Final Project

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Educación Secundaria Obligatoria y Bachillerato

Trabajo Fin de Máster

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Abstract

This document is a course syllabus for the academic year 2019-2020 for 4th year of compulsory secondary education (*Educación Secundaria Obligatoria*) in a charter school in Madrid, Spain. It follows the current laws set forth by the Spanish Ministry of Education known as the LOMCE, which was published in the BOE (*Boletín Oficial del Estado*) on 9 December, 2013. The Community of Madrid interprets the LOMCE through Decree 48/2015, from 14 May, 2015, establishing curriculum and learning standards for the entire community.

The course is called "California Dreamin', A Road Trip down California's Coast". It is designed in a progressive way to guide the students of 4th year secondary school throughout the vast landscapes and unique cities of Coastal California, from the Redwood Forest to San Diego. Along the way, students learn content and the English language through topics related to each place. The syllabus consists of 12 units, with 2 units taking place in each location.

Resumen

Este documento es una programación de 4º ESO para el curso 2019-2020 en un colegio concertado de Madrid. Sigue las leyes actuales establecidas por el Ministerio de Educación de España, la LOMCE, la cual estaba publicada en el BOE (Boletín Oficial del Estado) el 9 de diciembre de 2013. La Comunidad de Madrid desarrolla la LOMCE a través del Decreto 48/2015, de 14 de mayo de 2015, creando el currículo y los estándares de aprendizaje para la Comunidad de Madrid.

Esta programación se llama "California Dreamin', A Road Trip down California's Coast". Está diseñada de manera progresiva para guiar a los alumnos de 4º ESO a través de los vastos y diversos paisajes y ciudades únicas de la costa de California, desde el bosque Redwood hasta San Diego. En el camino, los alumnos aprenden los contenidos y el idioma a través de temas relacionados con cada parada del viaje. La programación consta de 12 unidades, 2 en cada lugar.

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I. Introduction

The English language has developed and evolved throughout the last centuries making it one of the most adapted languages in existence. With the rise of globalization and the establishment of English as *lingua franca*, came the inevitable need to learn English. Due to this necessity, different *Englishes* arose depending on the context and location of the peoples speaking it (British Council Serbia). According to David Crystal (2013), it only took weeks for the first English settlers of the New World to begin to adapt their English due to their new surroundings and circumstances. This is how the notion of *Englishes*, as a plural form, came about. When a culture uses English, especially when talking about their own culture, system, or local ways of life, the people will develop their own English. Such is the case all over the globe, and it is the case in Spain as well.

The reference to *Englishes* brings about the multitude of people who will need to speak English, and in what context. For every conceivable situation, there is an English to be learnt. The most common types are ESL (English as a Second Language) and EFL (English as a Foreign Language), and less common but still taught to millions are Business English, EAP (English for Academic Purposes), EST (English for Science and Technology), and ESP (English for Specific Purposes). Some people only need to learn specific English vocabulary for their jobs, while others are learning English for general communication purposes (Harmer, 2015). Whatever their motivation, English is being learnt around the world by millions of people. There are now many more people who speak English as their second language than those who speak English as their first language, and the number will only continue to grow as long as English remains a *lingua franca*.

For purposes of teaching English in Spain, specifically Madrid, it is necessary to mention that many of the textbooks used for teaching in Secondary education are specifically English for Spanish Speakers. For example, the Secondary education books published by Cambridge note that they are made specifically for the use of Spanish speakers and take into account the difficulties that Spanish speakers in Spain face when learning English (Puchta et al., 2016). This is a more targeted way of teaching, and it can benefit Spanish speakers who are learning English.

The type of English learned by Spanish secondary students is mostly EFL; CBLT (Content Based Language Teaching) and CLIL (Content Language Integrated Learning) are incorporated into the bilingual curriculum of Madrid's schools to teach subjects such as arts and crafts, history, physical education, and different science courses in English. The objective of CLIL is to teach English through the subject content.

English teaching in Spain is relatively new, compared to other European countries. Students started learning English after the conclusion of the dictatorship in Spain; before this time, French was taught as the foreign language in the majority of schools. During the 1980s and 1990s, English was the most common foreign language, and in 1996 the Bilingual Program was created in Madrid, according to the Community of Madrid's bilingual online platform. Throughout the 2000s and 2010s, the secondary schools considered official bilingual centers have grown and continue to grow. As of 2016, the Community of Madrid's bilingual online platform indicates that there were 110 bilingual public secondary schools in the Community of Madrid.

While the number of bilingual schools is increasing every academic year, Spain continues to underperform in the PISA exams conducted by the OECD (Organisation for Economic Co-operation and Development). PISA, Programme for International Assessment, exams are conducted every three years, testing 15-year-olds all over the world, in more than 90 countries, and creating comparisons in skill levels of Mathematics and Science and Reading (PISA - PISA). Spain's results for Mathematics and Science were just below the OECD average of all of the countries who participated (OECD, 2018).

Mirroring Spain's underperformance in the PISA examinations, Spain continues to have some of the lowest levels of English in Europe. According to Education First's English Proficiency Index, of 100 countries and regions, Spain ranks 35, and in Europe, 25th of the 33 countries evaluated. While the ramped up bilingual education system continues to add more schools every year in Spain, it has made no measurable effect on English proficiency in adults. As in Italy, Spain has a high unemployment rate where an increased level of English proficiency could help countries like Spain to communicate and interact economically with the rest of

Europe (EF EPI 2019 – Europe). In order for Spain to reduce its unemployment rate, one of the key factors could be an improvement in English proficiency.

There are so many reasons to learn English, but each student will have their own personal reasons. Since English is now considered the world's *lingua franca*, it is more important than ever to emphasize the importance of learning English to secondary school students. Many of them will want to travel or study in another country in the future, or perhaps English will be useful for future employment opportunities. However, one of the most convincing reasons to learn English is to be able to engage with English speakers and English or American popular culture: films, TV series, music and social media. This document, entitled "California Dreamin': A Road Trip down California's Coast" intends to explore the learning of English through a road trip traveling down California's vast and unique coast. Students will engage with Californian and American culture through this road trip as they explore the English language through relevant and interesting topics. This course targets students of 4th ESO (*Educación Secundaria Obligatoria*), in which most students are 15 or 16 years old.

II. Legal Framework

This teaching curriculum is developed for the 4th year of *Educación Secundaria Obligatoria* (ESO), the fourth and last year of mandatory secondary education in Spain. It follows the laws created by the Spanish government and the Ministry of Education, and the interpretations of these laws according to the Community of Madrid.

On 9 December, 2013, the government of Spain published the current education law, known as the **LOMCE**, in the BOE, *Boletín Oficial del Estado*. All of the Autonomous Communities and Territories of Spain are responsible for following these laws; the curriculum contents, objectives, competences, and evaluation standards can be found in the LOMCE, *Ley Orgánica 8/2013 para la mejora calidad educativa*.

The Community of Madrid created legislation set forth by Decree 48/2015, on the 14th of May, 2015. The specific curriculum and learning standards can be found in this decree, which establishes the curriculum for all secondary education in the Community of Madrid, based on the Royal Decree 1105/2014 from the 26th of December 2014.

Article 3 lays out the objectives of secondary education, which will be elaborated in another section of this document.

Article 4 of the Decree describes the purposes of the curriculum for secondary students in the first part:

> *1. A los efectos de lo dispuesto en este Decreto, el currículo de Educación Secundaria Obligatoria está formado por los siguientes elementos: Objetivos, competencias, contenidos, criterios de evaluación, estándares de aprendizaje evaluables y metodología didáctica de esta etapa educativa.*

Article 5 creates the two cycles of secondary education, with fourth year being the second of the two cycles:

> *La etapa de Educación Secundaria obligatoria se organiza en materias y comprende dos ciclos, el primero de tres cursos escolares y el segundo de uno. Estos cuatro cursos se seguirán, ordinariamente, entre los doce y los dieciséis años de edad.*
>
> *El segundo ciclo o cuarto curso de la Educación Secundaria Obligatoria tendrá un carácter fundamentalmente propedéutico.*

Article 7 mentions the organization of the second cycle, fourth year of secondary education:

> *1. Los padres o tutores legales o, en su caso, los alumnos podrán escoger cursar el cuarto curso de la Educación Secundaria Obligatoria por una de las siguientes dos opciones:*
>
> *a) Opción de enseñanzas académicas para la iniciación al Bachillerato.*
>
> *b) Opción de enseñanzas aplicadas para la iniciación a la Formación Profesional.*

Students have the choice of two different options, both options include a foreign language, which is English in most cases.

Article 9 describes the elements that all subjects must work to cultivate:

> *1. En Educación Secundaria Obligatoria, sin perjuicio de su tratamiento específico en algunas de las materias de la etapa, la comprensión lectora, la expresión oral y escrita, la comunicación audiovisual, las tecnologías de la información y la comunicación, el emprendimiento y la educación cívica y constitucional se trabajarán en todas las materias.*

The article also lays out the development of a values and ethics code.

III. Context Analysis

A. Background

Colegio Jesús Maestro, founded in 1957, is a charter school (*colegio concertado*) located in the Chamberí neighborhood in the center of Madrid, close to Moncloa, Argüelles and Islas Filipinas. Currently, with 1,200 students enrolled and 93 teachers and staff members, the school offers Infant Education, Primary Education, Secondary Education (ESO), and *Bachillerato*, (Colegio concertado en Madrid: Colegio Jesús Maestro). In the 2010-2011 academic year, the school became an official "*colegio bilingüe*", completing the regulations set forth by the Community of Madrid.

Fundación Escuela Teresiana, founded in 2009, to which Colegio Jesús Maestro belongs, has a network of 22 schools throughout Spain. The foundation aims to create a well-rounded education in which students can rely on one another and themselves as individuals to come together in transforming their society for the better. The main facets of an education under the foundation is a style with characteristics including Pastoral, an open school for all and a quality education optimal for each student. The mission of the foundation, and that of the school, is to contribute to the personal and religious development of each student, in collaboration with their families (Identidad de la Escuela Teresiana).

B. Programs and Projects

Colegio Jesús Maestro works in collaboration with various organizations which enrich the school environment (Colegio concertado en Madrid: Colegio Jesús Maestro). The school provides programs, projects and exams related to the Bilingual Project, as well as installations and resources that facilitate the learning of each student.

The school is an authorized center for bilingual education by the Community of Madrid, with a bilingualism project dating back to 2010. Colegio Jesús Maestro completes all the regulations set out by the *Consejería de Educación de la Comunidad de Madrid* and its vision coincides with the values of the Teresiana Foundation. Beginning in the first cycle of Infant

Education, the bilingual program opens students' minds and facilitates the learning of a second language. The objectives of the bilingual project include a deep sense of knowledge of the English language as well as a familiarization with the culture and context of English-speaking countries. There is also an English week in the school in which English-speaking activities are carried out. Teaching methodologies in the bilingual program include cooperative learning, use of mind maps, exploring the multiple intelligences of the group, music and recordings done by native speakers, and creating an environment in which the English language can be used fluidly and fluently (Presentación del Proyecto Bilingüe Colegio Jesús Maestro). The methodologies and teaching strategies used in this course of 4th ESO will include these and others.

The school has two language assistants who work 24 hours a week, supporting classroom teachers with English oral and cultural activities. The BEDA Program supplies a language assistant for the primary levels only; the language assistant for secondary education and bachillerato levels is contracted privately by the school. The contract for both of the language assistants runs from 15 September to 15 June. In the 2019-2020 academic year, both of the language assistants were from the USA.

Dual Diploma (*Bachillerato Dual*) is offered in 4th *ESO* and 1st *Bachillerato*. This is a two-year program in English in which students complete coursework online and work with a mentor in the United States, who meets virtually with the students to resolve doubts and check progress. With a Dual Diploma degree, students are responsible for studying and completing two high school degrees, one Spanish and one American. For those interested in studying in the United States in the future, completing the Dual Diploma program can provide many opportunities. Advantages of studying Dual Diploma include improved linguistic skills in English, an augmentation of the final mark in *Bachillerato*, and access to certain scholarships to study in the United States.

Jesús Maestro is a center for Cambridge English exam preparation. Students in primary and secondary school (primaria and ESO) are able to take the Cambridge exams prepared and provided by the school if they choose to do so. Students are encouraged to take the Cambridge

exam appropriate for their English level, with support and consultations with parents. All exams are completely voluntary.

The school includes services and installations to facilitate learning and create a harmonious school environment: a cafeteria, a gymnasium, a school yard, a large computer lab, extra classrooms for smaller group work, special rooms dedicated to arts, two libraries and two auditoriums. There is ample space within the school to allow students to work in small groups or access and utilize technological equipment needed to carry out projects and work.

C. English Department

The English Department for Secondary Education, composed of four teachers and two language assistants, is primarily focused on using the Cooperative Learning Methodology of teaching English. The language assistants use the extra classrooms when they split the class into two groups, and the teacher stays with the other half of the group in the regular classroom. Other times, the language assistant works in conjunction with the teacher and the whole class stays together. All of the students have their own Chromebooks that can be used in class with permission and at home. It is up to each teacher's discretion when and how to use the Chromebooks in class and how to manage the use of Chromebooks for homework assignments and projects.

IV. Objectives

A. General Objectives for Secondary Education

The objectives for all courses of secondary education can be found in Decree 48/2015, established by the Community of Madrid. They are as follows:

La Educación Secundaria Obligatoria contribuirá a desarrollar en los alumnos 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 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. Objectives for 4th year Secondary Education English

The objectives specifically created for the fourth year of secondary education for the subject of English, based on the evaluation criteria and learning standards of Decree 48/2015 of the BOCM are outlined here.

Students will:

1. Identify essential information and relevant details of an oral text, such as a news broadcast with images, about general themes, daily or habitual situations or personal interests;
2. Understand and apply adequate strategies in order to comprehend essential information and relevant details in an oral text;
3. Recognize and use sociocultural and sociolinguistic aspects related to daily life, interpersonal relationships, behaviors and common social conventions;
4. Distinguish communicative functions and recognize patterns relevant to the oral text and be able to transfer, paraphrase or summarize relevant information;
5. Comprehend and participate in formal and informal conversations and interviews;
6. Produce short or medium-length oral texts, both formal and informal, in order to receive or give information, express ideas and opinions, form hypotheses, or make plans;
7. Generate definitions for words or accurately describe an unknown word to effectively facilitate communication;
8. Demonstrate the ability to appropriately open and close a dialogue and use proper social cues and adequate tone and intonation with sufficient fluency;
9. Create, organize and carry out short presentations with the use of visual aids and be able to respond to simple questions;
10. Adequately express themselves when spontaneous situations should arise and know how to ask for information or help if needed;
11. Express and justify opinions in an appropriate manner;
12. Narrate and describe past events and future plans, make suggestions and converse about current cultural events;

13. Formulate sentences and utilize vocabulary related to general and daily themes and interests of a written text;
14. Recognize and implement writing conventions including proper format, punctuation and relevant symbols;
15. Understand specific information in a web page or other reference guide in order to search for and comprehend content;
16. Accurately locate information of interest in a news article and identify primary conclusions;
17. Comprehend general aspects of a work of fiction or literary text in which the plot and characters are accurately described;
18. Interpret and produce personal or formal correspondence, online forums and blogs in which personal experiences, feelings, ideas or opinions are detailed;
19. Write short or medium-length coherent texts regarding personal interests and daily or habitual situations, incorporating sociocultural or sociolinguistic norms;
20. Understand, evaluate and apply adequate writing strategies pertinent to a specific topic or context;
21. Complete a questionnaire or form with personal or academic information;
22. Compose a curriculum vitae;
23. Be able to take competent notes based on simple information and summarize content accurately.

Additional objectives in conjunction with this course syllabus are enumerated and justified below. Students will:

1. Develop and refine skills learned to accurately master the Digital Competence: the school is interested in evaluating the Digital Competence and improving students' ICT skills;
2. Integrate organization skills, study strategies and ways of learning to develop autonomy; students will become more responsible for their learning, more motivated and curious about the learning process and develop the skills of self-efficiency and self-confidence

through the importance of notebook organization and workshops given both by the language assistant and in the guidance hour.

V. Competences

Decree 48/2015 of the BOCM states the seven competences in Article 4 (taken from Article 2 of the Royal Decree 1105/2014 of the BOE). According to the Decree, competences are the abilities developed to apply the contents of teaching and learning at every stage and level in an integrated way in order to adequately perform tasks and resolve complex issues. These competences are in accordance with the key competences developed by the European Union. It is natural that some competences are elaborated in the subject of English more than others, but all seven competences can be worked on through English tasks and contents. These are the seven competences explained and how each one will be developed throughout the 4th year of secondary education:

Linguistic Communication is the most essential competence of the English subject. Every task, exercise and project is developing this competence. Through integrating tasks with different skills such as reading, writing, listening and speaking, students will expand their range of communication in English. As explained in the Methodologies section of this document, students will be taught using the Communicative Language Method in which they learn grammar and vocabulary through contextual situations.

Mathematical Competence and Basic Competence of Science and Technology involve the use of numbers, symbols, dates, and measurements. These competences can be used to solve mathematical, logic, or scientific problems. This competence can be developed in the subject of English through the use of Task Based Learning and Project Based Learning. When English is taught through a project or specific task involving number, figures, or dates, this competence is being developed; for example, in unit 2 about the environment, in unit 3 when students must write a biography, and in unit 7 which involves cooking and recipes. It is also possible to use topics related to mathematics, science and technology for debates in English class, or to teach language through the topics of science and technology; this is done in unit 4 of this course.

Digital Competence can be described as anything related to new technologies: proper usage, how to search for information, creating online content, and learning safe online practices. Using Chromebooks in class, especially for projects, allows students to work with the competence. Students in 4th year secondary will develop the skill of choosing the most adequate information when researching and are responsible for proper citation of sources. This competence will be evaluated in detail through the teaching of unit 4, which will be taught as a collaborative project. Students will read an article about internet safety and privacy, listen to a TED Ed video about technology's role in our society, search for information online and develop and present their idea for a new mobile app in unit 4 (Didactic Unit 1).

Learning to Learn is a competence that students are constantly working to master. This skill must be practiced just like the other competences. Regarding the subject of English, students will learn how to comprehend a text, how to take effective notes, how to organize their notebooks to ensure best studying practices, and how to work autonomously through projects and individual tasks. Part of the evaluation criteria for this course is having an organized notebook, which will be checked every trimester and given a mark. Self evaluations will be given at the end of every trimester so students can develop a sense of autonomy throughout the course, as well as after every group project. A self assessment is detailed at the end of unit 4 (Didactic Unit 1).

Social and Civic Competences refers to understanding the world around us, society and its values, and participating in civic engagement in Spain and in Europe. Learning about human rights and having debates about voting, democracy, and government are key aspects of working with this competence; these are tasks or activities that can be done in English class. Although this course involves a journey through California, students will learn and discuss topics that are relevant to them in Spain. For example, in unit 2 (the environment), unit 4 (technology), unit unit 5 (healthy living), unit 8 (connecting food to climate change) and units 11 and 12 (outdoor activities and sports), students will be able to learn about the topics through a focus on California and then be able to compare and contrast these topics with their reality in Spain.

Sense of Initiative and Entrepreneurship Competences can be developed through project-based learning. This competence involves planning and organizing an event, taking initiative and being proactive in the community, and being creative. It is possible to work with these skills in English class through an entrepreneurial project or organizing an event for the school in conjunction with the English department. This competence will be primarily focused on in the last week of school, in which students have the entire week, "English Week", to develop a project and create a proactive change in their school and community.

Consciousness and Cultural Expression Competences involve studying different cultures, freedom of creative expression, and respecting the rights of everyone regardless of cultural differences. Using art forms such as song, dance, and drawing are often used in English class to develop this competence. Making posters for a presentation or project, listening to music in English and celebrating holidays from English-speaking countries can help students develop these competences. Throughout this course, students in 4th secondary will be working with this competence through projects and classes with the language assistant who will do cultural activities with the students. The use of creativity and expression is also encouraged throughout the course, and students have the opportunity to create posters, online content, and different types of writings; there are also opportunities to listen to songs in English to practice listening skills. In addition, the talent show that takes place every year before the Christmas holiday allows students to creatively express themselves.

VI. Curricular Contents

A. Contents

The Contents of 4th year of secondary education for the subject of foreign languages are detailed in the Decreto 48/2015 of the BOCM (*Boletín Oficial de la Comunidad de Madrid*). They are broken into four segments: Comprehension of Oral Texts; Production of Oral Texts: Expression and Interaction; Comprehension of Written Texts; Production of Oral Texts: Expression and Interaction. They are described below.

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: contexto verbal y no verbal, conocimientos previos sobre la situación, identificación de palabras clave, identificación de la actitud e 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 del significado general y específico de entrevistas sobre temas conocidos presentados de forma clara y organizada.

- Comprensión de la comunicación interpersonal, con el fin de contestar de forma inmediata. - Comprensión general y de detalles más relevantes de programas emitidos por los medios audiovisuales con lenguaje claro y sencillo.

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.

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.

- Respeto a las diferencias de opinión sobre temas de interés y comprensión de distintas perspectivas socioculturales.

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 (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 sonoros, acentuales, rítmicos y de entonación.

CONTENIDOS ESPECÍFICOS
- Participación en conversaciones y simulaciones sobre temas cotidianos y de interés personal con diversos fines comunicativos, mostrando respeto hacia los errores y dificultades que puedan tener los demás.
- Empleo de respuestas espontáneas y precisas a situaciones de comunicación en el aula.
- Comprensión de la comunicación interpersonal, con el fin de contestar de forma inmediata. - Uso de convenciones propias de la conversación en actividades de comunicación reales y simuladas: turno de palabra, cambio de tema, etc.
- Uso autónomo de estrategias de comunicación para iniciar, mantener y terminar la interacción.
- Posibilidad de representación de una obra dramática.
- Producción oral de descripciones, narraciones y explicaciones sobre experiencias, acontecimientos y contenidos diversos, teniendo en cuenta los elementos de cohesión y coherencia.
- Valoración de la corrección formal en la producción de mensajes orales.
- Interés e iniciativa en la realización de intercambios comunicativos con hablantes o aprendices de la lengua extranjera, utilizando medios digitales.
- Uso apropiado de fórmulas lingüísticas asociadas a situaciones concretas de comunicación: cortesía, acuerdo, discrepancia, etc.

<u>Bloque 3: Comprensión de textos escritos</u>

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.

- Consolidación de estrategias de lectura ya utilizadas.

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 las costumbres, normas, actitudes y valores de la sociedad cuya lengua se estudia, y respeto a patrones culturales distintos a los propios.

-Profundización en el conocimiento de los elementos culturales más relevantes de los países donde se habla la lengua extranjera, obteniendo la información por diferentes medios.

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

- Identificación del tema de un texto escrito con el apoyo contextual que éste contenga.

- Identificación de la intención del autor.

- Inferencia de significados e informaciones desconocidas, mediante la interpretación de elementos lingüísticos y no lingüísticos.

- Comprensión general y específica de diversos textos, en soporte papel y digital, de interés general o referidos a contenidos de otras materias del currículo.

- Obtención de información a partir de distintas fuentes, en soporte papel, digital o multimedia, para la realización de tareas específicas.

- Lectura comentada y dramatizada de obras teatrales breves o de fragmentos de alguno de los períodos indicados, reconociendo la estructura y componentes del texto teatral.

- Lectura autónoma de textos más extensos relacionados con sus intereses.

- Acercamiento a algunos autores relevantes de las literaturas de otros países.

- Consolidación en la utilización de la biblioteca del centro y de bibliotecas virtuales como fuente de obtención de información y de modelos de producción escrita.

- Desarrollo de la autonomía lectora, y aprecio por la literatura de otros países como fuente de placer y de conocimiento de otros tiempos y culturas para buscar conexiones con la cultura propia y trazar comparaciones entre ellos y los propios de la lengua castellana.

