Final Project

COURSE SYLLABUS FOR 1st YEAR OF POST SECONDARY EDUCATION:

TRANSLATING OUR WORLD

Máster Universitario en Profesor de ESO y Bachillerato

Curso 2022 - 2023

Presentado por:

Dª CRISTINA PRADO RIVERA

Dirigido por:

Dº JESÚS SEVILLANO MARTÍN

Universidad Pontificia de Comillas, a 19 de junio de 2023

Table of Contents

Abstract

The aim of this final project is to design a course syllabus for students in their 1st year of Post Secondary Education in the subject of English. This program is addressed to the students from Colegio Ntra. Sra. de Loreto Fesd in Madrid and will take into account the context that surrounds this center and its members. The contents, objectives, competences, methodology, evaluation criteria, etc., have been arranged and chosen in accordance with the current legislation, that is, the Organic Law amending the Organic Law of Education, which from now on will be referred to as LOMLOE. The purpose of this curriculum is to elaborate an annual planning for the subject of English, which takes into consideration both the values and mission of the selected school and the new teaching methodologies and principles promoted by the European Union and explained in the LOMLOE through its guidelines and examples. Finally, and as it can be inferred from the title of this document, the intention behind the unifying thread that links the didactic units and their respective contents, competences, evaluation criteria, etc., is to approach the way of teaching a foreign language from an intercultural perspective, bringing the student not only closer to English but to the rest of languages and cultures of the world as well.

Key words: LOMLOE, intercultural awareness, competences, English, Post Secondary Education, syllabus, course plan.

Resumen

El objetivo de este Trabajo de Fin de Máster es el diseño de una programación anual para la asignatura de inglés para el curso de 1º de Bachillerato. En concreto, esta programación tendrá en cuenta e irá dirigida a los alumnos y alumnas del Colegio Ntra. Sra. de Loreto Fesd de Madrid. Tanto los contenidos como los objetivos, competencias, metodología, criterios de evaluación, etc., han sido dispuestos y escogidos de acuerdo con lo establecido en la normativa vigente: la Ley Orgánica por la que se modifica la Ley Orgánica de Educación, a la que a partir de este momento nos referiremos como LOMLOE. La finalidad del currículo que aquí se presenta es elaborar una planificación

anual para la asignatura de inglés que concilie tanto los valores y la misión del centro educativo seleccionado como las nuevas corrientes de enseñanza y principios que promueve la Unión Europea y que proyecta la LOMLOE a través de sus indicaciones y ejemplos. Por último y como se puede inferir del título de este trabajo, el objetivo del hilo conductor que enlaza las unidades didácticas y sus respectivos contenidos, competencias, criterios de evaluación, etc., es enfocar la enseñanza de la lengua extranjera desde un punto de vista principalmente intercultural, familiarizando y acercando al estudiante no solo al inglés sino también al resto de idiomas y culturas del mundo.

Palabras clave: LOMLOE, interculturalidad, competencias, inglés, Bachillerato, currículo, programación.

1. Introduction

As it is mentioned in the abstract of this thesis, the main goal of this syllabus is to engage students in language learning by means of an intercultural approach to the teaching of the English subject.

This idea came to be as a result of my love for languages and my wish to share this passion with others. Taking into account my previous studies, that is, my degree in Translation, it seemed suitable to take a chance and formulate all the syllabus contents around the understanding and consideration of other languages and cultures. I have been lucky enough to visit and live in different countries for an appreciable amount of time and, therefore, I can vouch for the importance of being exposed to other customs and mindsets. On account of that, each didactic unit will be devoted to immersing the students in the different countries and topics that have been selected in order to convey the purpose of this curriculum in the best possible way.

In view of the fact that this program is outlined considering intercultural awareness as one of its backbones makes it fairly different from everything that I have seen up to this time. I believe this approach would be a turn of events in the way of connecting our students with the language learning process, as well as a good attempt at making them feel passionate about English and about discovering other cultures.

Regarding the choice of school, it has been the center where my internship took place, in an attempt to compose a syllabus as genuine and contextualized as possible. In respect of the choice of school year, the reason behind the selection was the affinity I felt for the students of this age and the amount of hours that I spent with them. Not only were they my tutor's class, but I also taught them the didactic unit required for the grading of my internship. Thus making them the object of my course plan.

Given that the new legislation has already been implemented, the aforementioned syllabus will thereby follow the standards established by the LOMLOE —Ley Orgánica 3/2020. Due to the national regulation that decrees that each autonomous community may adapt the legislation so as to provide the most efficient and suitable education to its inhabitants, this program will stand by the decree published in the Community of Madrid in 2022 on May 26th. This document, hereinafter referred to as well as *BOCM* (*Boletín Oficial de la Comunidad de Madrid*), will be the

benchmark when establishing the contents, competences, evaluation criteria, methodology, etc., of this curriculum together with the constitutional law.

In order to present this as clearly as possible, this document has been written following the guidelines established in the 7th edition of the APA Style.

2. Legal Framework

In 2020 on December 29th the new Law of Education —the LOMLOE— was approved and came into force. This law compels the production of a new curriculum based on the acquisition and development of key competences which will be assessed by means of a formative, continuous and global evaluation.

In 2020 on April 5th the Royal Decree 243/2022, which establishes the ordinance and the minimum teaching contents that should be learned throughout the two years of Post Secondary Education—from now on also referred to as PSE—, became effective. On account of this, the implementation of the new teaching criteria has been put into effect in the school year 2022-2023 for the 1st year students of PSE. In this document, everything from the educational level objectives to the number of subjects and the amount of time determine for each one of them, the key competences, the requisites to access PSE, the timetable, pedagogical principles, assessment, etc., is specified (Real Decreto 243/2022, pp. 1-3).

In regard of the course plan that will be developed throughout this thesis, the subject that will be regarded with special attention and accuracy among the established subject's group designated by the law is that of the Foreign Language I or *Lengua Extranjera I* (Real Decreto 243/2022, pp. 231-239). In this section the importance of the acquisition of a foreign language is explained, together with the elaboration of the specific competences, evaluation criteria and the contents or *Saberes básicos*.

However, for more specific information concerning the subject of English, one should refer to the autonomous legislation.

In 2022 on July 20th the Decree 64/2022 or BOCM was published. This document could be considered as a summary of what has been established in the Royal

Decree. Nevertheless, it is more specific with regard to the contents to be taught in each subject in the different school years and the evaluation criteria that will be taken into account to assess the student's development and knowledge. As this curriculum is intended for the 1ˢᵗ year of PSE, everything stated between pages 281 and 288 of the BOCM and that is related to the subject of English will be considered and carefully implemented.

Although Colegio Ntra. Sra. de Loreto Fesd belongs to the group of bilingual schools in Madrid, the advanced curriculum —Order 2876/2018— designed for this purpose is not used yet in Post Secondary Education.

3. Contextual Analysis of the School

3.1. History, Mission and Values

Colegio Ntra. Sra. de Loreto Fesd —also referred to as *Colegio Loreto*— is a catholic charter school that belongs to the religious institution *Fundación Educativa Santo Domingo* since September 2016, although it was the sisters of *Congregación de la Sagrada Familia de Burdeos* who had directed this institution until that year. The French order moved to Madrid and opened their first primitive school in 1844 and, in 1889, the construction of the current building which nowadays houses more than one thousand students began; two years later the new school was inaugurated.

Back in its origin, the dream behind the foundation of this institution was to provide an education to all girls who did not have enough resources to receive one. The founder Pierre-Bienvenu Noailles, a French priest born after the French Revolution, devoted his whole life to this mission.

Nowadays and alongside Fundación Educativa Santo Domingo, the values that this institution aims to transmit seek to promote a democratic climate in the classroom characterized by freedom, closeness, tolerance and transparency, and a dialogue based on autonomy, collaboration and mutual respect. To accomplish these, —all together with other values such as solidarity, empathy, perseverance and altruism— the Pastoral Care organizes once-a-year one-night trips in which students from the ages of 4 until 18

live and eat together while playing or taking part in several different activities for 24 hours.

Other events are organized as well as means to achieve the same goal. At the beginning of every academic year, the school organizes a race called *Carrera familiar* in which the students and their families, together with the staff members, run three kilometers for charity purposes. Another activity that is popular and awaited is the route to Santiago or the *Camino de Santiago* as it is called in Spanish. This trip is arranged for 17 or 18-year-old students who have passed all their exams and have graduated from PSE. Some teachers —headmaster included— travel with their students to the north and spend one week walking alongside and carrying their backpacks until they arrive in Santiago de Compostela.

3.2. Social and Cultural Context

Colegio Loreto is currently a religious school with 1297 enrolled students that covers the ages from two years old until they enter University. Although the institution remains public and subsidized until the student graduates from Secondary Education, the last two years of Post Secondary Education, the regime changes to private. Nevertheless, families may apply for different grants from both the school and the government to provide all students with the same opportunities.

The school is located in the middle of the "Salamanca District" in Príncipe de Vergara 42 and, therefore, the families that attend this center usually belong to a medium or medium-high social stratum and have medium or medium-high living standards. Although most of the students live in the school's district, many others come from other neighborhoods such as Moratalaz, Chamartín, Argüelles or the outskirts of the city. It is worth noting that there has been a growth in the number of students who come from other countries, especially in the number of children that come from other Spanish-speaking countries in South and Central America. The historical building, which started as an all-girls boarding school back in the last decade of the 19th century, is now home to students of all genders, cultures and backgrounds.

Regarding the education and profession of the parents who have registered their children in this school, the majority of them have completed middle and higher education. Many of them work in banking, healthcare and public administration. The level of unemployment among these families is low and in the vast majority of cases, both parents work outside their homes.

3.3. Organization, Programs and Services

Colegio Loreto offers the following educational levels (the names have been translated in the same way they appear in the official website of the school):

- 1st cycle of Preschool or *Cloud 2 years* (Nubes):
    - The children are two years old.
- 2nd cycle of Preschool or *Early Education* (Infantil):
    - The age range is approximately from three to five years old.
- Primary Education (Educación Primaria):
    - It consists of six years and is divided into three cycles.
- Secondary Education (Educación Secundaria Obligatoria):
    - It consists of four years and is divided into two cycles.
- Post Secondary Education (Bachillerato):
    - It consists of two years in which most of the students get ready to apply to college.
    - In this stage, students have the opportunity of choosing between the following branches: Science, Humanities, Social Sciences and Arts.

As for the different programs or certifications, the school belongs to the community of bilingual schools in Madrid and it is part of the BEDA program of Catholic schools. Since last year, students in 2nd year of Secondary Education are given the chance to enroll in the program *American High School Dual Diploma*, in which they will get the chance of getting both Spanish and US Post Secondary Education degrees by simultaneously taking subjects from both education systems. The institution takes part and carries out projects on the platform *eTwinning* as well and, since 2016, it has been recognized as a higher school of music where students

can carry out their musical studies and obtain official qualification degrees at any level.

Concerning the services that the school offers, here they are:

- School Canteen.
- Nursery.
- School Counseling.
- Infirmary.
- Extracurricular activities, such as basketball, chess, karate, English, gymnastics, Chinese, theater, etc.
- Psych-pedagogic office.
- Pedagogy and speech therapy office.
- Shop, where the school uniform and school materials can be bought.

3.4. School's Methodology and the Importance of English

As for the methodology implemented by the school, it has been defined as active, personalized, participative and creative. It is constantly being updated due to the continuous training of the teaching staff and it has always been in tune with the education law of the moment. Active methodologies such as Project-based learning, Problem-based learning, Flipped learning, Gamification, Game-based learning and so on, are used in everyday activities inside the classroom.

New technologies are also very present in the school. Each classroom has a set of speakers and a television screen that both the teacher and students can use at any time. All teachers have been given their own laptop which they can use to grade students, use the screen monitor and speakers, get in contact with the families, keep in touch with the rest of the staff members and remain updated on everything that happens inside the school.

As a bilingual school, the importance given to the subject of English is noticeable. The bilingual program starts in Primary and continues in Secondary, where either 30 % (Technology and Physical education) or 40 % (Technology, Biology and

Physical education) of the subjects are taught in English. The use of this language is also encouraged thanks to the presence of language assistants, i.e., language speakers who support the English teacher three hours a week with each group. The school also organizes exchange programs and trips to the United Kingdom and Ireland, and it is certificated as an examination center for the Cambridge exam from KET (A2) to Advanced level (C1).

4. Objectives

In order to elaborate the most adequate course plan for the students of the 1st year of PSE, the following objectives have been taken into consideration during its composition.

According to the current legislation there are two types of objectives:

- General objectives, which must be achieve throughout the two years in order to successfully graduate from Post Secondary Education.

- Specific objectives to each subject and which are subordinated to the different school years.

4.1. General Objectives in Post Secondary Education

According to what has been decreed in the Article 7 of the Royal Decree 243/2022, the general objectives of Post Secondary Education have been elaborated for the purpose of helping the students in the process of developing a number of abilities and competences that will be discussed later on. These objectives can be found in Annex I of this paper.

4.2. Specific Objectives for the Subject of English as a First Foreign Language

Regarding the teaching of English as a First Foreign Language, the current educational law stipulates a series of criteria that have to be taken into account in the assessment process. Therefore, these objectives here explained have been composed while bearing in mind the aforementioned evaluation criteria and the learning standards determined in the Decree 64/2022.

After completing the 1st year of PSE by following the structure that has been disposed and the contents that have been established in this curriculum, students will be able to:

Production	1. Hold a casual conversation about any informal topic while producing effective coherent and meaningful messages, making use of the linguistic resources that they have acquire over the years.
	2. Hold a formal conversation having a short spam of time to prepare it and be able to carry it out while making use of the linguistic resources that they have acquire over the years.
	3. Produce different types of written texts and feel comfortable doing so while presenting a clear structure, using an appropriate tone and style and delivering a coherent and meaningful message.
Comprehension	4. Analyze the purpose, tone, structure and style in which a text has been written, while identifying the target audience to whom the message of the text is aimed.
	5. Understand and identify the tone and the small nuances in a conversation such as irony, condescension or sarcasm among others.

	6. Look for specific information in an oral or written text, summarize the gist and critically assess the information read or heard.
Vocabulary	7. Know and identify false friends that could lead to misunderstandings in either Spanish or English. 8. Differentiate and correctly spell homophones and homographs in the English language and use them properly. 9. Be aware of the spelling differences between English dialects.
Pronunciation	10. Distinguish the sound of different phonemes such as /v/ and /b/ or /s/, /z/, /ʃ/ and /ʒ/, and the pronunciation of long and short vowels. 11. Properly pronounce English homophones and homographs. 12. Be aware of the phonetic differences between English dialects.
Intercultural awareness	13. Acknowledge the differences and richness that lies in the different English-speaking cultures and countries. 14. Respect and understand the cultural diversity that exists in our world and value the importance of being intercultural aware. 15. Critically compare the differences between the student's home culture and language and that of the ones in the English-speaking countries and further nations.

Searching, critical and teamwork skills	16. Work in groups with their classmates, achieving a degree of respect and self-criticism in regard of the work of others and of their own effort. 17. Understand the task, properly organize the steps to follow while working as a team and develop a satisfactory final product. 18. Know how to search and contrast the information found and be able to determine whether it comes from reliable sources or not.

5. Key Competences

The Royal Decree 243/2022 —following the recommendations made by The Council of the European Union in 2018 on May 22nd— stipulates a number of key competences that must be taken into consideration during the elaboration of the course syllabus. Once students have graduated from Post Secondary Education, they are supposed to have achieve a degree of maturity, knowledge and a number of skills and attitudes that will help them integrate into society, become active citizens, improve their employability and achieve personal fulfillment and development. In order to accomplish this, the student must develop the following key competences:

- *Competencia en comunicación lingüística (CCL).*

- *Competencia plurilingüe (CP)*

- *Competencia matemática y competencia en ciencia, tecnología e ingeniería (STEM)*

- *Competencia digital (CD)*

- *Competencia personal, social y de aprender a aprender (CPSAA)*

- *Competencia ciudadana (CC)*

- *Competencia emprendedora (CE)*

- *Competencia en conciencia y expresión culturales (CCEC)*

Or as determined by The Council of the European Union (pp. 7-8):

- Literacy competence

- Multilingual competence

- Mathematical competence and competence in science, technology and engineering

- Digital competence

- Personal, social and learning to learn competence

- Citizenship competence

- Entrepreneurship competence

- Cultural awareness and expression competence

All these competences have been defined in Spanish in the Annex I of the Royal Decree 243/2022 and can be found in case of need in the Annex II of this paper. For the definitions in English refer to the "Council Recommendation of 22 May 2018 on key competences for a lifelong learning".

After this brief introduction on the key competences and what is intended to be achieved with their development, it should be clarified that this curriculum will try to work on each one of them, although it is true that some of them will be developed in greater depth compared to others. It will now be explained how the different competencies relate to the subject of English and how they will be worked on in this curriculum:

Literacy competence. It refers to the ability to efficiently communicate in a written and oral form. This competence is of great importance when learning and practicing any language. Therefore, it has to do with the different language systems, such as lexis, function, pronunciation, discourse and grammar and it will be work at all times when working on either of the productive language skills (speaking and writing), but also when working on the receptive ones (listening and reading).

Mathematical competence and competence in science, technology and engineering. This competence is harder to work on in the subject of English. It relates to the development and use of mathematical thinking to solve everyday problems. In this curriculum this competence will be develop by means of the active methodologies, like Project and Problem-based learning, where this mathematical insight will have to be use in order to solve the different challenges or to obtain a satisfactory result.

Digital competence. It consists on the critical and responsible use of the digital technologies for learning or working purposes. This competence is one of the cornerstones of this syllabus due to the great importance and role that it plays in our students' lives and, overall, in the world. Students will have to make use of the new technologies to solve the different challenges that will arise in the classroom and the teacher will take advantage of them to provide the students with authentic materials in all formats. For example, one of the activities in which this competence will be clearly worked on will consist on the elaboration of an online newspaper for the school.

