presentation of how the institution works.

The project in this unit is to act out a scene from a movie or a series in which the FBI appears, explaining the plot of the movie before the performance and creating a summary and a film review of the film chosen to share with the class. Grammar content of this unit is modal verbs of obligation and possibility as well as obligation and no obligation. The new vocabulary in the unit they will learn are action verbs and the names of the resources used (technology, cars, other institutions, etc.).

#### **2. Learning outcomes**

Student will be able to:

- Understand the gist of a “TV series”.
- Identify modal verbs in context.
- Memorize a script.
- Summarize an informational text.
- Infer the attitude from a conversation.
- Implement vocabulary of resources in their work.
- Correct and improve their own work.
- Understand the instructions given by the teacher on class behaviour and how to work in groups.

### 3. Content

CONTENTS		
CONCEPTUAL	PROCEDURAL	ATTITUDINAL
<ul style="list-style-type: none"> <li>- Vocabulary (agent, handcuffs, academy, arrest, badge.)</li> <li>- Modal verbs of obligation and possibility: must, have, will, should, could, might, may.</li> <li>- Action verbs: fight, listen, play, run, think, laugh, etc.</li> <li>- Script genre</li> </ul>	<ul style="list-style-type: none"> <li>- Deducción de actitud de mensajes orales.</li> <li>- Memorización de un guion.</li> <li>- Participación en conversaciones en el aula.</li> <li>- Comprensión de textos descriptivos.</li> <li>- Escritura de un resumen de un texto.</li> <li>- Uso correcto de la puntuación y los apóstrofes.</li> <li>- Autocorrección de su trabajo usando rúbricas y <i>checklists</i>.</li> </ul>	<ul style="list-style-type: none"> <li>- Cuidado en la elaboración y presentación de los textos y presentaciones.</li> <li>-Curiosidad por origen de instituciones como el FBI.</li> <li>-Trabajo en equipo valorando tanto el esfuerzo individual como el colectivo para conseguir el objetivo marcado.</li> <li>-Participación activa en el aula.</li> <li>-Esfuerzo por hablar en inglés en clase siempre.</li> </ul>

### 4. Assessment criteria and minimum level required

- Read and understand scripts.
- Use the vocabulary learn during the unit when speaking and writing.

- Listen to and comprehend the gist of the series.
- Create a summary? correctly using the modal and action verbs.
- Memorize a script with the correct pronunciation and intonation.
- Use a correct use of punctuation and apostrophes in their work.
- Distribute the amount of work evenly.
- Produce day to day expressions and basic vocabulary with correct pronunciation and intonation.
- Evaluate their own work using checklist and rubrics.

## **UNIT 5: MAGICIAN OF WORDS**

**YEAR:** 5 Primary Education

**SUBJECT:** First Foreign Language (English)

**TIMING:** 19 Sessions (3 of February – 27 of February)

### **1. Justification for the didactic unit topic**

The aim of this didactic unit is to get closer to literature through important authors in our history. That is why this unit will start with the students watching a biographical video of the most important authors (<https://www.youtube.com/watch?v=2NiZk6wm-ng>) in which a lot of important writers are presented to our students.

For the unit project they will have to choose one of the writers that appear on the video and investigate his life and work. They will have to prepare a small presentation on the writer and then give arguments to everyone explaining why they think they have the best writer. In this unit, students will also get the chance to read an excerpt from a Novel, in this case from Shakespeare from Romeo and Juliet, and also read some poems trying to infer the emotions in them. In Doing so, the students will see different genres. In this unit the aim of grammar is to master the zero conditional and the verb of the senses. And when talking about vocabulary, it is focus on the emotions and the names of the variety of genres. This unit will be done once peer feedback on the presentation is given and the “best writer” price is awarded.

## 2. Learning outcomes

Students will be able to:

- Understand the gist of a biographical video.
- Investigate about an author.
- Identify the emotions and gist from a novel excerpt.
- Identify the different types of genre (novels, poems, etc.).
- Write a persuasive text using the zero conditional.
- Give an oral presentation.
- Correct and improve their own work.
- Understand the instructions given by the teacher on class behaviour and how to work in groups.

## 3. Content

CONTENTS		
CONCEPTUAL	PROCEDURAL	ATTITUDINAL
<ul style="list-style-type: none"> <li>- Vocabulary (biographical, cover page, back cover, resume, characters, feelings, plot.)</li> <li>- Zero conditional</li> <li>- Verbs of the senses: look, sound, taste, smell, feel.</li> <li>- Genres. Narrative, poems, informational and scripts.</li> <li>- Emotions: scared, angry, bad, bored, sad, sleepy, happy.</li> </ul>	<ul style="list-style-type: none"> <li>- Comprensión de textos orales breves y videos reproducidos</li> <li>- Participación en conversaciones en el aula</li> <li>- Lectura de trozos de novela y poemas</li> <li>- Escritura de un texto persuasivo.</li> <li>- Emisión de mensajes cortos (presentación proyecto).</li> <li>- Uso correcto de la puntuación y los apóstrofes.</li> </ul>	<ul style="list-style-type: none"> <li>- Cuidado en la elaboración y presentación de los textos y presentaciones.</li> <li>-Curiosidad por la cultura literaria y sus escritores más importantes</li> <li>-Trabajo en equipo valorando tanto el esfuerzo individual como el colectivo para conseguir el objetivo marcado.</li> <li>-Participación activa en el aula.</li> <li>-Esfuerzo por hablar en inglés en clase siempre.</li> </ul>

	- Autocorrección de su trabajo usando rúbricas y <i>checklists</i> .	
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#### **4. Assessment criteria and minimum level required**

- Read and understand novel excerpts and poems.
- Correct pronunciation and vocabulary when presenting their project.
- Infer the right emotions from the reading texts.
- Use correctly the zero conditional vocabulary when writing a persuasive text.
- Identify and differentiate the different basic text types.
- Use the vocabulary learn during the unit when speaking and writing.
- Use a correct use of punctuation and apostrophes in their work.
- Distribute the amount of work evenly.
- Produce day to day expressions and basic vocabulary with correct pronunciation and intonation.
- Evaluate their own work using checklist and rubrics.



**Previous knowledge on the unit:**

For unit five students should have a previous knowledge on the verbs of the senses, although there will be a game to revise them. They also know what a slogan is and have created one before in class. Students will also know how to look for information from the internet from the correct sources. Students are also aware of the classroom rules and are familiar with using the peer feedback.

<b>Unit</b>	5	<b>Lesson</b>	1	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Famous writers in history.</li> <li>- Vocabulary within the excerpt.</li> <li>- Reading a piece of literature.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Understand details of the biographical video.</li> <li>• Reading for the gist of a “jigsaw reading”.</li> <li>• Reflect on their learning.</li> </ul>						
<b>Materials</b>	The sheet of paper with the short biography. As well as a paper for the One-minute-paper exercise.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
3 minutes	Pre-listening	The students will begin the lesson by brainstorming ideas on these questions: <ul style="list-style-type: none"> <li>- What famous writers do you know? How and why do you know them?</li> </ul>				Whole class	
20 minutes	While - listening	A biographical video will be played for the students on famous writers. After watching, they will have to speak to their partner these questions: Did you recognize any of the writers on the video? Or any of their books? To conclude the presentation, all the ideas will be shared.				Whole class- in pairs - wholes class.	
25 minutes	Post listening	In groups of 4 or 5, a jigsaw reading will be done with a short biography of one of the authors on the video. Two texts will be given to each group to be able to form the jigsaw reading. They will have to				Groups (4-5 people)	

		read it, understand the gist, and look for details to do the activity.	
2 minutes	Round-up	Reflective time to do a “one-minute paper” to write what we have find harder to do today.	Individually

<b>Unit</b>	5	<b>Lesson</b>	2	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input checked="" type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Vocabulary to express opinion.</li> <li>- Respect each other’s opinion</li> <li>- Vocabulary: emotions.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Discuss a type of biographical text.</li> <li>• Express their opinion in a reflective writing.</li> </ul>						
<b>Materials</b>	Flashcards and their notebooks.				<b>Spaces</b>	Class	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
3 minutes	Warm-up	Remind groups what the aim of the activity from yesterday and answer some common doubts on the activity.				Whole class	
10 minutes	Produce	Extra time to finish the jigsaw reading started yesterday and correct any mistakes they might have made.				Groups (4-5 people)	
15 minutes	Presentations	Each group will do a small presentation reading and their jigsaw reading in pairs to all the class to show the final reading they achieve when doing the activity. It is a way to present to the class information of their assigned author.				Groups- whole class.	
15 minutes	Reflection	All the students will think who their favorite author from the video that we played yesterday. We will have a little discussion on why they think that is the best author for each of them.				Whole class- groups.	
7 minutes	Summary	Then, they will have to write a small reflective piece on who was their favorite author, or which of them they found the most interesting and why.				Individually	

<b>Unit</b>	5	<b>Lesson</b>	3	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Persuasive vocabulary</li> <li>- Writing a persuasive text.</li> <li>- Importance of their text's presentation.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Identify the important aspects in a persuasive text.</li> <li>• Improve their writing with the new aspects.</li> </ul>						
<b>Materials</b>	Paper or notebook to write.					<b>Spaces</b>	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Warm-up	Remember authors names and anything they can describe or tell the T about them.				Whole class	
20 minutes	Practice	Present a persuasive text in which with the help of the students the important items of a persuasive text will be identify (such as having a clear and strong argument, to be as objective as possible, that the text is coherent and easy to follow, repeat the focus on the conclusion, etc.).				Whole groups	
20 minutes	Produce	Once the important aspects of a persuasive text have been identified, the students will have this time to rewrite their text, making a second draft on who they think is the best author and explaining why.				Individually	
5 minutes	Round-up	Reflected and share what did they found more difficult to do in class today.				Whole class	

<b>Unit</b>	5	<b>Lesson</b>	4	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input checked="" type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Zero conditional structure and use.</li> </ul>						

<b>Learning outcomes</b>	Students will be able to:		
	<ul style="list-style-type: none"> <li>• Use zero conditional to describe a particular situation.</li> <li>• Identify the zero-conditional structure.</li> <li>• Ask and answer questions.</li> </ul>		
<b>Materials</b>	Game of cards and worksheet to do in pairs.	<b>Spaces</b>	
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
15 minutes	Warm-up	Game with cards, in which they need to find their pair. They need to speak to everyone in order to find the pair that completes the sentence they were given. When joining those cards with zero conditional sentence students will also be joining quotes from a variety of authors. An example of a sentence that can be on the cards: If you touch fire.... you get burned. All the sentences will be read out loud as well as the quotes from the authors.	Whole class
10 minutes	Presentation	Once all the pairs find their half's, the T will present the structure of the zero conditional to the students. Students must take notes on their notebooks on it.	Whole class
10 minutes	Practice	To consolidate the grammar, they will do a worksheet in which they will have to fill blank spaces using the zero conditional and the correct structure.	Individually
10 minutes	Produce	The T will make pairs as give them questions to ask their partner. Speaker A will ask the questions and speaker B will have to answer them using the 0 conditional. After that, the roles will exchange.	Pairs
5 minutes	Round-up	Revise the new concepts learn today and answer any doubts the students might have.	Whole class

<b>Unit</b>	5	<b>Lesson</b>	4	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Sentences using the zero conditional.</li> <li>- Peer feedback and autocorrection.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to:						
	<ul style="list-style-type: none"> <li>• Use the zero conditional in the correct form.</li> </ul>						

	<ul style="list-style-type: none"> <li>Identify and interpret emotions</li> </ul>		
<b>Materials</b>	Paper or notebook to write.	<b>Spaces</b>	
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
5 minutes	Warm-up	Refresh quickly by brainstorming how the structure of the zero conditional is, as well as remembering what the verbs related to the senses are.	Pairs
20 minutes	Practice	In groups, they will have to come up with 5 different sentences using the zero conditional. At least two of them must be related with writers or literature. After that, they will exchange their sentences with other groups and give peer feedback (ask the teacher for help if needed).	Groups
20 minutes	Practice	Once the sentences are corrected each group will cut them (making 5 small papers) and give them to another group. Then, they will play a mime game in which they will have to guess the phrase that their teammates are performing.	Groups
5 minutes	Round-up	Reflected and share what did they found more difficult to do in class today and what they have learned.	Whole class

<b>Unit</b>	5	<b>Lesson</b>	6	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>Variety of literature excerpts.</li> <li>Curiosity for the literature culture.</li> <li>Participation in class.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>Understand the general meaning from the literary excerpt.</li> <li>Infer feelings from the excerpt and share them.</li> </ul>						
<b>Materials</b>	Envelops with photos and the excerpt from the writers.			<b>Spaces</b>	Classroom		
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
7 minutes	Warm-up	We will start with a little game. A lot of photos of authors will be around the class. An envelope with a				Whole class-groups	

		text describing an author will be given to each group. They will need to read it and identify which of the authors they have.	
20 minutes	Presentation	Once they have their photo, they will have another envelop in which they will have an excerpt from the author (extract from a novel or a poem). They will get back to their places and we will read them all together out loud.	Whole class
20 minutes	Practice	After reading their extract they will have to analyze it and infer the feelings from the piece. As well as looking for the gist of the excerpt. All ideas will be sharing within the groups and afterwards all together. To be able to guide the conversation, the T will give the Ss a worksheet with 5-6 questions they will have to talk about.	Groups and whole class
3 minutes	Round-up	To reflect on the class, they will do a One-minute-paper answering the following question: What did you learn today?	Individually

<b>Unit</b>	5	<b>Lesson</b>	7	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Writing with the right vocabulary (as well as punctuation and apostrophes).</li> <li>- Reading short text.</li> <li>- Proofreading their writing.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Express in a writing what they felt from the excerpt.</li> <li>• Share opinions and ideas.</li> </ul>						
<b>Materials</b>	Excerpt from last class and the worksheet guide.				<b>Spaces</b>	Classroom	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Warm-up	Brainstorm ideas on what writers can express with their words, what things do they like to talk about? (In a general way).				Whole class	
40 minutes	Produce	They will have to reread the excerpt they worked with last class. Afterwards, a worksheet with a guide (steps				Individually	

		to follow as well as an example) will be given to them in order to help them to write a small paragraph on how the extract from the last class made them feel. If needed, they will have a little time to discuss different ideas within the group. They will also have to focus on what the author wanted to tell us, not just their opinion.	
5 minutes	Feedback	Within the same group they will exchange their writings randomly and give some written peer feedback.	Groups- Individually

<b>Unit</b>	5	<b>Lesson</b>	8	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Reading excerpts or poems and inferring emotions.</li> <li>- Reflect on the reading.</li> <li>- Distinguish different genres.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Read a piece of literature with the right intonation and identify the genre.</li> <li>• Identify the topic of the excerpt.</li> <li>• Reflect on their ideas.</li> </ul>						
<b>Materials</b>	Last days reflection.				<b>Spaces</b>	Classroom	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
10 minutes	Warm-up	Sharing ideas of what they felt from the poem or the extract from a novel within their groups.				Group work	
30 minutes	Reflection	We will read all together the piece of literature they were given (practicing intonation and pronunciation as well as sharing the different ideas they had within the group). It is a time to reflect and debate with all the class different opinions. The T will be asking questions prompting students a variety of themes, such as feelings, languages, whether they like it or not, etc. The idea is that all students say something during the reflection.				Whole class	

