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MASTER'S FINAL PROJECT

MASTER'S IN SECONDARY OBLIGATORY EDUCATION

SPECIALIZATION: ENGLISH LANGUAGE TEACHING

COURSE SYLLABUS FOR 4TH YEAR OF COMPULSORY SECONDARY
EDUCATION

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Table of Contents

<i>Abstract</i>	3
<i>Introduction</i>	4
<i>Legal Framework</i>	6
<i>Contextual Analysis of the Area and School</i>	8
Additional Social Services and Extra Curricular Activities	10
Faculty and Staff at Nuestra Señora de los Ángeles	10
The English department	10
Collaboration with BEDA	11
Student characteristics	11
<i>Objectives</i>	13
General Objectives of Compulsory Secondary Education	13
Specific Objectives of English as a First Foreign Language	14
<i>Key Competences</i>	17
<i>Yearly Planning and Content</i>	21
Specific Contents for 4º ESO	23
Specific English Linguistic Contents for 4º ESO	29
Content Division by Units	31
Course Timetable	35
<i>Methodology</i>	38
<i>Evaluation</i>	41
<i>Attention to Diversity</i>	54
<i>Complementary Activities</i>	56
<i>Guidance Department and Tutorial System</i>	59
<i>References</i>	61
<i>Didactic Units</i>	63
Unit 6 - Healthy Habits and Positive Connections	63
Unit 7 - Entertainment and the Media	94
<i>Student's book</i>	122

Abstract

The syllabus presented in this master's final project has as main objective, the implementation of the Spanish education legislation which states the objectives, key competences, methodology, content, evaluation criteria, and assessable learning standards for 4th of ESO. In accordance to those elements, this project also establishes specific English as a Foreign Language objectives, methodologies, key competences, evaluation criteria, and assessable learning standards to provide in an integrative manner, an education that facilitates in students, the acquisition of basic humanistic, cultural, artistic, scientific and technological aspects of the English Language. Through the application of project-based learning, task-based learning and collaborative learning, students will be able to establish and strengthen their study and work habits, as well as prepare them for future studies or have access to the labour market. In addition, the project, *Coping Together*, will help them exercise their rights and duties in life as citizens, as they actively participate in addressing their community's current issues by providing online practical information and resources that people can use for their own well-being.

Resumen

El currículo que se presenta en este trabajo final de master tiene como principal objetivo, la implementación en el aula de la legislación educativa de España, que establece los objetivos, competencias, metodología, contenido, criterios de evaluación, y los estándares de aprendizaje evaluables de 4^o de ESO. Siguiendo estos parámetros, el trabajo desarrolla específicamente la aplicación de dicha legislación a la materia de Inglés como Primera Lengua Extranjera. La finalidad es ofrecer de una forma integradora una educación que facilite en los alumnos la adquisición de valores humanísticos básicos, conceptos culturales, artísticos, científicos, y tecnológicos de la lengua Inglesa. Mediante la aplicación del aprendizaje basado en proyectos, en tareas y el aprendizaje colaborativo, los estudiantes podrán establecer y fortalecer sus hábitos de estudio y trabajo, lo que les preparará para futuros estudios o tener acceso al mercado laboral. Además, el proyecto *Coping Together* les ayudará a ejercer sus derechos y deberes en la vida como ciudadanos, ya que participarían activamente abordando problemas actuales para el servicio de su comunidad apoyándose en la utilización de medios informáticos.

Introduction

According to the organization *Education First: The English Proficiency Index*, which follows the Common European Framework of Reference for Languages (CEFR) standards, Spain ranks No. 35 in the list of one-hundred countries where their Standard English Test is applied, with an English Proficiency Index score of 55.46 in a score scale of 0-100. Spain's position in Europe is No.25 from the other 33 countries that use this company's standard test. In 2016, Spain was ranked No.25, and in comparison to 2019's results, there is a significant decline in ranking in the course of three years. The ranking shows that the levels of English proficiency in Spain are lower when compared to other countries of Europe. This could be because English is considered to be a foreign language and not used as a medium of communication in everyday contexts.

Over the years though, the English language has gradually increased in influence and importance in the Spanish education system, as bilingual education programs have been introduced in primary schools, throughout the country. According to the *Consejería de Educación Juventud y Deporte*, in Madrid, the English bilingual program for primary school began in 2004, and nowadays, there are around 300 public schools that implement this program ("Lenguas Extranjeras Madrid," n.d.). However, this program does not continue to be implemented in secondary education, making its influence on student's English proficiency less noticeable over the educative stages of secondary and tertiary education.

Having that information in mind, this syllabus has as foundation the theoretical framework behind the implementation of English as a Foreign Language stated in the Royal Decree 1105/2014, of the Official Spanish State Law B.O.E, the Community of Madrid's Decree 48/2015, of May 14, of the Governing Council, and The Common European Framework of Reference for Languages (CEFR), an international standard for describing language ability. Following those standards, this syllabus has as primary motivation, the correct implementation of the objectives, contents, competences, methodology, assessable learning standards and evaluation criteria established for the fourth year of Compulsory Secondary Education in the discipline of English as a First Foreign Language.

This project seeks not only to follow the state's requirements but also provide quality education for students in the discipline of English as a First Foreign Language. The methodology implemented in this syllabus, takes the best qualities of the following three approaches, Collaborative Learning, Task-based Learning, and Project-based Learning, in order to promote in students, personal and social development abilities such as collaboration, decision-making, problem-solving and critical thinking, which are necessary skills in the development of successful and responsible members of society.

Through the implementation of a project called *Coping Together*, students learn to collaborate and become socially responsible by participating in their community, as they create useful content and information and share it through online platforms that are accessible to the community around them. Students will also use their abilities to accomplish specific tasks and provide solutions to real-life situations around them through this project.

Furthermore, the use of ICT platforms is a major resource in the classroom, as students learn and practice the content of the stage and further develop their key competences through them. These ICT tools will also serve as a supportive platform to assess students' progress, as an addition to the student book. Through the entire course, classroom materials will be diverse, using printed and online resources to make the learning environment more dynamic for students. The activities produced in this syllabus will also exercise student's speaking, listening, reading and writing skills in English, and will contribute to develop better English proficiency levels as they communicate with others in real-life situations.

Another resource available to help student's English proficiency is the BEDA program, which is implemented in all stages of compulsory and non-compulsory education. The language assistants play an important role in helping students develop fluency and pronunciation skills. They also help by expanding student's cultural knowledge of English speaking countries, as they provide a first-hand experience and valuable cultural resources that can be used to improve students' English proficiency and understanding of English speaking cultures.

For all of the arguments stated above, this syllabus presents a unique and realistic perspective on the application of the Spanish educational laws as well as implement realistic contexts for meaningful and practical learning in students. Real life situations, where students feel identified or can participate in, can motivate students to learn academic content in meaningful and useful ways. They will be able to learn not through memorization of grammar rules or vocabulary, or any other traditional methods of learning, but through the real application and practice of the English language in natural contexts to complete meaningful tasks and solve real problems in their day to day life.

Legal Framework

The legal framework references presented below are the author's translation of their original Spanish version:

The Royal Decree 1105/2014, of the Official Spanish State Law BOE, of December 26, establishes the basic curriculum of Compulsory Secondary Education and A-Levels in Spain, and regulates the elements that determine the teaching and learning processes for each of the subjects. The curriculum encompasses the objectives, key competences, contents, assessable learning standards, evaluation criteria, and methodology of each educational stage to guarantee the official character and validity throughout the national territory of the qualifications to which this law refers.

The Decree 48/2015, of May 14, of the Governing Council, also known as BOCM, establishes the Compulsory Secondary Education curriculum for the Community of Madrid, and has as primary objective, the enactment of the Compulsory Secondary Education curriculum, in Title I, Chapter III, of Organic Law 2/2006, of May 3, on Education, as amended by Organic Law 8/2013, of December 9, for the Improvement of Educational Quality; as well as the enactment of the Royal Decree 1105/2014, of December 26. This Decree is applied in public and private schools in the Community of Madrid that, duly authorized, teach Compulsory Secondary Education.

Article 2, of Decree 48/2015, of May 14 of the BOCM establishes the general principles and distribution of competences and will be later defined in section 6 of this document.

Article 3, of Decree 48/2015, of May 14 of the BOCM establishes the objectives of the stages of Compulsory and Non-Compulsory Secondary Education. These objectives contribute to develop in students specific abilities that will be specified in section 5 of this document.

Article 4, of Decree 48/2015, of May 14 of the BOCM, states that the compulsory secondary education curriculum is made up of the following elements: objectives, competences, subject content, evaluation criteria, assessable learning standards and methodology.

Article 5, of Decree 48/2015, of May 14 of the BOCM establishes that compulsory secondary education is organized into subjects and encompasses two cycles, the first of three academic years and the second of one academic year. These total of four academic years (courses) will be completed, normally, between twelve and sixteen years of age. The second cycle, or fourth year of Compulsory Secondary Education will be fundamentally preparatory for the future educative stages: A-levels and vocational qualifications.

Article 7, of Decree 48/2015, of May 14 of the BOCM establishes the organization of the fourth course of Compulsory Secondary Education. Parents or legal guardians or, where

appropriate, students may choose to take the fourth year of Compulsory Secondary Education through one of the following two options:

- a) Option of academic teachings for the initiation to A-Levels (*Bachillerato*).
- b) Option of applied teachings for the initiation to Vocational Qualifications (*Formación Profesional*).

In any case, students must be able to successfully meet the objectives of the stage and acquire the corresponding competences related to those options of study. In both teaching options, students must take core subjects from the core subject block, one of them being First Foreign Language.

Components of the Language Department and subjects taught at school:

According to the procedures taken by the administrative team at Nuestra Señora de los Ángeles, the ESO subjects assigned to the Language Department are: English as a First Foreign Language (in all courses) which entail four hours per week, and French as a Second Foreign Language (in all courses), students who choose this second optional subject will have an extra teaching load of two hours per week.

Contextual Analysis of the Area and School

Colegio Nuestra Señora de los Ángeles is a catholic *concertado* and private school located in the southern area of Madrid, in the neighborhood of Ciudad de los Ángeles, in Villaverde. The district of Villaverde is considered to be a low-socioeconomic, working-class region that developed during the 1950's. At the time, most of the working families had jobs in factories around the area. However, over recent years, many families have moved to the neighborhood of Ciudad de los Ángeles and neighboring areas after the construction of thousands of living-complex apartments, making it a middle-class, immigrant, and working-class socioeconomic neighborhood. Generally, the population living in this district work in industrial or tertiary sector jobs. Unfortunately, unemployment in the district is also very high when compared to other areas of Madrid, but not as high as it is in other cities of Spain.

Leisure and local entertainment are very limited, as there are not any cinemas, theatres or museums in the district. There are no public establishments either, such as libraries, sports centers, or public swimming pools. However, there are several municipal cultural centers which offer courses and activities to the residents of Villaverde. Additionally, because of such lack of cultural and entertainment resources in Villaverde, this school has also made a great effort in providing extracurricular activities for its students and social events for their families which will be presented in the following paragraphs.

Since the school opened in 1966, it has been managed by the *Orden de Descalzos de Nuestra Señora de la Merced*, and therefore, has a Catholic identity. Thus, the administrative and teaching staff's main objective is to educate through Christian values, as well as implementing the seven LOMCE competencies in their school's educative project (*PEC*), and department programs.

The values promoted at school are, hope, freedom, interiority, respect, tolerance, fraternity, solidarity, and generosity which are based on the example of Jesus Christ's teachings.

The school provides the following educative levels:

- *Educación Infantil* (preschool)
 - One group per grade.
- *Educación Primaria* (Primary education)
 - Three groups per grade.
- *ESO* (Obligatory Secondary Education) ¹

¹ The terms ESO and Secondary Education will be used interchangeably throughout this paper to avoid redundancy issues as much as possible.

- Three groups per grade.
- *Bachillerato – BACH (A-Levels)*²
 - Two groups per grade.
 - Two models: Science and Technology, and Social Sciences and Humanities.

It is a *concertado* institution at the pre-school, primary and ESO level, meaning that it is partially funded by the Spanish government, covering the basic educational expenses per student. Additionally, families can voluntarily make donations to fund other institutions' expenses; which are not covered by the government.

Bachillerato is entirely private, meaning that families are solely responsible for funding their children's education. With the family donations received throughout the academic year, the school helps families who are in less favorable circumstances, by providing A-levels scholarships every year to students who are in good academic standing, and show evidence of financial need. All of this is done to give every student an equal opportunity to continue studying *Bachillerato* at Nuestra Señora de los Ángeles.

Secondary and A-levels classes begin at 8:00 and finish at 14:30. There are six class sessions of about 55 minutes to an hour each. There are two breaktimes, one at 9:55 which is 20-minutes long and the second break is at 12:15 and is 15-minutes long. In primary, they follow a different schedule.

Teachers and administrative staff communicate with parents through an online platform called *Educamos*. Teachers can take attendance, send class work, private emails to parents, and they will receive text-messages and app notifications in their mobile phones. Parents can also set up appointments with teachers through it.

4.1 Installations and facilities, offered at Nuestra Señora de los Ángeles:

The school provides the following facilities for educational and social purposes:

- A cafeteria and cafeteria scholarships for students of lower-socioeconomic status.
- A snack-bar and several food machines available in campus.
- Two chapels and daily afternoon mass services for the community.
- Two computer labs
- Two laboratory labs
- Two separate playgrounds (one for primary, and one for secondary and Bach) with several football, volleyball, and basketball pitches.

² The terms *Bachillerato*, BACH, and A-Levels will be used interchangeably throughout this paper to avoid redundancy issues as much as possible.

- An auditorium
- Two libraries
- A nursery school for two-year-old preschool children
- Projector, smartboard, and a computer available in every classroom.
- A Pedagogical Therapy classroom for students with special needs.

Additional Social Services and Extra Curricular Activities

The school offers the following extracurricular activities and services:

- Social events such as solidarity races, theatrical shows, school's patron-saint holiday celebrations, annual former-alumni reunions and former-alumni formative classroom workshops.
- Extracurricular activities include: several sports teams and competitions such as basketball and football school-teams, clubs such as chess, arts & crafts, music, church pastoral and choir groups.

Faculty and Staff at Nuestra Señora de los Ángeles

The hiring process of teachers and staff rests in the hands of the school headmaster. That being said, there are staff members and teachers that have been part of this school for many years. The majority of them have worked there for at least ten years, or up to thirty years in some cases. This has consequently created an atmosphere of unity and support, as they welcome and help new members to adapt to the institution's organization.

There are also three PT specialists that assist students with special needs in primary and secondary levels. These specialists work in the pedagogical therapy classroom mentioned earlier. Finally, there are two social workers, one in primary and one in secondary.

The English department

In the English department, there is a total of eight teachers that work in different levels of ESO and BACH. There is collaboration and adaptation among these teachers as they implement different and innovative educational methodologies in their classrooms. They meet once a week for coordination and tutorial action purposes. A program they implement in school is Pen-pal, in which students from this school exchange communication with students from a High-School in Chicago, via letters, and also social media. In the classroom, the student book, *Pulse 4*, by Macmillan is used as a supportive teaching tool to fulfill all of the English as a Foreign Language subject requirements set by the community of Madrid.

Collaboration with BEDA

At the school, there are two BEDA language assistants. One of them is in preschool and primary and the other one in ESO and BACH. In total, there are four sessions of English class per week in 4th of ESO, and one of those sessions is given to the language assistant to do different English cultural and language activities that go with the contents of the textbook used in the classroom, *Pulse 4*, by McMillan. Since Secondary and Bachillerato stages are not bilingual, all core subjects are given in Spanish, leaving English, as the only subject given in a foreign language. Therefore, the language assistant follows the teacher's planning and resources available, and participates in the preparation of language and cultural activities that can help students develop all learning skills: listening, reading, writing, and speaking. There is, however, a primary emphasis on speaking activities.

The BEDA assistant helps prepare students for the English language exams from Cambridge. At the ESO level, students can take the PET or FIRST exam if they request to be prepared for any of them. By the time students graduate from BACH, they will have achieved a B2 level after taking the Cambridge FIRST exam.

Student characteristics

The students attending this school present great disparities in personal circumstances, academic achievement levels, and educational needs. All of these different elements are taken into account when it comes to the planification and organization of the school and its resources in order to offer equal opportunities for everyone and fulfill the necessary educational needs of students.

Students come from different neighborhoods of Villaverde: Ciudad de los Ángeles, El Espinillo, and San Fermín. A significant number of immigrant students come from Latin-America as well. Mostly though, the students that attend school are from Madrid, and usually begin preschool or primary there, and continue to study until they graduate from high-school.

Table 1

Number of students matriculated at Nuestra Señora de los Ángeles in ESO and BACH shown by grade

1° ESO	90
2° ESO	83
3° ESO	80

4° ESO	85
1° BACH	53
2° BACH	51
Total	444

This first table shows the total number of students matriculated in ESO and BACH.

Table 2

Students with special educational needs in ESO that require specific attention and curricular adaptations shown by documented cases

Students with learning difficulties	4
Fast learners / Intellectual giftedness	2
ADHD	7
Autism spectrum disorders	1
Late entry into the education system	4
Total:	28

In secondary only, there is one student with autism in 3rd of ESO, the other four are in primary. There are four cases of students with documented learning difficulties throughout ESO, plus seven, which are diagnosed with ADHD. There are also four students who had a late entry into the Spanish education system as they have migrated recently from different countries.

Objectives

General Objectives of Compulsory Secondary Education

Stated below are the author's translated versions of articles 3 and 4 of the Decree 48/2015, of May 14, of the BOCM, which establish the Compulsory Secondary Education curriculum for the Community of Madrid. The second stage, or 4^o of ESO, aims to contribute to develop in students the following skills:

- a) Responsibly assume their duties, know and exercise their rights in respect for others, practice tolerance, cooperation and solidarity between individuals and groups, exercise dialogue through affirming human rights and equal treatment and opportunities between women and men, as common values of a plural society and preparing for the exercise of democratic citizenship.
- b) To develop and consolidate habits of discipline, study and individual and team work as a necessary condition for the effective performance of learning tasks and as a means of personal development.
- c) Value and respect the difference of the sexes and equal rights and opportunities between them. Reject discrimination against people based on sex or any other personal or social condition or circumstance. Reject stereotypes that involve discrimination between men and women, as well as any manifestation of violence against women.
- d) Strengthen their affective capacities in all areas of personality and in their relationships with others, as well as reject violence, prejudice of any kind, sexist behavior and peacefully resolve conflicts.
- e) Develop basic skills in the use of information sources in order to acquire new knowledge in a critical sense. Achieve a basic knowledge in the area of technology, such as information and communication technologies.
- f) To conceive scientific knowledge as integrated knowledge, which is structured in different disciplines, as well as to know and apply methods to identify problems in the various fields of knowledge and experience.
- g) To develop the entrepreneurial spirit and self-confidence, participation, critical sense, personal initiative and the ability to learn to learn, plan, make decisions and assume responsibilities.
- h) Understand and express correctly, orally and in writing, in the Spanish language and, if there is one, in the co-official language of the Autonomous Community, complex texts and messages, and begin to know, read and study the literature.
- i) Understand and express oneself in one or more foreign languages appropriately.
- j) Know, value and respect the basic aspects of their own culture and history and of others, as well as artistic and cultural heritage.

- k) Know and accept the functioning of your own body and that of others, respect differences, strengthen habits of care and body health and incorporate physical education and the practice of sport to promote personal and social development. Know and value the human dimension of sexuality in all its diversity. Critically value social habits related to health, consumption, care of living beings and the environment, contributing to their conservation and improvement.
- l) Appreciate artistic creation and understand the language of different artistic manifestations, utilizing diverse means of expression and representation.

Specific Objectives of English as a First Foreign Language in 4^o of ESO

The following specific objectives of 4^o of ESO for English as a First Foreign Language, are based on the author's translated evaluation criteria and assessable learning standards expressed in Decree 48/2015, of May 14th, of the BOCM.

1. To prepare short, well-structured, pre-rehearsed and visually-supported presentations (e.g. PowerPoint) and individual projects on specific aspects of academic or occupational topics of interest to students, organizing basic information consistently, explaining main ideas briefly and clearly, and responding to simple questions from listeners articulating clearly and at medium speed.
2. To understand what is being said in everyday contexts and structured transactions and procedures in banks, shops, hotels, restaurants, transport, educational centers, work places) and have the ability to ask for confirmation of details.
3. To identify the main ideas and relevant details of a formal or informal conversation of a certain duration between two or more interlocutors that takes place in their presence and in which familiar or general or everyday topics are discussed, when the discourse is articulated with clarity and in a standard variety of language.
4. To understand, in an informal conversation, the explanations or justifications of points of view and opinions on various matters of personal interest, daily or less common, as well as understand the formulation of hypotheses, the expression of feelings and the description of aspects abstracts from topics like, e.g. music, cinema, literature or current affairs.
5. To understand, in a formal conversation or interview future study programs or summer work centers, relevant information and details on practical matters related to academic and occupational activities of a habitual and predictable nature, also have the ability to ask for something that has been said, to be repeated, or reformulated, clarified or elaborated.

6. To distinguish, with visual or written support, the main ideas and relevant information in well-structured presentations or talks and clear explanation on known or interesting topics related to the educational or occupational field (e.g., on an academic or popular science topics, or a conversation on vocational training in other countries).
7. To identify the main idea and significant aspects of clearly articulated television news when there is visual support to complement the discourse, as well as the essentials of well-structured and clearly articulated commercials, series and films, in a standard variety of language.
8. To comprehend and perform adequately in everyday and less common situations that may arise during a trip or stay in other countries for personal, educational or occupational reasons (transportation, accommodation, meals, shopping, studies, work, relations with the authorities, health, leisure), and know how to request attention, information, help or explanations, and claim or formal management in a simple but correct and appropriate way to the context.
9. To Participate appropriately in informal face-to-face conversations or by phone or other means, on daily or less common matters, in which they exchange information and briefly expresses and justifies opinions and points of view; narrate and describe coherently facts occurred in the past or real or invented future plans; formulates hypotheses; make suggestions; ask for and gives directions or instructions in some detail; express and justify feelings, and describe concrete and abstract aspects of topics such as music, cinema, literature or current affairs.
10. To take part in formal conversations, interviews, and academic or occupational meetings, on common topics in these contexts, exchanging pertinent information on concrete facts, asking for and giving instructions or solutions to practical problems, presenting their points of view simply and clearly, and reasoning and explaining briefly and consistently their actions, opinions and plans.
11. To identify relevant information in detailed instructions on the use of computer devices, or programs, and on the performance of activities and safety or coexistence rules in an occupational context.
12. To understand the general meaning, the main points and relevant information of announcements and communications of a public, institutional or corporate nature and clearly structured, related to matters of personal, academic or occupational interest on leisure, courses, scholarships or job offers.
13. To include personal correspondence, in any medium including online forums or blogs, in which facts and experiences, impressions and feelings are described in some detail; facts and experiences are narrated, real or imagined, and information, ideas and

opinions are exchanged on both abstract and concrete aspects of general, known or interesting topics.

14. To understand formal, official or institutional letters, faxes or emails sufficiently to be able to respond accordingly (e.g. if documents are requested to study or travel abroad).
15. To locate specific information of a specific nature in journalistic texts in any medium, well-structured and of medium length, such as glossed news; recognizing significant ideas from simple informative articles, and identify the main conclusions in clearly argumentative texts, provided that students can reread the difficult sections.
16. To understand specific information of a specific nature on web pages and other clearly structured reference or consultation materials (e.g. encyclopedias, dictionaries, monographs, presentations) on topics related to academic subjects or occupational issues related to their specialty or interests.
17. To understand the general aspects and the most relevant details of fictional texts and short contemporary literary texts, well-structured and in a standard version of the language, in which the plot is linear and can be followed without difficulty, and the characters and their relationships they are described clearly and simply.
18. To complete a detailed questionnaire with personal, academic or employment information (e.g. to become a member of an association, or to apply for a scholarship).
19. To write a resume in electronic format, following, the Europass model.
20. To take notes, messages and notes with simple and relevant information on common issues and specific aspects in the personal, academic and occupational fields within a specialized area of interest.
21. To write notes, announcements, messages and short comments, in any medium, in which they request and transmit simple information and opinions and in which they highlight the aspects that are important to them (e.g. on a website or directed to a teacher or a classmate), respecting the conventions and rules of courtesy and the netiquette.
22. To write, in a conventional format, simple, brief reports giving essential information on an academic, occupational, or less common topic (e.g. an accident), briefly describing situations, people, objects, and places; narrating events in a clear linear sequence, and simply explaining the reasons for certain actions.

Key Competences

In accordance with the author's translation of the definitions established in article 2 of Royal Decree 1105/2014, the Key Competencies are understood as the abilities applied in an integrated way into the contents of each teaching and educational stage, in order to achieve the adequate completion of activities and the effective resolution of complex problems. For the purposes of this decree, the competences of the curriculum are as follows:

- a) Linguistic communication.
- b) Mathematical competence and basic competences in science and technology.
- c) Digital competence.
- d) Learn to learn.
- e) Social and civic competences.
- f) Sense of initiative and entrepreneurial spirit.
- g) Cultural awareness and expressions.

