

# Final Project

## Course syllabus of 3rd of Compulsory Secondary Education



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Facultad de Ciencias Sociales y Humanas

Máster de Formación del Profesorado de ESO, Bachillerato y Formación  
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## Resumen

Este Proyecto de Fin de Máster presenta la programación de la asignatura de Inglés como lengua extranjera para el curso de 3º de Educación Secundaria Obligatoria. Hoy en día los idiomas y la habilidad para comunicarse forman parte de las necesidades fundamentales para el alumnado debido al proceso de globalización que durante años ha tenido lugar. La lengua inglesa ha tomado gran relevancia en los últimos años y sigue siendo considerada lengua franca por lo que es muy importante concienciar y capacitar a nuestros alumnos a hablar dicho idioma, el cual puede abrirles puertas en su futuro académico y/o profesional. Para alcanzar dicho objetivo, en la programación se muestra diversas metodologías, algunas más recientes que otras, que permiten que los alumnos sean los protagonistas del proceso de enseñanza-aprendizaje. Además, se crean proyectos acordes a dichas metodologías que permiten desarrollar las distintas capacidades de los alumnos desde un nivel más básico a uno más avanzado, lo que ayuda a que ningún alumno se quede atrás en las aulas. Para que los alumnos no pierdan interés en la materia los docentes crean en su mayor parte su propio material y solo se apoya en aquellos materiales ya creados que sean significativos para el aprendizaje de los alumnos.

**Palabras clave:** comunicación, grupos cooperativos, proyectos, atención a la diversidad

## Abstract

This final Master's Project presents the English syllabus for the third year of Compulsory Secondary Education. Nowadays, languages and the ability of communication are part of the fundamental necessities of our students due to the process of globalization that has been developed for years. English language has great relevance and it is being considered until now lingua franca therefore it is very important to make our students realize and make them capable of speaking this language, which can provide them opportunities in their academic or professional lives. In order to achieve this objective, this syllabus shows some old and new methodologies that make the students be the protagonists of their own process of learning. In addition, there are some projects based on these methodologies that allow the students to develop their capabilities in very different levels. This helps our students to keep on working. In order to keep the attention of our students, most of the time teachers create their own material and only use other sources when they are significant for the learning process.

**Key words:** communication, cooperative groups, projects, attention to diversity

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## **1. Introduction**

Languages have become a very important aspects in our daily lives as the process of globalization has made that people from all over the world can be connected. We have access to information from other countries and we also have the opportunity to work face-to-face or online with people from all parts of the world. However, there is a simple issue that may trouble us. In this world, there are a lot of different languages, so we have to choose which languages we want to develop. Fortunately, English has become one of the most important languages in the world and it is known as the lingua franca, so it is the international language of communication. Because of this, students from all over the world should know how to interact with other people using this language as the most majority of people will know how to use it. Communication is the key for progress, and if we teach our students how to communicate with the rest, young people will face international and worldwide challenges without the fear of not being able to communicate with people from different countries whose first language is not theirs.

But languages are not only grammar or vocabulary; through the language we experience new cultures. Thanks to the language we can understand what happened in some other places and how and why other people interact the way they do. We can learn things from their history because of the manner people in that country speak, for example, accents or certain words may introduce you to the history of colonialism or immigration.

Thanks to languages, we can know each other better and we want our students to be knowledgeable and learning English as well as other languages is the first step. In this syllabus, a programme has been developed in which students feel comfortable with the way they can learn the structures, the vocabulary or the phonology and, also, the Anglo-Saxon culture. Some of our activities are based in English-speaking countries such as USA, UK or Australia as they are the main representatives of the language but we wanted to introduced some others aspects from other countries because, as it was mentioned previously, we can learn through languages and communication. The context of our students and their interests are very important, so teachers will find in this syllabus activities related to topics that are very close to what the students are living right now. Society, politics, nature and, even, economy are some of the main topics of our units because it does not matter the age of the students or their level of English, students at the end of the academic year must be knowledgeable, and they should have learn about their surroundings. Of course, one of the main objectives of this syllabus is to teach English so students can learn from it, but it is not the first objective. The first objective of this

programme is to teach our students how to communicate and interact with other people and their environment.

## **2. Legal framework**

For Compulsory Secondary Education there are two main laws that establish the level for each course. In this project we are going to create a program for 3<sup>rd</sup> of ESO, so we have to follow the guidelines of the following legal sources:

- BOE. This is the official state bulletin that defines the main aspects of education at a national level. So, it regulates and structures the national education system. Its main publications for this course are the following:
  - Real Decreto 1105/2014 from December 26<sup>th</sup>, which establishes the objectives, contents, competences and evaluation criteria for ESO and Bachillerato in Spain.
  - Orden ECD/65/2015 from January 21<sup>st</sup>, which describes the Key Competences and their relationship with the contents and evaluation criteria for ESO and Bachillerato.
- BOCM. This is the official bulletin for the Autonomous Community of Madrid. The following Decree is the one that establishes the curriculum for Compulsory Secondary Education, in which objectives, competences, contents, methodology, learning standards and evaluation criteria are structures for each year.
  - Decreto 48/2015 from May 14<sup>th</sup>.

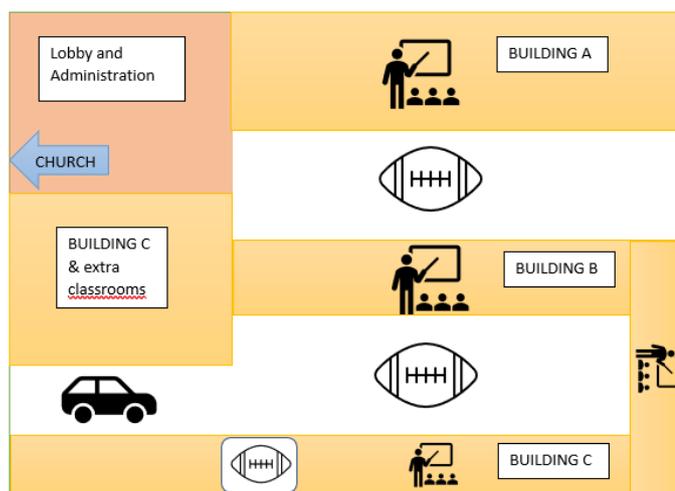
Some other sources that establish or give more details about the functioning and organization of the high school and its subjects are the PEC (School Educational Project) and the PAT (Tutorial Action Plan).

## **3. Context analysis**

### **A. High school**

The high school where I have done my internship is called Centro de Formación Padre Piquer. This centre is a semi-private school which is located in the north area of Madrid, near Paseo de la Castellana and Plaza de Castilla, in Mártires de la Ventilla Street. This humble neighbourhood is known as La Ventilla and it is because of the social and economic status of its neighbours that this high school decided to change methodologies and the structure of the centre so they could respond to people's necessities. Most of the

people who live in this neighbourhood are immigrants or belong to certain minorities who usually have some problems in order to get a job because of their social and legal situation and their lack of studies. The average incomes of a family are too low, so teenagers often stop studying to start working or helping at home. This situation caused a huge level of absenteeism from school so, as it was mentioned before, this centre started to change their methodologies to enhance these teenagers into studying and provide them new facilities. It is composed by three buildings (A, B and C). Buildings A and B are usually used only for the classes of Compulsory Secondary Education and Bachillerato and the building C is used for the classes of Vocational Training. However, some areas of buildings A and B, usually the ones close to the playgrounds, were remodelled in order to provide special services for the students. So, for example, there are a kitchen and a special bathroom for those students who study *Atención a personas en situación de dependencia (Social Services)*. In this high school there are two playgrounds that are divided by building B and the gym is a small classroom in building C. There are several auditoriums, one of them bigger than the rest, and the church outside is connected to the school through a door in the main entrance.



(created by the author)

The Centro de Formación Padre Piquer is a Catholic charter centre and is also property of Montemadrid Foundation. It was created by the Company of Jesus in 1966 and it is still managed by them. Thanks to the Company of Jesus and Montemadrid Foundation the school can help those families in need. This high school has approximately 80 teachers and 1100 students that come from more than 35 different nationalities, so there are at least two concepts that are extremely important for the school which are inclusivity and diversity. In Padre Piquer it is not important where you come from but how and who you want to be in the future. So, its main objective is to help the students become good

citizens. As mentioned before, inclusivity and diversity are very important as some of the students suffer from some difficulties when learning or are troubled students.

Due to this situation, Centro de Formación Padre Piquer has several projects such as Progentis, Aulas Cooperativas Multitarea, ACM 3.0 (iPads Department), Aula de Enlace, Escuela Changemaker, Garage Lab or Amco that help the students to be the protagonists of their own learning process. Thanks to these programmes and the collaboration with some companies and associations, this high school was awarded with the *Premio de Investigación y Educación de la Revista Expansión a la Innovación Educativa* in 2011. Some of the classrooms or programmes that provide help to the students are the following:

- *Aula de enlace*. In this classroom there are at least 24 students from six different nationalities. During these sessions there are several teachers who teach these teenagers Spanish language as the number of students is characterised by different languages, ages and educational gaps. These teenagers have no knowledge or very little about Spanish language, so they have a maximum of nine months to acquire the proper level before they are introduced to their classes. Of course, in these sessions the students not only learn Spanish but the content of some of the subjects.
- *Servicio de Intervención con Familias y Alumnos (SIFA)*. There are a lot of families in this high school that have social and economic problems but also personal ones as they come from different backgrounds. Thanks to Padre Piquer these families can be helped by lawyers, psychologists, advisory teams, etc. This service is managed thanks to the agreement of Obra Social de Caja Madrid, Instituto Universitario de la Familia de la Universidad Pontificia de Comillas, Montemadrid Foundation and UNIPSI.
- *Orientation Department*. Sometimes is very difficult for teachers and tutors to help their students not only with their studies but with their personal matters, so teachers need advice that is given by this Department. They provide students and teachers with information and materials depending on the situation and individual characteristics.
- *Children with difficulties or disabilities*. In this category there are students with Asperger syndrome, autism, ADD (Attention Deficit Disorder), etc. These students are integrated in the classrooms with the rest of the students of the course but there is a possibility of adaptation of the curriculum.

## B. Levels

In the Centro de Formación Padre Piquer there are several departments in which one teacher is in charge of each department. It is important to know that people such as coordinators or headmasters are also teachers in the high school. In the centre there are different levels:

- *ESO*. There are four levels of ESO that are compulsory for all the students. In first, second and third this school applied a new methodology called Cooperative Classrooms, so instead of having classes of 25-30 students there are classrooms of more or less 50 students that work in small groups of 4-6 people. Each small group is usually composed by children with different learning levels so they can help each other during classes. Of course, as they double the number of the students, they also have more teachers, so in an ordinary class there are at least three teachers. Students are divided into 4 different groups (A, B, C and D) but there are two big groups per course (A+B and C+D). The main subjects are divided into two big areas of learning: Socio-Linguistic area, which corresponds to Spanish Language, Geography and History and English Language, and the Scientific-Technical area, in which Mathematics, Physics and Chemistry, Biology and Technology are taught.
- *Bachillerato*. It is the stage after ESO, and it is not compulsory. It usually lasts two years as there are first and second of Bachillerato. There are three types or modalities depending on the preferences of the students: Science, Social Science and Arts. Depending on the modality that has been chosen by the student, he or she will have specific subjects. During these two years, the students will be prepared in order to pass the exam of access to university called EVAU.
- *Formación profesional (Vocational Training)*. There are three different options depending on the objective of the students that will prepare the students for labour market:
  - *FPB (Formación Profesional Básica)*. This option is for those people who are over 15 years old and younger than 17. These students were able to finish second and third of ESO but did not complete the rest of the course, so they did not have the Compulsory Secondary Education Title.
  - *Grado Medio (Medium Grade)*. Once students get the ESO Title, they have the option of studying this course. This high school offers three specialities: *Gestión Administrativa (Administrative Management)*,

*Instalaciones de Telecomunicaciones (Telecommunication Facilities) y Atención a personas en situación de dependencia (Social Services).*

- *Grado Superior (High Grade).* Once students have the ESO Title and Bachillerato they can study this course. Padre Piquer offers three modalities: *Administración de Sistemas Informáticos en Red (Network Management), Administración y Finanzas (Administration and Finances)* and *Integración Social (Social Services/Integration).*

### C. Languages

The Foreign Language Department is composed by the English and the French language teachers. There are 12 people working in the Department although some of the teachers can be in charge of some other jobs inside the school. There is always at least one native speaker who works as an assistant. Native speakers usually try to help students from different levels and courses and share their schedules with several teachers. However, they cannot work in this high school for more than two years due to their contract.

Padre Piquer Centre is also part of a program that wants to develop bilingual schools which is called BEDA (Bilingual English Development and Assessment). Thanks to this collaboration the students from this high school have the opportunity to take the official exams in order to get the English Certificate (KET, PET, First Certificate and Advanced Certificate). In order to get the certificate, there are classes in the afternoon of English and special classes for those who are going to try to take the exams. Thanks to this programme the school provide language assistants from different parts of the world to their students, so they can learn different ways to communicate. Some of the people who come to the school are going to be teachers in the future and complete their internship or period of practice in the centre helping our students. These people share the schedule with the teachers and usually prepare their own classes according to the topics and the contents tutors are teaching at that moment.

## 4. Objectives

### a) General Objectives

The general objectives for Compulsory Secondary Education are established in *Article 11* of the **ROYAL DECREE 1105/2014** in the BOE and *Article 3* in the **BOCM** as follows:

La Educación Secundaria Obligatoria contribuirá a desarrollar en los alumnos y las alumnas las capacidades que les permitan:

a) Asumir responsablemente sus deberes, conocer y ejercer sus derechos en el respeto a los demás, practicar la tolerancia, la cooperación y la solidaridad entre las personas y grupos, ejercitarse en el diálogo afianzando los derechos humanos y la igualdad de trato y de oportunidades entre mujeres y hombres, como valores comunes de una sociedad plural y prepararse para el ejercicio de la ciudadanía democrática.

b) Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal.

c) Valorar y respetar la diferencia de sexos y la igualdad de derechos y oportunidades entre ellos. Rechazar la discriminación de las personas por razón de sexo o por cualquier otra condición o circunstancia personal o social. Rechazar los estereotipos que supongan discriminación entre hombres y mujeres, así como cualquier manifestación de violencia contra la mujer.

d) Fortalecer sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como rechazar la violencia, los prejuicios de cualquier tipo, los comportamientos sexistas y resolver pacíficamente los conflictos.

e) Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una preparación básica en el campo de las tecnologías, especialmente las de la información y la comunicación.

f) Concebir el conocimiento científico como un saber integrado, que se estructura en distintas disciplinas, así como conocer y aplicar los métodos para identificar los problemas en los diversos campos del conocimiento y de la experiencia.

g) Desarrollar el espíritu emprendedor y la confianza en sí mismo, la participación, el sentido crítico, la iniciativa personal y la capacidad para aprender a aprender, planificar, tomar decisiones y asumir responsabilidades.

h) Comprender y expresar con corrección, oralmente y por escrito, en la lengua castellana y, si la hubiere, en la lengua cooficial de la Comunidad Autónoma, textos y mensajes complejos, e iniciarse en el conocimiento, la lectura y el estudio de la literatura.

i) Comprender y expresarse en una o más lenguas extranjeras de manera apropiada.

j) Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural.

k) Conocer y aceptar el funcionamiento del propio cuerpo y el de los otros, respetar las diferencias, afianzar los hábitos de cuidado y salud corporales e incorporar la educación física y la práctica del deporte para favorecer el desarrollo personal y social. Conocer y valorar la dimensión humana de la sexualidad en toda su diversidad. Valorar críticamente los hábitos sociales relacionados con la salud, el consumo, el cuidado de los seres vivos y el medio ambiente, contribuyendo a su conservación y mejora.

l) Apreciar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación.

b) Specific Objectives for English

Based on the objectives established by the Spanish law students from 3<sup>rd</sup> of ESO should complete the following tasks or aspects before moving into 4<sup>th</sup> year of ESO:

- **Reading comprehension.** Students will be able to understand instructions and articles in newspapers with the help of images, numbers or figures. They also are able to understand the main aspects from simple and clear adverts which are related to their personal interests. Students are able to comprehend letters in which there are descriptions about people, objects and places; in past, present or future situations; and in which people describe their feelings and opinions. They are able to understand certain information in formal letters and websites as long as it is interesting for them. In addition, they will create an idea of the characters, the relationships among them, the plot and setting of fiction stories.
- **Writing expression.** Students will be able to complete a simple questionnaire about personal information, write brief notes and messages that will help others to complete a task, and short adverts related to activities and situations from their daily lives. Students will know basic politeness rules while writing. They will also be able to write short reports with a simple structure and related to aspects close to them such as personal information about their daily life or their academic background. In these reports, students will describe and point out certain aspects in a simple way. In addition, they will be able to write informal and formal letters. They will be capable of describing personal experiences, giving instructions and advice, offer and accept suggestions, and express their personal opinions.
- **Oral comprehension and expression.** In this category we should distinguish objectives for two skills:
  - **Listening.** As long as there is not too much noise students will be able to understand the main aspects related to instructions, commands and

announcements if the voice is clear. They also understand what people say in their daily life situations, for example, when shopping or working, if the structure of the conversation is simple. In addition, they will be capable of understand a formal or informal dialogue among several people if they know the topic and the conversation is clear and the speed is not too fast. They will recognise descriptions, questions, comments and different points of view but the speaker should speak slow and clear and will be willing to repeat in case our student needs to listen again. Students at this level will need the support of some pictures and graphics in order to understand the meaning of the messages from oral presentations and TV or radio programmes.

- **Speaking.** Students will be able to prepare oral presentations with a basic structure and visual support like pictures or a PowerPoint. They will be capable of maintain a proper conversation in daily life situations following some basic politeness rules. They will be able to express their points of view and opinions, describe, offer and ask for things, give or follow instructions and answer questions as long as the speaker is willing to repeat or reformulate his/her previous statement. In addition, students will be able to adapt their answers depending if the conversation is formal or informal.

## 5. Key Competences

According to the *Article 2* of the **ECD/65/2015** the Key Competences for the syllabus are the following ones:

- Linguistic Communication Competence.** It is related to the ability to communicate in an oral or a written way. In English, our main objective is to teach our students how to communicate with other people using the English language. Through all our didactic units the teacher should not spend too much time speaking and explaining so students have more time to writing or speaking the language. In addition, units are prepared in a way all skills (reading, writing, speaking and listening) are covered through videos, games and projects.
- Mathematical Competence and Basic Competences in Science and Technology.** It is the ability to use mathematical and scientific expressions. It is true that in the subject of English is not that common to use these expressions but, for example, in unit 2 we learn how to use the ordinal numbers as we talk about

records and competitions. Also, in unit 7 we use some scientific expressions to teach certain aspects about the environment and the problems we are dealing with related to that topic.

- c) **Digital Competence.** It is the responsible use of ICT in order to obtain and select information. Nowadays, everybody is connected to each other and there are certain jobs which need people to know how to work with computers, tablets and using digital apps. So, it is very important to develop this competence if we want to prepare our students for their professional and academic future. In our didactic units, students will have to look for information for their projects and for some daily activities. Sometimes we use certain apps such Kahoot or Quizizz in order to test our students' knowledge so they will have to know how they work.
- d) **Learning to Learn.** It is very important to develop this competence in order to teach our students how to organise themselves and work autonomously. This competence is developed mainly through the projects at the end of each term because, although they are going to work in groups, they have to learn how organise the work for every classmate and, as it is a deadline, they have to work in a way they can complete their tasks before it ends. Also, in class there will be activities in which they will have to work by themselves, for example, when writing a letter or composition about personal information.
- e) **Social and Civil Competences.** It is the ability related to the role of people in society. Citizens must participate in several aspects of the social world so we must teach our students to become good citizens who respect and care about the world and the people around them. Everyday teachers should start their lessons talking about something that is not only related to the topic of the unit, but it is also related to the world and its society. For each unit we can learn something new and, for that reason, the final project is related to the news. Student at that time should have learn to be critical and responsible.
- f) **Sense of Initiative and Entrepreneurship.** It is related to the ability to be creative and take actions. For this competence, we have introduced three projects at the end of each term and, for some of the activities we prepare in each unit, we will let them some freedom to choose what to do and how to do them.
- g) **Consciousness and Cultural Expressions.** It is the understanding of new ways of expression such as music or performances. In order to develop this competence, we will have a project that will be focused on theatre at the end of the first term and there are several activities related to music and literature.