10 minutes	Round-up	Add to their reflection from last class the new ideas they have got from the debate as well as add other things they have learned in today's class.	Individually
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<b>Unit</b>	5	<b>Lesson</b>	9	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Understand the instructions for the project.</li> <li>- Listening of a video.</li> <li>- Cooperative work.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Comprehend in detail the meaning of the instructional video.</li> <li>• Understand and annotate the important aspects of a project.</li> <li>• Assign different roles to their group members.</li> </ul>						
<b>Materials</b>	Computer and screen for the video. Video: <a href="https://www.youtube.com/watch?v=7NgL2z0HBk4">https://www.youtube.com/watch?v=7NgL2z0HBk4</a>				<b>Spaces</b>	Classroom	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
10 minutes	Warm-up	To start with the project work, we will watch a small video, which sums up the key points to do well on a presentation. <a href="https://www.youtube.com/watch?v=7NgL2z0HBk4">https://www.youtube.com/watch?v=7NgL2z0HBk4</a> After watching it we will make a small summary all together to have in mind the main ideas.				Whole class	
25 minutes	Presentation	The T will explain step by step what the students must search for and investigate for the project. They will have to choose an author from the video of the first class and describe his or her life. As well they will have to read some of his work and analyze it. The aim is to create a Power point or another source to project their information to be able to explain what they have found in class. During this time, the students will be in groups annotating what they have to do and how, to be able to do the project correctly.				Whole class	



15 minutes	Preparation	During this time, they will get in groups, assign different roles to be able to focus on individual or pair work. They will also have time to plan their work in the next seven classes.	Group work
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<b>Unit</b>	5	<b>Lesson</b>	10	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Reading and comprehension of texts when researching.</li> <li>- ICT as a resource.</li> <li>- Cooperative work.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Use the internet to obtain information.</li> <li>• Share the information with their project group.</li> </ul>						
<b>Materials</b>	They will need computers or iPad to start the project. Paper and colors will also be needed.				<b>Spaces</b>	Classroom (IT)	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Pre-writing	Students will be given a small piece of paper in which they have to write and decorate their role name with their group project.				Individually	
40 minutes	Produce	Computers or laptops will be provided to their students. This long time will be used to investigate and research information, the roles were divided last class, so each should know what to center on. As well as asking questions to the T when needed.				Individually or pair work	
5 minutes	Sum-up	Come back to their group and make a brief summary to their group of the information they have found today. They can also comment any problems or difficulties they might be having.				Group work	

<b>Unit</b>	5	<b>Lesson</b>	11	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						

<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse		
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic		
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Riddles: understanding, reading, and guessing.</li> <li>- Extracting the relevant information from the sources.</li> <li>- Disposition to participate and collaborate in the Project.</li> </ul>		
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the meaning of the riddles.</li> <li>• Paraphrase information in their own words.</li> </ul>		
<b>Materials</b>	Computers or iPad.	<b>Spaces</b>	
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
5 minutes	Warm-up	To be able to break a little bit the thread with their project work, we will start the class with a riddle. (ANNEX)	Whole class
40 minutes	Produce	This time will serve to look at the information they found yesterday, see what they really can use and try to organize it. The idea is to paraphrase the information, not make a copy and paste document. They will have to understand the information and write it in their own words. In order to help them, the T will give some examples of paraphrasing so they can have an example. This will be great to start creating the information to put in the Power Point or cardboard, or other resource.	Pair work or individually
5 minutes	Round-up	They will come back to their group to comment how are they doing and to put all the ideas together. This will be good to show what information is missing and needs to be completed next lesson.	Group work

<b>Unit</b>	5	<b>Lesson</b>	12	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Participate in class conversation.</li> <li>- Analyse of the novel excerpt or novel.</li> <li>- Organisation of their work and duties.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Organize and distribute their work.</li> <li>• Analyze an excerpt looking for specific information.</li> </ul>						

<b>Materials</b>	Excerpt of the writers to analyze.		<b>Spaces</b>	Classroom
<b>Procedures</b>				
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>		<b>Grouping</b>
5 minutes	Pre-listening	Brainstorm all together why do we normally write. What do we want to tell the others? What do we want to express? Remember ideas from the analysis of the excerpts from the other classes.		Whole class
40 minutes	While	This time will be used to analyze the excerpt from their author, they can look on the internet for help (should). The Teacher will have a little meeting with each of the groups to be able to control how they are doing and guide them when necessary.		Group work
5 minutes	Post	Group Meeting to analyze what they have achieve and what they are missing for the project: reorganize.		Group work

<b>Unit</b>	5	<b>Lesson</b>	13	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Feedback and autocorrection.</li> <li>- Speaking using the vocabulary from the unit.</li> <li>- Reading and searching for information.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Organize their work and information.</li> <li>• Explain to the teacher their work.</li> <li>• Improve their work with the feedback given.</li> </ul>						
<b>Materials</b>	Computers and laptops to show their work.				<b>Spaces</b>	Classroom	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Warm-up	This time will serve to organize their materials and information for the meetings with the Teacher.				Whole class	
45 minutes	Feedback	This long time will be to do meetings with the Teacher. Each group will have 15-minute meetings starting from today. During this meeting, the students will show them the work they have done, and the T will give them feedback, so they can improve it. Students				Groups work	

		will also use this time to ask doubts or questions or comment any issue. The other groups will continue working during this time on their project.	
		Group 1 meeting- 15 minutes	
		Group 2 meeting- 15 minutes	
		Group 3 meetings-15 minutes	

<b>Unit</b>	5	<b>Lesson</b>	14	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Feedback and autocorrection.</li> <li>- Speaking using the vocabulary from the unit.</li> <li>- Reading and searching for information.</li> <li>- Organisation of information.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Organize their work and information.</li> <li>• Explain to the teacher their work.</li> <li>• Improve their work with the feedback given.</li> </ul>						
<b>Materials</b>	Computers and laptops to show their work.				<b>Spaces</b>	Classroom	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Warm-up	This time will serve to organize their materials and information for the meetings with the Teacher.				Whole class	
45 minutes	Feedback	We will continue the meetings we started yesterday to be able to give feedback to all the students				Groups work	
		Group 4 meeting- 15 minutes					
		Group 5 meeting- 15 minutes					
		Group 6 meetings-15 minutes					

<b>Unit</b>	5	<b>Lesson</b>	15	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							

<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing		
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse		
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic		
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Understand the meaning and ideas in the song while singing.</li> <li>- List and prepare the materials they need.</li> <li>- Clean and respect the class.</li> </ul>		
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• List and prepare the materials they will need for their projects.</li> <li>• Create materials or resources for the presentation.</li> </ul>		
<b>Materials</b>	Cardboard, colors, scissors, markers, glue, photos, etc. As well as computers or laptops. Video: <a href="https://www.youtube.com/watch?v=04854XqcfCY">https://www.youtube.com/watch?v=04854XqcfCY</a>	<b>Spaces</b>	Classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
5 minutes	Warm-up	We will start today singing a song <a href="https://www.youtube.com/watch?v=04854XqcfCY">https://www.youtube.com/watch?v=04854XqcfCY</a> This will use as a motivational resource for their project.	Whole class
5 minutes	Preparation	This time will be to take all the materials they need for their presentations (glue, cardboard, etc.). So that they do not have to move and stand up all the time.	Whole class
35 minutes	Practice	They will have time to keep working on the project and start to finalize their materials or resources to use in the presentations.	Group work
5 minutes	Round-up	Time to tidy up the room and keep in clean, with calm music.	Group work

<b>Unit</b>	5	<b>Lesson</b>	16	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Reading a poem.</li> <li>- Finish their work for the presentations.</li> <li>- Prepare for the presentations.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Conclude their project and rehearse their presentation.</li> <li>• Organize their materials</li> </ul>						

	<ul style="list-style-type: none"> <li>Reflect on their project work.</li> </ul>		
<b>Materials</b>	Computers, laptops, markers, colors, glue, photos, etc.	<b>Spaces</b>	Classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
5 minutes	Warm-up	We will read a poem about the last day to reflect about how we are feeling about it. <a href="#">Annex 3.1</a>	Whole class
35 minutes	Produce	Last day to finish their work. They will have to do the last touch ups of their project. This will be time to ask questions or last-minute doubts of their projects.	Group work
5 minutes	Preparation	Prepare the materials for their presentations, organize everything so nothing is missing for the next class.	Group work
10 minutes	Reflection	Share opinions of what did they like the most about the project and working in groups. Write a couple of sentences about it.	Whole class-individually

<b>Unit</b>	5	<b>Lesson</b>	17	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>Listening carefully to the presentations.</li> <li>Show their knowledge in the presentation.</li> <li>Speak using the vocabulary and the right pronunciation.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>Listen to their classmate's presentations and take notes.</li> <li>Expose their ideas clearly.</li> <li>Speak fluently and with the right pronunciation.</li> </ul>						
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>Ss use correct pronunciation and intonation when talking.</li> <li>Ss use their body language to connect with the audience.</li> <li>Ss speak clearly and coherently.</li> <li>Ss content must be written correctly and obtained from reliable sources.</li> </ul>						
<b>Materials</b>	Computers or iPad for the presentations.			<b>Spaces</b>			
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
3 minutes	Warm-up	To choose the order or presentations, the internet will randomly choose a letter from the alphabet . That				Whole class	

		letter will allow the T to organize in alphabetical order and therefore the order of the presentations	
2 minutes	Relaxation	A song will be played, and the T will ask the students to focus on their respiration, so they relax and calm themselves before the presentation. While their classmates are presenting, the rest of the class will have to take notes (key info) for the kahoot, as well as what they found more interesting of each presentation.	Whole class
45 minutes	Presentations	Presentation 1- Group 1	Group work
		Presentation 2- Group2	
		Presentation 3- Group 3	

<b>Unit</b>	5	<b>Lesson</b>	18	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Listening carefully to the presentations.</li> <li>- Show their knowledge in the presentation.</li> <li>- Speak using the vocabulary and the right pronunciation.</li> <li>- Answer Kahoot questions.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Listen to their classmate's presentations and take notes.</li> <li>• Expose their ideas clearly.</li> <li>• Speak fluently and with the right pronunciation.</li> <li>• Answer questions from the presentations in a Kahoot.</li> </ul>						
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>- Ss uses a correct pronunciation and intonation when talking.</li> <li>- Ss uses their body language to contact the audience.</li> <li>- Ss speaks clearly and coherently.</li> <li>- Ss answer the questions from the Kahoot reflecting on the presentations.</li> </ul>						
<b>Materials</b>	Ipad or computers for Kahoot. <a href="https://www.youtube.com/watch?v=p-UMZmA80ME">https://www.youtube.com/watch?v=p-UMZmA80ME</a>				<b>Spaces</b>	Classroom	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	

5 minutes	Warm-up	We will do another video to relax, focus on muscles. A frog is the protagonist of this relaxing video. Meanwhile their classmates are presenting, the rest of the class will have to take notes (key info) for the Kahoot, as well as what they found more interesting of each presentation.	Whole class
30 minutes	Presentation	Presentation 4 – Group 4 Presentation 5 - Group 5	Work group
15 minutes	Practice	Kahoot done by the T of all the presentations. We will have different ones regarding the variety of topics. Today, the Kahoot will be prepared and only part of the presentation's questions will be done today.	Whole class-individually

<b>Unit</b>	5	<b>Lesson</b>	19	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Magician of words			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input checked="" type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Participation in classroom conversations</li> <li>- Peer feedback</li> <li>- Give their opinion.</li> <li>- Write a slogan summarising the unit.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Share their thoughts and ideas on the project and unit.</li> <li>• Give peer feedback as well as feedback to the teacher.</li> <li>• Create a slogan for the unit.</li> </ul>						
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>- Ss express their ideas clearly and using appropriate vocabulary.</li> <li>- Ss give coherent and respectful feedback to their classmates.</li> </ul>						
<b>Materials</b>	Blackboard, feedback sheet and to for the slogan.				<b>Spaces</b>	Classroom	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
10 minutes	Warm-up	Starting with the same activity as yesterday, we will continue with other small Kahoots on the presentations are that left. The Kahoots are very small, around five questions each.				Whole class	
5 minutes	Reflection	Brainstorm different ideas they have and what they like the most and found more interesting as well as what they found hardest to do or understand.				Whole class	



15 minutes	Feedback	After that, they will think of other things they would have liked to do, this will be used as a feedback for the T. Then, they will have time to give peer feedback, to write what things their groups have done very well, and what things they can improve.	Whole class and individually
20 minutes	Round-up	Write a slogan trying to summarize the unit (they will have done this activity with other units). The slogan must be done nicely to be able to hang it in the classroom.	Individually

### Previous knowledge on the unit:

For unit five students should have a previous knowledge on the verbs of the senses, although there will be a game to revise them. They also know what a slogan is and have created one before in class. Students will also know how to look for information from the internet from the correct sources. Students are also aware of the classroom rules and are familiar with using the peer feedback.

## **UNIT 6: DISNEY?**

**YEAR:** 5 Primary Education

**SUBJECT:** First Foreign Language (English)

**TIMING:** 19 Sessions (3 of March – 27 of March)

### **1. Justification for the didactic unit topic**

Our students will for sure be connected to this unit theme, Disney. Disney produces films that are dedicated to the young public, mostly cartoons. This important institution was founded in the 1960's (1960-1970 decade) which is the decade for this unit. The emotional connection is already there for most of the students; therefore the aim is to look at the movies from a new perspective. The unit starting point are five different clips from some of the most famous movies in Disney history: The Beauty and the Beast, Pinocchio, Robin Hood, the Lion King and Tarzan.

The project consists of choosing a film or a series by Disney and to act out a small scene from it (3 min). The goal is to try to catch the emotions and reproduce them to the whole class. In this unit, there will be other activities as well such as reading a variety of film reviews in a different types of movies to be able to write an individual film review on the

film chosen to act out in the group project. The unit will be concluded once all the scenes have been performed, so that students can not only improve their theatre skills but also learn more things about Disney movies.

## 2. Learning outcomes

Student will be able to:

- Understand the gist of movie clips.
- Identify the structure of a film review.
- Write a film review.
- Use present perfect correctly in context.
- Investigate about the different movies and series
- Use body language when performing.
- Infer the emotions shown in the movies or series.
- Imitate intonation and pronunciation from the movies.
- Correct and improve their own work.
- Understand the instructions given by the teacher on class behaviour and how to work in groups.