- Reconocimiento y valoración de los grandes temas y comparación en su tratamiento en textos de la literatura en lengua castellana.

Bloque 4: Producción de textos escritos: expresiones 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 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

- Composición de textos diversos, con léxico adecuado al tema y al contexto, con los elementos necesarios de cohesión para marcar con claridad la relación entre ideas, utilizando el proceso de composición escrita (planificación, textualización y revisión).

- Uso con cierta autonomía 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 correcto de la ortografía y de los diferentes signos de puntuación.

- Interés por la presentación cuidada de los textos escritos, en soporte papel y digital.

The specific contents for the subject of English are detailed below:

4º ESO CONTENIDOS LINGÜÍSTICOS ESPECÍFICOS DE INGLÉS

A) Funciones del lenguaje y gramática.

- Consolidación y uso de estructuras y funciones asociadas a diferentes situaciones de comunicación.

- Describir y comparar hábitos y estilos de vida con acciones en curso. Presente simple y continuo. Used to + infinitivo. Pronombres interrogativos.

- Expresar hechos pasados vinculados con el presente o con un pasado anterior. Pasado simple y continuo. Presente perfecto: for, since, already, yet, etc. Preguntas sujeto y objeto. Marcadores del discurso.

- Hacer predicciones y expresar intenciones. Expresar certeza y probabilidad. Will. Be going to/Presente continuo. Oraciones temporales y condicionales (tipo I). May/might/can/can't, etc.

- Expresar preferencias y opiniones. Hacer invitaciones y responder a las mismas. I love/like/enjoy/don't like/hate/It's too …, etc. Conectores: and, because, but, so, such, both, etc. -

- Adjetivos en grado comparativo y superlativo. Expresar hipótesis y dar consejos. Oraciones condicionales (tipo II). Should/ Shouldn't.

- Transmitir las opiniones e ideas de otros. Estilo indirecto. Expresiones temporales.

- Expresar procesos y cambios. Voz pasiva.

- Describir e identificar cosas, lugares y personas. Pronombres relativos. Oraciones de relativo especificativas. Compuestos de some/any.

- Relaciones temporales, afirmación, exclamación, negación, interrogación, expresión del tiempo pasado, expresión del aspecto.

- Expresión de la modalidad: factualidad, necesidad, obligación, permiso, intención.

- Expresión de la cantidad, espacio, tiempo, modo.

B) Léxico.

- Uso 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.

- Reconocimiento de sinónimos, antónimos, "false friends" y formación de palabras a partir de prefijos y sufijos.

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 autónoma de diferentes patrones de ritmo, entonación y acentuación de palabras y frases.

B. Yearly Planning

There are 4 sessions of English class a week, three with the teacher and one with the language assistant. The teacher will give the language assistant a speaking topic, grammar topic, or presentation topic to teach or review each week based on the unit so that there is cohesion between the teacher and language assistant (see Methodologies section for detailed information).

English classes take place Monday, Tuesday, Thursday and Friday of every week. The language assistant will work with the whole class on Tuesdays of every week, and the teacher will be present during those sessions to support the language assistant and maintain order in the class.

The Community of Madrid has created their academic calendar in accordance with the LOMCE Law and following Order 2042/2019 from 25 June 2019, of the *Consejería de Educación e Investigación* published in the BOCM.

CONSEJERÍA DE EDUCACIÓN E INVESTIGACIÓN
Comunidad de Madrid

Calendario escolar 2019-2020

Septiembre 2019

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

Octubre 2019

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

Noviembre 2019

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

Diciembre 2019

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

Enero 2020

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

Febrero 2020

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

Marzo 2020

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

Abril 2020

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

Mayo 2020

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

Junio 2020

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

Julio 2020

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

A efectos académicos:

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

English Sessions Per Month:

These are sessions with the teacher and do not count the sessions with the language assistant.

1st Evaluation: 10 September - 5 December (13 weeks)

September: 9 sessions
October: 13 sessions
November: 12 sessions
December: 2 sessions
36 sessions in total

All Saints' Day Weekend: 31 October, 1 November

2nd Evaluation: 10 December - 13 March (12 weeks)

December: 4 sessions
January: 11 sessions
February: 11 sessions
March: 5 sessions
31 sessions in total

Christmas Break: 20 December - 7 January
Carnaval Weekend: 28 February, 2 March

3rd Evaluation: 16 March - 5 June (11 weeks)

March: 7 sessions
April: 8 sessions
May: 8 sessions
June: 6 sessions; 4 sessions of English Immersion Week
29 sessions in total

Easter Break: 3 April - 13 April
Labor Day: 1 May
Community of Madrid Day: 2 May
San Isidro Day: 15 May

Yearly Coursework: "California Dreamin': A Road Trip down California's Coast"

Units & Location	Grammar	Topic; Vocabulary	Writing	Reading	Speaking/ Listening
Units 1 & 2: The Redwood Forest	Relative Clauses	Camping	Making a list	A short story	Telling a story
	Verb Patterns: Infinitive/ Gerund	Environment	A speech	An opinion piece	Expressing opinions and viewpoints
Units 3 & 4: San Francisco	Quantifiers So/Such	Innovators of Silicon Valley	A biography	News Article; Current Events	Watching a short documentary
	Modals of Advice & Obligation; Used to/ Get used to	Technology	A persuasive essay	An article about internet safety	TED Talk; Student Presentations
Units 5 & 6: Big Sur National Park	Adverbs & Adverbial Phrases	Mindfulness Healthy Living	Making a gratitude journal	Inspirational Speech	Expressing personal feelings
	Comparatives Linkers	Natural Landscapes	An email requesting information	A Travel Guide to California's Parks	Describing photos
Units 7 & 8: San Luis Obispo	Future Continuous and Perfect	The Vegan Revolution	An opinion essay	A recipe from a cookbook	Expressing preferences

	Conditionals	Connecting Food to Climate Change	Make invitations	A historical landmark: Hearst Castle	TED Talk; Student Presentations
Units 9 & 10: Los Angeles	I wish, If only, Prefer	Film and TV	A Film Review	A newspaper film review	Giving a summary
	Reported Speech; Phrasal Verbs	Gossip; Celebrities	A travel journal, a magazine article	Magazine article, public announcement, blog	Celebrity Interviews
Units 11 & 12: San Diego	Speculating, Cause and Effect Linkers	Outdoor Activities	Make a schedule	A city's website	Telling a Story; Student Presentations
	Passive Voice Structures	Sports	A memorable sports experience	A magazine article	Sports idioms

Green units: Units that will be taught as group projects using the Cooperative Learning and Project Based Learning methodologies.

Units 4 and 10 are explained and detailed fully in this document; Unit 4 is a group project and Unit 10 is taught using the Communicative Learning Method and other methodologies.

September 2019						
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
1	**2**	**3**	**4**	**5**	**6**	**7**
8	**9**	**10**	**11** First Day of Classes	**12** Introduction & Syllabus	**13** Rules & Classroom Behavior	**14**
15	**16** Unit 1	**17** Language Assistant (LA) Introduction	**18**	**19** Unit 1	**20** Unit 1	**21**
22	**23** Unit 1	**24** LA Class: Explain elements of a story	**25**	**26** Unit 1	**27** Unit 1 Review	**28**
29	**30** Unit 1 Mini Quiz					

October 2019	**Holidays: 31 October All Saints' Day Celebrations**					
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
		1 LA Class: Read students a short story	**2**	**3** Unit 2	**4** Unit 2	**5**
6	**7** Unit 2	**8** LA Class: Kinesthetic activity about climate change	**9**	**10** Unit 2	**11** Unit 2	**12**
13	**14** Unit 2 Review	**15** LA Class: Review game for Unit 2; Celebrate Indigenous Peoples' Day	**16**	**17** Unit 2 Mini Quiz	**18** Exam Units 1 & 2	**19**
20	**21** Unit 3	**22** LA Class: Reading Comprehen-sion Activity	**23**	**24** Unit 3	**25** Unit 3	**26**
27	**28** Unit 3	**29** LA Class: Halloween Activity	**30**	**31** Halloween No Class		

November 2019	**Holidays: 1 November All Saints' Day**					
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
					1 All Saints' Day – No Class	**2**
3	**4** Unit 3	**5** LA Class: Workshop- How to search for sources online	**6**	**7** Unit 3 Review	**8** Unit 3 Mini Quiz	**9**
10	**11** Unit 4	**12** LA Class: Workshop- How to search for sources online	**13**	**14** Unit 4	**15** Unit 4	**16**
17	**18** Unit 4	**19** LA Class: Workshop- How to give an effective presentation	**20**	**21** Unit 4	**22** Unit 4	**23**
24	**25** Unit 4 Project Presentations	**26** LA Class: Thanks-giving Activity	**27**	**28** Units 1-4 Review	**29** Units 1-4 Review	**30**

December 2019	Holidays: 6-9 December Spanish Constitution and the Feast of the Immaculate Conception; 21 December – 7 January Christmas Holidays					
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
1	**2** **Term Exam: Units 1-4**	**3** **Term Exam: Units 1-4**	**4**	**5** **Term 1 Ends**	**6** No Class	**7**
8	**9** No Class	**10** **Term 2 Begins** LA Class: Vocabulary Game	**11**	**12** Unit 5	**13** Unit 5	**14**
15	**16** Unit 5	**17** LA Class: Create a gratitude journal with students	**18**	**19** Unit 5	**20** Christmas Talent Show No Class	**21** Christmas Break Starts
22	**23**	**24**	**25** Christmas Day	**26**	**27**	**28**
29	**30**	**31**				

January 2020	**Holidays: December 21 – January 7 Christmas Holidays**					
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
			1 New Year's Day	**2**	**3**	**4**
5	**6** Three Kings Day	**7** Christmas Break Ends	**8**	**9** Unit 5	**10** Unit 5 Review	**11**
12	**13** Unit 5 Mini Quiz	**14** LA Class: Presentation- Natural Landscapes of USA/GB	**15**	**16** Unit 6	**17** Unit 6	**18**
19	**20** Unit 6	**21** LA Class: Speaking- Describing Photos Vocabulary	**22**	**23** Unit 6	**24** Unit 6 Review	**25**
26	**27** Unit 6 Mini Quiz	**28** LA Class: Review Game Units 5 & 6	**29** **English Day**	**30** Exam Units 5 & 6	**31** Unit 7	

February 2020	**Important Information** **Black History Month; 28 February Carnaval Weekend**					
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
						1
2	**3** Unit 7	**4** LA Class: Black History Month Activities	**5**	**6** Unit 7	**7** Unit 7	**8**
9	**10** Unit 7	**11** LA Class: Black History Month Activities	**12**	**13** Unit 7	**14** Unit 7 Review; Valentine's Day Activity	**15**
16	**17** Unit 7 Mini Quiz	**18** LA Class: Black History Month Activities	**19**	**20** Unit 8	**21** Unit 8	**22**
23	**24** Unit 8	**25** LA Class: Black History Month Activities	**26** Unit 8	**27** Unit 8	**28** Carnaval- No Class	**29**

March 2020	**Important Information: 8 March Women's Day; 28 February - 2 March Carnaval Weekend**					
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
1	**2** Carnaval- No Class	**3** LA Class: Women's Day Activities	**4**	**5** Unit 8 Review	**6** Unit 8 Mini Quiz	**7**
8 Women's Day	**9** Units 5-8 Review	**10** LA Class: Women's Day Activities	**11** Exam Units 5-8	**12** Exam Units 5-8	**13** **Term 2 Ends**	**14**
15	**16** **Term 3 Begins** Unit 9	**17** LA Class: St. Patrick's Day Activity	**18**	**19** Unit 9	**20** Unit 9	**21**
22	**23** Unit 9	**24** LA Class: Workshop- How to write a film review	**25**	**26** Unit 9	**27** Unit 9 Review	**28**
29	**30** Unit 9 Mini Quiz	**31** LA Class: Film Genres Discussion				

April 2020	**Holidays: 3-13 April Easter Break**					
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
			1	**2** Film Trailers Activity	**3** Easter Break Begins	**4**
5	**6**	**7**	**8**	**9**	**10**	**11**
12 Easter	**13** Easter Break Ends	**14** LA Class: Earth Day Activity	**15**	**16** Unit 10	**17** Unit 10	**18**
19	**20** Unit 10 Earth Day	**21** LA Class: Book Day Activity	**22**	**23** Unit 10 Book Day	**24** Unit 10	**25**
26	**27** Unit 10 Review	**28** LA Class: Activity with Rep. Speech	**29**	**30** Unit 10 Mini Quiz		

May 2020	**Holidays: 1 May Workers Day; 2 May Community of Madrid Day; 15 May San Isidro Day**					
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
					1	**2**
3	**4** Exam Units 9 & 10	**5** LA Class: Writing Workshop; Coaching	**6**	**7** Unit 11	**8** Unit 11	**9**
10	**11** Unit 11	**12** LA Class: Presentation-Assistant's city of origin	**13**	**14** Unit 11	**15** San Isidro Holiday - No Class	**16**
17	**18** Unit 11	**19** LA Class: Speaking Assessment	**20**	**21** Unit 11 Review	**22** Unit 11 Mini Quiz	**23**
24/31	**25** Unit 12	**26** LA Class: Sports Idioms Activity	**27**	**28** Unit 12	**29** Unit 12	**30**

June 2020	Important Information: Last Day of Classes 5 June; Final Exams Week 8-12 June; English Immersion Week 15-19 June; Last Day of School 23 June					
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
	1 Unit 12	**2** LA Class: Presentation- Sports in USA/GB	**3**	**4** Unit 12 Mini Quiz	**5** Last Day of Normal Classes; Review	**6**
7	**8** **Exam Units 9-12**	**9** LA Class: Review Game	**10**	**11** **Exam Units 9-12**	**12** **Term 3 Ends**	**13**
14	**15** English Immersion Week	**16**	**17**	**18**	**19**	**20**
21	**22**	**23** **Last Day of School**	**24**	**25**	**26**	**27**
28	**29**	**30**				

VII. Methodology

A. Methodologies presented in the course

Since English language teaching began, there have been methodologies created, adapted, and recycled in order to effectively teach the learner. As Larsen-Freeman explains in her book Techniques and Principles in Language Teaching (2000), some methodologies are stricter, others take the feelings of the learner into account; some are focused more on reading and writing, others more on communication and speaking. While there are a plethora of methods to use in the classroom, most experts and teachers agree that a mixture of methods, taking the best elements of each or of a select few, is the most effective way of teaching. The methodologies used in this course are a blend of many different methodologies, at times used in conjunction with one another and at other times used alone.

Cooperative Learning and Project Based Learning are the principal methodologies used in Colegio Jesús Maestro, including the subject of English (Metodología). Students are seated in groups for most activities and each member has a role. The main objective with Cooperative Learning is for students to learn how to work in a collaborative group setting. Therefore, most activities are done in groups or students check answers with their groups before the whole class meets to discuss them. Strategies for implementation of Cooperative Learning include "think pair share" activities and "one for all", which can be seen in detail in Didactic Unit 1: Unit 4 Project (La sesión cooperativa). Cooperative Learning is used in everyday English classes as well as with the establishment of longer group projects.

In this course of 4th year of secondary, one of every four units is taught as a project, using Project Based Learning. In these instances, the methodologies of Cooperative Learning and Project Based Learning come together. Project Based Learning focuses on collaboration, putting students in authentic, real-world situations; in this way, students not only learn English, but connect language to cultural context and a comprehensive situation. According to PBLWorks, an organization created to assist teachers in creating Project Based Learning lessons, Project Based Learning requires a challenging problem or question, the creation of a public product, honors

student voice and choice, and allows for reflection. The project in unit 4 of this course, students work in groups to create a mobile phone app, responding to an unmet need in the market.

The Communicative Learning Method was created in the late 1970s after a shift in language teaching was needed due to a lack of communication competence in learners (Larsen-Freeman, 2000). The main facets of this methodology are using games and role play to facilitate communication, establishing situations that promote communication, and allowing for grammar and vocabulary to be learned through a situational context. The goal of the teacher is to create opportunities for communication inside the classroom as authentically as possible. Throughout this course, by using the context and background of California, students are put into authentic situations in which they can use English.

Task Based Learning is also used in this 4th year course. When the unit is not being taught as a project, the students will be taught through a mixture of Task Based Learning and the Communicative Learning Method. In Task Based Learning, the focus is on the outcome of the activity and natural student communication (Larsen-Freeman, 2000). Through the activities of listening to authentic conversations and interviews, writing for the purpose of communication, and a particular focus on language forms, students learn how to communicate in English. The role of the teacher is to help students understand aspects of culture, society and history through the use of language. For the purposes of this course, California Dreamin', students learn aspects of the English language through tasks and opportunities to communicate. The context is a road trip through California; students learn English alongside contents about American culture and society and they complete tasks with the goal of natural communication.

Another methodology included in this course is Differentiation. According to Carol Tomlinson, there are many ways to differentiate a classroom: by level, interest, or learning style. The goal of differentiation in the classroom is to allow the preferences and natural skills of every student to be recognized and celebrated. It is important for teachers to understand that not all students will learn in the same way, and that teachers can develop activities and contents to the benefit of a majority of learners in the classroom through differentiation (Tomlinson, 2001). In this course, differentiation will be used in particular with projects and speaking activities. For

some projects, students will be grouped according to level, and those groups with a higher level will be given a slightly different task or an augmented task. For other projects and oral activities, such as the project in unit 4 of this syllabus, students will be grouped according to interests. This means that they will be able to choose the topic of the project; giving students autonomy in their own learning can facilitate learning and motivation (Walker, 2017). A third way to group students involves the use of learning styles and multiple intelligences. Activities can be adapted for these distinct styles so students with a similar learning style can learn at their highest potential (Tomlinson, 2001). It is also important for teachers to change the members of groups often to allow for different dynamics and styles to blend.

As mentioned previously, the strategy of Multiple Intelligences will be used to teach English. According to Howard Gardner, who developed this theory through Harvard University in 1983, there are eight intelligences that teachers must take into consideration when planning lessons. These intelligences include Linguistic, Visual-Spatial, Bodily-Kinesthetic, Logical-Mathematical, Interpersonal, Intrapersonal, Naturalist, and Musical (Gardner, 2011). This course of 4th secondary blends a mixture of learning styles to include all the intelligences in order to accommodate every learner in the classroom; most learners will have preferences and strengths in more than one intelligence, but it is important to adequately develop them all. To incorporate all learning styles, students will work in groups and individually throughout the course; students will listen to authentic songs and other audios in English; students will do activities which involve movement, acting or roleplay; students will watch videos and take notes from the board; students will investigate issues and topics and solve problems; and students will learn about the environment and themselves.

The strategies of Coaching and Autonomy laid out by Timothy Walker in *Teach Like Finland* through his experience as a teacher in a Finnish school will also be used in this course of 4th year secondary. Coaching refers to guiding and mentoring students through individualized attention and support (Walker, 2017). Coaching will take place throughout the course through the establishment of writing tasks. The teacher will meet individually with students to guide and support them as they develop their writing techniques. Student autonomy, according to Walker, is one of the most important aspects of bringing joy into the classroom. Students must have

autonomy when it comes to their own learning; developing this skill is also imperative for growth and development along the educational journey and later in life. By giving students choices in what they learn and how they learn it, students will develop skills related to the competences of Learning to Learn: motivation, autonomy, a feeling of being in charge of their learning and self confidence.

B. Resources and Activity Types

Resources and activity types for this course tend to focus on communication and authentic English-language resources, while taking into consideration current events, popular culture and students' interests. Each lesson typically includes a mixture of skill types (reading, writing, listening and speaking). Communicative activities such as roleplay, partner and group work, presentations or speaking activities, debates, activities involving movement such as running dictations, music and songs, and use of authentic videos are the primary activity types used in this course. However, individual work and silent reading take place as well. Level-appropriate authentic videos are regularly used so that students can train their ear to understand different accents and Englishes, and a variety of writing samples are used and produced by the students in order for them to develop writing skills.

The projects in the syllabus will contain many of the activity types mentioned above. While there is no set structure for the projects, each project will involve a group presentation. Students must collaborate with others in order to create, organize and present their work. They are also required to create a visual aid: in the unit 4 project, students have the choice of which online platform to use to create their presentation, Canva, Piktochart, Prezi and Geniali are all options.

The methodology used on Tuesdays when the Language Assistant is present will vary. The Language Assistant's basic tasks are located in the course calendar and generally relate to the unit or to a specific cultural topic/holiday. The methodology and approach in the classroom will depend on the Language Assistant's prior teaching experience, dedication level and comfort level working with the students. The teacher will be present for all Language Assistant lessons to help him/her with teaching and classroom management; the teacher will also control the

objectives of the lesson, but the Language Assistant will create the content. Example activities include cultural presentations, skills workshops, games to practice vocabulary and grammar, and extension activities related to the current unit topic.

Information and Communication Technologies (ICTs) are used extensively throughout this course. Students each have access to a Chromebook that they use at school and at home. The school uses the Google suite, which allows easy and convenient communication through Google Classroom. Teachers must give students access to the internet in order for them to be able to use the Chromebooks in class, so the teacher has control over the use of the devices. For projects, students must use their Chromebooks in a collaborative way in order to create shared documents, complete activities, write essays, create infographics and prepare presentations. The teacher generally uses Google Classroom to upload documents of interest and assignments; additionally, students can submit their work via Classroom. Students are also sent their self assessment worksheets via Google Exit Tickets.

The use of media focuses on catering to students with different multiple intelligences. Authentic videos, songs, and listening samples are chosen with the intention of developing language skills but also cultivating the musical and visual-spatial intelligences.

VIII. Evaluation Criteria

A. Specific Evaluation for this Course

Decree 48/2015 in the BOCM lays out the methods and criteria for evaluation in Article 10. It stresses that the evaluations in secondary education will be a continuous assessment, meaning that the contents evaluated in the first and second trimesters will also be evaluated in the third trimester; if a student passes the subject in the third trimester, he or she will pass the subject because of the continuous assessment practice. All trimesters carry the same weight. Article 10 also states that the methods of evaluation should not only evaluate methods of learning but also teaching methodology and teaching processes. The following table illustrates how students of this 4th year course of English will be evaluated per trimester:

Evaluation Criteria:	Percentage of Final Mark/Trimester:
Class Participation, Homework, Notebook	20%
Mini Quizzes for each unit (3/trimester)	15%
Exams (two/trimester)	40%
Projects (1/trimester)	25%

1. **Class Participation, Homework, Notebook**

Class Participation includes individual and group work in class, participation of homework correction, and interest in class tasks. Participation will be marked on a weekly basis, at least twice every unit, with students who participate getting a + mark. Since there are four units per trimester, students will have at least eight opportunities to get participation points. The teacher will simply put a + mark in his/her notebook when the students has participated.

Homework will be checked during the Unit Review class and students' **notebooks** will be looked at for organization and content. Students are expected to have each unit clearly marked and separated in their notebooks with relevant vocabulary and grammar rules for each lesson; they will also complete individual and some group activities in their notebooks. The evaluation of homework and the notebook will be done in the Unit Review class. Students who have a well-organized notebook and at least 75% of the homework activities done will receive a + mark, which will also be put in the teacher's notebook.

At the end of the trimester, the teacher will add all of the + marks together for participation, homework, and notebook organization. Of the possible 12 + marks, students will receive the full 20% for this part of the trimester mark if they have at least 10 + marks.

2. **Mini Quizzes**

Mini Quizzes will be given after each unit, except the units taught as projects. There are 12 units in this course, which typically last about 5 class periods, then there is a unit review day followed by the mini quiz for that unit. The Mini Quizzes are short assessments, with only two to three exercises. There will be three mini quizzes per trimester.