## **6. Contents**

### **I. General Contents**

According to *Anexo I* of the **DECREE 48/2015** in the BOCM there are four blocks in which general contents for 3<sup>rd</sup> ESO for foreign languages are established:

#### **3º ESO**

##### **Bloque 1. Comprensión de textos orales**

###### **Estrategias de comprensión**

- Movilización de información previa sobre tipo de tarea y tema.
- Identificación del tipo textual, adaptando la comprensión al mismo.
- Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes).
- Formulación de hipótesis sobre contenido y contexto.
- Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.
- Reformulación de hipótesis a partir de la comprensión de nuevos elementos.
- Uso de estrategias de comprensión de los mensajes orales: anticipación del contenido a través contexto verbal y no verbal y de los conocimientos sobre la situación, identificación de palabras clave, anticipación de ideas, identificación de la intención del hablante.

###### **Aspectos socioculturales y sociolingüísticos:**

- Convenciones sociales, normas de cortesía y registros;
- Costumbres, valores, creencias y actitudes; lenguaje no verbal.

###### **Funciones comunicativas**

- Iniciación y mantenimiento de relaciones personales y sociales.
- Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.
- Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.

- Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.
- Expresión del conocimiento, la certeza, la duda y la conjetura.
- Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.
- Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.
- Formulación de sugerencias, deseos, condiciones e hipótesis.
- Establecimiento y mantenimiento de la comunicación y organización del discurso.

### **Estructuras sintáctico-discursivas**

-Léxico oral de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y tecnologías de la información y la comunicación. -Patrones sonoros, acentuales, rítmicos y de entonación.

### **CONTENIDOS ESPECÍFICOS**

- Comprensión de instrucciones en contextos reales y simulados.
- Comprensión de información general y específica de mensajes sobre temas concretos y conocidos, con un grado creciente de dificultad.
- Comprensión de mensajes sencillos emitidos por los medios audiovisuales.

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

#### **Estrategias de producción:**

#### **Planificación**

- Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.

- Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso.
- Uso progresivamente autónomo de estrategias de comunicación para resolver las dificultades surgidas durante la interacción.

### **Ejecución**

- Expresar el mensaje con claridad, coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto.
- Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles.
- Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje ‘prefabricado’, etc.).
- Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales.

#### Lingüísticos:

- Modificar palabras de significado parecido.
- Definir o parafrasear un término o expresión. Paralingüísticos y paratextuales
- Pedir ayuda.
- Señalar objetos, usar deícticos o realizar acciones que aclaran el significado.
- Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica).
- Usar sonidos extralingüísticos y cualidades prosódicas convencionales.

#### **Aspectos socioculturales y sociolingüísticos:**

- Convenciones sociales, normas de cortesía y registros;
- Costumbres, valores, creencias y actitudes; lenguaje no verbal.
- Valoración del enriquecimiento personal que supone la relación con personas pertenecientes a otras culturas.
- Valoración del uso de la lengua extranjera como medio para comunicarse con personas de procedencias diversas.

#### **Funciones comunicativas:**

- Iniciación y mantenimiento de relaciones personales y sociales.
- Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.
- Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.
- Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.
- Expresión del conocimiento, la certeza, la duda y la conjetura.
- Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.
- Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.
- Formulación de sugerencias, deseos, condiciones e hipótesis.
- Establecimiento y mantenimiento de la comunicación y organización del discurso.

#### **Estructuras sintáctico-discursivas.**

- Léxico oral de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y tecnologías de la información y la comunicación.
- Patrones sonoros, acentuales, rítmicos y de entonación.

#### **CONTENIDOS ESPECÍFICOS**

- Participación en conversaciones y simulaciones sobre temas cotidianos y de interés personal con diversos fines comunicativos, manteniendo el equilibrio entre la frase formal y la fluidez.
- Empleo de respuestas espontáneas a situaciones de comunicación en el aula.
- Uso progresivamente autónomo de las convenciones más habituales y propias de la conversación en actividades de comunicación reales y simuladas.
- Uso apropiado de fórmulas lingüísticas asociadas a situaciones concretas de comunicación (cortesía, acuerdo, discrepancia etc.)

- Valoración de la importancia de la lengua extranjera en las relaciones internacionales.
- Producción oral de descripciones, narraciones y explicaciones breves sobre acontecimientos, experiencias y conocimientos diversos.
- Interés e iniciativa en la realización de intercambios comunicativos con hablantes o aprendices de la lengua extranjera, utilizando soporte papel o medios digitales.

### **Bloque 3: Comprensión de textos escritos**

#### **Estrategias de comprensión**

- Movilización de información previa sobre tipo de tarea y tema.
- Identificación del tipo textual, adaptando la comprensión al mismo.
- Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes).
- Formulación de hipótesis sobre contenido y contexto.
- Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.
- Reformulación de hipótesis a partir de la comprensión de nuevos elementos.
- Uso de diferentes estrategias de lectura, con ayuda de elementos textuales y no textuales: contexto, diccionarios o aplicación de reglas de formación de palabras para inferir significados.

#### **Aspectos socioculturales y sociolingüísticos:**

- Convenciones sociales, normas de cortesía y registros;
- Costumbres, valores, creencias y actitudes; lenguaje no verbal.
- Identificación, conocimiento y valoración crítica de rasgos comunes y de las diferencias más significativas que existen entre las costumbres, usos, actitudes y valores de la sociedad cuya lengua se estudia y la propia. Respeto hacia los mismos.
- Conocimiento y valoración crítica de los elementos culturales más significativos de los países donde se habla la lengua extranjera: literatura, arte, música, cine, gastronomía, etc.
- Desarrollo de actitudes que ayuden a valorar la cultura propia a partir del contraste con otras.

#### **Funciones comunicativas:**

- Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.
- Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.
- Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.
- Expresión del conocimiento, la certeza, la duda y la conjetura.
- Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.
- Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.
- Formulación de sugerencias, deseos, condiciones e hipótesis.
- Establecimiento y mantenimiento de la comunicación y organización del discurso.

#### **Estructuras sintáctico-discursivas.**

- Léxico escrito de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y tecnologías de la información y la comunicación.
- Patrones gráficos y convenciones ortográficas.

#### **CONTENIDOS ESPECÍFICOS**

- Identificación del contenido de un texto escrito con el apoyo de elementos verbales y no verbales.
- Comprensión de la información general y específica de textos, en soporte papel y digital, auténticos o adaptados, sobre temas cotidianos de interés general y relacionados con contenidos de otras materias del currículo, mediante la realización de tareas específicas.
- Desarrollo de la autonomía lectora, y aprecio por la literatura como fuente de placer y de conocimiento
- Lectura autónoma de textos relacionados con sus intereses.

- Uso de distintas fuentes, en soporte papel, digital o multimedia, para obtener información con el fin de realizar actividades individuales o en grupo.
- Lectura comentada y recitado de poemas, reconociendo el valor simbólico del lenguaje poético y el sentido de los recursos retóricos más importantes.

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

##### **Estrategias de producción:**

##### **Planificación**

- Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repasar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.).
- Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, obtención de ayuda, etc).
- Utilización de estrategias básicas en el proceso de composición escrita (planificación, textualización y revisión).

##### **Ejecución**

- Expresar el mensaje con claridad, coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto.
- Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles.
- Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje ‘prefabricado’, etc.).

##### **Aspectos socioculturales y sociolingüísticos:**

- Convenciones sociales, normas de cortesía y registros;
- Costumbres, valores, creencias y actitudes; lenguaje no verbal.

##### **Funciones comunicativas:**

- Iniciación y mantenimiento de relaciones personales y sociales.
- Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.
- Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.

- Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.
- Expresión del conocimiento, la certeza, la duda y la conjetura.
- Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.
- Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.
- Formulación de sugerencias, deseos, condiciones e hipótesis.
- Establecimiento y mantenimiento de la comunicación y organización del discurso.

### **Estructuras sintáctico-discursivas.**

- Léxico escrito de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y tecnologías de la información y la comunicación.
- Patrones gráficos y convenciones ortográficas.

### **CONTENIDOS ESPECÍFICOS**

- Producción guiada de textos estructurados, con algunos elementos de cohesión para marcar con claridad la relación entre ideas.
- Reflexión sobre el proceso de escritura con especial atención a la revisión de borradores.
- Uso progresivamente autónomo del registro apropiado al lector al que va dirigido el texto (formal e informal).
- Comunicación personal con hablantes de la lengua extranjera a través de correspondencia postal o utilizando medios informáticos.
- Uso adecuado de la ortografía y de los diferentes signos de puntuación.
- Interés por la presentación cuidada de los textos escritos, en soporte papel y digital

## **II. Specific Contents for 3rd ESO for the English Subject**

According also to Anexo 1 of the DECRET 48/2015 of the BOCM there are some specific contents that have to be taught through this year, which are the following:

### 3º ESO CONTENIDOS LINGÜÍSTICOS ESPECÍFICOS DE INGLÉS

#### A) Funciones del lenguaje y gramática.

- Identificación de rasgos que diferencian el código oral y el escrito.
- Uso de estructuras, y funciones asociadas a diferentes situaciones de comunicación.
- Saludar, presentarse a sí mismo y a otros. Expresar hábitos, habilidades, descripciones físicas y de personalidad, lo que gusta y lo que no gusta. Contrastar acciones en curso con las habituales. Fórmulas. Presente simple. Presente continuo. Can. Love/like/dislike/hate. Adjetivos: posiciones atributiva y predicativa. Grados de comparación.
- Expresar cantidad. Much/many/a lot of/ too/ not...enough.
- Narrar hechos del pasado y biografías. Pasado simple y continuo. Could. Expresiones temporales: ago/since/for/after/when/after/before/then, etc. Marcadores del discurso: conectores y otros recursos de cohesión. Ortografía y puntuación.
- Preguntar y responder sobre hechos que han acabado o no han terminado todavía, sobre hechos recientes y experiencias. Presente perfecto + ever/never/just. Pasado simple. When.
- Hacer sugerencias y responder a las mismas. Let's... How / What about + -ing? Why don't we...? Shall we...? Respuestas de aceptación, rechazo o sugerencias alternativas. - Dar consejo. Should/shouldn't.
- Expresar planes, la idea de futuro de intención, predicciones, probabilidad, posibilidad y promesas. Presente continuo. Will/will not. Be going to. Oraciones condicionales de tipo I.
- Expresar la obligación y ausencia de la misma. Have to/don't have to. Must/mustn't. - Should. Adverbios.
- Describir lugares, dar y pedir información sobre productos que exigen un proceso de elaboración: música, coches, libros, etc. Voz pasiva. Frases adverbiales.

#### B) Léxico.

- Uso progresivamente autónomo de expresiones comunes, frases hechas y léxico sobre temas de interés personal y general, temas cotidianos y temas relacionados con contenidos de otras materias del currículo

- Identificación de sinónimos, antónimos, “false friends” y de palabras con prefijos y sufijos más habituales.

- Fórmulas y expresiones.

### C) Fonética.

- Reconocimiento progresivo de los símbolos fonéticos y pronunciación de fonemas de especial dificultad. Pronunciación de formas contractas. Pronunciación de la terminación en formas de tiempos verbales. Formas débiles.

- Reconocimiento y producción de diferentes patrones de ritmo, entonación y acentuación de palabras y frases.

## III. Yearly planning

According to Article 20 of the DECREE 48/2015 in the BOCM there are a minimum of 175 days of school, which are organized depending on the Autonomous Community.

For example, in Madrid the calendar for the academic year 2019-2020, which is the one this syllabus is based on, is the following one:

## 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 EEI
- Jornada INTENSIVA
- Día festivo/vacacional
- Otros días no lectivos
- Fiesta Madrid/Capital
- Último día lectivo
- Inicio de act. apoyo, refuerzo...
- Finalización eval. final ordinaria.

### Academic year

Beginning: September 10<sup>th</sup>, 2019

- 1<sup>st</sup> evaluation: December 10<sup>th</sup>
- 2<sup>nd</sup> evaluation: March 10<sup>th</sup>
- 3<sup>rd</sup> evaluation: June 9<sup>th</sup>

Ending: June 23<sup>rd</sup>, 2020

### Terms

1<sup>st</sup> TERM: September 10<sup>th</sup> – December 10<sup>th</sup>

### Units

Unit 1, 2 and 3

2<sup>nd</sup> TERM: December 11<sup>th</sup> – March 10<sup>th</sup>

Unit 4 and 5

3<sup>rd</sup> TERM: March 11<sup>th</sup> – June 9<sup>th</sup>

Unit 6, 7 and 8

### Days for English classes

This year students will have English classes on Mondays, Tuesdays, Thursdays and Fridays. On Fridays, the language assistant will prepare some classes depending on the topic and the objective of the unit, so students will have the opportunity to have some extra classes of speaking or reading. Once the didactic unit has been taught, students will have to prepare a project at the end of each term. Extra hours will be used for holidays and cultural days or trips.

### Holidays

October 31<sup>st</sup> and November 1<sup>st</sup>: All Saints' Day

December 6<sup>th</sup>: Constitution Day

December 9<sup>th</sup>: Conception Day

December 23<sup>rd</sup> - January 8<sup>th</sup>: Christmas Holiday

February 28<sup>th</sup> and March 2<sup>nd</sup>: Holidays for the Autonomous Community of Madrid

April 3<sup>rd</sup> – 13<sup>th</sup>: Easter Holiday

May 1<sup>st</sup>: Labour Day

May 15<sup>th</sup>: Saint Isidro

## IV. Coursework

The following chart will show how units are structured through the school year.

TERMS	UNITS	VOCABULARY RELATED TO THE TOPIC	MAIN GRAMMAR POINTS	OTHER POINTS TO TEACH	READING AND LISTENING	WRITING
1 <sup>st</sup> Term	1	Relationships: family and friends	Present simple/ continuous/ commands	Comparative and superlative/ reflexive pronouns	What type of friends do we have?	Description of a friend or member of your family

	2	Records: world records	Past simple/ continuous	So, much, too and enough / relative clauses	Guinness World Records	Biography: Who is the best in the world?
	3	School education: previous years	Present perfect simple/ past perfect	Adverbs for, since.../have or get something done	Do we all learn the same way?	Essay: education at home or in schools
	<b>Project 1</b>	<b>CHRISTMAS THEATRE</b>				
<b>2<sup>nd</sup> Term</b>	4	Travelling and nature	Future will/ going to	Tag questions/determiners quantifiers	Trips around the world	Informal letter: Which places are you going to travel to?
	5	Jobs	Modal verbs (obligation, advice, ability and possibility)	Make, let, be allowed to/ false friends	Volunteering	Interview: What would you like to be in the future?
	<b>Project 2</b>	<b>ENGLISH AND IRISH CULTURE</b>				
<b>3<sup>rd</sup> Term</b>	6	Environment	Conditionals (I, II, III)	Gerund v infinitive/ I wish or if only	Greta Thunberg's speech	Formal letter: Fighting for the environment
	7	Media and advertising	Reported Speech	Prefixes and suffixes	Welcome to the BBC News	Opinion article
	8	Investigation: culture, authors, singers...	Passive voice/ passive with past simple and infinitive	Connectors/idioms/phrasal verbs	What do you know about ...?	News article: Who is your favourite...?
	<b>Project 3</b>	<b>INVESTIGATION "NEWS"</b>				

At the end of each term, students have a small project that helps them to review previous content. For each project the teacher divides the class in cooperative groups depending on the number of students and the level of difficulty of the project and provides them some instructions that they have to follow in order to complete all tasks and achieve their goals. In order to fulfil these tasks successfully, teachers usually follow two main methodologies, which are cooperative learning and task-based learning. Each project is a 25% of the final mark of the term, so there would be a maximum of 2.5 points as the final mark for the project.

Projects	Description	Main points to be evaluated
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<b>Christmas theatre</b>	<p>Each group should write their own script about a story of a family or friend that takes place in Christmas or New Year's Eve. Students will decide who is going to take which role, create the title of their work and organize their schedules. For this, they will prepare a portfolio in order to check their progress.</p> <p>Teacher will provide the number of roles, setting and materials. In one of the first sessions, the teacher will explain what the theatre is, its elements and how to write a script.</p> <p>Before December 12<sup>th</sup>, the teacher and the students will prepare the auditorium for the show. In there some students from first or second year of SCE will be waiting for the show. The teacher will be on stage in order to help the students to be prepared and follow the correct directions.</p>	<ul style="list-style-type: none"> <li>• Present tense</li> <li>• Past tenses</li> <li>• Present and Past Perfect</li> <li>• Adjectives (comparative and superlative)</li> <li>• Descriptions</li> <li>• Relative clauses</li> <li>• Pronouns and adverbs</li> <li>• Values of the show: taking care of people, being peaceful, being good, sharing.</li> <li>• Focus on speaking skills. Students at this moment should feel confident enough to speak in public through the role of a character.</li> <li>• We want to promote the creativity of our students by letting them write their own story and choose how the characters behave and talk.</li> </ul>
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<b>English and Irish culture</b>	<p>Students should prepare a TV or radio programme where they interview some other members of the group about the places they have visited in UK and Ireland. They should provide information about important traditions, symbols, laws at those places, etc.</p> <p>Teacher will show them an example of a similar programme so they can understand which aspects they should point out.</p> <p>All information should be included in the portfolio that is going to be handed to the teacher at the end of each session.</p> <p>The final product of the project will be a recording of the interview in which the students must have included pictures, music, and themselves interviewing and answering the questions.</p>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> term content (when necessary)</li> <li>• Future will/be going to</li> <li>• Modal verbs of obligation/ability/possibility/advice</li> <li>• Quantifiers</li> <li>• Tag questions</li> <li>• Make/let/be allowed to</li> <li>• Some false friends seen in class</li> <li>• Focus on the listening and the speaking skills. Students should be able to interact with each other and adapt their answers according to the questions.</li> <li>• Digital Competence. Our students should be able to use and create their own material taking into account that the apps involved in this project are the ones used usually in the classroom.</li> </ul>
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<b>News</b>	<p>Teacher will provide the structure of a TV programme: presentation, social and cultural programme, recent news, debates, news report, etc.</p> <p>Students will decide on their own which programme they are going to develop and look for the proper information for each section and which materials they will need to show to make it real.</p> <p>All information should be included in the portfolio that is going to be handed to the teacher at the end of each session.</p> <p>The final product of this project will be a presentation inside the classroom, so students can change the structure of the class according to the different sections of their TV programme. The audience will be their classmates and, if possible, teachers and some students from different levels that are invited to watch the programme.</p>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> and 2<sup>nd</sup> term content (when necessary)</li> <li>• Conditionals (I, II, III)</li> <li>• Reported Speech</li> <li>• Passive voice</li> <li>• Gerund v infinitive</li> <li>• I wish/if only</li> <li>• Prefixes and suffixes</li> <li>• Connectors</li> <li>• Idioms and phrasal verbs</li> <li>• Focus on the speaking skill. Students should know how to control their voice, intonation and body movements. Also, they can adapt their conversation if there are any problem or interruption.</li> <li>• Digital and Linguistic Competences. Students should have an excellent control over their language and are able to create outstanding digital resources for the programme with the apps used in class.</li> </ul>
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## V. Terms

The academic year is divided into three terms, which are shown in the chart below. In each term there will be a group project so students can apply their knowledge and practice teamwork. In addition, at the end of each term there will be a global exam, so they have a second opportunity to learn or review previous contents.