## 3. Content

CONTENTS		
CONCEPTUAL	PROCEDURAL	ATTITUDINAL
<ul style="list-style-type: none"> <li>- Present perfect (S + have /has + past participle).</li> <li>- Regular and irregular verbs</li> <li>- Cinema vocabulary: film review, scene, clip, actors, screen, audience, cast, trailer.</li> <li>- Review as a genre</li> </ul>	<ul style="list-style-type: none"> <li>- Comprensión de varias escenas de películas.</li> <li>- Participación en conversaciones en el aula.</li> <li>- Actuación de pequeñas escenas cinemáticas.</li> <li>- Comprensión en detalle de reseñas de películas.</li> <li>- Escritura de una reseña de una película.</li> </ul>	<ul style="list-style-type: none"> <li>- Cuidado en la elaboración y presentación de los textos y presentaciones.</li> <li>-Curiosidad hacia la cultura cinemática de Disney.</li> <li>-Trabajo en equipo valorando tanto el esfuerzo individual como el colectivo para conseguir el objetivo marcado.</li> </ul>

	<ul style="list-style-type: none"> <li>- Uso correcto de la puntuación y los apóstrofes.</li> <li>- Autocorrección de su trabajo usando rúbricas y <i>checklists</i></li> </ul>	<ul style="list-style-type: none"> <li>-Participación activa en el aula.</li> <li>-Esfuerzo por hablar en inglés en clase siempre.</li> </ul>
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**4. Assessment criteria and minimum level required**

- Watch and understand movie scenes.
- Write a film review using present perfect and vocabulary correctly and in a coherent way.
- Use regular and irregular verbs in the correct form and context.
- Identify and understand in detail film reviews.
- Use the vocabulary learn during the unit when speaking and writing.
- Use a correct use of punctuation and apostrophes in their work.
- Distribute the amount of work evenly.
- Produce day to day expressions and basic vocabulary with correct pronunciation and intonation.
- Evaluate their own work using checklist and rubrics.

<b>Unit</b>	6	<b>Lesson</b>	1	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Comprehension of videos.</li> <li>- Cinema vocabulary (tittle, characters, etc.).</li> <li>- Vocabulary (Beast, mouse, bird, monkeys, orangutan, hyena).</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the gist of the movie scenes.</li> <li>• Summarize the main information from a movie.</li> </ul>						
<b>Materials</b>	The beauty and the beast: <a href="https://www.youtube.com/watch?v=UX-Anjylf5M">https://www.youtube.com/watch?v=UX-Anjylf5M</a> Pinocchio: <a href="https://www.youtube.com/watch?v=_jkg6xcetV0">https://www.youtube.com/watch?v=_jkg6xcetV0</a> Robin Hood: <a href="https://www.youtube.com/watch?v=HAa7suaO9sc">https://www.youtube.com/watch?v=HAa7suaO9sc</a>					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
10 minutes	Pre-listening	What do we know about Disney? What are your favorite characters or movies? And why? Brainstorm ideas.				Whole class	
15 minutes	While-listening	Play small clips from the movies: The Beauty and the beast, Pinocchio, and Robin Hood. They will have to take notes while the clips are playing.				Whole class-individually	
20 minutes	Post-listening	Write a brief description on what is their favorite movie and character on it (they can choose one from the clips shown or another one).				Individually	
5 minutes	Round-up	Give another title to their favorite movie and share all together our new titles.				Individually-whole class	

<b>Unit</b>	6	<b>Lesson</b>	2	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Irregular and regular verbs.</li> </ul>						

	<ul style="list-style-type: none"> <li>- Read a film review</li> <li>- Cooperative work.</li> </ul>		
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Identify and use irregular and regular verbs in texts.</li> <li>• Write all the forms of an irregular and regular verb</li> <li>• Create a table of verbs.</li> </ul>		
<b>Previous knowledge</b>	Students should know all the irregular verbs, so the activities for them are as a revision task.		
<b>Materials</b>	Cardboard to make the “table of verbs” and the cards with the verbs on it (classifying game).	<b>Spaces</b>	Class
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
10 minutes	Warm-up	The T will hang out different cards/ papers with verbs on them. In groups, students will have to classify them between irregular and regular verbs. Afterwards, we will correct them all together.	Whole class
20 minutes	Practice	Once the verbs have been reviewed, students will be given a film review. They will have to identify the irregular verbs on it. Then, they will classify those verbs and write the other forms of it (bare form, past simple, participle).	Pair work
5 minutes	Feedback	We will have a little correction within the groups as well solving any doubts of spelling or forms.	Group work
15 minutes	Produce	Create al together the class “table of verbs” to have in class with all the irregular verbs they use or know (plus the ones learned today).	Whole class

<b>Unit</b>	6	<b>Lesson</b>	3	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Irregular and regular verbs</li> <li>- Present perfect</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Write sentences with a variety of verb forms.</li> <li>• Identify and use present perfect in a text.</li> </ul>						
<b>Materials</b>	Present perfect controlled writing worksheet.					<b>Spaces</b>	Class

Procedures			
Timing	Stage	Activities (T / S role)	Grouping
20 minutes	Warm-up	Game with Disney characters. All around their tables they will have a paper with Disney characters with verbs on the back and they must find their group (other form of the verbs). For example, the Beast might have the verb go, and must find the characters with the verbs went and gone. Once they have found their characters, they will need to write a sentence with each one of the verbs. We will read them out loud and correct any mistakes. Some of the verbs might be new, therefore they will be added to the table of verbs.	Whole class
7 minutes	Presentation	The T will explain to the students the use of present perfect, why is it used and how. A lot of examples will be presented in order to emphasize on the structure.	Whole class
5 minutes	Practice	Exercise to practice the present perfect with a grammar worksheet in pairs (see annex).	Pair work
5 minutes	Produce	Students will have to write three sentences individually about a Disney movie they like a lot using the structure correctly (they can use the examples and the worksheet to help them).	Individually
3 minutes	Round up	One-minute paper on what was the hardest from today's class and how they felt.	Individually

<b>Unit</b>	6	<b>Lesson</b>	4	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Curiosity for Disney's cinematic culture</li> <li>- General comprehension of a Disney movie.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the gist of the movie</li> <li>• Identify character names during the movie.</li> </ul>						
<b>Previous knowledge</b>	The students might have already watched this movie before, but that will help them to understand better the film, set a context for them and focus on the English of the movie.						
<b>Materials</b>	Tarzan movie (89 minutes).					<b>Spaces</b>	Class

Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5 minutes	Pre-listening	The T will project a picture from the movie and will ask questions to brainstorm: Do you know what film it is? Have you seen it before?	Whole class
45 minutes	While-listening	Movie day 1: While the movie Tarzan is playing, students will have to write down all the names of the characters they can hear and try to identify words they do not understand.	Whole class

<b>Unit</b>	6	<b>Lesson</b>	5	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Animals vocabulary (lion, beast, mouse, bird, crab, monkeys, orangutan, hyena, bear, elephant.)</li> <li>- General comprehension of a Disney movie.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Identify and name the animals on the film.</li> <li>• Express their opinion.</li> </ul>						
<b>Materials</b>	Tarzan movie (89 minutes).					<b>Spaces</b>	Class
<b>Procedures</b>							
Timing	Stage	Activities (T / S role)				Grouping	
45 minutes	While-listening	Movie day 2: Students will still have to identify any character's names and annotate all the animals that appear on the film. They will also annotate any new character names that appear today.				Whole class	
5 minutes	Post-listening	Annotate briefly what aspects they like the most about the film, and what did not like about the movie.				Whole class	

<b>Unit</b>	6	<b>Lesson</b>	6	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Participation in class conversations.</li> <li>- Film reviews.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Express their opinion clearly.</li> <li>• Listen and comprehend others' arguments? in the debate.</li> <li>• Identify and understand text features of a film review.</li> </ul>						
<b>Materials</b>	<a href="https://www.youtube.com/watch?v=Ff3UTp5JVcM">https://www.youtube.com/watch?v=Ff3UTp5JVcM</a>					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
3 minutes	Warm-up	This little time is to revise yesterday's notes and think on the movie they watched.				Individually	
25 minutes	Debate	In order to reflect on the movie, the T will ask some questions to the students to discuss in groups: <ul style="list-style-type: none"> <li>- What did you like the most about the movie?</li> <li>- What do you think that should be changed?</li> <li>- Do you like the ending? If not, which one do you suggest?</li> <li>- What do you think about the music on the movie? And the characters? What are their names?</li> <li>- What animals appear on the movie?</li> <li>- Any other comments?</li> </ul>				Group work	
10 minutes	Presentation	The T will hang out a film review of Tarzan. We will read all together and talk about any vocabulary the students might not know.				Whole class	
10 minutes	Presentation	Altogether, with the T help will identify the different aspects we should keep in mind when writing a film review and highlight them as a brief introduction to this genre.				Whole class	
2 minutes	Round-up	Sing a Tarzan's song (with lyrics) – Son of a man by Phill Collins.				Whole class	



<b>Unit</b>	6	<b>Lesson</b>	7	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Film review characteristics and format.</li> <li>- Reading comprehension</li> <li>- Participation in class conversation.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Identify text features of a film review.</li> <li>• Understand the details of a film review.</li> </ul>						
<b>Materials</b>	Film review about Frozen and worksheet with questions about Frozen and Tarzan's review.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Warm-up	Brainstorm ideas and all the data they can remember about the film review from Tarzan.				Whole class	
20 minutes	Presentation	Create a little guide on what a film review should have (title, genre, talk about the characters, a brief summary of the plot, etc.). Then they will think on arguments to give their opinion on the film and give coherent arguments to their opinion on it.				Whole class- Individually	
15 minutes	Practice	Read another film review about Frozen out loud all together and identify all the aspects we mentioned before in the little guide.				Individually	
10 minutes	Round-up	Answer comprehension questions on both films' reviews. (Frozen and Tarzan).				Individually	

<b>Unit</b>	6	<b>Lesson</b>	8	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Present perfect</li> <li>- Irregular and regular verbs</li> <li>- Express opinion in a film review.</li> </ul>						

<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Use in the correct form and context the present perfect, and past tense.</li> <li>• Express their opinion clearly and coherently.</li> <li>• Write a film review with the help of a written guide.</li> </ul>		
<b>Materials</b>	Disney song: <a href="https://www.youtube.com/watch?v=tTUZswZHsWQ">https://www.youtube.com/watch?v=tTUZswZHsWQ</a>	<b>Spaces</b>	Class
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
7 minutes	Pre-writing	Remember all the things a film review should have and solve any doubts or questions from yesterday's class.	Whole class
15 minutes	While - writing	To have a more guided writing, the T will give the Ss a worksheet to complete the film review (on the Beauty and the Beast now). They will have only to complete the gaps, some to complete their opinion on the film, and others to practice their grammar, to fill with the irregular /regular verbs or present perfect.	Individually
18 minutes	Post- writing	During this time Ss will write down a paragraph to complete the film review with their opinion. Whether they like it or not and why, which are the favorite parts, or what can be changed.	Individually
10 minutes	Round-up	They will share their film review opinion with their group and if there is time another Disney song will be played.	Group work- individually

<b>Unit</b>	6	<b>Lesson</b>	9	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- General comprehension of a Disney movie.</li> <li>- Animals</li> <li>- Show curiosity for cinematic culture.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the gist of a movie.</li> <li>• Identify animals and write names of animals.</li> </ul>						
<b>Materials</b>	Lion King movie (90 minutes).					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	

5 minutes	Pre-listening	The T will project a picture from the movie and will ask questions to the students: Do you know what film it is? Have you seen it before?	Whole class
45 minutes	While-listening	Movie day 3: While they are watching the first part of the movie the Lion King, they will have to write the animals that appear that are different from the ones in Tarzan.	Individually

<b>Unit</b>	6	<b>Lesson</b>	10	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- General comprehension of a Disney movie.</li> <li>- Show curiosity for the cinematic culture.</li> <li>- Emotions</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the gist of a movie.</li> <li>• Infer emotions from the movie</li> </ul>						
<b>Materials</b>	Lion King movie (90 minutes).					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
45 minutes	While-listening	While the movie is playing, students will have to annotate any scene that shows love or sadness, as well as any bad action. These ideas will be talked tomorrow in the reflection day.				Whole class	
5 minutes	Post-listening	Extra time to write their annotations better or add more if they want to.				Individually	

<b>Unit</b>	6	<b>Lesson</b>	11	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						

<b>Contents</b>	<ul style="list-style-type: none"> <li>- Film reviews</li> <li>- Participate in class conversations</li> </ul>		
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Express their ideas and notes from a film</li> <li>• Write a film review following the guides and tips.</li> </ul>		
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>- Ss are able to write a film review with the important aspects seen in class.</li> <li>- Ss use present perfect and irregular verbs correctly.</li> </ul>		
<b>Materials</b>	Annotations on yesterday's movie and their notes on how to write a film review.	<b>Spaces</b>	Class
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
25 minutes	Reflection	During this time students will take their annotations out and the reflection will begin. To set up a context the T will give them some questions: What scenes of love or bad actions did you see? What about the animals? A lot of different ones compared with Tarzan? Any other comments?	Whole class
25 minutes	Produce	Now it is time to produce their film review. They can use all the materials we have been working in these past lessons to guide them in order to help them. They can start in class and then finished it as homework.	Individually

<b>Unit</b>	6	<b>Lesson</b>	12	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Understand an English speaker</li> <li>- Participate in the workshop conversations.</li> <li>- Curiosity for the cinema world</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• participate in the workshop</li> <li>• Respect others and behave correctly.</li> <li>• Understand and interact with the people from the workshop.</li> </ul>						
<b>Materials</b>	The ones provided by the company.				<b>Spaces</b>	Little big kids	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	

All morning (3 hours)	Presentation and practice.	This curricular activity will occur outside the school in the center Little Big kids. They will be doing a cinema workshop in which they will have to participate. The workshop it is in English, which is why it is a great opportunity for our unit.	Whole class
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<b>Unit</b>	6	<b>Lesson</b>	13	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Participate in class conversations.</li> <li>- Understand the instructions on the new task.</li> <li>- Cooperative work.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Express their opinions on a particular topic.</li> <li>• Understand instructions on the new project</li> <li>• Select a movie for their project.</li> </ul>						
<b>Materials</b>	Computers and laptop to research on the internet.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
10 minutes	Warm-up	Comment the workshop from yesterday. The T will ask the students: What did you learn yesterday? What did you like the most, and why? What would you change from the workshop? The goal is to get feedback from the students on how they found the workshop to see if it was worth it.				Whole class	
10 minutes	Presentation	The T will explain on what this unit's project is about. Each group will have to choose a movie and select a movie scene (about 3 to 5 minutes) that they would like to perform to all the class. The idea is that each group selects a new Disney (or animated) movie without having the same scene duplicate. Each of them will acquire a role and represented it in front of the class.				Whole class	
30 minutes	Practice	Ss will start working on the project. The first thing they must do is investigate what film they would like to choose and what particular scene they will be performing. They must pay attention to the scenery,				Group work	

		to the characters that appear on it and that it has dialogue. Everyone in the group should have a least a character to represent.	
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<b>Unit</b>	6	<b>Lesson</b>	14	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Cooperative work</li> <li>- Understand in detail a movie scene.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• write a Transcript from a film scene.</li> <li>• Set roles and characters within the group.</li> </ul>						
<b>Materials</b>	Computers and laptop to research on the internet. They will have online and physical dictionary if they need to look for vocabulary. The scenes from the movies are available from YouTube (the old version of each movie). A document with all the links will be given to them.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
3 minutes	Warm-up	The T will repeat the main goals of the project and the tasks they must complete. Students can ask any doubts or questions they might have.				Whole class	
45 minutes	Project work	In order to start learning their performance, they need to have clear what scene they are choosing that supervised by the T. Once they have that they will start with the transcript. They will need to copy down everything that is said in the scene. This time will also be to set the roles and characters within the group.				Group work	
2 minutes	Round-up	One-minute paper on what did they found more difficult from today's class.				individually	