3. **Exams**

Exams are given at the end of every two units, with two exams per trimester. The first exam covers the first two units of the trimester (for example, units 1 and 2) and the second exam is more comprehensive, covering all four units taught in that trimester (for example, units 1-4). Each exam is 20% of the final mark. Exams will differ based on content and competences developed in each unit or trimester, but most often they will equally evaluate reading, writing, and listening. There are two class periods dedicated to the comprehensive exams, one for a reading comprehension and listening exam, one for a writing exam. The cultural and linguistic content created and taught by the language assistant will appear in the exam as a separate section; this part will comprise 10% of the exam evaluation.

The speaking mark, which is part of the exam mark for the term, is evaluated on Tuesdays during the session with the Language Assistant, who will conduct speaking activities

throughout the trimester. The teacher, who is present during these sessions, will evaluate the speaking skills of the students with a simple rubric, and will take into consideration the input of the language assistant. The short rubric, used for conversation activities, discussion and debates:

Student Name: _____	4	3	2	1
Pronunciation				
Fluency				
Use of Vocabulary				
Grammar				

4 is considered the best mark, with the top score of 16. Those students with 16 points will receive the maximum speaking %.

4. Projects

One unit in every trimester will be taught as a **project**, with the grammar and vocabulary taught through the project's activities. Projects will be evaluated using a rubric, taking into consideration group work, acquisition and use of the language taught in the unit, presentation skills (oral and non-verbal) and overall content and organization of the project. An example rubric is detailed at the end of unit 4 (didactic unit 1).

B. Evaluation Criteria and Learning Standards

The first Annex of Decree 48/2015 details the evaluation criteria and learning standards for the fourth year of secondary education in the subject of English. The criteria coincide with the four parts or blocks of the Content for 4th year:

4º ESO Criterios de evaluación y estándares de aprendizaje evaluables

Bloque 1. Comprensión de textos orales

Criterios de evaluación:

Identificar el sentido general, la información esencial, los puntos principales y los detalles más relevantes en textos orales breves o de longitud media, claramente estructurados, y transmitidos de viva voz o por medios técnicos y articulados a una velocidad media, en un registro formal, informal o neutro, y que traten de aspectos concretos o abstractos de temas generales, sobre asuntos cotidianos en situaciones corrientes o menos habituales, o sobre los propios intereses en los ámbitos personal, público, educativo y ocupacional/laboral, siempre que las condiciones acústicas no distorsionen el mensaje y se pueda volver a escuchar lo dicho.

Conocer y saber aplicar las estrategias 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 y actividades de estudio, trabajo y ocio), condiciones de vida (hábitat, estructura socio-económica), relaciones interpersonales (generacionales, entre hombres y mujeres, en el ámbito educativo, ocupacional e institucional), comportamiento (posturas, expresiones faciales, uso de la voz, contacto visual, proxémica), y convenciones sociales (actitudes, valores).

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 y ampliación o restructuración de la información (p. e. nueva frente a conocida; ejemplificación; resumen).

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. una estructura interrogativa para expresar sorpresa).

Reconocer léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, y un repertorio limitado de expresiones y modismos de uso frecuente cuando el contexto o el apoyo visual facilitan la comprensión.

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 mensajes grabados o de viva voz, claramente articulados, que contengan instrucciones, indicaciones u otra información, incluso de tipo técnico (p. e. en contestadores automáticos, o sobre cómo realizar un experimento en clase o cómo utilizar una máquina o dispositivo en el ámbito ocupacional).

2. Entiende lo que se le dice en transacciones y gestiones cotidianas y estructuradas (p. e. en bancos, tiendas, hoteles, restaurantes, transportes, centros educativos, lugares de trabajo), o menos habituales (p. e. en una farmacia, un hospital, en una comisaría o un organismo público), si puede pedir confirmación de algunos detalles.

3. Identifica las ideas principales y detalles relevantes de una conversación formal o informal de cierta duración entre dos o más interlocutores que tiene lugar en su presencia y en la que se tratan temas conocidos o de carácter general o cotidiano, cuando el discurso está articulado con claridad y en una variedad estándar de la lengua.

4. Comprende, en una conversación informal en la que participa, explicaciones o justificaciones de puntos de vista y opiniones sobre diversos asuntos de interés personal, cotidianos o menos habituales, así como la formulación de hipótesis, la expresión de sentimientos y la descripción de aspectos abstractos de temas como, p. e., la música, el cine, la literatura o los temas de actualidad.

5. Comprende, en una conversación formal, o entrevista en la que participa (p. e. en centros de estudios o de trabajo), información relevante y detalles sobre asuntos prácticos relativos a actividades académicas u ocupacionales de carácter habitual y predecible, siempre que pueda pedir que se le repita, o que se reformule, aclare o elabore, algo de lo que se le ha dicho.

6. Distingue, con apoyo visual o escrito, las ideas principales e información relevante en presentaciones o charlas bien estructuradas y de exposición clara sobre temas conocidos o de su interés relacionados con el ámbito educativo u ocupacional (p. e., sobre un tema académico o de divulgación científica, o una charla sobre la formación profesional en otros países).

7. Identifica la idea principal y aspectos significativos de noticias de televisión claramente articuladas cuando hay apoyo visual que complementa el discurso, así como lo esencial de

anuncios publicitarios, series y películas bien estructurados y articulados con claridad, en una variedad estándar de la lengua, y cuando las imágenes facilitan la comprensión.

Bloque 2. Producción de textos orales: expresión e interacción

Criterios de evaluación:

Producir textos breves o de longitud media, tanto en conversación cara a cara como por teléfono u otros medios técnicos, en un registro formal, neutro o informal, en los que se intercambian información, ideas y opiniones, se justifican de manera simple pero suficiente los motivos de acciones y planes, y se formulan hipótesis, aunque a veces haya titubeos para buscar expresiones, pausas para reformular y organizar el discurso y sea necesario repetir lo dicho para ayudar al interlocutor a comprender algunos detalles.

Conocer y saber aplicar las estrategias más adecuadas para producir textos orales monológicos o dialógicos breves o de longitud media, y de estructura simple y clara, explotando los recursos de los que se dispone y limitando la expresión a los mismos; recurriendo, entre otros, a procedimientos como la definición simple de elementos para los que no se tienen las palabras precisas, o comenzando de nuevo con una nueva estrategia cuando falla la comunicación.

Incorporar a la producción del texto oral monológico o dialógico los conocimientos socioculturales y sociolingüísticos adquiridos relativos a relaciones interpersonales y convenciones sociales en los ámbitos personal, público, educativo y ocupacional/laboral, seleccionando y aportando información necesaria y pertinente, ajustando de manera adecuada la expresión al destinatario, al propósito comunicativo, al tema tratado y al canal de comunicación, y expresando opiniones y puntos de vista con la cortesía necesaria.

Llevar a cabo las funciones requeridas por el propósito comunicativo, utilizando un repertorio de exponentes comunes de dichas funciones y los patrones discursivos habituales para iniciar y concluir el texto adecuadamente, organizar la información de manera clara, ampliarla con ejemplos o resumirla.

Mostrar un buen control, aunque con alguna influencia de la primera lengua u otras, sobre un amplio repertorio de estructuras sintácticas comunes, y seleccionar los elementos adecuados de coherencia y de cohesión textual para organizar el discurso de manera sencilla pero eficaz.

Conocer y utilizar léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, y un repertorio limitado de expresiones y modismos de uso frecuente.

Pronunciar y entonar los enunciados de manera clara y comprensible, si bien los interlocutores pueden necesitar repeticiones si se trata de palabras y estructuras poco frecuentes, en cuya articulación pueden cometerse errores que no interrumpan la comunicación.

Mantener el ritmo del discurso con la fluidez suficiente para hacer comprensible el mensaje cuando las intervenciones son breves o de longitud media, aunque puedan producirse pausas, vacilaciones ocasionales o reformulaciones de lo que se quiere expresar en situaciones menos habituales o en intervenciones más largas. Interactuar de manera sencilla pero efectiva en intercambios claramente estructurados, utilizando fórmulas o indicaciones habituales para tomar o ceder el turno de palabra, aunque se pueda necesitar la ayuda del interlocutor.

Estándares de aprendizaje evaluables:

1. Hace presentaciones breves, bien estructuradas, ensayadas previamente y con apoyo visual (p. e. PowerPoint), sobre aspectos concretos de temas académicos u ocupacionales de su interés, organizando la información básica de manera coherente, explicando las ideas principales brevemente y con claridad y respondiendo a preguntas sencillas de los oyentes articuladas de manera clara y a velocidad media.

2. Se desenvuelve adecuadamente en situaciones cotidianas y menos habituales que pueden surgir durante un viaje o estancia en otros países por motivos personales, educativos u ocupacionales (transporte, alojamiento, comidas, compras, estudios, trabajo, relaciones con las autoridades, salud, ocio), y sabe solicitar atención, información, ayuda o explicaciones, y hacer una reclamación o una gestión formal de manera sencilla pero correcta y adecuada al contexto.

3. Participa adecuadamente en conversaciones informales cara a cara o por teléfono u otros medios técnicos, sobre asuntos cotidianos o menos habituales, en las que intercambia información y expresa y justifica brevemente opiniones y puntos de vista; narra y describe de forma coherente hechos ocurridos en el pasado o planes de futuro reales o inventados; formula hipótesis; hace sugerencias; pide y da indicaciones o instrucciones con cierto detalle; expresa y

justifica sentimientos, y describe aspectos concretos y abstractos de temas como, por ejemplo, la música, el cine, la literatura o los temas de actualidad.

4. Toma parte en conversaciones formales, entrevistas y reuniones de carácter académico u ocupacional, sobre temas habituales en estos contextos, intercambiando información pertinente sobre hechos concretos, pidiendo y dando instrucciones o soluciones a problemas prácticos, planteando sus puntos de vista de manera sencilla y con claridad, y razonando y explicando brevemente y de manera coherente sus acciones, opiniones y planes.

<u>Bloque 3. Comprensión de textos escritos</u>

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 o de longitud media y bien estructurados, escritos en un registro formal, informal o neutro, que traten de asuntos cotidianos o menos habituales, de temas de interés o relevantes para los propios estudios, ocupación o trabajo y que contengan estructuras y un léxico de uso común, tanto de carácter general como más específico.

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 sociolingüísticos relativos a la vida cotidiana (hábitos y actividades de estudio, trabajo y ocio), condiciones de vida (hábitat, estructura socio-económica), relaciones interpersonales (generacionales, o en el ámbito educativo, ocupacional e institucional), y convenciones sociales (actitudes, valores), así como los aspectos culturales generales que permitan comprender información e ideas presentes en el texto (p. e. de carácter histórico o literario).

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 y ampliación o restructuración de la información (p. e. nueva frente a conocida; ejemplificación; resumen).

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. una estructura interrogativa para expresar sorpresa).

Reconocer léxico escrito de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, y un repertorio limitado de expresiones y modismos de uso frecuente cuando el contexto o el apoyo visual facilitan la comprensión.

Reconocer las principales convenciones de formato, tipográficas, ortográficas y de puntuación, así como abreviaturas y símbolos de uso común y más específico (p. e. &, ¥), y sus significados asociados.

Estándares de aprendizaje evaluables:

1. Identifica información relevante en instrucciones detalladas sobre el uso de aparatos, dispositivos o programas informáticos, y sobre la realización de actividades y normas de seguridad o de convivencia (p. e. en un evento cultural, en una residencia de estudiantes o en un contexto ocupacional).

2. Entiende el sentido general, los puntos principales e información relevante de anuncios y comunicaciones de carácter público, institucional o corporativo y claramente estructurados, relacionados con asuntos de su interés personal, académico u ocupacional (p. e. sobre ocio, cursos, becas, ofertas de trabajo).

3. Comprende correspondencia personal, en cualquier soporte incluyendo foros online o blogs, en la que se describen con cierto detalle hechos y experiencias, impresiones y sentimientos; se narran hechos y experiencias, reales o imaginarios, y se intercambian información, ideas y opiniones sobre aspectos tanto abstractos como concretos de temas generales, conocidos o de su interés.

4. Entiende lo suficiente de cartas, faxes o correos electrónicos de carácter formal, oficial o institucional como para poder reaccionar en consecuencia (p. e. si se le solicitan documentos para una estancia de estudios en el extranjero).

5. Localiza con facilidad información específica de carácter concreto en textos periodísticos en cualquier soporte, bien estructurados y de extensión media, tales como noticias glosadas; reconoce ideas significativas de artículos divulgativos sencillos, e identifica las conclusiones principales en textos de carácter claramente argumentativo, siempre que pueda releer las secciones difíciles.

6. Entiende información específica de carácter concreto en páginas Web y otros materiales de referencia o consulta claramente estructurados (p. e. enciclopedias, diccionarios, monografías, presentaciones) sobre temas relativos a materias académicas o asuntos ocupacionales relacionados con su especialidad o con sus intereses.

7. Comprende los aspectos generales y los detalles más relevantes de textos de ficción y textos literarios contemporáneos breves, bien estructurados y en una variante estándar de la lengua, en los que el argumento es lineal y puede seguirse sin dificultad, y los personajes y sus relaciones se describen de manera clara y sencilla.

<u>Bloque 4. Producción de textos escritos: expresión e interacción</u>

Criterios de evaluación:

Escribir, en papel o en soporte electrónico, textos breves o de longitud media, coherentes y de estructura clara, sobre temas de interés personal, o asuntos cotidianos o menos habituales, en un registro formal, neutro o informal, utilizando adecuadamente los recursos de cohesión, las convenciones ortográficas y los signos de puntuación más comunes, y mostrando un control razonable de expresiones, estructuras y un léxico de uso frecuente, tanto de carácter general como más específico dentro de la propia área de especialización o de interés.

Conocer, seleccionar y aplicar las estrategias más adecuadas para elaborar textos escritos breves o de media longitud, p. e. refraseando estructuras a partir de otros textos de características y propósitos comunicativos similares, o redactando borradores previos.

Incorporar a la producción del texto escrito los conocimientos socioculturales y sociolingüísticos adquiridos relativos a relaciones interpersonales y convenciones sociales en los ámbitos personal, público, educativo y ocupacional/laboral, seleccionando y aportando información necesaria y pertinente, ajustando de manera adecuada la expresión al destinatario,

al propósito comunicativo, al tema tratado y al soporte textual, y expresando opiniones y puntos de vista con la cortesía necesaria.

Llevar a cabo las funciones requeridas por el propósito comunicativo, utilizando un repertorio de exponentes comunes de dichas funciones y los patrones discursivos habituales para iniciar y concluir el texto escrito adecuadamente, organizar la información de manera clara, ampliarla con ejemplos o resumirla.

Mostrar un buen control, aunque con alguna influencia de la primera lengua u otras, sobre un amplio repertorio de estructuras sintácticas comunes, y seleccionar los elementos adecuados de coherencia y de cohesión textual para organizar el discurso de manera sencilla pero eficaz.

Conocer y utilizar léxico escrito de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, y un repertorio limitado de expresiones y modismos de uso frecuente.

Utilizar las convenciones ortográficas, de puntuación y de formato más frecuentes con razonable corrección de modo que se comprenda el mensaje, aunque puede darse alguna influencia de la primera u otras lenguas; saber manejar los recursos básicos de procesamiento de textos para corregir los errores ortográficos de los textos que se producen en formato electrónico, y adaptarse a las convenciones comunes de escritura de textos en Internet (p. e. abreviaciones u otros en chats).

Estándares de aprendizaje evaluables:

1. Completa un cuestionario detallado con información personal, académica o laboral (p. e. para hacerse miembro de una asociación, o para solicitar una beca).

2. Escribe su curriculum vitae en formato electrónico, siguiendo, p. e., el modelo Europass.

3. Toma notas, mensajes y apuntes con información sencilla y relevante sobre asuntos habituales y aspectos concretos en los ámbitos personal, académico y ocupacional dentro de su especialidad o área de interés.

4. Escribe notas, anuncios, mensajes y comentarios breves, en cualquier soporte, en los que solicita y transmite información y opiniones sencillas y en los que resalta los aspectos que le resultan importantes (p. e. en una página Web o una revista juveniles, o dirigidos a un profesor

o profesora o un compañero), respetando las convenciones y normas de cortesía y de la netiqueta.

5. Escribe, en un formato convencional, informes breves y sencillos en los que da información esencial sobre un tema académico, ocupacional, o menos habitual (p. e. un accidente), describiendo brevemente situaciones, personas, objetos y lugares; narrando acontecimientos en una clara secuencia lineal, y explicando de manera sencilla los motivos de ciertas acciones.

6. Escribe correspondencia personal y participa en foros, blogs y chats en los que describe experiencias, impresiones y sentimientos; narra, de forma lineal y coherente, hechos relacionados con su ámbito de interés, actividades y experiencias pasadas (p. e. sobre un viaje, sus mejores vacaciones, un acontecimiento importante, un libro, una película), o hechos imaginarios; e intercambia información e ideas sobre temas concretos, señalando los aspectos que le parecen importantes y justificando brevemente sus opiniones sobre los mismos.

7. Escribe correspondencia formal básica, dirigida a instituciones públicas o privadas o entidades comerciales, fundamentalmente destinada a pedir o dar información, solicitar un servicio o realizar una reclamación u otra gestión sencilla, observando las convenciones formales y normas de cortesía usuales en este tipo de textos.

IX. Complementary Activities

A. School-Wide Events

There are a wide variety of activities that students participate in outside of their normal classes that contribute to the school's mission and to the well-rounded development of the students. Besides having a vast array of extracurricular activities including Chess, Dance, Drawing and Painting, Sports and Musical Activities, the school also provides educational field trips around Madrid.

One such trip that the students in 4th year secondary always take is a guided tour of the Prado Museum at the beginning of October. The objectives of the visit, which is organized by the Geography and History Department, are to engage the students in Spanish art, that students learn about 18th century artists and art, and to connect the subjects and contents of history and art.

All students of the school celebrate Earth Day on 22nd of April. This year, students created a giant poster with images and words about how we can take care of the Earth. This is an activity organized by both the primary and secondary schools. Teachers are also encouraged to talk about Earth Day-related topics in their classes that day or during the week. The objectives of Earth Day are to promote a sense of coexistence throughout the school and to inform students about climate change and the issues facing our planet and specifically Spain.

For students of 4th year secondary, they have the opportunity to do the Camino de Santiago (Way of St. James) for a week through the organization of Pastoral (Campus Ministry). The objectives of this trip is to bring students closer to their spiritual selves, foster an environment of coexistence and harmony among the students, and to create an unforgettable experience that will leave a positive impact on each student. This trip takes place the week before Easter Break week. However, only about one third of the 4th secondary attend, so teachers are encouraged to continue their regular lessons.

B. English Related Events and Activities

The English Department is encouraged to celebrate all of the major American and British holidays. The Language Assistant is usually responsible for bringing these activities to life during their classroom sessions. All of the holidays celebrated in 4th secondary English class are located on the course calendar. They include: Indigenous People's Day/Columbus Day, Halloween, Guy Fawkes Day, Thanksgiving, Christmas, Black History Month, Valentine's Day, International Women's Day, St. Patrick's Day, Earth Day and Book Day. Although some of these holidays are international and celebrated in Spain as well, the English Department creates enrichment activities in conjunction with the school activities.

In December, the English Department hosts a talent show for secondary school students. Any and all students who wish to act, sing, dance or perform individually or in groups are welcome to perform. The show is hosted in English and all performances are done in English. The objectives of this activity are to host a fun and engaging activity in English and to foster a sense of creativity and artistic expression in the students.

The English Department also organizes English Day, held in late January. During English Day, the theater company The Improving Co. will come to the school. There is an actor or two in each classroom who performs a short skit, about 15-20 minutes, in which students must participate. Then the actors move to different classrooms, so students can see about ten different skits. The objective of English Day is to promote participation in English activities in a relaxed and fun atmosphere and to provide students another context in which to practice their listening comprehension and speaking skills.

One of the projects that the Language Assistant takes on is Black History Month. For the entire month of February, the Language Assistant will dedicate his/her class time to Black History Month. The activities are developed by the assistant, but they generally include a presentation about famous African Americans in the United States, engaging activities about the Civil Rights Movement and the Black Lives Matter Movement, and a craft or mini project. The objectives of Black History Month are to expose the students to the history and current realities

of race relations in the United States and to compare and contrast movements and protests in Spain to those involving race in the United States.

International Women's Day is celebrated by the English department in early March. In collaboration with the Language Assistant, students will create posters to decorate the corridors with biographies and images of famous women throughout history. The objectives of celebrating International Women's Day is to create an environment of inclusivity within the school and to highlight the achievements of women from all aspects of life.

The Language Assistant will also create activities for Earth Day and Book Day in April. The objectives for Earth Day are to foster a sense of responsibility for taking care of the Earth and for students to understand the purpose and importance of celebrating Earth Day. Past activities have included painting banners and making informative posters in English to hang in the corridors, educating the student body about ways to recycle or reduce waste. Regarding Book Day, the objectives of the activity are to promote reading for all students in the classroom and to expose students to different types of books that could interest them. Activities from past courses have included focusing on one genre, such as the importance of mystery novels in history (Sherlock Holmes, Agatha Christie, etc.) or the influence of classic horror in today's literature (Dracula, Frankenstein). Other activity ideas include making posters depicting the novels that have most impacted students or having a discussion about famous book quotes.

Besides the celebration of American and British holidays, the school also offers English Theater as an extracurricular activity, twice a week. The objectives of the activities are to enjoy theatrical movement and expression while developing communication skills in English and for students to develop self confidence. Students must memorize and act out texts in English and they have the opportunity to dance and sing.

Finally, in the last week of school, students participate in English Immersion Week. This consists of five days of activities for all members of compulsory secondary education (1st through 4th of secondary). Throughout this week, students create their own mini theater company and put on short plays, skits, or dances for students of the primary school. The main objective of this week is to develop the Sense of Initiative and Entrepreneurship Competences, where students organize themselves into groups for performing, those who will manage the

groups, and those who will provide support. Other objectives are to promote the use of English in the school, to bolster students' sense of self confidence through autonomy, and to create a sense of cooperation and coexistence among the students.

X. Attention to Diversity

Article 16 of Decree 48/2015 addresses attention to diversity in the classroom, emphasizing the necessity of adequately educating all students, even those with learning difficulties such as dyslexia, those diagnosed with ADD or ADHD, gifted learners, and those who entered into the school system later in the academic year or who have personal issues or situations to attend to.

It is explained in Article 9 of Decree 48/2015 that prejudiced or discriminatory behaviors based on gender, sexual orientation, or any other type of diversity will not be tolerated and that an environment of respect and coexistence should be in place in each school.

The syllabus for 4th year secondary can be adapted to accommodate all types of learners and aims to address the needs of all students. One of the methodologies used in this course is differentiation in the classroom, which allows for every student to learn and work at their maximum potential. Differentiating activities on the basis of English level, interest and learning style will help all learners to succeed. This means that sometimes, students are grouped according to level and given slightly different tasks. Other times, students are given a choice about whom to work with for a project, based on shared interests; the unit 4 project uses this. Lastly, students have the opportunity to complete an activity in a way that best suits them, drawing or creating a visual, recording themselves speaking, or doing a roleplay. Taking into account the theory of multiple intelligences and having activities designed for a variety of intelligences will create an environment of inclusivity in the classroom. For example, in unit 10, lesson 5, activities include reading a text, completing a creative writing task, a movement activity and listening to a song.

In addition, students will cultivate coexistence, tolerance and cooperation through the diverse contents of the syllabus and the cultural activities carried out by the language assistant. The course contents allow for students to learn about American culture, but also to appreciate the diversity of California through studying the different syllabus topics: nature and landscapes, food and healthy living, technology and science, and sports and other activities. Learning about diversified topics can help students compare this culture to their own and develop an

understanding and appreciation for diversity. The presence of the language assistant in the classroom is also a helpful tool. Not only does he/she bring a native speaker's accent and language skills into the 4th year secondary classroom, but he/she can open students' minds to other cultures and ways of life. The goal is to cultivate a friendly and safe atmosphere for students of all backgrounds to learn English.