Personal, social and learning to learn competence. This competence will be especially worked on through teamwork. Students will have to learn to manage their own work and that of others from a perspective based on respect, tolerance and a self-critical spirit. The teacher's figure will from now be that of a guide who accompanies and helps students in the learning process, instead of setting the pace of it. In consequence, this competence refers to one's ability to reflect on one's self and work, manage information and time, and to do the same with others.

Citizenship competence. This competence relates to the student's insertion in society. To this end, the exit profile of the student who graduates from PSE will be that of a responsible citizen who is capable of participating in our society and who has a certain knowledge of how political, economic, legal and social structures work. This

syllabus intends to work on this through the methodology "Service-Learning" and the term projects. Since many of the contents of this curriculum will be based on authentic materials like current news articles or videos, the students will achieve an accurate understanding of what is happening in the world, which will help them in the process of becoming an active part of our society.

Entrepreneurship competence. This competence will be worked on through the three quarterly projects and mini projects design for this course plan. For example, in the first trimester students will have to design and produce their own language learning podcast using real models that will be analyzed in class. Although some guidelines will be provided by the teacher in order to ensure the learning outcomes, the students will have freedom to decide the rest. This competence is hence related to the ability to transform opportunities or ideas into things that may have a utility and value for others, while being creative and critical.

Cultural awareness and expression competence. It refers to the student's attitude towards other cultures and ideas. This attitude must be based on values such as understanding, respect, openness and tolerance. As mentioned in the abstract and introduction of this paper, the aim of this syllabus is to familiarize students and bring them closer to other languages and cultures. Therefore, this competence will be work on at all times in each of the designed units.

Since this course plan deals with the subject of English, students will be working and developing the multilingual competence at all times. For this reason, it was deemed unnecessary to explain in this section the relationship that exists between the competence and the subject which would be taught.

Regarding the specific competencies defined in the Royal Decree 243/2022, there are six for the subject of English. All of them will be worked on in this curriculum, together with the respective key competences associated to each one of them.

6. Year Planning and Contents

According to what has been stipulated in the Royal Decree 243/2022, in Post Secondary Education the minimum number of hours devoted to the subject of English in an entire school year must be at least 210 hours (pp. 325). Likewise, it has been stipulated in the Decree 64/2022 —or BOCM— the minimum amount of time that has to be dedicated to this subject and which is four hours per week (pp. 32). In this case, it is worth noting that the number of hours assigned to English in the 1st year of PSE in Colegio Loreto is five hours per week no matter the branch chosen by the student (Science, Humanities, Social Sciences or Arts).

Since this syllabus is intended for the school year 2023-24, the course has been organize taking into consideration the draft of the calendar provided by the Community of Madrid and which can be found attached in Annex III.

The school year 2023-24 has approximately 36 school weeks —nine months—, without taking into consideration the special events that may interrupt the normal rhythm of classes, such as the Cultural week or "Semana cultural" or the White Week, or the dates assigned to the end-of-term exams. Bearing this in mind, the nine didactic units which compose this course plan will be equally distributed among the three terms that make up the school year. Taking into account both the number of school weeks and of hours dedicated to this subject, the amount of time devoted to each didactic unit will be approximately 16 hours, i. e., less than a month.

In this section the contents learned and the language skills and competences developed in each didactic unit will be explained in detail. Each of the them have been selected in order to fulfil this syllabus' purpose —previously mentioned in the abstract and introduction of this paper and which is to encourage intercultural awareness and understanding— and to follow the guidelines stipulated in the Royal Decree 243/2020 and summarized in the BOCM.

The Royal Decree established three general categories of contents or "saberes básicos" that are common to all languages taught as First Foreign Language: "comunicación", "plurinlingüismo" and "interculturalidad", which have been translated as communication, multilingualism and intercultural awareness. For the definition and explanation of each of the categories refer to Annex IV of this paper.

For more specific information regarding the contents that have to be taught in 1st of PSE in the Community of Madrid, this syllabus has been deigned in accordance to the guidelines established in the BOCM and can be found in Annex IV as well.

The table here presented has been elaborated taking into account everything mentioned above. It is a summary of the layout of the curriculum and the contents to be worked on. The detailed explanation of each of the didactic units can be found further below.

6.1. Unit Sequencing

	Grammar	Vocabulary	Reading	Listening	Writing	Speaking
Unit 1: Translating our world.	Uses of the present Narrative tenses	False friends, homographs and homophones Topic related lexis	Harry Potter and the Philosopher's Stone (Chapter 1)	Easy English Podcast. *Bring your own tea.*	Opinion essay	International Phonetic Alphabet How to debate
Unit 2: English, do you speak it?	Relative clauses (defining & non-defining) Adjective order	Idioms & expressions: UK edition Topic related lexis	Differences between British and American English	The English We Speak (10 idioms)	Film & book review	Talking like the Queen
Unit 3: Sono italiano, non romano.	Using the past to talk about the present or future Modifying superlative and comparative forms	Phrasal verbs with "take" and "come" Topic related lexis	7 Days in Italy: 7 Ways to Spend a Week in Italy	Emma Watson HeForShe Speech at the United Nations | UN Women 2014	News article	Pronunciation workshop I: long and short vowels Movie exercises
Project I: Languages & Podcasts				Movie I: Four Weddings And A Funeral		

Unit 4: Wilkommen in Deutschland!	Conditionals & advanced conditionals	Commonly confused adjectives Phrasal verbs: "get" and "look" Topic related lexis	The Boy in the Striped Pyjamas (Chapter 1)	English Learning for Curious Minds. *Adolf Hitler. Der Führer*	Write a formal proposal	Pronunciation workshop II: /v/ and /b/ minimal pairs
Unit 5: Rednecks, Yankees and country music.	Direct and reported speech Stative verbs	Idioms & expressions: USA edition Topic related lexis	The Academy of Country Music	This American Life. *Math or Magic.*	For & against essay	Speaking like true rednecks
Unit 6: Je ne parle pas français et toi?	Future forms	Crime related vocabulary In, on & at Topic related lexis	Christmas in Strasbourg	Crime Junkie. *MYSTERIOUS DEATH OF: Elizabeth Santos*	Interview	Interviewing the school teachers Movie exercises
Project II: Loreto news				Movie II: The Imitation Game		

Unit 7: Νέα Ελλάδα. Modern Greece.	Passive voice Modal verbs	Phrasal verbs: "give" and "break" Make vs. Do Topic related lexis	Percy Jackson and the Lightning Thief (Chapter 1)	Overheard At National Geographic. *Who inspired Wakandas Warrior's Women?*	Discursive essay	Pronunciation workshop III: /s/, /z/, /ʃ/ and /ʒ/
Unit 8: Discovering Australia.	Gerund vs. infinitive Adverb & adjective formation	Idioms & expressions: Australian edition Topic related lexis	Top 100 Things To Do in Australia Before You Die (first 10)	The Tonight Show: Rosalía Talks: MOTOMAMI, Jimmy's "Motopapi" Energy and Harry Styles Texting Her	Formal email	Speaking like the Aussies
Unit 9: We are Europe, we are Erasmus	Inversion	CV, application and job related words Topic related lexis	Celebrating 30 years of the Erasmus Programme.	English Learning for Curious Minds. *The Ku Klux Klan: A History of Hate.*	Curriculum Vitae	Getting ready for a job interview Movie exercises
Project III: We are Europe, we are Erasmus				Movie III: Welcome to the sticks (*Bienvenue chez les Ch'tis)*		

6.2. School Calendar of the Community of Madrid

According to the draft published on March 29th (refer to Annex III of this paper), for students of PSE the school year 2023-24 starts on September 7th and finishes on June 12th. In theory, the dates of the vacation periods will be as follows:

Christmas	December 23rd 2023 – January 7th 2024
Easter	March 23rd 2024 - March 31st 2024
Summer	starting on July 1st

Regarding the public and national holidays, the following dates have been proposed in the draft of the Community of Madrid:

Día de la Hispanidad	October 13th 2023
Constitution Day	December 7th 2023
Father's day	March 22nd 2024
Other dates	November 2nd and 3rd 2023 February 22nd and 23rd 2024 April 1st 2024 May 3rd 2024

Taking this into consideration and bearing in mind that Colegio Loreto organizes their school year in three terms, the didactic units have been arranged as follows:

* Unit 1: Translating our world.	September 7th – October 2nd 2023
Unit 2: English, do you speak it?	October 3rd – October 27th 2023
Unit 3: Sono italiano, non romano.	October 30th – November 24th 2023
Unit 4: Wilkommen in Deutschland!	November 27th – December 22nd 2023
Unit 5: Rednecks, Yankees and country music.	January 8th – February 6th 2024
Unit 6: Je ne parle pas français et toi?	February 7th – March 8th 2024
Unit 7: Νέα Ελλάδα. Modern Greece.	March 11th – April 12th 2024
Unit 8: Discovering Australia.	April 15th – May 6th 2024
Unit 9: We are Europe, we are Erasmus	May 7th – June 4th 2024

*The nature of this table is, nevertheless, indicative since the draft of the school calendar is subject to change.

7. Methodology

Regarding the methodology that should be used in Post Secondary Education, the BOCM establishes the following:

La metodología a seguir debe situarse en una perspectiva que considere al alumno como un actor social que debe acometer unas tareas en unas circunstancias y un entorno concretos, la acción pone en marcha los mecanismos de recepción (leer y escuchar), de producción (expresarse oralmente y por

escrito), de interacción (participar en una conversación o correspondencia) y de mediación (explicar, parafrasear o traducir). (Decree 64/2022, pp. 278)

Taking these guidelines into account and following the methodology applied in Colegio Loreto, this syllabus is intended to be taught in an active, creative, participative and personalized manner. It has been conceived to act as a guide on which certain modifications would be made to adapt the contents and the way of teaching to each class and its necessities, strengths and weaknesses.

7.1. Active Methodologies

For these reasons and in order to achieve the objectives of this curriculum — engage students in language learning and cultivate their intercultural awareness—, the methodologies that will be put into practice throughout the nine didactic units are the following:

Project-based learning. Each term, students will have approximately three months to complete the corresponding project. In the first trimester, this will consist of creating their own language podcast. For this, the teachers will offer them different models and examples of real and current podcasts, as well as guidelines with the minimum requirements to pass the project. During the second term, students will have to design their own online newspaper, which —if done right— could be used as a real platform in the incoming years. The project of the third trimester consists of planning their Erasmus year in one of the countries that have been worked on in the didactic units. The objective of this activity is to promote European spirit and mindset so that they feel that they are part of something bigger than Spain.

Problem-based learning. This methodology will be integrated and worked on as mini-projects. In the first trimester, upon the reading assignment in Unit 3 —*7 Days in Italy: 7 Ways to Spend a Week in Italy*— students will be asked to design a travel plan for a friend of the UK who has never been to Spain and who does not speak any Spanish. In the second semester, their writing assignment will consist of writing a formal proposal to improve the school by making it, for example, more sustainable and accessible to all kinds of students, by raising awareness among students about diseases

that affect adolescents such as bulimia and anorexia, etc. In their last term of 1st of PSE, they will have to prepare themselves for a job interview simulation in which the teacher will interview them as he or she would be applying for a real job. In Unit 9, they will learn how to write their own CV —which will be useful as well for the third term project— and they will have to develop different skills to sell themselves and convince the teacher of why they should be hired.

Flipped learning. Depending on the Unit, students will be asked to review contents at home in order to take advantage of the time available in the classroom. In this way, the student will be encouraged to take the reins of his or her education, thus promoting more independent behaviors. Furthermore, the classes will be more dynamic and the teacher will be able to dedicate less time to the theoretical part of the subject.

Gamification. This will be one of the main methodologies since, as mentioned above, one of the main objectives of this curriculum is to get students excited about English, the English culture and the other languages and cultures that are dealt with in the different didactic units. Therefore, applications such as Kahoot, Socrative, Google Forms, Genial.ly, etc., will be used to teach and review the contents in a more participative and engaging manner. For example, in Unit 4 an escape room activity has been developed to practice the conditional forms and the irregular verbs will be trained through dynamic contests in which they will compete in pairs, alone or in groups.

Game-based learning. The same principles can be applied to this methodology. Thanks to the multifaceted nature of this subject, it will be relatively easy to adapt any game to the purpose of learning English, practicing all of the skills and developing the competences stated in the Royal Decree 243/2022. Games such as Pictionary or Taboo are perfect to review the vocabulary taught in each unit, Trivial can be adapted to go over theoretical aspects as well as vocabulary and Scrabble can be used to practice spelling and challenge the students' lexical knowledge. In board games like The Resistance, students will have to use their speaking skills to communicate with their classmates and work in teams to achieve different objectives.

Service learning. A further methodology to be implemented in this curriculum is Service learning. Students will be given the opportunity to raise up to one point on

their final grade by helping in an adult day care, soup kitchen or organizations that help children at risk of social exclusion.

7.2. Grouping in the classroom

According to the approach of this curriculum, students will work individually, in pairs and groups. However, as stated in the specific objectives section of this paper, one of the main cornerstones of this curriculum will be to promote teamwork and mediation.

Consequently, most of the projects and activities done in the classroom will be carried out in groups of more or fewer students depending on the outcome requested and on the way it will be assessed. On some occasions, these groups will be formed by the teacher. For this purpose, the teacher must know very well the profile of each student in order to form balanced and efficient groups and minimize the possibility of internal conflicts.

Nevertheless, there will also be activities in which students will have the chance of choosing their partners and putting their judgment and ambitions to the test.

If the presence of another teacher in the classroom was feasible, students would be divided into two or even three smaller groups —in case the language assistant could be counted on— as it will be explained in section *Attention to Diversity* of this paper.

7.3. Resources

As for the resources that would be used to teach this program, a course book has been created through the application Canva (refer to *Student's Guide* to see Unit 4). This book could be available in physical or pdf format so that it could be adapted to the needs of each student.

The course book contains the contents and exercises of the nine didactic units, a glossary with the vocabulary of each one, the guidelines for the three-term projects and the portfolio, reflection activities on the film viewed during the trimester, an annex where the theoretical part of the subject is included and a table —like the one shown in

part *6.2. Unit Sequencing—* in which the contents and the structure of the book are summarized.

The intention behind the design of this book is to captivate the student and to arouse his or her curiosity through the different visual features and the layout of the pages. The topics of the texts and exercises have been chosen in an attempt to result as interesting as possible for first-year PSE students and in order to improve their disposition towards the book and the language.

A part of the methodology of this curriculum consists of exposing students to authentic materials unrelated to language instruction. Therefore, given the importance of reading in the language learning process, a meaningful read has been assigned for each trimester. Besides the aforementioned goal of providing the students with authentic reading resources, this approach also aims to encourage reading habits and to learn about culture, history and language in a way beyond memorization. The reading assigned for the first trimester is *Harry Potter and the Philosopher's Stone*, in the second they will read *The Boy in the Striped Pyjamas* and, in the third, one *Percy Jackson and the Lightning Thief*.

The listening activities and the movies have also been chosen following these criteria:

Unit 1	**Easy English Podcast**: a language learning podcast that they will be able to use as a model for their own podcast project. The Easy English team also has a YouTube channel where they deal with interesting aspects of the English language and culture, and therefore, it has been selected to be the opening listening of this syllabus.
Unit 2	**The English We Speak (10 idioms):** taken from BBC Learning English, it is a series of short idioms or expressions which are daily used by native speakers and which will enrich the students' lexis.
Unit 3	**Emma Watson HeForShe Speech at the United Nations | UN Women 2014**: this curriculum is not only intended to teach English but also to

	educate in values. For this reason, throughout the course more relevant topics will be worked on, such as, in this case, gender equality.
Unit 4	**English Learning for Curious Minds.** *Adolf Hitler. Der Führer*: another podcast. Most of the main listening activities are taken from English learning podcasts, due to the great popularity that this form of entertainment has gained. In fact, one of the main reasons for choosing these podcasts is to encourage students to listen to them on their own.
Unit 5	**This American Life.** *Math or Magic*: a weekly public US radio show with a podcast in which they deal with an immense variety of topics. Each episode is divided into *acts* which can be listened and worked on separately. This episode is about falling in love and what people think love is, a very hot topic among teenagers.
Unit 6	**Crime Junkie.** *MYSTERIOUS DEATH OF: Elizabeth Santos*: a weekly true-crime podcast with millions of listeners in the US. The vocabulary of this unit is crime related so it made perfect sense to have authentic materials where these words could be seen in context.
Unit 7	**Overheard At National Geographic.** *Who inspired Wakandas Warrior's Women?*: in this unit not only will students learn more about Greece but they will also get to know a little bit more about African culture and mythology. In this episode, National Geographic Podcast deals with the Agojie, a real group of African Warriors who were the source of inspiration for the Marvel Wakandan Dora Milaje.
Unit 8	**The Tonight Show:** *Rosalía Talks: MOTOMAMI, Jimmy's "Motopapi" Energy and Harry Styles Texting Her*: the objective of this listening activity is to introduce real TV shows in English to students. In this unit, they will also be exposed to other shows like *The Late Late Show with James Corden* or *The Ellen DeGeneres Show.*

Unit 9	**English Learning for Curious Minds.** *The Ku Klux Klan: A History of Hate*: another episode of this podcast in which the relevant history of the KKK will be analyzed and explained. Like in the rest of the listenings, students will gain a better understanding of the issue of racism in the USA.

Movie I	**Four Weddings And A Funeral**: a classic romantic English comedy with witty dialogues and a clever balance between humor and more serious topics. Notable for its grand cast and its representation of the LGBTQ+ community, it will bring the students closer to British culture.
Movie II	**The imitation game**: this movie was chosen because of the historical significance of cracking the Enigma code in WWII and the way it deals with topics such as discrimination, particularly concerning Turing's homosexuality, which was criminalized at the time.
Movie III	**Welcome to the sticks (***Bienvenue chez les Ch'tis***):** this movie provides cultural insight into the distinctive culture of the northern region of France. The main character, like any of us, experiences a cultural shock when he travels to another part of the country. This movie aims to open students' minds to the possibility of traveling to other countries and dealing with other cultures.