<b>Unit</b>	6	<b>Lesson</b>	15	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Autocorrection</li> <li>- Pronunciation and intonation of small texts</li> <li>- Tongue twisters</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Imitate appropriate pronunciation and intonation.</li> <li>• Evaluate their own work</li> </ul>						
<b>Materials</b>	Tongue twisters and scripts.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Warm-up	We will start with a tongue twister to wake those tongues up. A couple of tongue twister will be projected, see <a href="#">Annex 3.3 and 3.4</a> , and the students have to try to say them.				Whole group	
40 minutes	Project work	Start practicing their scene with their different roles already decided. They will need to pay attention to the intonation, pronunciation, and the space scene. This will be useful to identify the materials or resources they need and make a list and prepare them.				Group work	
5 minutes	Round-up	Go back to their seats, and in groups talk about what things they must improve, annotate them in a paper to work on them next lesson.				Group work	

<b>Unit</b>	6	<b>Lesson</b>	16	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Pronunciation and intonation.</li> <li>- Feedback and autocorrection.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Pronounce correctly and use the right intonation.</li> </ul>						

		<ul style="list-style-type: none"> <li>• Improve pronunciation and intonation from the feedback given.</li> <li>• Use their creativity to create costumes or scenery.</li> </ul>	
<b>Materials</b>	Materials needed for their performance.	<b>Spaces</b> Class	
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
10 minutes	Warm-up	Students will have this time to practice their movie scene before showing it to the teacher.	Group work
35 minutes	Feedback	<p>During this time, each of the five groups will have about 7 minutes, to show their movie scene to the T and receive feedback from the T and the language assistant to have the best pronunciation and intonation possible.</p> <p>While the T is given feedback to the rest of the group, the students will be dedicating this time to create their costumes (or a role name) to be able to identify them, and if they needed it also scenery.</p>	Group work
5 minutes	Round-up	Today, the T will comment some of the general mistakes the students are making in the project, as a general feedback.	Whole class

<b>Unit</b>	6	<b>Lesson</b>	17	<b>Group</b>	5	<b>Time</b>	50'
<b>Title of the unit</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Cooperative work</li> <li>- Pronunciation and intonation.</li> </ul>						
<b>Learning outcomes</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify their mistakes and fix them.</li> <li>• Produce messages with the correct pronunciation and intonation.</li> </ul>						
<b>Materials</b>	The student scripts.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Warm-up	<p>As it is the last day of rehearsal, the T will repeat the main goal of the project and encourage them to ask all the doubts or questions they might have.</p> <p>All the student should prepare they materials to rehearse during this time.</p>				Whole class	



45 minutes	Practice	This time will be dedicated to the students, to rehearse and learn the script and practice as much as they can for the presentation.	Group work
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<b>Unit</b>	6	<b>Lesson</b>	18	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Performance of a movie scene</li> <li>- Taking care of the classroom.</li> <li>- Listening carefully to their classmate's performance.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Remember their script during the performance.</li> <li>• Use the correct pronunciation and intonation.</li> <li>• Guess the movie from the performance.</li> <li>• Show respect to their classmates.</li> </ul>						
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>- Ss will be able to perform their script without reading the text.</li> <li>- Ss will be listening and paying attention to their classmates' performances.</li> <li>- Ss will use the correct pronunciation in the performance of the script.</li> </ul>						
<b>Materials</b>	Materials for the student's performance.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Warm-up	This time will be dedicated to the students to prepare their materials, put on some costumes if they have them, and in general prepare for their performance.				Group work	
40 minutes	Produce	Each of the groups will have around 8 minutes, to set up their space and act out. They do not have to explain the plot of the movie, or even say the title of it. This is because the Ss that are listening must pay attention to try to guess once they finish.				Group work	
5 minutes	Round-up	With some music on the background, the students will be tidying up the classroom, to keep it as clean as it was before.				Whole class	

<b>Unit</b>	6	<b>Lesson</b>	19	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Disney?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Participate in classroom conversations.</li> <li>- Respect to their classmates.</li> <li>- Behaviour inside class.</li> </ul>						
<b>Learning outcomes</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Express their opinion clearly and coherently.</li> <li>• Show respect and acceptance to others.</li> <li>• Self-assess their work.</li> </ul>						
<b>Materials</b>	Paper for the students to write.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Warm-up	During this time, the T will give instructions on how the feedback day is going to be and remember students how to take turns to give their opinion.				Whole class	
30 minutes	Feedback	<p>It is reflection day; therefore, a little debate will be initiate to talk about each of the performances from yesterday. What did they like the most about it and why, what things have they learned from it, as a general feedback.</p> <p>After that, we will have a peer feedback, in which the other groups will be giving their constructive opinion on the other groups.</p>				Whole class	
10 minutes	Group feedback	Once the whole class has giving feedback to each other, they will gather back again into their groups and write in a piece of paper what things they think they have done perfectly, and what things they should/ can improve one.				Group work	
5 minutes	Round-up	Finish with singing some Disney songs to put end to this cinematic and fun unit.				Whole class	

## **UNIT 7: SPANISH INVENTIONS**

**YEAR:** 5 Primary Education

**SUBJECT:** First Foreign Language (English)

**TIMING:** 16 Sessions (15 of April- 6 of May)

### **1. Justification for the didactic unit topic**

Students will be surprised of the number of inventions made by Spanish people, that is why this unit will start with a cultural documentary based on how the *Chupa Chups* were created. They will also learn how these inventions have affected us and changed our way of living in some cases. The project of this unit consists of doing a deep research on the Spanish inventions, choosing one of them and write a descriptive text about it. While researching they will also have to create a top ten list of the Spanish inventions for them. A reading of the *Chupa Chups* will also be shown to be able to use as a guide to write their descriptive text. After that, students will describe briefly the invention chosen to the class, this way students get to know information not only on their invention, but on a lot more. The grammar focus in this content is on the passive voice, the present and in question format. On the vocabulary side we will have the aim on the name of the inventions and the variety of materials or components this are made of.

### **2. Learning outcomes**

Students will be able to:

- Understand the gist of a documentary film.
- Identify the passive voice in context.
- write a descriptive text using the passive voice.
- Summarize the information research.
- Correct and improve their own work.
- Understand the instructions given by the teacher on class behaviour and how to work in groups.

### 3. Content

CONTENTS		
CONCEPTUAL	PROCEDURAL	ATTITUDINAL
<ul style="list-style-type: none"> <li>- Vocabulary (metal, plastic, glass, fabric, magnetic, strong, cool, smooth, elastic)</li> <li>- The passive voice (present)</li> <li>- Questions in the passive</li> <li>- Adjectives to describe: enormous, dangerous, fancy, flexible, functional, durable.</li> <li>- Object names (inventions): the mop, <i>Chupa Chups</i>, "futbolín", etc.)</li> <li>- Summary as a genre</li> </ul>	<ul style="list-style-type: none"> <li>- Comprensión de mensajes orales de un documental</li> <li>- Descripción escrita de un objeto.</li> <li>- Comprensión en detalle de un texto descriptivo.</li> <li>- Participación en conversaciones en el aula.</li> <li>- Resumir la información obtenida.</li> <li>- Uso correcto de la puntuación y los apóstrofes.</li> <li>- Autocorrección de su trabajo usando rúbricas y <i>checklists</i>.</li> </ul>	<ul style="list-style-type: none"> <li>-Cuidado en la elaboración de cuadernos, presentaciones y exámenes.</li> <li>-Curiosidad hacia las invenciones españolas a lo largo de la historia.</li> <li>-Trabajo en equipo equitativo y bien repartido valorando el esfuerzo grupal e individual.</li> <li>-Participación activa en el aula.</li> <li>-Esfuerzo por hablar en inglés en clase siempre.</li> </ul>

### 4. Assessment criteria and minimum level required

- Listen and understand messages from a documentary.
- Describe objects using the correct adjectives and nouns.
- Formulate questions in the passive with the correct structure.
- Construct phrases using the present perfect correctly.
- Use the vocabulary learn during the unit when speaking and writing.
- Use a correct use of punctuation and apostrophes in their work.
- Distribute the amount of work evenly.
- Produce day to day expressions and basic vocabulary with correct pronunciation and intonation.
- Evaluate their own work using checklist and rubrics.

<b>Unit</b>	7	<b>Lesson</b>	1	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Spanish inventions			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Comprehension of the gist of a documentary.</li> <li>- Participation on class conversations.</li> <li>- Understanding in detail of a reading.</li> </ul>						
<b>Learning outcomes</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the gist of a documentary video.</li> <li>• Express their opinions and thoughts.</li> <li>• Understand in detail a reading explanatory text.</li> </ul>						
<b>Materials</b>	<i>Chupa Chups</i> documentary: <a href="https://www.youtube.com/watch?v=gkSbJUL-g">https://www.youtube.com/watch?v=gkSbJUL-g</a>					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Pre-listening	The T will ask the Ss: What do you know about inventions? And particularly, about Spanish inventions? The key is to brainstorm ideas.				Whole class	
15 minutes	While-listening	Students will be watching a documentary about <i>Chupa Chups</i> , a Spanish invention. While there are watching the video, they will have to take notes, and at the end annotate what are the two factors they liked the most about documentary.				Individually	
10 minutes	Post-listening	All the ideas will be shared in order to exchange opinions and thoughts on the documentary.				Whole class	
20 minutes	Practice	A small reading of the origin of the <i>Chupa Chups</i> will be given to the students, <a href="#">see Annex 4.1</a> . They will have to read it and then and after that, reread the text and underline the irregular verbs (content from last unit). they will have to answer comprehension questions If they do not finish the reading it will be homework.				Individually	

<b>Unit</b>	7	<b>Lesson</b>	2	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Spanish inventions			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Vocabulary: objects and materials (list the minimum vocab here).</li> <li>- Participation in peer feedback.</li> <li>- Classification of vocabulary.</li> </ul>						
<b>Previous knowledge</b>	Materials seen in science class.						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Classify and distinguish objects and materials.</li> <li>• Use the vocabulary in context.</li> </ul>						
<b>Materials</b>	Kahoot link, cards, etc.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
10 minutes	Warm-up	Students will play a Kahoot, <a href="#">see Annex 4.2</a> , in which a picture of an object (invention) will appear, and they have to choose what options is the one from the four or three that they are given corresponds with the image.				Whole class-individually	
15 minutes	Practice	Several cards with names of inventions and materials will be given to the Ss and they will have to classify them in two categories (physical boxes): materials and objects. See cards in <a href="#">Annex 4.3</a> . Once they have classified the names, the T will hand them cards with images on them. Then, each of the cards (with the names) will be taken out of the box and they must matched them will the picture cards. Therefore, they will have to associate the name with the picture.				Group work	
12 minutes	Produce	In pairs now they will have to create 5 different sentences with the vocabulary they have just learned or revised.				Pair work	
10 minutes	Feedback	After that, all the class will read some of their sentences out loud and we will correct them when necessary. Both T feedback and peer feedback will be used in here.				Whole class	
3 minutes	Round-up	One- minute paper on what they have learned today in class.				Individually	

<b>Unit</b>	7	<b>Lesson</b>	3	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Spanish inventions			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Investigation on the internet.</li> <li>- Description of objects.</li> <li>- Cooperative work.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Research and investigate on inventions.</li> <li>• Describe objects.</li> <li>• Write a top ten list.</li> </ul>						
<b>Materials</b>	Computers and laptop to research on the internet.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
10 minutes	Warm-up	Individually all of them will have to think of one object that they will take to a desert island. The T will give them and read out loud and example in order to provide them a model, see <a href="#">Annex 4.4</a> . After that in groups, they will have to describe the object and explain why they have chosen it.				Individually-group work.	
15 minutes	Pre-writing	Now the T will deliver students either laptops or ipads in pairs, and they must investigate about the inventions thought history in the last 50 years and choose 3 that they like the most.				Pair work.	
50minutes	Pre-writing	Once they have chosen their top three, the T will give the Ss a brief reading of a descriptive text, in order to use as a model of the brief description they will be writing, <a href="#">see Annex 4.6</a> .				Pair work.	
15 minutes	While - writing	During this time, they will have to write a brief description of the object chosen of the inventions. They will use the text seen before as a model.				Group work	
5 minutes	Post-writing	After writing they will get in groups and talk in order to decide all together to achieve a top ten list of inventions throughout history.					