The author's translation of the Order ECD 65/2015, of January 21, which describes the relationships between competencies, content and criteria evaluation of primary education, compulsory secondary education and tertiary education establish the following definitions of each competency in any subject. Even though all of the competences are exercised to varying degrees throughout the curriculum, for the purposes of this syllabus, the key competencies are further expanded to reiterate their substantial use in the subject of English as a First Foreign Language.

Linguistic communication in the English subject:

The linguistic, pragmatic-discursive, socio-cultural, strategic and personal components of the English language are all taken into account in the syllabus through the implementation of activities and projects that involve the following communication skills: strategies for reading, writing, speaking, listening and conversation, as well as skills related to the treatment of information, multimodal reading and the production of electronic texts in different formats.

Also incorporated are activities that focus on the adequate production and reception of messages in different social contexts, functions of language and interaction with others, which expand students' knowledge of the world and the intercultural dimension of the English language.

These types of activities and tasks also allow the individual to overcome difficulties and solve problems that arise in the communicative act. Similarly, the general cognitive, metacognitive and socio-affective strategies that the individual uses to communicate effectively are also applied in the process of learning English as a foreign language in the classroom.

Mathematical competence and basic competences in science and technology

There are also activities which practice the ability to apply mathematical, scientific, and technological reasoning to describe, interpret, and predict different phenomena. For example, using dates, ordinal numbers, sequence of events, observation of current science and technological advances through reading, listening, writing and speaking activities that help develop critical-thinking skills based on these mathematical and scientific reasonings in realistic situations. Activities in some units for example, are about scientists and scientific inventions throughout time.

Digital competence in the subject of English:

Through the completion of individual student book activities and online tasks in all of the units, in addition to the collaborative-task project, *Coping together*, students will develop the following skills:

The knowledge and management of different search engines and databases. The analysis and interpretation of the information they obtain. They will become aware of the different digital media and various communication software packages and their operation. Also, understand how technologies and the media can allow different forms of participation and collaboration for the creation of content that produce a common benefit.

In the process of content creation: they will learn how digital content can be carried out in various formats (text, audio, video, images) as well as identify the programs / applications that best adapt to the type of content they want to create. They will contribute in the knowledge of public domain (wikis, public forums, magazines), taking into account the regulations on copyright and licenses of use and publication of information.

In regards to security: they will learn the different risks associated with the use of technologies and online resources and current strategies to avoid them. Finally, they will practice problem solving skills: knowing the composition of the digital devices, their potentials and limitations in relation to the achievement of goals personal as well as knowing where to go for help solving theoretical problems and technical.

Learn to Learn competence:

This competence is characterized by the ability of the students to initiate, organize and persist in their learning process, in any given context. In this syllabus, students can practice this competence through online and printed resources, as they are allowed and encouraged to participate in the project *Coping Together*, through brainstorming and investigation of future topics and content. They will also produce their own information to help others and post it in the online platforms chosen for this project, such as creating pamphlets with measures and advice to avoid Covid-19.

The content units as well as the projects help students, first of all, to develop the ability to motivate themselves to learn about a topic and produce relevant information based on it. As they develop new skills and content, they exercise their motivation to learn autonomously and generate in themselves a sense of curiosity and creativity in finding diverse means of expression to produce the necessary tasks and content they want to focus on.

Social and civic competences in English subject:

Through the creation of the collaborative-task project, and the completion of every unit's tasks, students can get involved within their community using different real-life situations and online platforms. Thus, this whole project seeks to develop the necessary competences to understand the collective experiences and the organization and functioning of the past and present societies. Such as the social reality of the world in which students live in, its conflicts and motivations, the elements that are common and those that are different, as well as the spaces and territories in which the life of human groups develop, their achievements and problems, so as to commit themselves personally and collectively to their improvement, participating actively, effectively and constructively in any social and professional contexts.

Sense of initiative and entrepreneurial spirit

The collaborative project helps students develop this competence by allowing students to plan and design a plan of action, coordinate and create the weekly activities as Tik-Tok stories, podcast programs, and blog posts. Students have the freedom to choose and manage the type of information they want to investigate and elaborate more on it, in group and individual activities. Then, they can transform important information, into creative and imaginative content that they can share with the rest of the community through the online platforms used in *Coping together*.

The second didactic unit also contributes to develop in students the ability to adapt from completing activities in the student book to engagingly practicing content and skills through technological platforms. In the BlogQuest, *Englishtopia*, students are able to practice and self-assess their knowledge on the content and abilities related to the unit. Created as a supportive online teaching platform, students can practice through innovative ICT resources how much they know about the unit.

Cultural awareness and expressions

The content created for this syllabus incorporates American culture and current Covid-19 situations around the world. These include the activities prepared for the first didactic unit, in which students get to interact and communicate with other students from Chicago, they get to learn about US customs and current news. In every unit though, elements of art, literature, photography, theater, and dance are incorporated as reading, listening, speaking, and writing activities to make students aware of different cultural expressions around the world.

Through the weekly interviews they do for the podcasts, students exercise respect and accept cultural diversity as a rightful dialogue between societies. They also develop creative perspectives for the expression and tolerance of cultures as they create new content for *Coping Together* every week. The cultural elements of folklore, life-style, gastronomy, festivities, etc., are also taken into account as the students gather new ideas and practice different thinking strategies associated to perception, communication, sensitivity and aesthetic sense and develop creative content that can be shared with others.

Yearly Planning and Content

Based on the academic calendar shown in Article 34th of The ROYAL DECREE 1105/2015 of the BOE, there are 175 school days per academic year, including days dedicated to evaluation. Shown below, are the Community of Madrid's established school and evaluation days for the year 2019-2020.



Calendario escolar 2019-2020

Septiembre 2019							Octubre 2019							Noviembre 2019						
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
30																				

Diciembre 2019							Enero 2020							Febrero 2020						
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D
						1			1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	
30	31																			

Marzo 2020							Abril 2020							Mayo 2020						
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

Junio 2020							Julio 2020						
L	M	X	J	V	S	D	L	M	X	J	V	S	D
1	2	3	4	5	6	7			1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30						27	28	29	30	31		

A efectos académicos:

- Inicio periodo lectivo
- Día lectivo
- Día lectivo E.Infant/Casas Niños
- Día no lectivo, excepto junio en EEII
- Jornada INTENSIVA
- Día festivo/vacacional
- Otros días no lectivos
- Fiesta Madrid/Capital
- Último día lectivo
- Inicio de act. apoyo, refuerzo...
- Finalización eval. final ordinaria.

Holidays:

The holidays celebrated at Nuestra Señora de los Ángeles, as well as evaluation dates and meetings are presented below.

Year 2019

October 12th: Hispanidad Day

November 1st: All Saint's Day

December 6th: Spanish Constitution Day

December 8th: Immaculate Conception Day

Christmas Break: December 21st, 2019 -
January 7th 2020

Year 2020

February 28th – Hispanic day

April 3th – 13th: Easter Vacation

May 1st: Labour Day

May 8th: Pedro Nolasco School Patron-Saint
Day

May 15th: San Isidro Day

Evaluation Dates:

First evaluation:

- Exams: 18th – 29th of November
- Evaluation meetings: 2nd and 3rd of December
- Marks submission: December 10th

Second evaluation:

- Exams: 20th of February – 6th of March
- Evaluation meetings: 9th and 10th of March
- Marks submission: March 13th

Third evaluation:

- Exams: 18th – 29th of May
- Evaluation meetings: 1st – 2nd of June
- Marks submission: June 10th

End-of-term global evaluations:

- Ordinary global exams: 3rd – 5th of June
- Evaluation meetings: 5th and 8th of June
- Marks submission: 10th of June

English sessions per month

The groups of 4th of ESO at school have four English sessions per week, on Mondays, Tuesdays, Wednesdays, and Thursdays. One of those sessions is used for the English language assistant activities. Didactic units are usually 3 weeks long depending on the content and level of difficulty. There will be extra sessions per didactic unit dedicated to review for exams, class projects, special school and cultural activities, examinations and field-trips.

Specific Contents for 4° ESO

The author's translation of the contents for 4th of ESO found in the legislation are:

Block 1. Comprehension of oral texts
<p>Comprehension strategies</p> <ul style="list-style-type: none"> - Mobilization of previous information on the type of task and topic. - Identification of the textual type, adapting the understanding to it. - Distinction of types of understanding (general sense, essential information, main points, relevant details). - Formulation of hypotheses about content and context. - Inference and hypothesis formulation about meanings from the understanding of significant, linguistic and paralinguistic elements. - Reformulation of hypotheses from the understanding of new elements. - Use of comprehension strategies for oral messages: verbal and non-verbal context, prior knowledge of the situation, identification of key words, identification of the attitude and intention of the speaker. <p>Sociocultural and sociolinguistic aspects:</p> <ul style="list-style-type: none"> - Social conventions, courtesy rules and records; - Customs, values, beliefs and attitudes; nonverbal language.

Communication functions

- Initiation and maintenance of personal and social relationships.
- Description of physical and abstract qualities of people, objects, places and activities.
- Narration of specific and habitual past events, description of present states and situations, and expression of future events.
- Request and offer information, indications, opinions and points of view, advice, warnings and notices.
- Expression of knowledge, certainty, doubt and conjecture.
- Expression of the will, intention, decision, promise, order, authorization and prohibition.
- Expression of interest, approval, appreciation, sympathy, satisfaction, hope, trust, surprise, and their opposites.
- Formulation of suggestions, wishes, conditions and hypotheses.
- Establishment and maintenance of communication and organization of discourse.

- Discursive syntactic structures

- Oral lexicon in common use (reception) related to personal identification; housing, home and environment; daily life activities; family and friends; work and occupations; free time, leisure and sports; travel and vacation; health and physical care; education and study; shopping and commercial activities; food and catering; transport; language and communication; environment, climate and natural environment; and information and communication technologies.
- Sound, accentual, rhythmic and intonation patterns.

SPECIFIC CONTENTS

- Understand the general and specific meaning of interviews on known topics presented in a clear and organized way.
- Understanding of interpersonal communication, in order to answer immediately.
- General understanding and more relevant details of programs broadcast by audiovisual media in clear and simple language.

Block 2. Production of oral texts: expression and interaction**Production strategies:****Planning**

- Conceive the message clearly, distinguishing its main idea or ideas and its basic structure.
- Adapt the text to the recipient, context and channel, applying the appropriate register and discourse structure to each case.

Execution

- Express the message with clarity, coherence, structuring it appropriately and adjusting, where appropriate, to the models and formulas of each type of text.
- Readjust the task (undertake a more modest version of the task) or the message (compromise on what you would really like to express), after evaluating the difficulties and available resources.
- Lean on and make the most of previous knowledge (use 'prefabricated' language, etc.).
- Compensating for linguistic deficiencies through linguistic, paralinguistic or paratextual procedures:

Linguistic:

- Modify words of similar meaning.
- Define or paraphrase a term or expression.

Para-linguistic and paratextual

- Ask for help.
- Point to objects, use deictics or perform actions that clarify the meaning.
- Use culturally relevant body language (gestures, facial expressions, postures, eye or body contact, proxemics).
- Use extralinguistic sounds and conventional prosodic qualities.

Sociocultural and sociolinguistic aspects:

- Social conventions, courtesy rules and records;
- Customs, values, beliefs and attitudes; nonverbal language.
- Assessment of the personal enrichment that involves the relationship with people belonging to other cultures.
- Respect for differences of opinion on topics of interest and understanding of different sociocultural perspectives.

Communication functions:

- Initiation and maintenance of personal and social relationships.
- Description of physical and abstract qualities of people, objects, places and activities.
- Narration of specific and habitual past events, description of present states and situations, and expression of future events.
- Request and offer information, indications, opinions and points of view, advice, warnings and notices.
- Expression of knowledge, certainty, doubt and conjecture.
- Expression of the will, intention, decision, promise, order, authorization and prohibition.

- Expression of interest, approval, appreciation, sympathy, satisfaction, hope, trust, surprise, and their opposites.
- Formulation of suggestions, wishes, conditions and hypotheses.
- Establishment and maintenance of communication and organization of discourse.

Syntactic-discursive structures:

-Common oral lexicon (production) related to personal identification; housing, home and environment; daily life activities; family and friends; work and occupations; free time, leisure and sports; travel and vacation; health and physical care; education and study; shopping and commercial activities; food and catering; transport; language and communication; environment, climate and natural environment; and information and communication technologies.

-Sound, accentual, rhythmic and intonation patterns.

SPECIFIC CONTENTS

- Participation in conversations and simulations on everyday topics of personal interest for various communication purposes, showing respect for mistakes and difficulties that others may have.
- Use of spontaneous and precise responses to communication situations in the classroom.
- Understanding of interpersonal communication, in order to answer immediately.
- Use of conversational conventions in real and simulated communication activities: speaking time, change of subject, etc.
- Autonomous use of communication strategies to start, maintain and end the interaction.
- Possibility of representation of a dramatic work.
- Oral production of descriptions, narrations and explanations about diverse experiences, events and contents, taking into account the elements of cohesion and coherence.
- Assessment of the formal correction in the production of oral messages.
- Interest and initiative in carrying out communicative exchanges with speakers or learners of the foreign language, using digital media.
- Appropriate use of linguistic formulas associated with specific communication situations: courtesy, agreement, discrepancy, etc.

Block 3: Comprehension of written texts

Comprehension strategies

- Mobilization of previous information on the type of task and topic.
- Identification of the text type, adapting the understanding to it.
- Distinction of types of comprehension (general sense, essential information, main points, relevant details).
- Formulation of hypotheses about content and context.

- Inference and hypothesis formulation about meanings from the understanding of significant, linguistic and paralinguistic elements.

- Reformulation of hypotheses from the understanding of new elements.

- Consolidation of reading strategies already used.

Sociocultural and sociolinguistic aspects:

- Social conventions, courtesy rules and records;

- Customs, values, beliefs and attitudes; nonverbal language.

- Identification, knowledge and critical appraisal of the customs, norms, attitudes and values of the society whose language is studied, and respect for cultural patterns other than their own.

- Deepening in the knowledge of the most relevant cultural elements of the countries where the foreign language is spoken, obtaining the information by different means.

Communication functions

- Initiation and maintenance of personal and social relationships.

- Description of physical and abstract qualities of people, objects, places and activities.

- Narration of specific and habitual past events, description of present states and situations, and expression of future events.

- Request and offer information, indications, opinions and points of view, advice, warnings and notices.

- Expression of knowledge, certainty, doubt and conjecture.

- Expression of the will, intention, decision, promise, order, authorization and prohibition.

- Expression of interest, approval, appreciation, sympathy, satisfaction, hope, trust, surprise, and their opposites.

- Formulation of suggestions, wishes, conditions and hypotheses.

- Establishment and maintenance of communication and organization of discourse

Syntactic-discursive structures:

- Written lexicon of common use (production) related to personal identification; housing, home and environment; daily life activities; family and friends; work and occupations; free time, leisure and sports; travel and vacation; health and physical care; education and study; shopping and commercial activities; food and catering; transport; language and communication; environment, climate and natural environment; information and communication technologies.

- Graphic patterns and spelling conventions.

SPECIFIC CONTENTS

- Identification of the topic of a written text with the contextual support it contains.

- Identification of the author's intention.

- Inference of unknown meanings and information, through the interpretation of elements

linguistic and non-linguistic.

- General and specific understanding of various texts, on paper and digital media, of general interest or referring to contents of other subjects of the curriculum.
- Obtaining information from different sources, on paper, digital or multimedia support, to carry out specific tasks.
- Commented and dramatized reading of short plays or fragments of one of the indicated periods, recognizing the structure and components of the theatrical text.
- Autonomous reading of more extensive texts related to their interests.
- Approach to some relevant authors of the literatures of other countries.
- Consolidation in the use of the center's library and virtual libraries as a source of obtaining information and written production models.
- Development of reading autonomy, and appreciation for the literature of other countries as a source of pleasure and knowledge of other times and cultures to seek connections with their own culture and draw comparisons between them and those of the Spanish language.
- Recognition and assessment of major issues and comparison in their treatment in literature texts in the Spanish language.

Block 4: Production of written texts: expressions and interaction

Production strategies:

Planning

- Mobilize and coordinate their own general and communicative skills in order to effectively carry out the task (review what is known about the subject, what can or is to be said, etc.).
- Locate and properly use linguistic or thematic resources (use of a dictionary or grammar, obtaining help, etc.).
- Use of strategies in the written composition process (planning, textualization and revision).

Execution

- Express the message with clarity, coherence, structuring it appropriately and adjusting, where appropriate, to the models and formulas of each type of text.
- Readjust the task (undertake a more modest version of the task) or the message (compromise on what you would really like to express), after evaluating the difficulties and available resources.
- Lean on and make the most of previous knowledge (use 'prefabricated' language, etc.).

Sociocultural and sociolinguistic aspects:

- Social conventions, courtesy rules and records;
- Customs, values, beliefs and attitudes; nonverbal language.

Communication functions:

- Initiation and maintenance of personal and social relationships.
- Description of physical and abstract qualities of people, objects, places and activities.
- Narration of specific and habitual past events, description of present states and situations, and expression of future events.
- Request and offer information, indications, opinions and points of view, advice, warnings and notices.
- Expression of knowledge, certainty, doubt and conjecture.
- Expression of the will, intention, decision, promise, order, authorization and prohibition.
- Expression of interest, approval, appreciation, sympathy, satisfaction, hope, trust, surprise, and their opposites.
- Formulation of suggestions, wishes, conditions and hypotheses.
- Establishment and maintenance of communication and organization of discourse.

Syntactic-discursive structures:

- Written lexicon of common use (production) related to personal identification; housing, home and environment; daily life activities; family and friends; work and occupations; free time, leisure and sports; travel and vacation; health and physical care; education and study; shopping and commercial activities; food and catering; transport; language and communication; environment, climate and natural environment; information and communication technologies.
- Graphic patterns and spelling conventions.

SPECIFIC CONTENTS

- Composition of diverse texts, with vocabulary appropriate to the topic and context, with the necessary elements of cohesion to clearly mark the relationship between ideas, using the written composition process (planning, textualization and revision).
- Use with some autonomy of the appropriate register for the reader to whom the text is directed (formal and informal).
- Personal communication with speakers of the foreign language through postal correspondence or using computer means.
- Correct use of spelling and different punctuation marks.
- Interest in the careful presentation of written texts, on paper and digital media.

This is the author's translated version of the Specific English Linguistic Contents for 4° ESO

A) Language and grammar functions:

- Consolidation and use of structures and functions associated with different situations of communication.

- Describe and compare habits and lifestyles with ongoing actions. Present simple and continuous.

Used to + infinitive. Interrogative pronouns.

- Express past events related to the present or to a previous past. Past simple and continuous. Present perfect: for, since, already, yet, etc. Questions subject and object.

Markers of the speech.

- Make predictions and express intentions. Express certainty and probability. Will. Be going to / Present continuous. Temporary and conditional sentences (type I). May / might / can / can't, etc.

- Express preferences and opinions. Make and respond to invitations. I love / like / enjoy / don't like / hate / It's too..., etc. Connectors: and, because, but, so, such, both, etc. Adjectives in comparative and superlative degree.

- Express hypotheses and give advice. Conditional sentences (type II). Should / Shouldn't.

- Convey the opinions and ideas of others. Indirect speech (reported speech). Temporary expressions.

- Express processes and changes. Passive voice.

- Describe and identify things, places and people. Relative Pronouns. Relative sentences specific. Some / any compounds.

- Temporal relations, affirmation, exclamation, negation, interrogation, expression of time past, expression of the aspect.

- Expression of the modality: factuality, necessity, obligation, permission, intention.

- Expression of the quantity, space, time, mode.

B) Lexicon:

- Use of common expressions, idioms and vocabulary on topics of personal and general interest,

everyday topics and topics related to the content of other subjects in the curriculum.

- Recognition of synonyms, antonyms, "false friends" and word formation from prefixes and suffixes.

C) Phonetics:

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

- Autonomous recognition and production of different rhythm patterns, intonation and accentuation of words and phrases.

Content Division by Units

The following division of units represent the coursework that will be covered throughout the school term. The student book *Pulse 4* by Macmillan, was used as a reference for the distribution of the contents below, it was used in this syllabus because it is the supportive teaching tool used in the school Nuestra Señora de los Ángeles.

Theme		Contents:	
0	Vacation time!	<p><u>Grammar</u> Present simple and present continuous Gerunds and infinitives</p> <p><u>Vocabulary</u> Adjectives of description Comparatives and superlatives to describe places</p>	<p><u>Writing</u> Things I like to do in the summer</p> <p><u>Reading</u> Summer holidays: the best Spanish beaches and cities</p> <p><u>Listening</u> Summer holidays: where do you like going?</p> <p><u>Speaking</u> Informal PowerPoint presentation: Getting to know new people</p>
1	Key Life Skills	<p><u>Grammar</u> Present perfect with just, yet, already, for and since</p> <p><u>Vocabulary</u> Interests, skills and abilities you have</p>	<p><u>Writing</u> A blog: The challenge of a lifetime!</p> <p><u>Reading</u> Life skills: Learning to be independent</p> <p><u>Speaking and Listening</u> An informal interview for a summer camp</p>
2	Surviving in Extreme Situations	<p><u>Grammar</u> Past simple and past perfect</p> <p><u>Vocabulary:</u> Emergency situations (Hospital, and emergency related vocabulary)</p>	<p><u>Writing</u> Writing a report of an emergency/accident</p> <p><u>Reading</u> An interview with a paramedic</p> <p><u>Listening</u> A visit to the Emergency Room</p> <p><u>Speaking</u> Calling emergency services: giving information to an operator</p>
3	What the Future Holds	<p><u>Grammar</u></p>	<p><u>Writing</u></p>

		<p>Future simple, Future of intention, present continuous, present simple</p> <p><u>Vocabulary</u></p> <p>Personal and professional skills necessary for jobs and study programs</p>	<p>Writing a Europass style resume for your future job interviews.</p> <p>Reading</p> <p>Deciding between two paths: working or studying?</p> <p>Listening</p> <p>Radio chat: what's your vocation?</p> <p>Speaking</p> <p>Job interviews</p>
4	All About Our Online Identities	<p><u>Grammar</u></p> <p>Modals of deduction, possibility, obligation and prohibition</p> <p><u>Vocabulary</u></p> <p>Personal information related to online identities and online jargon</p>	<p><u>Writing</u></p> <p>Creating your own LinkedIn profile</p> <p>Texting friends</p> <p>Writing formal and informal emails</p> <p>Reading</p> <p>How are our online identities saved in the cloud?</p> <p>Listening</p> <p>Online threats: beware of identity fraud and theft</p> <p>Speaking</p> <p>The elements of debating: listening and constructing arguments and opinions</p>
5	Technology and Inventions	<p><u>Grammar</u></p> <p>Passive voice</p> <p><u>Vocabulary</u></p> <p>Innovations throughout history (vocabulary related to technology and technological devices)</p>	<p><u>Writing</u></p> <p>Elements of a formal letter</p> <p>Reading</p> <p>Innovators in a timeline</p> <p>Listening</p> <p>World famous entrepreneurs</p> <p>Speaking</p> <p>What kinds of technology are used in our homes today?</p>
6	Healthy Measures and Positive Communication	<p><u>Grammar</u></p> <p>Zero, first, and second conditional</p> <p><u>Vocabulary</u></p> <p>Phrasal verbs of relationships</p>	<p><u>Writing</u></p> <p>A Chain of events: consequences and possible outcomes of our actions</p> <p>Reading</p>

		Health measures and related terms	<p>Coronavirus News from people in the U.S.A.</p> <p>Listening</p> <p>New York Time's daily news podcast</p> <p>Speaking</p> <p>How can we cope with the quarantine? Sharing opinions and brainstorming for solutions</p> <p>Project introduction:</p> <p><i>Coping together</i>, creating supportive platforms to connect with others</p>
7	Entertainment and the Media	<p>Grammar</p> <p>Reported Speech</p> <p>Time expression in indirect speech</p> <p>Vocabulary</p> <p>Verbs frequently used in reported speech</p> <p>Vocabulary related entertainment and the media</p> <p>ICT practice</p> <p>Practice reported speech through online platforms</p> <p>What is fake news? Finding online credible sources and information to carry out specific tasks</p>	<p>Writing</p> <p>Survey and report on personal entertainment choices</p> <p>Reading</p> <p>Famous faces: an interview with Ester Expósito and Miguel Bernardeau</p> <p>Learning about famous American artist: Ariana Grande</p> <p>Listening</p> <p>What is fake news?</p> <p>A podcast on Ariana Grande's latest single</p> <p>Speaking</p> <p>Requesting information in informal interviews about personal preferences and choices of entertainment</p> <p>Project continuation</p> <p>Research and development of online content on the blog, podcast, and Tik-Tok for <i>Coping Together</i></p>
8	Modes of Communication and Advertising	<p>Grammar</p> <p>Relative and indefinite pronouns</p> <p>Vocabulary</p> <p>Advertising online</p> <p>commonly confused Verbs</p>	<p>Writing</p> <p>Are social media ads violating our private rights? Writing an essay with arguments using credible sources of information</p> <p>Reading</p>