Gifted learners or faster learners in 4th year secondary will use the same books and be taught the same content as all of the students. In some cases, as with the second trimester unit project (unit 8), students will be grouped by level, meaning higher level students will work together. In this case, the tasks and activities for the project about connecting food to climate change will be more advanced to better fit the needs of the higher level students and challenge them in the appropriate way. Students will be asked to do more research into the topic and compare the food and climate change connection in California with that in Spain, whereas the rest of the groups will only research and complete the project using general terms. Gifted learners will also be given optional additional resources and tasks to complete should they finish the unit assignments early. Lastly, students are always encouraged to read literature in English and all students are able to read in class if they have finished their work. They can borrow books in English from the school library, which provides a variety of level-appropriate authentic books for students in secondary school.

Students diagnosed with ADD or ADHD and other learning disorders may need additional support in the classroom. Those who may have a disorder in which concentration is difficult or sporadic will sit in the front of the classroom and away from other distracting students. These students may also need more time to complete their mini quizzes and exams, and by law they are allowed that time. It is possible to create exams with larger text and simpler instructions or to stagger the exam exercises to avoid overwhelming students with the entire exam at one time. The teacher can also refer to the Orientation Department for more support if necessary.

Slower learners also require more individualized attention and support. Adapting some open-ended activities by giving students word banks or glossaries, or changing activities to make them cloze activities, will allow slower learners to learn the same content, but through a slightly

different task. For example, in unit 10, lesson 4, instead of transcribing the dialogue from the story, students could receive the dialogue in different parts and put it in order, based on the order of the events in the story. In addition, making sure that slower learners have writing guides to follow and clear instructions for all activities will aid their learning process.

It is possible that the curriculum of this syllabus will have to be adapted to attend to and support the needs of all learners in the classroom. Since the syllabus is centered on specific places and topics, the activities can be modified to suit the needs of learners: making activities simpler, shorter, or more advanced, for example. In conjunction with the Orientation Department, the teacher will adapt any activity to make an appropriate curriculum for every student in the 4th year secondary class.

XI. Guidance Department and Tutorial Systems

All students in 4th year secondary receive one hour of guidance as a group from their tutor per week. This hour can be used for a multitude of purposes: discussing issues between students and teachers, taking care of administrative tasks, hosting guests to talk to the students about important topics such as internet safety, social media, or the use of drugs and alcohol, and finally using this hour for a didactic purpose to promote the educational experience of the students.

A. Tutorial Action Plan Objectives:

1. Foster and support personal growth of each student regarding their personality, character, attitudes and self-esteem;
2. Encourage the establishment and maintenance of a safe environment for all students;
3. Cultivate a high level of coexistence and tolerance among students of different cultural or socio-economic backgrounds by allowing students to understand and know one another;
4. Provide an individualized approach to support all students throughout the course of the academic year;
5. Allow for the collaboration between students, families, teachers, and the educational community to create a multifaceted educational environment;
6. Create a cohesive experience by encouraging teacher and guidance coordination in the decision-making process and evaluation of each student.

B. Guidance Department Duties:

Apart from the weekly guidance hour with their tutor, students are supported by the Guidance Department which takes on the responsibilities of:

1. Individual Guidance Support: Students who have learning difficulties, personal issues in the school or at home, or low marks should have regular meetings with the guidance department when appropriate.
2. Meetings with Parents/Legal Guardians: Communication between families and the school is important to the success of each student. The Guidance Department is responsible for

maintaining relationships and communication with parents and legal guardians of students who might require additional support.

3. Communication with Tutors: The Guidance Departments must also maintain an open channel of communication with each tutor. Tutors can refer to the Guidance Department for support

C. English Activities that support the Guidance System

The guidance hour is an opportune moment to work on the Learning to Learn Competence to help students understand how they learn best and work on their study skills and autonomous learning process. Many of the same skills can be reinforced and practiced in the English subject.

Through the subject of English, students can work on those skills related to the goals and functions of the Guidance Department, including mindfulness, practicing professionalism and making presentations, participating in group work and debates, and learning how to search for information and take proper notes in class.

The following examples are some of the ways the English subject can support the activities and objectives of the guidance department and guidance hour:

1. Mindfulness: Students will work on mindfulness practices and healthy living styles in Unit 5 of this course. They will practice mindfulness activities such as mediation and focused breathing exercises, also proven to help with anxiety and stress. Students will also make a gratitude journal in this unit, which will allow them to develop the habit of journaling and become aware of the benefits of mindfulness practices. These activities can help students with their emotional intelligence and will benefit them in all their classes and in general.
2. Practicing professionalism and making presentations: The course syllabus for 4th year secondary has 12 units, broken up into four units per trimester. One of those units will be taught as a project, in which students must work in groups and create a presentation to display their work to the rest of the class. The expectations for this presentation is that students are professional, organized, and speak clearly. In addition to this presentation,

students will be encouraged to speak in class often in order to develop the skills of speaking publicly in front of others.

3. Participating in group work and debates: The principal methodology of this course is cooperative learning, and through various strategies, students will learn to work with other members of their class in a cohesive and collaborative way. Having debates in class is also a useful technique to develop empathy, see different points of view, and hone oral speaking skills.
4. Searching for information and taking notes: Students will develop autonomy, self-efficiency and self-confidence by learning how to accurately search for useful information on the internet to use in projects. They will also be given a mark for their notebook every trimester, which must be organized and thorough. Working with these skills is important because they are skills that students will use throughout their professional lifetime.

Apart from these activities and tasks which are included in this 4th year secondary syllabus, some activities that could be done in the guidance hour include:

1. Coexistence workshop: Students will watch a TED Talk entitled "A short history of trans people's long fight for equality" by Samy Nour Younes. This 6 minute video will be followed by a discussion of why it is important to have inclusion and empathy in the classroom, the school and in society.
2. Mindfulness and meditation exercises: students will use the first five to ten minutes of the guidance hour for reflection. Students will sit quietly and focus on different techniques guided by the teacher, which include breathing exercises and mindfulness exercises.
3. Journaling and self-assessment practices: Once every trimester students will be asked to do a journaling exercise in their notebook in which they answer the following questions:
    a. What subject are you best at?
    b. What subject is your favorite and why?
    c. What are some things you could do to improve?
    d. What are your study strategies like?
    e. Do you think you take effective notes? Why or why not?

Answering these questions can help students realize where they need to improve and how they could go about doing that. It also lets students acknowledge their best work and see potential opportunities for studying in the future. Towards the end of the academic year, students in 4th year secondary must make decisions for their future studies and these exercises could help them with that decision.

4. Roleplay and debate activities: Roleplay and debates are an effective way for students to cultivate empathy by putting themselves in the situations of others and to express themselves. These activities can also help students develop and voice their opinions. Some examples of topics include *Street art or graffiti?*, *Smoking should be banned worldwide*, and *All young people should be subject to a curfew*.
5. Current events discussions: The website *The Times in Plain English* covers a wide variety of global current events with simpler vocabulary and more direct language, making it more adequate for students learning English.

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XIII. Didactic Unit 1

Unit 4: Technology Rules Everything around Me

HERBER
HOTEL STRATFORD
POWELL AND MARKET
FISHERMANS WHARF

Project Outline:

This project is the first of three group projects in this course. The main methodologies are Cooperative Learning and Project Based Learning, in which students work in groups of four to complete tasks and finally create and present a final product. For this first project, students have the autonomy to choose their groups, with final approval by the teacher.

This unit will occupy nine full lessons, two of which are carried out by the language assistant with the teacher present in the classroom for support. The language assistant will create the content and activities for the two skills workshops.

The main objectives of the unit are that students will:

- Cultivate and employ strategies for collaborative group work
- Comprehend and evaluate situations related to online safety and privacy
- Recognize and formulate sentences using Modals of Advice and Obligation and the *used to* and *get used to* structures
- Construct well-written persuasive essays
- Discuss the role of technology in our current society
- Create a cohesive visual aid for their presentation
- Generate effective presentations with creative ideas

In addition to the final presentation, students will be evaluated on various tasks throughout the project. In accordance with Cooperative Learning methodology, in Lesson 2 all students will be required to answer the reading comprehension questions, but the teacher will only collect and mark one from each group. Each task evaluated (two in total) will count 10% towards the final Project mark of the trimester. The Learning Journal that students must complete at the end of every class will serve as 10% of the final Project mark of the trimester. The writing task will be marked through a checklist and will count as 30% of the Project mark, and finally, the presentation will count for 40% of the mark. The checklist and rubric are included with their lesson plans.

Unit 4 Evaluation	Percentage of Final Mark
Online safety article worksheet	10%
Learning journal	10%
Persuasive Essay (writing checklist)	30%
Project (rubric)	50%

The school is also interested in how students' development of the Digital Competence is progressing. Unit 4 will serve to develop and evaluate the Digital Competence through the tasks in every lesson. There is a separate rubric for evaluating this competence.

The two skills workshops given by the language assistant will be evaluated in the following ways:

- The skills learned through the workshop *How to search for sources online* will be evaluated through the Digital Competence rubric.
- The skills attained through the workshop *How to give an effective and engaging presentation* will be evaluated through the project's final rubric about the presentation.

Lesson 1: Project Time!

Unit 4	**Lesson**	1	**Group**	4º ESO	**Time**	50 min
Topic / Session Title	Introduction to Project		**Class**	English		
Focus: This first lesson of unit 4 focuses on introducing the first of three projects in this course syllabus. The teacher will explain the different parts of the project and open a discussion about technology and a brief chat about the city of San Francisco.						
Skills	Listening Reading					
Systems	Function					
Competences	Socio-linguistic					
Contents	Understanding project goals and expectations					
Learning outcomes	Students will be able to: - Understand what is expected of them during this unit in order to successfully complete the project - Comprehend fully all the parts of the project					
Evaluation criteria	- Students will not be evaluated during this lesson.					
Previous knowledge	Students have just finished unit 3, whose topic is Innovators of Silicon Valley. Students will have learnt about and discussed famous technological innovators and popular tech companies including Google and Facebook and their power in the world today. This unit continues on that topic but with more of a focus on technology and safety.					

<table>
<tr><td colspan="2">Materials</td><td>Chromebooks that each student possesses and/or their mobile phones; notebooks; teacher’s computer and projector; Online document to post in Google Classroom (see “Additional Materials”)</td><td>Spaces</td><td>Classroom</td></tr>
<tr><td colspan="5">Procedures</td></tr>
<tr><td>Timing</td><td>Stage</td><td colspan="2">Activities (T / S role)</td><td>Grouping</td></tr>
<tr><td>10 min</td><td>Warm Up</td><td colspan="2">T opens a discussion about the city of San Francisco with the following questions:

- Look at the pictures at the start of the unit.
- What do you see in each of the pictures?
- Do you know what the name of this famous bridge is? (T gives Ss some facts about the Golden Gate Bridge)
  - It opened on 28 May, 1937
  - It took 4 years to build
  - 200,000 people gathered to walk across on the first day
- What type of city does San Francisco seem to you?

T directs Ss to a Mentimeter through the QR Code or Link:

https://www.menti.com/28e16fj6b7</td><td>Whole Class Discussion</td></tr>
</table>

		T displays the results and Ss can comment on the Word Cloud they created. T highlights common words, especially if the word Technology appears. T asks Ss why technology is so important nowadays and for the future.	
30 min	Presentation	T explains the parts of the project that students will complete in groups for Unit 4. To explain the different parts of the project, T projects "Project Unit 4" document and shares the document in Google Classroom so that students can access the document. Ss can ask questions.	Whole Class Discussion
10 min	Round Up	T breaks the class into groups and rearranges the tables if necessary.	Whole class; Teacher allows students to make their own groups of 4 students.

Additional Materials:

Project Unit 4 Document: This document should be shared on the Google Classroom page and be explained fully to the students.

Project Unit 4 Outline:

All activities will be done in groups, except Day 1 (the teacher's presentation) and some parts of the language assistant's classes.

Day 1:
Teacher's presentation about the project. This document will serve as your group's guide for this unit.

Day 2:
Language Assistant Workshop: How to Search for Sources Online Part 2 (the language assistant will continue his/her workshop from the previous week with important information and practice about searching for reliable online sources).

Learning Journal: At the end of the lesson, each group must create a shared Google document labelled “Group’s Learning Journal”. At the end of every class in this unit, one member of the group will complete the Learning Journal by writing a short paragraph describing the roles and duties of everyone in the group that day. How did each member contribute to the activity group work? Did your group finish everything assigned today?

Day 3:
Read the article about online safety in your group, and complete the comprehension exercises.

You will then prepare for a mini group debate about online privacy and safety. The teacher will provide you with more information.

Complete your Group’s Learning Journal.

Day 4:
Watch a TED Talk as a class and answer the comprehension questions and discuss as a group.

Complete your Group’s Learning Journal.

Day 5:
Group work: Each group will invent its own Mobile App with a design and complete the worksheet about its basic functions and uses. You will have time to do research and talk in your groups about ideas.

Complete your Group’s Learning Journal.

Day 6:
The language assistant will discuss the following topic: How to give an interactive and engaging presentation.

Day 7:
Look at the guide about writing a persuasive essay. In your groups, write one coherent essay in which you are trying to persuade your classmates to buy and/or download your App.

Complete your Group's Learning Journal.

Day 8:
Your ideas from your mobile app worksheet and persuasive essay must be made into a visual aid, using Canva, Prezi, Piktochart or Geniali. Prepare and practice your presentation.

Complete your Group's Learning Journal.

Day 9:
You will give a short presentation about your App, trying to convince your classmates that your App is innovative, interesting, and worth downloading. Presentations should only be 5-6 minutes per group. You should project your visual document/presentation.

~~~~~
Questions or Doubts? Just Ask! The teacher will be moving around the room to answer your concerns and questions.
~~~~~

Lesson 2: How to Stay Safe Online

Unit 4	**Lesson**	2	**Group**	4º ESO	**Time**	50 min
Topic / Session Title	Internet Safety and Privacy		**Class**	English		
Focus: The second lesson of unit 4 focuses on an article about internet safety and privacy. This article contains vocabulary related to technology, as well as the grammar for this unit, a review of Modal Verbs of Advice and Obligation. Students will then discuss in their groups some situations and examples relating to online security and privacy.						
Skills	Speaking Reading					
Systems	Lexis Grammar					
Competences	Socio-linguistic Grammatical					
Contents	Modals of Advice and Obligation (should, must, have to, be allowed to, had better)					
Learning outcomes	Students will be able to: - Recognize modals of advice and obligation - Generate their own ideas to give advice and accurately use the modal structure - Understand and critique certain situations about internet safety and privacy issues					
Evaluation criteria	- Students identify modal verbs structures and effectively employ said structure - Students comprehend the vocabulary and overall meaning of the article and answer the comprehension questions correctly					
Previous knowledge	Students don't need prior knowledge for this lesson but many of them will have prior knowledge and experience in which they can draw upon in order to give deeper context to the lesson's topic.					

Materials	Chromebooks that each student possesses and/or their mobile phones; notebooks; teacher's computer and projector; Article with Comprehension Questions and Worksheet (see "Additional Materials")	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities (T / S role)**	**Grouping**
5 min	Warm Up	T opens the class by reminding the students about completing the Learning Journal at the end of class. T tells students they will now read an article which is a conversation about internet safety and privacy. T gives students the link to the article or shares the article on the Google Classroom page.	Whole Class
20 min	Activity	T moves about the classroom among the groups as they work autonomously, reading the article and answering the comprehension questions. All members of the group should write the answers in their notebooks or in an online document if they prefer to use their Chromebook. Ss can ask questions.	Ss in their groups
20 min	Mini Debate	When groups have finished, T reviews the modal structure with the students on the board so they can use it for the mini debate. T gives each group a worksheet/uploads the worksheet to Google Classroom with situations and examples relating to internet security and privacy. Ss will work together to read the situations and debate about what the people should/must/have to do in those situations (giving advice). T floats through classroom listening and at times participating in the debates with the students.	Ss in their groups

5 min	Round Up	T will collect one notebook or one online document from each group to mark.	Whole class

Additional Materials:

This is the article with the comprehension questions that students will read:

Last weekend, Mark Zuckerberg, Barack Obama and Justin Bieber got together for a chat about internet safety and privacy. Former president Barack Obama has recently created a new campaign to fight cyberbullying and help protect all teens from online predators, as well as how to maintain personal privacy online. He's teamed up with singer and celebrity Justin Bieber to promote his initiative. The founder and owner of Facebook, Mark Zuckerberg, has agreed to meet with Obama and Bieber to have a discussion about teens and proper online etiquette and behavior.

Mark Zuckerberg: Good morning, Justin, Hi Mr. President. I'm so happy to be meeting with you today.

Barack Obama: Thanks for taking the time out of your busy schedule, Mark. We really appreciate it. Our initiative, Keep Kids Safe Online, is about doing just that, keeping teenagers safe while still allowing them to enjoy all that the internet has to offer.

Justin Bieber: Mark, can you give us some brief do's and don'ts of online safety in general? What should we be looking out for, in terms of danger or risk?

MZ: Well, if I were a teen nowadays, I would definitely be careful about which **social media accounts** I keep. Teens should be aware that some social media websites sell **user data** to other companies, which could put teens at risk. They had better read the **privacy notice** thoroughly before clicking "accept".

BO: Good to know, thanks. Anything else that teens have to be aware of?

MZ: So many things, Mr. President! For instance, teens and adults, too, should never give their password to any website or to anyone who asks for it. This is a red flag. If someone needs to **upgrade their system** or **contact a support center,** they should never be asked to give their password.

JB: Yea, that happened to me once. I thought I was talking to an Apple support person, so I gave him my password. Turns out, he used my password to **extract files and photos** from my computer! We must be careful about this!

MZ: Absolutely. No one is supposed to know your passwords but you. Another big issue with security online is entering chat rooms or talking to strangers. Teenagers especially mustn't go into chat rooms or start messaging with strangers about personal information. Unfortunately, there are too many predators out there, looking to take advantage. And your social media profiles should always be on "**private mode**", so that when you **post** something, it's not a public post or picture.

BO: Great advice for our teens, thank you. What about **cyberbullying**? It's a huge problem these days.

MZ: Yes, at Facebook, we are trying to **upgrade our system** to catch more cyberbullying. Unfortunately, it's really difficult to identify. That's why teens should report any type of cyberbullying to an adult. It might not seem serious, but cyberbullying is a serious crime.

JB: How can we remain safe while **browsing the internet**?

MZ: This is more difficult. We should always be careful when we **stream videos**, **download content** or **click on links** that come from an unfamiliar or an unsafe website. For me, the website must be labeled "secure" in order for me to click on it. This is how I keep my computer and myself safe online.

JB: What about browsing in private mode? Does that help keep us safe?

MZ: Browsing websites in private mode will help you avoid **cookies**, but you're still **connected to wifi**, and your wifi provider will be able to see what websites you visit. It's almost impossible to remain completely anonymous online nowadays. We all need to be extremely careful of **phishing** and we mustn't forget that predators are out there.

BO: Thanks Mark! Any last words of advice for us before we sign off?

MZ: Just one more thing. Make sure that you're allowed to be online and you should tell your parents what websites you visit and which social media accounts you have. Your parents don't have to know your passwords, but they should be aware of your **online presence**. Oh and one last piece of advice: you should never share inappropriate photos of you or your friends online. Even on Snapchat. It's too risky! Those photos could be online forever.

JB: Thanks so much, Mark. Your talk will really let us reach a lot of teens around the world!

Comprehension Questions: Write full sentences where necessary.

1. What are 6 pieces of advice that Mark Zuckerberg gives to Justin Bieber and Barack Obama for teens?

1.
2.
3.
4.
5.
6.

2. Write a definition for “cyberbullying” and why is it so dangerous?

3. What should teens tell their parents about their online presence?

4. What is one benefit to browsing in private mode? And one drawback?

5. Explain what happened to Justin when his private information was leaked.

6. What is a privacy notice?

7. Why are Justin Bieber and Barack Obama meeting with Mark Zuckerberg?

8. Did Mark Zuckerberg give helpful advice? Justify your group’s answer.

9. Looking at the examples in the article, write out the general structure for a modal verb.

10. How do you make a modal verb or a sentence with a modal verb negative? Write out the structure or show an example.

Possible Answers: Comprehension Questions: Write full sentences where necessary.

1. What are 6 pieces of advice that Mark Zuckerberg gives to Justin Bieber and Barack Obama for teens?

1. They should be careful about which social media accounts they keep.
2. They should never give their password to any website or to anyone who asks for it.
3. They mustn't go into chat rooms or start messaging with strangers about personal information.
4. We all need to be extremely careful of phishing.
5. We should always be careful when we stream videos, download content or click on links that come from an unfamiliar or an unsafe website.
6. We mustn't forget that predators are out there.

2. Write a definition for "cyberbullying" and why is it so dangerous?
Cyberbullying is when someone bullies, bothers, or abuses another person online. It is so dangerous because it's difficult to identify or detect.

3. What should teens tell their parents about their online presence?
Teens should tell their parents what websites they visit and which social media accounts they have.

4. What is one benefit to browsing in private mode? And one drawback?
One benefit to browsing in private mode is that it protects you from cookies, one drawback is that you're not completely anonymous to your wifi provider.

5. Explain what happened to Justin when his private information was leaked.
He gave his password to someone online who he thought was going to help him, but they extracted files and photos from his personal computer.

6. What is a privacy notice?
A privacy notice is what companies display before you visit a website, notifying you of the cookies or other user data that they take from you when you access their website, such as your location.

7. Why are Justin Bieber and Barack Obama meeting with Mark Zuckerberg?
They wanted to ask him some questions about online safety and privacy for their new initiative Keep Kids Safe Online.

8. Did Mark Zuckerberg give helpful advice? Justify your group's answer.
Answers will vary here.

9. Looking at the examples in the article, write out the general structure for a modal verb.
Modal verb + Infinitive (without to)

10. How do you make a modal verb or a sentence with a modal verb negative? Write out the structure or show an example.
Modal verb + not/never + Infinitive (without to)

This is the worksheet with the situations and scenarios that students will discuss/debate:

Mini-Debate: Read the following situations and discuss the solutions or outcomes, in your opinion, with the other members of your group. Give advice to the teenagers in the scenarios.

1. The other day, Sonia received an email from Apple Support telling her that she is out of space in her iCloud and she has the option to buy iCloud Storage for 1 euro/month. She clicks on the link in the email and is taken to a website that doesn't appear to be the official Apple website. However, she enters her Apple ID and Password and it appears to work, taking her to the next page, where she can enter a credit card to pay for the iCloud Storage. What should she do next?

2. Marta has a new boyfriend, who goes to another school. She likes him a lot, and they're starting to get really close, seeing each other most days after school. On the days where they don't meet up, they usually Whatsapp or message each other on Snapchat or Instagram. One afternoon at her house, Marta's boyfriend asks her to send him some inappropriate photos on Snapchat, telling her that they'll be deleted after he looks at them. She's not sure what she should do.

3. Daniel is a popular guy in school and has a lot of friends. He also has a lot of social media accounts, in which he posts Tik Tok videos, Instagram posts, and Snapchat stories almost daily. Sometimes, his friends, parents or siblings appear in his videos and photos. His accounts are all set to "public mode" so that he can accumulate as many followers as possible, and he has a lot! Yesterday, Daniel's friend called him to say that he was fired from his job for some of Daniel's social media posts that his boss at the supermarket saw. They were inappropriate videos with alcohol, smoking and swearing. What should Daniel do?