<u>Terms</u>	<u>Units</u>
1 <sup>st</sup> TERM: September 10 <sup>th</sup> – December 10 <sup>th</sup>	Units 1, 2 and 3
2 <sup>nd</sup> TERM: December 11 <sup>th</sup> – March 10 <sup>th</sup>	Units 4 and 5

TERMS	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
<b>1<sup>st</sup> TERM</b>										
UNIT 1										
UNIT 2										
UNIT 3										
GROUP PROJECT 1										
<b>2<sup>nd</sup> TERM</b>										
UNIT 4										
UNIT 5										
GROUP PROJECT 2										
<b>3<sup>rd</sup> TERM</b>										
UNIT 6										
UNIT 7										
UNIT 8										
GROUP PROJECT 3										

## 7. Methodology

For years, several methodologies related to teaching a second language or a foreign language have been developed. All of them are very useful but, nowadays, it would not be easy nor practical to choose just of these methods. For this reason, teachers should choose to carry on an eclectic method. We should teach English in a way that can be adapted to all our students and in which all skills should be developed, thus “the eclectic method is a combination of different method of teaching and learning approaches. This (...) works for any kind of learners’ irrespective of age and standard” (Praveen, 2013, p.1). Our main goal in class is to teach our students how to communicate in English with the rest of the people. Of course, all skills are important, but we cannot forget our objective just because our students fail one of these. We have to motivate our students and teach them not only about grammar, vocabulary and pronunciation but to work individually and in groups. The main approaches that we are going to develop in class through our eclectic method will be the Participatory, Communicative and Situational Approaches. We need to motivate our students to participate most of the time so they can spend time using the English Language according to the situation we provide in the classroom. A good example of an activity that can be carried on in class is group

discussion. Teacher should propose a topic and our students should share their ideas speaking among them. Communication is the key.

Apart from these three methods that are usually related to the eclectic method, we may find in the classroom more traditional methods such as the Audiolingual Method, Communicative Language Teaching and Total Physical Response. Of course, these methods are not fully developed in the class as we should take the aspects that can make our classroom and its environment improve. So, for our projects and presentations we may base our lessons on activities more related to the Audiolingual Method, as we will focus on pronunciation and oral comprehension and then the writing. We also think teachers should motivate the students to work and interact with the rest because, as it was mentioned previously, our goal is communication. In our didactic units we will find activities such as repetitions or drills so the students repeat several times in order to make sure they understand or pronounce correctly; transformations into positive, negative and questions forms; replacement of some words or structures; restatements so the students paraphrase what some others had said or written; or completion activities to make our students fill the gaps or help us complete a sentence with the correct structure or word.

Communication is also the main objective of the Communicative Language Teaching, which has a very interesting point that is that mistakes and errors are accepted. In addition, sometimes our students need some help when learning vocabulary or even pronunciation. To develop this methodology, we propose debates and discussion sessions with our students, ask them to dialogue in pairs or small groups, and even simulations or role-plays. Some other activities are the comparison of pictures or videos so our students can tell us the similarities and differences between, for example, two adverts; they also give or follow instructions or directions, and they should be able to discover missing aspects in a picture or video according to the original structure of those.

One method that is quite simple but can help us a lot is the Total Physical Response. We can use our bodies in order to explain or simplify some of the aspects of the new language. In terms of pronunciation we can show them through hands movements to show them the long or short sounds of certain letters, or to guide when working the intonation of words. A common activity of this methodology is what we usually do in our units when teaching vocabulary. We write the word on the blackboard and try to use a sentence to illustrate it, sometimes when possible, we just point out the object.

Some new approaches that are a great opportunity for our students to learn more than just the contents are the cooperative learning and the task-based methodology. Cooperative learning is a method that not only consists of making our students work together but to work in such a way their individual work may be the representation of the group work. According to Johnson D.W. & Johnson R.T (2017), cooperative learning is composed by five elements: positive interdependence, face-to-face, individual accountability, social skills and group processing. All students should be divided in groups, and each individual of each group should believe that, in order to achieve the group goal, they have to work together, share their ideas and opinions. So, each individual is as important as the other one in order to achieve their objective. To achieve it, students of each group have to interact among them so they can help each other or explain what it is not that clear for some of the members of the groups. We should test the knowledge and capabilities of each member and give feedback not only to him/her but to the rest of the group, so they could work as a cohesive unit and take decisions about how to improve the level of that member. For this, students have to use their social skills so they can decide who works in a certain way, how they are going to organize the tasks or if there is a conflict, how they are going to solve it. The final but not less important aspect is group processing. We have already tested our members individually but now we need to test the group. So, they can reflect on what they have done as a group and which aspects they could improve. Considering all the benefits of this methodology and, also, the characteristics of our students and some other characteristics of the group such as the cultural diversity or the multiple intelligences, our class will be divided into groups of 4-5 people, in which there will be people who have practically no problems at learning and others who have them so they can help each other in case they needed to. In addition, we will not distinguish among our students due to genre or if they come from different countries, cultures and religions, so all of them will be integrated in the groups. This will be a measure in favour of the attention to diversity and inclusivity.

In terms of task-based learning, our objective when using it in our classroom is that it “involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form” (Nunan, 2004). This is the reason why we usually based our projects on this methodology. Students when starting with their projects have more or less knowledge about the vocabulary and several grammatical structures to convey meaning, so they can use English in order to complete the tasks proposed in the projects and to

interact with the rest of their classmates. We forget about the common activities to review content that usually make our students repeat structures and forms, and we proposed several activities that have to be completed through the use of the English language.

## **8. Evaluation criteria**

The evaluation criteria for the subject of English is established in the *Anexo 1* of **DECREE 48/2015** in the BOCM, which explains how students from the first cycle of Compulsory Secondary Education are evaluated.

### **1. PRIMERA LENGUA EXTRANJERA 1º CICLO ESO**

Criterios de evaluación y estándares de aprendizaje evaluables

#### **Bloque 1. Comprensión de textos orales.**

Criterios de evaluación:

Identificar la información esencial, los puntos principales y los detalles más relevantes en textos orales breves y bien estructurados, transmitidos de viva voz o por medios técnicos y articulados a velocidad lenta o media, en un registro formal, informal o neutro, y que versen sobre asuntos cotidianos en situaciones habituales o sobre temas generales o del propio campo de interés en los ámbitos personal, público, educativo y ocupacional, siempre que las condiciones acústicas no distorsionen el mensaje y se pueda volver a escuchar lo dicho.

Conocer y saber aplicar las estrategias más adecuadas para la comprensión del sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes del texto.

Conocer y utilizar para la comprensión del texto los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana (hábitos de estudio y de trabajo, actividades de ocio), condiciones de vida (entorno, estructura social), relaciones interpersonales (entre hombres y mujeres, en el trabajo, en el centro educativo, en las instituciones), comportamiento (gestos, expresiones faciales, uso de la voz, contacto visual), y convenciones sociales (costumbres, tradiciones).

Distinguir la función o funciones comunicativas más relevantes del texto y un repertorio de sus exponentes más comunes, así como patrones discursivos de uso frecuente relativos a la organización textual (introducción del tema, desarrollo y cambio temático, y cierre textual).

Aplicar a la comprensión del texto los conocimientos sobre los constituyentes y la organización de patrones sintácticos y discursivos de uso frecuente en la comunicación

oral, así como sus significados asociados (p. e. estructura interrogativa para hacer una sugerencia).

Reconocer léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, e inferir del contexto y del cotexto, con apoyo visual, los significados de palabras y expresiones de uso menos frecuente o más específico.

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

Estándares de aprendizaje evaluables:

1. Capta los puntos principales y detalles relevantes de indicaciones, anuncios, mensajes y comunicados breves y articulados de manera lenta y clara (p. e. cambio de puerta de embarque en un aeropuerto, información sobre actividades en un campamento de verano, o en el contestador automático de un cine), siempre que las condiciones acústicas sean buenas y el sonido no esté distorsionado.

2. Entiende lo esencial de lo que se le dice en transacciones y gestiones cotidianas y estructuradas (p.e. en hoteles, tiendas, albergues, restaurantes, centros de ocio, de estudios o trabajo).

3. Identifica el sentido general y los puntos principales de una conversación formal o informal entre dos o más interlocutores que tiene lugar en su presencia, cuando el tema le resulta conocido y el discurso está articulado con claridad, a velocidad media y en una variedad estándar de la lengua.

4. Comprende, en una conversación informal en la que participa, descripciones, narraciones, puntos de vista y opiniones sobre asuntos prácticos de la vida diaria y sobre temas de su interés, cuando se le habla con claridad, despacio y directamente y el interlocutor está dispuesto a repetir o reformular lo dicho.

5. Comprende, en una conversación formal, o entrevista (p. e. en centros de estudios o de trabajo) en la que participa lo que se le pregunta sobre asuntos personales, educativos, ocupacionales o de su interés, así como comentarios sencillos y predecibles relacionados con los mismos, siempre que pueda pedir que se le repita, aclare o elabore algo de lo que se le ha dicho.

6. Distingue, con el apoyo de la imagen, las ideas principales e información relevante en presentaciones sobre temas educativos, ocupacionales o de su interés (p. e., sobre un tema curricular, o una charla para organizar el trabajo en equipo).

7. Identifica la información esencial de programas de televisión sobre asuntos cotidianos o de su interés articulados con lentitud y claridad (p. e. noticias, documentales o entrevistas), cuando las imágenes ayudan a la comprensión.

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

Criterios de evaluación:

Producir textos breves y comprensibles, tanto en conversación cara a cara como por teléfono u otros medios técnicos, en un registro neutro o informal, con un lenguaje sencillo, en los que se da, se solicita y se intercambia información sobre temas de importancia en la vida cotidiana y asuntos conocidos o de interés personal, educativo u ocupacional, y se justifican brevemente los motivos de determinadas acciones y planes, aunque a veces haya interrupciones o vacilaciones, resulten evidentes las pausas y la reformulación para organizar el discurso y seleccionar expresiones y estructuras, y el interlocutor tenga que solicitar a veces que se le repita lo dicho.

Conocer y saber aplicar las estrategias más adecuadas para producir textos orales monológicos o dialógicos breves y de estructura simple y clara, utilizando, entre otros, procedimientos como la adaptación del mensaje a patrones de la primera lengua u otras, o el uso de elementos léxicos aproximados si no se dispone de otros más precisos.

Incorporar a la producción del texto oral monológico o dialógico los conocimientos socioculturales y sociolingüísticos adquiridos relativos a estructuras sociales, relaciones interpersonales, patrones de actuación, comportamiento y convenciones sociales, actuando con la debida propiedad y respetando las normas de cortesía más importantes en los contextos respectivos.

Llevar a cabo las funciones demandadas por el propósito comunicativo, utilizando los exponentes más comunes de dichas funciones y los patrones discursivos de uso más frecuente para organizar el texto de manera sencilla con la suficiente cohesión interna y coherencia con respecto al contexto de comunicación.

Mostrar control sobre un repertorio limitado de estructuras sintácticas de uso habitual, y emplear para comunicarse mecanismos sencillos lo bastante ajustados al contexto y a la intención comunicativa (repetición léxica, elipsis, deixis personal, espacial y temporal, yuxtaposición, y conectores y marcadores conversacionales frecuentes). Conocer y utilizar un repertorio léxico oral suficiente para comunicar información, opiniones y puntos de vista breves, simples y directos en situaciones habituales y cotidianas, aunque en situaciones menos corrientes haya que adaptar el mensaje.

Pronunciar y entonar de manera clara e inteligible, aunque a veces resulte evidente el acento extranjero, o se cometan errores de pronunciación esporádicos siempre que no

interrumpan la comunicación, y los interlocutores tengan que solicitar repeticiones de vez en cuando.

Manejar frases cortas, grupos de palabras y fórmulas para desenvolverse de manera suficiente en breves intercambios en situaciones habituales y cotidianas, interrumpiendo en ocasiones el discurso para buscar expresiones, articular palabras menos frecuentes y reparar la comunicación en situaciones menos comunes.

Interactuar de manera sencilla en intercambios claramente estructurados, utilizando fórmulas o gestos simples para tomar o ceder el turno de palabra, aunque se dependa en gran medida de la actuación del interlocutor.

Estándares de aprendizaje evaluables:

1. Hace presentaciones breves y ensayadas, bien estructuradas y con apoyo visual (p. e. transparencias o PowerPoint), sobre aspectos concretos de temas de su interés o relacionados con sus estudios u ocupación, y responde a preguntas breves y sencillas de los oyentes sobre el contenido de las mismas.
2. Se desenvuelve correctamente en gestiones y transacciones cotidianas, como son los viajes, el alojamiento, el transporte, las compras y el ocio, siguiendo normas de cortesía básicas (saludo y tratamiento).
3. Participa en conversaciones informales cara a cara o por teléfono u otros medios técnicos, en las que establece contacto social, intercambia información y expresa opiniones y puntos de vista, hace invitaciones y ofrecimientos, pide y ofrece cosas, pide y da indicaciones o instrucciones, o discute los pasos que hay que seguir para realizar una actividad conjunta.
4. Toma parte en una conversación formal, reunión o entrevista de carácter académico u ocupacional (p. e. para realizar un curso de verano, o integrarse en un grupo de voluntariado), intercambiando información suficiente, expresando sus ideas sobre temas habituales, dando su opinión sobre problemas prácticos cuando se le pregunta directamente, y reaccionando de forma sencilla ante comentarios, siempre que pueda pedir que se le repitan los puntos clave si lo necesita.

### **Bloque 3: Comprensión de textos escritos**

Criterios de evaluación:

Identificar la información esencial, los puntos más relevantes y detalles importantes en textos, tanto en formato impreso como en soporte digital, breves y bien estructurados, escritos en un registro formal, informal o neutro, que traten de asuntos cotidianos, de

temas de interés o relevantes para los propios estudios y ocupaciones, y que contengan estructuras sencillas y un léxico de uso común.

Conocer y saber aplicar las estrategias más adecuadas para la comprensión del sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes del texto.

Conocer, y utilizar para la comprensión del texto, los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana (hábitos de estudio y de trabajo, actividades de ocio, incluidas manifestaciones artísticas como la música o el cine), condiciones de vida (entorno, estructura social), relaciones interpersonales (entre hombres y mujeres, en el trabajo, en el centro educativo, en las instituciones), y convenciones sociales (costumbres, tradiciones).

Distinguir la función o funciones comunicativas más relevantes del texto y un repertorio de sus exponentes más comunes, así como patrones discursivos de uso frecuente relativos a la organización textual (introducción del tema, desarrollo y cambio temático, y cierre textual).

Reconocer, y aplicar a la comprensión del texto, los constituyentes y la organización de estructuras sintácticas de uso frecuente en la comunicación escrita, así como sus significados asociados (p. e. estructura interrogativa para hacer una sugerencia).

Reconocer léxico escrito de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, e inferir del contexto y del cotexto, con apoyo visual, los significados de palabras y expresiones de uso menos frecuente o más específico.

Reconocer las principales convenciones ortográficas, tipográficas y de puntuación, así como abreviaturas y símbolos de uso común (p. e. &#39;, %, Y), y sus significados asociados.

Estándares de aprendizaje evaluables:

1. Identifica, con ayuda de la imagen, instrucciones de funcionamiento y manejo de aparatos electrónicos o de máquinas, así como instrucciones para la realización de actividades y normas de seguridad (p. e., en un centro escolar, un lugar público o una zona de ocio).
2. Entiende los puntos principales de anuncios y material publicitario de revistas o Internet formulados de manera simple y clara, y relacionados con asuntos de su interés, en los ámbitos personal, académico y ocupacional.

3. Comprende correspondencia personal en cualquier formato en la que se habla de uno mismo; se describen personas, objetos y lugares; se narran acontecimientos pasados, presentes y futuros, reales o imaginarios, y se expresan sentimientos, deseos y opiniones sobre temas generales, conocidos o de su interés.
4. Entiende lo esencial de correspondencia formal en la que se le informa sobre asuntos de su interés en el contexto personal, educativo u ocupacional (p. e. sobre un curso de idiomas o una compra por Internet).
5. Capta las ideas principales de textos periodísticos breves en cualquier soporte si los números, los nombres, las ilustraciones y los títulos vehiculan gran parte del mensaje.
6. Entiende información específica esencial en páginas Web y otros materiales de referencia o consulta claramente estructurados sobre temas relativos a materias académicas, asuntos ocupacionales, o de su interés (p. e. sobre un tema curricular, un programa informático, una ciudad, un deporte o el medio ambiente), siempre que pueda releer las secciones difíciles.
7. Comprende lo esencial (p. e. en lecturas para jóvenes) de historias de ficción breves y bien estructuradas y se hace una idea del carácter de los distintos personajes, sus relaciones y del argumento.

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

Criterios de evaluación:

Escribir, en papel o en soporte electrónico, textos breves, sencillos y de estructura clara sobre temas cotidianos o de interés personal, en un registro formal, neutro o informal, utilizando adecuadamente los recursos básicos de cohesión, las convenciones ortográficas básicas y los signos de puntuación más comunes, con un control razonable de expresiones y estructuras sencillas y un léxico de uso frecuente.

Conocer y aplicar estrategias adecuadas para elaborar textos escritos breves y de estructura simple, p. e. copiando formatos, fórmulas y modelos convencionales propios de cada tipo de texto.

Incorporar a la producción del texto escrito los conocimientos socioculturales y sociolingüísticos adquiridos relativos a estructuras sociales, relaciones interpersonales, patrones de actuación, comportamiento y convenciones sociales, respetando las normas de cortesía más importantes en los contextos respectivos.

Llevar a cabo las funciones demandadas por el propósito comunicativo, utilizando los exponentes más comunes de dichas funciones y los patrones discursivos de uso más

frecuente para organizar el texto escrito de manera sencilla con la suficiente cohesión interna y coherencia con respecto al contexto de comunicación.

Mostrar control sobre un repertorio limitado de estructuras sintácticas de uso habitual, y emplear para comunicarse mecanismos sencillos lo bastante ajustados al contexto y a la intención comunicativa (repetición léxica, elipsis, deixis personal, espacial y temporal, yuxtaposición, y conectores y marcadores discursivos frecuentes).

Conocer y utilizar un repertorio léxico escrito suficiente para comunicar información, opiniones y puntos de vista breves, simples y directos en situaciones habituales y cotidianas, aunque en situaciones menos corrientes y sobre temas menos conocidos haya que adaptar el mensaje.

Conocer y aplicar, de manera adecuada para hacerse comprensible casi siempre, los signos de puntuación elementales (p. e. punto, coma) y las reglas ortográficas básicas (p.e. uso de mayúsculas y minúsculas, o separación de palabras al final de línea), así como las convenciones ortográficas más habituales en la redacción de textos en soporte electrónico (p. e. SMS, WhatsApp).

Estándares de aprendizaje evaluables:

1. Completa un cuestionario sencillo con información personal y relativa a su formación, ocupación, intereses o aficiones (p. e. para suscribirse a una publicación digital, matricularse en un taller, o asociarse a un club deportivo).
2. Escribe notas y mensajes (SMS, WhatsApp, chats), en los que se hacen breves comentarios o se dan instrucciones e indicaciones relacionadas con actividades y situaciones de la vida cotidiana y de su interés.
3. Escribe notas, anuncios y mensajes breves (p. e. en Twitter o Facebook) relacionados con actividades y situaciones de la vida cotidiana, de su interés personal o sobre temas de actualidad, respetando las convenciones y normas de cortesía y de la etiqueta.
4. Escribe informes muy breves en formato convencional con información sencilla y relevante sobre hechos habituales y los motivos de ciertas acciones, en los ámbitos académico y ocupacional, describiendo de manera sencilla situaciones, personas, objetos y lugares y señalando los principales acontecimientos de forma esquemática.
5. Escribe correspondencia personal en la que se establece y mantiene el contacto social (p. e., con amigos en otros países), se intercambia información, se describen en términos sencillos sucesos importantes y experiencias personales (p. e. la victoria en una competición); se dan instrucciones, se hacen y aceptan ofrecimientos y sugerencias (p. e.

se cancelan, confirman o modifican una invitación o unos planes), y se expresan opiniones de manera sencilla.