			<p>Newspaper adverts and articles: identifying important information in the reading.</p> <p><u>Listening</u></p> <p>Advertisements in the making</p> <p><u>Speaking</u></p> <p>Formal newscast, presenting the news</p> <p><u>Project continuation</u></p> <p>Research and development of online content on the blog, podcast, and Tik-Tok for <i>Coping Together</i></p>
9	A Global Review	<p><u>Grammar</u></p> <p>Practicing general grammar content from the course</p> <p><u>Vocabulary</u></p> <p>Practicing past vocabulary content</p>	<p><u>Writing</u></p> <p>A table of past contents by memory</p> <p><u>Reading</u></p> <p>Types of English examinations and language certifications.</p> <p><u>Listening</u></p> <p>Tips for active listening and communicating assertively</p> <p><u>Speaking</u></p> <p>Best studying skills and habits you have used before that will work in your future</p>

Course Timetable

The units presented above will be programmed to follow this timetable:

First Trimester Programming:

September	October	November	December
1st – 7th	1st – 7th	1st – 7th	1st – 7th
Summer holidays	3 sessions: Unit 1 1. Vocabulary 2. Writing 3. Grammar introduction	4 sessions: Unit 2 1.Vocabulary 2.Grammar introduction 3.Listening 4.English language Assistant	3 sessions 1. Field trip to Museo del Prado 2. Individual project introduction 3. English language Assistant
8th – 14th	8th – 14th	8th – 14th	8th – 14th
2 sessions: Starter Unit: 1.Vocabulary 2.Reading	4 sessions: Unit 1 1. Speaking 2. Reading 3. Listening 4. English language Assistant	4 sessions: Unit 2: 1. Grammar practice 2. Exam Review 3. Unit 2 exam 4. English language Assistant	3 sessions: 1. Individual project prep time 2. Project presentations 3. Project presentation
15th – 21st	15th – 21st	15th – 21st	15th – 21st
4 sessions: Starter Unit: 1. Listening 2. Writing 3. Grammar introduction 4. September 20th Peace day activities	4 sessions: Unit 1: 1. Grammar review 2. Exam Review 3. Unit 1 exam 4. English language Assistant	4 sessions: Unit 3 1.Vocabulary and speaking 2.Grammar introduction 3.Listening 4.English language Assistant	4 sessions: 1.English language Assistant 3 sessions dedicated to winter and Christmas school activities
22nd – 28th	22nd – 28th	22nd – 28th	22nd – 28th
4 sessions: Starter Unit: 1. English language Assistant 2. Grammar review 3. Speaking 4. Starter Unit exam	4 sessions: Unit 2: 1. Grammar introduction 2. Vocabulary 3. Reading 4. English language Assistant	4 sessions: Unit 3 1. Grammar practice 2. Writing and reading 3. First Trimester evaluation 4. English language Assistant	Winter holidays
29th – 31st	29th – 31st	29th – 31st	29th – 31st
1 session: 1. English language assistant	3 sessions: Unit 2 1. Speaking and Listening 2. Writing 3. Halloween activities		Winter holidays

Second Trimester Programming:

January	February	March
1st – 7th	1st – 7th	1st – 7th
Winter holidays	4 sessions Unit 5 1. Listening 2. Speaking 3. Writing 4. English language Assistant	4 sessions: Unit 6 1. Vocabulary and speaking 2. Grammar: zero, first conditional 3. English language Assistant 4. Women's international day activities
8th – 14th	8th – 14th	
4 sessions: Unit 4 1. Grammar introduction 2. Writing 3. Vocabulary 4. English language Assistant	4 sessions: Unit 5 1. Vocabulary 2. Grammar introduction 3. Writing 4. English language Assistant	
15th – 21st	15th – 21st	
4 sessions: Unit 4 1. Speaking 2. Writing and grammar practice 3. Listening 4. English language Assistant	4 sessions: Unit 5 1. Speaking and listening 2. Grammar practice 3. Group Project 4. English language Assistant	
22nd – 28th	22nd – 28th	
4 sessions Unit 4 1. Individual presentations 2. Exam review 3. Unit 4 exam 4. English language Assistant	4 sessions: Unit 5 1. Coping together Project 2. Exam review 3. Unit 5 Exam 4. English language Assistant	
29th – 31st	29th – 31st	
2 sessions: Unit 5 1. Vocabulary 2. Reading	Hispanic holiday weekend	

Third Trimester Programming:

March	April	May	June
1st – 7th	1st – 7th	1st – 7th	1st – 7th
	2 sessions: Unit 7 1. Oral tests 2. Unit 7 written exam	3 sessions: 1. English language Assistant 2. Sessions used to prepare for Pedro Nolasco's Day	4 sessions: 1. June 1st: LGBT Gay Pride day activities 2. Review session for global examinations 3. English language Assistant 4. Global ordinary examinations
8th – 14th	8th – 14th	8th – 14th	8th – 14th
4 sessions: Unit 6 1. Vocabulary 2. Grammar: Zero and First conditional 3. Introduction to the collaborative project and writing 4. English language Assistant	Easter Break	4 sessions: Unit 9 1. Vocabulary 2. Grammar introduction 3. Listening and speaking 4. English language Assistant	4 sessions: 1. Coping together Project 2. English language Assistant 3. English cultural immersion week activities 4. English cultural immersion week activities
15th – 21st	15th – 21st	15th – 21st	15th – 21st
4 sessions: Unit 6 1. Grammar: second conditional 2. Coping together Project: creating our first Coping Together posts 3. Unit 6 exam 4. English language Assistant	4 sessions: Unit 8 1. Vocabulary 2. Reading 3. Grammar Introduction 4. Grammar continuation	4 sessions: Unit 9 1. Grammar practice 2. Reading 3. Writing 1. English language Assistant	3 sessions: End-of school activities
22nd – 28th	22nd – 28th	22nd – 28th	22nd – 28th
4 sessions: Unit 7 1. Grammar Intro 2. Vocabulary: reporting verbs 3. Grammar: temporary expressions 4. Listening and writing	4 sessions: Unit 8 1. Speaking & Writing 2. Book day – April 23rd 3. Listening 4. English language Assistant	4 sessions: Unit 9 1. Coping together Project 2. Exam review 3. Third trimester exam 4. English language Assistant	Summer holidays
29th – 31st	29th – 31st	29th – 31st	29th – 31st
2 sessions: Unit 7 1. English language Assistant: speaking activities 2. Reading and writing	2 sessions: Unit 8 1. Coping together Project 2. Unit 8 Exam		

Methodology

The following methodologies have been adapted from their original versions and will be used in the classroom in the following ways:

Project-Based Learning:

According to Blumenfeld et al., (1991) project-based learning is a way of engaging students to investigate and find solutions to real-world problems by “refining questions, debating ideas, making predictions, designing plans, collecting data, drawing conclusions, communicating their ideas, and creating artifacts” (Blumenfeld et al., 1991, p. 371).

In other words, projects are used as a medium to teach academic content in natural and real-life contexts and are less prescribing than past traditional methods. Blumenfeld et al., (1991), refers to *artifacts* or products as the content students develop, in the case of the project developed in this syllabus, students have to write informative blog posts, create relevant Tik-Tok videos, podcast interviews and informative episodes using useful and realistic content to help inform the community around them.

The part of the first didactic unit which introduces the project, *Coping Together*, came to life having this framework in mind, as the current world-wide reality of the Covid-19 pandemic has forced us to change our lifestyles in extreme ways. I found that it was a necessary topic to teach to students and elaborate on it through meaningful and realistic activities to help the current state of affairs. This current event has had an immediate impact on people around the globe and will continue to impact future generations, as governments are beginning to reform educational laws that will affect the future of education, as they try to protect the health of students. Not only does this theme comply with the general objectives found in the BOCM for 4th of ESO which state that students should learn about health-related issues and protection of the environment, but also relate to the social and civic competence as they learn and experience the reality of the world in which they live.

Although the project is set in current time, the content related to the pandemic will have to be adapted for future teaching, as it is understandable that the state of affairs will be different. The name of the project would change, as it would have to be adapted to the current context of the time. The activities would also change, but overall, the theme of the pandemic, and the state of alarm that many countries have lived throughout the world, will be included as a historical event that changed the contexts of education, the workplace, and lifestyles of the population in general.

The content students produce will be geared towards the situations happening around them at the time they begin the project. The themes or areas of focus include, news that affect them, general recommendations to give to the community, contribute in any form of participation in the service of the community, such as, finding a problem that is affecting their community and address it through collaborative investigation, elaborating hypotheses, coming to conclusions based on observation and research and sharing their opinions and ideas as an option to help their community in solving issues.

In the future, teachers from other disciplines such as Spanish Literacy, or History would be able to participate in order to arrange a wider net of social collaboration with public organizations. Teachers could arrange opportunities for students to be able to work with public organizations such as cultural centers, or *centros para mayores*, where they could volunteer or provide any help needed. They could interview elderly people from the centers, the staff, or anyone who wishes to contribute to inform the community with useful and practical content. They could even offer to advertise for them in our online platforms, and provide general information about the public opportunities available in the Villaverde area. This information would be shared in English primarily, but Spanish would be used when necessary to communicate with people from the community that do not speak English.

Collaborative Learning:

Based on Vygotsky's Social Constructivist ideas and Cooperative Language Learning (CLL), Olsen and Kagan (1992) propose the following key elements of successful Collaborative Learning activities:

- There is positive interdependence within group members, building supportive environments to help each other and collaboratively produce a final product.
- There is group formation selected by the teacher, to have heterogeneous groups.
- There is individual accountability: meaning that everyone has the responsibility of performing their duties or elaborating their parts in the project.
- Social skills are developed through collaborative tasks as students learn to interact with each other.
- There is structuring and structures in the organization of student work and interaction.

Thus, the activities made in every didactic unit implement these elements as they create new content. Through interviews, discussions in pairs, small group discussions, whole-class discussions and solve-group-share, students will be able to learn together as they practice in the second didactic unit and plan, organize and create content on the online collaborative project.

Task-Based Language Teaching (TBLT):

The concept of task-based learning was first introduced as a response to the Communicative Language Teaching (CLT), which also focuses on function and meaning,

but TBLT has a *task* or *goal* to accomplish at its core. Having in mind the framework established by Willis (2007), the communicative tasks that students develop in the online platforms for the project *Copying Together*, have as first priority, the elaboration and distribution of content that is relevant and helpful to the community of Madrid and other areas of the world. This same methodology is also employed through the rest of the content units, as shown in the second didactic unit for unit 7, *Entertainment and the Media*.

Following David Nunan's (2004) postulations, the activities and projects created in this syllabus follow the framework of TBLT are represented by Nunan's diagram:

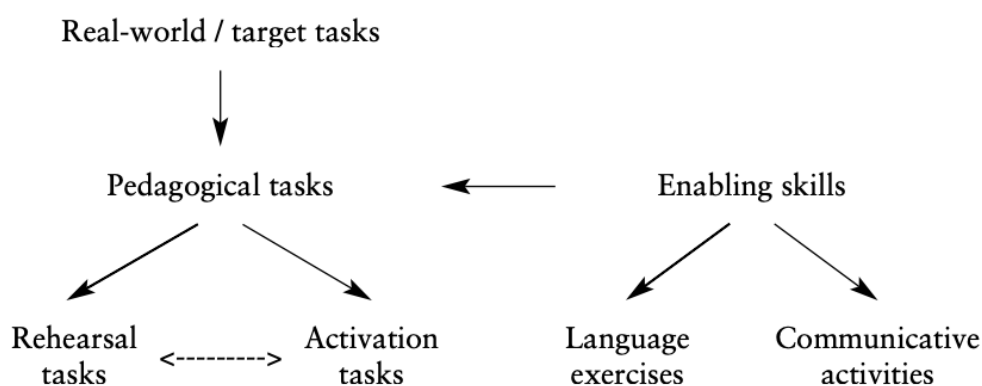


Figure 1. Framework of TBLT. Task-Based Language Teaching: A Comprehensively Revised Edition of Designing Tasks for the Communicative Classroom, Cambridge Language Teaching Library, from Nunan (2004).

Students will have to analyze real-world problems (such as the pandemic or other social issues), elaborate plans of action, set and complete individual and groups goals or tasks in order to address the social problems that may be arising from those said problems. The project is based to target current state of affairs, and this year, it involves the consequences of the pandemic and quarantines around the world. On a weekly basis, students will be responsible for creating new content and language based on the prior knowledge they have of English using different linguistic forms in order to tackle a specific issue and/or task.

Since student-made content will be created and posted online, students will have the opportunity to auto-correct and peer-review each other's knowledge on grammar, vocabulary, and semantic elements of language. They will practice using different modes of communication to produce new content based on writing, reading, speaking and listening tasks found in both didactic units (Unit 6 and 7). They will have to discuss, negotiate, create and adapt information so it can be uploaded to the online platforms. Other ways in which this approach will be applied in the classroom are by practicing different language forms individually, by playing online games, testing their knowledge through online quizzes, or by creating their own information/content and sharing it with others in class.

Evaluation

The author's translation of the articles 10 and 12 of the DECREE 48/2015 of the BOCM presented below, state that the evaluation for students' learning process in 4° of ESO will be continuous, formative and inclusive. Also, at the end of their fourth year, students will take a final global evaluation which enables them to complete the compulsory secondary education stage for all of the core disciplines they have studied. Taking those considerations into account, evaluation will take place in the following ways. This table shows the percentages of all forms of evaluation:

Content	Percentage
Class attendance and participation in discussions and activities	15%
Homework and online tasks	25%
Individual presentations and collaborative projects	30%
Unit examinations:	30%
Formal written test	(20%)
Oral test	(10%)

Evaluation will be done through class participation, completion and correction of weekly homework and online tasks. These assignments will be checked depending on the assignment itself, for example, simple daily tasks will be checked using a yes/no completion checklist and class participation will be checked through observation. At the end of the trimester, students will receive a percentage mark for their participation.

A correction mark will be given for important homework and online assignments which are meant to assess their progress. For example, when students do the online tasks and activities, they will receive an immediate mark/result when they complete it, and this mark gets saved in the online platforms (e.g., Kahoot, Quizizz, EdPuzzle, Google Forms, and Microsoft forms). All of these tasks will be averaged at the end of the trimester to give students a "homework and online tasks" mark. Also, the homework that students do on paper, will be checked by me on a weekly basis. For the activities we use from *Englishtopia*, this rubric will be used on a weekly-basis, to assess their progress continuously and see if students need extra help with the content of the unit or help navigating through the different ICT platforms. All four criteria will be weighed equally.

Rubric to evaluate the performance of students in the blog.

	0-1 Insufficient	2 - Sufficient	3 - Good	4 - Excellent
Level of understanding of the rules of reported speech.				
Correct application of the grammar rules through the tasks provided.				
Ability to navigate through the different online platforms autonomously.				
Student completes tasks on time and provides evidence of their work.				

Every unit will also have a formal written and oral examination which will assess student’s knowledge of the content, competencies, and specific objectives stated earlier in the syllabus. There is also an oral test for every unit, and its rubric has evaluation criteria based on the theory of communicative competence denoted by Pilleux (2001) and on the views of evaluation of oral discursive competence that Nuñez (2008) establishes.

The oral test examines the communicative linguistic competence of oral discourse in 4th ESO students. The purpose of this test is to assess the student's ability to communicate and adapt to what their partner expresses. Also, the criteria found in this rubric are summative and will be weighed equally, so student’s performance mark will be based on the amount of points they get on each of them.

The first rubric presented on page 44 will be used to guide the examination process and to ensure that each student is evaluated by the same criteria. The rubric evaluates the levels of coherence, morphosyntactic correction, argument construction, lexical-syntactic correction, phonological-phonological correction and clarity in the exchange of ideas. All of these aspects would be expressed and explained to the students in advanced so they understand what will be assessed in an oral test. These tests are going to be based on role-play in realistic contexts, and in pairs, students have to have conversations such as: job interviews, informal interviews, expressing their opinions, agreeing/disagreeing with someone, having a phone-call to the emergency services, etc. which are based on the content each unit has.

This tool can be used and adapted by any teacher who seeks to evaluate their students in oral discourse for any type of oral activity. The criteria and content can also be adapted, as this was originally planned for an activity that is feasible in pairs. The criteria of this rubric can change to assimilate different activities or contents, as needed, since it follows the theoretical foundation on linguistic competence created by previous authors, such as Nuñez (2008).

The first and second criterion are based on *coherence* and *logic* in terms of understanding and expressing ideas specifically geared towards the successful completion of the task.

The third criterion measures the level of *morphosyntactic correction* of the student in his performance. This assesses your ability to self-correct your own grammatical errors and / or adapt to your partner's possible expression of grammatical errors.

The fourth criterion measures the *lexico-syntactic correction* in the production of each student. It also tests the student's vocabulary knowledge, the use of synonyms and antonyms (without constant repetitions), and the ability to use complex metaphorical expressions and advanced vocabulary.

The fifth criterion evaluates the level of cohesion from the abilities of *relevance* and *clarity* with which the student expresses himself, taking into account the adaptation and connection of his ideas to those of his partner, the way they communicate their disagreements, follow the thread of conversation, and giving realistic and orderly answers in the expression of ideas.

The second rubric on page 45 will be used as a general observation tool to assess individual student performance and group performance in the project *Coping Together*. This collaborative project is based on the contribution/participation of individual students and small groups and it is impossible to separate one from the other. Consequently, this instrument will help me assess students individually and group's performance at the same time, on the basis of individual performance and contribution, group collaboration and organization, and the quality of the content produced by the group. All four criteria will be weighed equally.

Rubric to evaluate levels of performance in oral tests					
Categories	0-1 – Deficient 0 points	2 – Needs improvement 2 = 0.5 points	3 – Acceptable 3 = 1 point	4 – Good 4 = 1.50 points	5 – Excellent 5 = 2 points
Student’s level of coherence as they understand and follow the logic of the speaking activity with their partner	The student does not demonstrate any coherence in the expression of ideas as they cannot understand or follow their partner’s arguments.	The student makes an effort of expressing their ideas but they are not well founded when interpreting classmates’ arguments.	The student demonstrates an acceptable level of expression of basic ideas and follows the thread of arguments.	The student demonstrates a clear level of coherence in the expression of ideas and understand classmates’ arguments.	The student demonstrates an eloquent and creative expression of ideas based on the ability to predict possible agreements and disagreements from their partner.
Student’s level of coherence in the construction of their ideas using the content from the unit	The student cannot participate in the activity as they lack basic communicative skills and cannot present clear ideas related to the content.	Student has some knowledge of the content being asked for, but repeats themselves or loses the main points from the content.	Student is able to synthesize the information that their classmates’ present and shows minor loses of unity in the content being presented.	Student is able to synthesize their information/content well and can present their points and opinions with clear introductions, and coherence.	Student recognizes the implicit knowledge of their classmates and demonstrates great communicative and synthesizing skills to ensure they are understood by their partner as they use the content from the unit.
Student’s level of morphosyntactic correction in their performance	The student has many grammar errors, and or produces incomplete phrases.	The student provides complete phrases but with some grammatical errors.	The student produces grammatically correct sentences.	The student produces more grammatically complex phrases, avoiding impersonal sentences.	Student produces syntactically rich phrases with the correct use of different tenses. They also produce a correct use of pronouns.
Student’s level of lexico-syntactic correction in their performance	The student repeats the same vocabulary over and over and demonstrates a very limited lexicon in their word choice.	The student presents some level of lexicon but still present generic and imprecise vocabulary.	The student presents an acceptable use of lexicon and avoids repeating themselves by using some synonyms.	The student can deduce what is the meaning of unknown vocabulary based on the context and can produce in few instances incorrect phrases using them.	The student can understand the metaphorical, complex vocabulary presented and can produce correct and complex arguments utilizing advanced vocabulary and grammar.
Student’s level of cohesion through pertinence and clarity in the exchange of ideas, agreements and disagreements	In the exchange of communication student is unable to adapt or stay on topic when their partner presents new ideas.	Student can adapt their expressions but doesn’t provide the right amount of truthful or pertinent information for a correct exchange of information to be made.	Student presents some amount of truthful and pertinent information when expressing their ideas but does not invite their partner by asking questions or making suggestions.	The student can present extra well ordered, truthful, and clear ideas which help establish a meaningful, and relevant conversation with their partner.	Student can present a variety of well ordered, truthful, and clear ideas to facilitate their classmates comprehension and creation of a realistic, natural conversation involving the context and content being assessed.

Levels of performance in the Collaborative-Task project: <i>Coping Together</i>					
Criteria	0-1 - Insufficient	2 - In development	3 - Good	4 - Very good	5 - Excellent
Prior investigation and student knowledge on the subject	Student does not investigate any information necessary on the subject.	Student finds superficial or scarce information on the subject.	Student finds and presents adequate knowledge on the subject.	Student demonstrates adequate knowledge but lacks deeper, more meaningful information on the subject.	Student demonstrates exceptional knowledge, and shares necessary and meaningful information with their classmates to teach the topic.
Incorporation of ICTs creatively and with meaning in the organization and planning of content	Student does not use ICT tools creatively or does not know or care to learn to use them.	Student uses basic ICT tools, but there is no order, creativity and there are many errors in grammar and spelling.	Student uses ICT tools meaningfully and correctly, with minimal grammar and spelling mistakes.	Student uses common ICT tools creatively and with meaning in the subject or content, without spelling mistakes.	Students use tools in a creative and original way, showing mastery of different platforms and resources online that are different from the common ones. (Microsoft office)
Collaboration and expression of ideas and opinions on the subject with their group members while coordinating and planning content	The group does not present ideas or opinions on the subject, or do not collaborate with each other to create new content.	The group present some basic ideas but do not expand them or provide suggestions or opinions.	The group present ideas, opinions and suggestions appropriately and elaborate on them.	Student presents meaningful ideas and opinions, that are well formulated, and critically based on their prior investigation.	Student presents concrete and meaningful ideas and opinions and involves colleagues to have a discussion on the subject, accepting and adapting to necessary changes.
Use of the necessary language and creative ICTs in the content students develop and post online.	Student uses inappropriate language and expresses themselves using inconsistent linguistic forms in the online platforms.	Student uses very basic and short phrases or descriptions, they have important errors in the linguistic forms used in their posts/online content.	Student uses good language, communicating with clear and correct linguistic forms in the content they post online.	Student uses varied and intelligible language, develops interesting and creative content, expressing correct linguistic forms.	Student uses exceptional language with advanced linguistic forms, such as metaphorical or advanced vocabulary, and develops engaging and creative content in the online platforms.

This is the author's translation of Evaluation Criteria for 4th of ESO:

All forms of evaluation criteria stated above were based and adapted from the translated evaluation criteria and assessable learning standards for 4th of ESO found in the DECREE 48/2015 of the BOCM, which are stated here:

Block 1. Comprehension of oral texts**Evaluation criteria:**

Identify the general meaning, essential information, main points and most relevant details in short or medium-length oral texts, clearly structured, and transmitted in a lively manner or by technical means and articulated at medium speed, in a formal register, informal or neutral, and dealing with concrete or abstract aspects of general themes, on everyday matters in current or less common situations, or on their own interests in the personal, public, educational and occupational / labor fields, provided that the acoustic conditions do not distort the message and they can listen to what has been said.

Recognize and know how to apply the appropriate strategies to understand the general meaning, essential information, main points and ideas or relevant details in the text.

Identify and use the sociocultural and sociolinguistic aspects related to daily life (study habits and activities, work and leisure), living conditions (habitat, socio-economic structure), interpersonal relationships (generational, between men and women, in the educational, occupational and institutional fields), behavior (postures, facial expressions, use of the voice, eye contact, proxemics), and social conventions (attitudes, values).

Distinguish the most relevant communication function or functions of the text and a repertoire of its most common exponents, as well as frequently used discourse patterns related to the organization and expansion or restructuring of information (e.g. new versus known; exemplification; summary).

Apply to the understanding of the text their knowledge about the constituents and the organization of syntactic and discursive patterns frequently used in oral communication, as well as their associated meanings (e.g. an interrogative structure to express surprise).

Recognize commonly used oral vocabulary related to everyday affairs and general topics or related to their own interests, studies and occupations, and a limited repertoire of expressions and idioms often used when context or visual support facilitate understanding.

Differentiate commonly used sound, accent, rhythmic and intonation patterns, and recognize the general communicative meanings and intentions related to them.