4. Ben is a bit of an outsider at school, but he has a lot of friends from his village. He usually talks to them online after school, and most of his social media posts are videos and photos with them. He let some of his schoolmates follow him on Instagram and Snapchat, since he didn't think of it as a big deal. He didn't go on social media that much, anyway. However, recently, Ben has been getting direct messages and Snapchats from some of his schoolmates threatening him and calling him inappropriate names. It makes him feel bad and he wishes they would stop, but when he asks them to stop with the messages, they just do it more. What should Ben do?

Lesson 3: It's a Social Media Life

Unit 4	**Lesson**	3	**Group**	4º ESO	**Time**	50 min
Topic / Session Title	It's a Social Media Life		**Class**	English		
Focus: Lesson 3 of unit 4 focuses on social media and its effects on our everyday lives, how it influences our thoughts and emotions, and how it has changed humans in recent years. Students will watch a TED Ed Video and participate in a think, pair, share activity. Then students will have a discussion in groups.						
Skills	Listening Speaking					
Systems	Function					
Competences	Socio-linguistic Discourse					
Contents	Role of Technology Get used to/ Used to Structures					
Learning outcomes	Students will be able to: - Comprehend an authentic video - Express opinions - Employ the *used to* and *get used to* structures					
Evaluation criteria	- Students participate in the class discussion, speaking clearly and coherently to convey their ideas and thoughts (Opportunity for participation points)					
Previous knowledge	Students don't need prior knowledge for this lesson but many of them will have prior knowledge and experience in which they can draw upon in order to give deeper context to the lesson's topic. Social media is a topic very familiar to students of 4º ESO.					

Materials		Chromebooks that each student possesses and/or their mobile phones; notebooks; teacher's computer and projector; Comprehension Questions and Worksheet (see "Additional Materials")	**Spaces**	Classroom
Procedures				
Timing	**Stage**	**Activities (T / S role)**		**Grouping**
10 min	Warm Up	T opens the class by asking students to think of the role of technology in our lives, writing the structures *used to* and *get used to* on the board. T should make sure students know the meaning of each and what each structure is used for. T asks students to: - Give some ways we used to act/function in society before technology - Come up with some things we must get used to now that technology is a big part of our lives T writes the sentences on the board.		Whole Class
10 min	Presentation	T shows Video *5 Ways Social Media is Changing your Brain* from TED Ed with English subtitles. T should show the video twice. https://ed.ted.com/best_of_web/qQzsdX2Y#review		Whole class
20 min	Think, Pair, Share Activity	T shares document via Google Classroom and explains next activity related to video: Ss will read worksheet questions and first think individually (7 mins), then talk with a partner, one member of their group (5 mins) and then the whole group gets together to discuss ideas (8 mins).		Ss in their groups

		During the final part, T floats through classroom listening and at times participating in the discussions with the students. For individuals or groups that work faster and finish before others, they can do the TED Ed review of this video here: https://ed.ted.com/best_of_web/qQzsdX2Y#review And they can read the additional articles in the "Dig Deeper" section: https://ed.ted.com/best_of_web/qQzsdX2Y#digdeeper	
10 min	Round Up Discuss-ion	For the final activity, T gives a paper to each group with class, each paper has the name of a social media platform on it (Facebook, Instagram, Tik Tok, Snapchat, Whatsapp, YouTube, Twitter). Students have five minutes to discuss and create a definition for their platform in their groups. One student from each group reads their definition while the other groups guess which platform he/she is describing.	Whole class/ Ss in their Groups

Additional Materials:

This is the worksheet with comprehension questions for the TED Ed video.

After watching the video, answer the following questions.

1. What happens to the brain when it is addicted to social media?

2. Does use of social media and technological devices help us improve in multitasking? Who or why not?

3. What is phantom vibration syndrome?

4. True or False: People experience a higher amount of dopamine in the brain when they are talking about their own lives versus when they are talking about others. Explain your answer.

5. What could be some reasons for why there is a higher statistic of couples who stay together who met online than couples who met in person?

6. What are some things that you used to do but you don't do any more because you spend time on social media? What about society as a whole?

7. What are some things that we as a society have to get used to now that everyone lives online and through social media?

Suggested Answers: After watching the video, answer the following questions.

1. What happens to the brain when it is addicted to social media?
The white matter degrades and it's the same effect as a physical addiction to alcohol and drugs.

2. Does use of social media and technological devices help us improve in multitasking? Who or why not?
No, actually, people performed worse when they were multitasking than when they were focused on one task online.

3. What is phantom vibration syndrome?
It's a feeling or sensation in which you think your phone vibrated or sounded when it didn't.

4. True or False: People experience a higher amount of dopamine in the brain when they are talking about their own lives versus when they are talking about others. Justify your answer.
True, according to the video, 80% of social media posts are self-involved, and the same part of your brain that is stimulated by love is stimulated by likes or followers on social media.

5. What could be some reasons for why there is a higher statistic of couples who stay together who met online than couples who met in person?
It could be because people are more anonymous or maybe they're clearer with their intentions and what they want from a relationship.

6. What are some things that you used to do but you don't do any more because you spend time on social media? What about society as a whole?

Answers will vary but could include: I used to play outside more; I used to see my friends face to face more often; We, as a society, used to talk more on the phone instead of text.

7. What are some things that we as a society have to get used to now that everyone lives online and through social media?
Answers will vary but could include: We have to get used to meeting people online and having relationships that start online; We have to get used to seeing people post personal information and experiences on social media.

Lesson 4: Creating our own Apps

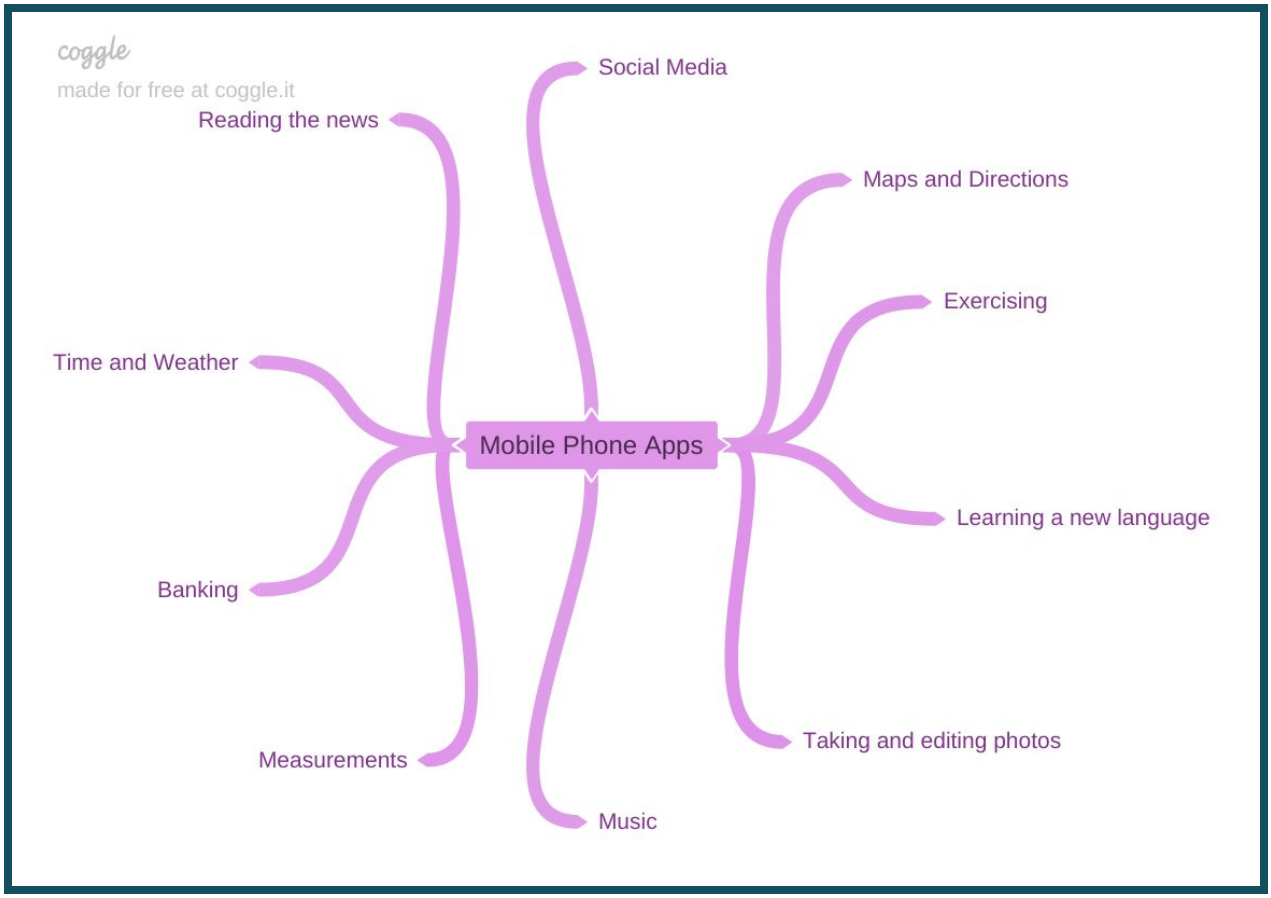
Unit 4	**Lesson**	4	**Group**	4º ESO	**Time**	50 min
Topic / Session Title	Creating our own Apps		**Class**	English		
Focus: Lesson 4 of unit 4 focuses on allowing students to discuss ideas and start working on their mobile phone app project. They'll need to agree on an idea and write the information and details in a worksheet. They also need to search online for justifications as to why there is a need for this mobile phone app.						
Skills	Speaking Listening					
Systems	Function Discourse					
Competences	Socio-linguistic Discourse					
Contents	Proper methods of verbal communication					
Learning outcomes	Students will be able to: - Clearly and coherently discuss ideas with the other members of their groups - Work in a collaborative, respectful and autonomous way					
Evaluation criteria	- Students participate in the group discussion about ideas for their mobile app					
Previous knowledge	Students don't need prior knowledge for this lesson but many of them will have prior knowledge and experience in which they can draw upon in order to give deeper context to the lesson's topic. Social media and mobile apps is a topic very familiar to students of 4º ESO.					

Materials	Chromebooks that each student possesses and/or their mobile phones; notebooks; teacher's computer and projector; Worksheet for group work (see "Additional Materials")	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities (T / S role)**	**Grouping**
10 min	Warm Up	T opens the platform Coggle to create a mindmap with the students, writing in the center "Mobile Phone Apps" and asking the students for different purposes for apps. See the example below in "Additional Materials". T reminds Ss about completing the Learning Journal at the end of class.	Whole Class
40 min	Group Work	T explains that students will have the rest of the class time to discuss their ideas for a mobile phone app in their groups. T suggests that students can use Coggle to make their own mind map to organize their ideas (Coggle can be shared and edited from multiple computers). T uploads worksheet to Google Classroom and briefly explains the worksheet to the students before letting them work in their groups. The worksheet will help students focus their ideas and organize information. Throughout the rest of the class, T is moving about the room listening to students and observing their behavior and level of participation in their groups.	Ss in their groups

Additional Materials:

An example of the Coggle the teacher will make with the students:



Worksheet for students' mobile phone app, to organize their ideas:

Group members:

Mobile phone app name:

Describe the design of the app. Look at the images for some examples:

What is the purpose of the app?

Describe the basic functions of the app.

Who is the app for?

What makes this app different/unique from other apps?

Is the app free or do you have to pay for it? How much would it cost?

Justify the need for this app with three facts you found on the internet. Make sure to cite which websites your facts come from (remember what you learned in the skills workshop).
1.

2.

3.

Lesson 5: Persuade us!

Unit 4	**Lesson**	5	**Group**	4º ESO	**Time**	50 min
Topic / Session Title	Persuade us!		**Class**	English		
Focus: Lesson 5 of this unit focuses on writing a persuasive essay in which each group must persuade the other students in the class to download or buy their mobile phone app.						
Skills	Writing Speaking					
Systems	Lexis Discourse					
Competences	Socio-linguistic Discourse					
Contents	Writing a persuasive essay in a clear and concise way; Proper organization of a written composition					
Learning outcomes	Students will be able to: - Clearly and coherently discuss and write a persuasive essay - Work in a collaborative, respectful and autonomous way					
Evaluation criteria	- Students write a well-organized, clear persuasive essay with introduction, body and conclusion. (See rubric).					
Previous knowledge	Students must recall the usage of modals and the structures *used to* and *get used to* include in their essays, as well as some vocabulary about technology learned earlier in the unit.					

Materials	Chromebooks that each student possesses and/or their mobile phones; notebooks; teacher's computer and projector; Writing Guide (see "Additional Materials")	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities (T / S role)**	**Grouping**
10 min	Warm Up	T shares the Writing Guide with Ss on Google Classroom and explains the parts of a persuasive essay. T uploads the Writing Checklist onto Classroom so Ss can see how the essay will be marked. T reminds students to complete the Learning Journal at the end of the lesson.	Whole Class
40 min	Group Work	T explains that students will have the rest of the class time to discuss their ideas, look at their mobile app worksheet, and write a persuasive essay in their groups. Throughout the rest of the class, T is moving about the room listening to students and observing their behavior and level of participation in their groups. T announces that essay must be finished as homework if it isn't finished in class. Ss can work in a shared Google document and divide the parts of the essay amongst themselves.	Ss in their groups

Additional Materials:

Writing Guide:

Writing Guide for a Persuasive Essay
Your essay must contain all of these parts, as well as five sentences with modal verbs and three sentences using *used to* or *get used to*.

Introduction:
Explain the basics of the mobile phone app: adapt the information from your mobile phone app worksheet.

State your group's point of view: Why is your app important?

Write your three arguments: the three facts you found to support the creation of your new app.

Body:
Three short paragraphs: Each paragraph is one argument (one fact you found online to support the creation of your app).

Each body paragraph should answer:

What did the article/website you found online say?

Why should we care about this?

What will this app change about the future of those who buy or download it?

Conclusion:
Restate your opinion/point of view.

Add something interesting or fun.

~ Remember: ~
Connect your paragraphs with linkers.
Make it interesting and fun!
This can be informal because you are trying to convince your classmates to download or buy your app.

Use persuasive language:

https://qph.fs.quoracdn.net/main-qimg-b4ec809c73917d8a1f7e5b79f317b884

Rubric for Persuasive Essay:

Group Members:					
	Excellent (3)	**Good (2)**	**Needs Improvement (1)**	**Inadequate (0)**	**Score**
Use of Modals					
Use of *used to* and *get used to*					
Persuasive Language					
Essay organization					
Punctuation					

Essay Scoring:

15-13	Excellent *(Sobresaliente)* 9-10
11-12	Well done *(Notable)* 7-8
9-10	Good *(Bien)* 6
7-8	Sufficient *(Suficiente)* 5
0-6	Insufficient *(Insuficiente)* 0-4

In the checklist, **Excellent** refers to all expectations met, well organized and clear essay with effective use of persuasive language and correct punctuation. **Good** means that some aspects are missing or could be better formulated. **Needs Improvement** means that the grammar was not used or was used incorrectly and the essay is difficult to read based on its organization and lack of punctuation. **Inadequate** refers to an incomplete essay lacking the grammar, persuasive language, organization and punctuation that was necessary.

Lesson 6: Practice Makes Perfect

Unit 4	**Lesson**	6	**Group**	4º ESO	**Time**	50 min
Topic / Session Title	Practice Makes Perfect		**Class**	English		
Focus: Lesson 6 of this unit focuses on creating a visual for the presentation and practicing for the presentation.						
Skills	Speaking Writing					
Systems	Lexis Function					
Competences	Socio-linguistic Discourse					
Contents	Expression of written ideas into a written text (visual aid)					
Learning outcomes	Students will be able to: - Create a visual aid for their presentation - Work in a collaborative, respectful and autonomous way					
Evaluation criteria	- Evaluation will not take place in this lesson.					
Previous knowledge	Students must use the content of their persuasive essay and their mobile app worksheet to create a visual aid for their presentation.					
Materials	Chromebooks that each student possesses and/or their mobile phones; notebooks; teacher's computer and projector; writing checklist for teacher.		**Spaces**	Classroom		

Procedures			
Timing	**Stage**	**Activities (T / S role)**	**Grouping**
10 min	Warm Up	T explains to students that they must create a visual aid for their presentation of their mobile app. They can use any platform they want; some suggestions include Canva, Piktochart, Prezi and Geniali. Students should use the information in their persuasive essay and in their mobile phone app worksheet to create the visual aid. T tells Ss that, with Canva and Piktochart, they can make posters or infographics and with Prezi and Geniali it's more like a presentation with different slides. T should show some examples from the different websites. T reminds students to complete the Learning Journal at the end of the lesson.	Whole Class
40 min	Group Work	T explains that students will have the rest of the class time to create their visual aid in their groups and practice for the presentation. T reminds Ss that the presentations will take place in the next class. They should be 5-6 minutes long, every member has to speak, and Ss must organize who will speak at certain times and about what: Ss can follow the structure of the persuasive essay but cannot simply read the essay. Ss should introduce the next speaker by saying "And now, Student B will talk about...". T shows Ss the presentation rubric. Throughout the rest of the class, T is moving about the room listening to students and observing their behavior and level of participation in their groups.	Ss in their groups

Lesson 7: App Presentations

Unit 4	**Lesson**	7	**Group**	4º ESO	**Time**	50 min
Topic / Session Title	App Presentations		**Class**	English		
Focus: Lesson 7 of this unit is when students will present their mobile phone apps to one another.						
Skills	Speaking Listening					
Systems	Function					
Competences	Socio-linguistic Discourse					
Contents	Use of appropriate language for presentation; Communication skills					
Learning outcomes	Students will be able to: - Effectively present their mobile phone app through the proper use of the visual aid and clear communication - Present the information in an organized, interesting and clear way					
Evaluation criteria	- See rubric					
Previous knowledge	Students must use their visual aid and the content learned in this unit about technology to present their mobile phone app to the other members of the class.					

Materials	Chromebooks that each student possesses and/or their mobile phones; notebooks; teacher's computer and projector; note-taking worksheet; project rubric.	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities (T / S role)**	**Grouping**
5 min	Warm Up	T explains to students that each group has 5-6 minutes to present their mobile phone apps, reminding them that they must convince the other members of the class to download or buy their app. At home, Ss will fill out the exit ticket, which is a self-assessment and Ss will vote on their favorite app. T give Ss the worksheet to take notes to be able to vote on the best app.	Whole Class
40 min	Group Work	T calls on groups to present, timing each group so that they do not exceed 6 minutes.	Ss in their groups
5 min	Closing of unit	T will upload a Google Forms document on Google Classroom and tell students to answer the questions for homework. The document is a closing exercise for the project, which serves as a self-evaluation. Students will also vote for the app that was most convincing to them, and the teacher will announce the winning app in the next class.	Whole class

Additional Materials:

Note-taking Worksheet for students:

Notes about other group presentations

Name:_____

First group
Group Members:

General App idea:

I liked this app because:

The app could be improved by:

Second group
Group Members:

General App idea:

I liked this app because:

The app could be improved by:

Third group
Group Members:

General App idea:

I liked this app because:

The app could be improved by:

Fourth group
Group Members:

General App idea:

I liked this app because:

The app could be improved by:

Fifth group
Group Members:

General App idea:

I liked this app because:

The app could be improved by:

Rubric for Presentation:

Group Members:					
	Excellent (3)	**Good (2)**	**Needs Improvement (1)**	**Inadequate (0)**	**Group Score**
Visual Aid	Visual is creative, well-organized and contain appropriate content	Visual is creative but lacking in content or organization	Visual could use more content or more editing, lacks creativity and organization	Visual is difficult to read, content is inappropriate, poorly organized	
Presentation Organization	Well organized, everyone in group participates, group members know when to speak	Good organization but it is clear that more practice is needed, members aren't sure when it is their time to speak	Lacks organization, not everyone in group speaks during presentation	Group members are unsure when/if they should speak, poorly organized	
Language Skills: Pronuncia-tion, Intonation,	Almost all words are pronounced correctly, Intonation	Most words are pronounced correctly, Intonation	Many words pronounced incorrectly, Little effort to vary speaking	Very little effort to pronounce or intonate, Group did not use grammar	

Use of Grammar and Vocabulary*	contributes to presentation, Grammar and vocab from unit is used well	could improve, Grammar and vocab from unit are used but could be used more often	voice tone, Grammar and vocab of unit not used appropriately	and vocab of the unit	
Non-verbal Communication skills: body language, movement*	Body language is open and inviting to the audience, students make eye contact, gestures and move about the room effectively	Body language is somewhat effective, some members attempt eye contact or gestures, some nervous fidgeting	There is a lack of effective body language that impedes the overall communication of the group	No effort is made to make eye contact, use gestures, or move about the room	
Group Work and Collabora-tion**	Group works very well together, sharing the responsibilities equally and listening to one another's ideas	Group works well together but it appears that some members work more than others or one person is leading the group's ideas	Group collaboration looks low, students don't seem to talk to one another often, preferring to work alone; Work is not shared equally	It is obvious that group members don't get along, one or some members do most or all of the work, members don't listen to others' ideas	

*The parts of the rubric dedicated to Language Skills and Non-verbal Communication Skills will be evaluated on an individual basis. The teacher will simply write the students' names in the boxes that correspond to the mark they should receive (there is extra space in each box to write in the names). Scoring can then be done according to a combination of the group marks for Visual aid, Organization and Collaboration and each member's marks for Language skills and Non-verbal communication skills.

**Group work and Collaboration are marked with the overall project presentation, but it is based on the teacher's observations of group work, collaboration and group dynamics throughout the

entire unit. The teacher can also take into account the students' exit ticket self evaluation of the unit.

Presentation Scoring:

15-13	Excellent *(Sobresaliente)* 9-10
11-12	Well done *(Notable)* 7-8
9-10	Good *(Bien)* 6
7-8	Sufficient *(Suficiente)* 5
0-6	Insufficient *(Insuficiente)* 0-4

Learning Journal Mark: If students completed the Learning Journal everyday, they will get the full 10% towards the final mark; if some days are missing they will receive 5%; and if most days are missing, 0%.

Self-Evaluation and Voting for App winner Document:

https://forms.gle/ArPT8UXoJrEjAME89

Exit Ticket for Unit 4: Mobile App Project

Before our next English class, answer the following questions.

* Required

1. Name *

2. Other members of group *

3. In your opinion, which mobile phone app convinced you to download/buy it? Only choose one, not your own. Explain your answer.

4. Tick the box that is true for you and your group about this presentation. *

Check all that apply.

- [ ] We worked together well and had no problems.
- [ ] We worked together fine, but we had some problems.
- [ ] I wouldn't like to work with the members of this group again.

5. Compared to the other members of my group, I worked *

Check all that apply.

- [ ] More than the others
- [ ] The same as the others
- [ ] Less than the others

6. I would like to do other projects like this in English class *

Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

7. The mark I think our group deserves for this unit *

_____

8. Please add any information you would like to share about your group or your project.

_____

_____

_____

_____

_____

Evaluation of the Digital Competence:

The school is interested in further developing the Digital Competence. Therefore, this entire unit uses online tools and resources, including Google Classroom/shared documents, Coggle, Mentimeter and Canva as well as a development and assessment of online safety and privacy principles, the role of technology in our society, and the function of citing online sources.

The following rubric has been created to specifically assess the skills and aspects that make up the Digital Competence. This rubric will be completed by the teacher at the end of the unit, and given to the head of the English Department. It does not affect the students' marks for the overall project.