6. Escribe correspondencia formal básica y breve, dirigida a instituciones públicas o privadas o entidades comerciales, solicitando o dando la información requerida de manera sencilla y observando las convenciones /formales y normas de cortesía básicas de este tipo de textos.

Based on *Artículo 10* of the **DECREE** in the BOCM the contents and competences developed by the students must be evaluated through continuous assessment process, which has to be formative, integral, and objective. In order to follow these directives students will have to complete tasks such as homework, class activities and taking notes on their notebooks. There will be group projects at the end of each term that will be considered as part of the final mark as well as exams at the end of the units in order to check if they have understood the content. A percentage of the final mark belongs to attitude and participation in class. Everyday teachers will check if the students come to class and there will be rubrics for participation and attitude, another one for activities and for group projects, in which the attitude among classmates will also be considered. In order to evaluate, the general knowledge about the subject students will have to pass several tests, at least two per term, usually after two units. However, depending on the learning level and the situation inside the class the number of tests can be higher. After the projects that will help our students to review most of the previous content, students who fail may have a global exam to retake the term.

In the first term, there will not be a previous mark so the exams will have a higher percentage (30%). In the second and third terms, the 60% will be divided into the two exams (20% each) and the 20% left will be the final mark of the previous term.

Percentages and aspects to evaluate per term			
<b>60%</b>	<b>40%</b>		
20% or 30% each	25%	10%	5%
Mark of the previous term / (-)	Projects 1/2/3	<ul style="list-style-type: none"> <li>• Notebook               <ul style="list-style-type: none"> <li>○ Homework</li> <li>○ Explanations</li> </ul> </li> </ul>	Attitude and participation
Exam			
Exam			

The following two rubrics are two examples of how the notebook and the attitude are going to be evaluated. On the one hand, after each unit, the teacher will ask for the notebook in order to check that it is complete with activities and explanations, so the

students have a good resource to study for the future exam. On the other hand, the attitude and participation will be evaluated at the end of the term considering what the students do in each class.

<b>Notebook</b>				
Category	Insufficient	Average	Very good	Excellent
Explanations	Student does not copy nor take notes of what the teacher explains in class.	Student has some of the explanations, but they are not complete.	Student has most of the presentations and charts complete.	Student has all the explanations and charts complete. He/she also takes notes of the most important aspects of the lesson.
Activities	Student does not complete the activities.	Student completes some of the activities, but there are no corrections.	Student completes most of the activities and corrects those which are wrong.	Student completes all the activities proposed and corrects those which are wrong. The student writes the headings and correct with different colours.

<b>Attitude and participation</b>				
Category	Insufficient	Average	Very good	Excellent
Attitude	Disruptive behaviour. Teacher has to tell him/her off all the time.	Student does not pay too much attention but does not try to interrupt.	Student pays attention to the teacher most of time. Student is respectful with their classmates and teacher.	Student pays attention all the time, helps to their classmates, and is respectful with their classmates and teacher.

Participation	Student does not try to be part of the class activities.	Student tries to be involved in some of the class activities.	Student is involved in all the activities in class and feels motivated.	Student feels motivated and involved in all the activities in class. He/she participates voluntarily in all of them.
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Each term has its own weight considering the knowledge and the development of the skills of our students. As we understand that at the end of the academic year the students will have more to aspects to be evaluated on, the third term will have more weight than the others.

1 <sup>st</sup> TERM	2 <sup>nd</sup> TERM	3 <sup>rd</sup> TERM
30%	30%	40%
<ul style="list-style-type: none"> <li>• Unit 1</li> <li>• Unit 2</li> <li>• Unit 3</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4</li> <li>• Unit 5</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6</li> <li>• Unit 7</li> <li>• Unit 8</li> </ul>

## 9. Attention to Diversity

It is our duty as teachers to provide the best education to our students. However, not all of them have the same characteristics so we can find on the one hand students with learning difficulties or, on the other hand, fast learners. All teachers should pay attention to the special characteristics of each student and show them patience and understanding. According to *Article 16* of the **ROYAL DECREE 1105/2014** in the BOE, schools must take the following measures:

1. Corresponde a las Administraciones educativas regular las medidas de atención a la diversidad, organizativas y curriculares, incluidas las medidas de atención al alumnado con necesidades específicas de apoyo educativo, que permitan a los centros, en el ejercicio de su autonomía, una organización flexible de las enseñanzas.
2. Entre las medidas indicadas en el apartado anterior se contemplarán las adaptaciones del currículo, la integración de materias en ámbitos, los agrupamientos flexibles, el apoyo en grupos ordinarios, los desdoblamientos de grupos, la oferta de materias específicas, los Programas de Mejora del Aprendizaje y el Rendimiento y otros programas de

tratamiento personalizado para el alumnado con necesidad específica de apoyo educativo. A estos efectos, los centros tendrán autonomía para organizar los grupos y las materias de manera flexible y para adoptar las medidas de atención a la diversidad más adecuadas a las características de su alumnado y que permitan el mejor aprovechamiento de los recursos de que disponga. Las medidas de atención a la diversidad que adopte cada centro formarán parte de su proyecto educativo, de conformidad con lo que establece el artículo 121.2 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación.

3. La escolarización del alumnado con necesidades educativas especiales en centros ordinarios podrá prolongarse un año más, sin menoscabo de lo dispuesto en el artículo 28.5 de dicha Ley Orgánica, según el cual, el alumno o alumna podrá repetir el mismo curso una sola vez y dos veces como máximo dentro de la etapa. Cuando esta segunda repetición deba producirse en tercero o cuarto curso, se prolongará un año el límite de edad al que se refiere el apartado 2 del artículo 4 de la Ley Orgánica 2/2006, de 3 de mayo. Excepcionalmente, un alumno o alumna podrá repetir una segunda vez en cuarto curso si no ha repetido en los cursos anteriores de la etapa.

In addition, according to *Articles 16 and 17* of the **BOCM** schools must consider the following aspects:

1. La intervención educativa en esta etapa debe facilitar el aprendizaje de todos los alumnos que requieran una atención educativa diferente de la ordinaria por presentar necesidades educativas especiales, por dificultades específicas de aprendizaje (entre ellas la dislexia), por presentar Trastorno por Déficit de Atención e Hiperactividad (TDAH), por sus altas capacidades intelectuales, por su incorporación tardía al sistema educativo, o por condiciones personales o de historia escolar. Corresponde a la Consejería con competencias en materia de educación adoptar las medidas necesarias para identificar a estos alumnos y valorar de forma temprana sus necesidades.
2. La escolarización de los alumnos que presentan dificultades específicas de aprendizaje se regirá por los principios de normalización e inclusión y asegurará su no discriminación y la igualdad efectiva en el acceso y permanencia en el sistema educativo.
3. Las adaptaciones significativas de los elementos del currículo que sean necesarias para atender a los alumnos con necesidades educativas especiales se harán de acuerdo con lo que la Consejería con competencias en materia de educación determine. La evaluación continua y la promoción tomarán como referente los elementos fijados en dichas adaptaciones. En cualquier caso, los alumnos con adaptaciones curriculares significativas deberán superar la evaluación final para poder obtener el título correspondiente. La escolarización de los alumnos con necesidades educativas especiales en centros ordinarios podrá prolongarse un año más, sin menoscabo de lo dispuesto en el artículo 28.5 de la Ley Orgánica 2/2006, de 3 de mayo, según el cual el alumno podrá repetir el

mismo curso una sola vez y dos veces como máximo dentro de la etapa. Cuando esta segunda repetición deba producirse en tercero o cuarto curso, se prolongará un año el límite de edad al que se refiere el apartado 2 del artículo 4 de dicha ley. Excepcionalmente, un alumno podrá repetir una segunda vez en cuarto curso si no ha repetido en los cursos anteriores de la etapa.

4. En relación con los alumnos de altas capacidades, la Consejería con competencias en materia de educación adoptará planes de actuación, así como programas de enriquecimiento curricular adecuados a dichas necesidades, que permitan a los alumnos desarrollar al máximo sus capacidades. La escolarización de los alumnos con altas capacidades intelectuales, identificados como tales según el procedimiento y en los términos que establezca la Consejería con competencias en materia de educación, se podrá flexibilizar en los términos que determine la normativa vigente; dicha flexibilización podrá incluir tanto la impartición de contenidos y adquisición de competencias propios de cursos superiores como la ampliación de contenidos y competencias del curso corriente, así como otras medidas.

2. 1. La Consejería con competencias en materia de educación regulará las medidas de atención a la diversidad que permitan a los centros, en el ejercicio de su autonomía, una organización flexible de las enseñanzas.

2. Entre las medidas indicadas en el apartado anterior se contemplarán las adaptaciones del currículo, la integración de materias en ámbitos, los agrupamientos flexibles, el apoyo en grupos ordinarios, los desdoblamientos de grupos, la oferta de materias específicas, los programas de mejora del aprendizaje y del rendimiento, otros programas de atención personalizada para los alumnos con necesidad específica de apoyo educativo y programas de atención a los alumnos de alto rendimiento académico. A estos efectos, los centros tendrán autonomía para organizar los grupos y las materias de manera flexible y para adoptar las medidas de atención a la diversidad más adecuadas a las características de sus alumnos y que permitan el mejor aprovechamiento de los recursos de que disponga. Las medidas de atención a la diversidad que adopte cada centro formarán parte de su proyecto educativo, de conformidad con lo que establece el artículo 121.2 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación.

English teachers may face a diverse group of students in their classes and they have to take those characteristics into account in order to involve their students in the learning process. In the following chart we are going to explain some of the cases we may face in our classroom:

Cases	Possible solutions
<b>Fast learners</b>	<p>These students will probably have a high level of English so they may become bored during the lessons. If we have the opportunity of having fast learners in class we can make our cooperative learning even better. As we will let our students teach and explain to his or her classmates and make them improve. When projects, we will let these students work together so they could research and focus on their own interests. For class activities, we will have a space for extra work that also work some other competences such as creativity. These activities will be found in the students' book and they will be voluntary.</p>
<b>Slow learners</b>	<p>These students have some difficulties to understand which are the main topics and aspects they should know or study. In order to help them we should repeat explanations several times and try to give them visual material and examples all the time. After each review teachers should provide them with a brief explanation of the main points to study with visual materials such as mind-maps and infographics. In the projects, these students will have to hand the portfolio for each day they will work on the project so they will have feedback immediately. Some parts of the projects such as difficult roles or long reports will not be performance by these students.</p>
<b>Dyslexia</b>	<p>These students usually have more difficulties with written assignments so teachers should consider other methods in order to evaluate them such as oral presentations or reports. At the beginning of the year teachers can provide them with the syllabus of the subject so students and their families can organize the tasks. If there are big projects teachers may create checkpoints so they can see the progress of the student.</p>

<p><b>Visual disability</b></p>	<p>High schools should provide the necessary tools such as magnifiers, screen readers or Braille books or printers to help these students or hire assistants and professional instructors. In our classes we should give them more time to complete the tasks and the exams. We can record our lessons, so they have access to the lesson anytime they need. These students should be sitting at the front so teachers can help them easily.</p>
<p><b>Hearing disability</b></p>	<p>High schools should provide the necessary tools such as amplification devices in order to help these students. Teachers can give them written copies of the lessons and provide them more visual materials. Teachers should also speak to them having visual contact so the students will be sitting close to the teacher. If we play videos in class, there should be subtitles or we should provide them transcripts.</p>
<p><b>Autism</b></p>	<p>Teachers should try to keep the level of noise to the minimum in the classroom. We can give them visual materials and create with their help some routines which will help them organise the content of the subject. If they feel anxious or nervous, we can let them leave the class or take some minutes of relax. We should also try to develop their social skills. For this, a nice student may help us. These students should be near the teacher to avoid conflicts or stressful situations.</p>

<b>ADHD</b>	<p>Teachers should try to keep these students in a quiet environment. We can also create routines, rules and schedules to help with the organisation. We can provide them an outline of the main points of the lessons or ask a classmate to help the student take notes. We can also divide the long assignments into small tasks and consider their characteristics for late or partial activities. When we evaluate them, we can reduce the number of questions of the test or create another task to evaluate them such as an oral presentation. We should always give them more time to complete the assignments and give them more freedom of movement.</p>
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## 10. Complementary activities

<b>School and English activities</b>		
<b>1<sup>st</sup> Term</b>	<b>Presentation</b>	<p>First two days of the academic year, the teacher introduces the subject, our objectives and if there were questions, she would answer them. In addition, it is important to know the students, so we prepare some dynamics in order to meet them and create a good atmosphere in the classroom. Depending on the number of students and the dimensions of the class, the teacher will use a specific dynamic.</p>
	<b>Halloween</b>	<p>The teachers talks about this celebration and how it is performance in several countries such as UK, USA or Australia. For this festivity, students will decorate the classroom with some posters and paintings about Halloween in English. Then, all</p>

		together will prepare a small “trick or treat” and will read some famous short ghost stories.
	<b>Thanksgiving Day</b>	Days before we will ask our students to bring some food in order to have a small lunch in the classroom. Before this lunch, we will ask our students to write in small pieces of paper a sentence in which they describe what they are thankful for. In case they want to, they can share their thoughts with the rest of their classmates.
<b>2<sup>nd</sup> Term</b>	<b>Theatre trip</b>	On December 12 <sup>th</sup> and after the school’s Christmas theatre, students will go to a real show in order to watch an English play. Students will reflect on their own work and will enjoy with the job of real actors and actresses.
	<b>Christmas and New Year’s Eve</b>	The teacher asks her students to bring some materials in order to create posters, cards and puppets. They will prepare a small celebration as Christmas and New Year’s Eve as the main topic. The teacher will tell them some information about how these holidays are celebrated in some other countries and cultures, so each student can choose what he or she wants to represent for this small celebration.
	<b>Peace week and school’s Festivity</b>	The school’s Festivity has more or less the same values as the week for Peace, so it is usually celebrated at the same time. For the whole week, students have to prepare posters, dances, contests and activities for the rest of the students that will take place inside the classrooms and in the

		playgrounds. We tried to send the message of being good with the rest of people and to be understanding. We also try to develop the ideas of friendship and love.
	<b>Saint Valentine's Day</b>	The teacher will explain how this day is celebrated in several countries and their differences. In order to make this day a little bit special the teacher will prepare some papers and flowers for their students. So, students will write to their friends or their "crush" brief messages that will be sent.
3 <sup>rd</sup> Term	<b>Saint Patrick's Day</b>	The teacher will try to bring some of the symbols of the Irish culture to the class and explain their meaning to this country. We will find vocabulary related to the topic like clover, goblin, etc. Students will find more information about each symbol and the story of Saint Patrick. In addition, the classroom will be decorated in green and we will put some pictures and posters on the walls.
	<b>Easter Class</b>	For this day, each student should bring a hard-boiled egg to the class. In our 50 min of class we will paint all these eggs according to this tradition. We will prepare a small Easter Egg Hunt in the playground at the break, so all students in high school will be able to participate.

## 11. Orientation Department and tutorial services

The high school must provide its students with an efficient Orientation Department and a Tutorial Action Plan that help them overcome any difficult situations they are living. We cannot forget that puberty is a difficult stage in which teenagers have several experiences for the first time that can make them feel anxious, nervous or doubtful. Some of them

have to start making decisions about their future which can also be stressful. In order to guide the students, the Orientation Department has several responsibilities:

- a. To adapt the curriculum, activities and exams to the needs of our students. Tutors are the ones who usually adapt the content but always following the Orientation Department guidelines.
- b. To meet families or legal tutors. If we really want to help our students, families and high school should communicate. Sometimes a group of psychologists also meet the families in order to let them know that when needed, they could meet and deal with any struggle. Families should meet these people at least once a year.
- c. To meet the students. The Orientation Department is always available for the students to come. The workers try to meet the students at break but if students ask their teachers, they can even go in the normal schedule. This Department try to keep the evolution of the students so they can notice any change in their progress or attitude.
- d. To provide academic guidance. This Department gives our students information about the different choices they have and try to provide them with personal advice considering their academic history. Students in 3<sup>rd</sup> of ESO have to think about the future subjects they are going to choose next year. Some of them will try to go for Science, others for Humanities and there will be a group of people who can choose Vocational Training.

This Department also meet with the tutors of the different groups at least once a year. They can meet any time they need in order to guide tutors and give them advice about certain topics that can be important for the class. For this reason, the tutor will be able to prepare meetings and activities to work with the students focusing on important issues such as sexuality, drugs and addictions, violence and sexism. In addition, tutors should also meet their students for individual meetings in order to talk to them, know about their interests, problems, or doubts they could have.

Some of the activities that we propose in the subject of English can also provide guidance for our students:

- Debates. Thanks to these debates, students learn to express their ideas and opinions, to be polite and respectful with the different opinions and points of view and even accept ideas that they do not really agree with. Some of these debates

may introduce them topics that they would not have thought about before, and they may make them become more critical.

- Role-playing. Due to this activity, students can feel what the other side may feel in a certain situation. As well as in the debates, students have to express their feelings and thoughts about the situation they are living, and sometimes they do not want to accept other realities. So, role-playing is the best option to put themselves in the other's shoes.
- Listening and videos. Through audios and videos, we can introduce new contents to our students and let them watch what happens in the world. Sometimes our students do not know enough about what is happening in our society, so through these resources and a little bit of time to reflect, we can make the change.
- Certain tasks. Through the units there are several activities and tasks such as writing a CV, an application for a job or studies, booking a hotel, writing an informal or formal letter or email, or to make a complain. These activities should help them be prepared for some of the tasks they are going to face in their adult lives.
- Projects and groupwork. Through the projects we do not want to only review vocabulary and grammatical structures or introduce new topics but to make them work in pairs or groups, so they learn how to have a proper conversation or negotiate because sometimes there are people you are working with that do not have the same opinion or ideas for the project.

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### 13. Didactic units

Lessons	Objectives
Lesson 1: “What is happening?” <u>Teaching point</u> : vocabulary of the environment	Students will be able to: <ul style="list-style-type: none"> <li>○ Talk about environmental issues using specific vocabulary</li> <li>○ Communicate through a formal letter</li> </ul>
Lesson 2: “Look at the future” <u>Teaching point</u> : zero and first conditionals	Students will be able to: <ul style="list-style-type: none"> <li>○ Talk about the consequences of real facts in the present</li> <li>○ Talk about possibilities and consequences in the future</li> </ul>
Lesson 3: “New problems, new solutions” <u>Teaching point</u> : gerund v infinitive	Students will be able to: <ul style="list-style-type: none"> <li>○ Distinguish between functions of the gerund and the infinitive</li> </ul>
Lesson 4: “Imagine if...” <u>Teaching point</u> : second and third conditionals	Students will be able to: <ul style="list-style-type: none"> <li>○ Talk about probabilities and hypothetical situations</li> <li>○ Talk about consequences of events from the past in the past</li> </ul>
Lesson 5: “Dreams may come true” <u>Teaching point</u> : I wish or if only	Students will be able to: <ul style="list-style-type: none"> <li>○ Communicate desires and regrets</li> </ul>

As it was mentioned in the evaluation criteria, unit 6 and 7 will be tested together through an exam at the end of this second unit. The exam will be a 20% of the final mark for exams. At the end of unit 6, the teacher will ask for the notebook which is the 10 percent of the mark. In addition, the teacher will take notes of attitude and participation of the students although it will be evaluated at the end of the term.

3<sup>rd</sup> LEVEL OF SECONDARY COMPULSORY EDUCATION

# UNIT 6

# ENVIRONMENT



# LESSON 1: What is happening?

Teaching point: vocabulary about environment

WARM UP (5 min)

T: Good morning everybody!

Ss: Hello!

T: Have you watched the news?

S1: No, I do not like it. It is boring.

T: Well, it may be boring but watching the news is very important. Yesterday they talked about a young lady who has been fighting for the environment. This is the girl. Do you know her?