<b>Unit</b>	7	<b>Lesson</b>	4	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Spanish inventions			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Description of objects.</li> <li>- Participation in class.</li> <li>- Objects and materials vocabulary.</li> </ul>						
<b>Learning outcomes</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe an object using the correct vocabulary.</li> <li>• Write a complete description of an object.</li> <li>• Infer ideas from a message</li> </ul>						
<b>Materials</b>	Their top ten lists from last class.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
10 minutes	Warm-up	The top ten lists from yesterday class will be compared and shared in order to get a podium for all the class together.				Whole class	
5 minutes	Pre- writing	They will have to think of an object they use every day and think of the materials this object is made of.				Individually	
30 minutes	While- writing	<p>Now it is time to make a complete written description of the object. To do so, the T will give to the Ss a list with some questions in order to have a complete description of the object as well as substitution tables in order to guide them during the process, <a href="#">see Annex 4.5</a>.</p> <p>Once the description is done, the Ss will get in pairs in order to describe the object to their classmates, which has to guess what the other student is describing, and viceversa.</p> <p>In some of the finish earlier they can draw their object or check their spelling.</p>				Individually- Pair work	
5 minutes	Post- writing	They will exchange pairs and play Hangman, <a href="#">see Annex 4.7</a> , between them with the objects they have described.				Pair work	



<b>Unit</b>	7	<b>Lesson</b>	5	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Spanish inventions			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Autocorrection of their work.</li> <li>- Understanding of a variety of descriptive texts.</li> <li>- Participation in class conversations.</li> </ul>						
<b>Learning outcomes</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Self-correct and improve their own work.</li> <li>• Understand in detail of a descriptive text.</li> <li>• Identify the features of a descriptive text.</li> </ul>						
<b>Materials</b>	Yesterday's writing on the object they choose.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Warm-up	The Ss will remember all the names from the materials and inventions seen in the last class.				Whole class	
15 minutes	Presentation	T will hand to the Ss some texts, they will have to read the variety of descriptive texts and see if all together they can find common aspects between them, <a href="#">see Annex 4.8</a> . When reading those texts, the T will point the passive voice in them, as an introduction to the next lesson.				Group work	
10 minutes	Practice	All these common ideas will now be shared to create a list of aspects that a descriptive text should have in order to help them when writing one.				Whole class	
17 minutes	Produce	They will have their writing they have done yesterday describing an object and rewrite including the new ideas and knowledge that have learned today. If they do not have time to finish, it will be homework.				Individually	
3 minutes	Round-up	One-minute paper on what as the most difficult thing from today's class.				Individually	

<b>Unit</b>	7	<b>Lesson</b>	6	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Spanish inventions			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						

<b>Competences</b>	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic		
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Passive voice</li> <li>- Reading in detail of a descriptive text.</li> </ul>		
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Identify the structure from the passive voice.</li> <li>• Produce sentences using the passive voice in the correct context and form.</li> </ul>		
<b>Materials</b>	Last lesson's writing and a new descriptive text to identify the passive voice.	<b>Spaces</b>	Class
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
3 minutes	Warm-up	Hand in the writing piece they have started yesterday while they are getting prepared to take notes in class.	Whole class
10-15 minutes	Presentation	The T will show some sentences on the interactive board to identify with the Ss the structure use in the passive voice. The T will also explain where and why we use passive voice; <a href="#">See Annex 4.9</a> . While the T is explaining, Ss will have to take notes.	Whole class
20 minutes	Practice	Now the Ss will the descriptive text that the T will give to them and they have to highlight the passive voice in the text. Afterwards, the whole class will read the text out loud and identify the examples of the passive voice, to correct their work. In order to practice the structure, the Ss will be given active sentences, which they have to change into the passive voice having the examples from the texts to guide them, <a href="#">see Annex 4.10</a> .	Individually  whole class  Pair work
10 minutes	Produce	The Ss will have to invent three sentences using the passive voice. They will have the sentences found in the text and the teacher's explanation in order to guide them.	Pair work
2-5 minutes	Round-up	Solve any doubts or questions Ss might have on the grammar.	Whole class.

<b>Unit</b>	7	<b>Lesson</b>	7	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Spanish inventions			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						

<b>Competences</b>	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic		
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Passive voice</li> <li>- Peer feedback and autocorrection.</li> </ul>		
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Improve their own work.</li> <li>• Use the passive voice in context.</li> <li>• Give coherent peer feedback.</li> </ul>		
<b>Materials</b>	Disney song: <a href="https://www.youtube.com/watch?v=L0MK7qz13bU">https://www.youtube.com/watch?v=L0MK7qz13bU</a>	<b>Spaces</b>	Class
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
3 minutes	Warm-up	Sing a Disney song as a motivation exercise to start the lesson. The song will be Let it go from Frozen.	Whole group
12 minutes	Practice	We will start with a worksheet on the passive voice in which the Ss have to fill in the blanks, <a href="#">see Annex 4.11</a> . It is a way to practice and reinforce the grammar content from yesterday.	Individually
10 minutes	Feedback	Quickly the Ss will compare their answers in groups, and after discussing some cases, the worksheet will be corrected in class.	Group work- pair work.
8 minutes	Produce	Once they have received their feedback, students will go back to the pair who they started creating three sentences with. The idea is that they go back and improve their own sentences from the previous class.	Pair work
15 minutes	Feedback	We will work on the sentences all together, analyzing common mistakes students might made and giving peer feedback in order to fix them. At the end, the students will have done improvements to make their sentences, as good as possible.	Whole class
2 minutes	Round-up	Write what they like the most of today's lesson.	Individually

<b>Unit</b>	7	<b>Lesson</b>	8	<b>Group</b>	5	<b>Time</b>	All morning
<b>Topic / Session Title</b>	Spanish inventions			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Robots history</li> <li>- Participation in conversations.</li> </ul>						

<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Admire the development of the robots.</li> <li>• Experiment and play with robots.</li> </ul>		
<b>Materials</b>	Any materials prepared by the organisation.	<b>Spaces</b>	The robot museum
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
All morning- 3 hours	Presentation and practice	Ss will do a trip to the Robot museum all morning (9:30-12:30). They will have a guide to walk them through the robot's history, and how they have developed. Then, they will have a little workshop in the museum, playing and experimenting with the robots.	Whole group

<b>Unit</b>	7	<b>Lesson</b>	9	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Spanish inventions			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Descriptive text.</li> <li>- Imagination and creativity.</li> <li>- Discussion between classmates.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Use the vocabulary and the passive voice in context.</li> <li>• Write a descriptive text.</li> <li>• Create a new invention.</li> </ul>						
<b>Materials</b>	Paper or their notebook.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
10 minutes	Warm-up	Talk about the experience from the museum and write individually what they like the most about the visit, <a href="#">see Annex 4.12.</a>				Whole class- individually	
5 minutes	Presentation	The T will have to explain the task of today. They have to invent an object or add a new feature to an object that already exists. They have to be creative.				Individually	
25 minutes	Produce	Once they thought about their invented object, they will have to draw it and then describing using the vocabulary and grammar seen the past lessons, <a href="#">see Annex 4.13.</a>				Individually	

10 minutes	Reflection	Now they will get back into groups and share their drawings and description. They will have to vote for the best invention of the group.	Group work
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<b>Unit</b>	7	<b>Lesson</b>	10	<b>Group</b>	5	<b>Time</b>	50'	
<b>Topic / Session Title</b>	Spanish inventions			<b>Class</b>	English			
<b>Focus</b>								
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing							
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse							
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic							
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Participate in class conversations.</li> <li>- Understand the instructions on the new task.</li> <li>- Cooperative work.</li> </ul>							
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Express opinion.</li> <li>• Understand instructions in detail.</li> <li>• Assign roles and tasks.</li> </ul>							
<b>Materials</b>	Notebook or paper to take notes. Teacher's genially to explain the project: <a href="https://view.genial.ly/5fbd689e3646b80d18b147cc/presentation-genially-sin-titulo">https://view.genial.ly/5fbd689e3646b80d18b147cc/presentation-genially-sin-titulo</a>					<b>Spaces</b>	Class	
<b>Procedures</b>								
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>					<b>Grouping</b>	
10 minutes	Warm-up	Now each group will present their favorite inventions and explain what makes them special.					Whole class	
15 minutes	Presentation	During this time, the T will explain the Ss what the project of this unit is about and what is the goal through a genially, <a href="#">see Annex 4.14</a> . While the T is talking, Ss will be taking notes. They will have to investigate about inventions, choose one and tell us everything they can find about it. As well, they should make a physical material that represents in some form the object.					Whole class	
10 minutes	Doubts and questions	Ss will ask any questions regarding the project, on the information they need or what they should do, any information that is not clear.					Whole class	
15 minutes	Organization	During this time, the students will go back to their group work and start planning how they are going to work: the different roles, and the variety of tasks each of them will have to do.					Group work	

<b>Unit</b>	7	<b>Lesson</b>	11	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Spanish inventions			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Cooperative work.</li> <li>- Investigate and search on the internet.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Distinguish the good resources to obtain information.</li> <li>• Organize their work coherently.</li> </ul>						
<b>Materials</b>	Laptops or ipads to search for information.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
10	Warm-up	In order to make the Ss aware of what resources are reliable the T will present them a couple of different resources and have the Ss say why one is better than the other one, have a little comparison.				Whole class	
10 minutes	Work in project	Now the students will get to work on their project. During the first half of the class all the roles have to be given and everyone should be working to decide what invention they are choosing.				Group work	
5 minutes	Assign topics	The idea is that none of the inventions are not repeated, so this small time will be to tell the T all the inventions they thought about, and if one of them is the same, the groups will have to talk to get a solution.				Group work	
20 minutes	Work in project	Now the Ss can focus on looking for information about their inventions and center their research.				Group work	
5 minutes	Reflection	Students will share within the group the ideas they have got from the project and how are feeling in the group.				Group work	

<b>Unit</b>	7	<b>Lesson</b>	12	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Spanish inventions			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						

<b>Contents</b>	<ul style="list-style-type: none"> <li>- Organisation of work.</li> <li>- Preparation of materials.</li> </ul>		
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Reorganize their work.</li> <li>• List the materials for their work.</li> </ul>		
<b>Materials</b>	Laptops and ipads. All the materials such as clay, colours, cardboard, glue, markers, etc.	<b>Spaces</b>	Class
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
3 minutes	Warm- up	To motivate the students, a song will be played while they get prepare to work in groups.	Whole class
15 minutes	Organization	For the presentation, they will also have to present a material to show physically the invention (they can use clay, cardboard, or other material they want). Now is the time to make a list of the materials they need to do it.	Group work
27 minutes	Project work	During this time students will continue working on the research of information, organizing all the information they have and other should start preparing the materials for the presentation.	Group work
5 minutes	Round-up	The group gets together to see what things they have accomplished today, and what are the things they need to keep working on.	Group work

<b>Unit</b>	7	<b>Lesson</b>	13	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Spanish inventions			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Feedback and autocorrection.</li> <li>- Creation of materials.</li> <li>- Taking care of the classroom.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Improve their work using the feedback.</li> <li>• Organize their information and materials.</li> </ul>						
<b>Materials</b>	All their materials for the presentations.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	

5 minutes	Warm-up	This time will be given to the groups to organize their work to show it later on to the T.	Whole class
40 minutes	Feedback	During this time, each of the group will have around 5-8 minutes to show their work and the T to give feedback to them. What things they are doing great, and what can they improve. While the other groups are talking to the teacher, the rest of the student will stay with the English assistant in class continue working on their presentation and their materials.	Group work
5 minutes	Round-up	Time to clean and tidy up the class while classical musical is playing on the background.	Whole class

<b>Unit</b>	7	<b>Lesson</b>	14	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Spanish inventions			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Pronunciation and intonation.</li> <li>- Organisation of tasks</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Distribute the work task.</li> <li>• Finish their physical and online materials.</li> <li>• Reinforce their pronunciation and intonation.</li> </ul>						
<b>Materials</b>	All the materials needed by each group for their presentation. Relaxation video: <a href="https://www.youtube.com/watch?v=FZoFPT3FXDI">https://www.youtube.com/watch?v=FZoFPT3FXDI</a>					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Warm-up	Time to get into their groups see what they are missing, and what they should be working on.				Whole class	
20 minutes	Project work	The last touch ups have to be done and correct now. The presentation has to be finish as well as the materials that are needed for tomorrow.				Group work	
20 minutes	Organization	This time is to rehearse the presentation they will have to perform tomorrow and divide the different parts of the presentations between them.				Group work	



5 minutes	Round-up	This last five minutes, students will have a relaxation time, <a href="#">see Annex 4.15</a> , going back to their places with classical music and closing their eyes.	Whole class.
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<b>Unit</b>	7	<b>Lesson</b>	15	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Spanish inventions			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Description of an object.</li> <li>- Pronunciation and intonation.</li> <li>- Listening carefully to their classmate's presentations.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Describe an object.</li> <li>• Use appropriate pronunciation and intonation.</li> </ul>						
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>- Ss will be listening and taking notes on their classmates' performances.</li> <li>- Ss will use the correct form of passive voice and the vocab learn in the unit.</li> <li>- Ss will use a pronunciation and intonation that will not impede comprehension in the presentation.</li> <li>- Ss will express the information in an organized and coherent way.</li> </ul>						
<b>Materials</b>	All the materials that each group need for their presentation.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
3 minutes	Warm-up	In order to enter the class, a calm music will be played while the students sit down, and the first group prepares all their materials.				Whole class	
45 minutes	Presentations	Each of the presentation should last between 5-8 minutes, in order to complete today the five different groups. When a group is presenting, the students should be adding that new object to their list of inventions in their notebook and listen to them carefully. Meanwhile, the T will be assessing the student's presentations, <a href="#">see Annex 4.18</a> .				Group work	
2 minutes	Round-up	Time to tidy up and clean the room if necessary, with calm music in the back.				Whole class	

<b>Unit</b>	7	<b>Lesson</b>	16	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Spanish inventions			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Participation in class conversations</li> <li>- Self and peer feedback.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Express their ideas coherently and clearly.</li> <li>• Self-assess their performance and work.</li> <li>• Show respect and tolerance to others.</li> </ul>						
<b>Materials</b>	Notebook to write their self-evaluation.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
10 minutes	Warm-up	During this time, the T will help the Ss remember all the different inventions we have seen during the last days and put in display all the different materials that were created.				Whole class	
25 minutes	Feedback	Ss will sit down on the floor with the T to discuss all together the aspects they like the most and things that they think their other group could have done better. During this feedback, <a href="#">see Annex 4.16</a> , Ss can also suggest other type of activity to do next time. The goal is to have constructive feedback from everyone, from the T to the Ss, to the Ss to other Ss and from the Ss to the T.				Whole class	
10 minutes	Individual feedback	After the big discussion, students will go back to their places and individually write about the things they think they have done well, and other aspects where they should improve next time. In order to make the self-evaluation, the T will give the Ss a checklist to help them, <a href="#">see Annex 4.17</a> .				Individually	
5 minutes	Round-up	Remember their top three they got on inventions while they were investigating about them.				Whole class	

## **UNIT 8: PLAY MUSIC**

**YEAR:** 5 Primary Education

**SUBJECT:** First Foreign Language (English)

**TIMING:** 16 Sessions (6 of May - 29 of May)

### **1. Justification for the didactic unit topic**

The decade this unit focuses on has a lot of music hits, and important bands that are still recognised today. The didactic unit will start reproducing 4 songs of this decade (1970-1980) to the students and reading each of the lyrics. The project of this unit is totally centred in music, that is why students will have to choose one of the songs reproduced and write new lyrics to them including the present perfect in them.

To be able to do so, students will read about music genres, and scan various text to identify the grammatical structure they should include. They need to be very creative, and the theme is free, as a motivational aspect. The grammar focus in this unit is on present perfect and also using already, yet, and just. The names of the instruments will also be part of the vocabulary learned in this unit, in an interdisciplinary way with the music teacher, to be able to see the instruments in real life. The didactic unit will be completed the “Concert Day”, when all the songs written are performed in class, and peer feedback is given on the most original song.

### **2. Learning outcomes**

Students will be able to:

- Understand song lyrics in detail.
- Infer the emotions from song lyrics.
- Identify and use present perfect, already, just, and yet in context.
- Identify the different parts and components in a song.
- Apply correct pronunciation when singing.
- Identify the different genre in music.
- Correct and improve their own work.
- Understand the instructions given by the teacher on class behaviour and how to work in groups.