Group members:			
Task	**Excellent**	**Good**	**Needs Improvement/ Incomplete**
Basic Technical Skills: managing a Google shared document in groups	Group can create, edit, share and send a Google document among members easily	Group can create and open a Google document but have difficulty navigating through document or editing it	Group cannot create, edit or share a Google document with the other group members
Short Scenario: article about internet safety with example scenarios	Group can read article about internet safety, answer the questions correctly, and participate in discussion and example scenarios	Group can read article but has difficulty understanding content and does not participate in discussion or in solving the example scenarios	Group does not complete the task and does not participate in discussion or example scenarios
Web search: choosing sources for project	Group can search for relevant information online beyond Wikipedia and determine if source is useful for project; Group can summarize information in their own words	Group can search for information but most of information comes from Wikipedia or unreliable sources; Group can summarize information in their own words	It is clear that group has copied from the source and they have difficulty finding reliable sources of information online

Simulation task: Creating poster for project	Group shows that they can accurately and creatively use Canva to make a poster for the presentation	Group shows that they can use Canva but in a simplified way	Group makes little effort to produce meaningful work using Canva and their poster is incomplete

(Calvani, 2008)

Attention to Diversity:

For slower learners: Some learners need more time to work. Since all activities and evaluation for this unit is done as a group, groups with mixed-level students might have more difficulty. In the first few activities of the unit, in which students must answer comprehension questions, these activities could be converted into cloze activities, such as multiple choice questions.

For those with learning difficulties such as ADD or ADHD: Some students will need adaptations to the activities. It depends on the individual student, but some activities can be printed larger or with instructions with less words. In other cases, the student will be given each part of the lesson separately so as not to overwhelm him or her. These students might also need to be sitting near the front of the classroom, and the teacher must be conscious of the other students in his or her group, making sure they are students who will allow him or her to work productively and minimize distraction.

For faster learners or gifted students: Students who work faster can be given other tasks to complete. For example, in lesson 3, featuring a TED Ed Talk, students can complete the additional comprehension questions and read the extension articles in the "Dig Deeper" tab on the website. These links are located in the lesson plan. These students must also be encouraged to help out slower learners in their groups. Because this unit is a group project, students in the same group should feel motivated to work collaboratively with all members of the group. Should students finish certain parts of the project early, they should be encouraged to find more sources or arguments to include in their essay or presentation.

Lessons in Unit 4 with the Language Assistant:

As briefly explained in the Project Outline at the beginning of the unit, the language assistant will work with the students for two lessons in this unit. Both lessons will be labelled "skills workshops" in which the language assistant prepares information and practical activities to cultivate these skills.

The first workshop is *How to search for sources online*. This workshop is a two-part lesson, with part 1 being taught towards the end of unit 3, the previous week. In these two sessions, the language assistant will teach students how to look for information online (using Google search functions), explain what a reliable source is, and show students how to cite a source. Students will first learn about these principles and then be able to practice them through activities and example scenarios that the language assistant will prepare, such as an online search for facts game. The skills learned in this workshop will be evaluated through the Digital Competence rubric.

The second skills workshop is called *How to give an effective and engaging presentation*. The language assistant will explain the aspects of a presentation that students must then use in the final lesson of the unit. The objectives of this workshop are that students learn strategies and techniques for giving effective presentations, such as the importance of non-verbal communication and organization of the group presentation (taking turns to speak). The language assistant will also talk about how visual aids can help the effectiveness of a presentation. The skills attained through the workshop will be evaluated through the project's final rubric about the presentation.

XIV. Didactic Unit 2

Unit 10: What's the Latest Gossip in LA?

Objectives of Unit 10

Lesson	Objectives
Lesson 1: The Life of a Superstar **Teaching Point:** Vocabulary related to celebrities, fame and gossip	Students will: - Learn vocabulary related to celebrities, fame and gossip (paparazzi, tabloids, fan club, eccentric, down-to-earth, five minutes of fame, household name, one-hit-wonder, backstage, dream come true, notorious, recognition) - Discuss criteria for being on the Hollywood Walk of Fame - Create an announcement for Rosalia's Star - Analyze an interview with Margot Robbie - Create questions to ask their favorite celebrity
Lesson 2: The Art of the Interview **Teaching Point:** Reported Speech Statements	Students will: - Discuss the duties of a journalist - Read and report indirectly an interview with Reese Witherspoon - Transform statements from direct to indirect speech - Construct their own interviews in groups with celebrities, interviewers and reporters
Lesson 3: The Ethics of Journalism **Teaching Point:** Reported Speech Questions and Commands	Students will: - Explain their opinions on journalism etiquette - Reinterpret the journalist's questions into indirect questions - Create their own questions to ask the Jonas Brothers - Review indirect speech statements, questions and commands
Lesson 4: Celebrities, They're Just Like Us! **Teaching Point:** Reporting Verbs	Students will: - Read the Jonas Brothers blog and interpret the story - Learn how to use other verbs when reporting a situation (accuse, admit, agree, apologize, criticize, deny, order, regret, suggest, warn) - Modify an interview, rewriting it in reported speech - Formulate and act out a dialogue from a sequence of events

Lesson 5: How to Be a Good Tourist **Teaching Point:** Phrasal Verbs Vocabulary	Students will: - Examine a travel blog - Learn the meaning of 10 phrasal verbs (point out, run through, look into, check out, move on, come down with, hang out with, come up with, go through, put up with) - Match phrasal verbs to their synonyms - Produce their own travel journal - Identify phrasal verbs in a song

Key: Text Teacher Talking Student Talking Prompt Expected Answer

Lesson 1: The Life of a Superstar

Teaching Point: Vocabulary

Warm Up: 5 Minutes

T: Hey good morning class! Are you ready to continue our journey through Los Angeles? I have so much more to tell you about this amazing city. I visited in August, what do you think the weather was like?

S: Hot and sunny, for sure!

T: Absolutely! Hot and sunny, every day. It felt amazing after being in the forests of Big Sur, where it was a little colder. Have a look at some of the photos I took.

Show photos to students and let them comment.

T: Let me tell you what we did next on our trip through Los Angeles. We went to the Hollywood Walk of Fame, where we could pose and take pictures with the stars of our favorite celebrities! How many stars do you think are on the Walk of Fame?

S: 500
S:1,000
S: 10,000

T: Actually, there are more than 2,500 stars around downtown Los Angeles! Can you think of some celebrities who might have a star?

S: Julia Roberts?
S: Penelope Cruz?
S: The Rock?

T: I think they all do! What do you think are the criteria that gets you a star on the Walk of Fame?

S: The person has acted in a lot of TV series or movies.
S: Their movies made a lot of money.
S: They are very popular celebrities.

T: I think it's a combination of all of these things. But remember, it's not just for actors. Singers, musicians, TV personalities, and all other kinds of celebrities have stars on the Walk of Fame.

Presentation: 15 minutes

T: While visiting the Hollywood Walk of Fame, we decided to take a tour. Our tour brochure told us all about different celebrities and it even included some interesting gossip! Do you know this singer? Show images to the students. She is the next person to get a star on the Hollywood Walk of Fame! What do you know about her?

S: She sings the new James Bond theme song.
S: She's super weird.
S: I like her because she's always got different colored hair and clothes.

T: Let's look at the announcement for her star ceremony. I wish I had the opportunity to see her inauguration on the Walk of Fame next month!

Teacher asks for volunteers to read the text out loud.

Our next Star on the Hollywood Walk of Fame will be Billie Eilish. She will be inaugurated in the ceremony on July 10, 2020, along with the Jonas Brothers and Chris Pratt. Despite being one of the most popular singers right now, Billie Eilish has managed to avoid the **paparazzi** successfully. It is very difficult to capture a picture of her around LA. That is why she doesn't appear in that many **tabloids**. This fact doesn't make her **fan club** happy, because they're always trying to follow the paparazzi in search of a glimpse of her. Born in 2001, Billie Eilish is one of the youngest singers to win a Grammy. Even though she has recently become extremely famous, people close to her say, although she is **eccentric**, she is also **down-to-earth**. Her introverted personality and lack of access contribute to her **notorious** conception throughout Hollywood.

At the Oscars ceremony in February, her performance made it clear that she is not a **one-hit-wonder**. She didn't even show her **nerves** while waiting **backstage** before she performed! She told a reporter that performing at the Oscars ceremony was a **dream come true**. Due to

Billie Eilish's popularity and world-wide **recognition**, it is clear that she is quickly becoming a **household name**.

Looking for your **five minutes of fame**? Take a photo on our red carpet after the tour!

T: Everyone, look at the text again, and find two or three words that are unfamiliar to you.

Teacher waits about thirty seconds.

T: Do you have some words?

S: Yes, teacher.

T: Ok, now with the person sitting next to you, share those words and see if you have any words in common. Can your partner help you understand the words you don't know?

Students share words and chat for a moment.

T: Are there any words that you both don't know the meaning of?

S: Yes, what is "household name"?

T: Household name refers to a person who is well known by most people, and popular enough that people talk about him or her often.

S: We don't understand "one-hit-wonder".

T: One-hit-wonder is a term that means a singer or musical group only made one hit song, and they are mostly known for that song. They don't have other popular songs. For example, does anyone know a group called Los del Rio?

S: No, teacher.

T: Well, do you know the song Macarena?

S: Yes, of course!

T: Well, this song is so popular, it made Los del Rio a one-hit-wonder.

Practice: 15 Minutes

T: Now, imagine that you are writing the next announcement for the Hollywood Walk of Fame for Rosalia.

Show students the images.

T: What do you know about her? Is she a one-hit-wonder? Do you think she is down to earth? Can you write a short biography about her personality and her career, highlighting important events in her life and her success story?

Expected Answer:

Our next star on the Hollywood Walk of Fame will be Rosalia. She is not a **one-hit-wonder**, her most famous songs are Malamente and Con Altura. Her **fan club** has over 5 million people, and her Instagram account has even more. She is a very **down-to-earth** singer, you can see it in her Instagram posts. Her style is cool and **eccentric**, but she doesn't change her look too much. She has become a **household name** first in Spain, where she is from, and recently globally as well. She never shows her **nerves**, and she likes to be photographed by the **paparazzi**. She deserves all the global recognition she is getting and we're sure we're going to see many more great things from her! Congratulations Rosalia!

Consolidation: 10 minutes

T: We will now watch a portion of this interview with Margot Robbie in which she answers 73 questions. Play interview until 3:57 (https://www.youtube.com/watch?v=Bl5630CeYFs). Would you, the interviewer, ask the same questions as this journalist? Why or why not? Do you think Margot Robbie seems down-to-earth?

Students watch the interview and comment.

Expected answers:

S: Yes, I like the questions because they are personal and we get to know Margot Robbie.

S: I would have liked the interviewer to ask Margot Robbie more questions about her acting career.

S: She seems super down-to-earth. She was going to have friends over for lunch and she was cooking!

Round Up: 5 Minutes

T: Imagine that we are going to do an interview in this way with your favorite celebrity. Write down 5 questions you would ask them.

Wait 3 minutes while students write their answers.

T: Would anyone like to read their questions out loud to the class?

S: I would!

T: Ok, go ahead.

Expected answers:

S: I would ask Taylor Swift what her favourite band is.

S: I would ask Rihanna when she is going to make a new album.

Lesson 2: The Art of the Interview

Teaching Point: Reported Speech Statements

Warm Up: 5 minutes

T: Hey everyone, good morning.

S: Good morning, Teacher.

T: Do you know anyone who is a journalist?

S: Yes, my aunt.

T: What's her job like? What does she have to do?

S: She does interviews and writes articles.

T: Where are her articles published?

S: In newspapers or magazines. Sometimes online.

T: When I was in LA, I met up with my friend, Carrie, who is a journalist. She has interviewed a lot of famous people, but one of the most famous people was Reese Witherspoon. Carrie told me that Reese's favourite film to shoot had been "Legally Blonde". She also mentioned that Reese's daughter would like to become an actress one day. Should we see the interview?

S: Yes!

Presentation: 15 minutes

An Excerpt from Carrie's Article about Reese Witherspoon, December 2018

On a cold sunny day in New York, I sat down with actress Reese Witherspoon. She had just finished filming her new series The Morning Show, coming to Apple TV in November of next year. "I'm so thrilled for everyone to see this new TV show, it also stars Jennifer Aniston," she told me excitedly. Witherspoon also mentioned that she would be working on a new film, which will be released in January 2020. "I can't give you too many details," she said, "because it has a lot of famous actors and we're keeping it a secret!"

She also confessed that her favourite film to act in was Legally Blonde. "I loved working on the set of Legally Blonde, everyone was so welcoming and kind," she said. Reese has acted in over 50 films and TV series since starting her career as an actor. "Acting is my biggest passion, and I would love my daughter to become an actress too," she commented.

The last thing Reese told me before she left was that she couldn't wait for Christmas: "It's my favourite holiday!"

T: Now, let's look at the statements Reese said in the interview. Imagine your best friend loves Reese Witherspoon and wants to know everything that she said in the interview.

Write or project the sentences one by one.

1. "I'm so thrilled for everyone to see this new TV show, it also stars Jennifer Aniston," she told me excitedly.

She told me that she was so thrilled for everyone to see this new TV show and that it also starred Jennifer Aniston.

T: What verbs are changed when we report what Reese said?

S: *I'm* and *stars*.

T: Yes, exactly! They're both in the present simple tense, and they change into the past simple. Do you see?

S: Yes, Teacher.

T: Let's look at the next one.

2. "I can't give you too many details," she said, "because it has a lot of famous actors and we're keeping it a secret!"

T: Which verb have we got here? *Can't*. *Can* changes to *could*. So, for our example, *can't* changes to *couldn't*. Have a look at the answer below.

Teacher reads the answer.

She said that she couldn't give me details because it has a lot of famous actors and that they were keeping it a secret.

T: What else changes?

S: The verb *we're keeping* changes from the present continuous to the past continuous.

T: Yes. Anything more?

S: We have to change *I* to *she* and *we* to *they*.

T: Fantastic! Yes, sometimes we need to change the pronouns so that they make sense in the new context. Look at the next one. Who can tell me all the things we need to change?

3. "I loved working on the set of Legally Blonde, everyone was so welcoming and kind,"

S: We need to change the verbs *loved* and *was*. But I don't know how to change the past simple.

T: The past simple changes to the past perfect. So we will change *loved* to *had loved* and *was* to *had been*. Have a look at the answer.

She said that she had loved working on the set of Legally Blonde and that everyone had been so welcoming and kind.

T: Now, in number 4, we have to change more than just the verbs. What do you think?

4. "Acting is my biggest passion, and I would love my daughter to become an actress too,"

S: We have to change *is* to *was* and *I* to *she*. But do we have to change *would love*?

T: No, *would* stays the same. Here is the answer.

She said that acting was her biggest passion and that she would love her daughter to become an actress too.

T: Have you seen a pattern to how we are changing the verbs? When we tell someone else about a conversation that happened in the past, we need to move all the verbs in the sentence back one tense. This is called Reported Speech. Have a look at the verbs chart.

Present simple → Past simple
Past Simple → Past Perfect
Present Perfect → Past Perfect
Can → Could
Will → Would

T: We also need to pay attention to the pronouns. If the sentence refers to "I" or "my", it needs to be transformed to "he" or "she" or to "his" or "hers". For example:

Reese told Carrie, "I love to spend time with my kids in the garden in the summer." When we report this indirectly, we need to change the first person tense. It would be: "Reese told Carrie that she loved to spend time with her kids in the garden in the summer".

T: One more question for you all: What is the difference between say and tell?

S: The verb tell needs an object after it, like "I told her that" but say never needs an object "She said that".

T: Correct. Keep this in mind!

Practice: 15 minutes

T: My journalist friend Carrie loves to gossip. She knows about all the celebrity news around LA, even before it appears in magazines! Carrie gave me some of the latest gossip. Imagine that your best friend wants to know the latest gossip, so you tell him/her what Carrie wrote to us. Show sentences in quotation marks on projector and have students write the answers in their notebooks.

1. "Jennifer Lopez had to exercise twice a day in order to get in shape for *Hustlers.*"

Carrie said that Jennifer Lopez had had to exercise twice a day in order to get in shape for *Hustlers*.

2. "The cast of *Stranger Things* saw a real monster when they were filming the series."

Carrie told us in the letter that the cast of *Stranger Things* had seen a real monster when they had been filming the series.

3. "Demi Lovato never liked playing the guitar, she only likes singing."

Carrie said that Demi Lovato had never liked playing the guitar, she only liked singing.

4. "The cast of *Friends* will reunite to make a new series in 2021."

Carrie told us that the cast of *Friends* would reunite to make a new series in 2021.

5. "Penelope Cruz and Antonio Banderas didn't get along on the set of *Pain and Glory.*"

Carrie said that Penelope Cruz and Antonio Banderas hadn't gotten along on the set of *Pain and Glory*.

6. "Beyonce and Jay Z want to buy a $20 million house in Beverly Hills."

Carrie said that Beyonce and Jay Z wanted to buy a $20 million house in Beverly Hills.

7. "Anyone can sneak into the Oscars ceremony through a secret door in the back of the theater."

Carrie told us that anyone could sneak into the Oscars ceremony through a secret door in the back of the theater.

8. “Justin Bieber is starting a new trend in fashion: underwear over his jeans!”

Carrie told us that Justin Bieber was starting a new trend in fashion: underwear over his jeans!

Consolidation: 10 minutes

T: Now, in groups of three, one person will be the journalist, one person will be the celebrity, and the third will be the reporter, writing what the celebrity said. The task is to interview the film/TV series actor, only four questions/answers, with the reporter reporting the celebrities’ answers.

Expected answer:

The celebrity interviewed is Daniel Radcliffe, of *Harry Potter*. He told us that his favourite scene to film was his last scene with Voldemort, in the school. He said that he would like to make another *Harry Potter* film, if he could. He said that he liked working with all the actors, especially Emma Watson, who played Hermione Granger. Daniel also said that he hadn’t wanted to finish filming the films because he was going to miss all of the other actors.

Round up: 5 minutes

T: Watch this video about Reese Witherspoon in London and write down two sentences she says.

Expected answers:

Reese said that London was one of her most favourite places to go in the entire world.

Reese said that she loved to go shopping there.

Lesson 3: The Ethics of Journalism

Teaching Point: Reported Speech Questions and Commands

Warm up: 5 minutes

T: Good morning, class. Let's start. Carrie, my journalist friend, told me that some other reporters/journalists are too nosy and ask inappropriate questions to celebrities. Can you believe that? We had a long discussion about journalism etiquette and morality.

S: Teacher, what is the meaning of nosy?

T: Nosy means you're someone who likes to ask personal questions or know things that aren't any of your business.

S: Ok.

T: Discuss the following questions with a partner. Then we'll discuss as a group. I'm curious to hear your opinions about this topic.

Put questions on board.

•Do you think that it is a journalist's responsibility to respect the privacy of celebrities?

•Do you think that celebrities have the right to refuse to answer a personal question? Or should we be given full access to a celebrity's personal life?

•If you were a journalist, how would you handle this common issue?

Expected Answers:

S: I think that we should be able to see every aspect of a celebrity's life. That's why they're famous. They want us to know them.

S: We don't need to know everything. Some things should be private.

Presentation: 15 minutes

T: Here is a list of questions that Carrie sent me. She had an interview with Finn Wolfhard, from *Stranger Things,* on Saturday morning. Let's look at what Carrie asked Finn. Do you think these questions are appropriate?

T: The first question is a bit personal, but it's about Finn's relationship status.

1. "Do you have a girlfriend?"

T: First, instead of using *she or he said* like with reported statements, with questions we can use *she or he asked*. In this example, we can start with *She asked him*, meaning Carrie asked Finn. Then, we need to think about what type of question this is.

S: It's a yes/no question.

T: Correct. It's a yes/no question. When reporting yes/no questions, we use *if*. Look at the answer. Remember, we also need to change the verb and any pronouns.

•She asked him if he had a girlfriend.

T: Now, look at the second question Carrie asks.

2. "What's your favourite restaurant in LA?"

T: Here, we have a WH- question. With WH- questions, we keep the question word, but we have to make the style of speech indirect. Look at the answer. What changes?

•She asked him what his favourite restaurant in LA was.

S: The verb placement.

T: Yes, the verb goes at the end of the sentence here, because now we are not asking a question, we are reporting about a question being asked. Ok? And then we change the verb from the present simple to the past simple.

T: Look at number three. Another WH- question.

3. "Who is the most talented actor on the set of *Stranger Things*?"

T: Can someone tell me what we should do here?

S: We have to change the verb from *is* to *was*. Then we put *was* at the end of the sentence.

T: Correct! Have a look.

•She asked him who the most talented actor on the set was.

T: In the fourth question, we have another yes/no type. Can someone come up with the answer? Remember, we need to use *if*.

4. "Will you make another season next year?"

S: Something like: Carrie asked Finn if he would make another season next year.

T: Almost! You just have to correct one thing. Usually, when we have time expressions, like next year, we change them because maybe when we report the statement or question, it's not the same timing. So *next year* changes to *the following year*. Have a look at the answer.

•She asked him if he would make another season the following year.

T: Now, in the fifth question, the verb *can* is used. It's a question, but it's also a request. With a request, we remove the request word *can* and change the main verb of the sentence into an infinitive.

5. "Can you help me find the best Chinese food in LA?"

T: In the reporting statement, we keep the same initial part: *She asked him* followed by the infinitive. What's the main verb in this sentence?

S: *Find*.

T: Yes, *find*. So *find* changes to the infinitive *to find*. The rest of the sentence remains the same.

•She asked him to help her find the best Chinese food in LA.

T: Let's see the rules. Look again at the questions that Carrie asked Finn in her interview. When we see Wh- questions, we change the order of the wh- question word and we don't need the auxiliary "do". Like with statements, we go back one verb tense. Look at these examples:

Wh- Questions:
Why do you wear Chanel everyday? → He asked her why she wore Chanel everyday.
What do you drink for breakfast? → She asked him what he drank for breakfast.

T: When we report about yes/no questions, we use "if" and transform the verb in the same way.

Yes/No Questions:
Do you eat meat? → She asked him if he ate meat.
Will you become vegan in the future? → He asked her if she would become vegan in the future.

T: Finally, with requests, we change the main verb into the infinitive. Like this example here:

Requests
Can you tell us your favourite diet? → He asked her to tell us her favourite diet.
Could you answer one more question? → She asked him to answer one more question.

Practice: 15 minutes

T: The other night I saw the Jonas Brothers on the TV program Hormiguero. Do you know it?

S: Yes, I saw them too!

T: Imagine that you were there in the audience, and you were able to ask the Jones Brothers some questions. Write down your questions, then give them to your partner to report to the class. Your partner will tell the others what you asked them.

Give students about 7 minutes to write down their questions, then they can share them with the group.

Expected answers:

•Silvia asked Kevin Jonas if he wanted to have more children.

•Marcos asked Joe Jonas why he didn't play a concert in Madrid this year.