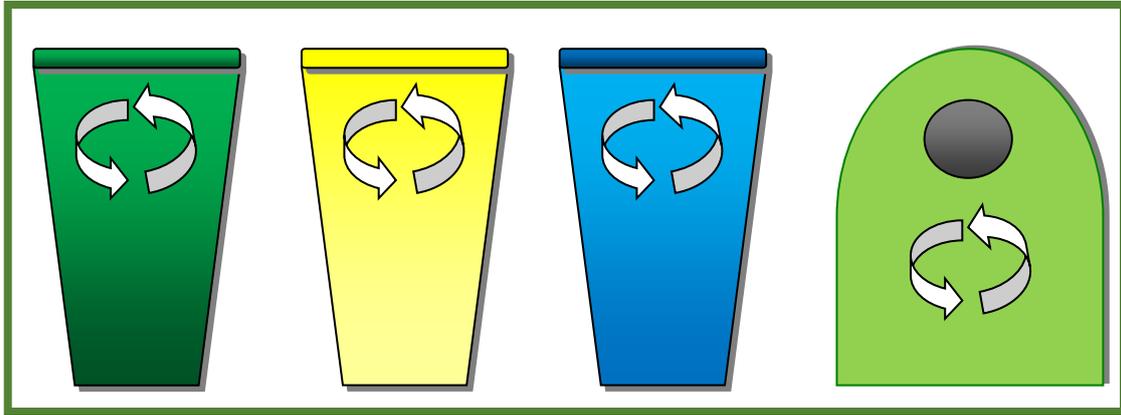
S: Yes!

S2: I saw her in Instagram. There are a lot of videos about her.

T: Oh! And what did she say?

S2: She talks about politics and the environment. She does not want to hurt the Earth.

T: Exactly. She wants to make us be aware of the problems of the Earth. We should start doing things in order to find a solution to global warming. For example, we can recycle. What do you know about recycling? Let's see what you can tell me about recycling with this picture. Any volunteer?



S4: (raises his hand) These are trash cans. In the first one we put the organic things, in the yellow one the plastics, in the blue one the paper and the last one is for bottles of glass. When we recycle, we can build new things and reuse them.

T: Great job! We usually think about recycling but there are another two things that we can do in order to prevent global warming and pollution. These three things are called "The R's of the environment" which mean recycle, reduce and reuse. Don't forget about them!

PRESENTATION (15 minutes)

T: Yesterday I found an article by Jeff Davis from an online newspaper that talked about environmental changes. It was so interesting that I thought you would like to hear about it so I have brought a small extract. (Show it with the projector) Any volunteer to read it?

S1: Me!

T: Thank you! Go ahead.

S1: "For years we have seen how the Earth has been hurt by human beings. Our selfishness has damaged our planet and the main victim is wildlife. We have destroyed rainforests, animal species and natural areas in order to satisfy our materialistic needs. This sounds like the usual speech of ecologists and naturalists, but it is the reality. We have chosen not to take certain decisions that would have prevented environmental changes. Every single day I heard people talking about how seasons are no longer the same, how the weatherman has become crazy when he shows us the weather forecast and how impossible is to predict the weather. However, what we see in TV or what we

read in articles about the environment are proofs of climate changing. Pollution is one of our greatest problems and we have an easy solution: reuse, reduce and recycle."



T: When he said that the planet is damaged, he means that it is being destroyed by us. Look at this picture. We have a beautiful area of grass and it is damaged. This affects not only us but the wildlife, I mean, the group of animals that lives in that area and feed from that grass.



T: This other picture is the logo that was created to represent the three R's: reuse, recycle and reuse. These strategies were introduced for those people who wanted to prevent, to stop, pollution. Remember that when we talk about pollution, we are referring to all substances that can hurt us or the environment.

(Let some minutes of discussion- students should use the previous vocabulary to make a point)

T: Can we think about pollution in Madrid? Do you think Madrid has pollution or not?

S5: In Madrid there is a lot of pollution because the sky is not clear.

T: Have you noticed some changes in the last years?

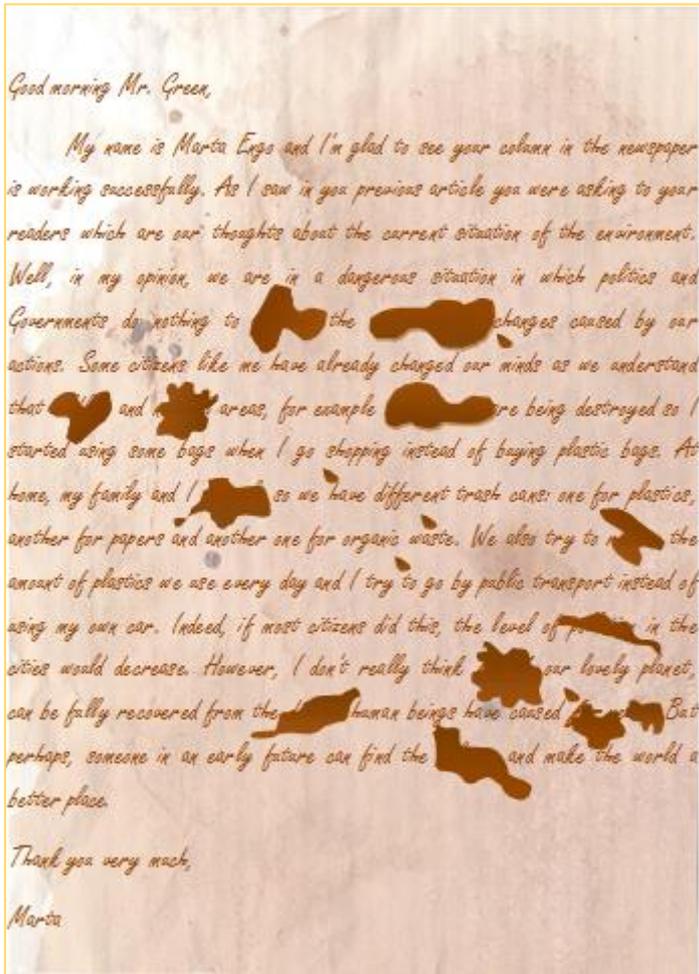
S4: My mom told me that when she was little it rained more so the weather is not the same.

T: What do you think about recycling? Do you do it?

S2: The other day I saw an ad about reusing and recycling. They took an object and then they change it to another so they could use it again. At home we use bags like the one in the photo when we go shopping

PRACTICE (15 minutes)

T: Jeff Davis is really interested in knowing the opinion of the younger generations. If he had several letters, he would try to start a new campaign in favour of the environment. So, as I considered myself still young, I considered writing him a letter. However, I have a huge problem. My cat spilled all my coffee on my letter and now it looks like this. Unfortunately, I did not save my letter in my computer, so this is the only copy I have. Could you help me? (Prevent, environmental, wildlife, natural, rainforests, recycle, reduce, pollution, Earth, damage, for years and solution)



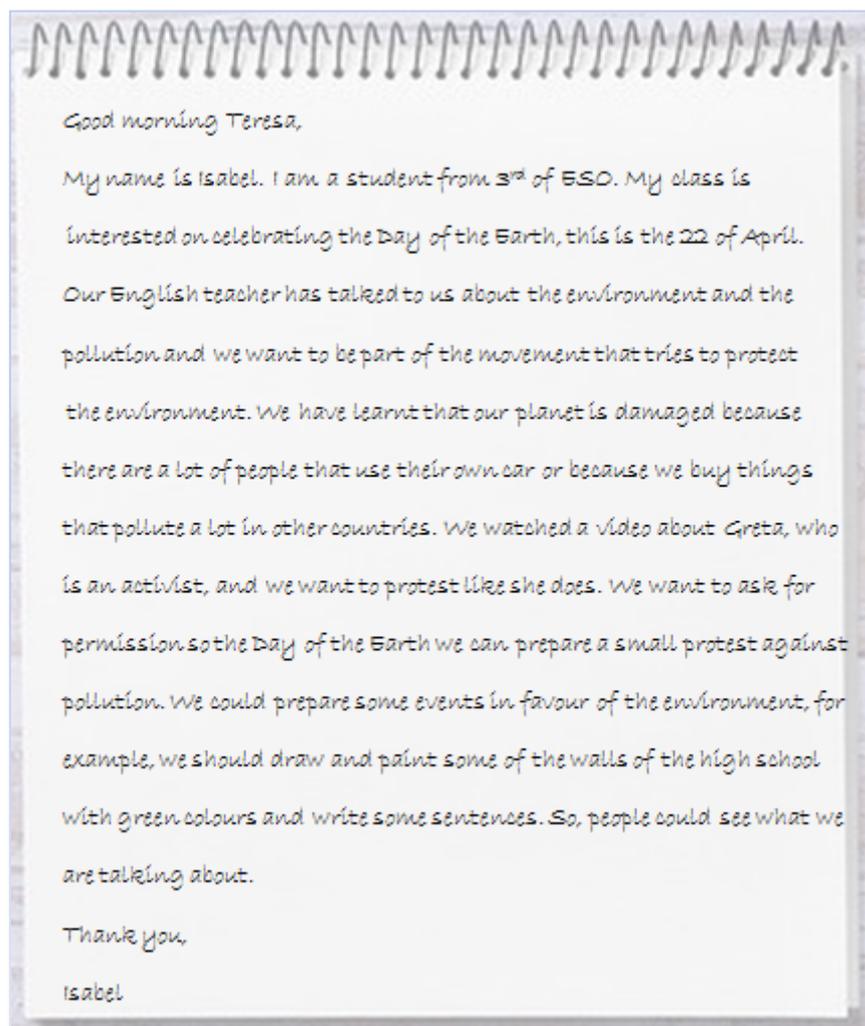
T: (When they finish) thank you guys! I really appreciate your help.

CONSOLIDATION (10 minutes)

T: So, I thought that as part of a movement for the environment you can write to our headmaster and ask for permission to celebrate the day of the Earth, the 22<sup>nd</sup> of April. We should have her approval before preparing materials for that day. Indeed, during the break we may call for a demonstration. Do you think we can do it? You should tell her why you are protesting so you can explain some of the topics we have been dealing with. Remember to be polite!

(Students should write their own letters using the vocabulary and the modal verbs).

(Student possible letter)



T: Good job everybody! I will personally bring all these letters to the headmaster and I am sure she will be glad to read them. Unfortunately, we will have to wait a few weeks for the answer.

**ROUND UP (5 minutes)**

T: One of the last campaigns against climate change was conducted by Greta Thunberg and one of her main speeches was this one. We should have a look at it and try to learn a little bit about her and this movement.



(<https://youtu.be/TMrtLsQbaok>)

## LESSON 2: Look at the future

Teaching point: zero and first conditionals

WARM UP (5 min)

T: Hello really nice students! Do you remember the video we watched in our last session?

Ss: Yes!

T: Who was the girl from the video?

S1: She was Greta Thunberg. She is a climate activist and she is very young.

T: Yeah... she is very young, she is only 17 years old and she wants Governments to take control of the situation and give us an opportunity to live in a world without pollution.

S2: Yes, she spoke with people from all over the world about pollution, emissions...

T: You are right! And what do you think it was the most popular sentence of her speech?

S4: "How dare you!"

T: Yes, that is right. How do think she felt during this speech? Or what did she want to express with that sentence?

S3: I think she was really angry and sad because her voice sounded weird and sometimes you could see her trembling.

S2: Yes and her intonation changed to show that she was mad. She was right about what she said.

T: Oh, so all of you think she is right?

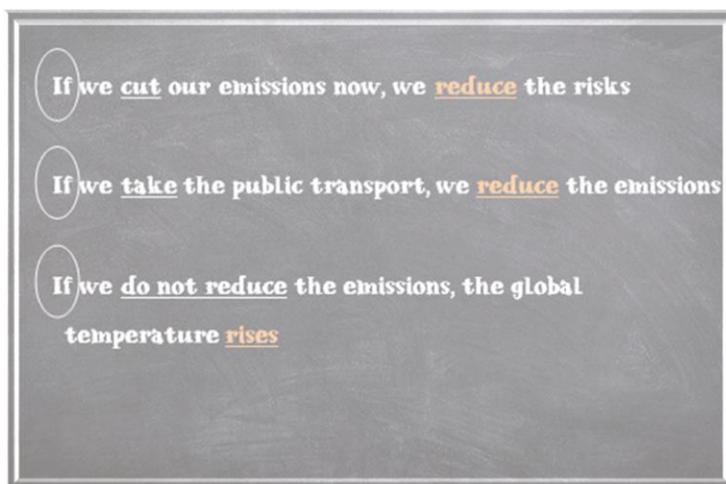
Ss: Yes, she is!

PRESENTATION (15 min)

T: What I like about her speech is that she is so confident about what she is saying. She uses real and scientific facts so you can say that she is not lying. For example, she said that if we cut our emissions right now, we only have a 50% of reducing the risk of irreversible changes, and these changes affect us. For instance, if we take the public transport, we reduce the emissions of CO<sub>2</sub>. (Write both examples in the blackboard) and what happens if we do not reduce our emissions?

S1: If we do not reduce the emissions, the global temperature rises.

T: Very good! (Write the example on the board). We have to reduce the emissions now so the global temperature does not rise anymore. Have you seen this structure? You can see it at the blackboard. We are using the "if" when we talk about the condition that happens in the present and, in these cases, as the consequence also happens in the present and we are talking about scientific facts we also use the verb in present simple.



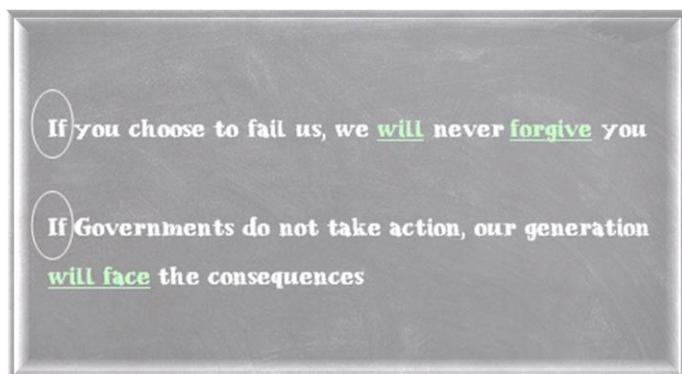
T: We can also say these sentences the other way round too. Who can show me how?

S2: We reduce the risk if we cut our emissions now.

S1: We reduce the emissions if we take public transport.

S3: The global temperature rises if we do not reduce the emissions.

T: Good job! But what happens if we want to say that something happening right now have consequences in the future? Look at what she said: "if you choose to fail us, (...) we will never forgive you." (Write this sentence on the blackboard). Or, for instance, if Governments do not take action, our generation will face the consequences. What happens with the structure?



S2: It changes.

T: Exactly. The condition remains the same because it happens in the present, but the consequence is in the future so we have to write the verb in future using "will" and the infinitive of the verb. Let's see some other examples of this first conditional. What do you think will happen in the future if we keep doing things the same way?

S3: If we do not start working now, there will be no solution.

S4: In the video we watched Greta said something like if they do not do something now, we will not let them get away.

T: That is amazing! Great job!

PRACTICE (15 min)

T: I have heard that next 22<sup>nd</sup> of April, the day of the Earth; we are going to have several events in order to protest pollution and to defend our environment. So, I thought we could prepare some murals and banners for that day. We can use some topics used in Greta's speech or you can be creative! I have already done one of my banners. Look!



(Students' possible answers)



CONSOLIDATION (10 min)

T: These are very nice banners! One of my colleagues sent me a new app she is using with her students in order to teach them a little bit about this same topic so I want you to do it and give me feedback about it. Open the following website: [joinmyquiz.com](https://joinmyquiz.com) and write this code **070475** or click the next link: <https://quizizz.com/join?gc=74687134&from=challengeFriends>

Pregunta 1 30 segundos

Q. One of the youngest activists of this century is

— opciones de respuesta —

Kate Thunberg  Greta Thunberg

Jane Goodall

Pregunta 2 30 segundos

Q. If we keep using our own cars, pollution

— opciones de respuesta —

will increase  will reduce

reduce  increase

Pregunta 3 Sin clasificar 30 segundos

Q. Which are the three R's?

Pregunta 4 30 segundos

Q. Some consequences of pollution are

— opciones de respuesta —

high levels of CO2  high levels of O2

low levels of CO2

Pregunta 5 30 segundos

Q. Some evidences of climate change are

— opciones de respuesta —

rise of global temperature  rise of sea level

freezing oceans

Pregunta 6 30 segundos

Q. What will happen to animals if we...?

— opciones de respuesta —

are protected  don't protect their natural areas

doesn't protect its natural areas

Pregunta 7 Sin clasificar 120 segundos

Q. Do you think climate change is an important issue? Why?

Pregunta 8 Sin clasificar 120 segundos

Q. What happens to the environment if we don't break our habits?

Pregunta 9 Sin clasificar 30 segundos

Q. How did you feel answering these questions?

— sin respuesta correcta —

nervous  tired

comfortable

Pregunta 10 Sin clasificar 30 segundos

Q. Would you like to have tests in this format?

— sin respuesta correcta —

yes, I like it  no, I don't like it

I don't really care

ROUND UP (5 min)

T: You did a great job today guys! So, let's take some minutes to relax and watch this video. It is very nice, and I really think it show us the possible evolution of our world. <https://www.youtube.com/watch?v=DhhVr5iLF-c> What do you think about? Did you like it?

## LESSON 3: New problems, new solutions

Teaching point: gerund v infinitive

WARM UP (5 min)

T: Hello! Today we are going to do something different. We are going to become scientists and we are going to study the consequences about pollution. We have talked about this for some days and today is the day we are going to see real pollution. I want you to look at this video. <https://youtu.be/9uVdi-3AqRE>



PRESENTATION (15 min)

T: It was a very interesting video, right? I recommend watching this kind of videos because they help us to understand a little bit better how things work. I think we could make some inventions in order to see how nature works. So, I spend time making my own "pollution catcher" and I admit failing twice because I am so clumsy at building and making handicrafts. I waste some time looking for materials that I did not need to use. As in the video I finished hanging my pollution catcher at my window.

T: Have you ever spent time making handicrafts?

S1: Yes. I like to make crafts. I usually make some inventions and puzzles with my dad.

T: Oh! So you like making crafts with your family. That is very nice. Do you like watching tutorials about how you can make new crafts?

S1. Yes, I like watching tutorials because they are very nice and they give you a lot of ideas.

T: That is great! Have you noticed that verbs such as "like" are followed by verbs with -ing and not infinitive?

S1: Yes, you corrected me before.

T: Yes, I did. On the one hand, there are some verbs that are followed by another verb in its infinitive form and, on the other hand, there are verbs that are followed by verbs with -ing. Then, we have a special group of verbs that can be followed by the gerund or the infinitive. Look at the paper I just gave you. You have to look at it when you have doubts about which form you want to use. Usually when we want to explain the objective of an action we use the infinitive, for example, "he stopped to talk to his teacher" means that he do that in order to talk to his teacher. However, until you are ready, you can use that paper I just gave you. Let's take a look at it together!

Gerund v Infinitive	
Gerund	Infinitive
admit avoid can't stand delay like / dislike don't mind enjoy finish give up hate keep miss practice prefer recommend spend / waste time suggest	afford agree aim arrange decide help hope learn need plan promise refuse tend want would like
Gerund and infinitive	
Same meaning	Different meaning
<b>Begin / start</b> <b>Continue</b> <b>Intend</b>	<b>Stop</b> <b>Remember</b> <b>Forgot</b>

PRACTICE (15 min)

T: Well, now that we know how to use all these verbs we can leave the explanation aside. I subscribed to a website where you can upload articles with your opinion and show the world some of your own creations. I found the previous invention in this website but it was not the most interesting one. So, I would like you to complete with me the following survey about the inventions I am going to show you right now.



T: This is the solar backpack! It uses the light of the sun in order to charge some of the devices you have inside, like the phone or an iPod. ([https://en.wikipedia.org/wiki/Solar\\_backpack](https://en.wikipedia.org/wiki/Solar_backpack))



T: And this is the lamp that works thanks to a combination of salt and water. (<https://youtu.be/nhJWwyhEO3A>)

T: At the end of the day, these people will share the results so, perhaps, we could recreate one of these inventions in class as they share some information about simple ways of creating these products. So, let's see the questions! You can use the QR or click on the following link.