### 3. Content

CONTENTS		
CONCEPTUAL	PROCEDURAL	ATTITUDINAL
<ul style="list-style-type: none"> <li>- Vocabulary (lyrics, style, mood, beat, singer, composer.)</li> <li>- Present perfect in context</li> <li>- Already, yet, and just.</li> <li>- Instruments (piano, guitar, violin, trombone, drums, tuba.)</li> <li>- Musical genres (metal, opera, disco, pop, rock, blues, country, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Comprensión en detalle de canciones de la época.</li> <li>- Escucha de canciones identificando emociones</li> <li>- Creación de una nueva letra de una canción.</li> <li>- Participación en conversaciones en el aula.</li> <li>- Emisión de diálogos ensayados y canciones.</li> <li>- Uso correcto de la puntuación y los apóstrofes.</li> <li>- Autocorrección de su trabajo usando rúbricas y <i>checklists</i>.</li> </ul>	<ul style="list-style-type: none"> <li>-Cuidado en la elaboración de cuadernos, presentaciones y exámenes.</li> <li>-Curiosidad por la cultura musical de la década de los 70.</li> <li>-Trabajo en equipo equitativo y bien repartido valorando el esfuerzo grupal e individual.</li> <li>-Participación activa en el aula.</li> <li>-Esfuerzo por hablar en inglés en clase siempre.</li> </ul>

### 4. Assessment criteria and minimum level required

- Listen and infer emotions from songs.
- Use and distinguish already, just, and yet in context.
- Use correctly the present perfect and the vocabulary in the lyrics created.
- Act out dialogues and perform songs with the correct pronunciation and intonation.
- Use the vocabulary learn during the unit when speaking and writing.
- Distribute the amount of work evenly.
- Produce day to day expressions and basic vocabulary with correct pronunciation and intonation.

- Evaluate their own work using checklist and rubrics.

## **UNIT 9: GREEN TECHNOLOGY**

**YEAR:** 5 Primary Education

**SUBJECT:** First Foreign Language (English)

**TIMING:** 12 Sessions (1 of June – 12 of June)

### **1. Justification for the didactic unit topic**

On this last unit of the academic year, the cultural theme we will be focusing on is how we can take care of our planet, and how we have been destroying it during the years (2010-2020). The unit will start by reading an online magazine from National Geographic (<https://www.nationalgeographic.com/magazine/2017/04/seven-things-to-know-about-climate-change/>), to inform our student of the current situation. The project of the unit consists of creating a common blog to make other people aware of the dramatic changes and the ways we can improve our world. Internet can be a very powerful tool when is used in the right way. Other exercise like comparing Earth images and watching small videos on climate change will also be done. The grammatical accent in this unit is on the present continuous for future plans and first conditional. And when investigating for their project, they will acquire vocabulary such as recyclable objects or the different methods to do, plus, comparative adjectives. The unit will be completed, once all the different accounts are shared and explained to the class.

### **2. Learning outcomes**

Students will be able to:

- Understand the gist from an Informational magazine.
- Compare and state the differences between pictures.
- Identify the first conditional in context.
- Use present continuous when speaking or writing about future plans.
- Using first conditional in context.
- Writing a blog post.
- Research information for the blog.
- Correct and improve their own work
- Understand the instructions given by the teacher on class behaviour and how to work in groups.

### 3. Content

CONTENTS		
CONCEPTUAL	PROCEDURAL	ATTITUDINAL
<ul style="list-style-type: none"> <li>- Vocabulary (global warming, ecosystem, biodegradable, garbage, compost, reduce, reused.</li> <li>- Present continuous for future plans</li> <li>- First conditional: If + will for predictions? warnings?</li> <li>- Comparative adjectives: e.g. bigger than, taller than, funnier than, etc.</li> <li>- Types of waste (organic, paper, glass, plastic, metal, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Comprensión general de un video explicativo.</li> <li>- Descripción y comparación de imágenes.</li> <li>- Comprensión en detalle de un texto descriptivo.</li> <li>- Creación de un poster de advertencia.</li> <li>- Creación de un blog conjunto.</li> <li>- Participación en conversaciones en el aula.</li> <li>- Uso correcto de la puntuación y los apóstrofes.</li> <li>- Autocorrección de su trabajo</li> </ul>	<ul style="list-style-type: none"> <li>-Cuidado en la elaboración de cuadernos, presentaciones y exámenes.</li> <li>-Curiosidad para investigar en formas de cuidar de nuestro planeta.</li> <li>-Trabajo en equipo equitativo y bien repartido valorando el esfuerzo grupal e individual.</li> <li>-Participación activa en el aula.</li> <li>-Esfuerzo por hablar en inglés en clase siempre.</li> </ul>

### 4. Assessment criteria and minimum level required

- Include first conditional and present continuous correctly in their writing and poster making.
- Use comparative adjectives to describe pictures differences.
- Create a blog incorporating the vocabulary and the grammar unit correctly.
- Take notes and identify the important topics on the explicative video.
- Use the vocabulary learn during the unit when speaking and writing.
- Use a correct use of punctuation and apostrophes in their work.

- Distribute the amount of work evenly.
- Produce day to day expressions and basic vocabulary with correct pronunciation and intonation.
- Evaluate their own work using checklist and rubrics.

<b>Unit</b>	9	<b>Lesson</b>	1	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Green technology			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Recycling and its importance.</li> <li>- Research using an important resource.</li> <li>- Reading comprehension.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Explain the importance of recycling.</li> <li>• Understand the gist of an informational video.</li> <li>• Understand in detail an online magazine.</li> </ul>						
<b>Materials</b>	<a href="https://www.youtube.com/watch?v=OasbYWF4_S8">https://www.youtube.com/watch?v=OasbYWF4_S8</a> <a href="https://www.nationalgeographic.co.uk/">https://www.nationalgeographic.co.uk/</a>				<b>Spaces</b>	Class	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
10 minutes	Warm-up	Brainstorm ideas: Do you recycle at home? How do you do it? Why do you think it is important to recycle?				Whole class	
20 minutes	Presentation	The Ss will watch an explanatory video about recycling, paying attention to what things they can change at home. One they have watched the video; in groups they will have to come up with different ideas and changes they are going to do at home.				Whole class Group work	
15 minutes	Practice	Now they have to investigate on the online magazine of Natural Geographic to search there for more information. The T will give them a couple of questions, which they have to find the answer in the magazine for it.				Pair work	
5 minutes	Round-up	Write a small reflection on why it is important to take care of the planet.				Individually	

<b>Unit</b>	9	<b>Lesson</b>	2	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Green technology			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						



<b>Competences</b>	<input checked="" type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic		
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Comparative adjectives and structure.</li> <li>- Participate in class conversations.</li> </ul>		
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Identify the differences in the pictures.</li> <li>• Use comparative adjectives in context.</li> <li>• Tolerate and respect others' opinions.</li> </ul>		
<b>Previous knowledge</b>	- Comparative adjectives and structure which they have seen in previous years.		
<b>Materials</b>	<a href="https://www.youtube.com/watch?v=AOvcW8l3RzE">https://www.youtube.com/watch?v=AOvcW8l3RzE</a>	<b>Spaces</b>	Class
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
5 minutes	Warm- up	To start the class with motivation the Ss will listen to a song on recycling.	Whole class
15 minutes	Presentation	We will also see pictures of the Earth together and compare them. It is a chance to start practicing comparative adjectives and the structure.	Whole class
15 minutes	Practice	To reinforce the comparative adjectives the T will give Ss a worksheet to fill in the blanks individually. Once they have done the exercises, the correction will be done all together.	Individually Whole class
15 minutes	Produce	To finish with the class, the T will the Ss (in pairs) two pictures of the Earth and they have to speak about the differences they can see and then annotate them in a comparative graph. Once they have identified all the differences, they will create 2-3 sentences using the comparative adjectives and structure.	Pair work

<b>Unit</b>	9	<b>Lesson</b>	3	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Green technology			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Present continuous.</li> <li>- Self-correction.</li> <li>- Environmental or recycle vocabulary (list it here).</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Improve their own written work.</li> <li>• Use present continuous and vocabulary</li> </ul>						

<b>Previous knowledge</b>	<ul style="list-style-type: none"> <li>- Recycle or environmental vocabulary they have learned in science class.</li> <li>- They have also seen present continuous before (past years).</li> </ul>		
<b>Materials</b>	Activity from yesterday and notebook to take notes.	<b>Spaces</b>	Class
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
5 minutes	Warm-up	Revise and finish (if necessary) the activity with the comparative adjectives from yesterday.	Pair work
15 minutes	Presentation	What would you like to do this weekend? Present the present continuous for future plans. While the T is explaining, the Ss will have to take notes	Whole class
18 minutes	Practice	Using some examples, the T has mentioned as models to guide them the Ss will now write 3 sentences using present continuous.	Pair work
		Changing drastically, now the Ss will do a vocabulary memory game on recycle and environmental vocabulary they have learned in science class.	Whole class
12 minutes	Round-up	Once they have refreshed the vocabulary, this time is to improve their sentences and include as well in them some of the vocabulary just seen.	Pair work

<b>Unit</b>	9	<b>Lesson</b>	4	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Green technology			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- First conditional.</li> <li>- Organisation of their cooperative work.</li> <li>- Poster creation.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Use the first conditional.</li> <li>• Understand in detail explanations.</li> <li>• Organize and plan their work.</li> </ul>						
<b>Previous knowledge</b>	<ul style="list-style-type: none"> <li>- They have created posters before, they know what tools are better to use (programs or the internet).</li> </ul>						
<b>Materials</b>	Laptops or ipads to start the poster.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Warm-up	To start the lesson, Ss will have the opportunity to ask all the questions or doubts from yesterday's class.				Whole class	

15 minutes	Presentation	Today the T will explain the first conditional and put examples to analyze them all together. The aim is to identify the structure of the first conditional.	Whole class
15 minutes	Practice	During this time, Ss will have time to complete the worksheet on first conditional (fill the blanks and multiple choice) and we will correct them all together as well as solving doubts.	Individually Whole class
15 minutes	Produce	Considering the grammar and vocabulary they have learned in these lessons; they will start to plan and create a poster to warn others about recycling and the environment.	Group work

<b>Unit</b>	9	<b>Lesson</b>	5	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Green technology			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Creation of a poster.</li> <li>- Comprehension of an explanation.</li> <li>- Planning and organisation of their work.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the gist of an explanation.</li> <li>• Create a warning poster.</li> <li>• Plan and organize their work.</li> </ul>						
<b>Materials</b>	Laptops or any other materials to finish their poster.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
30 minutes	Produce	During this time, the Ss will continue working on the poster that will later on become part of their project. They can use their laptops or do it by hand.				Group work	
15 minutes	Presentation	Now the T will explain the project from this unit. The aim is to create a blog all together. Each of the groups will have a certain topic to focus on and once they have collected all the information the T will put it all together in a blog. The T will explain what kind of information they have to look for and the purpose of the blog.				Whole class	
5 minutes	Round-up	Ss will get into groups and start organizing and planning their work.				Group work	

<b>Unit</b>	9	<b>Lesson</b>	6	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Green technology			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Investigation and research.</li> <li>- Reading informative and descriptive texts.</li> <li>- Organisation of their own work.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the gist of informative and descriptive texts.</li> <li>• Organize and plan their own work.</li> </ul>						
<b>Materials</b>	Laptops or ipads to work on the project.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Warm-up	This time will be dedicated for common doubts or questions on the project they started.				Whole class	
10 minutes	Pre-project	Before they really start investigating and working on the project the T will do a mini review of the things they have seen in the unit, so that Ss refresh everything.				Whole class	
5 minutes	Organization	They will finish dividing the work and roles: who will look for information, and who will search for images, etc.				Group work	
25 minutes	Project work	During this time, students will start working on their project, creating a blog entrance, investigate and research and annotate the important information.				Group work	
5 minutes	Round-up	Group meeting to see what they have achieve today, and in what aspects they have to keep improving tomorrow.				Group work	

<b>Unit</b>	9	<b>Lesson</b>	7	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Green technology			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Cooperative work.</li> <li>- Investigation and research.</li> </ul>						

	- Comprehension of a poem.		
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the gist of a poem.</li> <li>• Accept and tolerate others opinion.</li> <li>• Scan informational texts? or the poem? for the essential information.</li> </ul>		
<b>Materials</b>	Poem of the environment.	<b>Spaces</b>	Class
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
5 minutes	Warm-up	This lesson will start with a poem, see <a href="#">Annex 3.5</a> , to begin the class with a motivational activity. The poem is about pollution and taking care of the environment.	Whole class
27 minutes	Project work	Students will continue working on their project and start organizing all the information they have in order to see what type of information they are missing.	Group work
15 minutes	Group meeting	Ss will get back to the group and try to join all the information they have as well as the pictures. Writing done as well what information they are missing.	Group work
3 minutes	Round-up	One-minute paper: Why do you think a blog is useful?	Whole class

<b>Unit</b>	9	<b>Lesson</b>	8	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Green technology			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Autocorrection of the work.</li> <li>- Taking care of the classroom.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Identify their errors.</li> <li>• Understand in detail the given feedback.</li> </ul>						
<b>Materials</b>	All the materials each group needs to explain their project.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Warm-up	The T will play music in order to the Ss to get everything prepare to show it to the T.				Group work	
42 minutes	Feedback	During this time, this T will give feedback to each of the group individually. There are 5 different groups, and each of them will have 7-9 minutes. While the T is				Group work	

		giving feedback to one of them, the other groups will continue working and improving their work with the recommendation they have been given.	
3 minutes	Round-up	Ss will clean and tidy up the class during this time.	Whole class

<b>Unit</b>	9	<b>Lesson</b>	9	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Green technology			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Autocorrection of their own work.</li> <li>- Layout of their entrance blog.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Improve their own work.</li> <li>• Layout and organize their blog entry.</li> <li>• Take care of the materials and the class.</li> </ul>						
<b>Materials</b>	Laptops or computers to finish their project.					<b>Spaces</b>	Class
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	Warm-up	The T will comment some general improvements students can do in other to help the students.				Whole class	
35 minutes	Project work	This is the last moments to finish their work. The aim is to fix and improve their own work with the feedback from yesterday. All the information should be organized and complemented with photos.				Group work	
10 minutes	Round-up	Send or give (by hand) their final entry of the blog so that the T is able to create the class blog. They will have to clean up and tidy up the class. They will also have this time to prepare for the next class, in which they will show their poster to other classes in the school.				Group work	

<b>Unit</b>	9	<b>Lesson</b>	10	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Green technology			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						