Regarding the school resources, first-year PSE classrooms are equipped with television screens and speakers that can be connected to the teachers' laptops, both wired and wirelessly. In addition, students have shared-use laptops that can be reserved by the teacher for their use in class. The school also has rooms equipped with computers in case the demand for laptops is higher than usual.

As for the platform the teacher uses to post the assignments and get in touch with the students, the staff of Colegio Loreto uses *Google Classroom*.

8. Evaluation

The evaluation criteria that will be followed to assess the specific competences —on which the contents, projects, activities, etc., of this course plan have been based— have been developed taking into consideration the guidelines stipulated in the BOCM and which can be found in Annex V of this document.

According to the BOCM, the evaluation must be "[…] continua y diferenciada según las distintas materias, se llevará a cabo teniendo en cuenta los diferentes elementos del currículo y será un instrumento para la mejora, tanto de los procesos de enseñanza como de los procesos de aprendizaje" (Decree 64/2022, pp. 22).

Taking the above into account, it has been established that the evaluation will be continuous, formative and integrative. Based on these criteria, the following table is a draft of how the competences, contents, skills and language systems would be assessed in this syllabus:

40 %	Portfolio
30 %	Project
15 %	Mini project
15 %	Daily participation
*10%	*Service learning*

Below, it will be explained what each of the items in the table consists of and the reason for the percentage assigned:

Portfolio. It will be the most important assignment in terms of grade weight. The portfolio will include all the course book exercises that are marked with a "P" and

the additional external activities that the teacher might prepare for the class. It will be reviewed twice —at the end of each of the two first units of the term— before it is assessed when the trimester is over.

Students may submit the portfolio in any format they wish, but it is recommended that they do so on paper (in a notebook, folder or binder) so that they can have the exercises and notes available at all times. The rubric with the assessment criteria for the portfolio would be found at the beginning of the course book along with the table of contents.

The objective of this task is for students to create their own notebooks where they can organize their notes and the contents they are learning and thus create their own study book that will serve them in the future. That is the reason why it is the assignment that has the most academic weight in the course.

Project. As it was explained in section *7.1. Active Methodology*, there will be three term projects: a language learning podcast, an online newspaper and a simulation of the Erasmus program. In groups of five to six, students will have three-month time to work on their projects:

- This project aims to create a podcast that would help "others" learn English. Each group's final product will be a 20 to 30-minute episode that will have to be recorded and presented as well in front of the class. It will have different sections: an introduction, a topic that will be discussed, an English idiom or expression of the day, an interview with an important female historical figure, a book/TV show/movie/song recommendation and why, etc. Each group will have to turn in a script twice during the trimester, so the teacher can provide them with feedback and guide them in the process.

- The online newspaper will also be introduced and explained. The whole class will have to design a webpage which will be the platform for the newspaper and each group will be in charge of a different section or function: one group will create and do the layout of the webpage, another will take care of writing the articles, others will do the interviews, some will brainstorm topics or ideas, there will be a team which will be making sure that the rest of the teams

are efficiently working… However, these roles will change from one day to another, so all groups will go through every section.

- For the third trimester, students will have to plan their very own Erasmus Year in another country. This is the only project which will be done individually. Students will have to find information about the program, select a Spanish university as if it was their own, then they will choose the country they want to do their Erasmus in, find a university that has an agreement with the Spanish one, make their CV with Europass, etc. They will even have to plan their trip to the country and look for a place to stay. The aim of this project is to encourage them to do this Erasmus in the future and to provide them with information so that, when the time comes, they will have an understanding of the procedures they would have to follow.

As for the way the projects will be assessed, each of them will be evaluated following different criteria. For example, in the first two projects, these three types of assessment will be carried out: self-evaluation, peer evaluation and teacher evaluation. However, in the last project, there will be no peer evaluation.

Mini project. There will be one per trimester: a travel plan, a proposal of improvement for the school and a job interview. The job interview will be individual assignment and the other two will be done in groups. Students will be given a prompt which will be a situation or an issue that they will have to solve, improve or face as well as they can:

- For the travel plan, students will have to bear in mind that their friend from the UK does not speak any Spanish. Each group will choose one or maybe two Autonomous Communities and plan a seven-day trip with the budget and in the dates the English has given them, and look for plane/train tickets, for residence, cultural activities, etc.

- For the proposal, the "school" will tell the students in 1st of PSE that there is some money left from last year's course. Students will be offered the chance to propose what they would do with that money in order to improve

the school. The proposals will have to be related to the 17 Sustainable Development Goals of the European Union.

-        This mini project, the job interview, will be complementary to the Erasmus project. Having chosen their Spanish university and the degree they would be studying, they will be asked to look for a place/company where they would like to do their internship. They will have to write their CV and prepare themselves for a five-minute interview in which they will have to sell their skills and value to the teacher.

Daily participation. The teacher will take note of who attends class and who is late. The teacher will also register those students who participate during class and who do their homework regularly, as well as their attitude and their willingness to do the different activities, etc.

Service learning. As it was mentioned in section *7.1. Active Methodology*, by helping in a soup kitchen, adult day care or any other organization that helps children or underprivileged people, students will have the opportunity of raising their final grade up to one point. To accomplish this, they will have to write a short report at the end of the trimester where they will reflect on the experience and explain the activities they fulfilled. They will also have to keep a signed record of the times they have been to the center:

-        5 times will add 0,5 points to his/her final grade.

-        8 times will add 0,75 points to his/her final grade.

-        10 times will add 1 point to his/her final grade.

This will be an optional activity that will be offered to all the students.

Since there will be no final exams for this subject, it is essential that students speak English at all times and that they implement the contents they are learning in all of their tasks. These will be one of the main aspects that will be assessed in each task.

9. Attention to Diversity

As it is clarified in the English version of the webpage of the Community of Madrid, attention to diversity in Post Secondary Education will be regarded as follows:

"Those who have Special educational needs will be able to take the set of subjects by breaking it up into annual blocks. Those who suffer severe hearing, vision, or motor problems may benefit from partial exemption formulas in certain subjects, with a specific proposal for contents, methodology, evaluation criteria and evaluable learning standards. Specific support measures will be established for students with dyslexia, specific learning difficulties (DEA), or that they present Attention Deficit Hyperactivity Disorder (ADHD), fundamentally related to the practice of evaluation, in terms of adaptation of times, spaces, instruments, techniques, materials and exam models. On the other hand, with the students of high intellectual abilities or especially motivated for learning, specific organizational measures and enrichment programs and/or curricular expansion may be adopted, including flexibility in schooling in the terms determined by current regulations." (Community of Madrid, s.f.)

Taking this into consideration, in Colegio Loreto, the guidance department —responsible for the development of the Attention to Diversity Planning— establishes the procedures that will be followed to attend to diversity in the classroom:

- *Detección de dificultades de aprendizaje en los alumnos mediante una evaluación psicopedagógica.*

- *Apoyo y seguimiento de los Alumnos con Necesidades Educativas Especiales.*

- *Orientación académica y profesional de cada alumno, favoreciendo el proceso de toma de decisiones.*

- *Asesoramiento a las familias sobre las necesidades detectadas y potenciación de la colaboración familia-escuela.*

- *Apoyar la Acción Tutorial orientando a profesores y alumnos en el proceso de enseñanza-aprendizaje.*

Concerning the guidelines applied in the classroom, diversity will be managed by promoting individualized, autonomous, creative, and personalized learning. Different ways of working will be encouraged: individually work, work in pairs, or in teams; the methodology will be active, open, and flexible in order to adapt to the needs of each student.

That being said, this curriculum suggests the following measures in the subject of English to support students with different abilities more efficiently: co-teaching and split classes. The reason behind these is directly related to one of the objectives of this syllabus and which is engaging students in language learning.

Co-teaching. There is no doubt that two heads are better than one, hence the presence of at least two teachers in the classroom. This measure would make possible a more personalized, complete, and richer teaching. It would also facilitate the detection of learning difficulties in students and the subsequent assistance to those who need it. Solutions to emerging problems would be found faster and contents could be presented in more various ways to answer to the different needs and abilities.

Split classes. The average class size in Colegio Loreto is between 20 and 30 students. If it is already common for students without learning difficulties to stop paying attention, those with special educational needs are easily lost and go unnoticed in such large classes. This measure would aim to stop this from happening by dividing the class into two or even three groups —if the school counts with a language assistant— which, depending on the objectives of the session, could be organized by level or student's abilities. This measure would allow teachers to focus and work on the different Multiple Intelligences.

High and low-ability students

Either high or low-ability students would benefit from both measures. Having another teacher in the classroom would facilitate the increase in the level of demand and difficulty of the activities proposed. It is common for teachers to feel overwhelmed in classes with such different levels of English; therefore, by doubling the staff members

in the classroom, it is expected that the attention given to students would turn out to be more adequate and efficient.

Split classes could also be particularly advantageous for high and low-ability students. By dividing the class into smaller groups, high-ability students would have the chance of learning further contents of the subject and they would be exposed to more challenging tasks. On the other hand, low-ability students would take advantage of these sessions to reinforce their knowledge and acquire a good foundation in order to catch up with the rest of their classmates.

Hyperactivity disorder, attention deficits, and dyslexia

Splitting the class into groups would also be beneficial for students with ADHD. This measure would allow the implementation of more dynamic and interactive tasks that would adapt better to the student's abilities. It would be easier to check that the students are following the class and it would also allow them to participate more actively in their learning.

The same could be said for students with dyslexia. By working in smaller groups, it would be easier to personalize the activities that these students would have to complete. In this way, they would be learning the language by being exposed to different types of tasks other than the traditional reading and writing exercises, and even these would be adapted to their abilities and needs.

Students with autism, visual and hearing impairments, or physical-motor disabilities.

This type of student would especially benefit from working in smaller groups. Following the principles of normalization and inclusion indicated by law and reiterated by the school, it would be easier for them to integrate themselves with the rest of their classmates. Working hand in hand and with a lower number of students would allow for safer and more respectful spaces to be created. This would prevent this type of student

from becoming isolated or lost as it can happen in larger classes. In addition, and as will be discussed in the following section, this distribution will allow to foster values and attitudes such as empathy, respect, tolerance, and teamwork.

By doing these, it is expected that the obstacles that prevent these students from engaging in language learning will be removed and that their attitude towards the subject —if negative— will dramatically change for the better.

Regarding intercultural and sexual diversity, all of the contents and materials of this syllabus have been and would be designed considering these two factors. As mentioned in previous sections of this paper, the main objective of this curriculum is to promote intercultural awareness by opening the students' minds to the rest of other countries and cultures of the world. Being tolerance one of the main cornerstones of this curriculum, all contents, exercises, activities, materials, etc., have been elaborated in order to include and respect all human beings regardless of their origin, religion, sex, gender, sexuality, and physical and psychological condition of any kind.

This approach is in line with the new educational initiatives of the Community of Madrid that encourage and oblige the implementation of courses or tutoring sessions related to affective-sexual education, mental illnesses, and mental and physical disabilities.

As for the form of evaluation of the course, the diverse abilities of the students have been taken into account and that is why the activities and projects are varied in nature and format (refer to section *Evaluation* of this paper for further details).

10. Guidance and Tutoring

At Colegio Loreto, tutoring sessions in Secondary and PSE are limited to one hour per week. Each group is assigned a tutor who will be in charge of dealing with the students on very diverse and important topics for their development. The tutoring sessions are subject to the guidelines established by the guidance department and included in the Tutorial Action Planning of the school.

According to this planning, there are six main objectives that the school aims to achieve and develop in each one of its students:

- o   Formation of habits

- o   Development of positive attitudes

- o   Civic and social education

- o   Control of psychomotor skills

- o   Emotional development

- o   Professional orientation

Although all these points will be addressed during the tutoring session, this syllabus intends to work on all of them throughout the nine didactic units.

Formation of habits

One of the implicit objectives of any subject is the formation of habits in students. Whether teaching History, Mathematics, or English, one of the many missions that teachers have is to inculcate in students a sense of order, organization, study techniques, an acquisition of a routine, etc. All these will be worked on in the subject of English as well as in the tutoring sessions.

This curriculum aims to achieve the aspects mentioned above through the various tasks and projects designed for each term and didactic unit. For example, in the Portfolio assignment, skills such as organization and development of study techniques will be addressed as it is meant to be used as a studying tool. All the activities will have to be turned in in time and the Portfolio itself will have to be properly organized if the maximum grade is to be obtained.

Development of positive attitudes

As it has already been mentioned, one of the main goals of this course plan is to engage students in language learning. To accomplish this, it is essential to encourage a positive attitude among the students, and towards the subject and the school in general. The role of the teacher will be crucial if this is to be achieved. He or she will have to set an example of how tasks and challenges have to be faced inside and outside the classroom. He or she will be expected to teach while conveying emotions such as illusion, positivism, and enthusiasm. In this way, students will feel motivated and will change their attitude when they enter and leave the school.

Civic and social education

This objective could be directly related to the development of the citizenship competence, which is meant to be dealt with in every didactic unit. Not only will it be present while working on the different contents and activities but it will also be encouraged via evaluation criteria.

In section *Evaluation* of this paper, it can be seen that through the active methodology of Service learning, students will have the opportunity of raising their grade to one point if they carry out a series of activities for the benefit of other human beings, such as the elderly, children in difficult situations or other disadvantaged groups.

Through this experience, students are expected to learn a variety of moral values that will help them become valuable and committed members of their society.

Control of psychomotor skills

Although this aspect is indeed especially important at an early age, students' psychomotor skills will also continue to be developed in PSE. In this subject, students will learn to express their emotions, interact with others and adapt themselves to the social environment in a foreign language. In addition, they will exercise their

concentration, memory, attention, and creativity, by completing the different tasks and challenges that are set for them.

Emotional development

This syllabus will help students develop emotionally by working on the personal, social and learning to learn competence. For this purpose, pair work or teamwork will be promoted at all times, since social interaction with others is key to personal development. By working hand in hand with their classmates, students are expected to learn how to manage their own emotions and those of others, to handle stressful situations and to relinquish when facing disagreement. They will learn to be persistent and to act empathically.

Students will also learn to regard their work from a critical perspective and this will be addressed by means of assessment tools such peer-evaluation and self-evaluation.

Professional orientation

This curriculum intends to provide some professional orientation through the three term projects and mini projects that have been designed for 1st of PSE. By creating their own podcast, an online newspaper, writing their curriculum vitae, a formal email, proposing changes to improve their school, preparing a job interview, etc., students will acquire skills that will help them make decisions about their future careers.

11. Complementary and Extracurricular activities

As for complementary activities to this curriculum, each trimester will include the projection of a movie in English. As was already mentioned in section *7.3. Resources*, these are the movies that will be watched in the classroom:

- Four Weddings and a Funeral

- The Imitation Game

- Welcome to the Sticks (*Bienvenue chez les Ch'tis*)

One of the objectives of these activities is to delve into the culture and history of the countries featured in the films. In this way, it is sought that students will practice the language more enjoyably and engagingly while opening their minds to other cultures, such as English and French, or learning history, such as the story behind the cracking of the Enigma machine in World War II.

The movies would be prepared in class and students would be given the guidelines for the task they would have to complete in their Portfolio:

- Name of the movie

- Year when it was released

- Director

- Write five new words that you learned while watching this movie

- Write one sentence with each word

- What did you like the most? What did you not like?

- Summarize the movie in 5 – 7 sentences

- How many stars would you give it (1 to 5)?

Regarding the extracurricular activities, three would be planned for the subject of English, one per trimester. The objectives of these activities are very similar to the ones of the complementary activities: practice English in an entertaining way and develop competences while learning other things —such as history, literature, or culture— in the process.

Activity 1: "Oscar Wilde's lost work"

Thanks to the creativity and efforts of the company "English activities", students will be able to participate in an escape room in which they will have to solve the

mysterious theft of Oscar Wilde's most famous work. The activity would take place in the school once the classes are finished and it would last 45-50 minutes.

Students would have to use their reading, listening, and speaking skills to understand the story and unravel the mystery. English would be used as a vehicle to solve problems, make decisions and learn more about English literature and culture. Other skills such as creativity and lateral thinking would be developed.

This activity would be carried out in the first trimester.

Activity 2: "Can you English, please?"

This activity would take place in the second term in *J and J Books and Coffee*. J and J Books and Coffee is a small international coffee shop that organizes various activities such as cultural exchange on Thursdays and Saturdays and trivial nights on Fridays. It is also a library with more than 20 000 books that one can read while having a coffee.

Around 5:30 pm, students and teachers would meet at the cafe and order their famous bagels while enjoying a typical English brunch. Around 6:30 the language exchange activity would begin. Students of 1st of PSE would have the opportunity to practice the skills they are being taught in the classroom in a real and improvised environment. They would be able to work on their reading and listening comprehension and also on their speaking skills. Besides the obvious academic advantages of this activity, students would also have the chance of meeting people from other cultures and countries.

Activity 3: "Rediscovering our city"

This activity would take place during the third term.

It would consist of a guided tour in English with the company *Civitatis* through Madrid's historic center. The students of 1st of PSE would meet at 11 am at the Real Casa de Correos in Puerta del Sol, where the tour would start. For this, we would divide

the students into two groups and each of them would have a guide and a teacher who would accompany them throughout the visit. The route would be as follows: Puerta del Sol, Plaza Mayor, Mercado de San Miguel, Plaza de la Villa, the cathedral, the Royal Palace, Plaza de Oriente, the Royal Theater and it would end at Churrería San Ginés.

The English and History departments of Colegio Loreto would coordinate this guided tour through the historic center of Madrid in order to review the contents of the second trimester of history, but this time in English. The objective of this activity is to bring to real life what students have learned in class and review the subject in an entertaining and original way. As it is done in English, skills such as listening comprehension and oral expression would be practiced, and students would also learn new vocabulary related to architecture, names of historical events, etc.