CONSOLIDATION (7.5 min)

T: So, what do you think about the environmentally friendly products? Will you try to make some of them at home if someone gives you instructions?

S1: I think these products are great because they can usually be reused so they do not really harm the environment.

S2: If there are tutorials in the Internet, I will try to make my own salt lamp. I think I just need a glass of water, a bulb and salt so it will be easy.

T: Tell me, would you like to be scientists so you can fight against pollution and climate change?

S3: I would like to be a doctor but after watching the video and these two inventions and if I cannot be a doctor, I want to be an inventor.

T: That is a good choice! I like talking to you because you never refuse to participate and you always come up with new ideas. What did you learn about the environmentally friendly products?

S4: I think I learnt to be patient because I think that when you create something, sometimes it does not work so you have to keep working.

S2: I plan to create my own environmentally friendly products at home so I will live in a clear home.

T: That is great! If I have the opportunity, I will practise making my own products. What would you like to do if I help you with the tutorials and materials?

S1: If you can talk with the rest of the teachers, we can do a project with all of them about nature.

S2: If they refuse to do it, we can do it by ourselves on the Day of the Earth.

S3: Yes! And if the high school gives us the materials, we will build our own "Pollution Catcher" for the building.

T: Amazing! If you want me to do it, I will talk to the rest of the teacher of this level and we can plan an activity all together.

ROUND UP (7.5 min)

T: Perhaps we cannot become scientists all of a sudden but there are more ways to be respectful to the environment. Look if we can follow these tips.  
<https://youtu.be/OagTXWfaXEo>

## LESSON 4: Imagine if...

Teaching point: second conditional and third conditional

WARM UP (7 min)

T: Hello guys! Today I want to show you some of the most beautiful songs related to nature and humanity. I guess you have heard about the singer Michael Jackson. Let's see if you recognise this song. <https://youtu.be/XAi3VTSdTxU>

PRESENTATION (15 min)

T: So, what do you think about this video? I think is very impressive but it summarizes some of the problems we are still facing nowadays. This song has 38 years old and we not only have the same conflicts but even more. Can anyone tell me some of the results of human action in this video?

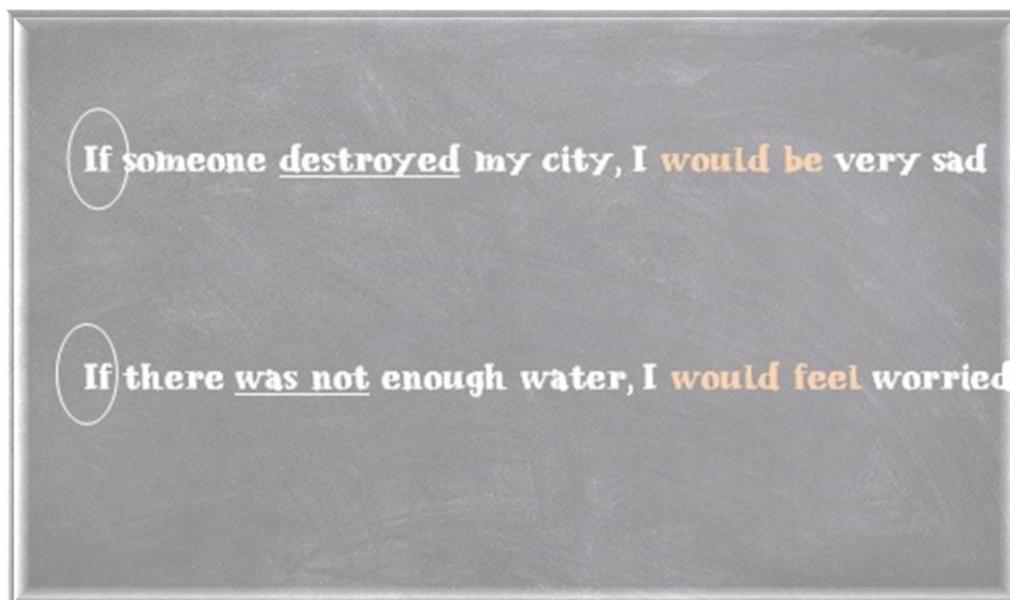
S1: Some people used to live in the jungle and forests and now they cannot do it because people destroyed those places.

S2: And also the animals. They lived in natural areas but now the place where they lived is small because the rest is for the people.

T: I know this is not real, we can just imagine another reality, but what would you do if you lived in a place and someone else destroyed it?

S3: I will be sad because I really like my city. It is so pretty.

T: Yeah, exactly. (Write on the blackboard) If someone destroyed my city or my house, I would be really sad. Or if there was not enough water because of the drought, I would feel terribly worried. Look at the blackboard. When we talk about unreal situations we use "if" and the verb in past simple to talk about the condition that may happen, and for the possible consequence we use "would" and the infinitive of the verb.



T: So, right now, is there enough water for us?

Ss: Yes, teacher!

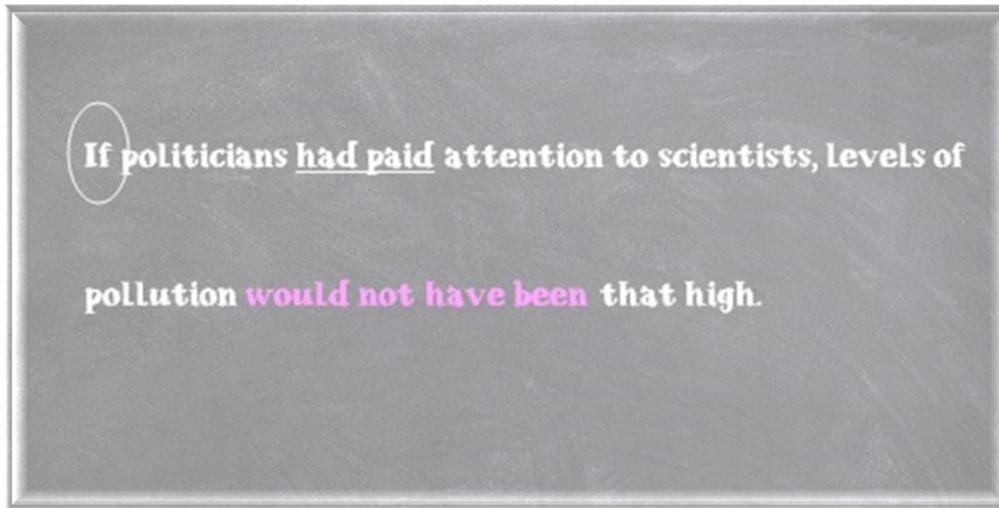
T: Yes, there is. However, in an imaginary situation there may be no water, and in that case we would be worried. I have just remembered something that Greta Thunberg said to politicians in the speech we watched the other day. She said something like: "If you understood the situation and kept doing nothing, you would be evil". What did she mean with that sentence?

S3: She meant that politicians do not understand the situation because they do not do anything and that is not good, they have to work hard and find a solution.

T: Exactly! If they understand the situation, they can do something but she said that they do not understand it and that is why they do not do anything, so they are evil inside them. And what would have happened if politicians had paid attention to scientists when they explained the consequences of human actions?

S2: I think the level of pollution would not be that high and there would not be so many problems.

T: Good answer! (Write on the blackboard) If politicians had paid attention to scientists, levels of pollution would not have been that high. Look at the structure I pointed out.



T: When we talk about a condition that happened in the past, and obviously we cannot change, we use "if" and the verb in past perfect. For the result or the consequence, we use then "would have" and the verb in past participle. I really think we would have lived in a very different way if we had followed another path, like using since the very beginning renewable energies. What do you think?

S4: I also think that because if we had followed the directions of people like the scientists, they would have told us how to do the things right.

T: That is it!

PRACTICE (15 min)

T: Ugh! You cannot imagine what just happened. I was going to show you a chart that one of my students from last year made but the computer crashed because of a virus and it seems that it changed the order of the sentences. Can you help me to fix it? You can do it in pairs or in small groups so it will be faster for us.

Conditionals for imaginary situations	Conditionals for past situations
<i>If COVID-19 had not existed, levels of pollution would not have decreased</i>	If we had reacted better to Prestige disaster, we would have avoided the destruction of the coastline
I would change the environmental laws if I were the President	<i>If you recycled, you would help the environment</i>
<i>The ozone hole would not have closed if the pandemic had not started</i>	If we had kept global warming in mind, the ice from the poles would not have melted

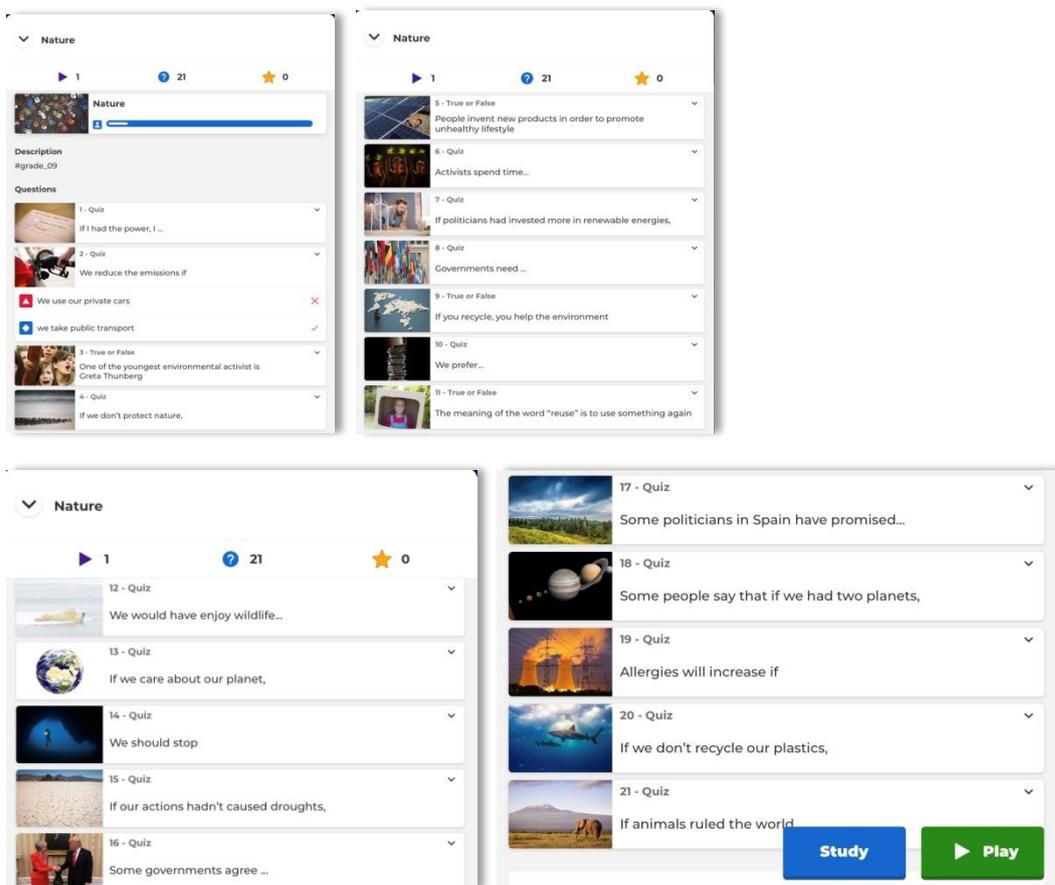
You would know about the destruction of natural areas if you were interested	<i>If we were not that focus on the economy, we would care more about our planet</i>
<i>If we had not thrown plastics to the ocean, its animals would not have been hurt</i>	<i>If you tried, you would be able to be part of the Zero Waste movement</i>
<i>If the economy had not depended on petroleum, people would have bought more electric cars</i>	<i>We would choose renewable energies if we were intelligent</i>
If we were not that selfish, we would take care of our wildlife	Scientists would have created new environmental projects if Governments had promoted their investigations
<i>Canals of Venice would have been clean if we had not stopped the boat traffic</i>	<i>We would not produce new single-use products if we reused products</i>
If all countries promoted renewable energies, levels of pollution would decrease	Native animals would not have disappeared if we had not introduced exotic animal species in their habitats
<i>Fruits would have kept their original characteristics if we had not experimented with their genes</i>	<i>Our plants and animals would not die if we took care of our ecosystems</i>

**(Expected answer)**

<b>Conditionals for imaginary situations</b>	<b>Conditionals for past situations</b>
If you recycled, you would help the environment	If we had reacted better to Prestige disaster, we would have avoided the destruction of the coastline
I would change the environmental laws if I were the President	If COVID-19 had not existed, levels of pollution would not have decreased
If you tried, you would be able to be part of the Zero Waste movement	If we had kept global warming in mind, the ice from the poles would not have melted
You would know about the destruction of natural areas if you were interested	If we had not thrown plastics to the ocean, its animals would not have been hurt
If we were not that focus on the economy, we would care more about our planet	The ozone hole would not have closed if the pandemic had not started
We would not produce new single-use products if we reused products	Canals of Venice would have been clean if we had not stopped the boat traffic
If we were not that selfish, we would take care of our wildlife	Scientists would have created new environmental projects if Governments had promoted their investigations
We would choose renewable energies if we were intelligent	If the economy had not depended on petroleum, people would have bought more electric cars
If all countries promoted renewable energies, levels of pollution would decrease	Native animals would not have disappeared if we had not introduced exotic animal species in their habitats
Our plants and animals would not die if we took care of our ecosystems	Fruits would have kept their original characteristics if we had not experimented with their genes.

## CONSOLIDATION (10 min)

T: I am sure you know a lot by now about nature. Why do not we check it? I have received a type of questionnaire called Kahoot. It is very fun! We just have to look for this URL [https://kahoot.it/challenge/03713688?challenge-id=294605aa-6810-424c-ba19-e216ab974da5\\_1589735443814](https://kahoot.it/challenge/03713688?challenge-id=294605aa-6810-424c-ba19-e216ab974da5_1589735443814) or to go to its website and copy the code **03713688**. The winners will receive extra-points for their enthusiasm and knowledge.



## ROUND UP (3 min)

T: Now, I just want you to close your eyes and remember all the images we have seen, the video we watched and the song we heard at the beginning of this class. Take a minute, breathe and answer this question. What would you do for your planet if you were capable of doing something big and important? Take one minute and write some words or a sentence in your notebook. Then you just have to try to make what you wrote possible.

## LESSON 5: Dreams may come true

Teaching point: I wish/ If only

WARM UP (5min)

T: Hello everybody! Yesterday a friend of mine sent me this amazing video of a girl reading a poem about the environment and it was incredible. I almost cried because of her passion when reading. So, I thought I could watch it again with you. Here it is. (<https://youtu.be/wxIQZMtkH4M>) What a beautiful poem! I wish I could create something that nice.

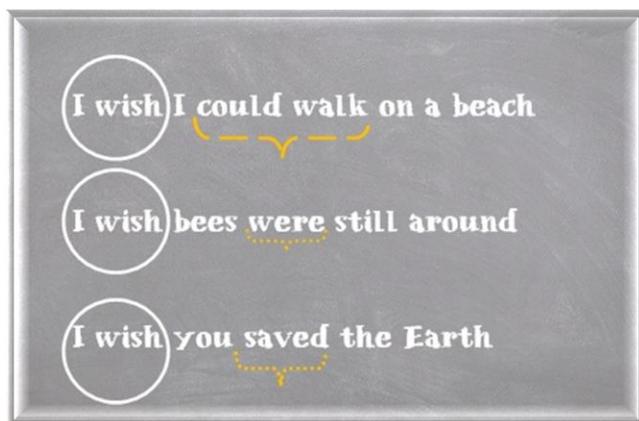
PRESENTATION (15 min)

T: What did you like the most about this performance?

S1: I liked the girl and her voice.

S2: I liked the end when she talked about the dreams that the child had.

T: She is very sweet and her intonation is great, and yes, I think the end is amazing when she read "I wish I could walk on a beach, I wish bees were still around, I wish you saved the Earth". (Write these three sentences on the blackboard) Do you remember what more she said at the end of the video? Look at these sentences I just wrote, maybe they can help you.



S3: Something like: wishing we listen and we act

T: Well. If you take a look at the sentences, we can follow their structure. First, we use "I wish" or if you want to change you can also say "If only" and then the rest of the sentence but with the verb in the past simple because we want to change something about the present or the past. So, I will help you with the first part of your sentence: I wish we...

S3: I wish we listened and acted.

T: Great job! Do you remember anything else about regret in the poem? About someone wishing to be or do something else?

S4: Yes, the person who spoke in the poem said: I wish I can breathe underwater.

T: Wait a minute! Look at the previous sentence and repeat that sentence once again.

S4: Oh, ok. I wish I could breathe underwater.

T: That is it! Well done! Anything else?

S1: Yes, he wanted to be a pirate and a vampire.

T: So he wished for that, right? How can we say that? He wished he...

S1: He wished he was a pirate or a vampire.

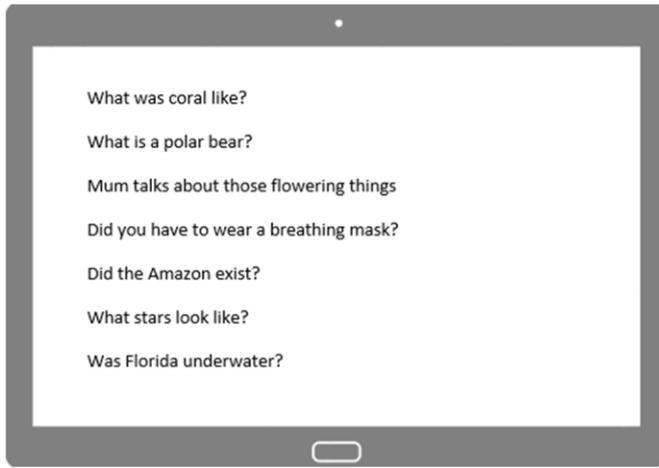
PRACTICE (15 min)

T: Have you noticed some of the problems that the child from the poem faced? She said that the Earth became sand and its dust hurt us, the oceans and ecosystems were destroyed, and some cities were underwater. She asked her father some questions. Do you remember what she asked?

S1: She said: what is coral like? And a polar bear?

S2: I understood that she had to wear a breathing mask

T: You are amazing. Yes, she told us about several things. Look at the screen.



T: I think this girl really does not know how to say what she wishes and what she may regret, and I cannot figure out how we can say these sentences. Can you help me? Why do not you make small groups in order to do it?

(Students work in pairs then they show me the answer)

Group 1: She wishes she knew what coral was like.

Group 2: She wishes she knew what a polar bear was.

Group 3: If only she knew what flowers looked like.

Group 4: If only she knew her father did not wear a breathing mask.

Group 5: She wishes she was sure the Amazon existed.

Group 6: If only she could see how stars looked

Group 7: She wishes Florida was not underwater.

### CONSOLIDATION (10 min)

T: Well done. I have been thinking about all we have learnt about the environment. I would like to know what you wish for the future of your planet. Why do not you work in pairs and interview your partner? I look forward to hearing your answers.

(Students work for 8 minutes)

T: Come on! It is time to hear what you wished.

S1: If only oceans were cleaner.

S2: We wish people did not litter.

S3: We wish animals did not suffer because of us.

S4: We wish companies did not produce so many plastics.

S5: We wish we did not pollute that much.

S6: We wish people recycled.

S7: We wish people did not damage any natural area

S8: We wish we could protect wildlife.

S9: We wish people reduced their waste and reused.

S10: We wish we could prevent climate change.

ROUND UP (5 min)

T: Today we started our class all together hearing a poem and I think the best option we have is to finish with this song which has a very positive and nice message for all of us.  
<https://youtu.be/zBEGxqJKup8> Keep it safe guys!