<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse		
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic		
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Behaviour and respect to others.</li> <li>- Reflection on their work.</li> <li>- Coherent and clear explanation.</li> </ul>		
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Reflect on their work.</li> <li>• Share and explain their ideas clearly.</li> <li>• Behave correctly around their school.</li> </ul>		
<b>Materials</b>	Different copies from the posters from all the groups.	<b>Spaces</b>	Class and school
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
5 minutes	Preparation	Students will get into group, and the T will organize how they will walk around the school and also remember them how they should behave.	Whole class
40 minutes	Activity	Students will walk in groups around the classes and share their warning poster. They will bring a copy for the classes and explain a little bit what they have done in it.	Group work
5 minutes	Reflection	Talk and reflect how the experience of sharing their work has been, and what did they liked the most about it.	Whole class

<b>Unit</b>	9	<b>Lesson</b>	11	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Green technology			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Participation in class conversations.</li> <li>- Feedback and reflection.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Provide objective feedback.</li> <li>• Explain their work and ideas clearly.</li> </ul>						
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>- Ss will be assessing their own work objectively.</li> <li>- Ss will express the information in an organized and coherent way.</li> <li>- Ss will use the vocabulary and grammar worked in the unit.</li> <li>- Ss will participate in class conversations.</li> </ul>						

<b>Materials</b>	Project and notebook to write ideas.		<b>Spaces</b>	Class
<b>Procedures</b>				
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>	
3 minutes	Relaxation	Before starting the presentation, the T will do a little activity to calm the nerves of the students. A calm music will be reproduced while the T says positive chants to the students.	Whole class	
32 minutes	Presentations	The T will show how the final product has come out. After that, we will show each of the different parts, and the Ss by groups will explain what it says on their blog entry. Each group will have around 5 minutes to explain it.	Whole class  Group work	
15 minutes	Reflection	First, we will start to think individually things that we could have improved, and things they have done well. After that, all the ideas will be shared.	Individually- whole class	

<b>Unit</b>	9	<b>Lesson</b>	12	<b>Group</b>	5	<b>Time</b>	50'
<b>Topic / Session Title</b>	Green technology			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Competences</b>	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Reflective writing.</li> <li>- Comprehension of songs and movies.</li> </ul>						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Reflect on their year.</li> <li>• Understand the gist of songs and movie clips.</li> <li>• Participate in class conversation and games.</li> </ul>						
<b>Materials</b>	Classical music and notebook or paper to write.				<b>Spaces</b>	Class	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
2 minutes	Warm-up	The students will come in class with classical music and start thinking (without talking) about this year and all they have learned.				Whole class	
13 minutes	Reflection	During this time students will have to write a little reflection: What have I learned this year? What things should I be grateful for? What did I like the most?				Individually	
35 minutes	Party	Because is the last day of class, Ss will have the opportunity during this time to sing songs, watch movie clips and play games, of course all of them in English.				Whole class	



## FINAL CONCLUSION

After finishing the end-of-degree project I feel really proud of myself. I have put a lot of work and thought into this project, reading, researching, and organising my ideas. My aim has been to make it as coherent and good as possible in order to allow students to achieve as much as they can from English classes.

This project has not only been a challenge academically, but also personally. In order to finish I faced a lot of difficulties, including a global pandemic. In addition, I wrote my end-of-degree project in my second language which has sometimes made it a challenge. This has given me the opportunity to reflect even more on how I wanted to approach my annual programme as well as improve my English. However, my director for my project has helped me to upgrade my classes and enhance my English.

During these four years of university I have learned a lot about education, how to teach and how children learn best. The school internships allowed me to put all this into practice and showed me that sometimes what appears in the theory book can be a lot different in reality. All this summed up gave me the chance to reflect on how I will organise my classes. I feel like in today's generations a lot cultural information is being missed, which is a shame, and I wanted culture to be the cohesiveness of my annual programme. Being able to organise my classes in the way I think is more effective made me imagine myself in the future using it in my classroom. It made me happy.

The fact that a lot of cultural information is included in English classes makes the learning a lot more intuitive and also more motivational for the students. It also allows for interdisciplinary classes with other subjects such as science, social sciences. The methodology is also one of the main strengths of the annual programme, trying to develop not only their English but also to cooperate, and respect others.

On the other hand, this project presents some weaknesses because I was not able to include all of the cultural facts, projects, and another interesting visits I wanted to, due to the limit of time I had to include all of them in the annual programme.

Before concluding my end-of-degree project, I would like to thank Universidad Pontificia Comillas for the education that I have received during these four years. Having from the beginning internships in schools has helped me a lot with the project as well as the

experience I lived abroad (Sweden), and this is thanks to the university. I am very grateful for all that I have learned and the teachers that were an example for my professional and personal future.

Particularly, I would like really thank Lyndsay Renee Buckingham, my director throughout the project who has believed in me since the first moment and supported my ideas. The pandemic affects us a lot personally and not only academically, and she was always available to supervise or help me whenever she could. I could only be thankful to her, for being able to learn so much from her.

Since the first year of university, I could confirm my passion for teaching and how I really wanted to become an English teacher in the future. Now that I have completed an annual programme, I can feel even more the satisfaction of being a teacher and reaffirm my passion. I wish I can put my designed annual programme in practice soon and hopefully help my students to love and learn English.

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# **ANNEXES**

Annex 1: School Academic Calendar

SEPTIEMBRE						
L	M	M	J	V	S	D
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

# CALENDARIO ESCOLAR

## 2019/2020



CEIP LEPANTO

OCTUBRE						
L	M	M	J	V	S	D
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVIEMBRE						
L	M	M	J	V	S	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DICIEMBRE						
L	M	M	J	V	S	D
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

ENERO						
L	M	M	J	V	S	D
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRERO						
L	M	M	J	V	S	D
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

MARZO						
L	M	M	J	V	S	D
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

ABRIL						
L	M	M	J	V	S	D
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAYO						
L	M	M	J	V	S	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNIO						
L	M	M	J	V	S	D
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

■ DÍA FESTIVO

■ DÍA NO LECTIVO

### Annex 2: Timetable

	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
9:00-10:00	MATEMÁTICAS	LENGUA	MATEMÁTICAS	LENGUA	LENGUA
10:00-11:00	LENGUA	MATEMÁTICAS	ENGLISH	MATEMÁTICAS	SCIENCE
11:00-11:30	R	E	CR	E	O
11:30-12:15	P.E.	ENGLISH	LENGUA	MÚSICA	MATEMÁTICAS
12:15-13:00	ENGLISH	SCIENCE	SCIENCE	SOCIAL SCIENCE	ENGLISH
13:00-14:30	CO	M	E	DO	R
14:30-15:15	SOCIAL SCIENCE	RELIGIÓN /VALORES	ARTS & CRAFTS	ENGLISH	RELIGIÓN /VALORES
15:15-16:00	ARTS & CRAFTS	SOCIAL SCIENCE	P.E.	TUTORÍA	LECTURA

### Annex 3.1: Poem

## Last Day


I'm a little bit excited.  
 I'm a little bit sad.  
 I'm a little bit nervous.  
 I'm a little bit glad.  
 I'm a little bit older.  
 It's the end of the year.  
 I'll miss this class.  
 I'm glad I was here.

© Amy Ludwig VanDerwater

## Annex3.2: Riddles

----- ANSWER KEY -----

# Riddles



<p>I am full of holes; I can hold water. What am I?</p> <p style="text-align: center;"><b>SPONGE</b></p>	<p>What gets wet when drying?</p> <p style="text-align: center;"><b>TOWEL</b></p>
<p>What are two things people never eat before breakfast?</p> <p style="text-align: center;"><b>LUNCH AND DINNER</b></p>	<p>What is it the more you take away the larger it becomes?</p> <p style="text-align: center;"><b>HOLE</b></p>
<p>What has two hands and a face, but no arms and legs?</p> <p style="text-align: center;"><b>CLOCK</b></p>	<p>What can't be used until it's broken?</p> <p style="text-align: center;"><b>EGG</b></p>
<p>What has 4 legs and only 1 foot?</p> <p style="text-align: center;"><b>BED</b></p>	<p>What has many keys but can't open any doors?</p> <p style="text-align: center;"><b>PIANO</b></p>

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## Annex 3.3: Tongue twister 1

# TONGUE TWISTER

Trabalenguas



**BETTY BOTTER BOUGHT  
SOME BUTTER,  
"BUT," SHE SAID,  
"THE BUTTER'S BITTER;  
IF I PUT IT  
IN MY BATTER,  
IT WILL MAKE  
MY BATTER BITTER;  
BUT A BIT OF  
BETTER BUTTER,  
THAT WOULD MAKE  
MY BATTER BETTER."**

WWW.CAMBRIDGE.ES



**CAMBRIDGE**  
UNIVERSITY PRESS



### Annex 3.4: Tongue twister 2

## Can you say it?

“**Through three** cheese trees  
**three** free fleas flew.

While **these** fleas flew,  
freezy breeze blew.

Freezy breeze made **these three**  
trees freeze.

Freezy trees made **these** trees  
cheese freeze.

**That’s** what made **these three** free  
fleas sneeze.”



### Annex 3.5: Enviromental poem

A colorful illustration of a clean, green landscape with rolling hills, trees, and a bird flying in the sky. The scene is bright and cheerful, representing a pollution-free environment.

*A pollution free environment*

*I love my environment  
So fresh and clean  
See the birds chirping up in the tree  
Look at all the fish swimming in the clear blue sea  
A morning breeze so fresh and clean  
No clouds of black smoke daunting me*

*A paper here, a paper there  
Soon enough they are everywhere  
Birds and fish losing their homes  
The cutting down of trees and pollution of seas*

*What could this be?  
The negligence of human beings?  
Save the birds  
Save the trees  
The road to recovery begins with me...*

*Let us keep our environment clean*

*Charne Ruiters*

## ANNEX 4: MATERIALS FROM THE LARGE UNIT

### ANNEX 4.1: Reading: origin of Chupa Chups.

# ORIGIN OF CHUPA CHUPS

It all started in 1957 when Enric Bernat came up with the great idea of “candy on a stick”. It was the first candy to ever have a stick on it. I was first called *Gol*<sup>®</sup> and their flavours were: strawberry, lemon, orange, coca-cola and mint.

This revolutionary idea was thought when the creator thought how a Candy will be with a fork. Incredible right? He came up with that name because he said the candy looked like a ball entering the goal, which was the kid’s mouth. ¡What an imagination!

In 1960, the name was changed to CHUPS<sup>®</sup>, although three years later it was changed to Chupa Chups<sup>®</sup> together with a jingle, which made everyone sing the song and perfectly remember the name of the candy. This name has stayed for the candy till nowadays.

The logo of Chupa Chups<sup>®</sup> was made by the great Salvador Dalí. This great surrealist artist design a daisy flower in a napkin. It quickly became one of the more emblematic logos in history. Salvador Dalí was really unique and a genius.



In 2018, Chupa Chups<sup>®</sup> had their 60 anniversary in our lives, a candy with a stick that was very revolutionary and is still delicious and created happiness between us.

## COMPREHENSION QUESTIONS

1. Who invented the *Chupa Chups*?

---

2. What was the first name of *Chupa Chups*?

---

3. Who design the logo of *Chupa Chups*? what is it?

---

4. What are the first flavours of *Chupa Chups*? Which one is your favourite?

---

5. Why did Enric Bernat put a Candy on a stick? Was he inspired by something?

---

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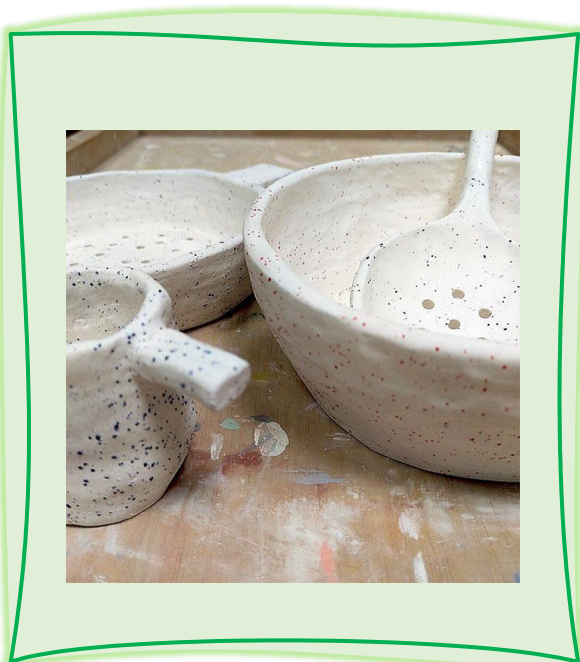
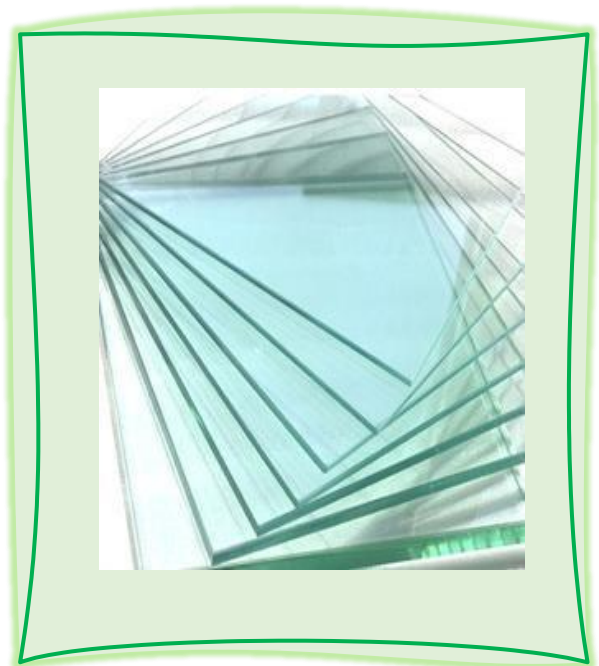
**Source: Own elaboration**

**Annex 4.2: Kahoot of inventions.**

<https://create.kahoot.it/details/inventions-in-history/50ec9bcb-669f-4c16-a750-23974d5df581>

*Source: Own elaboration*

**Annex 4.3: Card materials and inventions**





**RUBBER**

**WOOD**

**LEATHER**

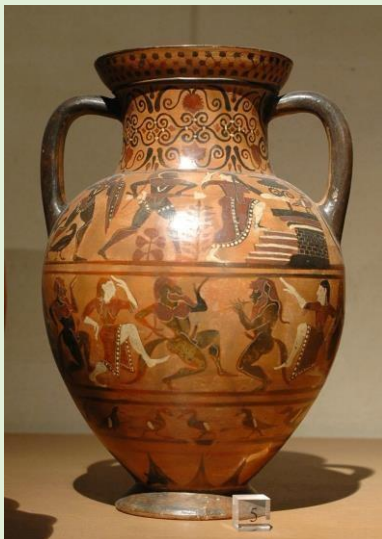
**METAL**

**PLASTIC**

**CERAMIC**

**FABRIC**

**GLASS**





**MOP**

**SUBMARINE**

**BELT**

**COMPASS**



**WHEEL**

**VESSEL**

**LIGHT  
BULB**

**CHAIR**

*Source: Own elaboration*

Annex 4.4: Example of deserted island.