Unlike complementary, extracurricular activities are optional for students, as some of them may require a small fee.

After completing each activity, students will have to fill out a short survey where they would rate it:

	Yes	Maybe	No
Did you like the activity?			
Would you do it again? (in another format)			
Was it useful for you to practice your English?			
Did you learn something new? (Vocabulary, grammar, expressions…)			
What did you like the most? (write 1 or 2 sentences)			

What did you like the least? (write 1 or 2 sentences)	

12. Didactic Units

12.1. Unit 1: Translating our World

Unit number and title	Unit 1. Translating our World	Year	1st of Post Secondary Education
Number of sessions	10 lessons	Dates	September 7th – October 2nd 2023
Key competences	- Competencia en comunicación lingüística - Competencia plurilingüe - Competencia digital - Competencia en conciencia y expresión culturales - Competencia persona, social y de aprender a aprender - Competencia ciudadana - Competencia emprendedora		
Specific competences	- Competencia específica 1: Comprender e interpretar las ideas principales y las líneas argumentales básicas de textos expresados en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias de inferencia y comprobación de significados, para responder a las necesidades comunicativas planteadas. (Decree 64/2022) - Competencia específica 2: Producir textos originales, de creciente extensión, claros, bien organizados y detallados, usando estrategias tales como la planificación, la síntesis, la		

	compensación o la autorreparación, para expresar ideas y argumentos de forma creativa, adecuada y coherente, de acuerdo con propósitos comunicativos concretos. (Decree 64/2022) - Competencia específica 3: Interactuar activamente con otras personas, con suficiente fluidez y precisión y con espontaneidad, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos en intercambios respetuosos con las normas de cortesía. (Decree 64/2022) - Competencia específica 4: Mediar entre distintas lenguas o variedades, o entre las modalidades o registros de una misma lengua, usando estrategias y conocimientos eficaces orientados a explicar conceptos y opiniones o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable, y crear una atmósfera positiva que facilite la comunicación. (Decree 64/2022) - Competencia 5. Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas y variedades, reflexionando de forma crítica sobre su funcionamiento, y haciendo explícitos y compartiendo las estrategias y los conocimientos propios, para mejorar la respuesta a sus necesidades comunicativas. (Decree 64/2022) - Competencia específica 6: Valorar críticamente y adecuarse a la diversidad lingüística, cultural y artística a partir de la lengua extranjera, reflexionando y compartiendo las semejanzas y las diferencias entre lenguas y culturas, para actuar de forma empática, respetuosa y eficaz, y fomentar la comprensión mutua en situaciones interculturales. (Decree 64/2022)
Contents	Decree 64/2022:

	- Translation nowadays.
	- Uses of the present tenses in the future, present and past.
	- How to write an opinion essay.
	- Vocabulary related to the unit.
	- Harry Potter and the Philosopher's Stone and narrative tenses.
	- Creative Commons, Copyright, Copyleft and Public domain.
	- Easy English Podcast. *Bring your own tea*
	- False friends, homographs and homophones.
	- International Phonetic Alphabet.
	- How to organize and carry out a debate.
Unit objectives	Students will be able to: - Write an opinion essay with the proper structure and register. - Put to practice all of the different uses of the present tenses. - Correctly use the narrative tenses. - Understand the difference between copyright, copyleft and creative commons. - Gain a better understanding of the British culture. - Organize a proper debate.

	- Distinguish between homographs, homophones and false friends in English and in relation to Spanish. - Create content using the creative common licenses.
Evaluation criteria	Decree 64/2022: - Students are able to look for specific information in an oral or written text and summarize its content (1.1) - Students are able to guess the general meaning of words of sentences by paying attention to the context (1.3) - Students can write an opinion essay with a clear structure using the right register and expressing their ideas coherently. (2.2) - Students can organize their ideas and plan the structure of the writings (2.3) - Students can debate on different topics in an organized and respectful manner. (3.1) - Students can discuss different topics and organize themselves in English while respecting each others opinions (3.2) - Students are able to talk about England and the English culture while understanding and respecting the differences between the two countries. (4.1) - Students can tell the difference between homographs, homophones and identify false friends (5.1)

		- Students can analyze and talk about the British culture while finding similarities and differences regarding Spain (6.2)					

Lessons included in this unit	List the lessons and their titles and/or focus. 1. Translating our World 2. Uses of the present tenses 3. Language learning podcasts 4. Digital competence workshop 5. Project I 6. Harry Potter and the narrative tenses 7. Homographs, homophones and false friends 8. Project II 9. International Phonetic Alphabet & How to debate 10. Opinion essay

12.1.1. Lesson 1

Unit	1	**Lesson number**	1	**Year**	1st Bach	**Time**	55 min
Topic / Session Title	Translating our World			**Class**	English		
Focus							
Skills	X Listening X Speaking ☐Reading ☐ Writing						
Systems	☐ Grammar ☐Phonology X Lexis ☐Function ☐Discourse						

Key competences	- Competencia plurilingüe - Competencia persona, social y de aprender a aprender - Competencia digital
Specific competences	- Competencia específica 1: Comprender e interpretar las ideas principales y las líneas argumentales básicas de textos expresados en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias de inferencia y comprobación de significados, para responder a las necesidades comunicativas planteadas. (Decree 64/2022) - Competencia específica 2: Producir textos originales, de creciente extensión, claros, bien organizados y detallados, usando estrategias tales como la planificación, la síntesis, la compensación o la autorreparación, para expresar ideas y argumentos de forma creativa, adecuada y coherente, de acuerdo con propósitos comunicativos concretos. (Decree 64/2022) - Competencia específica 4: Mediar entre distintas lenguas o variedades, o entre las modalidades o registros de una misma lengua, usando estrategias y conocimientos eficaces orientados a explicar conceptos y opiniones o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable, y crear una atmósfera positiva que facilite la comunicación. (Decree 64/2022)
Contents	Decree 64/2022: - Estrategias y técnicas para responder eficazmente y con un alto grado de autonomía, adecuación y corrección a una necesidad comunicativa concreta superando las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio. - Estrategias para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.

Learning outcomes	Students will be able to: - Listen to specific information. - Look for specific information using electronical devices. - Interpret for their classmates. - Produce a decent translation.		
Evaluation criteria	- Students can listen to specific information. (1.1) - Students are able to produce a fair translation. (2.1) - Students can interpret the message that is being display to their classmates. (4.1)		
Previous knowledge	Not necessary.		
Materials	Paper and pen Borrowed computers or student's phones	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
5-10 min	Introduction	T will introduce the Unit and briefly go through the things Ss are going to learn. T will ask general questions about Translation and translators. For example: - What's the first thing you think when I say translation? - What do translators translate?	Together
5-10 min	Presentation	Ss will do a small research activity where they will look for the following: - How many languages are spoken in the planet? - Which work has been translated into the most of languages? - Which language has the highest number of native speakers? Which is most spoken by non-native speakers? - Is translation and interpreting the same thing? Give examples of each task.	Pairs

52

Time	Stage		Interaction
		The results will be commented out loud. Ss may use their phones or borrowed computers.	
10-15 min	Practice	Ss will listen to video "[Interpreter Breaks Down How Real-Time Translation Works](#)" and will have to answer to some questions regarding its contents: - How many types of interpreting appear in the video? - How many words are spoken per minute? - How do they interpret emotions? And jokes? - How many minutes can an interpreter work before they start getting tired?	Individually
20-25 min	Production	After watching the video, Ss will do a short interpreting activity. They will work in pairs and take turns. One will interpret for the other. Half of the class will face the board while the other half will be backwards. The T plays the lyrics of a song that they will have to interpret (suggestions: "I would", "Kiss you" and "What makes you beautiful" from One Direction).	Pairs
		Ss will do a short translation exercise in which they will translate two paragraphs from the first chapter of Harry Potter and the Philosopher's Stone.	

12.1.2. Lesson 2

Unit	1	Lesson number	2	Year	1st Bach	Time	55 min

Topic / Session Title	Uses of the present tenses	Class	English

Focus			

Skills	☐Listening ☐ Speaking X Reading ☐Writing

Systems	X Grammar ☐Phonology ☐Lexis X Function ☐Discourse

Key competences	- Competencia plurilingüe - Competencia en comunicación lingüística

Specific competences	- Competencia específica 4: Mediar entre distintas lenguas o variedades, o entre las modalidades o registros de una misma lengua, usando estrategias y conocimientos eficaces orientados a explicar conceptos y opiniones o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable, y crear una atmósfera positiva que facilite la comunicación. (Decree 64/2022) - Competencia 5. Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas y variedades, reflexionando de forma crítica sobre su funcionamiento, y haciendo explícitos y compartiendo las estrategias y los conocimientos propios, para mejorar la respuesta a sus necesidades comunicativas. (Decree 64/2022)

Contents	Decree 64/2022: - Expresiones y léxico específico para reflexionar y compartir la reflexión sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalenguaje). - Conocimientos, destrezas y actitudes que permiten llevar a cabo actividades de mediación en situaciones cotidianas. - Funciones comunicativas adecuadas al ámbito y al contexto comunicativo: describir fenómenos y acontecimientos; dar instrucciones y consejos; narrar acontecimientos pasados puntuales y habituales, describir estados y situaciones presentes y expresar sucesos futuros y de predicciones a corto, medio y largo plazo; expresar emociones; expresar la opinion; expresar

	argumentaciones; reformular, presentar las opiniones de otros, resumir.
Learning outcomes	Students will be able to: - Understand the different uses of the present tenses. - Efficiently use the present tenses.
Evaluation criteria	- Students understand and use the present tenses. (4.1) - Students can find differences and similarities between their L1 and L2. (5.1)
Previous knowledge	Students have already studied the present tenses in previous years.

Materials	Paper and pen Worksheets	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
10 min	Presentation	T will review the present tenses: present simple, present continuous, present perfect and present perfect continuous. He/she will do so by asking the students questions such as: - How many present tenses do we have? - How do we build them? - What are they used for? Can they be used to talk about the past or the future?	Together
20-25 min	Practice	T will then give them an example text where all the present tenses appear and he/she will ask them to underline them and try to explain what they are used for in that context. T will then request an example of each tense being used in the same way as in the text.	Individually
		T will proceed to explain the uses of the present tenses to the Ss while providing meaningful examples. He/she will solve the doubts that may come up.	

20 min	Production	T will give each student a worksheet, which they will have to complete, with several exercises where they will practice the different uses of the present tenses. The exercises will be corrected in pairs and if doubts come up, the T will solve them.	Individually

Worksheet: Lesson 2

1 Read the text, <u>underline</u> the present tenses and explain how they are being used in that context.

Translation is one of those professions that has been around for thousands of years. Historians can trace back the origin of translation to the earliest stages of human communication.

One of the earliest known translation efforts occurs in ancient Egypt, where scribes translated religious texts from Egyptian hieroglyphics into other languages. Similarly, in ancient Mesopotamia, scholars translated various cuneiform scripts to facilitate trade and diplomacy.

The role of translation has been expanding sine.

During the Hellenistic period in ancient Greece, prominent figures like Ptolemy and Euclid seek to translate works into Greek to make them accessible to a broader audience. In the Middle Ages, the translation efforts of figures like St. Jerome, who translates the Bible into Latin, further contributes to the spread of knowledge across linguistic boundaries. Translation is gaining importance.

In the 15th century, thanks to the invention of the printing press by Johannes Gutenberg, translated works are easy to produce and to distribute, leading to the democratization of knowledge and the spread of ideas across continents.

With the advancement of technology, the field of translation has evolved further. Machine translation systems, like the ones based on artificial intelligence, have made significant strides in recent years. Today, translation stands as a fundamental pillar of global communication and cultural exchange. The world is becoming increasingly interconnected as the art and science of translation continues to evolve, serving as a vital conduit for the exchange of ideas and the celebration of our shared humanity.

2 Complete these sentences and fill the gaps with present tenses in the correct form:
- Translators _____ constantly _____ and improving their language skills. (learn)
- Many translators _____ in specific fields such as legal, medical, technical, literary, or financial translation. (specialize)
- People _____ translation for hundreds of years, driven by their love for languages. (study)
- Translator _____ always _____ an important role in society. (fulfill)

3 Choose the correct answer:
- Nowadays, translators <u>become</u>/<u>are becoming</u> well-versed in various translation tools and technologies to keep up with the rest of the society.
- They <u>have utilized</u>/<u>utilize</u> computer-assisted translation (CAT) tools, translation memory systems, and terminology databases to enhance their efficiency.
- Interpreters <u>have been working</u>/<u>have worked</u> for as long as translator have.

12.1.3. Lesson 3

Unit	1	Lesson number	3	Year	1st Bach	Time	55 min

Topic / Session Title	Language learning podcasts	Class	English

Focus			
Skills	X Listening X Speaking ☐ Reading ☐ Writing		
Systems	☐Grammar ☐Phonology ☐Lexis ☐Function X Discourse		
Key competences	- Competencia plurilingüe - Competencia en conciencia y expresión culturales - Competencia emprendedora		
Specific competences	- Competencia 1. Comprender e interpretar las ideas principales y las líneas argumentales básicas de textos expresados en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias de inferencia y comprobación de significados, para responder a las necesidades comunicativas planteadas. (Decree 64/2022) - Competencia 5. Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas y variedades, reflexionando de forma crítica sobre su funcionamiento, y haciendo explícitos y compartiendo las estrategias y los conocimientos propios, para mejorar la respuesta a sus necesidades comunicativas. (Decree 64/2022)		
Contents	Decree 64/2022: - Análisis de estrategias para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, etc.) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal. - La lengua extranjera como medio de comunicación y entendimiento entre pueblos como facilitador del acceso a otras culturas y otras lenguas y como herramienta de participación social y de enriquecimiento personal: consulta de fuentes de información en lengua extranjera.		
Learning outcomes	Students will be able to: - Listen to specific information.		

		- Listen for detail. - Understand the structure of a language learning podcast and the difficulties a non-English speaker may have.		
Evaluation criteria		- Students can find and understand the information they are asked for. (1.1) - Students can identify the difficulties foreign speaker may have when learning English. (5.1)		
Previous knowledge		Not necessary.		
Materials		Paper and pen Worksheet	**Spaces**	Classroom

Procedures			

Timing	Stage	Activities	Grouping
10 min	Pre-listening	T will introduce the Easy English Podcast and they will talk about the title of the episode "Bring your own tea". They will then do a short research activity where they will answer the following questions: - How do British drink their tea? - How did it become that popular in the UK? - How many cups of tea in average does a person drink in the UK?	Together
20 min	While-listening	T will be given a worksheet with different exercises where Ss will have to listen to specific information or detail, determine if some sentences are true or false, sort the order in which some statements appear, etc. The exercises will be corrected out loud. The minutes determined for each exercises might be played more than once.	Individually

20 min	Post-listening	T will present the project of the first trimester: a language learning podcast (similar to the one they had just listened to). The guidelines for the project will be provided:	Groups
		- Duration: 20-25 min each group	
		- Sections: Introduction, a grammatical aspect they deem important to understand, expression of the episode, an important female figure in science, film/book/song recommendation and a free section of their choice (related to the UK).	
		- Language: English (clear and correct as if other people would listen to it to learn the language).	
		- Turn in dates…	
		In this first session, students will be allowed to make their own groups of 4-5 people and they will brainstorm the different topics, ideas, they have for the podcast.	

EASY ENGLISH

8: Bring Your Own Tea

1 Detectives, you're in! Do a short research and find the answers to these questions:

- How do British drink their tea?
- How did it become that popular in the UK?
- How many cups of tea in average does a person drink in the UK?

2 Listen to the first 5 minutes of the podcast and and answer the questions below.

How many minutes do Isi and Mitch have to record the episode?

- 25–30 minutes
- 30–35 minutes
- 20–25 minutes
- 15–20 minutes

What are the differences between Dublin and Galway? Dublin is/has...

- bad bars
- beautiful
- touristy
- far from the sea

What are the differences between Dublin and Galway? Galways is/has...

- touristy
- good pubs
- super big
- ugly landscape

What are the differences between England and Ireland? In Ireland, people...

- drink more tea
- party a lot
- love eating early
- go hiking

What are the differences between England and Ireland? Irish girls dress...

- trashy
- comfy
- fancy
- weird

3 Listen to minutes 6:00–9:45 of the podcast and decide whether these sentences are true or not. Correct the ones that are wrong.

- According to Isi, children can drink at home at the age of seven.
- Night pubs allow underage people to go in from 9pm if their parents are with them.
- If you type "Dublin" in Google, images from Temple Bar will appear.
- Music band U2 hangs out in a famous pub in London.

4 Listen to exercise 3 again and sort the sentences to the order in which they appear.

- U2 owns Temple Bar.
- Mitch and Isi aren't yet 30 years old.
- A band played pop and dublinese songs in Temple Bar when Mitch was there.
- There is an H&M in Oxford Circus, London.
- When Mitch was younger, he had an ice cube fight with his friends.
- In most pubs, underage people can get in if they come with their parents.