<b>Unit</b>	7	<b>Lesson</b>	1 of 5	<b>Group</b>	3° ESO	<b>Time</b>	50 min
<b>Topic / Session Title</b>	Sold!			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Speaking, listening and writing						
<b>Systems</b>	Lexis	Phonology	Function				
<b>Competences</b>	Socio-linguistic		Discourse				
<b>Contents</b>	Vocabulary about media and advertising (logo, slogan, consumers, company, advertising agency, campaign, commercial break, to go viral, audience, to launch a product)						
<b>Learning outcomes</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use specific vocabulary about media and advertising</li> <li>• Describe and explain adverts focusing on the persuasive message and vocabulary learnt</li> <li>• Create a persuasive message for an ad</li> </ul>						
<b>Evaluation criteria</b>	Students develop their own advert and explain how is made and its function						
<b>Materials</b>	<p>Students will need:</p> <ul style="list-style-type: none"> <li>• Their iPads</li> <li>• Notebook</li> </ul> <p>The teacher will use her iPad as well, the smartboard or projector in order to show some videos, and the blackboard or smartboard to write.</p> <p>Videos:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> ad. <a href="https://youtu.be/zWfX5jeF6k4">https://youtu.be/zWfX5jeF6k4</a></li> </ul>				<b>Spaces</b>	Classroom	

		<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> ad.  <a href="https://youtu.be/drcO2V2m7lw">https://youtu.be/drcO2V2m7lw</a></li> <li>• <a href="https://youtu.be/2IxHqtQj1rU">https://youtu.be/2IxHqtQj1rU</a></li> </ul>		
<b>Procedures</b>				
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>	
5 min	Warm up	The teacher starts the lessons saying that the previous day she was watching some videos when she saw an ad that she really enjoyed but then, another ad began and she realised that the brand was the same but the objective of the advert was quite different. So, the teacher wants to share those two ads with the students.	Individual work	
10 min	Presentation	<p>The teacher asks their students questions about what they saw in the ads so with the students we will create a brainstorming of the different elements that appear in the ad directly or indirectly. With those ideas, the teacher will introduce the vocabulary and the students will take notes. For example:</p> <p>S: At the end of the ads there is a message that belongs to Nike.</p> <p>T: Oh, you mean the slogan? “Just do it” is the slogan of this company of clothes and materials for sports. And what about the logo? Have you seen the image that appears in their clothes? That is the logo.</p> <p>S: Yes, it is like a white arrow...</p> <p>Then, the teacher using the previous two ads will introduce the elements that the adverts use in order to be persuasive such as repetitions of words or the logo, music,</p>	Individual work	

		celebrities that appear in the ads, the use of the second person singular, stereotypes or highlight what they want to sell. In addition, the teacher tells the student that ads have two main functions: to launch or sell a product, or to raise awareness.	
30 min	Practice	Now, it is the turn for our students. They have to look for a product or a topic of their interest and try to create an ad. As they have the iPads, they can even record their voices for the ads. The teacher will explain that their ads cannot be longer than 3 minutes, they can use audios, pictures, emojis and any other resource they can find. The students will have more or less 20 minutes to create their ads and 10 minutes to show them to rest of their classmates.	Group work
5 min	Consolidation + Round up	Once students have finished their presentations, the teacher ask them for opinions about advertising, if it is important or not. Then, the teacher will remind them the topic of the previous unit, the environment, and will show them one last advert. After, that she will ask again for individual opinions and ideas.	Individual work

<b>Unit</b>	7	<b>Lesson</b>	2 of 5	<b>Group</b>	3° ESO	<b>Time</b>	50 min
<b>Topic / Session Title</b>	They said this was real...			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening, writing and speaking						
<b>Systems</b>	Grammar Function						

<b>Competences</b>	Grammatical    Socio-linguistic		
<b>Contents</b>	Affirmative and negative statements of Reported Speech		
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Distinguish between Direct Speech and Indirect Speech</li> <li>• Paraphrase what another person said in affirmative</li> <li>• Summarize what another person said in negative</li> </ul>		
<b>Materials</b>	Students will need: <ul style="list-style-type: none"> <li>• Their iPads</li> <li>• Notebook</li> </ul> The teacher will need the smartboard or projector in order to show them some videos and charts.  BBC News: <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.com/reel/video/p08fbphb/can-we-make-our-cities-wild-again-">https://www.bbc.com/reel/video/p08fbphb/can-we-make-our-cities-wild-again-</a></li> </ul>	<b>Spaces</b>	Classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
10 min	Warm up	The teacher will show the students a video from the BBC News related to the wilderness. After watching the video, she will ask some questions about animals coming back to towns, if it is possible or if we should return part of their habitats in order to let them live there to create a small debate about the topic.	Group work
20 min	Presentation	In this section of the class, the teacher will use some of the sentences that the two researchers use in the video in order to introduce the affirmative and negative forms of the Reported Speech copying the sentence as it is said, and then making	Individual work

		<p>the changes for the indirect speech. Then, the teacher will show the students a chart on the smartboard with most of the changes of the verb tenses, the pronouns and the adverbs of place and time. For each change, she will give another example of it. For example:</p> <p>T: Look at the Simple Present, when we want to say what Rachel said, we have to change the verb to Simple Past. So, Rachel said that she <b>lived</b> in Barcelona.</p> <p>The teacher will ask the students to take notes and in case they needed, the teacher will write the examples on the blackboard or the smartboard.</p>	
10 min	Practice	<p>The teacher will choose several sentences from the previous video they will watch at the very beginning of the class. Students will have to copy on a paper the sentences in the affirmative and negative forms of Reported Speech, making all changes they need. Students will work in groups so they can help each other as there may be a lot of words and structures to change in just one sentence.</p>	Group work
5 min	Consolidation	<p>For this part of the class, the students will celebrate a small competition. Each group will read a specific number of answers of the previous exercise and the rest of the groups has to pay attention to what they say in order to notice if they have made any mistake. When they hear a mistake, the members of the group have to raise their hands and tell the correct answer. There are two winners, the group which has noticed more mistakes and the group which has made less mistakes.</p>	Group work
5 min	Round up	<p>For this last section, the teacher will talk about some companies in general that have changed its regulations, so they do not use products that comes from animals, or do not hurt their habitats. She will</p>	Group work

		also add information about the new lifestyle, veganism, and she will ask for some opinions and ideas about it.	
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<b>Unit</b>	7	<b>Lesson</b>	3 of 5	<b>Group</b>	3° ESO	<b>Time</b>	50 min
<b>Topic / Session Title</b>	What is that?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening, reading and writing						
<b>Systems</b>	Grammar    Lexis    Function						
<b>Competences</b>	Grammatical    Discourse						
<b>Contents</b>	The use of prefixes and suffixes (list which are the minimum they should learn)						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Apply prefixes and suffixes to root words to build new words</li> <li>• Recognise the structure of words</li> </ul>						
<b>Materials</b>	Students need: <ul style="list-style-type: none"> <li>• iPads</li> <li>• Earphones</li> <li>• Notebook</li> </ul> BBC News: <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.com/news/science-environment-52839678">https://www.bbc.com/news/science-environment-52839678</a></li> </ul> Edpuzzle: <ul style="list-style-type: none"> <li>• <a href="https://edpuzzle.com/media/5ed3df196687a73f92b77f3e">https://edpuzzle.com/media/5ed3df196687a73f92b77f3e</a></li> </ul>				<b>Spaces</b>	Classroom	
<b>Procedures</b>							

Timing	Stage	Activities (T / S role)	Grouping
5 min	Warm up	The teacher will ask the students to read one by one out loud the article.	Individual work
15 min	Presentation	Once the students have read, the teacher ask information about that animal and if the students would like to know more about wildlife, or if animals are interesting enough for us to study them. After a few answers from the students, the teacher will ask them to pay attention to the words of the article that she previously highlighted in a different colour. Using those words, the teacher explains what a prefix and a suffix are, why we use them and how we create new words with them. Then, the teacher will give the students a list with the most common prefixes and suffixes and their meanings (pre-, tri-, -un, dis-, sub-, -anti-, extra- hyper-, counter-, ultra-, semi-, re-, -ful, -ing, -ed, -ness, -tion, -ation, -ary, -able, -ate, -ize or -ly).	Individual work
15 min	Practice	After that, the teacher will provide them a list of nouns, verbs and adjectives to each group, so in each group they will have to write at least three new words in relation to the word in the list. For example: <b>happy</b> – <b>unhappy</b> , <b>happiness</b> , <b>happily</b> . The students will have to highlight in a different colour the root of the word, the prefix and suffix.	Group work
10 min	Consolidation	Now, the teacher will ask they students some questions about the article, so students have to use the Reported Speech in order to answer. For example: T: “what did the researchers say about the discovery	Individual work

		of this animal?” S: “they said that it was a species of “Dumbo” octopus”.	
5 min	Round up	To sum up, students will practice prefixes and suffixes through an Edpuzzle that they will answer on their own using their iPads and headphones.	Individual work

<b>Unit</b>	7	<b>Lesson</b>	4 of 5	<b>Group</b>	3° ESO	<b>Time</b>	50 min
<b>Topic / Session Title</b>	Could it be real?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Reading and writing						
<b>Systems</b>	Grammar      Function						
<b>Competences</b>	Grammatical      Discourse						
<b>Contents</b>	Questions in Reported Speech						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• ask what other people had asked previously</li> <li>• distinguish the structures of a WH-question and a Yes/No question</li> </ul>						
<b>Materials</b>	Students will need: <ul style="list-style-type: none"> <li>• their iPads</li> <li>• notebook</li> <li>• Kahoot account/app</li> </ul> The teacher will need the smartboard or projector to show them the reading and the structures. Reading BBC news (video transcript): <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/articles/zrprj6">https://www.bbc.co.uk/bitesize/articles/zrprj6</a></li> </ul>				<b>Spaces</b>	The classroom	

<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
10 min	Warm up	The teacher will talk about fake news, the meaning of that expression and, then, she will ask students to read individually about an article about this topic and how to spot this type of news. The students may share their opinions and experiences about the topic.	Individual work
10 min	Presentation	Using the previous reading, the teacher will ask questions about it using Reported Speech. For example: T: Nihal asked the students what people were trying to do with the information. What do you think? S: Maybe they want to trick someone to buy something. T: Yeah, it could be. Let's write this question on the board and take a look at the structure. Have you noticed how I asked her question to you? So, she will show them the structures of the questions, both the WH-questions and the YES/NO questions.	Individual work
10 min	Practice	Teacher will provide students with different pieces of news so students have to create their own questions in Reported Speech. They will write them on their notebooks and, then, they will share it with the rest of the group. The students should try to correct the questions of their classmates.	Individual work or in groups
20	Consolidation + Round up	In 10 minutes, students should create Kahoots in groups or individually, as they prefer, using the Reported Speech. For example: Question: ABC said that Trump asked his wife if he could have a cat in the White House.	Individual or group work

		The main topic will be Fake News and they can create this news so the answer will be true or false, or they can ask questions about the topic. In the following 10 minutes, the teacher will choose one of these games and all together or individually will play.	
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<b>Unit</b>	7	<b>Lesson</b>	5 of 5	<b>Group</b>	3° ESO	<b>Time</b>	50 min
<b>Topic / Session Title</b>	Trust me			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Speaking and writing						
<b>Systems</b>	Grammar      Function      Discourse						
<b>Competences</b>	Grammatical      Discourse						
<b>Contents</b>	Requests in Reported Speech (list which verbs you're going to focus on)						
<b>Learning outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• distinguish between statements and requests or demands</li> <li>• paraphrase the requests they receive from other people</li> </ul>						
<b>Evaluation criteria</b>	Students effectively employ the grammar structures of the Reported Speech and vocabulary seen in previous lessons in the opinion article. Students will organize properly the contents and ideas of the article.						
<b>Materials</b>	Students will need: <ul style="list-style-type: none"> <li>• their iPads</li> <li>• notebook</li> </ul> Reading: <ul style="list-style-type: none"> <li>• <a href="https://learnenglish.britishcouncil.org/skills/writing/upper-intermediate-b2/an-opinion-essay">https://learnenglish.britishcouncil.org/skills/writing/upper-intermediate-b2/an-opinion-essay</a></li> </ul>				<b>Spaces</b>	The classroom	
<b>Procedures</b>							

<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
5 min	Warm up	At the beginning of the class, the teacher will explain the students that there are several articles that we can find on newspapers, for example, the opinion article. Then, the teacher shows them the article and read it.	Individual work
15 min	Presentation	Then, the teacher will ask them if they have paid attention to the structure of the article. Using the text, she will explain the structure of the opinion article and which information they should include in each part. Then, using the content of the article the teacher will create some requests that will be transformed to Reported Speech. For example, T: (highlighting this sentence on the smartboard) the writer says “we need to think about other facts we know and remember how to compare information from different websites” so she/he told us to think about things we already know and to compare that information with other websites. T: the writer also says “the internet is a good tool but it is not a useful replacement for our brains” so he/she told us not to use the Internet that much. Students should take notes about the examples of positive and negative requests or demands.	Individual work
25 min	Practice	Students must write an opinion article using accurate sources, so they have to summarize and paraphrase what other authors, journalists or companies say. The topic or title of the article will be something similar to “Can we rely on the media?”	Individual work
5 min	Consolidation +	Our last activity will be done in pairs in order to review the Reported Speech, so one of the students will ask a question and the other will have to	Pair work

	Round up	<p>paraphrase it before answering. Then the first student will paraphrase the answer of the second student. The roles will change so they can repeat the exercise the other way round, and once they have finished, the pairs will change.</p> <p>S1: “What do you think about Facebook?”</p> <p>S2: You asked me what I thought about Facebook, well, I like it and I think it is useful</p> <p>S1: You told me that you think that you liked it and you thought it was useful</p>	
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#### **14. Students' book**

This is the link for the blog that will be used as the students' book:

<https://ourenglishclass2019-20.blogspot.com/>

In the following pages we will find pictures of the different sections of the blog.

# Our English class

Organización

Questions

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Voluntary activity

Listenings

Assessment

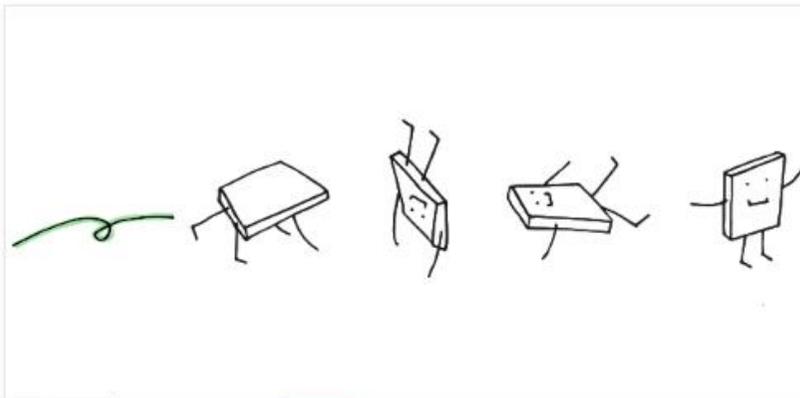
jueves, 4 de junio de 2020

## WELCOME!

This blog is our opportunity to learn everywhere. In this unit we are going to learn a little bit more about **the environment and the conditionals**. There are three types of conditionals and, at the end of the unit, we will have no problem to talk about possibilities or probabilities.

Through the blog we will read, listen and write about interesting topics such as recycling and we will meet some amazing people. And also, forget about working individually, some of the activities we proposed are for you to create good relationships with your classmates. So, let's start it!

**Just believe in yourself and work hard!**



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WELCOME!

### Datos personales

Marta Engo

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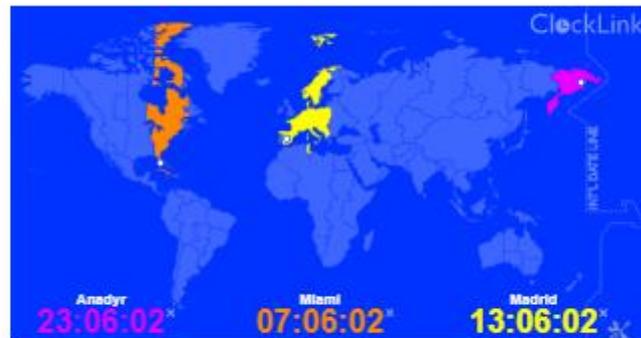
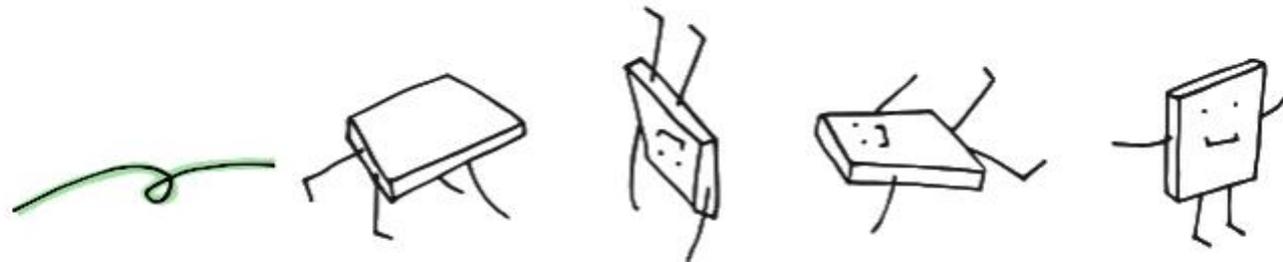
### Seguidores

Seguidores (0)

**Entrada destacada**

WELCOME!

This blog is our opportunity to learn everywhere. In this unit we are going to learn a little bit more about the environment and the condit...



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# Our English class

<b>Organization</b>	Questions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Voluntary activity	Listenings	Assessment	
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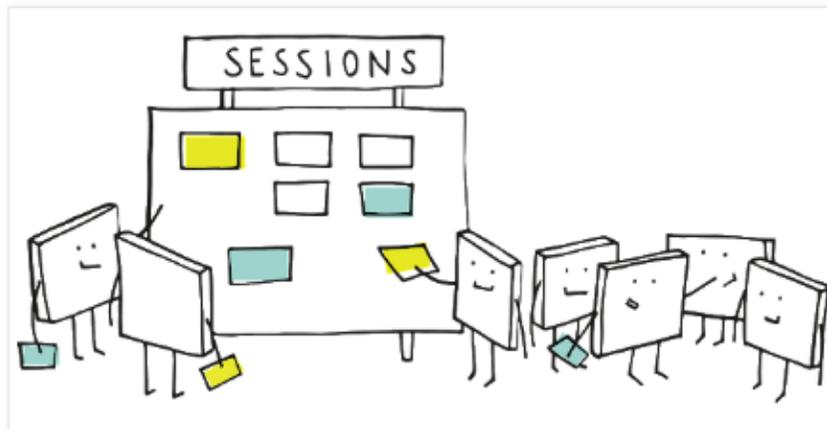
## Organization

This blog consists on a unit divided into five lessons. Each lesson will have a page in which you will have to complete the task I ask you to do. You will find explanations about different structures, vocabulary or writings.

Then, you will have the opportunity to have access to extra materials such as listenings in order to improve those skills that are a little bit more difficult to work in face-to-face classes.

**Follow the instructions of each page and do not forget to write any comments if you have doubts in the page called "Questions".**

\*\*\*Some things are highlighted for those students with visual difficulties. Please, if you have any problem, let me know as soon as possible.



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### Seguidores

Seguidores (0)

# Our English class

Organization

Questions

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Voluntary activity

Listenings

Assessment



## Questions

Write your **doubts in the section for comments** of this page and, please, pay attention when the teacher asks you to **complete the questionnaire below**.

English (United States) ▾

### Useful English

We want to know when you have used English and if it was useful or not

\* Required

1. When was the last time you spoke English outside school?

2. Were you able to transmit the message?

Yes

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Seleccionar idioma ▾

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## Lesson 1

### What is happening?

Look at this picture. Who is this girl?



What do you know about recycling?