NAME..... DATE.....

## IMAGINE IF...

You are in a small lifeboat after your ship broke into pieces due to a huge storm. You are going to an Island, but the boat is too heavy, and you have to choose what object you want to keep with you. What would you choose?

If I was left alone in an island, I will take my diary and my pen with me. Not because it is going to keep me physically alive, I hope the island provides me with water and food. I choose my diary so I can have like a “friend” when I am all alone. Mental health is also very important.

**Now, it is your turn: What would you choose?**

---

---

---

---

---

---

*Source: Own elaboration*



# DESCRIBING AN OBJECT

## WHAT IS IT USED FOR?

What does it do? How does it work?

It is used for.... / It is used to....

## WHAT IS IT MADE OF?

It is made of...

(aluminium, gold, glass, leather, metal, paper, plastic, silver, stone, etc.)

## EXTRA DETAILS

Price, value, design, origin, other special uses.



## WHAT ARE ITS PARTS OR COMPONENTS?

- It consists of...
- It is composed of...
- It is made up of...

- VOCABULARY TO HELP YOU:
  - attach, join, connect, support, link, etc.
  - At the top, at the bottom, at the front, inside, outside, etc.



## WHAT DOES IT LOOK LIKE?



- How big it is?
- What colour is it?
- How much does it weigh?
- What shape has it got?

Source: Own elaboration

# TO HELP ME WITH MY DESCRIPTION.



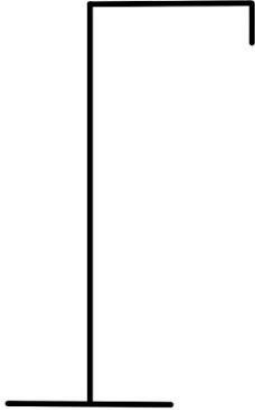
NAME..... DATE.....

OBJECT	DESCRIPTION
	<p>My shoe is blue and white and has laces. They are used for sport or any active activity.</p> <p>A shoe is flexible and is made of plastic and fabric. I put it in my foot so I can walk. It would be very difficult to walk if they were made of wood.</p>
	<p>The table is made of dark wood and it is very rigid. It is rigid because it can hold things on top such as food or my homework. I have many in my house, to eat and to do my homework. I have one in school too.</p>

Source: Own elaboration

Annex 4.7: Hangman worksheet

# Hangman

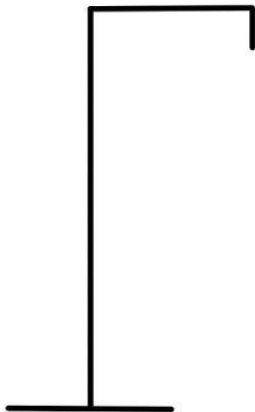


Cross off incorrect guesses:

a b c d e f  
g h i j k l  
m n o p q r  
s t u v w x  
y z

Make the blanks for your word here:

# Hangman



Cross off incorrect guesses:

a b c d e f  
g h i j k l  
m n o p q r  
s t u v w x  
y z

Make the blanks for your word here:

## Annex 4.8: Variety of descriptive texts

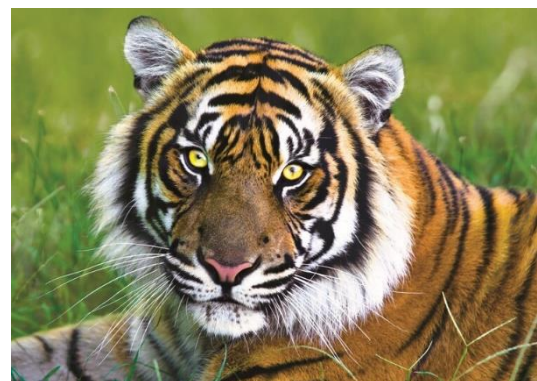
### DESCRIBING MY FAVOURITE PLACE...

The centre of Madrid is my favourite place. One reason is that it is very beautiful, and it is always full of different people. Another reason is that during Christmas time it is full of lights and Christmas shops that decorate the city. Cantabria, particularly Oviedo, is also my favourite place because it has wonderful food and countryside, which is very green. There is no place as wonderful as Madrid to live in.



### DESCRIBING AN ANIMAL...

A tiger is an animal that lives in Asia, India, and Russia. The tiger sleeps during the day and hunts at night. He eats deer, monkeys, and any kind of meat. The tiger has small eyes, small ears, four legs, a long tail, and is orange with black stripes. He weighs up to 200 kg and its length is about 3 metres. They can live up to 15 years.



Source: Own elaboration

## Annex 4.9: Passive voice slides / explanation

# PASSIVE VOICE

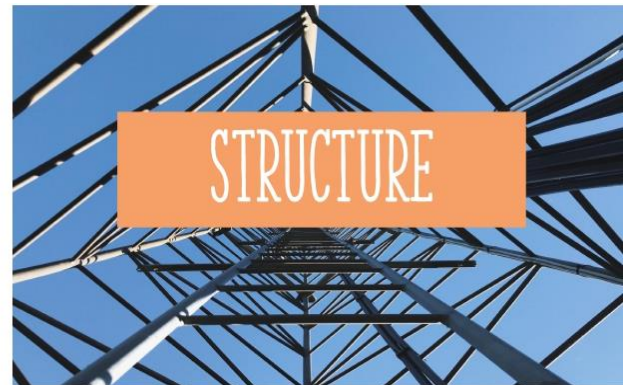
The **ACTIVE VOICE** is to say what the actor or subject does.

We use the **PASSIVE VOICE** to say what happens to the object.



THE PASSIVE VOICE FOCUSES ON THE ACTION.

- A house was built by my grandfather
- My bike was stolen
- A letter was written to Carroll.



## ANALYZING EXAMPLES

- The window was broken by some kids who were playing football.
- The glass was shattered by a basketball.

CAN YOU THINK OF THE ACTION VOICE OF THESE SENTENCES?

## WHEN DO YOU WANT TO USE THE PASSIVE VOICE?

- To hide the subject of a sentence
- In order to minimize the guilt of a subject.
- To emphasize better the main point of your argument.



# NOW IT IS YOUR TURN

PASSIVE VOICE

## QUESTIONS OR DOUBTS?



Source: Own elaboration

**Annex 4.10: Active to passive worksheet.**

**NAME.....DATE.....**

**Change the sentences below to the passive voice.**

1. Matt cannot open these bottles easily.

---

2. My mum broke the expensive vase as she walked through the store.

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3. The party will celebrate his birthday.

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4. My husband ate all the cake.

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5. Some kids were visiting the museum while I was there.

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6. Her teachers were discussing her exam right in front of her.

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7. Hundreds of tourist visit Madrid every year.

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*Source: Own elaboration*



**Annex 4.11: Passive voice fill in the blank's worksheet.**

**NAME**.....**DATE**.....

**Fill in the correct passive form of the verb.**

1. Romeo and Juliet \_\_\_\_\_ by Shakespeare. (WRITE)
2. As soon as I got home, I realized that my wallet \_\_\_\_\_. (STEAL)
3. The church \_\_\_\_\_ by a famous architect in the 18th century. (DESIGN)
4. My phone \_\_\_\_\_. I cannot find it anywhere. (TAKE)
5. He \_\_\_\_\_ French when he spent his childhood there. (TEACH)
6. Before the meeting was over all the food \_\_\_\_\_. (EAT)
7. As soon as I got home, I realized that my wallet \_\_\_\_\_. (STEAL)
8. Taxes \_\_\_\_\_ by the new government next month. (INCREASE)

**Read the sentences and carefully fill in the blanks.**

- A. The door is \_\_\_\_\_ by Tim.
- B. Emails are \_\_\_\_\_ to friends by Emily every day.
- C. Chocolate is \_\_\_\_\_ over other candies by Matt.
- D. Cars are \_\_\_\_\_ in the towns by thieves.
- E. The letter was \_\_\_\_\_ to Sarah from Mathew.
- F. These beautiful photos were \_\_\_\_\_ by a great photographer.
- G. This coat was \_\_\_\_\_ to me by my neighbour.
- H. English is \_\_\_\_\_ by many people in the world.

*Source: Own elaboration*

# MUSEUM REFLECTION



NAME.....DATE.....

1. What thing you liked the most about the visit?

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2. What was your favourite robot? Why?

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3. How would you describe the robot to a friend?



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4. Name your favourite robot.

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5. What aspects you did not like as much of the museum? Why?

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**Annex 4.13: Describe and draw and object**



NAME	DATE
<b>DESCRIPTION</b>	
My object..... ..... ..... ..... ..... ..... ..... ..... ..... .....	
<b>DRAWING</b>	

*Source: Own elaboration*

**Annex 4.14: Genially- project explanation.**

<https://view.genial.ly/5fbd689e3646b80d18b147cc/presentation-project-presentation>

*Source: Own elaboration*

**Annex 4.15: Relaxation video**

<https://www.youtube.com/watch?v=FZoFPT3FXDI>

*Source: YouTube*

Annex 4.16: Peer feedback

# STUDENT PEER FEEDBACK

NAME \_\_\_\_\_ DATE \_\_\_\_\_

GROUP PRESENTING: \_\_\_\_\_

CONTENT

CONTENT IS CLEAR	VERY GOOD	GOOD	DEVELOPING
CONTENT IS GOOD	VERY GOOD	GOOD	DEVELOPING
ORIGINALITY	VERY GOOD	GOOD	DEVELOPING
AUDIO-VISUALS OR PRESENTATION	VERY GOOD	GOOD	DEVELOPING

STYLE

ORGANISATION OF IDEAS	VERY GOOD	GOOD	DEVELOPING
CLEAR ARGUMENT AND IDEAS	VERY GOOD	GOOD	DEVELOPING
USES GOOD VOCABULARY	VERY GOOD	GOOD	DEVELOPING
PRONUNCIATION	VERY GOOD	GOOD	DEVELOPING

PERFORMANCE

INTERESTING	VERY GOOD	GOOD	DEVELOPING
RESPONSE TO QUESTIONS	VERY GOOD	GOOD	DEVELOPING
CLEAR VOICE AND VOLUME	VERY GOOD	GOOD	DEVELOPING
BODY LANGUAGE	VERY GOOD	GOOD	DEVELOPING

OVERALL PRESENTATION RATE \_\_\_\_\_

WHAT I LIKE THE MOST: \_\_\_\_\_

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*Source: Own elaboration*

### Annex 4.17: Self-evaluation for students

NAME \_\_\_\_\_ DATE \_\_\_\_\_

	VERY GOOD	GOOD	DEVELOPING
<b>Research and collect information</b>	I collected lots of information from a variety of resources (appropriate and coherent).	I collected some information from a couple of places.	I only collected little information from one or two sources.
<b>Listening to other members of my group</b>	I always listened to the ideas and suggestions of my group.	I sometimes listened to the suggestions or ideas of my group.	I did not listen to the ideas or suggestions of my teammates.
<b>Cooperation with my group</b>	I did not argue with my team members. I always talked about the plan and listened to everyone's opinion.	I sometimes argue with my team. I sometimes also talked about the plan and listened to everyone's opinion.	I often argue with my teammates. We never talked about the plan neither out ideas nor opinions.
<b>Task</b>	I was able to complete my whole part of the work and also helped others.	I was able to complete part of my work and helped others.	I was unable to complete my part of the work and helped others.
<b>Sharing</b>	I always shared my opinion or my ideas to my team members	I sometimes shared my opinion or ideas to my team members	I never shared my opinion or ideas to my team members.
<b>Respect</b>	I always showed respect to my teammates and their belongings.	I sometimes showed respect to my teammates and their belongings.	I never showed respect to my teammates and their belongings.
<b>Knowledge</b>	I was able to use the new grammar and vocabulary from the unit in my work.	I sometimes used the new grammar and vocabulary from the unit in my work.	I was unable to use the new grammar and vocabulary from the unit in my work.

Source: Own elaboration

**Annex 4.18: Assessment rubric**

<b>NAME:</b> _____	<b>DATE:</b> _____
<b>TOPIC:</b> _____	<b>MARK:</b> _____

<b>PRESENCE</b>					
Speaker maintains eye contact with the audience.	5	4	3	2	1
Use gestures and moves around	5	4	3	2	1
Contacts with the audience	5	4	3	2	1
Good posture	5	4	3	2	1
Speaks clearly and not too fast	5	4	3	2	1
Good volume of voice	5	4	3	2	1

<b>LANGUAGE SKILLS</b>					
Appropriate vocabulary and grammar	5	4	3	2	1
Understandable rhythm and correct intonation	5	4	3	2	1
Good volume of voice	5	4	3	2	1
Implements vocabulary and grammar from the unit	5	4	3	2	1
Does not read from the paper or Pw all the time	5	4	3	2	1

<b>ORGANIZATION AND VISUAL AID</b>					
Clear message of the presentation	5	4	3	2	1
Logical structure	5	4	3	2	1
Visual attractive presentation	5	4	3	2	1
Pw is not overloaded with information	5	4	3	2	1
Adjust timing of the presentation	5	4	3	2	1
Pw coordinates with the spoken messages	5	4	3	2	1

<b>KNOWLEDGE OF THE SUBJECT</b>					
Use of technical and appropriate language	5	4	3	2	1
Information is coherent and clear	5	4	3	2	1
Introduction is attention- getting, and lays out the presentation	5	4	3	2	1
Speakers looks confident while talking	5	4	3	2	1
Accurate information (Pw and spoken)	5	4	3	2	1
Conclusion to close the presentation	5	4	3	2	1
All materials support the spoken message	5	4	3	2	1

**Annex 4.19: Teacher self-assessment.**

Principles of learner-centered teaching (adapted from B. Parrish)	N/A	S	N/I	Remarks
1. Learners have active roles in the classroom. <i>i.e. cooperative learning, pair and group work, role play, debates, etc.</i>				
2. Teachers communicate daily and quarterly objectives that are the impetus for all activities in the classroom. <i>i.e. writing daily objective on the board and following a syllabus.</i>				
3. Teachers constantly assess the students understanding. <i>i.e. during class, frequent quizzes, spelling test, etc.</i>				
4. Classroom expectations are communicated and enforced. <i>i.e. class starts on time, attendance is taken, regulated use of cell phones, etc.</i>				
5. Teachers use level appropriate and authentic language with learners and in activities. <i>i.e. Activities and interactions produce natural uses of language.</i>				
6. Materials are organized and used efficiently. <i>i.e. the board is organized, worksheets are easy to read, etc.</i>				
7. Activities and interactions appeal to a variety of learning styles and unique learning needs. <i>i.e. Multiple instructional methods to appeal to varied learning styles and experiences.</i>				
8. Learners make choices about content and direct the class. <i>i.e. learners set goals, topics are engaging to learners, etc.</i>				
9. Learners acquire strategies that help them learn inside and outside of the classroom. <i>i.e. Practice and make learning strategies explicit: making predictions, asking for clarification, group work, etc.</i>				

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