12.1.4. Lesson 4

Unit	1	**Lesson number**	4	**Year**	1st Bach	**Time**	55 min
Topic / Session Title	Digital Competence Workshop			**Class**	English		
Focus							
Skills	X Listening X Speaking ☐ Reading ☐ Writing						
Systems	☐ Grammar ☐ Phonology X Lexis ☐ Function ☐ Discourse						
Key competences	- Competencia plurilingüe - Competencia digital - Competencia persona, social y de aprender a aprender						
Specific competences	- Competencia 1. Comprender e interpretar las ideas principales y las líneas argumentales básicas de textos expresados en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias de inferencia y comprobación de significados, para responder a las necesidades comunicativas planteadas. (Decree 64/2022) - Competencia 3. Interactuar activamente con otras personas, con suficiente fluidez y precisión y con espontaneidad, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos en intercambios respetuosos con las normas de cortesía. (Decree 64/2022)						
Contents	- What the creative commons, copyright, copyleft and public domain licenses are.						
Learning outcomes	Students will be able to: - Listen to gist. - Make predictions. - Look for specific information using electronic devices. - Create a poster following the CC licenses.						
Evaluation criteria	- Students can find and understand the information they are asked for. (1.1)						

		- Students can do al their research and designing while efficiently communicating in English. (5.1)	

Previous knowledge	Not necessary.		
Materials	Paper and pen Worksheet Borrowed computers or student's phones	**Spaces**	Classroom

Procedures

Timing	Stage	Activities	Grouping
10 min	Presentation	T will start the class by showing the 4 symbols for Copyright, Copyleft, Creative Commons and Public domain: - Do you know what these symbols stand for? Can anyone explain what they mean? He/she will name the 4 concepts and ask Ss about them. Ss will write in a paper short sentences or words about what they think those 4 things are.	Together
20 min	Practice	T will play 2 videos about creative commons, copyright and public domain. Ss will then see if their guesses were right or wrong. Then Ss will do a short research activity to find out what "copyleft" is and then explain it out loud. They will also look for free image and video banks and write down 3 or 4.	Pairs
25 min	Production	T will give them a worksheet with a list of statements about which things one can do with images, videos, books, etc., and Ss will have to determine which statements are true and which are false. Afterwards they will have to create their own poster for their Language Learning Podcast	Groups

		using free images and the creative commons symbols.	
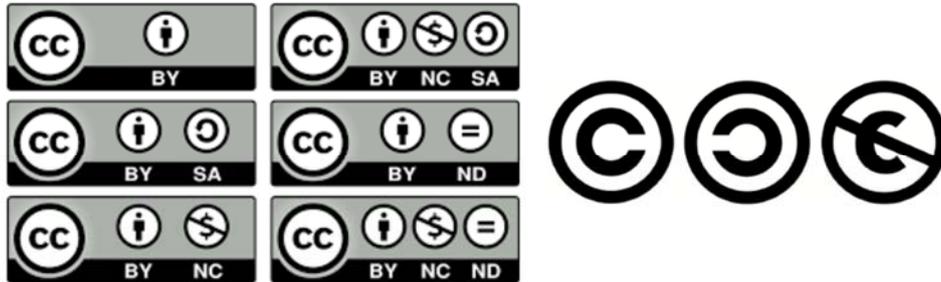
3 Are these sentences true or false? Correct the ones that are wrong.

- CC lisenses enables creators from choosing which right they want to reserve.
- The exploitation rights of a written work last for the life of the author and 70 years after his death or declaration of death.
- Teacher can play whole movies in the classroom even if they don't have the author's permission.
- In images taken from free image banks, the author should always be cited.

2 Read this sentences and choose the correct answer.

What does the "Attribution" (BY) license condition mean?
- The work can be modified
- The creator must be credited
- The work can be used commercially

Which Creative Commons license allows derivative works to be created?
- Attribution-NoDerivs (BY-ND)
- Attribution-ShareAlike (BY-SA)
- Attribution-NonCommercial (BY-NC)

What is Creative Commons?
- A social media platform
- A nonprofit organization
- A licensing system for creative works

Which Creative Commons license allows for both commercial and non-commercial use?
- Attribution-NonCommercial (BY-NC)
- Attribution (BY)
- Attribution-NonCommercial-NoDerivs (BY-NC-ND)

What is the purpose of Creative Commons licenses?
- To restrict the use of creative works
- To regulate copyright infringement
- To encourage the sharing and use of creative works

Unit	1	**Lesson number**	5	**Year**	1st Bach	**Time**	55 min
Topic / Session Title	Project I			**Class**	English		
Focus							
Skills	X Listening X Speaking ☐ Reading ☐ Writing						
Systems	☐ Grammar ☐ Phonology ☐ Lexis ☐ Function ☐ Discourse						
Key competences	- Competencia plurilingüe - Competencia persona, social y de aprender a aprender - Competencia digital						
Specific competences	- Competencia específica 1: Comprender e interpretar las ideas principales y las líneas argumentales básicas de textos expresados en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias de inferencia y comprobación de significados, para responder a las necesidades comunicativas planteadas. (Decree 64/2022) - Competencia específica 2: Producir textos originales, de creciente extensión, claros, bien organizados y detallados, usando estrategias tales como la planificación, la síntesis, la compensación o la autorreparación, para expresar ideas y argumentos de forma creativa, adecuada y coherente, de acuerdo con propósitos comunicativos concretos. (Decree 64/2022) - Competencia específica 3: Interactuar activamente con otras personas, con suficiente fluidez y precisión y con espontaneidad, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos en intercambios respetuosos con las normas de cortesía. (Decree 64/2022)						
Contents	Decree 64/2022:						

	- Expresiones y léxico específico para reflexionar y compartir la reflexión sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalenguaje). - Léxico común y especializado de interés para el alumnado, relativo a tiempo y espacio; estados, eventos y acontecimientos; actividades, procedimientos y procesos; relaciones personales, sociales, académicas y profesionales; educación, trabajo y emprendimiento; lengua y comunicación intercultural; ciencia y tecnología; historia y cultura; así como estrategias enriquecimiento léxico (derivación, familias léxicas, polisemia, sinonimia, antonimia...)
Learning outcomes	Students will be able to: - Identify the important aspects in the different examples given by the teacher. - Organize themselves and their work in English. - Brainstorm ideas for their podcast episode.
Evaluation criteria	- Students can listen to specific information. (1.1) - Students can produce a list with the different ideas they had for each section. (2.1) - Students can get in groups and organize their work while solving the different issues that will arise. (3.2)
Previous knowledge	Not necessary

Materials	Paper and pen Borrowed computers or student's phones	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
15 min	Presentation	T will play the minutes in episode "Bob's your uncle" from the Easy English Podcast, where they explain what the expression "Bob's your uncle" means to provide an example of how this section could be like in the Ss podcast.	Together

		T will then play an Easy English grammar video "[WITH or BY - Prepositions | Super Easy English 19](#)" to provide Ss of an example of how the grammar section could be like.	
40	Production	Ss will have the rest of the class to work on their podcasts. They will be able to use their computers or phones to look for information or ideas for the different sections. By the end of the class, they will need to turn in the different roles each student will fulfill in the podcast (interviewer, presenter, famous person…). They will also have to turn in a draft of the ideas they have for each section (expression of the episode, grammar issue, woman scientist, UK-related topic, etc…).	Groups

12.1.6. Lesson 6

Unit	1	**Lesson number**	6	**Year**	1st Bach	**Time**	55 min
Topic / Session Title	Harry Potter and the Narrative Tenses			**Class**	English		
Focus							
Skills	☐ Listening ☐ Speaking X Reading X Writing						
Systems	X Grammar ☐ Phonology ☐ Lexis X Function ☐ Discourse						
Key competences	- Competencia plurilingüe - Competencia en comunicación lingüística						
Specific competences	- Competencia específica 1: Comprender e interpretar las ideas principales y las líneas argumentales básicas de textos expresados en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias de inferencia y comprobación de						

	significados, para responder a las necesidades comunicativas planteadas. (Decree 64/2022) - Competencia específica 5: Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas y variedades, reflexionando de forma crítica sobre su funcionamiento, y haciendo explícitos y compartiendo las estrategias y los conocimientos propios, para mejorar la respuesta a sus necesidades comunicativas. (Decree 64/2022)
Contents	Decree 64/2022: - Análisis de estrategias para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, etc.) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal. - Funciones comunicativas adecuadas al ámbito y al contexto comunicativo: describir fenómenos y acontecimientos; dar instrucciones y consejos; narrar acontecimientos pasados puntuales y habituales, describir estados y situaciones presentes y expresar sucesos futuros y de predicciones a corto, medio y largo plazo; expresar emociones; expresar la opinión; expresar argumentaciones; reformular, presentar las opiniones de otros, resumir. - Expresión del tiempo: pasado (past simple and continuous; present perfect simple and continuous; past perfect simple and continuous); presente (simple and continuous present); futuro (present simple and continuous + Adv.; will be – ing). Relaciones temporales (while; once (we have finished))
Learning outcomes	Students will be able to: - Use the narrative tenses efficiently. - Look for specific information and details in a text.
Evaluation criteria	- Students can read for specific information. (1.1) - Students can produce a short and improvised story using the narrative tenses. (2.1)

Previous knowledge	Students have seen the narrative tenses in previous years.		
Materials	Paper and pen Worksheet Borrowed computers or student's phones	**Spaces**	Classroom

| **Procedures**			
Timing	**Stage**	**Activities**	**Grouping**
5-10 min	Pre-reading	T will discuss the following with the Ss: - Has anyone seen the Harry Potter movies? Do you like them? - Has anyone read the books? What's better? Books or movies? - How many movies are there? And books?	Together
25 min	While-reading	T will provide students with a worksheet where they will have exercises related to the reading in which they will have to: - Look for detail. - Say if the statements given are true, false or not mentioned. The T will correct the exercises out loud. Now, in pairs, Ss will have to complete the exercises where they are asked to: - Underline the tenses used in the text and explain what they are being used for. - Guess the meaning of words in the text. Ss will check their answers and guesses with other pairs.	Individually
20	Post-reading	T will explain the narrative tenses to the class. Ss will have what is left from the class to invent a crazy character and write about it in pairs.	Pairs

1 Read the text and decide if the following sentences are true or falso. Correct those which are wrong.

- The Dursleys feel ankward admitting they are quite a normal family.
- Mr. Dursley is a very large man with a short neck.
- The Dursleys are afraid someone will find out about the Potters.
- Mrs. Dursley is a very nosy woman.
- Their son, Dudley, is a well-behaved child.

2 Read the text again and answer to these questions.

- Why do the Dursleys hate the Potters?
- What was the first unusual thing that went unnoticed by the Dursleys that day?
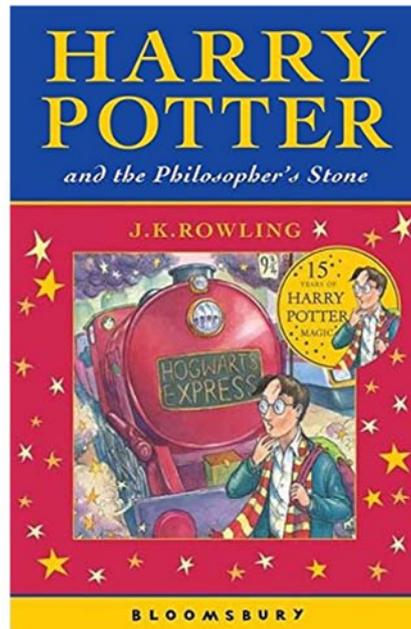- What made Mr. Dursley stop while he was driving?

3 Underline the verbal tenses used in the text and explain what they are being used for.
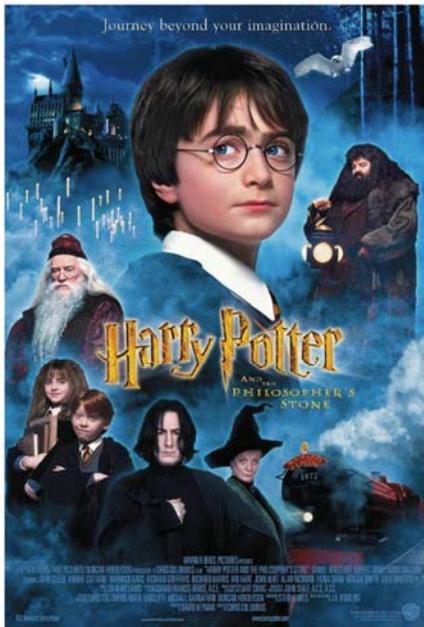
4 From the text, infer the meaning of the words in italics and complete these sentences.

tantrums – dull – tyke – hum
drill – shudder

1. Mr. Dursley had never bored a hole in the wall or used a _____.
2. Thinking of Dudley meeting the Potters makes the Dursleys _____.
3. Although Mrs. Dursley didn't do much, she never thought her life was _____.
4. Dudley was too young to be able to _____, he couldn't eeven talk.
5. Dudley would often throw _____ when he didn't get want what he wanted.
6. Mr. Dursley likes to calls his son _____.

12.1.7. Lesson 7

Unit	1	**Lesson number**	7	**Year**	1st Bach	**Time**	55 min
Topic / Session Title	Homographs, homophones and false friends			**Class**	English		

Focus	
Skills	☐ Listening X Speaking ☐ Reading ☐ Writing
Systems	☐ Grammar X Phonology X Lexis ☐ Function ☐ Discourse
Key competences	- Competencia plurilingüe - Competencia en comunicación lingüística
Specific competences	- Competencia específica 5: Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas y variedades, reflexionando de forma crítica sobre su funcionamiento, y haciendo explícitos y compartiendo las estrategias y los conocimientos propios, para mejorar la respuesta a sus necesidades comunicativas. (Decree 64/2022) - Competencia específica 6: Valorar críticamente y adecuarse a la diversidad lingüística, cultural y artística a partir de la lengua extranjera, reflexionando y compartiendo las semejanzas y las diferencias entre lenguas y culturas, para actuar de forma respetuosa y eficaz, y fomentar la comprensión mutua en situaciones interculturales. (Decree 64/2022)
Contents	Decree 64/2022: - Comparación sistemática entre lenguas a partir de elementos de la lengua extranjera y otras lenguas: origen y parentescos.y expresar sucesos futuros y de predicciones a corto, medio y largo plazo; expresar emociones; expresar la opinión; expresar argumentaciones; reformular, presentar las opiniones de otros, resumir. - Análisis de estrategias para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, etc.) a partir de la comparación

| | de las lenguas y variedades que conforman el repertorio lingüístico personal. |
| | - Patrones sonoros, acentuales, rítmicos y de entonación, y significados e intenciones comunicativas generales asociadas a dichos patrones. Alfabeto fonético básico. |

Learning outcomes	Students will be able to: - Differentiate false friends, homophones and their meanings. - Correctly pronounce homographs
Evaluation criteria	- Students can compare and contrast false friends, homophones, and their meanings in Spanish and English. (5.1) - Students can pronounce and distinguish homographs. (6.2)
Previous knowledge	Not necessary.

Materials	Paper and pen Worksheet	**Spaces**	Classroom

Procedures

Timing	Stage	Activities	Grouping
5-10 min	Presentation	T will introduce the term "false friends" and will ask the Ss what that is and if they can provide any examples. T will then name the terms "homophone and homographs" and he/she will ask the Ss about them	Together
30-35 min	Practice	Ss will be given a worksheet with exercises about false friends: - Guess the meaning of this false friends in Spanish? - What's the equivalent of this false friends in English? - Match the false friends with their synonyms and definitions in English. The exercises will be checked first with the other pairs and then corrected out loud.	Pairs

		Ss will keep working with homographs. They will be given a list of homographs: - Match the words with the different meanings they can have. - Write sentence examples for the different meanings the words have. Teacher will then explain how there are homographs that are pronounced the same and some that are not. Ss will practice pronouncing the words from the exercises.	
15 min	Production	Ss will have to write a short tongue twister with homographs that are not pronounce the same. They will read it to their classmates.	Groups

1 Read these sentences and guess the meaning of these false friends in Spanish.

- My lawyer believes that there's every *prospect* of success.
- He also struggles working as a translator, so he was very *sympathetic* about my problem when I talked to him.
- Right now with our current income, we can't afford having a *gracious* lifestyle.
- Two cars crashed this morning in Highway 29 but there were no *casualties*.
- My dog wrinkled his nose in *disgust* when he smelled the rotten eggs.
- His exboyfriend was *bizarre*, he ate yogurt with ham.

FALSE FRIENDS & HOMOGRAPHS

2 What's the equivalent of this false friends in English?

- Carpeta
- Asistir
- Actualmente
- Blando
- Compromiso
- Decepción
- Pretender
- Remover
- Adecuado
- Molestar

3 Discuss the difference in meaning of the underlined words.

- Marta was great at shooting with the *bow*.
- People usually *bow* when the queen comes.

1. She was sitting in a bar when Leo came.
2. My friend bought six huge chocolate bars.

4 Match the words with the different meanings they can have?

tear – chest

1. to pull or be pulled apart, or to pull pieces off.
2. the upper front part of the body of humans.
3. a drop of salty liquid that flows from the eye.
4. a large, strong box, usually made of wood, used for storing goods/possessions

12.1.8. Lesson 8

Unit	1	**Lesson number**	8	**Year**	1st Bach	**Time**	55 min
Topic / Session Title	Project II			**Class**	English		
Focus							
Skills	X Listening X Speaking ☐ Reading ☐ Writing						
Systems	X Grammar ☐ Phonology Lexis ☐ Function ☐ Discourse						
Key competences	- Competencia plurilingüe - Competencia en comunicación lingüística - Competencia en conciencia y expresión culturales - Competecial social, personal y de aprender a aprender - Competencia emprendedora						
Specific competences	- Competencia específica 1: Comprender e interpretar las ideas principales y las líneas argumentales básicas de textos expresados en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias de inferencia y comprobación de significados, para responder a las necesidades comunicativas planteadas. (Decree 64/2022) - Competencia específica 3: Interactuar activamente con otras personas, con suficiente fluidez y precisión y con espontaneidad, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos en intercambios respetuosos con las normas de cortesía. (Decree 64/2022) - Competencia específica 6: Valorar críticamente y adecuarse a la diversidad lingüística, cultural y artística a partir de la lengua extranjera, reflexionando y compartiendo las semejanzas y las diferencias entre lenguas y culturas, para actuar de forma respetuosa y eficaz, y fomentar la comprensión mutua en situaciones interculturales. (Decree 64/2022)						
Contents	Decree 64/2022:						

	- La lengua extranjera como medio de comunicación y entendimiento entre pueblos como facilitador del acceso a otras culturas y otras lenguas y como herramienta de participación social y de enriquecimiento personal: consulta de fuentes de información en lengua extranjera. - Utilización cada vez más autónoma de modelos contextuales y géneros discursivos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto, organización y estructuración según el género y la función textual.
Learning outcomes	Students will be able to: - Identify the important aspects in the different examples given by the teacher. (1.1) - Organize their work in English. - Understand the importance of learning English.
Evaluation criteria	- Students can analyze the examples provided and gather useful information from them. (1.1) - Elaborate a clear structure for their project and organize their work in English. (3.1) - Students regard the different topics respectfully and with real interest. (6.1)
Previous knowledge	Students have previously worked on their podcasts.