Assessable learning standards:

1. Grasps the main points and relevant details of clearly articulated recorded or live voice messages that contain instructions, prompts or other information, including technical information (e.g. on answering machines, or on how to carry out an experiment in class or how to use a machine or device in the occupational setting).
2. Understands what is said in daily and structured transactions and procedures (e.g. in banks, shops, hotels, restaurants, transport, educational centers, work places), or less common (e.g. in a pharmacy, a hospital, a police station or a public body), if you can ask for confirmation of some details.
3. Identifies the main ideas and relevant details of a formal or informal conversation of a certain duration between two or more interlocutors that takes place in their presence and in which familiar or general or everyday topics are discussed, when the discourse is articulated with clarity and in a standard variety of language.
4. Understands, in an informal conversation in which they participate, explanations or justifications of points of view and opinions on various matters of personal interest, daily or less common, as well as the formulation of hypotheses, the expression of feelings and the description of aspects abstracts from topics like, music, cinema, literature or current affairs.
5. Understands, in a formal conversation, or interview in which they participate (e.g. in study or work centers), relevant information and details on practical matters related to academic and occupational activities of a habitual and predictable nature, whenever they can request that something that has been said is repeated, or reformulated, clarified or elaborated.
6. Distinguishes, with visual or written support, the main ideas and relevant information in well-structured presentations or talks and clear expression on known or interesting topics related to the educational or occupational field (e.g. on an academic or popular science topic, or a talk on vocational training in other countries).
7. Identifies the main idea and significant aspects of clearly articulated television news when there is visual support to complement the discourse, as well as the essentials of well-structured and clearly articulated commercials, series and films, in a standard variety of language, and when the images facilitate understanding.

Block 2. Production of oral texts: expression and interaction

Evaluation criteria:

Produce short or medium-length texts, both in face-to-face conversation, by phone or other technical means, in a formal, neutral or informal register, in which information, ideas and opinions are exchanged, that are justified in a simple but adequate way, the motives for actions and plans. Hypotheses are formulated, although sometimes there are hesitations as they think of expressions, pausing to reformulate and organizing the discourse. If it is necessary, to repeat what has been said to help the interlocutor understand some details.

Recognize and know how to apply the most appropriate strategies to produce short or medium-length monological or dialogical oral texts, with a simple and clear structure, utilizing the resources available and limiting their expression; resorting, among others, to procedures such as the simple definition of elements for which they do not have the precise words, or starting again with a new strategy when communication fails.

Incorporate the acquired sociocultural and sociolinguistic knowledge related to interpersonal relationships and social conventions in the personal, public, educational and occupational / labor spheres into the production of monological or dialogical oral texts, selecting and providing necessary and pertinent information, adjusting the expression appropriately to the addressee, the communicative purpose, the subject matter and the communication channel, and expressing opinions and points of view with the necessary courtesy.

Carry out the functions required by the communicative purpose, using a repertoire of common exponents of these functions and the usual discursive patterns to start and end the text appropriately, organize the information clearly, expand it with examples or summarize it.

Show good control, although with some influence from the first language or others, over a wide repertoire of common syntactic structures, and select the appropriate elements of coherence and textual cohesion to organize the discourse in a simple but effective way.

Know and use oral lexicon in common use relating to everyday affairs and general topics or related to their own interests, studies and occupations, and a limited repertoire of expressions and idioms of frequent use.

Pronounce and vocalize the sentences in a clear and understandable way, when the interlocutors need repetitions in the case of infrequent words and structures or where errors of articulation are made, as long as there is no interruption in the communication.

Maintain the rhythm of the discourse with sufficient fluency to make the message understandable when the interventions are brief or of medium length, although there may be pauses, occasional hesitations or reformulations of what they want to express in less habitual situations or in longer interventions.

Interact in a simple but effective way in clearly structured exchanges, using the usual formulas or instructions to take or give, whenever the interlocutor's help may be needed.

Assessable learning standards:

1. Makes short, well-structured, pre-rehearsed and visually-supported presentations (e.g. PowerPoint, oral interviews and discussions) on specific aspects of academic or occupational topics of interest to them, organizing basic information consistently, explaining main ideas briefly and clearly, and responding to simple questions from listeners articulating clearly and at medium speed.
2. Performs adequately in everyday and less habitual situations that may arise during a trip or stay in other countries for personal, educational or occupational reasons (transport, accommodation, meals, shopping, studies, work, relations with the authorities, health, leisure), and can ask for attention, information, help or explanations, and make a claim or formal management in a simple but correct and appropriate way to the context.
3. Participates appropriately in informal face-to-face, telephone conversations or other technical means, on daily or less common matters, in which information is exchanged and briefly expresses and justifies opinions and points of view; narrates and describes in a coherent way past events or real or invented future plans; formulates hypotheses; makes suggestions; asks for and gives directions or instructions in some detail; expresses and justifies feelings, and describes concrete and abstract aspects of topics such as music, cinema, literature or current affairs.
4. Takes part in formal conversations, interviews and meetings of an academic or occupational nature, on common topics in these contexts, exchanging pertinent information on specific facts, asking for and giving instructions or solutions to practical problems.

Block 3. Comprehension of written texts

Evaluation criteria:

Identify essential information, the most relevant points and important details in texts, both in printed and digital format, short or medium-length and well structured, written in a formal, informal or neutral register, dealing with everyday or less common issues, of topics of interest or relevant to their own studies, occupation or work and that contain structures and a lexicon of common use, both general and more specific.

Identify and know how to apply the most appropriate strategies for understanding the general meaning, essential information, main points and ideas or relevant details in the text.

Know, and use for the understanding of the text, the sociolinguistic aspects related to daily life (habits and activities of study, work and leisure), living conditions (habitat, socio-economic structure), interpersonal relationships (generational, or in the educational, occupational and institutional environment), and social conventions (attitudes, values), as well as general cultural aspects that allow understanding the information and ideas present in the text (e.g. of a historical or literary nature).

Distinguish the most relevant communication function or functions of the text and a repertoire of its most common exponents, as well as frequently used discourse patterns related to the organization and expansion or restructuring of information (e.g. new versus known; exemplification; summary).

Recognize, and apply to the understanding of the text, the constituents and organization of frequently used syntactic structures in written communication, as well as their associated meanings (e.g. an interrogative structure to express surprise).

Recognize commonly used written vocabulary related to everyday affairs and general topics or related to their interests, studies and occupations, and a limited repertoire of expressions and idioms often used when context or visual support facilitate understanding.

Recognize major formatting, typographic, spelling, and punctuation conventions, as well as commonly used and more specific abbreviations and symbols (e.g. &, ¥), and their associated meanings.

Assessable learning standards:

1. Identifies relevant information in detailed instructions on the use of computer devices, devices or programs, and on the performance of activities and safety or coexistence rules (e.g. in a cultural event, in a student residence or in an occupational context) .
2. Understands the general meaning, the main points and relevant information of announcements and communications of a public, institutional or corporate nature and clearly structured, related to matters of personal, academic or occupational interest (e.g. on leisure, courses, scholarships, job offers).
3. Includes personal correspondence, in any medium including online forums or blogs, in which facts and experiences, impressions and feelings are described in some detail; facts and experiences are narrated, real or imagined, and information, ideas and opinions are exchanged on both abstract and concrete aspects of general, known or interesting topics.
4. Understands letters, faxes or emails of a formal, official or institutional nature to be able to react accordingly (e.g. if documents are requested for a study abroad program).
5. Easily locate specific information of a concrete nature in journalistic texts on any medium, well-structured and of medium length, such as glossed news; recognizes meaningful ideas from simple informative articles, and identifies the main conclusions in clearly argumentative texts, whenever you can reread difficult sections.
6. Understands specific information of a specific nature on Web pages and other reference or consultation materials that are clearly structured (e.g. encyclopedias, dictionaries, monographs, presentations) on topics related to academic subjects or occupational issues related to their specialty or interests.
7. Understands the general aspects and the most relevant details of fictional texts and short contemporary literary texts, well-structured and in a standard variant of the language, in which the plot is linear and can be followed without difficulty, and the characters and their Relationships are clearly and simply described.

Block 4. Production of written texts: expression and interaction

Write, on paper or in electronic support, short or medium length, coherent and clearly structured texts, on topics of personal interest, or daily or less common matters, in a formal, neutral or informal register, using the cohesion resources appropriately, the most common spelling conventions and punctuation marks, and showing reasonable control of

expressions, structures and a frequently used lexicon, both general and more specific within the area of specialization or interest.

Understand, select and apply the most appropriate strategies to prepare short or medium-length written texts, such as, rephrasing structures from other texts with similar communicative characteristics and purposes, or rewriting previous drafts.

Incorporate the acquired sociocultural and sociolinguistic knowledge related to interpersonal relationships and social conventions in the personal, public, educational and occupational / labor spheres into the production of the written text, selecting and providing necessary and pertinent information, appropriately adjusting the expression to the recipient, to the communicative purpose, to the topic and to the textual support, and expressing opinions and points of view with the necessary courtesy.

Carry out the functions required by the communicative purpose, using a repertoire of common exponents of these functions and the usual discursive patterns to start and end the written text appropriately, organize the information clearly, expand it with examples or summarize it.

Show good control, although with some influence from the first language or others, over a wide repertoire of common syntactic structures, and select the appropriate elements of coherence and textual cohesion to organize the discourse in a simple but effective way. Know and use commonly used written vocabulary related to everyday affairs and general topics or related to their own interests, studies and occupations, and a limited repertoire of expressions and idioms of frequent use.

Use the most frequent spelling, punctuation and formatting conventions with reasonable correction so that the message is understood, although there may be some influence from the first or other languages; know how to use basic word processing resources to correct spelling errors in texts that occur in electronic format, and adapt to common conventions for writing texts on the Internet (e.g. abbreviations or others in chats).

Assessable learning standards:

1. Completes a detailed questionnaire with personal, academic or employment information (e.g. to become a member of an association, or to apply for a scholarship).
2. Writes their resume in electronic format, following, such as, the Europass model.

3. Takes notes, messages and notes with simple and relevant information on common issues and specific aspects in the personal, academic and occupational fields within your specialty or area of interest.

4. Writes notes, announcements, messages and short comments, in any medium, in which they request and transmit simple information and opinions and in which they highlight the aspects that are important to them (e.g. on a website or youth magazine, or directed to a teacher or a classmate), respecting the conventions and rules of courtesy and the netiquette.

5. Writes, in a conventional format, brief and simple reports giving essential information on an academic, occupational, or less common topic (e.g. an accident), briefly describing situations, people, objects, and places; narrating events in a clear linear sequence, and simply explaining the reasons for certain actions.

Attention to Diversity

General Measures taken by the school in ESO and BACH:

In relation to the development of the Tutorial Action Plan, the center contributes to Attention to Diversity by acknowledging, the individual needs of students and offer support measures that facilitate the teaching-learning process for students.

In relation to the Guidance Department, students who need educational support will be tutored to guide their academic and professional decisions. Students will receive special support and attention through individual interviews with each of them.

In relation to the *Plan de Convivencia*, dialogue and negotiation will be facilitated in the face of conflicts and problems that may arise, as well as bringing attention and respecting the individual characteristics of students.

In relation to the placement of students by groups, a balanced distribution is made of repeating students, students with behavioral problems, those with learning difficulties and those with special educational needs into every group.

In relation to the planning of *desdobles* and *recuperación* activities of past failed subjects, the appropriate *recuperación* activities are organized by the didactic departments, as well as provide continuous observation on students' progress throughout the course.

Ordinary Support Measures at Nuestra Señora de los Ángeles:

- Implementation of content adaptations
- Selection of resources and methodological strategies
- Adaptation of times and curricular materials
- Diversification of learning strategies, activities and assessment instruments

Specific Support Measures for students with special educational needs:

- Significant curricular adaptations
- Different levels of examination depending on student's individual characteristics

General attention to diversity in the classroom:

For fast learners and gifted students there will be "assistant leader" roles so these assistants can help other students, or coordinate classroom tasks and chores. They will also have the option of doing extra available tasks/activities and content extensions if they finish

earlier than the rest. They will also receive an adapted form of examination that includes the content extensions covered in class, so their knowledge on the subject can be tested thoroughly.

For students with learning disabilities, extra online resources will be provided, as well as offer extra time and attention to ensure that the students are understanding what is being taught or practiced. The content for each unit will also be adapted, giving them an appropriate amount of content and levels of difficulty.

For students with ADHD (or anyone who needs a break), they will be allowed to have a “time-out” session of 5-minutes in a designated area of the classroom, where they can listen to relaxing music using headphones, read a book, or make a craft and then join the class group again.

In the collaborative-task project and all of the didactic units, online communication tools and gaming resources such as Kahoot, Baamboozle, Quizziz, Quizlet, etc., will be implemented to cater for the use of ICT in the classroom and provide diverse forms of technological platforms for students with different learning styles and/or multiple intelligences.

Complementary Activities

Following the values established in the school and its methodology, the school offers the following complementary activities to the departments:

Peace Day – On September 21st, the school goes into festive mode. In the morning, the tutors meet with their tutoring groups to create collaborative projects following the ideas proposed by the UN agency through their website. There is a show during the school hours in which all its students participate. Crafts, songs or dances can be created by courses. Every year a different theme related to peace is celebrated.

Objectives:

- To know and exercise students' rights in respect for others, practice tolerance, cooperation and solidarity between individuals and groups.
- To celebrate and exercise dialogue through affirming human rights.

International Women's Day, On the Friday closest to March 8th inside and outside the classroom, the school creates dynamic activities where students can research and learn by participating in their social environment. In the classroom, there are presentations, talks, and workshops that celebrate this day. Families are invited to participate in the “march for the women of our neighborhood.” This is a celebration that tries to include the community of Villaverde, opening the doors of the school and going out to the streets in solidarity for women of the community.

Objectives:

- To strengthen students' affective capacities in all areas of personality and in their relationships with others.
- To reject the stereotypes that involve discrimination between men and women, as well as any manifestation of violence against women.

International Earth Day, April 22 - On this holiday each department creates their own celebration within the classroom following the methodology and values that are promoted in school. There is flexibility for collaborative or individual projects. Environmental professionals that are part of the community are invited to the classroom to give talks on environmental education. Some environmental organizations offer field-trips to the school, and students can be taken there through prior arrangement.

Objectives:

- To take responsibility of observing and contributing in students' social and environmental context in a meaningful way.
- To become aware of the environment and the issues that affect the Earth, in order to protect it.

LGBT - Gay Pride Day - On June 1 or the first week of June, awareness-raising activities on gender violence inside and outside of the classroom are created, using projects, celebrations, crafts, dances, or plays. Students are invited to create and organize these types of activities. Teachers collaborate by creating talks or workshops that work with public associations that help to raise awareness and respect the rights of LGBT people.

Objectives:

- To increase the value and respect the difference of the sexes and equal rights and opportunities between them.
- To reject discrimination against people based on sex or any other personal or social condition or circumstance.

English department complementary activities that are done in the classroom:

Saint Patrick's Day – To educate students in the history and cultural aspects of Ireland, on March 17th, the department of English prepares activities such as presentations including elements of Irish art, music, movies, food and literature. Teachers can also create workshops where students can create Irish themed crafts. Other common activities are reading, listening, speaking, and writing activities to make students aware of the different cultural expressions of this country.

Objectives:

- To participate in informal face-to-face conversations, in which students exchange information and briefly express and justify opinions and points of view; hypotheses, or make suggestions.
- To help understand and express their feelings, and describe concrete and abstract aspects of topics such as music, cinema, literature or current affairs of the Irish culture.

International Book Day: On April 23rd, teachers prepare discussions, or presentations, in which students create posters, book reviews, biographies of their favorite authors, or role-plays of their favorite scenes, to present their favorite book/author to the class.

- To aid students in the understanding of informal conversations, sharing explanations or justifications of points of view and opinions on personal interests related to literature.
- To aid students in the formulation of hypotheses, the expression of feelings and the description of abstract aspects from literature.

English Cultural Immersion Week: In the week of June 8th - 12th, The English department prepares cultural activities of English speaking countries, implementing their sociolinguistic and sociocultural aspects such as historical events, important figures in art, literature, theater, movies, music, etc. Students also prepare individual and group presentations on specific themes or subjects related to the sociocultural and sociolinguistic aspects of English speaking countries. In the collaborative task project, students develop educational/informative content online about the cultural aspects mentioned above.

Objectives:

- To identify and appraise the history, customs, norms, attitudes, and values of the society whose language is studied, and respect different cultural patterns other than their own.
- To contribute to deepen student's knowledge of the most relevant cultural elements of the countries where the foreign language is spoken, obtaining information by different means.

Guidance Department and Tutorial System

Tutorial Action System: teachers will dedicate and establish individual and/or group meetings at a personal, academic, and professional level in which other teachers, specialists, and family can participate, with the objective of providing resources that can help students in their own character and professional development.

Resources or techniques used by the tutor and specialists:

- Sociograms
- Group dynamics
- Individual or group interviews
- Participation in school celebrations and events
- Field-trips
- Family meetings when necessary
- PT attention

Objectives of the Tutorial Action

When contextualizing the plan of tutorial action, the following objectives are taken into account when dealing with student's needs:

- 1- To contribute to the personalization of education attending to all aspects of the human being and favoring the integration of different learning styles and coordinating the action of the different educational agents.
- 2- To adjust the teaching methods to the characteristics of individuals, catering for students' differentiated abilities and interests, using those characteristics to enrich their learning process, preventing learning difficulties by anticipating possible problems and avoiding, as much as possible, undesirable situations such as failure of courses and inadaptation.
- 3- To highlight the guiding opportunities of education, taking into account the context in which the students live, the future possibilities in which students can contribute in social context, favoring more functional and practical learning, connected to the environment so that the school prepares them for their future life.
- 4- To facilitate the acquisition of competences related to their learning process, emotional development and social skills. Tutorial action complements the work of other areas of study and directly affects the development of the social and civic competence, the competence of learn to learn, as well as promoting autonomy and personal initiative.

- 5- To promote the development of socialization, teaching how to coexist peacefully and satisfactorily and educating in social skills and abilities for coexistence, preventing and anticipating problematic behaviors that may arise.
- 6- To contribute to the proper interaction between the members of the educational community: teachers, students and parents, as well as between the educational community and the environment, assuming the role of mediation and, if necessary, negotiation in the face of conflicts that may arise.
- 7- To favor the processes of development of thinking skills, of learning to think critically and of learning to learn, with the implementation of learning strategies and procedures. Contribute to the improvement of intellectual performance and consequently to the improvement of school performance and competition in social situations.
- 8- To assist in the processes of personal maturity and the development of their own identity, and values they uphold. Help students acquire decision-making skills to prepare them for their future life choices.

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Didactic Units

Unit 6 - Healthy Habits and Positive Connections

Lessons:	Objectives:
<p>Lesson 1 – Establishing good communication with our loved ones</p> <p>Teaching points: Vocabulary-Phrasal verbs of relationships</p>	<p>Students should be able to:</p> <p>Comprehend phrasal verb terms related to relationships and use them in every-day natural contexts.</p> <p>(Fall out with, Tell (someone) off, Shout at, Argue with, Take care of, Help out, Calm down, Apologize for, Make up with, Talk (something) out).</p> <p>Practice through classroom discussion, to elicit meaning and previous knowledge through questions that are relatable to their own experiences, opinions, and ideas.</p> <p>Convey advice to solve conflicts with friends and family through poster format.</p>
<p>Lesson 2 – Raising Awareness: All actions have consequences</p> <p>Teaching points: Grammar: Zero and First conditional</p>	<p>Students should be able to:</p> <p>Students will identify the structure and use of Zero and First Conditional and state constant truths (zero conditional) and likely future events (1st Conditional).</p> <p>Students will practice both conditionals by writing a chain of events.</p>
<p>Lesson 3 – U.S.A. news and measures taken against coronavirus</p> <p>Teaching points:</p>	<p>Students should be able to:</p> <p>Identify vocabulary words related to health and wellbeing such as: healthcare, outbreak, guidelines, precautions, avoid, schooling from home, gathering, disease,</p>

<p>Listening: New York Time's news podcast</p> <p>Vocabulary: Health measures and related terms</p> <p>Speaking: class discussion about students' perspectives on coronavirus</p>	<p>virus, transmission, isolation (isolate), chronic health conditions, disruptive steps, vaccine, quarantine.</p> <p>Use their listening and comprehension skills to learn about U.S.A.'s current news and connect the vocabulary terms to current situations in the U.S.A, and Spain.</p> <p>Produce individual and group written advice to help others.</p>
<p>Lesson 4 – coping together with the virus and its repercussions</p> <p>Grammar: Second conditional</p> <p>Speaking: What would you do if...?</p> <p>Project introduction: Create a blog, podcast and Tik-Tok account</p>	<p>Students should be able to:</p> <p>Comprehend the second conditional structure and its use through a real-life situation and providing advice for person who lives in the U.S.A.</p> <p>Produce hypothetical situations, and express how they would react to them through written text and online platforms.</p>
<p>Lesson 5 – Supporting others in these difficult times: developing our project platforms</p> <p>Teaching points:</p> <p>Grammar practice: Zero, First and Second conditional</p> <p>Speaking: Putting together our class project</p> <p>Writing: Creating our first posts</p>	<p>Students should be able to:</p> <p>Practice through modelling, how to share content in the online platforms for the project.</p> <p>Familiarize themselves with the blog, Tik-tok, and podcast platforms and navigate through them autonomously.</p> <p>Produce their first task/content and will share it online in all three platforms</p>

Lesson 1 – Having good communication with our loved ones

Vocabulary: Phrasal Verbs of relationships

Speaking: How can you improve your relationships with others

Phrasal Verbs of relationship:

1. Fall out with
2. Tell (someone) off
3. Shout at
4. Argue with
5. Take care of
6. Help out
7. Calm down
8. Apologize for
9. Make up with
10. Talk (something) out

Warm up -5 minutes

“Hello everyone, how are you this morning, and how was your weekend?”

Alba: Fine teacher, a bit boring.

Pablo: stressful, I studied for my Geography exam.

Herme: I watched Netflix, finished Stranger Things.

Eugeni: Nothing special, and you?

Well, I'm a bit sad because I had a fight with my sister on Friday, and we haven't spoken since then.

José: Why, what happened, teacher?

Okay, I'll explain. So, I was speaking on the phone with my sister on Friday, and she started to tell me that my mom was having some health issues, and that she was the only one taking care of her. She said none of my other three siblings were helping her **take care of** my mom. We got into a heated argument because she asked me if I had any plans of coming back home to

Text color key:

Black: my dialogue

Green: descriptive text about the lesson

Blue: students' dialogue

Texas soon, so I could **help out** in this situation. She told me I was being selfish, and I got so frustrated and angry that I **shouted at** her, and told her I just couldn't abandon my job here and go back to Texas immediately.

I think I made a mistake by getting angry, and telling her hurtful things, what do you think?

Jorge: I think you have some reason, and your sister has her reason for being angry too. You don't talk now?

We haven't talked since then, but it's a difficult situation, have you ever been in a situation like this?"

Presentation 10-15 minutes

I will elicit from the students what could be the positive and negative parts of this situation as I explain the vocabulary.

"For example,

Have you ever **fallen out with** a family member or friend before?"

Marta: What is that teacher, fallen out with?

Fall out with someone is, when you have a fight with your sister or your friend. This means you had a disagreement with them and now you don't talk anymore.

Marta: Ok, I get it.

So now, do you think "**telling off**" people is okay?

Samuel: what's the meaning of telling off, teacher?

Of course, here's another example for you, when your mom sometimes gets angry at you for not cleaning your room, she can yell at you with an angry voice, 'you never help at home, you're very lazy, you have to be more responsible!', that's to tell-off someone.

Juan: Yes, my mom tells me off like this when my room is not clean.

So now, imagine that your mom is telling you off and you start getting angry. Imagine your reaction is to scream at her, that means you are **shouting at** her negative things. This is the same as **arguing with** them.

Sara: **Arguing with them** teacher, what is it?

Argue with, is when you and another person start shouting because you're both angry, this means you're verbally fighting, or **arguing with** each other. Is it clear?"

María: Yes teacher, it's clear.

Do you know what '**taking care of**' means? For example, do you have a pet? Do you have to take it for a walk, bathe it, give it water and food?

Luis: I have a dog, her name is Princess, I take her for a walk every day.

Jorge: I have a cat, Chachi cats don't need baths.

Marta: I have a hamster, his name is Copito, I have to change his water every day and give him food.

Well that means you are **taking care** of your pet, very good! Now, do you **help out** at home?

Leyre: Teacher, what's *help out*?

Helping out at home is when you do house chores, like taking out the rubbish to the bin, washing the dishes, cleaning the toilet, or washing your parent's car.

Javier: I wash the dishes at home, teacher.

Miguel: I wash my clothes.

Carlota: I help my mom at the supermarket, is that helping out?

Yes it is Carlota, it's so great that you help out so much at home kids!

Okay, so let's go back to what we were talking before, about falling out with people we care about. So after I **calmed down**, I realized I shouldn't have told her bad things.

What do you think, should I call her and **apologize for** what I did?

Javier: What's the meaning of apologize for?

It's to say 'I'm sorry' to another person. Do you think, if I do that, I can **make up with** my sister again?

Juan: **Make up** with your sister? I don't understand.

It's okay, it means, to make everything better by **talking the problem out** between us, so we can start talking to each other again.

Lidia: I don't understand teacher, can you explain more?

How about we draw a table on the board and write the negative actions we both did, to have a clearer picture of the situation and I also tell you the solutions I have thought of?"