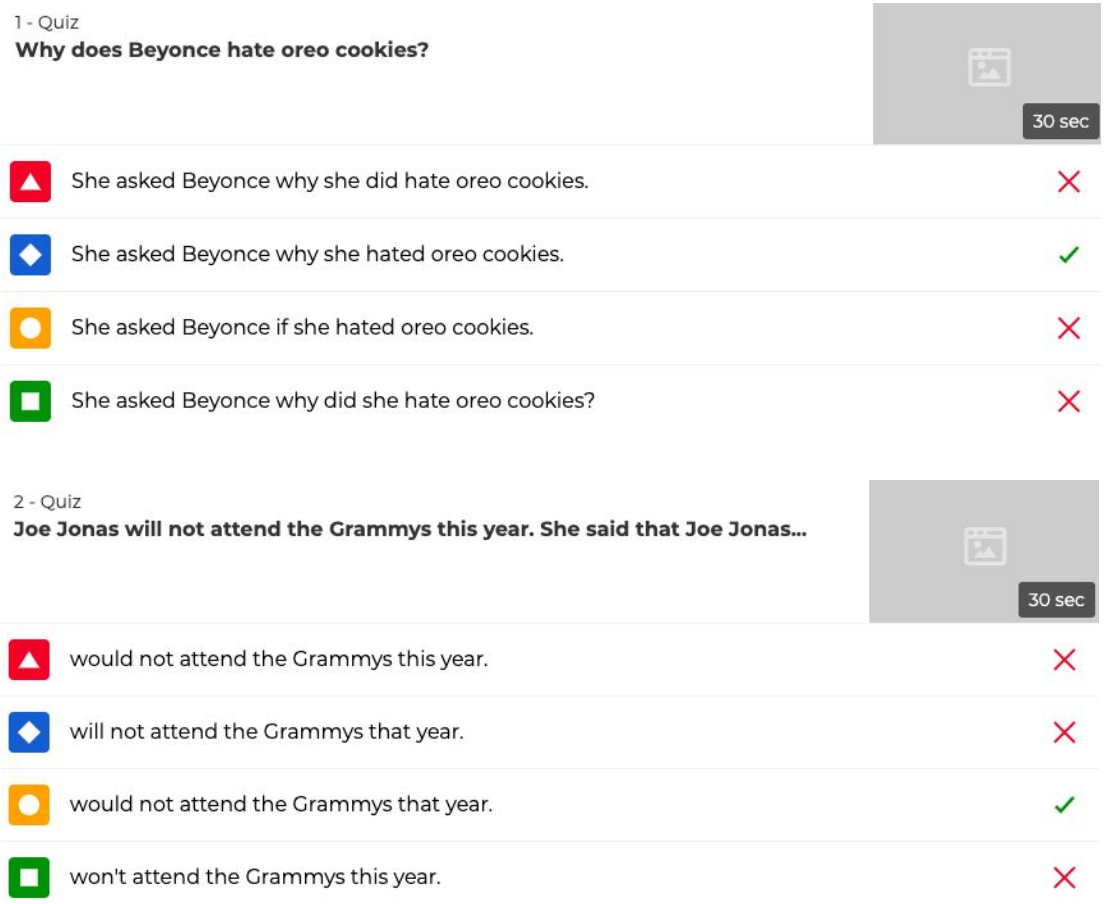
•Sara asked Nick Jonas to recommend some new music to her.

Consolidation: 10 minutes

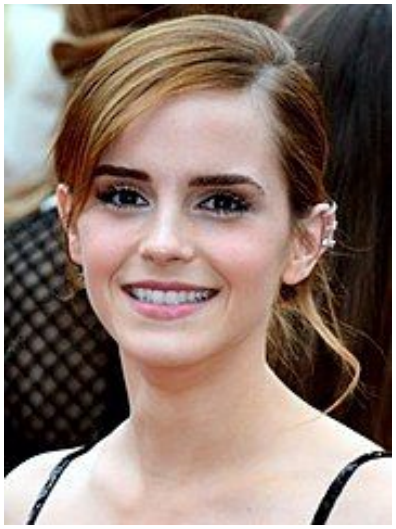
T: Ok, guys, I am really happy with our progress so far, so we are going to play a Kahoot.

Open Kahoot link: https://create.kahoot.it/details/a7b56f81-5fe2-4403-bfb3-f917deacc9d4

Sample screenshots of questions:



Round up: 5 minutes



T: Watch this short video of Emma Watson dealing with sexist questions from interviewers. While you're watching, think about the following questions:

How do you think she feels when she is asked these questions?

Should the journalism world change to respect celebrities' privacy more?

Do you think the journalists have the right to ask whatever they want because there is freedom of speech?

Lesson 4: Celebrities, They're Just Like Us!

Teaching Point: Reporting Verbs

Warm up: 5 minutes

T: Good morning everyone! How are you?

S: Good teacher, fine, thanks.

T: Since we've talked previously about actors and actresses, I'm curious to know now some of your favourite singers and musical groups.

S: Mine is definitely Billie Eilish, these days. She's so cool and unique.

T: Right, we've talked about her recently.

S: Mine has to be Ed Sheeran. He has a great voice.

T: Is he from the UK?

S: Yes, he's from England.

S: I love Ariana Grande. She has amazing style.

T: What about musical groups or bands?

S: I like the Jonas Brothers. They came to Madrid last month.

T: That's right! Well, I love the Jonas Brothers too and I saw them perform live at the Staples Center in LA when I was there.

S: Wow! Amazing.

T: I loved seeing them live. My friend Carrie came too. She agreed to go with me after I bought her the tickets. She isn't really a fan. But after the show, she apologized for being skeptical. She loved the concert, too! Here's a picture of them performing.

Show students the image.

Presentation: 15 minutes

T: Did you know that the Jonas Brothers have a blog that they write every few days, updating their fans about their tour?

S: No, I didn't know. I just follow them on Instagram.

T: Yes, we can see a lot of their photos and videos on Instagram, but their blog is where we can really discover the juicy details of the behind-the-scenes experiences. I know most of you are fans of the band, so shall we take a look at their most recent blog post?

S: Yes!

Published on: 4th April 2020

Hey fans! It's me, Nick Jonas. I'm writing from our private jet! It's amazing. We just finished a concert in Boston, and now we're on to Chicago. I'm here with my two brothers, Kevin and Joe, and Joe's wife Sophie. Our manager is also on the plane with us.

To all my fans who love inside information from the Jonas Brothers tour: Buckle your seatbelts because I've got a story for you!

Last night while we were in Boston, we decided to go out to dinner. It was me, Kevin, Joe and Sophie. Our friend Sam came along too. Sam lives in Boston. Well, as we were finishing dinner, we all grabbed our coats and bags and left the restaurant. We walked about three blocks when all of a sudden a woman came running after us, shouting! She told us that something valuable had been stolen from the restaurant, a woman's coat with her wallet inside the pocket. We all looked at one another, and we all said in unison that we had nothing to do with this disappearance. The woman got angry and **ordered** us to take off our coats, so she could look at each of them closely. Joe got angry and **accused** the woman of doing this because we were famous. He **denied** taking anyone's coat. We didn't want to make a scene and end up in the tabloids, or worse, be followed by paparazzi, so we did as we were told. It turns out, Joe was the one who had the coat with the wallet in it! He took the wrong coat from the restaurant by mistake! Well, Joe immediately **apologized** for being so rude to the woman, and he told her that he **regretted** what he had said. She **admitted** that she was part of the Jonas Brothers fan club, and **agreed** not to tell anyone about the incident. Nick jokingly **criticized** Joe for being so careless and **suggested** he go back to the

restaurant to apologize in person to the woman whose coat he "stole". Since Joe is the best guy ever, and the most down-to-earth person I know, he went back to the restaurant and treated everyone to free dessert! What a guy, right!

Later that night while backstage waiting for the concert to start, Sophie **warned** him to be aware of taking ladies' coats in the future, and we all had a laugh!

So guys, that's my crazy story of Joe the woman's coat thief! No, just kidding. We had a great time in Boston. Chicago, I hope you're ready for the Jonas Brothers to make your dreams come true!

Much love,

Nick

T: So what do you guys think of their blog? It's cool, right?

S: Yes, it's so personal. I want to read all the former posts now.

T: Yea, I recommend them! That's quite a story, isn't it?

T: So, see how we can make a blog post, or even simply write a story about something happening to someone else? We don't just have to use the verbs say, tell and ask. We have so many options. Can you tell me some of the verbs Nick used in the blog to describe the situation to us?

S: Ordered.

T: Yes. Look at the sentence with the verb *ordered*. Nick writes: *The woman got angry and ordered us to take off our coats*. Here, *ordered* is followed by the object and the infinitive.

T: Can you find another verb that uses the same structure?

S: If it's a command that you're reporting, *ask* and *tell*.

T: That's correct.

S: Also, like in the blog, *warned* and *advised*.

T: Correct. Another one not in the blog that you can write down in your notebooks is *persuaded*.

T: Another verb from the blog with a different structure is *admitted*. What is the structure?

S: It needs a *that clause.*

T: Correct! With *admitted*, *regretted*, *denied* and *suggested*, we can use this structure with the *that clause* or we can use a *gerund* immediately after the verb, like in the blog with the verb *denied*.

S: What about *accused*?

T: Accused needs the following structure: *subject + accused + object + of + gerund*. It's an interesting case.

S: Also, agreed. In the blog, it is in the negative.

T: Yes, with agreed, we can use two structures: *subject + agreed + infinitive with to* or *subject + agreed + that clause*. Here, using the negative, we agree *not* to do something. Have a look at the chart, all of the verbs are organized there.

Reporting Verbs	Structure	Examples
Deny, Suggest, Admit, Regret	Subject + Reporting verb + Gerund OR Subject + Reporting verb + that clause	She denied going to the bank at 5pm. Sarah regretted stealing the money. Jack admitted that it was a good idea. They suggested that she see a doctor.
Agree	Subject + Reporting verb + Infinitive with to OR Subject + Reporting verb + that clause	We all agreed to go fishing next weekend. Mark agreed that it would be better to wait.
Order, Advise, Warn, Persuade, Ask and Tell with a command	Subject + Reporting verb + object + infinitive with to	The police officer ordered us to leave the area. She advised her sister not to buy the dress. They warned us to stay far away from the fire. We persuaded them to wait ten minutes more. They asked us to go out to dinner. We told them not to hurry, there was time.
Accuse	Subject + Reporting verb + object + of + gerund	They accused him of stealing the wallet.

Practice: 15 minutes

T: Now, my friend Carrie needs your help. She has a tight deadline and asked us to help her write part of the article she's working on. It's an interview with Prince Harry and Meghan Markle. Actually, Carrie has known Harry and Meghan for a few years, and they're great friends. You'll see in the interview. Will you help me so Carrie can make her deadline? All we have is the original interview, and we have to write the article. What do you think?

S: Can we work in groups to complete the article?

T: Sure, then we'll look at each group's interpretation of the dialogue. Half of the groups will work with the purple part and the other half with the blue part of the dialogue. Make sure that you accurately depict the emotions and intentions of Harry and Meghan. I'll put the dialogue on the whiteboard.

Carrie: Hi Meghan, hi Harry. Thanks so much for sitting down with me today. I admit I wasn't expecting both of you today, and I'm very happy to be able to talk to you both together.

Harry: No problem, we're delighted to be here with you.

Carrie: Let's start right in. Meghan, how do you feel now that you're back in LA?

Meghan: Oh, I love LA so much. It feels great to be back. Actually, it was Harry who wanted me to come here. He loves it just as much as I do.

H: That's true. The food is amazing! We should definitely go to In N Out Burger after the interview, their burgers are the best!

C: Well, I wouldn't mind a burger. But my favourite these days is the taco truck on Santa Monica Pier. Let's go there instead.

M: Sounds great. I agree with Carrie. I must warn you, though, that Harry is not a big fan of spicy food. His face turns super red!

H: Don't tell her that, Meghan! How embarrassing! (Harry laughs). But it sounds delicious. You've persuaded me.

C: Well, what I think our readers really want to know about is the argument you had with your family, Harry.

H: There was no argument. We are all on great terms with one another. Honestly, I blame the tabloids and the paparazzi for forcing us to leave England.

C: So you're denying the rumors that your family is feuding?

M: Of course we are! The British royal family is very down to earth. When I first met them, my nerves were on end! I was worried they'd think I was just looking for my five minutes of fame. But I regret thinking like that. They were very accepting of me from the beginning.

C: That's great to hear.

H: We advise you not to read anything in the tabloids, Carrie. It's all false.

C: Well, that's why I wanted to interview you myself. And I have one more question. Can you give me a lift to the Santa Monica Pier? I'm ready for some tacos!

H: Sure, let's leave right now. But I order you: don't make fun of my red face when we get our spicy tacos, please Carrie!

Expected Answer:

Carrie, the interviewer, thanked Meghan and Harry for sitting down with her. She **admitted** that she wasn't expecting both of them that day, and that she was happy to see them together. Harry said that he was happy to be there with her. Carrie asked Meghan how she felt about being back in LA. Meghan said that she loved LA and was happy to be back. Harry **agreed** that he and Meghan were both big fans of LA. Harry said that the food in LA was amazing and he **suggested** that they all go to In N Out Burger after the interview. Carrie **persuaded** them to go for tacos

instead, although Meghan **warned** her that Harry's face always gets red when he eats spicy food. Harry told Meghan not to tell Carrie such personal and embarrassing information about him, but then he laughed, saying that Carrie had **persuaded** him to go to the taco place. Then Carrie asked Harry about the argument with his family. Harry **accused** the tabloid journalists and paparazzi of creating the rumors, and **denied** arguing with his family at all. Meghan defended Harry saying that the British royal family were very down to earth. When she had first met them, her nerves had been on end. She was worried that they would think that she had been looking for her five minutes of fame. She **regretted** thinking that way. She said now she knows how they really are. Harry advised Carrie not to believe anything she read in the tabloids because it was all false. Carrie said that was why she wanted to interview them herself. Then Carrie **asked** Harry and Meghan to give her a lift to the Santa Monica Pier for some tacos. At the end, Harry **ordered** Carrie not to make fun of his red face when they eat the tacos, but he was only joking!

Consolidation: 10 minutes

T: Since the Jonas Brothers blog post is so descriptive, I think it would be fun to perform the scene Nick wrote about for the school talent show. Let's write out the scene from his blog with dialogue, so we can act it out.

Expected Answer:

Dialogue:

Woman: "Something valuable has been stolen from the restaurant! A woman's coat, with her wallet in the pocket."

Nick: I don't know what you're talking about.

Sophie: We don't have anything to do with that.

Sam: We haven't seen a wallet or a coat.

Woman: Take off your coats! I want to look at them more closely to check.

Joe: You're just doing this because we're famous. I didn't take the coat.

(Joe takes off the coat and realizes that he has the coat with the wallet in it.)

Joe: I'm so sorry! There has been a terrible mistake! I regret shouting at you and being rude.

Woman: Don't worry. Actually, I'm part of the Jonas Brothers Official Fan Club and I'm a huge fan! I won't tell anyone about this.

Nick: Joe, you're always so careless! Talking people's things without noticing! You should go back to the restaurant to apologize to the owner of the coat.

Joe: You're right. I'll go back and buy everyone some dessert. I;m the worst!

(Later that night).

Sophie: Joe, you had better be careful in the future, and stop taking ladies' coats when we're out!

Round up: 5 minutes

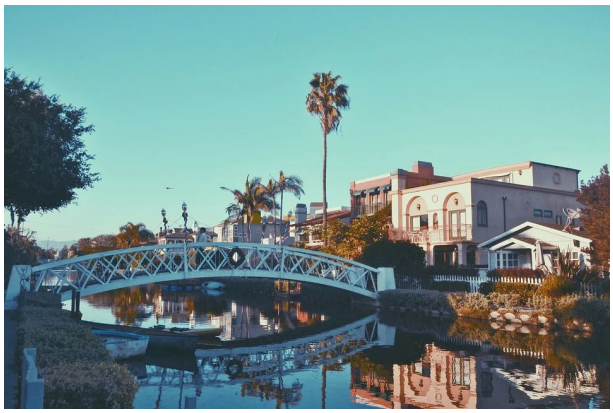
T: Ok, to close the class, does anyone want to read their dialogues of the scene with the Jonas Brothers?

S: Yes, our group does!

T: Ok, go for it!

Lesson 5: How to Be a Good Tourist

Teaching Point: Phrasal Verbs Vocabulary



Warm Up: 5 minutes

T: Hi everyone, good morning. This is our last day of learning about LA before we **move on** to San Diego. What more do you want to know?

S: Did you see any famous people while you visited?

T: Yes! We saw some actors from *The Walking Dead* and I saw LeBron James! He was so tall! I didn't spot him at first, but Carrie **pointed him out** to me while we were walking through Beverly Hills.

S: Did you take any more tours?

T: Actually, yes. On the last day of our visit to LA, Carrie took me on a Hollywood Hills Tour Bus! Her friend Maria also came along. It was amazing. We saw some celebrity homes, the Griffith Observatory, the Hollywood Sign, and Venice Beach. I'm so glad Carrie **came up with**

that idea, I really enjoyed it. In fact, I wrote about the day in my travel journal. Shall we take a look?

S: Sure!

Presentation: 15 minutes

Friday, 5 August 2019

Today was a fantastic day, and Carrie agreed that the weather couldn't have been better. She told me that the tour would last two hours, and we were going into some of LA's most exclusive neighborhoods. I couldn't wait!

First, we boarded the bus. Carrie laughed and ***pointed out*** *that the tour guide looked like Ed Sheeran. He did a quick* ***run through*** *of the rules and the route we were going to take. Maria asked him if we would be seeing Oprah's house, and the guide said that it wasn't on the original list of homes, but he would* ***look into*** *it to see if it was possible.*

While we were driving up into the hills, we had some amazing views of the LA canyons and beaches. We stopped on the way to ***check out*** *the Hollywood sign. We forgot our camera and we regretted not taking any pictures with the sign. However, the guide had an extra disposable camera with him, so he took our picture with the sign before we* ***moved on****.*

Eventually we arrived into the famous Hollywood Hills. Unfortunately, Maria ***came down with*** *a bout of motion sickness and had to stay in the bottom part of the bus. Carrie and I sat in the top part, to get the best view. We stopped outside the houses of Ellen Degeneres, Nick Jonas, Jennifer Aniston, Julia Roberts and finally Oprah! The guide told us that a lot of the celebrities that live in the Hollywood Hills often* ***hang out with*** *each other. Carrie denied being starstruck, but I knew she was.*

Then we made a stop at the Griffith Observatory. Our guide asked if we could ***come up with*** *any films or TV series that were filmed there. I immediately shouted that I knew one, my favorite film, La La Land. I told everyone that the Griffith Observatory scene is one of the best scenes of the film and I think I actually persuaded everyone to watch it!*

After the tour, I told Maria that I was sorry she had to ***go through*** *the experience of riding the bus while feeling ill. She didn't regret coming on the tour, she loved seeing the celebrity's homes! I thanked*

her for **putting up with** me and Carrie- we were acting a bit silly because we were so excited! It was a great afternoon.

T: What do you think of my journal entry?

S: Very cool, teacher. I like the idea of writing a travel journal.

T: Thanks! It's nice to be able to go back and read about my trip. It's like reliving the experience. Have a look at the vocabulary. I think there are some verbs that might be difficult to understand, because they can't be directly translated. Each group write down three verbs that they aren't sure of the meaning, and we'll discuss them together.

Wait about two minutes while students look for verbs.

T: What have you found?

S: Came down with.

T: Yes, it's usually used when someone starts feeling ill. Anyone else?

S: Go through. I don't think it means *go*.

T: No, you're right. To go through something means to have a specific experience. It's usually negative. More?

S: Run through. It doesn't mean *run* here.

T: Quite right. Run through means checking that you have all the information you need or that everything is correct. Anything else?

S: One more, putting up with.

T: To put up with someone or something means to tolerate that person or thing. Maybe it's not in the best situation, but you manage.

Practice: 10 minutes

T: I'm sure you have noticed all of the papers taped to the walls around the room. Just before class started, a gust of wind came in through the window and my papers for the activity went flying everywhere! I decided to hang them around the room so they would be easier to see. Can you help me to put everything back in order? I think it's easiest if everyone takes one paper, and you need to find the synonym to the verb on your paper. We'll put the pairs back together, like I had them before.

Verbs to hang on the wall:

Phrasal Verbs in Red: move on, point out, come up with, look into, run through, check out, come down with, hang out with, go through, put up with

Synonyms in Blue: Mention, Continue, Think of, Check, Scan, See/Look at, Develop, Socialize, Tolerate, Experience

Expected Answer:

Move on - Continue	Point out - Mention
Come up with - Think of	Look into - Check
Run through - Scan	Come down with - Develop
Check out - See/Look at	Hang out with - Socialize
Go through - Experience	Put up with - Tolerate

Consolidation: 15 minutes

T: Have you ever made a travel journal? What would your personal travel journal look like? I think it would be a great idea to make our own travel journals about a recent trip we took and we can submit them to the Iberia Travel Teens Contest! The winner gets a trip to Mallorca.

S: Great idea!

T: Remember, a travel journal is personal and informal. Don't forget to include some images!

Expected Answer:

31 August 2019

Today was our third day in Paris. My mom warned us that it would be the hottest day yet, almost 40 degrees! I pointed out that we could visit the Eiffel Tower and cool off in the fountains nearby. She agreed to my suggestion and we got a taxi to the Eiffel Tower. My dad told us to wait in the line for tickets while he and my sister went to check out the fountains.

About five minutes later they came back and suggested that we move on to the fountains now, before they got too crowded. We hung out there for two hours, and it was so much fun! My mom kept accusing us of splashing her, but it wasn't true! Sometimes, I don't know how she puts up with all of us. After we cooled off in the fountains, we ran through our options for the afternoon. My mom wanted to visit the D'Orsay Museum, so we looked into buying the tickets online to avoid the queue at the museum. A quick underground ride and we were there! It was the coolest museum I've ever seen! We checked out all the Impressionist Art. My sister admitted she had never seen so much beautiful art in one space. We had a great day!

Round Up: 5 minutes

T: Ok, the last thing we have to do today is listen to a song. Álvaro, the music teacher, wants to use the song Another Day of Sun for the school musical, but he doesn't speak great English and he couldn't identify some of the words in the song. Can you help him by filling in all the words of this song? It's from La La Land, a film about LA. Maybe you've seen it. I would recommend it!

"Another Day Of Sun"

(from "La La Land" soundtrack)

I think about that day
I left him at a Greyhound station
West of Santa Fé
We were _____,
But he was sweet and it was true
Still I did what I ____ ___ ___
'Cause I just knew

Summer: Sunday nights
We'd _____ _____ our seats
Right as they _____ _____ all the lights
A Technicolor world _____ ____ ___ music and machine
It called me to be on that screen
And live inside each scene

Without a nickel to my name
Hopped a bus, here I came
Could be _____ or just _____
We'll have to see
'Cause maybe in that _____ town
He'll sit one day, the lights are down
He'll see my face and think of how he used to know me

Climb these hills
I'm _____ _____ the heights
And chasing all the lights that shine
(the lights that shine)
And when they ____ ____ _____
(and it's another day of...)
You'll ____ ___ off the ground
(and it's another day of...)
'Cause morning ____ _____
And it's another day of sun

I hear 'em every day
The rhythms in the canyons
That'll never _____ _____
The ballads in the barrooms
Left by those who _____ _____

They say, "You gotta want it more."
So I _____ ___ every door

And even when the answer's "No"
Or when my money's running low
The dusty mic and neon glow
Are all I need

And someday as I sing my song
A small-town kid'll _____ _____
That'll be the thing to _____ _____ ___ and go go

Climb these hills
I'm _____ _____ the heights
And chasing all the lights that shine
(the lights that shine)
And when they _____ _____ _____
(and it's another day of...)
You'll _____ _____ off the ground
(and it's another day of...)
'Cause morning _____ _____
And it's another day of sun

When they _____ _____ _____
The morning _____ _____
It's another day of sun…

Expected Answers:

Seventeen

Had to do

Sink into

Dimmed out

Made out of

Brave

Insane

Sleepy

Reaching for

Let you down

Get up

Rolls around

Fade away

Came before

Bang on

Come along

Push him on

Reaching for

Let you down

Get up

Attention to Diversity:

For slower learners: Some learners need more time to work. In this unit, students who need more time to complete the practice can skip the consolidation or the round up activity to complete the previous activity in that lesson. They might become overwhelmed with the type of practice or consolidation activities and could benefit from simpler cloze activities. For example, in the activity where students must listen to a song and fill in the gaps with the missing words, the student could have a word bank with words; or in the interview with Prince Harry and Meghan Markle, the student could have the sentences on slips of paper and put the sentences in order according to what happened in the dialogue.

For those with learning difficulties such as ADD or ADHD: Some students will need adaptations to the activities. It depends on the individual student, but some activities can be printed larger or with less words. In other cases, the student will be given each part of the lesson separately so as not to overwhelm him or her. These students might also need to be sitting near the front of the classroom, and the teacher must be conscious of the other students in his or her group, making sure they are students who will allow him or her to work productively and minimize distraction.