Materials	Paper and pen Borrowed computers or student's phones	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
10 min	Presentation	T will play the video where James Corden introduces himself in The Late Late Show to provide Ss an example of how they could introduce their podcast and themselves.	Together

		T will play 3-4 minutes from Jimmy Fallon's interview to Selena Gomez to give Ss idea of how they could approach section "important female scientist". T will answer the questions Ss may have.	
45 min	Production	They will be able to use their computers or phones to look for information. By the end of the class, they will need to turn in: - Final roles of each student - Draft of the introduction - Grammar issue they will explain - English expression of the episode - Famous female scientist - Free topic (UK related topic: sports, culture, history, tourism, politics, celebrities…) - Structure of the episode (order, who will say who, duration of each section)	Groups

12.1.9. Lesson 9

Unit	1	**Lesson number**	9	**Year**	1st Bach	**Time**	55
Topic / Session Title	International Phonetic Alphabet & How to debate			**Class**	English		
Focus							
Skills	☐ Listening X Speaking ☐ Reading ☐ Writing						
Systems	☐ Grammar X Phonology ☐Lexis ☐Function X Discourse						
Key competences	- Competencia plurilingüe - Competencia en comunicación lingüistica						

	- Competencia ciudadana
Specific competences	- Competencia 3. Interactuar activamente con otras personas, con suficiente fluidez y precisión y con espontaneidad, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos en intercambios respetuosos con las normas de cortesía. (Decree 64/2022) - Competencia 4. Mediar entre distintas lenguas o variedades, o entre las modalidades o registros de una misma lengua, usando estrategias y conocimientos eficaces orientados a explicar conceptos y opiniones o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable, y crear una atmósfera positiva que facilite la comunicación. (Decree 64/2022)
Contents	Decree 64/2022: - Análisis de estrategias para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, etc.) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal. - Estrategias para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales. - Expresión de la argumentación introduciendo el punto de vista personal (The main issue is, It is interesting to consider, It is undeniable that… etc.), citando ejemplos y fuentes (For instance, If we take the case of… etc.), y estableciendo conclusions (To conclude, the truth is that…, etc.) - Patrones sonoros, acentuales, rítmicos y de entonación, y significados e intenciones comunicativas generales asociadas a dichos patrones. Alfabeto fonético básico.
Learning outcomes	Students will be able to: - Recognize and pronounce some phonemes from the IPA.

		- Carry out debate efficiently, while being respectful.	

Evaluation criteria	Decree 64/2022: - Students are able to hold a debate, providing their own argument in a natural and fluent manner. (3.1) - Students can distinguish the phonemes symbols and are making an effort in trying to pronounce them differently. (4.2)		
Previous knowledge	Not necessary.		
Materials	Paper and pen	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
10 min	Presentation	T will ask Ss about the meaning of the word "phoneme". Then he/she will write on the board the words "International Phonetic Alphabet" and she/he will ask the Ss if they know or can guess what that is. Afterwards, T will show the IPA chart to the Ss.	Together
25 min	Practice	T will then play a YouTube video from channel "English Like A Native" in which Ss will hear the significant phonemes in the English language. T will stop the video in each phoneme and the whole class will practice the sounds. Then, the T will compare the English vowels with the Spanish ones, and Ss will practice them.	Together
20 min	Production	T will show Ss how debates will be carried out. These will be the guidelines: - There will be two moderators. One will take care of the time and the other will moderate the debate.	Groups

- The class will be divided into two discussion groups with different points of view.
- The Ss will set their tables in a circle and four chairs will be moved to the middle (two for each group).
- Only those sat on the chairs will be able to talk (A person cannot sit longer that 1 min on a chair. Moderators are in charge of making sure that everyone participates).
- Ss will have 3 minutes to prepare their arguments before the debate starts.

Once this has been explained, Ss will put all of this into practice. Example topics:
- Cats are better pets than dogs.
- Holidays are better spent at the beach.

12.1.10. Lesson 10

Unit	1	**Lesson number**	10	**Year**	1st Bach	**Time**	55
Topic / Session Title	Opinion essay			**Class**	English		
Focus							
Skills	☐ Listening ☐ Speaking X Reading X Writing						
Systems	☐ Grammar ☐Phonology X Lexis ☐Function ☐Discourse						
Key competences	- Competencia plurilingüe - Competencia en comunicación lingüística						
Specific competences	- Competencia específica 1: Comprender e interpretar las ideas principales y las líneas argumentales básicas de textos expresados en la lengua estándar, buscando fuentes fiables y						

	haciendo uso de estrategias de inferencia y comprobación de significados, para responder a las necesidades comunicativas planteadas. (Decree 64/2022) - Competencia específica 2: Producir textos originales, de creciente extensión, claros, bien organizados y detallados, usando estrategias tales como la planificación, la síntesis, la compensación o la autorreparación, para expresar ideas y argumentos de forma creativa, adecuada y coherente, de acuerdo con propósitos. (Decree 64/2022)
Contents	Decree 64/2022: - Estrategias para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales. - Uso adecuado de estructuras y funciones asociadas a diferentes situaciones de comunicación y contextos: formal vs informal, presencial vs remoto, analógico vs digital… - Expresión de la argumentación introduciendo el punto de vista personal (The main issue is, It is interesting to consider, It is undeniable that… etc.), citando ejemplos y fuentes (For instance, If we take the case of… etc.), y estableciendo conclusions (To conclude, the truth is that…, etc.)
Learning outcomes	Students will be able to: ○ Identify the internal structure of an opinion essay. ○ Identify the tone and purpose of the selected text and its parts. ○ Understand and produce opinion essays.
Evaluation criteria	Decree 64/2022: - Students are able to distinguish the different parts of an opinion essay. (1.3) - Students are able to produce opinion essay. (2.2)
Previous knowledge	Not necessary

Materials	Paper and pen Worksheet		Spaces	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
5 min	Pre-writing	T will ask some introducing questions: - What is an opinion essay? - Have you ever read or written one? - Can opinion essays be formal?	Together
15 min	While-writing	Students will be given a worksheet where they will have to: - Identify the different parts of an opinion essay. - Identify the purpose, tone and opinion of the author. - Find useful and handy expressions in the text.	Individually or in pairs
30 min	Post-writing	Ss will have the rest of the class to write their opinion essay that will be added to their portfolio. Possible topics: - Is it important to learn a second language? - Should the school holidays be shorter in summer and longer during the rest of the year?	Individually or in pairs

1 Read the model opinion essay and match the information below to the correct paragraph/s of the text.

- Restate your opinion and summarize your arguments.
- Introduce the question to be discussed and state your opinion
- Support your arguments with reasons and examples

It is well know that we now live in an increasingly interconnected world, where communication barriers are being broken down. One of the tools that facilitates cross-lingual interaction is the automatic translator. However, it is crucial to recognize the limitations and dangers of relying solely on automatic translators. In this essay, the shortcomings of automatic translators will be explored.

In the first place, automatic translators often fail to capture the *nuances* and subtleties of languages. Languages are rich in idiosyncrasies, cultural references, idiomatic expressions, and wordplay that cannot be accurately translated by machines. This leads to distorted and sometimes nonsensical translations, resulting in confusion and miscommunication.

Secondly, understanding language requires more than just word-for-word translation. Context plays a crucial role in comprehension, and automatic translators *struggle* to capture it accurately. Words and phrases can have different meanings depending on the context in which they are used. Without an understanding of the surrounding text or cultural context, an automatic translator may produce *misleading* or inappropriate translations.

Lastly, unlike human translators, automatic translators lack the ability to apply critical thinking or exercise judgment. They are incapable of understanding the intent behind a piece of text or detecting and correcting errors. As a result, translations produced by automatic translators may contain grammatical mistakes, awkward phrasing, or inaccuracies that a human translator would have caught and corrected.

In short, while automatic translators have made significant *strides* in recent years, they still fall short in delivering accurate and culturally sensitive translations. The limitations of these tools, such as inaccuracies, contextual ambiguity, and lack of quality control, make them unsuitable for critical and nuanced communication. Language, culture, and effective communication deserve the attention and dedication that only human translators can provide.

2 Read the model again and answer to these questions:

- Does the author approve of automatic translators? Why or why not?
- Is the text written in a formal or informal register? Why?
- Is it written in first or third person?
- Which words/expressions are used at the beginning of each paragraph? Give examples of other expressions that could be used instead.

3 What do the words in italics mean? Match them with their synonyms:

- nuance
- to struggle
- stride
- misleading

1. deceiving
2. slight difference
3. have difficulties
4. progress

4 Write a formal opinion essay individually or in pairs (bearing in mind what you have learned) about either of the following topics:

- Is it important to learn a second language?
- Should school holidays be shorter in summer and longer during the rest of the year?

83

12.2. Unit 4: Wilkommen in Deutschland!

Unit number and title	Unit 4. Wilkommen in Deutschland!	Year	1st of Post Secondary Education
Number of sessions	8 lessons	**Dates**	November 27th – December 22nd 2023
Key competences	- Competencia en comunicación lingüística - Competencia plurilingüe - Competencia digital - Competencia emprendedora - Competencia en conciencia y expresión culturales - Competencia persona, social y de aprender a aprender - Competencia ciudadana		
Specific competences	- Competencia específica 1: Comprender e interpretar las ideas principales y las líneas argumentales básicas de textos expresados en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias de inferencia y comprobación de significados, para responder a las necesidades comunicativas planteadas. (Decree 64/2022) - Competencia específica 2: Producir textos originales, de creciente extensión, claros, bien organizados y detallados, usando estrategias tales como la planificación, la síntesis, la compensación o la autorreparación, para expresar ideas y argumentos de forma creativa, adecuada y coherente, de		

| | acuerdo con propósitos comunicativos concretos. (Decree 64/2022)

- Competencia específica 3: Interactuar activamente con otras personas, con suficiente fluidez y precisión y con espontaneidad, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos en intercambios respetuosos con las normas de cortesía. (Decree 64/2022)

- Competencia específica 4: Mediar entre distintas lenguas o variedades, o entre las modalidades o registros de una misma lengua, usando estrategias y conocimientos eficaces orientados a explicar conceptos y opiniones o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable, y crear una atmósfera positiva que facilite la comunicación. (Decree 64/2022)

- Competencia 5. Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas y variedades, reflexionando de forma crítica sobre su funcionamiento, y haciendo explícitos y compartiendo las estrategias y los conocimientos propios, para mejorar la respuesta a sus necesidades comunicativas. (Decree 64/2022)

- Competencia específica 6: Valorar críticamente y adecuarse a la diversidad lingüística, cultural y artística a partir de la lengua extranjera, reflexionando y compartiendo las semejanzas y las diferencias entre lenguas y culturas, para actuar de forma empática, respetuosa y eficaz, y fomentar la comprensión mutua en situaciones interculturales. (Decree 64/2022) |
|---|---|
| **Contents** | Decree 64/2022: |

	- Conditionals and advanced conditionals (express regret and talk about hypothetical situations in the future). - Berlin's Wall and techno music in the capital (discuss about Berlin's history). - How to write a formal proposal (propose an idea using the formal register). - Vocabulary related to the unit. - The Boy in the Striped Pyjamas (discuss about the life in concentration camps). - The story of Adolf Hitler (discuss about Hitler's life and question his actions). - Commonly confused adjectives. - Phrasal verbs: "get" and "look". - Pronunciation workshop II: /v/ and /b/ minimal pairs.
Unit objectives	Students will be able to: - Write a formal proposal with the proper structure and register. - Talk about hypothetical future situations in different degree of certainty (e. g., use the zero conditional to talk about general truths). - Express regret and talk about hypothetical situations in the past (e. g., the third conditional or mixed conditionals)

	- Understand the great impact and consequences WWII had in our world. - Understand Hitler's career and why he did what he did. - Properly pronounce the phonemes /v/ and /b/ in words such as *boat, vote, berry, very,* etc. - Distinguish between adjectives such as *less, fewer, farther, further,* etc.
Evaluation criteria	Decree 64/2022: - Students are able to look for specific information in an oral or written text and summarize its content (1.1) - Students are able to guess the general meaning of words of sentences by paying attention to the context (1.3) - Students can write a proposal with a clear structure using the right register and expressing their ideas coherently. (2.2) - Students can organize their ideas and plan the structure of the writings (2.3) - Students can discuss different topics and organize themselves in English while respecting each others opinions (3.2) - Students are able to talk about Germany and the German culture while understanding and respecting the differences between the two countries. (4.1) - Students can tell the difference between the various phrasal verbs and efficiently use them. (5.1)

	- Students can analyze the German history and discuss it from a critical and respectful perspective. (6.1)
Lessons included in this unit	List the lessons and their titles and/or focus. 1. Wilkommen in Deutschland! (reading and lexis) 2. Proposal contest (writing) 3. If I were a rich man/woman… but I am not! (grammar & lexis) 4. Debate until you abate (speaking & writing) 5. The Boy in the Striped Pyjamas (reading and lexis) 6. We want *less* to study… and *fewer* things to learn (lexis) 7. Der Führer Adolf Hitler (speaking and listening) 8. Pronunciation workshop II: /v/ and /b/ minimal pairs & proposal presentations.

12.2.1. Lesson 1

Unit	4	**Lesson number**	1	**Year**	1st Bach	**Time**	55 min
Topic / Session Title	Wilkommen in Deutschland!			**Class**	English		
Focus							
Skills	☐ Listening ☐ Speaking X Reading ☐ Writing						
Systems	☐ Grammar ☐ Phonology X Lexis ☐ Function ☐ Discourse						
Key competences	- Competencia plurilingüe - Competencia en conciencia y expresión culturales - Competencia digital						

Specific competences	- Competencia específica 1: Comprender e interpretar las ideas principales y las líneas argumentales básicas de textos expresados en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias de inferencia y comprobación de significados, para responder a las necesidades comunicativas planteadas. (Decree 64/2022) - Competencia específica 3: Interactuar activamente con otras personas, con suficiente fluidez y precisión y con espontaneidad, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos en intercambios respetuosos con las normas de cortesía. (Decree 64/2022) - Competencia específica 6: Valorar críticamente y adecuarse a la diversidad lingüística, cultural y artística a partir de la lengua extranjera, reflexionando y compartiendo las semejanzas y las diferencias entre lenguas y culturas, para actuar de forma empática, respetuosa y eficaz, y fomentar la comprensión mutua en situaciones interculturales. (Decree 64/2022)
Contents	Decree 64/2022: - Expresar emoción y opiniones: I love/like/enjoy/don't like/hate/ I think, I believe, In my opinion, In my point of view, the way I see it, As I see it, According to…, As X says… etc. - La lengua extranjera como medio de comunicación y entendimiento entre pueblos como facilitador del acceso a otras culturas y otras lenguas y como herramienta de participación social y de enriquecimiento personal: consulta de fuentes de información en lengua extranjera. - Comparación sistemática entre lenguas a partir de elementos de la lengua extranjera y otras lenguas: origen y parentescos.
Learning outcomes	Students will be able to: - Work as a team. - Look for specific information using electronic devices.

	- Write contextualized and memorable examples with the new vocabulary words learnt in the text. - Discuss Berlin's recent history after the reading.
Evaluation criteria	- Students are able to guess the general meaning of words of sentences by paying attention to the context (1.3) - Students can discuss different topics and organize themselves in English while respecting each others opinions (3.2) - Students can analyze the German history and discuss it from a critical and respectful perspective (6.1)
Previous knowledge	Students will have some basic knowledge about Europe's recent history (World War II).