<p>Negative actions in the situation:</p> <p>I had a fall out with my sister.</p> <p>I told her off.</p> <p>I shouted at her.</p> <p>We argued with each other.</p>	<p>My possible solutions:</p> <p>Calm down.</p> <p>Apologize for the bad things I told her.</p> <p>Talk the problem out.</p> <p>Make up with my sister.</p> <p>Help my sister out, by taking care of my mom.</p>
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Practice 10-15 minutes

"Now, imagine that you have a fall out with your best friend, what would you do?

I want to know what would be the best solutions in situations like these. It's important because we will create a classroom poster with a set of tips or things we can do, when you have conflicts with our family and friends."

Possible students' answers:

When you have a **fall out with** a friend, **calm down** and listen to them.

When you **tell someone off**, you have to **apologize for shouting at** them.

When you **argue with** a friend, you can say sorry to them.

When you **talk the problem out**, everything is better.

When you fight with your mom, you can always **make up with** her.

When you **take care of** your friends, you don't have **fall outs** with them.

When your mom **tells you off**, you can **help out** more at home.

When you **fall out with** someone, **talk it out** and **make up with** them.

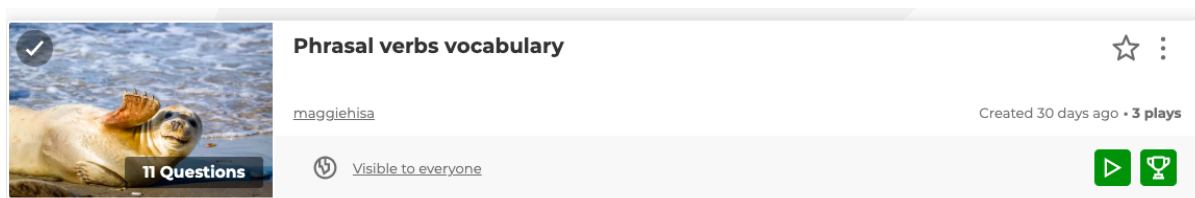
Consolidation 10-15 minutes

“So now that we have a clear idea of our tips and recommendations, how about we play Kahoot!

Students: Yes, teacher, please!

Okay, so take out your mobile phone and go to kahoot.it. When you get to the website you will type the code you see in your screen.

Then, write your own nickname, remember your nickname has to be school appropriate! After, pressing “Ok, go” we can start the game.”

Vocabulary game

Link to Kahoot:

<https://create.kahoot.it/details/c6a3033a-c966-4d19-bf2d-aacbc7bc971a>

Round up - 5 minutes

“Just to finish class, I want to show you a video of a *Simpsons* episode, in which Lisa and Bart have a fall out, and answer these questions:

What was the problem?

How did they deal with the problem?

What could they do to solve the problem?

Think, about all of this, and we will talk about it in our next class.”

The Simpsons - Bart Ruins Thanksgiving

<https://www.youtube.com/watch?v=-AK2MPjrR3s>

We will finish class answering the questions I have told them before, discussing the scenes in the video and eliciting answers from them, so they can practice the vocabulary from the lesson.

Lesson 2 – Raising awareness: all actions have consequences

Grammar: Zero and First conditional

Writing: A chain of events

Speaking: Our actions can affect us and others

Warm up -5 minutes

“Good morning everyone, how are you today?”

Students: Fine, how about you?

I'm fine as well, and ready for our new activities for today! In our last class we were talking about the importance of having good communication with our families and friends to make up with them if we ever have a fall out with them. Do you remember?

Sandra: Yes, teacher, you also told us about your fall out with your sister, what happened, did you make up with her?

Ah, yes, thanks Sandra for asking about it. Well, in the end we did make up with each other, we just needed some time to calm down and think things through.

María: Did you call her on the phone?

Yes, and we talked it out, so now we're on good terms again.

Good, teacher. When I fight with my sister it takes us so much time to make up with each other, I'm just so angry with her for a long time.

Actually, that reminds me of our Simpson's video that we watched in our last class. Do you remember what it was about?

Álvaro: Thanksgiving?

Marta: Lisa argued with Bart because he broke her thanksgiving center piece.

Henar: And they started fighting too!

Good job Alvaro, Marta and Henar! So, imagine that you were in Lisa and Bart's situation, I want you to think what would you do if you had a fall out with your sibling?

Daniel: what is sibling?

Text color key:

Black: my dialogue

Green: descriptive text about the lesson

Blue: students' dialogue

In your family, a sibling can be your brother or sister. For example, in my family I have four siblings, two brothers and two sisters.

Daniel: ah, ok.”

Presentation 10 minutes

I'm going to write on the board a situation, and I will write the possible sequence of events that can arise from it. I will also focus on the structure of first conditional and ask students to write an individual chain following my example.

First conditional phrases:

Structures: **If** + Present simple ↔ Future simple

If + Present simple ↔ Present simple

What to do when your sibling does something they're not supposed to do:

If your brother **breaks** your mobile phone, **tell** your parents immediately, maybe they **can** help you fix it. But **if** you **tell** your parents what your brother did, he **will** probably get in trouble too. **If** he **gets** in trouble, he **will be** grounded for some time. **If** your brother **is** grounded, he **won't** be able to use his mobile phone either, or **go** out with his friends. But maybe, **if** he **behaves** well for some time, your parents **can** lift his punishment and **give** him back his phone. In the end though, your brother **will** learn to be more careful, and you **will** also get a new phone.

“What do you think, are these consequences in the story realistic or very possible to happen?”

Marina: Yeah, I think they are.

Can anybody tell me what's the moral of the story?

Ismael: **If you find yourself in trouble or in an emergency, ask for help from your parents?**

Yes! Great job Isma!”

Practice 10-15 minutes

“Now, imagine you are trying to explain to your younger sibling what would happen if they get into trouble. Can you create your own chain of events for your siblings? You can create

whatever you want, it can be positive or negative. Write a story of possible events like I did, on your student book.

Jorge: Does it have to be about your siblings? Can I make one for myself?

Of course, if you don't want to make one for your siblings, or if you don't have any, you can make one about yourself."

Possible students' answers:

Consequences of not studying for my exams:

If I don't study hard, I will fail my 4th of ESO examinations and my parents will be very angry with me. If my parents are angry, they will probably take my phone away or not let me go out with my friends. If I can't use my phone for weeks, I won't be able to speak with my friends after school and I will get bored. If I get bored, I won't know what to do with my time. If I don't know what to do with my time, I will try to study more for my future exams. If I study more and pass my make-up exams, my parents will be happy with me again, and they will probably give me back my phone, and everything will be back to normal again.

What's the moral of the story?

If I study hard in school, my life is easier.

Consolidation 10-15 minutes

We continue discussing the students written consequences in class. They read some of them and give their opinions on each other's work.

"Now, what did you write about? Tell me some of moral-of-the-stories that you wrote about, and I want you to write them on the board.

Daniel: I wrote about the consequences of not studying hard in school. If I study hard in school, my life is easier.

Guillermo: If I eat fruits and vegetables, my body is healthier.

Blanca: If I help at home, my mom gives me money.

Alba: If I have good marks, my parents will let me go to Ireland next summer.

Pablo: If my brother behaves badly, my parents will ground him.

Jorge: If I have a fall out with my friend, I can apologize and make up with them again.

Carlota: If my sister uses my things, I will lock my room.

Silvia: If starts to rain after school, I will get wet on my way home.

Wow, all of these are excellent! Very creative and realistic situations, good job everyone!"

Round up - 5 minutes

We finish class by discussing the different environmental issues we face today using the environmental issues video presented below.

"Before we go though, I want to show you a short video about environmental issues; which is the next topic we will be seeing in our next class. I want you to start thinking about possible consequences for these environmental issues, since now we are experiencing the coronavirus epidemic. You have no homework for tomorrow aside from thinking a bit more about the environment."

The Top 10 Environmental Issues that Should Make You Worry

https://www.youtube.com/watch?time_continue=91&v=xbBpyi5oElo&feature=emb_logo

Lesson 3 – World news and measures taken against coronavirus

Listening: New York Time's news podcast

Speaking: class discussion about students' perspectives on coronavirus

Vocabulary: Health measures and related terms

This whole lesson was planned to teach content about the quarantine and the outbreak of Covid-19. Also, to begin preparing students for the final collaborative-task project, *Coping Together*, that we will develop for the rest of the year, I will introduce the United States' news about the outbreak of coronavirus in the country. Then, I will introduce my friend's situation and students will start brainstorming and collaborating on how to communicate and help my friend and her students by giving them advice. Through the implementation of health-related vocabulary, students will also develop a set of recommendations they will post online, in the platforms chosen for the project.

1. Healthcare
2. Outbreak
3. Guidelines
4. Precautions
5. Avoid
6. Schooling from home
7. Gathering
8. Disease
9. Virus
10. Transmission
11. Isolation (isolate)
12. Chronic health conditions
13. Disruptive steps
14. Vaccine
15. Quarantine

Warm up – 5 minutes

“Hello everyone, welcome to our class. I know it's hard to connect and communicate well with each other because we might have technical issues, but since we have been on quarantine for ten days now, I would like for you to tell me how are you

Text color key:

Black: my dialogue

Green: descriptive text about the lesson

Blue: students' dialogue

doing at home. What activities and measures have you and your family taken to avoid coronavirus?

Blanca: In my house, everyone has helped cleaning and disinfecting everything we touch.

Jorge: I have done a lot of homework, the teachers are giving us a lot!

María: That's true, I have no time to watch series now. I watched The Lion King the other day though.

Ismael: I'm so bored teacher, there's nothing to do but eat, sleep, and homework!

Pablo: I sometimes go out to buy bread in the bakery in front of my house.

I know it's hard to stay calm and relaxed in this situation, but don't forget we should take these measures to protect those around us. In fact, I want you to hear the latest news that are currently happening in the USA, so we see and compare to their situation. ”

Presentation – 15 minutes

Students will listen to the podcast and learn about the news in the U.S.A, these news will be used to teach the vocabulary terms for the lesson.

Why President Trump Changed His Tone on the Coronavirus (audio and transcript)

<https://www.nytimes.com/2020/03/17/podcasts/coronavirus-trump-united-states.html?showTranscript=1>

The New York Times

March 17, 2020



Listen and subscribe to our podcast from your mobile device: [Via Apple Podcasts](#) | [Via Spotify](#) | [Via Stitcher](#)

On Monday, President Trump announced sweeping new guidelines to control the spread of the coronavirus. Among them: encouraging Americans to work from home and to avoid gatherings of more than 10 people. We look at a report that may have inspired the president's change in tone — and whether U.S. hospitals are prepared for the potentially staggering projections.

“[The Latest](#),” from the team behind “[The Daily](#),” brings you the most important developments on today's biggest news stories.

“From the podcast posted by The New York Times, I have gathered these current facts below. We are going to focus on this topic today. This will also help us with the task we will do later on.

A list of current facts around the world:

- There has been an outbreak of coronavirus all over the world.
- Healthcare in Spain is free and for everyone, The USA doesn't have a free healthcare system.
- The government established guidelines and precautions for people to follow.
- Avoid going outside of your house as much as possible.
- Many countries are doing schooling from home.
- Gatherings are prohibited in many cities now.
- Coronavirus is a contagious disease.
- A virus is not the same as a bacteria.
- To avoid transmission of germs, cover your mouth when you sneeze.
- Many people are in home isolation at the moment.
- People with chronic health conditions are more affected by the virus.
- Disruptive steps like working from home are necessary.
- Many countries are trying to make a vaccine.
- The quarantine in Madrid will last fourteen days or more if necessary.

“In the podcast, we heard the word **healthcare** a few times, does anybody know what it is?

Daniel: To take care of your health?

Great guess Daniel, it's something similar, it's when a government organizes and gives medical care to people. You have a healthcare program here in Spain, and it's free for people who need a doctor or medicine. What is it called here?

Rut: I think it's Asistencia Sanitaria?

That's right, thank you Rut. Now, **outbreak** is what we're experiencing right now with coronavirus, it's a sudden break or appearance of something unwelcome, such as a disease or a war.

Marta: What is disease?

Well, does anybody know?

Juan: A sickness?

Yes, that's it. So when we have a disease, or virus, we go to the hospital or clinic so healthcare providers or doctors can help us get better. But what if we want to **avoid** these **viruses** or **diseases**, how can we prevent them from making us sick?

Juan: Maybe take preventive measures like we did here?

Exactly Juan, **disruptive steps** such as **schooling from home**, or **self-isolating** if necessary. What else would you suggest?"

I will continue to go over the rest of the words using the same discussion method, showing them examples and eliciting comparisons between the US and Spanish health system.

Practice 10-15 minutes

I will continue by introducing my friend's story, and finding similarities between my students' experiences now and the experiences that Sophia and her students have had.

"Now, my friend Sophia is a teacher who lives in Chicago, USA, and she is starting to see the extreme and sudden consequences of coronavirus in the country. She also teaches secondary, and is currently giving videoconference classes to her students, just like we are doing here. I was talking to her the other day and she told they feel quite shocked and don't know how to respond the state-of-alarm that has just begun in the U.S.A. So, I began to think of how we could help them, and I came up with this idea, would you like to share with my friend Sophia, our quarantine experience and current situations in Spain? We can also include some advice on what they can do at home when the government decides to take the same measures that we already have here.

Students: Yes, that sounds like a great idea!

Awesome, let's start by discussing our ideas then."

Students are going to be working in small groups sharing their ideas about the topic, every group will be working with different aspects, such as: measures that were taken in Madrid, personal recommendations to give to the American students, experiences and things they did at home to stay positive and healthy, and what should they do in case of an emergency. Then, there will be a whole class discussion to gather all of their ideas and make them into an audio that we can post online.

Possible students' answers:

Hello everybody, this is our 4th of ESO class report on the latest measures and news in Madrid:

Juan: Since the **outbreak** of Coronavirus, many things have changed in Madrid.

Silvia: For us students, we have been doing **schooling at home** for the last ten days. Our teacher tells us you are doing the same. How long ago did you start your **quarantine**?

Henar: For now, we thought it was a good idea to tell you some **measures** and **precautions** we have been taking and maybe they can also help you to avoid getting Coronavirus.

Here are our **measures/precautions** we took to avoid getting this **disease**:

1. Jorge: **Isolate** yourself by staying inside your house as much as possible. Here, we only go out to buy groceries, or people also go to work if they can't work through the internet.
2. Wash your hands regularly, cough and sneeze on the inside of your elbow to **avoid transmitting** the **virus** to anyone.
3. **Avoid gatherings** of 10 people or more!
4. People with **chronic health conditions** are more vulnerable to coronavirus, so take extra **precautions**, work at home if possible.
5. Always get help from your **healthcare** providers if you feel you have the symptoms.
6. Quarantine is a **disruptive step** but is very necessary at this moment to stop coronavirus!
7. Many countries and companies are trying to create a **vaccine**, for now, just keep yourself cheered up.
8. Stay positive, do exercise every day, and eat healthy food.
9. Don't get closer than 2 meters from other people, use your mobile phone to play games and connect with other friends and family.
10. Sleep well, drink a lot of water, and take vitamins and minerals.

Consolidation 10-15 minutes

"I think our ideas look great, if you see that we are missing important tips, we can always continue to add more from the ones you have written on your notebooks.

So, now, let's make our audio with all of our advice and let's record our message now, everyone can volunteer to say a phrase. I encourage everyone to participate, just choose the best tip you

have written and we will record it in our audio! Then, I will send it to Sophia tonight, and let you know what was her reaction and response in our next class.”

Without knowing it, students have already started to practice communication with other people. Taking this audio as an idea for our future collaborative project, we will create a similar classroom podcast account where we can upload news-related audios, interviews, and special activities that can be useful or entertaining information for their community. For our future podcast sessions, we will communicate with the rest of the students from our school either through online interviews, or creating entertaining/useful information for them. The purpose for creating a class podcast is to continue interacting with the community around us, and provide useful information.

Round up - 5 minutes

“To finish our class on a more positive note, Sophia also showed me these ten most liked TikToks. According to her, TikTok is so popular in the USA right now, let’s watch them and next time we can continue talking about this really cool social media app.”

Ten most liked TikToks

<https://www.distractify.com/p/what-is-the-most-liked-video-on-tiktok>

Lesson 4 – Coping together with the virus and its repercussions

Grammar: Second conditional

Speaking: What would you do if...?

Project introduction: Create a blog, podcast and TikTok account

In this lesson, students will learn and practice second conditional phrases through my friend's experience with Covid-19 and the lack of local healthcare resources available for people in the U.S.A. In the end of the session, students will have a discussion on ideas to continue developing our collaborative-task project.

Warm up – 5 minutes

“Good morning everyone,

How are you doing after finding out a couple of days ago that the quarantine has been extended?

Lucian: My cousin has been diagnosed, and he's staying at home, he's okay for now.

I'm sorry to hear that Lucian, hope he recovers fast!

Lauren: Lots of elderly people are getting it right now.

Jorge: I think it was good that the government extended the quarantine. We need to protect those elders.

That's very true guys, we need to make sure we're keeping everyone around us safe.

In fact, my friend Sophia has gotten back to me and she said that there are lots of people in the USA getting sick too. She was also very happy and told me to tell you, thank you for the audio we sent her and her students. She said they appreciated a lot the advice you gave them.

Also, remember in our last class we were talking about the measures the government has taken and our current situation? Well, today I'd like to continue expanding on this very important moment of our lives. I was thinking that we can start creating more concrete ways of protecting yourself and others. But for now, I have another story for you this week, it's from a different friend, want to know what happened to her?

Salim: Yes, tell us please!

Text color key:

Black: my dialogue

Green: descriptive text about the lesson

Blue: students' dialogue

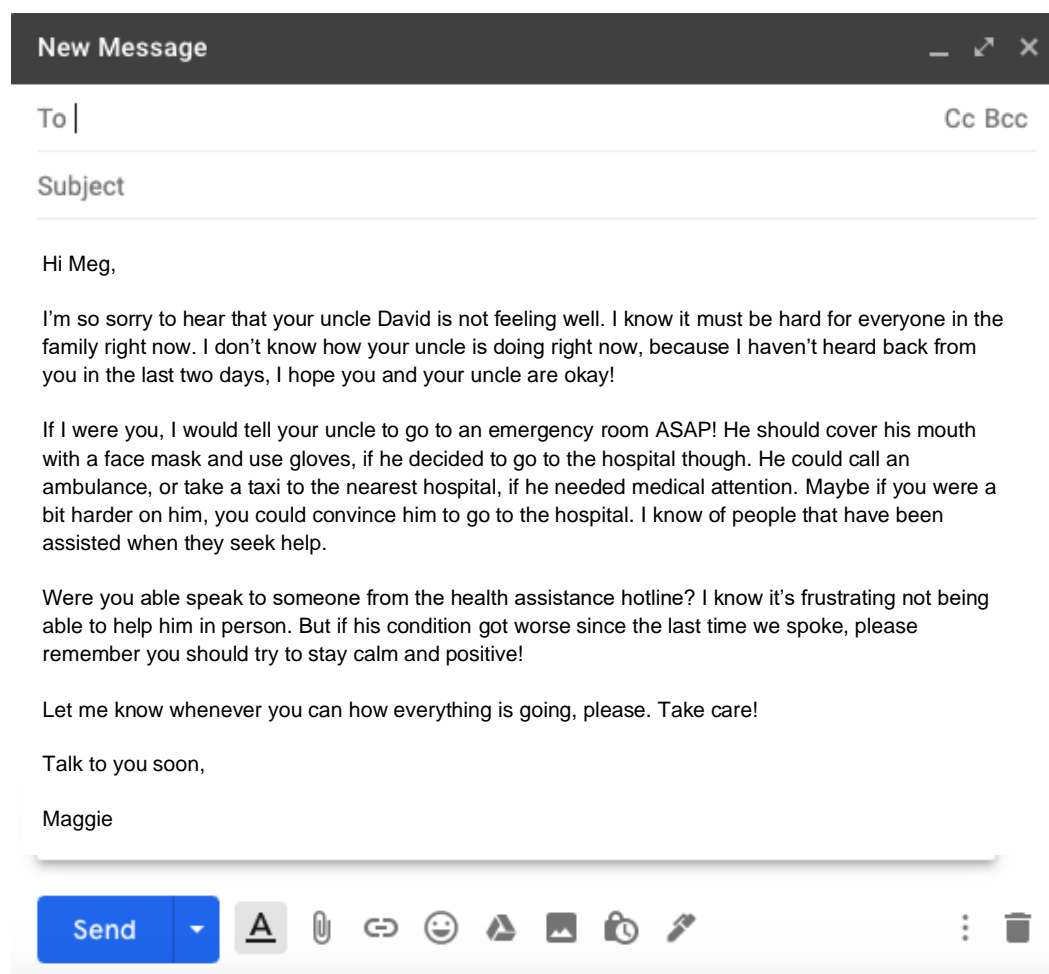
Okay, so two days ago, my friend Meg, who speaks to her uncle every day through video call, told her that he started to cough a lot. My friend got so worried, she called the emergency number, but nobody answered. She kept calling for hours but had no response. In the last two days, her uncle has had fever, and difficulty breathing, she wants her uncle to get a test but the hospitals are still not answering. So, she told him to put himself in self-quarantine because he might have the virus, and could give it to his family. Meanwhile, my friend is still waiting for her uncle's doctor to contact them so they can find out what to do in this situation.

I gave her some advice in an email because I felt like I needed to help her as soon as possible. I tried my best to help her the best way I could. I'll tell you what I told her. ”

Presentation – 15 minutes

I will teach them about second conditional phrases by showing them the message I sent my friend and choose the specific four sentences that will show them the examples and rules for second conditionals. Then, we will have a Q & A discussion to explain the rules.

My email to my friend Meg:



1. If I were you, I would tell your uncle to go to an emergency room ASAP.
2. He should cover his mouth with a face mask and use gloves, if he decided to go to the hospital.
3. If you were a bit harder on him, you could convince him to go to the hospital.
4. If his condition got worse since the last time we spoke, please remember you should try to stay calm and positive.

“Now, try to look at the sentences I have taken from the email and written on the board, what similarities can you see?”

Salim: All of the sentences have *if* in them, but sometimes the *if* is at the beginning of the sentence and sometimes in the second part of the sentence.

Very good Salim, yeah, both ways are correct, it depends on how you want to write the sentence. Any other similarities?

Paula: The sentences have *would/should/could*.

Eugeni: the verbs after *if* are in past tense, and the verbs after *would/could/should* are in present.

Great observation Eugeni and Paula, that is because I am writing about hypothetical situations that could happen in the future, and the possible action I would take, if they were to happen in real life.

Now, when we talk about these possible hypothetical situations, there are some rules to follow.

Usually, your sentence starts with an *if*, followed by a verb in the past simple tense. Then we separate our next phrase using a comma, and continue our phrase using *would/should/might/could*, and finally, we finish our sentence using a verb in its infinitive form.

This is what it looks like...”

Second conditional phrases:

Structures: **If** + **Past simple** → (**would/should/might/could**) + **infinitive**

or (**would/should/might/could**) + **infinitive** → **If** + **Past simple**

Practice – 15 minutes

Students will now practice second conditionals by putting themselves in the following situations and writing sentences on their own. They will write their own hypothetical solutions to the problems presented below.

“Now, what would you do if someone in your home had any of these problems?

(someone in my family had a fever)

(didn't have any more food at home)

(had younger brothers and sisters who wanted to go to the park)

(had a panic attack)

(the coronavirus emergency services number didn't work)

Possible students' answers:

If someone in my family **had** a fever, I **would call** emergency services.

If I **didn't have** any more food at home, I **would go** out to the supermarket and buy more.

If my brother **wanted** to go to the park, I **would convince** him to watch a movie together instead.

If I **had** a panic attack, I **could ask** my mom for help or meditate with an app.

If the coronavirus emergency services number **didn't work**, I **could** also **call** my family's private doctor.

Great job everyone, these are very realistic situations!

Consolidation 15 minutes

Students will be working in small groups sharing their ideas about the topic, every group will be working with different aspects, such as: measures taken in Madrid, personal recommendations to give to the students from school, experiences and things you did at home to stay positive and healthy, and what to do in case of an emergency. Then, there will be a whole class discussion to gather all of their ideas to elaborate our blog, podcast and Tik-Tok accounts for effective coronavirus protocol/actions to take at home.

So, remember that we had talked about doing a project together? Well, I thought that we could create a blog, podcast and TikTok account for our class, where we could interact and communicate with the rest of the students from our school now that we are all on quarantine. It's a great way to stay close to each other and have fun in these difficult times. So, today, we are going to set up the themes that we will talk about our blog topics, TikTok and podcast themes, and also choose the groups that will be in charge of each section.

Round up – 5 minutes

We will end class discussing what platforms they want to build for our class project. For example, platforms such as a blog, a podcast, and TikTok accounts. Students will share their knowledge on the subjects. For homework, students will have to search and watch tutorials of all of these 3 platforms. They have to come to class prepared, having watched something about the characteristics and ways you can use these three platforms.

Lesson 5 – Supporting others in these difficult times: developing our project platforms

Grammar practice: Zero, First and Second conditional

Speaking: Putting together our class project and podcast.