For faster learners or gifted students: Students who work faster can be given other tasks to complete, or the activity can be tailored to a more difficult level. For example, faster learners can write the entire article about Prince Harry and Meghan, extend the dialogue with the Jonas Brothers in the restaurant scene, record that scene if they want to act it out, or even include more than one day in their travel journal. If they are interested, they can play some Baamboozle games related to the unit, such as Reviewing Reported Speech. They can also be given an extra assignment related to Los Angeles, such as planning their own trip through the city, using the Los Angeles City Website or the Official Visitor's Guide.

Another extension activity, if students have time, is watching the new series called Cup of Joe on Quibi, an online platform, about the Jonas Brothers musical tour. In the short videos, the Jonas Brothers explore different American and international cities with other celebrities. Episode 8 is about Los Angeles and features the actor Jack Black, but students can watch any of the episodes they want and write a short summary of what happened in the episode.

The last extension activity is a Reported Speech review in which students watch a scene from *Stranger Things* and answer the questions on the video.

* If students do not have access to the online version of the Students Book, they will need to be given the links to the Extension Activities. They can work independently or with a partner on their Chromebooks.

Lessons in Unit 10 with the Language Assistant:

There are three lessons that take place with the language assistant within the teaching of Unit 10. The first two will be dedicated to Book Day and Earth Day activities. The objectives and suggestions for these activities can be found in the Complementary Activities section of this document. The language assistant is encouraged to develop activities for the students to complete the objectives for each day. Communicative, interactive and engaging activities are always preferred.

The third class with the language assistant in Unit 10 will be used to practice reported speech as it is the last class before the Unit 10 mini quiz. The objective is to review the main components of reported speech through examples and an activity. The language assistant will develop this activity, with the possibility of using any type of online tool he/she feels is appropriate, including Kahoot!, Plickers, Jeopardy Labs or Baamboozle. The assistant could also create some type of running dictation activity, writing sentences on a poster board that he/she moves throughout the classroom space or corridor. One student in each group runs to the poster, memorizing the sentence and repeating the sentence to the group, and the other group members transform that sentence into reported speech.

Unit 10 Review Lesson:

The Unit Review lesson is meant as time for students to be able to finish any activities of the lesson that they need to finish. The teacher will also check the students' notebooks for homework completion and organization. If students have completed all activities, they can start on the extension activities explained in the "For faster learners or gifted students" section of Attention to Diversity (they are also at the end of the Students Book). If students need more simplified grammar review, the teacher can give them this link to Reported Speech Practice and students can work independently on their Chromebooks.

* If students do not have access to the online version of the Students Book, they will need to be given the links to the Extension Activities.

Evaluation in Unit 10:

At the end of Unit 10, there will be a mini quiz. Here is an example of one of the activities from the mini quiz (10 questions about Reported Speech of various types):
https://forms.office.com/Pages/ResponsePage.aspx?id=HHDSvJuqEk26IPPjuDBwweDfZcK1CXRHqqvpGMoadM1UMEoyUFI3TDJVQlk5V0laSjQ5OVUzRlVEWi4u

Here are examples of two of the questions:

2. Change to reported speech:
Why is it so important to visit all 50 states on your tour? she asked him. *
(1 Point)

Enter your answer

Correct answers: She asked him why it was so important to visit all 50 states on his tour.

3. Jennifer Lopez told the reporter that she wouldn't travel to London for the premier the following week.
"I _____ travel to London for the premier _____." *
(1 Point)

- won't; the following week
- won't; next week ✓
- wouldn't; next week
- will; the following week

This mini quiz will count for 5% of the mark for the trimester.

XV. Didactic Unit 2 Students Book

Students Book Unit 10: What's the Latest Gossip in LA?

Lesson 1: The Life of a Superstar

~DISCUSSION~

Describe the weather in Los Angeles based on the photos.

Guess how many stars are on the Hollywood Walk of Fame!

In your opinion, what are the criteria that gets someone famous a Star on the Walk of Fame?

~VOCABULARY~

The next person to get a Star on the Walk of Fame is Billie Eilish. Read the announcement.

Our next Star on the Hollywood Walk of Fame will be Billie Eilish. She will be inaugurated in the ceremony on July 10, 2020, along with the Jonas Brothers and Chris Pratt. Despite being one of the most popular singers right now, Billie Eilish has managed to avoid the **paparazzi** successfully. It is very difficult to capture a picture of her around LA. That is why she doesn't appear in that many **tabloids**. This fact doesn't make her **fan club** happy, because they're always trying to follow the paparazzi in search of a glimpse of her. Born in 2001, Billie Eilish is one of the youngest singers to win a Grammy. Even though she has recently become extremely famous, people close to her say, although she is **eccentric**, she is also **down-to-earth**. Her introverted personality and lack of access contribute to her **notorious** conception throughout Hollywood.

At the Oscars ceremony in February, her performance made it clear that she is not a **one-hit-wonder**. She didn't even show her **nerves** while waiting **backstage** before she performed! She told a reporter that performing at the Oscars ceremony was a **dream come true**. Due to Billie Eilish's popularity and world-wide **recognition**, it is clear that she is quickly becoming a **household name**.

Looking for your **five minutes of fame**? Take a photo on our red carpet after the tour!

Find two or three words that are unfamiliar to you. Then, share these words with your partner and see if you can come up with a meaning together.

~ACTIVITY~

Imagine that you are writing the next announcement for the Hollywood Walk of Fame for Rosalia. What do you know about her? Is she a one-hit-wonder? Do you think she is down to earth? Write a short biography about her personality and her career, highlighting important events in her life and her success story.

~CULTURAL CONNECTION~

Watch the interview with Margot Robbie in which she answers 73 questions. Would you, the interviewer, ask the same questions as this journalist? Why or why not? Do you think Margot Robbie seems down-to-earth?

~ACTIVITY~

Imagine that you are going to do an interview in this way with your favorite celebrity. Write down 5 questions you would ask them to prepare for the interview.

I would ask him/her:

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

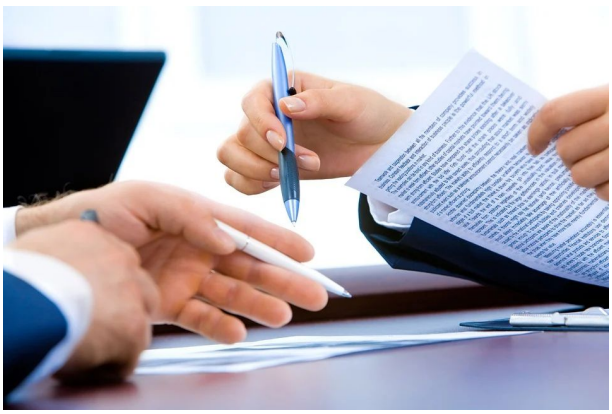
Lesson 2: The Art of the Interview

~DISCUSSION~

What's the job of a journalist entail?

What do their everyday lives look like?

What qualities does a successful journalist possess?



~READING~

Read the interview with Reese Witherspoon that an LA-based journalist called Carrie wrote.

An Excerpt from Carrie's Article about Reese Witherspoon, December 2018

On a cold sunny day in New York, I sat down with actress Reese Witherspoon. She had just finished filming her new series The Morning Show, coming to Apple TV in November of next year. "I'm so thrilled for everyone to see this new TV show, it also stars Jennifer Aniston," she told me excitedly. Witherspoon also mentioned that she would be working on a new film, which will be released in January 2020. "I can't give you too many details," she said, "because it has a lot of famous actors and we're keeping it a secret!"

She also confessed that her favourite film to act in was Legally Blonde. "I loved working on the set of Legally Blonde, everyone was so welcoming and kind," she said. Reese has acted in over 50 films and TV series since starting her career as an actor. "Acting is my biggest passion, and I would love my daughter to become an actress too," she commented.

The last thing Reese told me before she left was that she couldn't wait for Christmas: "It's my favourite holiday!"

~GRAMMAR~

Look at the statements Reese said in the interview. Your best friend loves Reese Witherspoon so much that he/she wants to know everything that she said in the interview.

1. “I’m so thrilled for everyone to see this new TV show, it also stars Jennifer Aniston,” she told me excitedly.

2. “I can’t give you too many details,” she said, “because it has a lot of famous actors and we’re keeping it a secret!”

3. “I loved working on the set of Legally Blonde, everyone was so welcoming and kind.”

4. “Acting is my biggest passion, and I would love my daughter to become an actress too.”

Look at the chart to see how to change the sentences into indirect speech.

Present simple → Past simple
Past Simple → Past Perfect
Present Perfect → Past Perfect
Can → Could
Will → Would

What’s the difference between *say* and *tell*? Look at the examples:

I told her that Reese Witherspoon was my favorite actress.

I said that Reese Witherspoon was my favorite actress.

~PRACTICE~

Carrie, a journalist, loves to gossip. She knows about all the celebrity news around LA, even before it appears in magazines! Carrie has some of the latest gossip. Imagine that your best friend wants to know the latest gossip, so you tell him/her what Carrie wrote to us.

1. "Jennifer Lopez had to exercise twice a day in order to get in shape for *Hustlers.*"
2. "The cast of *Stranger Things* saw a real monster when they were filming the series."
3. "Demi Lovato never liked playing the guitar, she only likes singing."
4. "The cast of *Friends* will reunite to make a new series in 2021."
5. "Penelope Cruz and Antonio Banderas didn't get along on the set of *Pain and Glory.*"
6. "Beyonce and Jay Z want to buy a $20 million house in Beverly Hills."
7. "Anyone can sneak into the Oscars ceremony through a secret door in the back of the theater."
8. "Justin Bieber is starting a new trend in fashion: underwear over his jeans!"

~ACTIVITY~

In groups of three, one person will be the journalist, one person will be the celebrity, and the third will be the reporter, writing what the celebrity said. The task is to interview the film/TV series actor, write down four questions/answers, with the reporter reporting the celebrities' answers.

~CULTURAL CONNECTION~

Watch the video about Reese Witherspoon in London and write down two sentences she says.

Lesson 3: The Ethics of Journalism

~DISCUSSION~

Discuss the following questions with a partner about journalism etiquette:

•Do you think that it is a journalist's responsibility to respect the privacy of celebrities?

•Do you think that celebrities have the right to refuse to answer a personal question? Or should we be given full access to a celebrity's personal life?

•If you were a journalist, how would you handle this common issue?

~GRAMMAR~

Journalist Carrie had an interview with Finn Wolfhard, from *Stranger Things,* on Saturday morning. Look at what Carrie asked Finn. Do you think these questions are appropriate?

1. “Do you have a girlfriend?”
2. “What’s your favourite restaurant in LA?”
3. “Who is the most talented actor on the set of *Stranger Things*?”
4. “Will you make another season next year?”
5. “Can you help me find the best Chinese food in LA?”

Look at the charts explaining Reporting Questions and Requests and find the pattern for each type.

Wh- Questions:
Why do you wear Chanel everyday? → He asked her why she wore Chanel everyday.
What do you drink for breakfast? → She asked him what he drank for breakfast.

Yes/No Questions:
Do you eat meat? → She asked him if he ate meat.
Will you become vegan in the future? → He asked her if she would become vegan in the future.

Requests
Can you tell us your favourite diet? → He asked her to tell us her favourite diet.
Could you answer one more question? → She asked him to answer one more question.

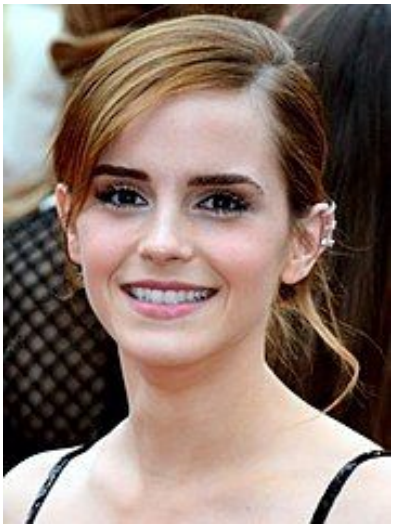
~PRACTICE~

Imagine that you were in the audience watching the Jonas Brothers on the Hormiguero TV program, and you were able to ask them some questions. Write down your questions, then give them to your partner to report to the class. Your partner will tell the others what you asked them.

~ACTIVITY~

The instructions for the next activity will be given by the teacher.

~CULTURAL CONNECTION~



Watch this short video of Emma Watson dealing with sexist questions from interviewers. While you're watching, think about the following questions:

How do you think she feels when she is asked these questions?

Should the journalism world change to respect celebrities' privacy more?

Do you think the journalists have the right to ask whatever they want because there is freedom of speech?

Lesson 4: Celebrities, They're Just Like Us!

~DISCUSSION~

Who are your favorite musicians, singers or musical groups currently?

Do you know this famous musical group?

~READING~

Read the most recent blog post written by Nick Jonas.

Published on: 4th April 2020

Hey fans! It's me, Nick Jonas. I'm writing from our private jet! It's amazing. We just finished a concert in Boston, and now we're on to Chicago. I'm here with my two brothers, Kevin and Joe, and Joe's wife Sophie. Our manager is also on the plane with us.

To all my fans who love inside information from the Jonas Brothers tour: Buckle your seatbelts because I've got a story for you!

Last night while we were in Boston, we decided to go out to dinner. It was me, Kevin, Joe and Sophie. Our friend Sam came along too. Sam lives in Boston. Well, as we were finishing dinner, we all grabbed our coats and bags and left the restaurant. We walked about three blocks when all of a sudden a woman came running after us, shouting! She told us that something valuable had been stolen from the restaurant, a woman's

coat with her wallet inside the pocket. We all looked at one another, and we all said in unison that we had nothing to do with this disappearance. The woman got angry and **ordered** us to take off our coats, so she could look at each of them closely. Joe got angry and **accused** the woman of doing this because we were famous. He **denied** taking anyone's coat. We didn't want to make a scene and end up in the tabloids, or worse, be followed by paparazzi, so we did as we were told. It turns out, Joe was the one who had the coat with the wallet in it! He took the wrong coat from the restaurant by mistake! Well, Joe immediately **apologized** for being so rude to the woman, and he told her that he **regretted** what he had said. She **admitted** that she was part of the Jonas Brothers fan club, and **agreed** not to tell anyone about the incident. Nick jokingly **criticized** Joe for being so careless and **suggested** he go back to the restaurant to apologize in person to the woman whose coat he "stole". Since Joe is the best guy ever, and the most down-to-earth person I know, he went back to the restaurant and treated everyone to free dessert! What a guy, right!

Later that night while backstage waiting for the concert to start, Sophie **warned** him to be aware of taking ladies' coats in the future, and we all had a laugh!

So guys, that's my crazy story of Joe the woman's coat thief! No, just kidding. We had a great time in Boston. Chicago, I hope you're ready for the Jonas Brothers to make your dreams come true!

Much love,

Nick

~GRAMMAR~

What are some of the verbs Nick used in his story to report what happened? Look at the chart to see the structure of the reporting verbs.

Reporting Verbs	Structure	Examples
Deny, Suggest, Admit, Regret	Subject + Reporting verb + Gerund OR Subject + Reporting verb + that clause	She denied going to the bank at 5pm. Sarah regretted stealing the money. Jack admitted that it was a good idea. They suggested that she see a doctor.
Agree	Subject + Reporting verb + Infinitive with to OR Subject + Reporting verb + that clause	We all agreed to go fishing next weekend. Mark agreed that it would be better to wait.
Order, Advise, Warn, Persuade, Ask and Tell with a command	Subject + Reporting verb + object + infinitive with to	The police officer ordered us to leave the area. She advised her sister not to buy the dress. They warned us to stay far away from the fire. We persuaded them to wait ten minutes more. They asked us to go out to dinner. We told them not to hurry, there was time.
Accuse	Subject + Reporting verb + object + of + gerund	They accused him of stealing the wallet.

~ACTIVITY~

Journalist Carrie needs your help! She has a tight deadline and asked you to help her write part of the article she's working on. It's an interview with Prince Harry and Meghan Markle. Actually, Carrie has known Harry and Meghan for a few years, and they're great friends. Will you help me so Carrie can make her deadline? All we have is the original interview, and you have to write the article based on the information in the interview.

Carrie: Hi Meghan, hi Harry. Thanks so much for sitting down with me today. I admit I wasn't expecting both of you today, and I'm very happy to be able to talk to you both together.

Harry: No problem, we're delighted to be here with you.

Carrie: Let's start right in. Meghan, how do you feel now that you're back in LA?

Meghan: Oh, I love LA so much. It feels great to be back. Actually, it was Harry who wanted me to come here. He loves it just as much as I do.

H: That's true. The food is amazing! We should definitely go to In N Out Burger after the interview, their burgers are the best!

C: Well, I wouldn't mind a burger. But my favourite these days is the taco truck on Santa Monica Pier. Let's go there instead.

M: Sounds great. I agree with Carrie. I must warn you, though, that Harry is not a big fan of spicy food. His face turns super red!

H: Don't tell her that, Meghan! How embarrassing! (Harry laughs). But it sounds delicious. You've persuaded me.

C: Well, what I think our readers really want to know about is the argument you had with your family, Harry.

H: There was no argument. We are all on great terms with one another. Honestly, I blame the tabloids and the paparazzi for forcing us to leave England.

C: So you're denying the rumors that your family is feuding?

M: Of course we are! The British royal family is very down to earth. When I first met them, my nerves were on end! I was worried they'd think I was just looking for my five minutes of fame. But I regret thinking like that. They were very accepting of me from the beginning.

C: That's great to hear.

H: We advise you not to read anything in the tabloids, Carrie. It's all false.

C: Well, that's why I wanted to interview you myself. And I have one more question. Can you give me a lift to the Santa Monica Pier? I'm ready for some tacos!

H: Sure, let's leave right now. But I order you: don't make fun of my red face when we get our spicy tacos, please Carrie!

~ACTIVITY~

Look back at Nick Jonas' blog post. Write out the scene from his blog with dialogue. Make sure to include all of the characters.

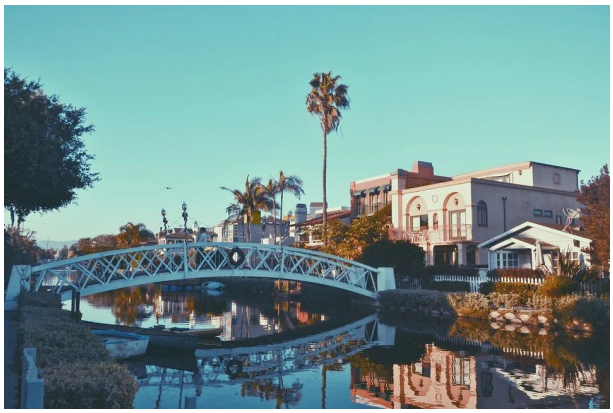
~ACT IT OUT!~

Show your acting skills by acting out the scene with your partners.

Lesson 5: How to Be a Good Tourist

~DISCUSSION~

Look at these famous photos of Los Angeles. What else would you like to know about LA? Jot down something you'd like to find out about the city.



~READING~

Read the travel journal about a day spent touring Los Angeles.

Friday, 5 August 2019

Today was a fantastic day, and Carrie agreed that the weather couldn't have been better. She told me that the tour would last two hours, and we were going into some of LA's most exclusive neighborhoods. I couldn't wait!

First, we boarded the bus. Carrie laughed and ***pointed out*** *that the tour guide looked like Ed Sheeran. He did a quick* ***run through*** *of the rules and the route we were going to take. Maria asked him if we would be seeing Oprah's house, and the guide said that it wasn't on the original list of homes, but he would* ***look into*** *it to see if it was possible.*

While we were driving up into the hills, we had some amazing views of the LA canyons and beaches. We stopped on the way to ***check out*** *the Hollywood sign. We forgot our camera and we regretted not taking any pictures with the sign. However, the guide had an extra disposable camera with him, so he took our picture with the sign before we* ***moved on.***

Eventually we arrived into the famous Hollywood Hills. Unfortunately, Maria ***came down with*** *a bout of motion sickness and had to stay in the bottom part of the bus. Carrie and I sat in the top part, to get the best view. We stopped outside the houses of Ellen Degeneres, Nick Jonas, Jennifer Aniston, Julia Roberts and finally Oprah! The guide told us that a lot of the celebrities that live in the Hollywood Hills often* ***hang out with*** *each other. Carrie denied being starstruck, but I knew she was.*

Then we made a stop at the Griffith Observatory. Our guide asked if we could ***come up with*** *any films or TV series that were filmed there. I immediately shouted that I knew one, my favorite film, La La Land. I told everyone that the Griffith Observatory scene is one of the best scenes of the film and I think I actually persuaded everyone to watch it!*

After the tour, I told Maria that I was sorry she had to ***go through*** *the experience of riding the bus while feeling ill. She didn't regret coming on the tour, she loved seeing the celebrity's homes! I thanked her for* ***putting up with*** *me and Carrie- we were acting a bit silly because we were so excited! It was a great afternoon.*

In groups, write down three verbs which you aren't sure of the meaning, and then discuss them as a class.

~ACTIVITY~

The next activity will be explained by the teacher.

~ACTIVITY~

Have you ever made a travel journal? What would your personal travel journal look like? Make your own travel journal about a recent trip you took. Your class can submit them to the Iberia Travel Teens Contest! The winner gets a trip to Mallorca.

~CULTURAL CONNECTION~

Listen to the song and fill in the missing words.

"Another Day Of Sun"

(from "La La Land" soundtrack)

I think about that day
I left him at a Greyhound station
West of Santa Fé
We were _____,
But he was sweet and it was true
Still I did what I ____ ___ ___
'Cause I just knew

Summer: Sunday nights
We'd _____ _____ our seats
Right as they _____ _____ all the lights
A Technicolor world _____ ____ ___ music and machine
It called me to be on that screen
And live inside each scene

Without a nickel to my name
Hopped a bus, here I came
Could be _____ or just _____
We'll have to see
'Cause maybe in that _____ town
He'll sit one day, the lights are down
He'll see my face and think of how he used to know me

Climb these hills
I'm _____ _____ the heights
And chasing all the lights that shine
(the lights that shine)
And when they ____ ____ _____
(and it's another day of...)
You'll ____ ___ off the ground
(and it's another day of...)
'Cause morning ____ _____
And it's another day of sun

I hear 'em every day
The rhythms in the canyons
That'll never _____ _____
The ballads in the barrooms
Left by those who _____ _____
They say, "You gotta want it more."
So I _____ ___ every door

And even when the answer's "No"
Or when my money's running low
The dusty mic and neon glow
Are all I need

And someday as I sing my song
A small-town kid'll _____ _____
That'll be the thing to _____ ____ ___ and go go

Climb these hills

I'm _____ _____ the heights
And chasing all the lights that shine
(the lights that shine)
And when they _____ ____ _____
(and it's another day of...)
You'll _____ _____ off the ground
(and it's another day of...)
'Cause morning _____ _____
And it's another day of sun

When they ____ _____ _____
The morning _____ _____
It's another day of sun…

~EXTRA PRACTICE~

Interested in finding out more about the amazing and diverse city of Los Angeles? Plan your own trip through the city, using the Los Angeles City Website or the Official Visitor's Guide. Create a schedule with activities and places to visit throughout the city.

~EXTRA REVIEW~

Want to review more Reported Speech? Grab a partner and play this Baamboozle Reviewing Reported Speech game!

~CULTURAL CONNECTION EXTENSION~

Do you love the Jonas Brothers? They just filmed a new mini series called Cup of Joe on Quibi, an online platform, about their musical tour. In the short videos, the Jonas Brothers explore different American and international cities with other celebrities. Watch one of the episodes and write a short summary about what happened in the episode.

~CULTURAL CONNECTION EXTENSION Part 2~

Are you a fan of Stranger Things? Watch this scene from the series and complete the questions.