Materials	Student's book (Canva) Paper and pen Borrowed computers or student's phones	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
10 min	Introduction	T will introduce the Unit and briefly go through the things Ss are going to learn. T will ask general questions about Germany and Berlin. For example: - What's the first thing that comes to your mind when you think about Germany? - What do you know about Berlin?	Together
5 - 10 min	Pre-reading	T will play the video from DW History and Culture channel "How Berlin became the capital for clubbing, techno and raving | History Stories" and comment on it with the students.	Together
15-20 min	While-reading	Ss will work with their Student's book and complete exercises 1 and P. T will give feedback and correct the exercises together as a class.	Pairs

15-20 min	Post-reading	Ss will do exercise 2 and 3 and then discuss them together. <u>Short reading</u> to find out more about techno clubs in Berlin (exercise 4). Afterwards, T will proceed to play a few seconds of Richie Hawtin's last session in Watergate club (click on YouTube icon) and comment on it with the Ss.	Together

12.2.2. Lesson 2

Unit	4	**Lesson number**	2	**Year**	1st Bach	**Time**	55
Topic / Session Title	Proposal contest			**Class**	English		

Focus	
Skills	☐ Listening ☐ Speaking X Reading X Writing
Systems	X Grammar ☐ Phonology X Lexis X Function ☐ Discourse
Key competences	- Competencia plurilingüe - Competencia ciudadana - Competencia emprendedora
Specific competences	Competencia específica 1: Comprender e interpretar las ideas principales y las líneas argumentales básicas de textos expresados en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias de inferencia y comprobación de significados, para responder a las necesidades comunicativas planteadas. (Decree 64/2022) Competencia específica 2: Producir textos originales, de creciente extensión, claros, bien organizados y detallados, usando estrategias tales como la planificación, la síntesis, la compensación o la

	autorreparación, para expresar ideas y argumentos de forma creativa, adecuada y coherente, de acuerdo con propósitos. (Decree 64/2022) Competencia específica 4: Mediar entre distintas lenguas o variedades, o entre las modalidades o registros de una misma lengua, usando estrategias y conocimientos eficaces orientados a explicar conceptos y opiniones o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable, y crear una atmósfera positiva que facilite la comunicación. (Decree 64/2022)
Contents	Decree 64/2022: - Estrategias para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales. - Uso adecuado de estructuras y funciones asociadas a diferentes situaciones de comunicación y contextos: formal vs informal, presencial vs remoto, analógico vs digital… - Expresión de la argumentación introduciendo el punto de vista personal (The main issue is, It is interesting to consider, It is undeniable that… etc.), citando ejemplos y fuentes (For instance, If we take the case of… etc.), y estableciendo conclusions (To conclude, the truth is that…, etc.)
Learning outcomes	Students will be able to: o Identify the internal structure of a proposal. o Identify the tone and purpose of the selected text and its parts. o Understand and produce proposals. o Integrate the 17 SDG in the classroom.
Evaluation criteria	Decree 64/2022: - Students are able to distinguish the different parts of a proposal (1.3) - Students are able to organize the structure of their proposal and ensure the originality of their idea, while implementing the 17 SDG in their work (2.2)

	- Students can organize themselves and their work following the provided guidelines (4.2)	
Previous knowledge	They know about the 17 SDG of the EU	

Materials	Student's book (Canva) Paper and pen Borrowed computers or student's phones	**Spaces**	Classroom

Procedures

Timing	Stage	Activities	Grouping
3 - 5 mins	Introduction	T will ask some introducing questions: - What is a proposal? - Have you ever read or written one?	Together
15 - 20 min	Preparing the writing	Course book: page 50, exercises 1 and 2. Ss will read the text out loud and then complete exercises 1 and 2. T will correct them as a class. Ss will do P and 3 from page 51 and correct them afterwards.	Pairs
25 - 30 min	Mini project	Ss will get in groups made by the teacher. Together as a class they will read exercises *Mini project & Mini project I*, and then the T will answer their questions/doubts. Ss will have the rest of the class to organize themselves and choose the name of their group, the topic for their proposal, and draw a mind map with the ideas for each paragraph. They may use their phones to find out more about the 17 SDG.	Groups of 4-5

12.2.3. Lesson 3

Unit	4	Lesson number	3	Year	1st Bach	Time	55
Topic / Session Title	If I were a rich man/woman… but I am not!			**Class**	English		

Focus	
Skills	☐ Listening X Speaking ☐Reading ☐ Writing
Systems	X Grammar ☐Phonolog X Lexis ☐ Function ☐ Discourse
Key competences	- Competencia plurilingüe - Competencia en comunicación lingüistica
Specific competences	Competencia específica 4: Mediar entre distintas lenguas o variedades, o entre las modalidades o registros de una misma lengua, usando estrategias y conocimientos eficaces orientados a explicar conceptos y opiniones o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable, y crear una atmósfera positiva que facilite la comunicación. (Decree 64/2022) Competencia 5. Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas y variedades, reflexionando de forma crítica sobre su funcionamiento, y haciendo explícitos y compartiendo las estrategias y los conocimientos propios, para mejorar la respuesta a sus necesidades comunicativas. (Decree 64/2022)
Contents	Decree 64/2022: - Expresiones y léxico específico para reflexionar y compartir la reflexión sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalenguaje). - Conocimientos, destrezas y actitudes que permiten llevar a cabo actividades de mediación en situaciones cotidianas. - Expresión de la modalidad: factualidad (declarative sentences); capacidad (manage): posibilidad/probabilidad (possibly;

	probably); necesidad (want; take); obligación (need/needn't); permiso (may; could; allow); intención (be thinking of –ing).		

Learning outcomes	Students will be able to:
	   o Express regret in the past.
	   o Talk about hypothetical situations in different degrees of certainty.
	   o Correctly use phrasal verbs that are formed with "get" and "look"		

Evaluation criteria	Decree 64/2022: - Students are able to hold a conversation talking about hypothetical situations in the future or in the past. (4.2) - Students can tell the difference between the various phrasal verbs and efficiently use them. (5.1)		
Previous knowledge	They have seen the conditionals in previous years.		
Materials	Student's book (Canva) Paper and pen Borrowed computers or student's phones	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
3 - 5 mins	Presentation	T will ask the introducing questions from ex. 1 (Student's book *Canva)*: - How many conditionals were there? - What did each one of them express? - How were they built?	Together
15 min	Practice	<u>Course book:</u> page 52, exercises 2 and 3. Ss will be divided into 6 groups and they will do ex. 2. T will correct it as a class and then Ss will get in pairs to do ex. 3.	Groups
20 min	Practice 2.0	<u>Course book:</u> page 53, exercises 4, 5 and 6. Ss will do ex. 4 and 5 about phrasal verbs and the correct it out loud.	Pairs

		They will read the text from ex. 6 individually and then discuss in pairs the meaning of the words in bold.	
15 min	Production	<u>Course book</u>: page 52-53. Ss will now do ex. P in page 53 added it to their portfolio. Ss will do the speaking activity from page 52.	Pairs

12.2.4. Lesson 4

Unit	4	**Lesson number**	4	**Year**	1ˢᵗ Bach	**Time**	55
Topic / Session Title	Debate until you abate			**Class**	English		
Focus							
Skills	☐ Listening X Speaking ☐ Reading X Writing						
Systems	☐ Grammar ☐ Phonology ☐ Lexis ☐ Function X Discourse						
Key competences	- Competencia plurilingüe - Competencia en comunicación lingüistica - Competencia ciudadana						
Specific competences	Competencia 2: Producir textos originales, de creciente extensión, claros, bien organizados y detallados, usando estrategias tales como la planificación, la síntesis, la compensación o la autorreparación, para expresar ideas y argumentos de forma creativa, adecuada y coherente, de acuerdo con propósitos comunicativos concretos. (Decree 64/2022) Competencia 3. Interactuar activamente con otras personas, con suficiente fluidez y precisión y con espontaneidad, usando estrategias						

	de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos en intercambios respetuosos con las normas de cortesía. (Decree 64/2022)		
Contents	Decree 64/2022: - Autoconfianza, iniciativa y asertividad. Estrategias progresivamente autónomas de autorreparación y autoevaluación como forma de progresar en el aprendizaje autónomo de la lengua extranjera. - Estrategias para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales. - Expresión de la argumentación introduciendo el punto de vista personal (The main issue is, It is interesting to consider, It is undeniable that… etc.), citando ejemplos y fuentes (For instance, If we take the case of… etc.), y estableciendo conclusions (To conclude, the truth is that…, etc.)		
Learning outcomes	Students will be able to: o Organize themselves and their arguments for the debate. o Discuss with each other while respecting the opinion of others. o Write a rough draft based on a topic.		
Evaluation criteria	Decree 64/2022: - Students are able to hold a debate while respecting each others opinions. (3.2) - Students can produce a rough draft and develop the ideas they brainstormed for their proposal. (2.2)		
Previous knowledge	They have already work on their proposal.		
Materials	Student's book (Canva) Paper and pen Borrowed computers or student's phones	**Spaces**	Classroom
Procedures			
Timing	**Stage**	**Activities**	**Grouping**

5-10 mins	Introduction	T will explain the two activities that will be carried out in this session: - Debates - Proposal writing For the debate, the class will be divided into two discussion groups: one for and one against. There will be two Ss who will moderate the two groups. The Ss will set their tables in a circle and four chairs will be moved to the middle (two for each group). There will be 9 minutes per topic and the Ss will have to pop on and off the chairs to give their arguments. A person cannot stay longer that 1 min in a chair, therefore one of the moderators will take care of the timer while the other makes sure everyone participates.	Together
20-25 min	Production	Ss will have 3 minutes to prepare the arguments for each topic: - Is jealousy good in relationships? - Should schools remove final exams?	Groups
20-25 min	Production 2.0	Course book: page 53, Mini project II Ss will get back in their proposal groups and continue working on them. They will have to write a rough draft based on the ideas they had Mini project I.	Groups

12.2.5. Lesson 5

Unit	4	Lesson number	5	Year	1st Bach	Time	55
Topic / Session Title	The Boy in the Striped Pyjamas			**Class**	English		

Focus	
Skills	☐ Listening ☐Speaking X Reading X Writing
Systems	☐ Grammar ☐ Phonology X Lexis ☐Function ☐ Discourse
Key competences	- Competencia plurilingüe - Competencia en conciencia y expresión culturales - Competencia ciudadana - Competencia digital
Specific competences	Competencia específica 1: Comprender e interpretar las ideas principales y las líneas argumentales básicas de textos expresados en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias de inferencia y comprobación de significados, para responder a las necesidades comunicativas planteadas. (Decree 64/2022) Competencia específica 3: Interactuar activamente con otras personas, con suficiente fluidez y precisión y con espontaneidad, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos en intercambios respetuosos con las normas de cortesía. (Decree 64/2022) Competencia 6. Valorar críticamente y adecuarse a la diversidad lingüística, cultural y artística a partir de la lengua extranjera, reflexionando y compartiendo las semejanzas y las diferencias entre lenguas y culturas, para actuar de forma respetuosa y eficaz, y fomentar la comprensión mutua en situaciones interculturales. (Decree 64/2022)
Contents	Decree 64/2022:

	- Funciones comunicativas adecuadas al ámbito y al contexto comunicativo: describir fenómenos y aconntecimientos; dar instrucciones y consejos; narrar acontecimientos pasados puntuales y habituales, describir estados y situaciones presentes y expresar sucesos futuros y de predicciones a corto, medio y largo plazo; expresar emociones; expresar la opinión; expresar argumentaciones; reformular, presentar las opiniones de otros, resumir. - Estrategias para entender y apreciar la diversidad lingüística, cultural y artística. - Aspectos socioculturales y sociolingüísticos relativos a convenciones sociales, normas de cortesía y registros; instituciones, costumbres y rituales; valores, normas, creencias y actitudes; estereotipos y tabúes; lenguaje no verbal; historia, cultura y comunidades; relaciones interpersonales y procesos de globalización en países donde se habla la lengua extranjera.
Learning outcomes	Students will be able to: ○ Look for the gist. ○ Look for specific information in the text and using electronical devices. ○ Understand the reality of concentration camps. ○ Write a proper draft for their proposal.
Evaluation criteria	Decree 64/2022: - Students are able to guess the general meaning of words of sentences by paying attention to the context. (1.3) - Students are able to summarize a text. (1.1) - Students can discuss respectfully the Holocaust and the situation of Jews during WWII. (6.1)
Previous knowledge	They have previous knowledge about the Holocaust and they had already worked on their proposal.

Materials	Student's book (Canva) Paper and pen Borrowed computers or student's phones	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
5-7 min	Pre-reading	T will ask some introductory questions about the Holocaust and about "The Boy in the Striped Pyjamas": - What was the Holocaust? Why did it take place? Who was prosecuted? - Have you read the book or watched the movie? When and where does it take place? What is it about?	Together
25 min	While-reading	<u>Course book:</u> page 54-55. Ss will individually read the text and then answer to the questions of exercise 2 and 3.	Together
		In pairs, students will complete ex. 4 and 5. T will correct the exercise out loud.	Pairs
20-25 min	Post-reading	Mini project III (pp. 55): Ss will work on their proposal following the instructions given in the course book. T will walk around the class providing feedback, guiding the groups and making sure they are staying on topic (17 SDG). Ss may use their phone or shared computers to look for words.	Groups

12.2.6. Lesson 6

Unit	4	**Lesson number**	6	**Year**	1st Bach	**Time**	55
Topic / Session Title	We want *less* to study… and *fewer* things to learn			**Class**	English		
Focus							

Skills	□ Listening □ Speaking □ Reading X Writing
Systems	X Grammar □ Phonology X Lexis X Function □ Discourse
Key competences	- Competencia plurilingüe - Competencia en comunicación lingüistica - Competencia emprendedora
Specific competences	Competencia 2: Producir textos originales, de creciente extensión, claros, bien organizados y detallados, usando estrategias tales como la planificación, la síntesis, la compensación o la autorreparación, para expresar ideas y argumentos de forma creativa, adecuada y coherente, de acuerdo con propósitos comunicativos concretos. (Decree 64/2022) Competencia 4. Mediar entre distintas lenguas o variedades, o entre las modalidades o registros de una misma lengua, usando estrategias y conocimientos eficaces orientados a explicar conceptos y opiniones o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable, y crear una atmósfera positiva que facilite la comunicación. (Decree 64/2022)
Contents	Decree 64/2022: - Expresiones y léxico específico para reflexionar y compartir la reflexión sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalenguaje). - Conocimientos, destrezas y actitudes que permiten llevar a cabo actividades de mediación en situaciones cotidianas. - Conocimientos, destrezas y actitudes que permiten llevar a cabo actividades de mediación en situaciones cotidianas.
Learning outcomes	Students will be able to: o Talk about hypothetical situation that happen in different times. o Distinguish between commonly confused adjectives and used them correctly. o Assess the work of their peers and produce a final draft of their proposal.

Evaluation criteria	Decree 64/2022: - Students are able to produce a proper final draft for the writing assignment. (2.2) - Students can assess the work of their peers by using the rubric and form a critical perspective (2.3) - Students understand the difference between the 0-3 conditionals and the mixed conditionals and when to use each one. (4.2)		
Previous knowledge	They have previous knowledge about the conditional forms and they had already worked on their proposal.		
Materials	Student's book (Canva) Paper and pen Borrowed computers or student's phones	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
5 – 7 min	Presentation	T will briefly review the conditional forms (0-3) and then proceed to explain the mixed conditionals (pp. 56, ex. 1). Then together, they will do ex. 2 to make sure they have understood the explanation.	Together
10-15 min	Practice	Course book: page 56. Ss will complete exercises 2, 3 and 4. T will correct the exercises out loud.	Individually or in pairs
10-15 min		In pairs students will complete ex. 5 and 6. T will correct the exercises out loud.	Pairs and groups
20 min	Production	Mini project IV (pp. 56): Ss will review the work of their classmates using the rubric provided. Afterwards, Ss will have the rest of the class to correct their writing and produce a final draft of their proposal (Mini project IV). Ss may use their phones or shared computers to look for words.	Groups

		Once they are finished (after so many days of work they shouldn't need to use the 20 min), Ss will prepare their five-minute presentation for their proposal.					

12.2.7. Lesson 7

Unit	4	**Lesson number**	7	**Year**	1st Bach	**Time**	55
Topic / Session Title	Der Führer: Adolf Hitler			**Class**	English		
Focus							
Skills	X Listening X Speaking ☐ Reading ☐ Writing						
Systems	☐ Grammar ☐ Phonology ☐ Lexis ☐ Function X Discourse						
Key competences	- Competencia plurilingüe - Competencia digital - Competencia en conciencia y expresión culturales						
Specific competences	Competencia 1. Comprender e interpretar las ideas principales y las líneas argumentales básicas de textos expresados en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias de inferencia y comprobación de significados, para responder a las necesidades comunicativas planteadas. (Decree 64/2022) Competencia 6. Valorar críticamente y adecuarse a la diversidad lingüística, cultural y artística a partir de la lengua extranjera, reflexionando y compartiendo las semejanzas y las diferencias entre lenguas y culturas, para actuar de forma respetuosa y eficaz, y fomentar la comprensión mutua en situaciones interculturales. (Decree 64/2022)						
Contents	Decree 64/2022: - Análisis de estrategias para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (léxico,						

morfosintaxis, patrones sonoros, etc.) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.

- Estrategias para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.

- Aspectos socioculturales y sociolingüísticos relativos a convenciones sociales, normas de cortesía y registros; instituciones, costumbres y rituales; valores, normas, creencias y actitudes; estereotipos y tabúes; lenguaje no verbal; historia, cultura y comunidades; relaciones interpersonales y procesos de globalización en países donde se habla la lengua extranjera.

Learning outcomes	Students will be able to: o Listen to specific information. o Listen to detail. o Understand the figure of Adolf Hitler, his life and the things he did from critical point of view.
Evaluation criteria	Decree 64/2022: - Students can find and understand the information they are asked for. (1.1) - Students are able to critically discuss Hitler's figure. (6.1)
Previous knowledge	They have previous knowledge about WWII and they must have worked on their proposals.

Materials	Student's book (Canva) Paper and pen	**Spaces**	Classroom

Procedures			

Timing	Stage	Activities	Grouping
10 min	Pre-listening	T will open a short debate over Hitler's figure and ask the Ss what they know about him and what they think of him.	Together
20 min	While-listening	Course book: page 57. Ss will complete exercises 7 and 8. They may listen to the audios twice if needed.	Individually

5-10 min	Post-listening	Ss will look for the information asked in ex. 9 using their phones or other devices and then discuss with the rest of their classmates about what the found.	Pairs
15		Mini project V (pp. 58): Ss will finish preparing their proposal presentation. They will elaborate a simple but appealing poster that will convince the rest of the class of why should their proposal will.	Groups

12.2.8. Lesson 8

Unit	4	**Lesson number**	8	**Year**	1st Bach	**Time**	55
Topic / Session Title	Pronunciation workshop II: /v/ and /b/ minimal pairs & proposal presentations.			**Class**	English		
Focus							
Skills	☐ Listening X Speaking ☐ Reading ☐Writing						
Systems	☐ Grammar X Phonology ☐ Lexis ☐ Function X Discourse						
Key competences	- Competencia plurilingüe - Competencia en comunicación lingüística - Competencia emprendedora						
Specific competences	Competencia 2. Producir textos originales, de creciente extensión, claros, bien organizados y detallados, usando estrategias tales como la planificación, la síntesis, la compensación o la autorreparación, para expresar ideas y argumentos de forma creativa, adecuada y coherente, de acuerdo con propósitos comunicativos concretos. (Decree 64/2022)						

	Competencia 4. Mediar entre distintas lenguas o variedades, o entre las modalidades o registros de una misma lengua, usando estrategias y conocimientos eficaces orientados a explicar conceptos y opiniones o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable, y crear una atmósfera positiva que facilite la comunicación. (Decree 64/2022)
Contents	Decree 64/2022: - Análisis de estrategias para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, etc.) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal. - Autoconfianza, iniciativa y asertividad. Estrategias progresivamente autónomas de autorreparación y autoevaluación como forma de progresar en el aprendizaje autónomo de la lengua extranjera. - Patrones sonoros, acentuales, rítmicos y de entonación, y significados e intenciones comunicativas generales asociadas a dichos patrones. Alfabeto fonético básico.
Learning outcomes	Students will be able to: o Correctly pronounce words with phonemes /v/ and /b/. o Sell their proposal to the rest of their classmates.
Evaluation criteria	Decree 64/2022: - Students can distinguish between /b/ and /v/ and are making an effort in trying to pronounce them differently. (4.2) - Students have used their linguistic resources to convince the rest of the class of the many advantages their proposal has. (2.3)
Previous knowledge	They have already worked on the Phonetic Alphabet in Unit 1 and prepared their proposal presentation.