Writing: Creating our first posts

In this last session, we will establish our project purpose, how to run the platforms and create the first “posts” for each of them. This project is contemplated to continue onto the second didactic unit, as a classroom project that will allow us to have communication between our class and the rest of our school. We want to continue with this project because it provides a way to connect, and provide community service in the form of diverse and creative materials, accessible to anyone with a computer or mobile phone.

This session will be used to create our supportive online project *Coping Together*. We will practice with team-tasks and prepare the necessary content for each platform. All the work that the teams produce today will be based on the grammar and content we have studied in this didactic unit.

Warm up – 5 mins

“Good morning everyone, it’s so nice to see you again, and even though we can’t go back to class anytime soon, we are going to continue having class through videoconference. This shouldn’t be a problem for us. All of the activities we are going to do for this project we will do them at home and in small groups. Please, take out your homework, I will start by asking some questions to you...”

Who can tell me what is a blog?

María: A website you create to share information with others?

Yes, María, it’s an online resource that people use to share information, or content with others. It can be organized by one person, or even a team. In our case, we are a team of “developers” that will create this blog for our community so they can find useful and entertaining information in it.

So now, I’m going to share with you this link that will take you to the school blog I have created. Let me know what you think...

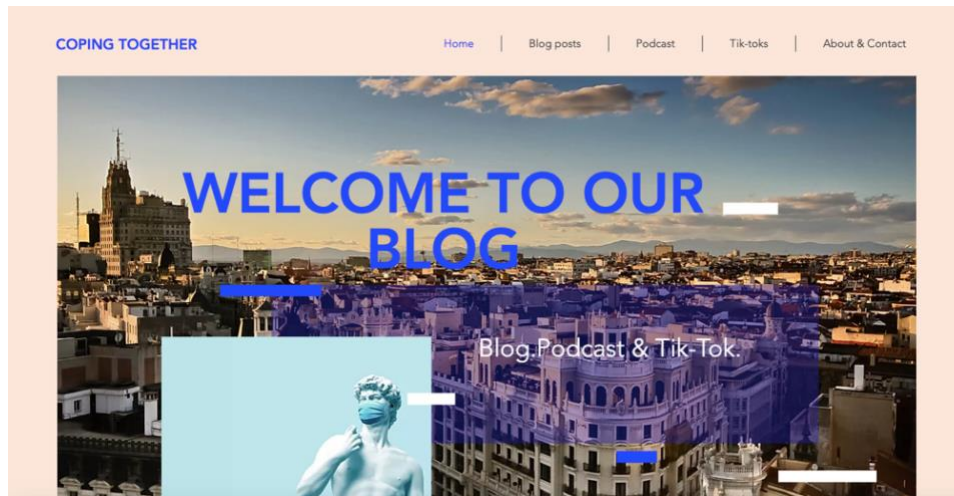
This is our 4 ESO blog, everyone will have the username and password to access it.
<https://copingtogethernsa.wixsite.com/schoolblog>

Text color key:

Black: my dialogue

Green: descriptive text about the lesson

Blue: students’ dialogue



Lucian: Oh, it looks great! But what is ‘coping?’

Coping is when someone is capable of dealing with a difficult situation in a positive way, in our case, we are trying to deal with the quarantine as best as we can. Good question, Lucian. Any other comments before I start giving you a tour of the blog?

Silvia: I like the colors you chose, they’re not too bright.

Yes, I wanted to make it as peaceful and comforting as possible. Do you like it? We can change whatever you want though.

Henar: It looks great. I like the picture too, it’s funny.

This class project has these 3 objectives:

1. It is meant to share our work and communicate with the rest of our school, or other people from around the world.
2. It is meant to entertain and encourage positive thoughts in our school and community.
3. It is meant to have real and useful information for others.

So, everything that we do in this project will be based on those three objectives.

Now, I’m going to teach you some important things about the blog. Ready?”

Presentation – 15 minutes

I will start by showing them the blog and explaining the tasks we will be doing for our class project and showing them the general roles and responsibilities to follow for the present week. Then, I will teach them how to create a blog-post entry so they can do it on their own in the future.

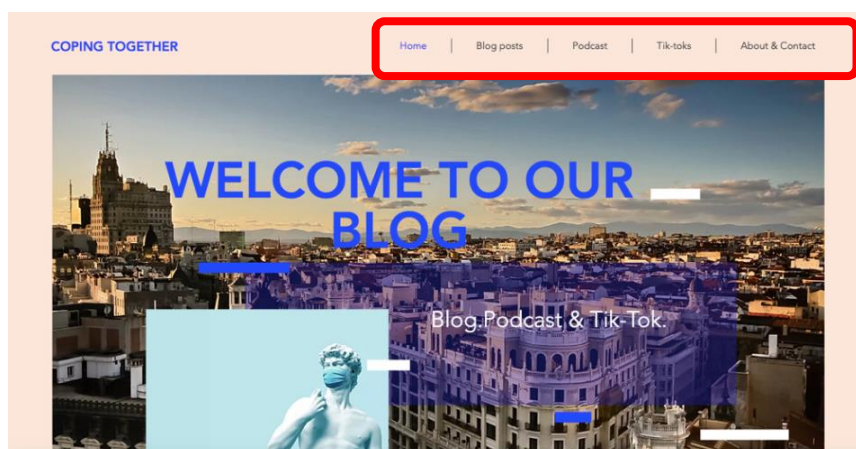
After showing them how to post in the website, I will randomly assign a number from 1-5 to every student, and they will have to go to the specific group/number they got. That is how the teams will be divided every week to ensure students work in different team every week.

Guidelines for our class project:

- There will be 5 teams of 6 students each (because there are 30 students in class).
- Every week, each team will have a different topic, and different tasks.
- Teams and tasks:
 - **“The uploaders”** – will be in charge of formatting and uploading content to our blog, podcast and Tik-Tok websites.
 - **“The bloggers”** – will be in charge of writing posts about the topic of the week.
 - **“The interviewers”** – will interview someone from our school about the week’s topic.
 - **“The Tik-Tokers”** – will create a creative Tik-Tok about our week’s topic and invite other students to send us their self-made Tik-Toks and we will share them in our account.
 - **“The supervisors”** – will be checking the other team’s work and helping them whenever they need anything. So, if the other teams are having issues, they can ask for help at any time to the supervisors.

After reading together the main guidelines for each week’s task, we will have a discussion on how it will be done online, showing them the different areas of our blog.

“Now, here is our blog, let’s start navigating through it.



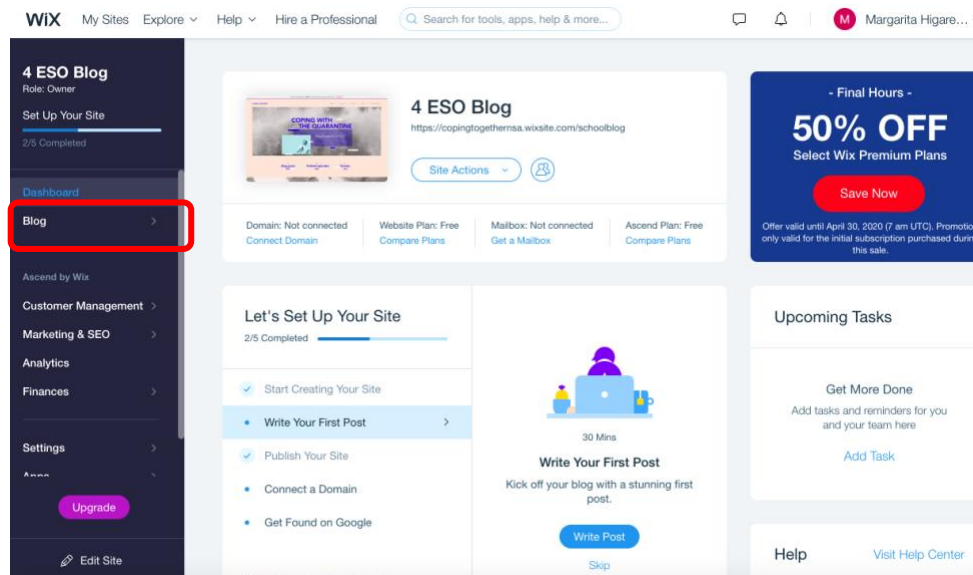
So, at the top, right corner, you'll have the navigating tabs. *Home* will always take you back to the blog's main area.

Then you have *Blog posts* tab, this will take you directly to the blog-entry area. You will see a list of all the blog-posts we get to create from now on.

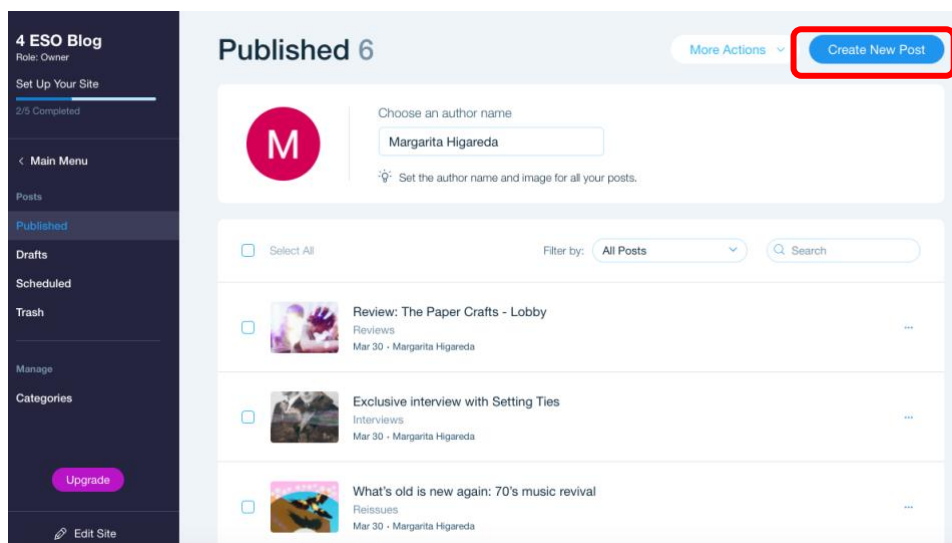
Then you have the *Podcast* and *TikTok* sections, and again, these two tabs will take you directly to those specific types of content. And finally, we have the *about & contact* section, and this is the area where we will have the information about our class project, and how to contact our team.

We will have five teams, of six people each in charge of a specific task. Teams will rotate around the tasks, so that everyone gets to do different types of work every week.

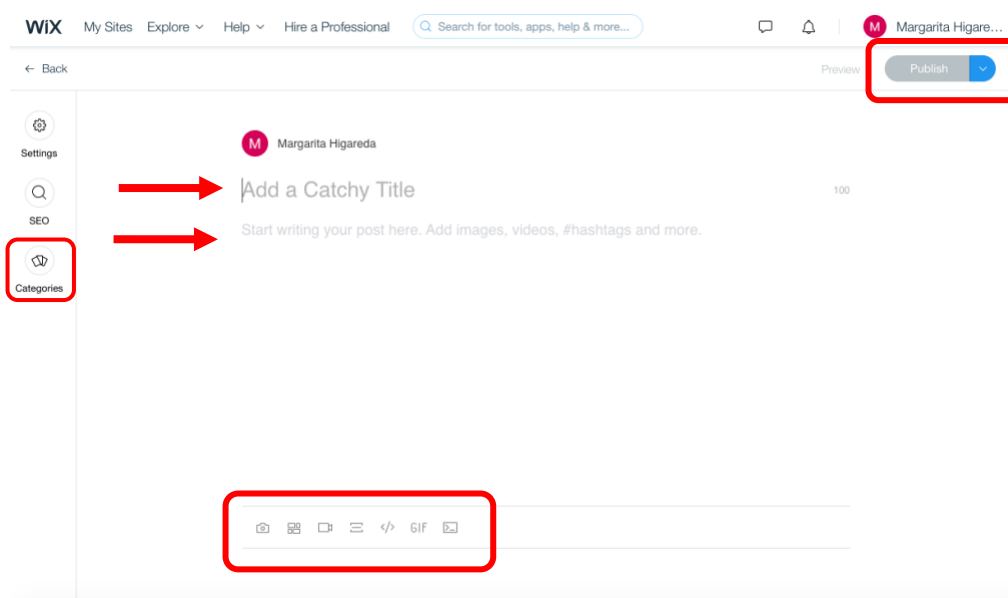
Now, to post something in the blog, or any section of the blog, you click on the *Blog* tab.



Then, in the blog area, click on the tab *Create new post*.



Now you are in the post editing page. Write a clear and creative title, and also write the body of the post. It should be a little description of the content you will upload.



See the rectangle that says *Categories*? if you click there, it will show you all the areas where you can post your entry: 'Blog-posts,' 'podcast,' 'TikTok,' tick the one that applies to your content.

Also, as you can see, in the biggest rectangle you see different images, well, going from left to right, these are the things you can attach to your post: photos, a gallery of photos, videos, add a divider to separate from other posts, embed something, add a GIF, or add a code snippet. After you add all the content you want, and you write the description for your post, you can publish it by clicking on the *Publish* tab.

Do you have any questions?

María: if we get lost when we begin to post things, what can we do?

You can find help in the Wix website immediately, or if you have any problems, contact me as well through email. Alright, so for this week, our topic is '**coronavirus and the quarantine**' and these are the general guidelines for each team:

Team 1 – the uploaders:

1. You will have to divide the work load evenly between your team members, so everyone participates.
2. You will be in charge of formatting, and uploading all the content you receive from the other teams, to our blog.
3. Before you post anything on the blog though, you will have to send the task/content to me first, and I will check that everything looks correct.
4. After I approve it, you can upload the content to the blog in the specific area where it belongs.

Team 2 – the bloggers :

1. You will be in charge of writing blog posts about different types of topics.
2. This week, we will do a blog entry of a brochure with coronavirus precautions from our 4th of ESO class sessions that we have been doing in the last few weeks.
3. You will have to choose the best 10 measures written by your classmates, from the practice we had in our 3rd lesson.
4. You will create a visual-representation, a poster or brochure, that “the uploaders” will post in the blog.

Team 3 – the interviewers:

1. You will be in charge of the podcast.

In this week's podcast, you will prepare questions to interview someone from another class.

This week, ask them questions related to how they're coping with the quarantine.

Our podcast episodes: <https://anchor.fm/dashboard/episode/ef3n9t>

2. You will have to record the interview, and remember to introduce the person, and ask them 5 to 10 questions about this weeks' topic.
3. Make the audio recording of the interview about no more than 5 minutes long.

Team 4: - the Tik-Tokers:

1. You will create funny TikToks that shows our current life situations in the quarantine. It can be about describing the quarantine-precautions we discussed earlier, or anything creative that you can come up with, as long as it is related to the quarantine

or coronavirus. Try to use in some way the content we have produced in our last class sessions.

2. In any of the videos you make, be careful of not showing personal information or if people's faces come out in the videos, make sure you have the person's permission to share the content, by signing the privacy permission policy. The same applies to yourself, if your parents have not signed your privacy compliance policy, don't show your face in the videos.
3. Invite other students from our school to send us any "quarantine" related TikToks they have done and we will share them in our blog. Make sure they have allowed in writing, to have their faces shown in the videos.

Team 5 – the managers:

1. You will be the supervisors, you will be in charge of writing a "catchy" and creative introduction for our "about us" blog section. (Explain who is doing this project and why are we doing it).
2. You will also have to supervise the work the other teams are putting together, contacting them to see if they need any help, if they're having trouble with something, or if you see there are members that are not collaborating with their team.
3. Then, you will get in contact with me through a 5-minute videoconference meeting, to discuss anything that needs to be worked out or organized.
4. Contact the teams again and tell them what we have talked about in our videoconference.

Practice and Consolidation – 30 minutes

In this class session only, students will have a joined practice and consolidation time as they will be developing new content based on previous grammar and vocabulary we have studied in the last few weeks. I will divide the class session into smaller groups and students will begin to work together in their teams. I will go around the different teams helping them out and clarifying any doubts they may have about their specific task. They will discuss their ideas and begin preparing the content they want to do for their task.

Students' expected work and organization:

The uploaders used this time to divide between their members the three platforms:

- 2 students work in the blog.
- 2 students work with TikTok.

- 2 students work with the podcast website.

They logged in, and began familiarizing themselves with the different platforms. They saw how each platform worked, and the options they have to create a new post.

The bloggers started gathering other student's work and ideas to create their task. They decided how they would do their visual representation. They also established how they would design their brochure, and what advice they could give to our blog readers. All of the advice was written using the vocabulary and grammar: first, second, and third conditionals. This is their final product. This brochure will be uploaded to the blog.



The interviewers decided what topic their interview would be based on, and started writing possible questions they wanted to ask the person they would be interviewing. They also chose someone from our class to interview them. They got in touch with the student and he agreed to do it, and explained what they would be asking him about. Finally, They decided who would

be the interviewer, who would put the interview together in a single audio podcast, and would write a catchy introductory description for it.

The Tik-Tokers divided the tasks between them, gathered ideas, and decided who would record Tik-Tok videos. They decided to do a video-tutorial on preventive measures for coronavirus, and every student agreed to make a different measure creating a total of 6 Tik-Tok videos. They decided to also invite other school students to upload a Tik-Tok “tutorial” on different measures with the hashtag #howtoavoidcorona and they were going to share these stories in our blog too.

The managers decided to speak to me about ways in which they could help other teams. I allowed them to go around other teams to see if they needed help, and then they reconvened to talk about what the other teams are doing this week. Finally, they organized how to contact other group members through Skype, and set up the time for videoconferences during the week to discuss the teams’ progress.

Round up – 5 minutes

After developing and organizing the week’s content, the groups go back into a whole-classroom discussion, and give a short summary of the things they have done so far, so all of the class members know what each team will be doing for the week.

Important Notes on the collaborative-task project:

As stated above, these would be the expected work and organization guidelines that students would follow on a weekly basis to continue with our project “Coping Together.” This is why the project will continue onto the second didactic unit and will end on the last day of school. The purpose is to connect with our community through online platforms and promote supportive and engaging resources to lessen the seriousness of our current quarantine conditions.

If this project were to be used in the future, it doesn’t have to be tied to any sort of massive world-wide issue (pandemic), it can simply serve as a collaborative task project that shares useful information and helps connect with other people. Similarly, this project also implements “project-based and task-based learning” as students develop the autonomy to lead and create content that is meaningful to them and the community they live in. The objective is to motivate students to become more active and responsible within their community as they elaborate these weekly tasks.

Unit 7 - Entertainment and the Media

Objectives	
<p>Lesson 1: Grammar: An Introduction to Reported Speech</p>	<p>Ss should be able to:</p> <p>Comprehend the direct and indirect statements, in the expression of opinions and ideas of others using quotes.</p> <p>Interview one another and convey the indirect statements of their partner's responses.</p>
<p>Lesson 2: Vocabulary: Reporting Verbs</p>	<p>Ss should be able to:</p> <p>Extend their knowledge of lexis related to reporting verbs and associate this content to their previous understanding of the grammar point.</p> <p>Utilize ICT platforms online or student book to find the vocabulary in a word-search puzzle and reinforce the spelling aspect of the words.</p> <p>Apply reporting verbs to transcribe the statements of others in a written interview into their appropriate indirect speech form.</p>
<p>Lesson 3: What is fake news and how can we detect it?</p>	<p>Ss should be able to:</p> <p>Apply inferring skills to understand unknown meanings and information, through the interpretation of linguistic and non-linguistic elements in an online news article.</p> <p>Identify the different risks associated with the use of technologies and online resources and apply safe online browsing strategies to avoid them.</p>

	<p>Investigate credible sources that they can use to get information for future tasks associated to the project, <i>Coping Together</i> or any other online task.</p>
<p style="text-align: center;">Lesson 4: Requesting Information and Writing a Report about Entertainment</p>	<p>Ss should be able to:</p> <p>Observe and practice the changes in temporary expressions that occur when reporting someone's statements, opinions and ideas.</p> <p>Request and give simple information and opinions using a survey, as well as transmit them using reported speech with time expressions, by writing a report.</p> <p>Exercise the use of time expressions in reported statements using an online multiple-choice quiz.</p>
<p style="text-align: center;">Lesson 5: Famous Artists: Ariana Grande</p>	<p>Ss should be able to:</p> <p>Understand the main ideas of a text using their previous knowledge of sociolinguistic and cultural aspects related to music, and music artists, to infer meaning of possible unknown words or main points.</p> <p>Use online dictionaries to review or correct their own inferred meanings.</p> <p>Utilize online sources to expand their knowledge on relevant cultural elements of music and artists of English speaking countries and express their own opinions and preferences in an informal Q&A classroom discussion.</p>

Unit	Entertainment and the media	Lesson	1	Group	4º ESO	Time	50 min
Topic / Session Title	Grammar: An Introduction to Reported Speech			Class	English		
Focus							
Skills	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
Competences	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
Contents	Indirect speech / Reported speech Students convey the statements, opinions and ideas of others using quotes.						
Learning outcomes	Students will be able to: -Identify the pronoun changes from direct speech to reported speech. -Comprehend the process of “backshifting” in tense from direct to reported speech. -Practice and produce their own written reported speech based on examples of direct speech phrases.						
Evaluation criteria	- Students correctly identify the changes in pronouns from direct to indirect speech. - Students effectively identify the changes in tenses from direct to indirect speech. - Students accurately write their own reported speech phrases.						
Previous knowledge	Students will have to use their prior knowledge of past, present, and future tenses to be able to learn reported speech. Students should already know the uses of subject/object pronouns and possessive pronouns to be able to introduce them into reported speech.						
Materials	-PowerPoint presentation about Reported Speech. -Student book -Link to the PowerPoint presentation: https://upcomillas-my.sharepoint.com/:p:/g/personal/201811216_alu_comillas_edu/EdnvMoroC4RMrTyRJoh_H5wBtpC9Mj-drjjiT5pr228A2Q?e=r4Oibe				Spaces	The classroom or computer room	
Procedures							
Timing	Stage	Activities (T / S role)				Grouping	

<p>5 minutes</p>	<p>Warm-up activity</p>	<p>Instructions for the Teacher:</p> <p>The T will play the YouTube video</p> <p>“Michael Bubl� vs bubly sparkling water Super Bowl 2019 Ad”</p> <p>https://youtu.be/SRfsJi_oHHA</p> <p>-T will stop the video at (00:03) and ask:</p> <p>What did he say his favorite drink was?</p> <p>Ss respond to the question</p> <p>-T will stop the video at (00:08) and ask:</p> <p>What does the girl say to Michael Bubl�?</p> <p>Ss respond to the question</p> <p>-T will stop the video at (00:17) and ask:</p> <p>What does the little girl ask him?</p> <p>Ss respond to the question</p> <p>(If necessary, T can replay these parts of the video once or twice)</p>	<p>Whole class discussion</p>
<p>20</p>	<p>Presentation</p>	<p>Instructions for T: Using the PowerPoint slide attached below, explain the following things:</p> <p>-Introduce the teaching point of the day, saying that when someone tries to explain what other person is saying or doing, we are using: reported speech.</p> <p>- Emphasize that reported speech is also called indirect speech, and they are used interchangeably but mean the same thing.</p> <div style="border: 2px solid red; padding: 10px; margin-top: 20px;"> <p style="text-align: center;">When do we use it?</p> <ul style="list-style-type: none"> ◦ When we want to tell someone what another person said. ◦ There are two types of speech: Direct and Reported speech ◦ EX of a direct speech: ◦ "I want a burger for dinner," said Louis. ◦ EX of a reported speech/indirect speech: ◦ Louis said he wanted a burger for dinner. ◦ Basically, we are "reporting" statements that other people said. ◦ Reported speech always requires a "reporting verb" such as say, tell, or ask. </div>	<p>Whole-class discussion</p>

Slide 3: Briefly introduce the following basic reporting verbs:

Explain that these are the most common verbs used when we write phrases in indirect speech.

Reporting verbs:

Say	tell	ask
The verb "say" doesn't need a direct object Ex: She said she was happy.	The verb "tell" must have an indirect object Ex: She told me that she was happy. She told you ... She told him/her ... She told us ... She told them ...	The verb "ask" can be expressed in two different ways in reported speech. Ex: She asked if he was happy. She asked whether he was happy.

Slide 4: Introduce the process of "backshifting" by going over the general changes from direct speech to indirect speech.

**BACKSHIFT
PROCESS**

Backshift process in tenses	
Direct speech	Indirect speech
present simple	→ past simple
present continuous	→ past continuous
present perfect	→ past perfect
past simple	→ past perfect continuous
past continuous	→ "would"
Future simple	→ "would"

Slide 5: Introduce the changes on the **subject** when it goes from direct speech to indirect speech.