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Read this article by Jeff Davis and [look at the vocabulary in the chart.](#)

## Environment

For years we have seen how the Earth has been hurt by human beings. Our selfishness has damaged our planet and the main victim is wildlife. We have destroyed rainforests, animal species and natural areas in order to satisfy our materialistic needs. This sounds like the usual speech of ecologists and naturalists, but it is the reality.

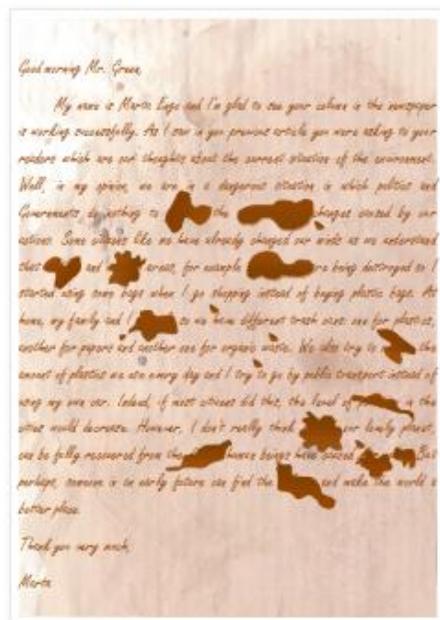
We have chosen not to take certain decisions that would have prevented environmental changes. Every single day I heard people talking about how seasons are no longer the same, how the weatherman has become crazy when he shows us the weather forecast and how impossible is to predict the weather. However, what we see in TV or what we read in articles about the environment are proofs of climate changing.

Pollution is one of our greatest problems and we have an easy solution: reuse, reduce and recycle.



Vocabulary					
for years	Earth	damage	wildlife	rainforest	natural
prevent	environmental	seasons	no longer	weather forecast	
predict	climate	pollution	solution	reuse	
reduce	recycle				

Exercise 1. Complete the letter with the previous vocabulary



Exercise 2. Write to our headmaster and **ask for permission** to celebrate the day of the Earth, the 22<sup>nd</sup> of April and a small demonstration for that day. You should tell her why you are protesting so you can explain some of the topics we have been dealing with. Remember to **be polite, use specific vocabulary and modal verbs**.

Look at this video!



No hay comentarios:

Publicar un comentario

## Lesson 2

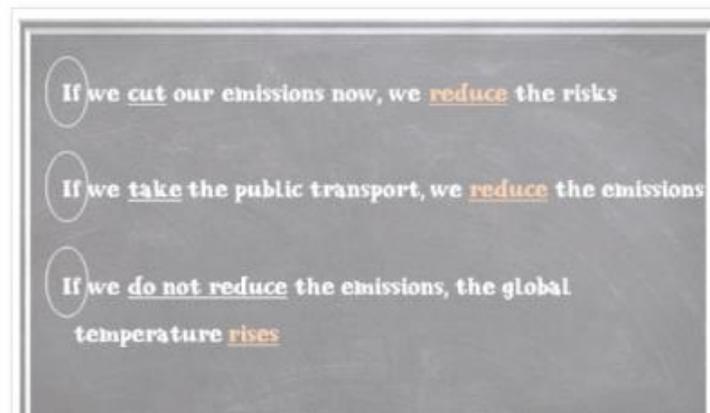
### Look at the future

Click on this video and remember what we talked about in our first lesson.



Look at the following pictures and follow the explanations of the teacher. Don't forget to take notes!

- Zero Conditional



Buscar

Traducir

Seleccionar idioma

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Seguidores

Seguidores (0)

Seguir

- First Conditional

If you choose to fail us, we will never forgive you

If Governments do not take action, our generation  
will face the consequences

Exercise 1. Create your own banner for the Day of the Earth. Look at the example and be as creative as possible!

*If you care about  
us, protect the  
environment!*

Exercise 2. Click on the word Quizizz and enjoy!

QUIZIZZ

Watch this video.



No hay comentarios:

Publicar un comentario

## Lesson 3

### New problems, new solutions

Click on this video. What is this? 



Look at this chart and pay attention to the teacher's explanation. Don't forget to take notes if you need to!

# Gerund v Infinitive

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Traduce

Seleccionar idioma

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WELCOME!



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Seguidores

Seguidores (0)

Seguir



## Gerund

admit  
avoid  
can't stand  
delay  
like / dislike  
don't mind  
enjoy  
finish  
give up  
hate  
keep  
miss  
practice  
prefer  
recommend  
spend / waste time  
suggest

## Infinitive

afford  
agree  
aim  
arrange  
decide  
help  
hope  
learn  
need  
plan  
promise  
refuse  
tend  
want  
would like

## Gerund and infinitive

## Gerund and infinitive

Same meaning

**Begin / start  
Continue  
Intend**

Different meaning

**Stop  
Remember  
Forgot**

Exercise 1. Look at these inventions. Then, [click on the following link](#) and answer the questions.



[New inventions](#)

Click on the video and look if we can follow these tips.



No hay comentarios:

Publicar un comentario

Introduce tu comentario...

## Lesson 4

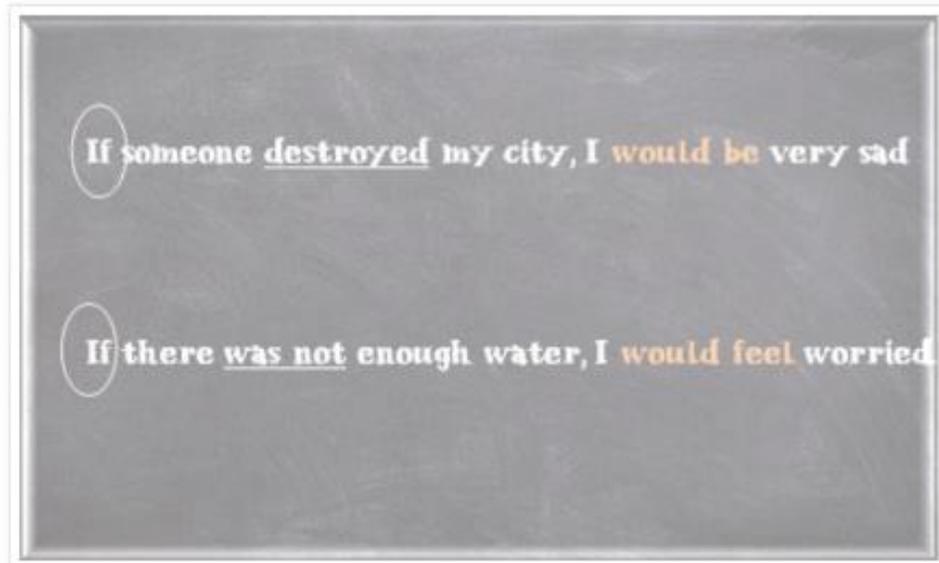
### Imagine if...

Click on the link.

Let's see if you recognise this song.

Look at the photos, follow the teacher's explanation and take notes.

- Second conditional



Buscar este blog

Traducir

Seleccionar idioma ▼

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WELCOME!



Datos personales

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Seguidores

Seguidores (0)



- Third conditional

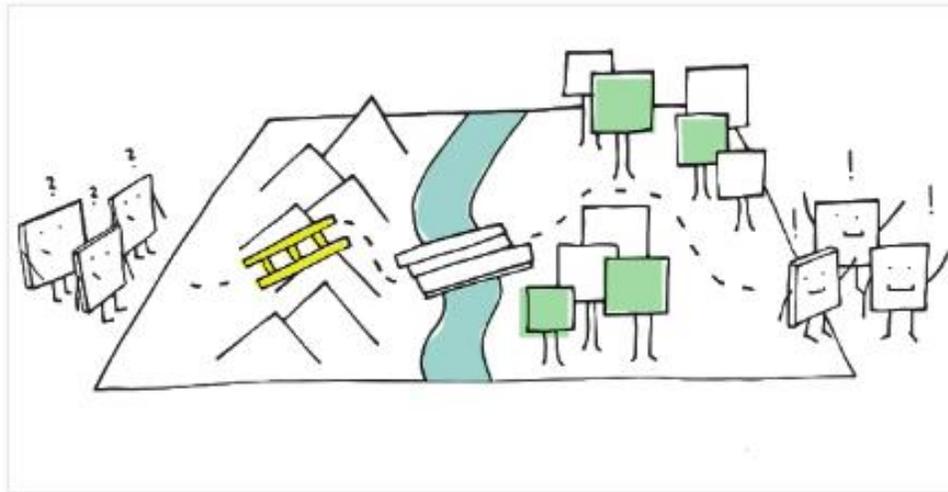
If politicians had paid attention to scientists, levels of pollution **would not have been** that high.

Exercise 1. Fix the following chart. You can work in pairs or in cooperative groups.

Conditionals for imaginary situations	Conditionals for past situations
<i>If COVID-19 had not existed, levels of pollution would not have decreased</i>	If we had reacted better to Prestige disaster, we would have avoided the destruction of the coastline
I would change the environmental laws if I were the President	<i>If you recycled, you would help the environment</i>
<i>The ozone hole would not have closed if the pandemic had not started</i>	If we had kept global warming in mind, the ice from the poles would not have melted
You would know about the destruction of natural areas if you were interested	<i>If we were not that focus on the economy, we would care more about our planet</i>
<i>If we had not thrown plastics to the ocean, its animals would not have been hurt</i>	<i>If you tried, you would be able to be part of the Zero Waste movement</i>
<i>If the economy had not depended on petroleum, people would have bought more electric cars</i>	<i>We would choose renewable energies if we were intelligent</i>
If we were not that selfish, we would take care of our wildlife	Scientists would have created new environmental projects if Governments had promoted their investigations
<i>Canals of Venice would have been clean if we had not stopped the boat traffic</i>	<i>We would not produce new single-use products if we reused products</i>
If all countries promoted renewable energies, levels of pollution would decrease	Native animals would not have disappeared if we had not introduced exotic animal species in their habitats
<i>Fruits would have kept their original characteristics if we had not experimented with their genes</i>	<i>Our plants and animals would not die if we took care of our ecosystems</i>

Exercise 2. Let's try a Kahoot!

Kahoot!



No hay comentarios:

Publicar un comentario

Introduce tu comentario...

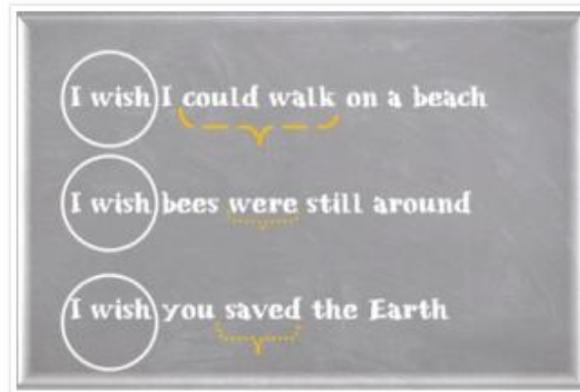
## Lesson 5

### Dreams may come true

Listen carefully to this beautiful poem.



Pay attention to the teacher and take notes.



Buscar

Translate

Seleccionar idioma

Con la tecnología de Google Traductor de Google

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- 2020 (1)
  - junio (1)
    - WELCOME!

Datos personales

Marta Engo

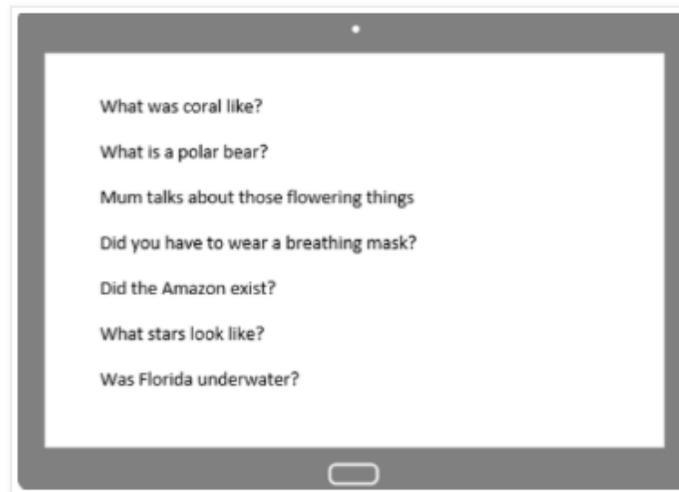
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Seguidores

Seguidores (0)

Seguir

Exercise 1. Take a look at the chart and transform the sentences using "if only" or "wish"



It's time to work in pairs. Follow the teacher's instructions.

It's time to listen and reflect.



## Voluntary activity

Now it is your turn. This task was created for you to prove us all what you have learnt through this unit. You can work on your own or in small groups to create an ad or a small video about nature. Don't forget to use conditionals! 😊

The screenshot shows a Padlet board with an orange header titled "Our mural" and the subtitle "Imagine and create wonderful things". A post by user "meb1905" from 19 days ago features a video titled "Nature Now - Greta Thunberg". The video content shows Greta Thunberg smiling. The video player interface includes a play button, a "Watch later" button, and a "Share" button. The video URL is "-S14SjcmfAg www.youtube.com". The Padlet interface includes a toolbar with icons for editing, adding, and deleting items, and a "Made with padlet" watermark at the bottom right.

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## Listenings

In this mural you have several videos and recommendations in order for you to improve your listening skill and to learn a little bit more about the world.

The screenshot shows a Padlet board with a dark background. At the top left, it says 'meb1905 + 1 · 15d'. The title 'Audio and films' is in white, with a subtitle 'Here you have some interesting videos, let's watch them!!'. Below the title, there are several video recommendations in a grid:

- If only...**: 'Maybe this is our last chance'. Video thumbnail shows a woman. Text: 'if only - spoken word poetry... by SHEA YouTube'. Rating: ☆ CALIFICAR.
- Zero waste!**: 'Would you do it?'. Video thumbnail shows a person with a shopping basket. Text: '10 Ways to Reduce Waste | ... by Lavendaire YouTube'. Rating: ☆ CALIFICAR.
- Help the environment!!**: 'Greta Thunberg is the protagonist of this video. We can watch her speaking about taking the control about our actions that hurt that much the environment.' Video thumbnail shows Greta Thunberg. Text: 'Greta Thunberg to world lea... "You have stolen my dreams..." YouTube'. Rating: ☆ CALIFICAR.
- The King's Speech**: 'It is a great film with amazing actors and actresses. This gives us'. Rating: ☆ CALIFICAR.
- Tutorial - My mad fat diary**: 'Here we have a short series. You can find the chapters on Youtube. It'. Rating: ☆ CALIFICAR.

At the bottom right of the board, there is a red circle with a white plus sign. The text 'Made with padlet' is visible at the bottom right of the board. Below the board, there are social media sharing icons for WhatsApp, Telegram, Facebook, and Twitter.

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## Assessment

Remember that your notebook is very important for your final mark. Here you have a rubric of how it is going to be evaluated. 📄

Notebook				
Category	Insufficient	Average	Very good	Excellent
Explanations	Student does not copy nor take notes of what the teacher explains in class.	Student has some of the explanations, but they are not complete.	Student has most of the presentations and charts complete.	Student has all the explanations and charts complete. He/she also takes notes of the most important aspects of the lesson.
Activities	Student does not complete the activities.	Student completes some of the activities, but there are no corrections.	Student completes most of the activities and corrects those which are wrong.	Student completes all the activities proposed and corrects those which are wrong. The student writes the headings and correct with different colours.



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Translate

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Seguidores

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- Forms

Preguntas

Respuestas

## Useful English

We want to know when you have used English and if it was useful or not

1. When was the last time you spoke English outside school?

Escriba su respuesta

2. Were you able to transmit the message?

Yes

No

Maybe

3. How did you feel in that situation?

1- bad / 5- great

☆☆☆☆☆

4. Would you like to perform English role-plays in this unit?

Yes

No

5. Why? \*

Escriba su respuesta

6. If there was an exam for the speaking part, when would you like to have it? \*

Escriba la fecha en el formato dd/MM/yyyy.



7. Would you like to talk about someone or something specific in this unit? Tell us \*

Escriba su respuesta

## The most amazing inventions of the day

We would like to know your opinion about certain aspects of the following products based on your first impression. Our first product is the solar backpack and our second one is the salt and water lamp. Please, answer the questions with complete sentences. Thank you for your collaboration.

\* Obligatorio

1. Name and surname \*

Escriba su respuesta

2. Which of these two products would you like to use? \*

Escriba su respuesta

3. Do you think these products can help to stop some of the consequences of climate change? \*

Escriba su respuesta

4. The price of our backpack is 500€ and the lamp costs 300€. Do you think middle-class people can afford to buy some of these products? \*

5. Would you recommend buying any of our products? \* 

Escriba su respuesta

6. One of the objectives of our page is to promote these products. Would you decide to finance some of them? \*

Escriba su respuesta

7. Do you think we should put off selling their products until their prices drop? \*

Escriba su respuesta

8. What do you need to know in order to improve these products? \*

Escriba su respuesta

9. What do inventors aim to? \* 

Escriba su respuesta

10. Which kind of activities can people spend their times thanks to these inventions? \*

Escriba su respuesta

11. Taking into account these environmentally friendly products, what do you think people will tend to buy in the future? \*

Escriba su respuesta

Enviar

No revele nunca su contraseña. [Notificar abuso](#)

- Powerpoints



### Structure of Zero Conditional

- ▶ Two parts
  - ▶ Condition
    - ▶ If + present simple
  - ▶ Result
    - ▶ Comma (,) + present simple
- ▶ Condition - result
  - ▶ IF + subject + present simple, subject + present simple
- ▶ Result - condition
  - ▶ Subject + present simple IF + subject + present simple

### Which is the use of this Conditional?

- ▶ The result to that condition is always true
  - ▶ Example:
    - ▶ If it rains, the level of water in lakes rises
- ▶ We talk about a scientific fact
  - ▶ Example
    - ▶ If there isn't oxygen, there isn't fire

## First Conditional

# First Conditional

## Structure of the First Conditional

- ▶ Condition
  - ▶ IF + PRESENT SIMPLE
- ▶ Result
  - ▶ , + FUTURE (WILL + INFINITIVE)
- ▶ CONDITION - RESULT
  - ▶ If + subject + present simple, subject + future
- ▶ RESULT - CONDITION
  - ▶ Subject + future if + subject + present simple

## Use of First Conditional

- ▶ Possibility of something happening in the future
- ▶ The condition happens in the present and it has a possible result or consequence in the future
  - ▶ Example
    - ▶ If we **don't reduce** the use of cars in big cities, the level of pollution **will increase**
    - ▶ Animals and plants **will disappear** if we **don't take care** of the Earth

## SECOND CONDITIONAL

# SECOND CONDITIONAL

## Structure of Second Conditional

- Condition
  - IF + PAST SIMPLE
- Result
  - , + WOULD (+ INFINITIVE)
  - COULD/MAY/MIGHT
- CONDITION - RESULT
  - If + subject + past simple, subject + would (+ infinitive)
- RESULT - CONDITION
  - Subject + would (+ infinitive) if subject + past simple

## Use of Second Conditional

- Hypothetical or imaginary situations
  - Example
    - If Governments **took** action, **there would not be** environmental problems
- Give advice or opinion
  - Example
    - If I **were** you, I **would use** public transport to go to the centre of Madrid
- Even with the pronouns *he, she* and *it* we use **WERE** when using the verb "to be"
  - Example
    - If he **were** responsible, he **would not throw** rubbish to the floor

Third Conditional

# Third Conditional

## Structure of Third Conditional

- ❖ Condition
  - ❖ IF + PAST PERFECT
- ❖ Result
  - ❖ , + WOULD HAVE (+ PAST PARTICIPLE)
- ❖ CONDITION – RESULT
  - ❖ If + subject + past perfect, subject + would have (+ past participle)
- ❖ RESULT – CONDITION
  - ❖ Subject + would have (+ past participle) if subject + past perfect

## Use of the Third Conditional

- ❖ impossible situations
- ❖ Something happened in the past so it can't be changed but we show what could have happened
- ❖ Example
  - ❖ If it hadn't rained a lot, the river wouldn't have overflowed
  - ❖ If there hadn't been droughts, there wouldn't have been so many fires