Explain that the **pronoun** you use in reported speech depends on the **subject (the person that said the phrase)**

Pronoun changes from direct to indirect speech:

Subject and object pronoun changes:	Possessive pronoun changes:
Usually : 1 st person → 3 rd Person but there are exceptions in the 2 nd person	
◦ I → He / She	My → his / her
◦ We → They	Your → my/ his / her / their / our
◦ You → I / We / He / She	Our → their
◦ (object) Me → him / her	Mine → his / her
◦ (object) You → him / her/ us / them	Yours → mine / his/ hers/ ours / theirs
◦ (object) Us → them	Ours → theirs

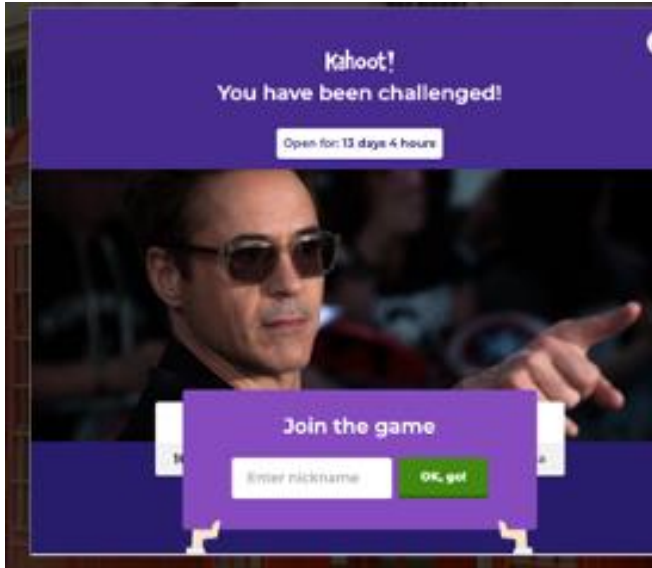

Slide 6: show them the table of structures and how they change from direct speech to indirect speech. **Emphasize on tense changes.**

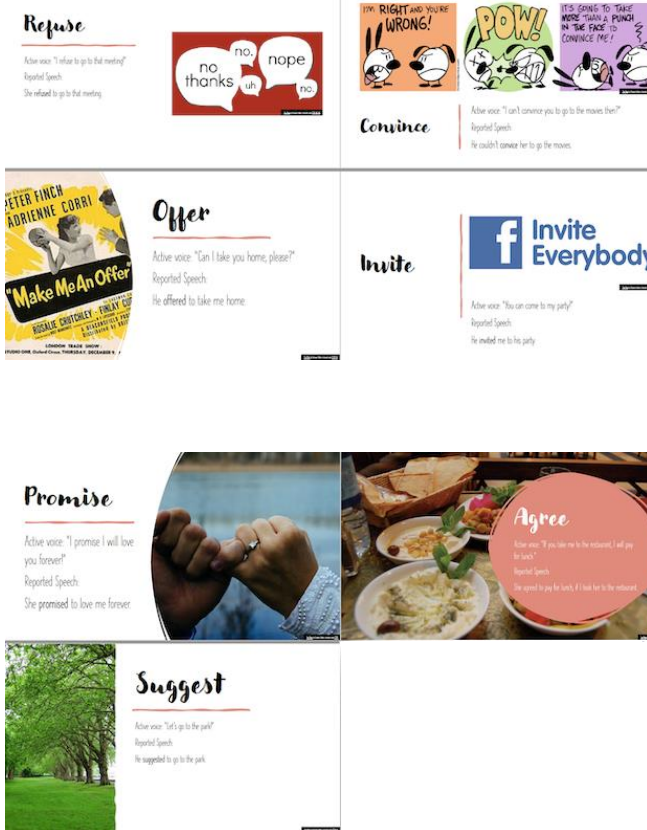

		<p>Structures of direct speech and reported speech as they undergo the backshifting process</p> <table border="1"> <thead> <tr> <th>Tense</th> <th>Direct Speech</th> <th>Reported Speech</th> </tr> </thead> <tbody> <tr> <td>present simple</td> <td>I eat pop corn everyday.</td> <td>He said he ate pop corn everyday.</td> </tr> <tr> <td>present continuous</td> <td>I am going to school walking.</td> <td>He said he was going to school walking.</td> </tr> <tr> <td>past simple</td> <td>I got a new mobile phone.</td> <td>She said she had gotten a new mobile phone. OR She said she got a new mobile phone.</td> </tr> <tr> <td>past continuous</td> <td>She was running to school this morning.</td> <td>She said she had been running to school this morning.</td> </tr> <tr> <td>present perfect</td> <td>I haven't taken the trash out yet.</td> <td>He said he hadn't taken the trash out yet.</td> </tr> <tr> <td>past perfect*</td> <td>Carlos had never studied French before.</td> <td>Carlos said (that) he had never studied French before.</td> </tr> <tr> <td>will</td> <td>I'll come to your house later.</td> <td>She said she would come to my house later.</td> </tr> </tbody> </table> <p>Slide 7: Show them the table of structures that explain how other auxiliary verbs change (and some don't change) from direct to indirect speech. Using the examples, stress that aux verbs in questions, requests, suggestions, etc. have specific ways of making them into reported speech.</p> <table border="1"> <thead> <tr> <th>Aux verb</th> <th>Direct Speech</th> <th>Reported Speech</th> </tr> </thead> <tbody> <tr> <td>would*</td> <td>I would take you home, but I can't.</td> <td>He said he would take me home but he couldn't.</td> </tr> <tr> <td>can</td> <td>Can I go to Maria's house tomorrow afternoon?</td> <td>She asked if she could go to Maria's house tomorrow afternoon.</td> </tr> <tr> <td>could*</td> <td>I could speak English when I was a child.</td> <td>He said he could speak English when he was a child.</td> </tr> <tr> <td>shall</td> <td>I shall wake up early tomorrow.</td> <td>She said she would wake up early tomorrow.</td> </tr> <tr> <td>should*</td> <td>I should study for my exam.</td> <td>She said she should study for her exam.</td> </tr> <tr> <td>may</td> <td>I may not go to your party next week.</td> <td>He said he might not go to your party next week.</td> </tr> <tr> <td>must</td> <td>I must raise my marks or I will fail Literacy.</td> <td>He said he had to raise his marks or he would fail Literacy</td> </tr> </tbody> </table>	Tense	Direct Speech	Reported Speech	present simple	I eat pop corn everyday.	He said he ate pop corn everyday.	present continuous	I am going to school walking.	He said he was going to school walking.	past simple	I got a new mobile phone.	She said she had gotten a new mobile phone. OR She said she got a new mobile phone.	past continuous	She was running to school this morning.	She said she had been running to school this morning.	present perfect	I haven't taken the trash out yet.	He said he hadn't taken the trash out yet.	past perfect*	Carlos had never studied French before.	Carlos said (that) he had never studied French before.	will	I'll come to your house later.	She said she would come to my house later.	Aux verb	Direct Speech	Reported Speech	would*	I would take you home, but I can't.	He said he would take me home but he couldn't.	can	Can I go to Maria's house tomorrow afternoon?	She asked if she could go to Maria's house tomorrow afternoon.	could*	I could speak English when I was a child.	He said he could speak English when he was a child.	shall	I shall wake up early tomorrow.	She said she would wake up early tomorrow.	should*	I should study for my exam.	She said she should study for her exam.	may	I may not go to your party next week.	He said he might not go to your party next week.	must	I must raise my marks or I will fail Literacy.	He said he had to raise his marks or he would fail Literacy	
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<p>15 minutes</p>	<p>Practice</p>	<p>Instructions for T:</p> <p>Have Ss write the following questions and transform them into reported speech in their notebooks. When Ss finish, have them correct phrases 1-7 on their own, showing them the Ppt table of the structures of direct and indirect speech. Sentences 8-14 correct them with the Ss by rewriting the correct answers on the board. Ss should also write the correct answers in their textbook.</p> <p>Instructions for Ss: In your textbook, change the following direct speech into reported speech using the examples from the PowerPoint.</p> <ol style="list-style-type: none"> 1. "I really like tomatoes," Alice said. 2. "I am going to visit my grandparents," Carlos said. 3. "I have finished my homework," Jason said. 4. "Where did you buy your shoes?" Tina asked. 5. "I was watching TV earlier," Joe said. 	<p>Individual work</p>																																																

		<ol style="list-style-type: none"> 6. "I had never eaten broccoli before, until now," Jane said. 7. "I will go early to school tomorrow," Mary said. 8. "I would go with you, but I can't," Javier said. 9. "Lisa can't go to the fieldtrip," Chloe said. 10. "Could you take out the trash out?" Asked his mom. 11. "Shall we go to the cinema?" Carly said. 12. "You should brush your teeth every day," Marcos said. 13. "May I go to the bathroom?" Jennifer asked. 14. "You must do your homework today!" Claudia told Julian. 	
15 minutes	Consolidation	<p>Instructions for T: Write the Ss instructions and questions on the board. Make students interview each other and write their partner's answers using reported speech in their notebook. It is important to explain to them that each question will require a complete answer.</p> <p>Ex of direct speech: My favorite food is pizza.</p> <p>Ex of reported speech: She said her favorite food was pizza.</p> <p>(Ss should have one reported speech phrase per tense), so 7 phrases in total.</p> <p>Instructions for Ss: In pairs, you have to interview each other using the following questions:</p> <ol style="list-style-type: none"> 1. What is your favorite food? 2. How old are you? 3. What hobbies do you like doing? 4. Say something you are doing now. 5. Where did you travel last summer? 6. Say something you were doing earlier in the morning 7. Where will you go next summer?" 8. Tell me a sports you can play well. 9. What would you do if you were home? 10. Tell me a rule you must follow at school. <p>Step 2. Write down their complete answers and convert them into a reported speech.</p>	Activity in pairs
5	Wrap-up	<p>Instructions for T: Ss peer-review each other's phrases using the PowerPoint presentation as example. The table on slide 4, or the examples on slide 6 must be shown to the Ss on the screen while they do this activity.</p>	Activity done in pairs

		<p>If there is time at the end of the session, just mention to Ss that next time they will continue learning how to transform questions, requests, and phrases with auxiliary verbs into reported speech.</p> <p>Instructions for Ss: Give your notebook to your partner and have them correct your sentences using the table from the PowerPoint.</p>	
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Unit	Entertainment and the Media	Lesson	2	Group	4º ESO	Time	50 min
Topic / Session Title	Vocabulary: Reporting Verbs			Class	English		
Focus							
Skills	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
Competences	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
Contents	<ul style="list-style-type: none"> - Mobilization of previous information on the type of task and topic. - Lexis related to reporting verbs. - Students report the statements, opinions and ideas of others using an interview done on two famous Spanish celebrities in a magazine article. 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Extend their vocabulary on reporting verbs and associate them to their knowledge of reported speech. - Utilize ICT platforms online, to find the reporting verbs in a word-search puzzle and reinforce spelling. - Apply reporting verbs to transcribe the ideas, statements, and opinions in an interview into their appropriate reported speech phrases. 						
Evaluation criteria	<ul style="list-style-type: none"> - Students correctly identify the uses and meaning of each reporting verb. - Students successfully use the ICT platform and find the vocabulary words (reporting verbs) in the word-search puzzle online. - Students effectively comprehend the most important information in the interview and report the opinions, ideas, and statements of the people being interviewed. 						
Previous knowledge	<p>Students should know the grammar rules for the process of backshifting. Students should know reporting verbs: say, told, and ask.</p>						
Materials	<ul style="list-style-type: none"> - PowerPoint presentation on reporting verbs - Computer or tablet (if available in the classroom) - Student textbook 				Spaces	The computer room or the classroom	
Procedures							
Timing	Stage	Activities (T / S role)				Grouping	
5 minutes	Warm-up	<p>Instructions for T: Tell students to go to this website and do the reported speech practice Kahoot that is found at the bottom of the page.</p>				Individual work	

		<p>Students get are reminded of the rules of reported speech using this game online.</p> <p>Ss must write their first name and surname as nickname, because their results will be saved in the Kahoot platform.</p> <p>Link: https://mhenglishtopia.blogspot.com/p/task-1.html</p> 	
<p>15 minutes</p>	<p>Presentation</p>	<p>Instructions for T: Go over the vocabulary about reporting verbs and explain some examples to them. Have students write the examples on their textbook, Reporting Verbs vocabulary section.</p> <p>Link to the presentation: https://upcomillas-my.sharepoint.com/:p:/g/personal/201811216_alu_comillas_edu/ERW16x10AfhKuYVmoOhnetABQZfYwucS7mVFVkyxyh4omQ?e=m6NkQn</p> 	<p>Whole-class discussion</p>






			
<p>10 minutes</p>	<p>Practice</p>	<p>Instructions for T: Go to the website: https://mhenglishtopia.blogspot.com/p/task-5.html and tell students to find the reporting verbs in the following word-search puzzle. Ask student assistants to help others if needed.</p>  <p>If they don't have an available device to access the word search, they can also find it in their textbook.</p>	<p>Individual work</p>
<p>15 minutes</p>	<p>Consolidation</p>	<p>Instructions for T: In the student textbook book, Ss have to do these pages. It is a reading activity followed by comprehension questions that they have to do individually.</p>	<p>Individual work</p>


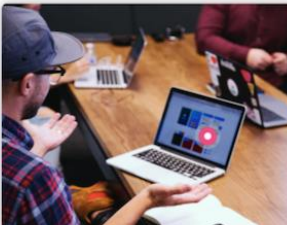


		<div data-bbox="587 203 1139 230"> <p>3 JUNE 2020 MADRID POST</p> </div> <div data-bbox="598 244 1129 369"> </div> <div data-bbox="670 400 1053 445"> <h2>FAMOUS FACES</h2> </div> <div data-bbox="587 490 1134 848"> </div> <div data-bbox="582 857 994 925"> <h3>An interview with Ester Expósito and Miguel Bernardeau</h3> </div> <div data-bbox="582 920 1005 1023"> <p>Our wonderful reporter, Jorge Campos, from our <i>Madrid Post</i> column, has managed to land an interview with the amazing stars, Ester Expósito, and Miguel Bernardeau from the TV Series <i>Élite</i>. Having just released their latest season, these talented actors have agreed to talk to us, and they told us a few secrets from the plot. Be careful though, you will find SPOILERS ahead.</p> </div> <div data-bbox="1011 891 1133 1055"> <p>They have given our reporter some spoilers for the third season, but they won't actually affect your watching experience, don't worry!</p> </div> <div data-bbox="582 1032 983 1057"> <p>You may know their characters well, but how much do you know</p> </div>	
		<p style="text-align: right;">2</p>	

		<p>3 JUNE 2020 MADRID POST</p> <p>Ester: "That's great! Do you have plans now?" She asked. We could go have a coffee and we can discuss everything from the new season, I would like to know your opinion about it!</p> <p>Jorge : "Perfect! I'd love to!" he says, and finishes the interview with a warm goodbye and recommends everyone to watch the show, now available on Netflix.</p> <div style="background-color: #f9c796; padding: 5px; margin: 10px 0;"> <p>Exercise 1. Rewrite the statements that were connected to the reporting verbs based on the information you got from the interview. Use the rules of reported speech that we introduced last</p> </div> <p>Ex: Miguel admitted that they couldn't say who killed Pablo.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 30%; text-align: center;">1 [convinced]</td><td></td></tr> <tr><td style="text-align: center;">2 [agreed]</td><td></td></tr> <tr><td style="text-align: center;">3 [promised]</td><td></td></tr> <tr><td style="text-align: center;">4 [refused]</td><td></td></tr> <tr><td style="text-align: center;">5 [complained]</td><td></td></tr> <tr><td style="text-align: center;">6 [suggested]</td><td></td></tr> <tr><td style="text-align: center;">7 [offered]</td><td></td></tr> <tr><td style="text-align: center;">8 [invited]</td><td></td></tr> <tr><td style="text-align: center;">9 [asked]</td><td></td></tr> </table>	1 [convinced]		2 [agreed]		3 [promised]		4 [refused]		5 [complained]		6 [suggested]		7 [offered]		8 [invited]		9 [asked]		
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<p>5 minutes</p>	<p>Wrap-up</p>	<p>Instructions for T: If students have not finished the exercises in the textbook they can use the last five minutes to do so.</p> <p>Students are free to do whatever they want: read a book, listen to music, or complete an extra content material.</p>																			

Unit:	Entertainment and the media	Lesson	3	Group	4º ESO	Time	50 min
Topic / Session Title	What is fake news and how can we detect it?			Class	English		
Focus							
Skills	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
Competences	<input type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						
Contents	Obtaining information from different sources, on digital or multimedia, to carry out specific tasks.						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Apply inferring skills to understand unknown meanings and information, through the interpretation of linguistic and non-linguistic elements in a news article. - Identify the different risks associated with the use of technologies and online resources and apply safe online browsing strategies to avoid them. -Investigate credible sources that they can use to get information for future tasks associated to the project, <i>Coping Together</i>. 						
Evaluation criteria	<ul style="list-style-type: none"> - Students successfully identify the general meaning, the main points and relevant information of announcements and public communications such as an online news article. - Ss effectively employ their inference skills to recognize real from fake news. -Ss efficiently find credible sources they can use in the future. 						
Previous knowledge	Ss should already know how to use search engines to find information.						
Materials	<ul style="list-style-type: none"> -Computers or tablets -Online article from The Onion: https://www.theonion.com/this-face-will-be-the-last-thing-you-see-before-you-di-1843888214 -Genially presentation on information about fake news https://view.genial.ly/5ed909cab369a30doaa463e4/presentation-detecting-fake-news -Notebooks -Textbook 				Spaces		The classroom or computer room

Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5 minutes	Warm-up	<p>Instructions for T: Go to this website and have Ss read the following article: https://www.theonion.com/this-face-will-be-the-last-thing-you-see-before-you-di-1843888214</p> <p>Ask them to discuss the following questions without explaining that “The Onion” is a satirical digital media site and newspaper.</p> <p>3-minute discussion in small groups:</p> <p>“What do you think about his statement?”</p> <p>“What are the main ideas in the article?”</p> <p>“How does this article make you feel after reading it?”</p> <p>“Do you think Donald Trump’s would say something like this?”</p> <p>Students should be able to infer that this article is fake or satirical. Or at least, be suspicious about it. Do not say anything yet, just explain that they will watch a video now.</p>	Groups of 4-5
15 minutes	Presentation	<p>Instructions for T: Start by playing the following video to introduce the topic of the day. Watch until minute (2:21)</p> <p>https://www.youtube.com/watch?v=V4o0B6IDo5Q</p> <p>After watching the video ask students what was the video about.</p> <p>They should be able to infer that the article from <i>The Onion</i> was fake.</p> <p>Now, go over the safety measures to identify a fake news website. Ss should write notes on their notebook about the most important information.</p> <p>https://view.genial.ly/5ed909cab369a30doaa463e4/presentation-genially-sin-titulo</p>	Class discussion

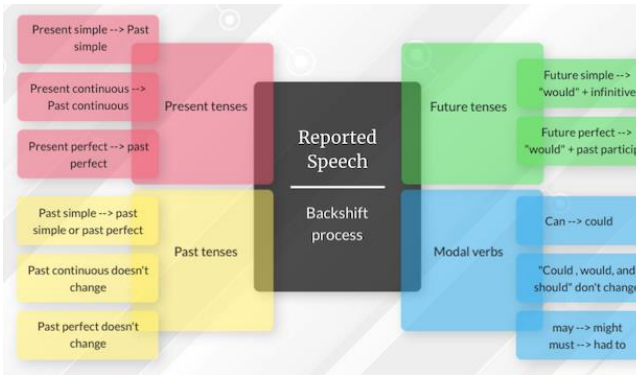
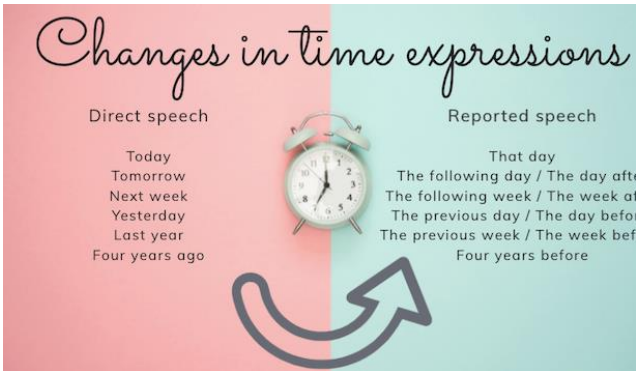
		<p>Detecting Fake News Online</p> <p>How can you differentiate fake news from real ones?</p> 	
		<p>Check the URL of the website.</p>  <ul style="list-style-type: none">• Authentic websites will have the following:<ul style="list-style-type: none">• https://• a lock icon in the address bar.• Fake websites will have the following:<ul style="list-style-type: none">• http://• and NO lock icon in the address bar. 	
		<p>Do an online search on the author!</p> 	
		<p>To make sure you have real news, search the name of the author on the internet.</p> <p>If the article does not have an author or it is posted as "unknown" or "anonymous," DO NOT TRUST IT!</p> 	

		<div data-bbox="564 197 1209 560">  <p>GOOGLE THE ORGANIZATION THAT PUBLISHED IT!</p> <p>If there is an organization listed in the website, you must google it, and see if it "reputable."</p> <p>In other words, does the organization have a good reputation based on the google results you got?</p> <p>▶ info</p> </div> <div data-bbox="564 577 1209 940">  <p>Do a reverse image search!</p> <p>Look at the photos in the article. Most of the time, the photos are exaggerated or show extreme contexts. But NOT always.</p> <ol style="list-style-type: none"> 1. If you have Google Chrome browser you will be able to do this. 2. Right-click on the photo of the article. 3. Click where it says, "Search image in Google" 4. You will get a new page with the results back of every website that has used that image. </div> <div data-bbox="564 974 1209 1332"> <p>When you spot fake news or content, DO NOT SHARE IT!</p> <p>Sharing fake news only hurts others.</p>  <p>You have to be aware that there are fake news media everywhere. You have to be careful and not fall for these fishy and dangerous sites which will only misinform you and most probably damage your computer or device with viruses or malware. Avoid clicking on any link you see on the website and close the window immediately!</p> </div> <div data-bbox="564 1344 1209 1702">  <p>Step 1 Check the URL. Look for the https:// or the lock icon.</p> <p>Step 2 Search for the author or organization online. Make sure they are reputable sources.</p> <p>Step 3 Do a reverse image search. www.images.google.com</p> <p>Paso 4 DO NOT CLICK ON OR SHARE ANYTHING. This will only hurt you or others.</p> </div>	<p>Make sure students understand how important it is to only read and use verified and credible sources of information.</p>
<p>15 minutes</p>	<p>Practice</p>	<p>Instructions for T: Have Ss investigate the following sources and see if they are real or fake. Assign one website to each group.</p>	<p>Activity in groups of 4-5</p>

		<p>https://www.newyorker.com/humor/borowitz-report/angela-merkel-practices-social-distancing-by-staying-four-thousand-miles-away-from-trump</p> <p>http://americablog.com/</p> <p>http://bigamericannews.com/</p> <p>https://canadafreepress.com/</p> <p>https://www.christianpost.com/news/terrence-floyd-pleads-for-riots-to-stop-my-family-is-a-peaceful-family-my-family-is-god-fearing.html</p> <p>https://www.buzzfeednews.com/article/davidmack/jake-paul-charged-looting-mall-scottsdale-arizona</p> <p>https://www.thebeaverton.com/2020/03/japan-ioc-postpone-all-2020-olympic-events-except-fencing/</p> <p>Instructions for Ss: Using the information from the presentation, you have to verify the validity of the websites by responding to the following questions:</p> <ol style="list-style-type: none"> 1. Does the website have a https:// or a lock in the address bar? 2. What information is the website giving you? Describe it. 3. Search the name of the site, the name of the author or the organization that owns the website. What opinions/reviews did you find? 4. Were you able to trace back the images found in the website/article? 5. Is your website/article a credible source? Explain your arguments. 	
<p>15 minutes</p>	<p>Consolidation</p>	<p>Instructions for T: Have students research what other online safety measures can we take when we look for news or information in the media.</p> <p>Instructions for Ss:</p> <p>In your textbook, you have to write about the following:</p> <p>Find 3 credible news organizations or websites that give unbiased and truthful information. Explain why you chose them.</p> <p>What other kinds of sources do we have available aside from the media, to look for scientifically proven facts?</p>	<p>Individual work</p>


<p>5 minutes</p>	<p>Wrap-up</p>	<p>Instructions for T: Have a class discussion, invite students to share the credible sources they found and explain to the rest why they chose them. Verify that their choices were in fact credible sources.</p> <p>-Write a list of credible sources on the board, and in an accessible online platform where Ss can find them easily when they need them in the future.</p> <p>This will help them when they have to create new content that should be backed up by credible sources. Also remind them that it is very important not to share fake news or wrong information online.</p>	<p>Whole-class discussion</p>
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Unit	Entertainment and the media	Lesson	4	Group	4º ESO	Time	50 min
Topic / Session Title	Requesting Information and Writing a Report about Entertainment			Class	English		
Focus							
Skills	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
Competences	<input type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
Contents	<p>-Changes in time expressions related to reported speech.</p> <p>-Request simple information on the opinions and interests of others through a survey.</p> <p>- Convey simple information, opinions and ideas of others through indirect speech (reported speech) with temporary expressions, by writing a report.</p>						
Learning outcomes	<p>Students will be able to:</p> <p>-Observe and practice the changes in temporary expressions that occur when reporting someone's speech.</p> <p>- Request and give simple information and opinions using a survey, as well as transmit them using reported speech with time expression, by writing a report.</p> <p>- Exercise time expressions in reported speech using an online multiple-choice quiz.</p>						
Evaluation criteria	<p>-Ss effectively change temporary expressions from direct speech to indirect speech.</p> <p>- Ss comprehend well, in an informal conversation, the explanations or justifications of others' opinions on matters of personal interest, of abstract aspects such as entertainment, music, cinema, and literature.</p> <p>-Ss clearly convey the ideas and personal interests of others in a written report.</p>						
Previous knowledge	Student should know the rules of the "backshift" process in reported speech.						
Materials	<p>-Computers or tablets</p> <p>-Notebooks</p> <p>-Textbook</p> <p>-Mind map of reported speech "backshift" process</p>				Spaces	The classroom	

		https://view.genial.ly/5ebb04f3bdaf590d71d5a32a/horizontal-infographic-review-mind-map-of-reported-speech-backshift-process	
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5 minutes	Warm-up	<p>Instructions for T: Refresh students' knowledge on reported speech rules. Ask them questions about the tense changes that occur in indirect speech, and see if they remember them well.</p> <p>If they don't, show them the following table and review it with them.</p>  <p>The infographic is a central diagram with 'Reported Speech' and 'Backshift process' in the center. To the left, under 'Present tenses', are: Present simple --> Past simple, Present continuous --> Past continuous, and Present perfect --> past perfect. To the right, under 'Future tenses', are: Future simple --> "would" + infinitive, and Future perfect --> "would" + past participle. Below these, under 'Past tenses', are: Past simple --> past simple or past perfect, Past continuous doesn't change, and Past perfect doesn't change. To the right of the center, under 'Modal verbs', are: Can --> could, "Could, would, and should" don't change, and may --> might, must --> had to.</p>	Whole-class discussion
15 minutes	Presentation	<p>Instructions for T: Continue reviewing the rules of reported speech and follow up with this. Present the following time change expressions.</p>  <p>The infographic is split into two halves: 'Direct speech' (left, pink background) and 'Reported speech' (right, teal background). A clock icon is in the center. Under 'Direct speech' are: Today, Tomorrow, Next week, Yesterday, Last year, and Four years ago. Under 'Reported speech' are: That day, The following day / The day after, The following week / The week after, The previous day / The day before, The previous week / The week before, and Four years before. A large curved arrow points from the direct speech side to the reported speech side.</p> <p>Review again the structure of questions in reported speech. Have students write the examples as notes in their notebooks.</p> <p>Yes or no questions</p> <p><i>if</i> or <i>whether</i> is used to make a question into reported speech. <i>If</i> is used more often.</p> <p><i>'Are you having lunch at home today?'</i></p>	

		<ul style="list-style-type: none"> • She asked me <i>if</i> I was having lunch at home that day. <p><i>'Have you taken the trash out yet?'</i></p> <ul style="list-style-type: none"> • He asked me <i>whether</i> I had taken the trash out yet. <p>Questions with “wh-” words</p> <p>In <i>wh-</i> questions, or <i>how</i> questions, the question word that was used at the beginning of the question will be used to make it into a reported question.</p> <p><i>'What time will you come home today?'</i></p> <ul style="list-style-type: none"> • She asked me <i>what</i> time would I go home that day. <p><i>'Where are you going now?'</i></p> <ul style="list-style-type: none"> • He asked me <i>where</i> was I going at that moment. 	
<p>15 minutes</p>	<p>Practice</p>	<p>Instructions for T: Tell students to ask questions to a classmate and fill out this survey about their partner’s choices of entertainments. The activities are in the student book.</p> <p>WRITING</p> <p>Activity 1. Fill out this survey about your partner’s choices of entertainment.</p> <div data-bbox="592 1220 1106 1731" style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #e0f2f7;"> <p>Name: _____</p> <p>How do you prefer to spend your time? _____</p> <p>When was the last time you went with your friends, what kind of activities did you do? _____</p> <p>When was the last time you did these things?</p> <p>Watch movies or series at home:</p> <p>Go to the Cinema: _____</p> <p>Go to the theatre: _____</p> <p>Go to a concert: _____</p> <p>Play video games: _____</p> <p>Spend time on social media: _____</p> <p>Read a book: _____</p> <p>How many hours a day do you spend online or in front of the screen? _____</p> </div> <p>Activity 2. Write a report describing your partner’s choice of entertainment. In a paragraph, describe what they like to do and how often they do it. Remember to use the rules of reported speech.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Activity done in pairs.</p>

		<p>Activity 2. After each student completes the survey, they have to write a report. In a paragraph they describe their partner's choices of entertainment and how often they do those activities, they also have to use the rules of reported speech and changes in temporary expressions.</p>	
<p>15 minutes</p>	<p>Consolidation</p>	<p>Instructions for T: Ss should consolidate the time expression change with reported speech using the following quiz:</p> <p>https://quizizz.com/join?gc=5114803</p> <p>Share the link with the students or show them the steps to join.</p> <p>Instructions for Ss:</p> <p>1. Go to this link and join the quiz. We will practice time changes in reported speech using this quiz. If the link does not work, follow these steps:</p> <div data-bbox="592 967 1173 1240" style="border: 1px solid #ccc; padding: 10px; text-align: center; background-color: #f9f9f9;"> <p>Ask participants to open</p> <p>joinmyquiz.com</p> <p>and enter this code</p> <p>5 1 1 4 8 0 3</p> </div> <p>2. Write your full name as username section when they join the game, so your results are saved in my marks report.</p> <div data-bbox="616 1417 1153 1814" style="border: 1px solid #ccc; padding: 10px; background-color: #212121; color: white;"> <p>Your Quizizz name is...</p> <div style="border: 1px solid #ccc; padding: 5px; display: flex; align-items: center;"> <input style="width: 100%; border: none;" type="text" value="Enter your name"/> </div> <div style="background-color: #00c080; color: white; text-align: center; padding: 5px; margin-top: 5px;"> <p>Start game</p> </div> <div style="margin-top: 10px;"> <p>Game settings</p> <div style="display: flex; justify-content: space-between;"> <div> <p>🎵 Music <input checked="" type="checkbox"/></p> <p>🔊 Sound effects <input checked="" type="checkbox"/></p> </div> <div> <p>🗣️ Memes <input checked="" type="checkbox"/></p> <p>🗣️ Read aloud <input type="checkbox"/></p> </div> </div> </div> </div>	<p>Individual work</p>
<p>5 minutes</p>	<p>Wrap-up</p>	<p>Instructions for T: Ss will finish the class with this Edpuzzle video of the Simpsons. In this short video, Ss practice their listening comprehension skills and multiple-choice quiz of reported speech questions.</p>	<p>Individual work</p>

		<p>https://edpuzzle.com/media/5eb97fa7bcfd53f847adoce</p> <p>Practicing Reported Speech with The Simpsons</p> <p>Margarita Higareda</p>  <p>YouTube</p>	
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Unit	Entertainment and the media	Lesson	5	Group	4º ESO	Time	50 min
Topic / Session Title	Famous Artists: Ariana Grande			Class	English		
Focus							
Skills	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
Competences	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic						
Contents	<p>-Inference of unknown meanings and information, through the interpretation of elements, linguistic and non-linguistic.</p> <p>-Locate and properly use linguistic or thematic resources (use of a dictionary or grammar, obtaining help, etc.).</p> <p>-Expanding in the knowledge of the most relevant cultural elements of the countries where the foreign language is spoken, obtaining the information by different means.</p>						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Comprehend, and use for the understanding of the text, the sociolinguistic aspects related to music and infer meanings of possible unknown words. -Use online dictionaries to review or correct their own inferred meanings. -Use online sources to expand their knowledge on relevant cultural elements of music and artists of English speaking countries and express their own opinions and preferences in an informal conversation. 						
Evaluation criteria	<ul style="list-style-type: none"> - Ss accurately infer commonly used written and spoken vocabulary related to music and descriptive adjectives when the context in the text and audio facilitate understanding. - Ss effectively use online dictionaries and online resources to complete their tasks and expand their knowledge on the cultural elements of music and descriptive adjectives. - Ss effectively communicate their own opinions and preferences in an informal conversation. 						
Previous knowledge	Students will apply their previous knowledge on online researching and cultural aspects related to music.						
Materials	-Textbook -Computers or tablets				Spaces	The classroom	
Procedures							

Timing	Stage	Activities (T / S role)	Grouping
5 minutes	Warm-up	<p>Instructions for T: Play the video of the song “Stuck With U,” by Justin Bieber and Ariana Grande.</p> <p>https://www.youtube.com/watch?v=pE49WK-oNjU</p> <p>Ask if they have already heard the song or know any details about the story behind the creation of this song. They can also give their opinions on the videoclip. (The video is made up of video recordings of people in quarantine).</p>	Whole-class discussion
15 minutes	Presentation	<p>Instructions for T: In the textbook, students have to read about Ariana Grande and infer the meaning of the highlighted words. Her biography information was taken from the online source:</p> <p>https://www.biography.com/musician/ariana-grande</p> <p>Ariana Grande is a famous American singer and actress. She was born on June 26, 1993, in Boca Raton, Florida. Grande landed her breakout role in the Nickelodeon series <i>Victorious</i>, she played the role of Cat Valentine, a teenager who attended a performing arts high-school. She then released her first single called, "Put Your Hearts Up," which came out in the TV-show's soundtrack. After the TV-series ended, she began to pursue her career as a singer. “The Way” was the first single from Grande’s debut album. The 2014 release <i>My Everything</i> sold 169,000 copies in its first week, debuting at No. 1.</p> <p>During the summer of 2014, Grande teamed up with Jessie J and Nicki Minaj on the single “Bang Bang,” a track that debuted at No. 6 and peaked at No. 3 in the United States.</p> <p>In February of that year, she began her <i>Dangerous Woman</i> tour across North America and then Europe.</p> <p>On May 22, 2017, Grande experienced a traumatic event, as she was finishing a concert in Manchester, England, a suicide bomber detonated a bomb at the exit of the concert hall, killing 22 people and wounding 116, including many young adults and children.</p> <p>The following year, the singer revealed that she was still feeling the effects of post-traumatic stress disorder from the event. "It's hard to talk about because so many people have suffered such</p>	Individual work

		<p>severe, tremendous loss," she told British <i>Vogue</i>. "I don't think I'll ever know how to talk about it and not cry."</p> <p>Two years later, Ariana Grande has managed to cope with the experienced and has just teamed up with Justin Bieber to deliver an inspirational, and generous gesture as they made the song, "I'm stuck with U."</p>	
<p>15 minutes</p>	<p>Practice</p>	<p>Instructions for T: Play the listening and have students fill in the transcript. Play the listening twice to make sure students get all of their answers. The transcript is in the textbook. Students have to complete the activities on pages 10-11</p> <p>https://drive.google.com/file/d/1HZYgASxbZxlfPoYe31TXi9Ed-9kwoiyc/view?usp=sharing</p> <p>Transcript of listening with answers:</p> <p>Hello, the Madrid Post welcomes you to our podcast series, Famous Faces.</p> <p>My name is Amy Jones and I want to thank you for listening to our daily news transmissions.</p> <p>On today's podcast, I have some great news for you, that I think, will make your day brighter, ready to find out what it is? Here we go!</p> <p>Have you listened to Justin Bieber and Ariana Grande's latest song?</p> <p>If not, you must know, it has already reached #1 in several music charts, like The Billboards.</p> <p>The song is called "Stuck with U" and it has a romantic vibe if you don't take into account the fact that it was inspired by the quarantine. Whether the lyrics are romantic or not, the catchy sounds and great voices make it a great song!</p> <p>What's the best part of it, you ask? The successful song's earnings will be donated as charity to a foundation called First Responders, which provides financial support to children who have lost a parent in the line of duty as well as families enduring significant financial hardships due to tragic circumstances.</p> <p>This inspirational song has delighted millions of listeners worldwide, now, if you download this song to your playlists, you will also contribute to this generous cause.</p>	<p>Activity done in pairs.</p>

		Go check it out! It's available to download at any online music platform.	
15 minutes	Consolidation	<p>Instructions for T: Ss will find information on their favourite English speaking singer using credible sources such as Biography.com or private organizations that have credible information.</p> <p>Ss will prepare and informal conversation creating questions related to their chosen celebrity/artist and asking them to their classmates to see how much they know about them. They will also inform their classmates of important details about the artist they chose.</p> <p>Instructions for Ss:</p> <p>Activity 1: Find information on your favourite English speaking artist/celebrity and prepare short Q&A session about your chosen artist. Use the biography of Ariana Grande as example.</p>	Whole-class discussion
5 minutes	Wrap-up	<p>Instructions for T:</p> <p>Ss finish presenting their chosen celebrities and asking questions to their classmates to create a whole-class discussion.</p>	Whole-class discussion



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MASTER'S FINAL PROJECT

MASTER'S IN SECONDARY OBLIGATORY EDUCATION

SPECIALIZATION: ENGLISH LANGUAGE TEACHING

STUDENT BOOK 4TH YEAR OF COMPULSORY SECONDARY EDUCATION

JUNE 15, 2020

MARGARITA HIGAREDA

TUTOR: LYNSAY RENEE BUCKINGHAM

GRAMMAR

Reported Speech

Direct Speech	Reported Speech	
statement: "I am hungry," she said.	<i>She said (that) she was hungry.</i>	<i>that- is optional</i>
question: "Do you want pizza for dinner?" I asked.	<i>I asked Carlos if/whether he wanted pizza for dinner.</i>	<i>if- or whether- wh-clause</i>
"Who do you like?" He asked.	<i>He asked me who I liked.</i>	

Process of tense backshift

Backshift process in tenses		
Direct speech		Reported speech
present simple	→	past simple
present continuous	→	past continuous
present perfect	→	past perfect
past simple	→	past perfect continuous
past continuous	→	"would"

GRAMMAR

Activity 1: Change the following direct speech into reported speech.

Direct speech:

Reported speech:

1. "I really like tomatoes," Alice said.
2. "I am going to visit my grandparents," Carlos said.
3. "I have finished my homework," Jason said.
4. "Where did you buy your shoes?" Tina asked.
5. "I was watching TV earlier," Joe said.
6. "I had never eaten broccoli before, until now," Jane said.
7. "I will go early to school tomorrow," Mary said.
8. "I would go with you, but I can't," Javier said.
9. "Lisa can't go to the field-trip," Chloe said.
10. "Could you take out the trash out?" Asked his mom.
11. "Shall we go to the cinema?" Carly said.
12. "You should brush your teeth every day," Marcos said.
13. "May I go to the bathroom?" Jennifer asked.
14. "You must do your homework today!" Claudia told Julian.

Activity 2. The teacher will give you instructions on an interview you will do to a

VOCABULARY



**FAST AND EASY
RECIPES TO COOK IN
10 MINUTES**



**COUNTRIES WITH
THE BEST BEACHES**



**HOBBIES THAT BRING
POSITIVITY TO YOUR
LIFE**



**TOP TEN BOOKS TO
READ THIS SUMMER
BESTSELLERS**

FAMOUS FACES

ELITE

Reporting verbs

An interview with Ester Expósito and Miguel Bernardeau

Our wonderful reporter, Jorge Campos, from our *Madrid Post* column, has managed to land an interview with the amazing stars, Ester Expósito, and Miguel Bernardeau from the TV Series *Élite*. Having just released their latest season, these talented actors have

They have given our reporter some spoilers for the third season, but they won't actually affect your watching experience, don't worry!

VOCABULARY

agreed to talk to us, and they told us a few secrets from the plot. Be careful though, you will find SPOILERS ahead.

You may know their characters well, but how much do you know about the latest season? Don't worry, in this article we will tell you everything they said.

Jorge: "Miguel and Ester, welcome, it's such a pleasure to have you in our 'famous faces' column."

Ester: "Thank you for having us here, I'm such big fan of the Madrid Post magazine!"

Jorge: "So tell us, who will die in this season?"

Miguel: "We can't really say that," he **admitted**, laughing nervously.

Ester: "Ok you have **convinced** me, we could tell them, since that's how season 3 starts,"

Miguel: "Okay then, but we say only the name," he **agreed**.

Jorge: "Oh come on, tell us more, I won't interrupt at all!" he **promised**.

Miguel: "No, absolutely no, I can't say that!"

Ester: "Okay, it's Pablo, someone kills him. She says. "But I won't tell you who killed him," and **refused** to say anything more.

Miguel: "Of course, if you say it, you would ruin the whole show! He **complained**.

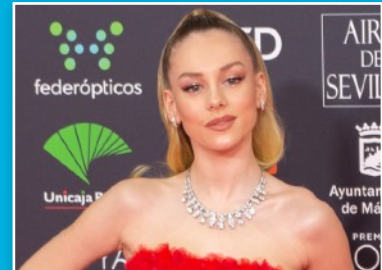
Jorge : "So Pablo dies, but yes, don't tell us any more on that, how about we talk the new characters? He **suggested**.

Ester: "Well, there's a new character called Cayetana, she's a box full of surprises," she says.

Jorge : "would you like to tell us a bit more about her?" He **offered**.

Miguel: "I promise I won't spoil the program too much, but Cayetana is kind of close with Pablo," he admits.

Great people and talented actors!



**You must
go watch
the latest
season
now, if you
haven't!**

VOCABULARY

Jorge : “So there are secrets in that relationship... well, let’s not spoil it for the rest, but would you like continue talking about this privately? I already watched it all!” He **invited** them.

Activity 1. Write the examples you see in the presentation in the spaces next to each verb.

Reporting verbs that are commonly used in reported speech

Admit	
Complain	
Ask	
Refuse	
Convince	
Offer	
Invite	
Promise	
Agree	
Suggest	

Activity 2. Find the verbs in the word-search puzzle.

Reported verbs

O	E	M	O	G	U	I	O	K	M	O	A	M	S
N	R	E	F	U	S	E	M	I	K	S	A	O	O
A	M	E	A	P	N	I	A	L	P	M	O	C	E
O	R	V	A	D	M	I	T	O	O	C	I	F	I
A	G	O	I	D	S	P	T	C	E	K	T	A	C
O	P	F	E	N	T	A	E	R	A	U	O	U	F
E	V	F	R	G	V	O	R	N	G	R	P	O	E
I	N	E	E	R	I	I	E	K	E	O	R	E	F
A	G	R	E	E	E	I	T	E	E	I	O	F	V
O	E	C	T	E	O	R	I	E	S	F	M	I	E
I	M	I	F	R	N	T	E	U	M	D	I	G	N
S	I	N	E	V	E	O	D	T	S	K	S	E	E
A	L	C	O	N	V	I	N	C	E	F	E	M	G
E	A	S	U	G	G	E	S	T	E	F	R	N	T

AGREE
 ADMIT
 INVITE
 SUGGEST
 ASK
 REFUSE
 OFFER
 CONVINC
 COMPLAIN
 PROMISE

Play this puzzle online at : <https://thewordsearch.com/puzzle/1185020/>

VOCABULARY

Activity 1. Rewrite the statements that were connected to the reporting verbs based on the information you got from the interview on page 5. Use the rules of reported speech that we introduced last time.

	Ex: Miguel admitted that they couldn't say who killed Pablo.
1 [convinced]	
2 [agreed]	
3 [promised]	
4 [refused]	
5 [complained]	
6 [suggested]	
7 [offered]	
8 [invited]	
9 [asked]	

VOCABULARY

Activity 1. Fill out this survey about your partner's choices of entertainment.

Name: _____
How do you prefer to spend your time? _____

When was the last time you went with your friends, what kind of activities did you do? _____

When was the last time you did these things? _____

Watch movies or series at home: _____

Go to the Cinema: _____

Go to the theatre: _____

Go to a concert: _____

Play video games: _____

Spend time on social media: _____

Read a book: _____

How many hours a day do you spend online or in front of the screen? _____

Activity 2. Write a report describing your partner's choice of entertainment. In a paragraph, describe what they prefer to do and how often they do it. Remember to use the rules of reported speech.

READING

Activity 1: Read the following Ariana Grande's biography and infer the meaning of the words in bold. Then check your definitions using an online dictionary.

Learning about famous American artist: Ariana Grande

Ariana Grande is a famous American singer and actress. She was born on June 26, 1993, in Boca Raton, Florida. Grande landed her **breakout role** in the Nickelodeon series Victorious, she played the role of Cat Valentine, a teenager who attended a performing arts high-school. She then released her first **single** called, "Put Your Hearts Up," which came out in the TV-show's **soundtrack**. After the TV-series ended,



she began to pursue her **career** as a singer. "The Way" was the first **single** from Grande's **debut album**. The 2014 release "My Everything" sold 169,000 **copies** in its first week, debuting at #1. During the summer of 2014, Grande teamed up with Jessie J and Nicki Minaj on the single "Bang Bang," a **track** that debuted at No. 6 and peaked at No. 3 in the United States.

In February of that year, she began her "Dangerous Woman" tour across North America and then Europe. On May 22, 2017, Grande experienced a traumatic event, as she was finishing a **concert** in Manchester, England, a terrorist detonated a bomb at the exit of the **concert hall**, killing 22 people and wounding 116, including many young adults and children. The singer cancelled her **tour** after that. The following year, the singer revealed that she was still feeling the effects of post-traumatic stress disorder from the event. "It's hard to talk about it because so many people have suffered such severe, tremendous loss," she told British Vogue. "I don't think I'll ever know how to talk about it and not cry."

Two years later, Ariana Grande has managed to cope with the experience and teamed up with Justin Bieber to deliver an inspirational, and generous gesture as they made the single, "I'm Stuck With U."

Infer the meaning of these words and check your definitions using an online dictionary.

Breakout Role: _____.

Single: _____.

Copies: _____.

Soundtrack: _____.

Career: _____.

Debut album: _____.

Track: _____.

Concert: _____.

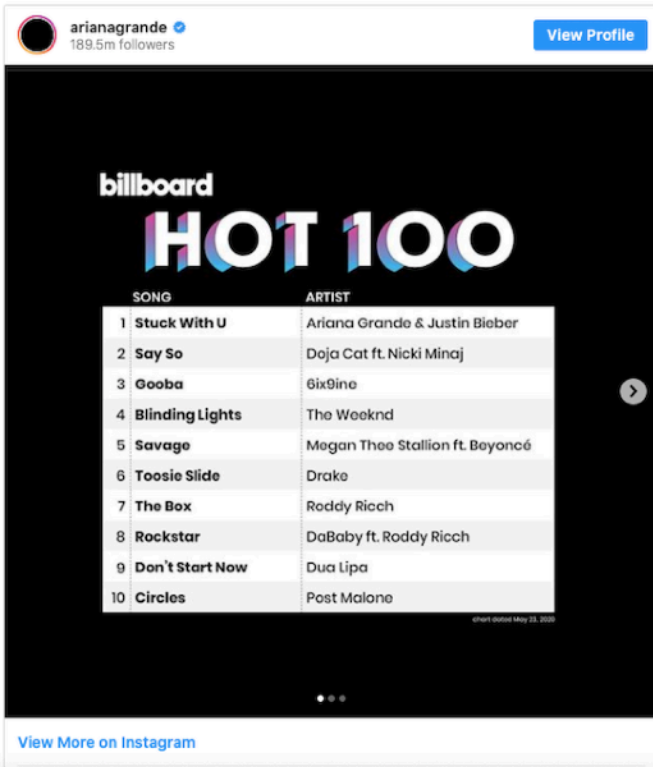
Concert Hall: _____.

Tour: _____.

LISTENING

Activity 1: Listen the following biography of famous actress Ariana Grande and complete the information below.

[Click here to go to the listening](#)



Transcript:

Hello, the Madrid Post welcomes you to our _____, Famous Faces. My name is Amy Jones and I want to thank you for listening to our daily news _____.

On today's _____, I have some great news for you, that I think, will make your day _____, ready to find out what it is? Here we go!

Have you listened to Justin Bieber and Ariana Grande's _____ song? If not, you must know, it has already reached #1

in several _____, like The Billboards. The song is called "Stuck with U" and it has a romantic vibe if you don't take into account the fact that it was inspired by _____. Whether the lyrics are romantic or not, the _____ sounds and great voices make it a great song!

What's the best part of it, you ask? The successful song's _____ will be donated as _____ to a foundation called First Responders, which provides financial support to children who have lost a parent in the line of duty as well as families enduring significant financial _____ due to tragic circumstances.

This _____ song has delighted millions of listeners worldwide, now, if you download this song to your playlists, you will also contribute to this _____ cause.

Go check it out! It's available to download at any online music platform.

LISTENING

Activity 2. Match the adjectives to their meaning.

Bright		Something memorable, not easy to forget.
Latest		Being kind or sharing with others.
Catchy		Something that causes delight, something enjoyable.
Successful		The most recent version.
Inspirational		Something that causes inspiration.
Delightful		accomplishing a goal.
Generous		Something lively and cheerful.

Activity 3. Write a reported summary of the main ideas in the listening above. Remember to use all of the rules of reported speech that we have studied before. This last activity will be counted as a writing task.

The listening was about....