Materials	Student's book (Canva)	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**

5 min	Presentation	T will play the video from ex. 1 (Canva) from YouTube channel "Pronuntiation with Emma".	Together
20 min	Practice	Course book: page 58. Ex 1, 2, 3 and P T will proceed to pronounce the words in ex. 1 and Ss will repeat after him/her.	Together
		The same will happen in ex. 2 and 3: T will read the sentence/words out loud and then the students will practice in pairs. T will walk around the class to make sure they are pronouncing them right. Then they write their own tongue twister in pairs and add it to their Portfolio.	Pairs
30 min	Production	Ss will present their posters and their proposals in 5 minutes, bearing in mind that they must sell their ideas to the rest of their classmates.	Groups

13. Student's Guide: Unit 4

4 Wilkommen in Deutschland!

Did you know that...

Berlin is the capital city of Germany and a *hub* of history, culture, and innovation. It is famous for its active nightlife, world-known museums, and iconic *landmarks* such as the Brandenburg Gate and the Berlin Wall.

It is often referred to as the "capital of techno" due to its strong association with the electronic music genre.

Techno music was born in Detroit, but it rapidly spread to Europe, with Berlin being a key destination for techno producers and DJs in the 90s.

The fall of the Berlin Wall in 1989 and the subsequent reunification of Germany created a fertile ground for the development of techno music, as abandoned *warehouses* and factories provided perfect *venues* for underground techno parties.

Today, Berlin remains a hub of techno culture, with numerous festivals, clubs, and record labels dedicated to the genre. The city's roaring techno scene attracts visitors from all over the globe, making Berlin a must-visit destination for electronic music fans.

Die Mauer...

The Berlin Wall was a physical barrier that divided the city of Berlin from 1961 to 1989. It was *erected* by the German Democratic Republic (GDR), also known as East Germany, to prevent people from fleeing to West Germany.

The wall was made of concrete and *barbed* wire, and it stretched for 96 miles, separating families and friends and turning Berlin into a symbol of the Cold War.

The fall of the Berlin Wall in 1989 marked the end of the Cold War and the beginning of a new era of German reunification.

Today, *remnants* of the wall can still be seen in Berlin, and the city has turned it into a powerful symbol of freedom and unity.

48

1 **Before reading the text, discuss in pairs:**

- Do you listen to techno music? Had you heard about techno clubs in Berlin?
- What was the Cold War? Which countries were involved?
- Why was Berlin divided?

(P) **Read the text. What do the words in italics mean? Guess and then check it in your dictionary.**

- In pairs, write an example sentence with each one of them (Tip: make them as funny and as unforgettable as you can!).
- Share them with the rest of your classmates and select the best examples.

2 **Detectives, you are in! Do some research and find out the following:**

- Who are these two men and why are the kissing?
- Is this a painting? Where can it be found?
- What does the sentence below in German mean? Is German similar to English?

3 **Do you recognize the picture on your right? Was it taken before or after Berlin's Wall was built?**

4 **Have you heard about the Watergate Club in Berlin? Read this short text to find out more:**

Watergate is a nightclub located in th Kreuzberg district of Berlin, Germany. It is one of the city's most popular and well–known electronic music venues, with a focus on techno and house music. The club has two floors, with a main dance floor on the lower level and a smaller space on the upper level.

Watergate has hosted some of the world's top DJs, including **Richie Hawtin**, **Carl Cox**, and **Sven Väth**, and is known for its impressive sound system and stunning views of the river. The club has also released a series of popular mix CDs, showcasing the sound of Watergate and its resident DJs.

1 Read the proposal and match the five paragraphs with the following:

- Introduction
- Conclusion
- How it works
- Advantages of the club
- A distinct role

2 Read the proposal again and answer to these questions:

- Who will read the proposal? Who is the audience?
- How formal/informar should it be? Are there any contractions being used?
- Is it written in first or in third person? Where and why?
- Which modal verb is frequently used? Why?

Proposal for a school: BOOK CLUB

The purpose of this proposal is to suggest the school the creation of a book club for students of all ages.

The book club would meet regularly, with members reading and discussing a selected book each month. Meetings would be led by a designated student moderator and would provide a forum for students to express their thoughts and opinions on the book, as well as share insights and perspectives with their peers.

In addition to promoting literacy and critical thinking, a book club would also provide a space for students to develop their social skills and build relationships with other students who share their love of reading.

As things stand, currently there are not any clubs in the school which would offer such an excellent opportunity for students to explore literature, engage in critical thinking, and foster a love of reading.

To sum up, I strongly believe that a book club would be a valuable addition to the extracurricular activities offered at the school, since students would have the chance to engage with literature in a meaningful way, beyond what is required in their academic coursework.

50

111

(P) THE PASSIVE VOICE. Using the passive can make your essay sound more formal. Write sentences with the words below in passive.

1. Berlin's Wall / erect / in 1961 / by / GDR
2. Popular mix CDs / release / by / Watergate
3. Iconic landmarks / can / find / in Berlin

WRITING BANK

3 Complete the Writing Bank with expressions from the proposal.

Introduction
- This proposal is intended/relates to...
- The purpose of _____
- I/We recommend/propose...

Expressions, prepositions & adverbs
- As _____
- Many people think...
- Currently...
- In _____ to...

Concluding/recommending
- To _____ up / On balance...
- I/we feel strongly that, I/we strongly believe...

MINI PROJECT: Get in groups of 4 or 5 and write your own proposal:
- *Your school has some money saved and the students of 1st of PSE are given the chance to spend it by improving their school.*
- *The proposals will have to be related to the 17 SDG of the EU and only one will be chosen as the winner and will get the prize.*

>>>>>>>>>>

MAKE SOME NOISE!!

PROPOSAL CONTEST

- Are you satisfied with your school?
- Do you think changes could be made?
- Have you heard of the 17 SDG of the UE for 2030?

WE WANNA NOW WHAT YOU'RE THINKING

Write the best proposal and win the prize!

Only one can remain

MINI PROJECT I: You will have 4 days to work on your proposal. Today your group will have time to:
- Draw a mindmap with the things you would write in each one of the 5 paragraphs.
- Do not forget to relate them to the 17 SDG.
- Write as many ideas as you can! Your teacher will give you feedback next time you work on your proposal.

4 Scan this QR and you will have the rubric with which your proposal will be assessed:

51

Grammar

1 Quick warm up questions:

- How many conditionals were there?
- What did each one of them express?
- How were they built?

2 MAKE 6 GROUPS. Each one will get 2 sentences and it will have to determine the type of conditional, what is it used for and how is it built.

1. If I went to Bad Bunny's concert, I would have no money in my account.
2. If Marvel keeps making movies, I will get tired of them.
3. If WWII hadn't taken place, Berlin wouldn't have been divided.
4. If you like tortilla with onions, you are weird.
5. We will go to Heidelberg this summer if we find cheap flights.
6. Shakira wouldn't have written a song if Pique hadn't cheated on her.
7. If you study medicine, you won't have a social life.
8. They would travel to the Black Forest if they knew English or German.
9. You are not smart if you jump from a balcony.
10. If he knew how cool languages are, he would become a translator.
11. She would have come to class if she hadn't caught a cold.
12. If you watch the film "Coco", you cry.

3 Complete the sentences with conditionals using the verbs in brackets.

- If I _____ (be) a vampire, I _____ (be) the kind that sparkles in the sunlight.
- I always _____ (turn) into an Olympic sprinter if/when I _____ (see) a spider,
- If someone _____ (tell) me a joke, I _____ probably _____ (laugh) even if it's not funny.
- If I _____ (can speak) to animals, I _____ (spend) all day arguing with my cat.
- If I _____ (win) the lottery, I _____ (quit) my job and become a professional Netflix watcher.

REVIEW OF CONDITIONAL FORMS

Work in pairs with and discuss:

- If you could travel anywhere in the world, where would you go? Why?
- If you could change anything from you past, what would that be? Why?
- If the teacher gives you 100€, what will you do?

52

4. Match the verbs with the prepositions and the corresponding definitions:

look	• back	1. recover after an illness or after *sth/sb* has made you unhappy
get	• forward to	2. think/remember *sth* that happened in the past
look	• out of	3. start directing your efforts to something
get	• over	4. avoid doing *sth* that you don't want to do
look	• down to	5. fell excited about *sth* that is going to happen
get	• into	6. examine or investigate a situation or a problem

5 Complete these sentences using the phrasal verbs from exercise 4 in the <u>correct form</u>:

1. Jane can't _____ her dog's death, but she's trying.
2. The students must _____ writing their proposals.
3. I _____ to these summer's vacations. I'm visiting Munich!
4. My little brother always _____ picking up the dishwasher.
5. The police _____ the murder right now.
6. Sometimes, my grandma gets sad when she _____ in time.

6 Read the text and then work with a partner. Discuss the meaning of the phrasal verbs in bold.

Munich is the capital city of Bavaria, a state located in southern Germany.

It is a multicultural hub where you can **get along with** people from all over the word. However, if there is one part of the population you must **look out for** and that is bikers.

Bicycles are one of the most popular means of transport in Germany and if you dare to cross their path, you will hear the loud ringing of their bells. You might even get the feeling that more than one rider is trying to **get rid of** you...

These Germans are worth **looking up to**, but when they are riding their bikes, it's better to stay out of their way.

(P) In pairs write your own examples using the phrasal verbs from exercise 6. Make them as funny and as memorable as possible!

<u>**MINI PROJECT II:**</u> Time to write the first draft of your incredible proposal:

• Bring out the mindmap you did for Day 1 and start developing your ideas in the paper.
• Your goal today is to write a rough draft of what will be your future proposal.
• Do not forget to check the rubric for this project (refer to the QR of page 51)!

53

The Boy in the Striped Pyjamas

Chapter one
Bruno makes a dicovery

One afternoon, when Bruno came home from school, he was surprised to find Maria, the family's *maid* —who always kept her head bowed and never looked up from the carpet— standing in his bedroom, pulling all his belongings out of the wardrobe and packing them in four large wooden *crates*, even the things he'd hidden at the back that belonged to him and were nobody else's business.

"What are you doing?" he asked in as polite a tone as he could *muster*, for although he wasn't happy to come home and find someone going through his possessions, his mother had always told him that he was to treat Maria respectfully and not just imitate the way Father spoke to her. "You take your hands off my things."

Maria shook her head and pointed towards the staircase behind him, where Bruno's mother had just appeared. She was a tall woman with long red hair that she bundled into a sort of net behind her head, and she was twisting her hands together nervously as if there was something she didn't want to have to say or something she didn't want to have to believe. "Mother," said Bruno, marching towards her, "what's going on? Why is Maria going through my things?" "She's packing them," explained Mother.

"Packing them?" he asked, running quickly through the events of the previous few days to consider whether he'd been particularly *naughty* or had used those words out loud that he wasn't allowed to use and was being sent away because of it. He couldn't think of anything though. In fact over the last few days he had behaved in a perfectly decent manner to everyone and couldn't remember causing any chaos at all. "Why?" he asked then. "What have I done?" Mother had walked into her own bedroom by then but Lars, the *butler*, was in there, packing her things too.

She sighed and threw her hands in the air in frustration before marching back to the staircase, followed by Bruno, who wasn't going to *let* the matter *drop* without an explanation. "Mother," he insisted. "What's going on? Are we moving?" "Come downstairs with me," said Mother, leading the way towards the large dining room where **the Fury** had been to dinner the week before.

"We'll talk down there."

1 Answer to these questions before reading the text:

- Where and when does the story take place?
- What is it about?

2 Read the text and answer to these questions:

- What is happening? Why is Bruno alarmed?
- What is the butler doing?
- Who could be **The Fury**?

P Scan the QR and read finish Chapter 1. Then write a short summary (200–250 words) and add it to your Portfolio.

The Boy in the Striped Pyjamas

JOHN BOYNE
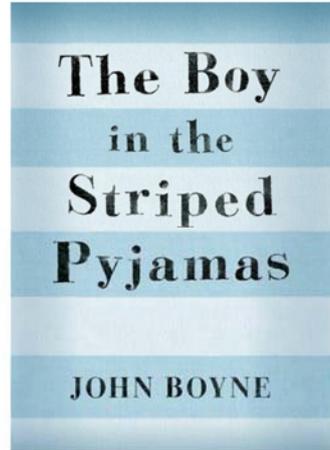
3 Are these statements true or false? Read the text again and answer:

- Bruno became furious when he found Maria going through his things.
- Bruno had said something inappropriate a few days ago and that's why they were leaving.
- Bruno's mom was frustrated and wasn't prone to talk about what was happening.

4 From the text, infer the meaning of the words in italics and complete these sentences:

1. Batman had a _____ named Alfred Pennyworth.
2. He managed to _____ the courage to ask him to the movies.
3. She wasn't telling me everything, but I decided to ____ it _____.
4. In Downton Abbey, every great lady has a _____.
5. Small children sometimes behave in a really _____ way.
6. You can go to IKEA and buy a bunch of _____ for the move.

5 Read the text and, in pairs, guess the meaning of the words in italics and match them with their synonyms:

- maid
- let *sth* drop
- muster
- crates
- naughty
- butler

1. man servant
2. disobedient
3. boxes
4. woman servant
5. produce/gather
6. stop taking about *sth*

MINI PROJECT III: Time to write a real good-looking draft for your proposal:

- Bring out the rough draft you did on Day 2 and show it to your teacher.
- Now it's time to write using the proper conjunctions, looking out for the spelling, refining the ideas you already had...
- Do not forget to check the rubric for this project (refer to the QR of page 51)!

55

116

1 Sometimes we mix the conditionals to talk about...

1. ... how a change in the *past* would have a result in the *present.*
2. ... how a different *present situation* would mean that the *past* was different as well.

2 Identify the type of mixed conditional basing your answers in the explanations given in ex. 1.

- If Hitler hadn't come to power, Germany would be already free from prejudice.
- She would have spoken perfect German if she lived in Frankfurt,
- They would eat a good kebab if they had bought the plane ticket to Berlin.

3 Observe the examples given in ex. 2. What is the structure of the mixed conditional?

Mixed 1	If + _____,	_____
Mixed 2	If + _____,	_____

P In pairs or individually, write 2 funny and memorable examples of each type of mixed conditional

5 Get in pairs and discuss the differences that exist between the underlined words:

- In summer we wear <u>less</u> clothing.
- I wish I had <u>fewer</u> things in my bedroom.

1. How much <u>farther</u> is Alexander Platz?
2. <u>Further</u> topics will be covered next week.

- The <u>latter</u> seasons of Money Haste are trash.
- He arrived <u>later</u> than she did and couldn't go in.

- I ate my sister's <u>last</u> pizza slice.
- The <u>lattest</u> improvements have been a success.

6 Divide the class into 4 groups. Each group will write 4 examples for one of the subcategories established in ex. 5.

4 Choose the correct option:

- Our planet would be in better shape if people <u>moved</u>/<u>had moved</u> by bike more intead of by car.
- If Berlin's Wall hadn't fallen in 1989, maybe the city <u>would still be</u>/<u>'d have still been</u> divided now.
- Kebabs wouldn't <u>have existed</u>/<u>exist</u> if it wasn't for the Turkish who migrated to Germany.
- If I <u>were</u>/<u>had been</u> Jewish, my life would have been harder during WWII.

MINI PROJECT IV: Peer evaluation and getting ready for the final draft:

- Exchange your draft with other groups.
- Taking into account the rubric provided in page 51, correct the other group's draft.
- Get your draft back and make the proper adjustments.
- Turn in a clean and organized final draft of your proposal.

ADJECTIVES

117

Upgrade
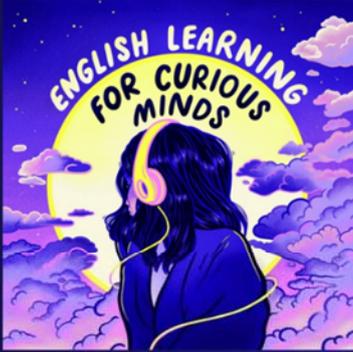
Podcast

English Learning for Curious Minds

Leonardo English

Following

#344 | Adolf Hitler | Der Führer

He was the leader of Nazi Germany and was responsible for the most deadly war in human history. In this episode, we'll explore the murderous life and legacy of Adolf Hitler. The last...

Feb 23 · 29 min 42 sec left

7 Listen to the first 6 minutes of the podcast and sort the sentences to the order in which they appear:

a) Hitler was born in a small town in Austria.

b) The *Führer* swallowed a cyanide pill and shot himself.

c) Hitler's genocidal rage left millions of dead.

d) His family moved to Germany when he turned three.

e) In previous episodes, he talked about *Il Duce*.

f) In 1945 on April 30th Berlin was a battlezone

8 Listen to minutes 20:00 – 22:10 of the podcast and decide whether these sentences are true or not. Correct the ones which are wrong:

1. In 1933 on October Hitler wirthdrew Germany form the United Nations.

2. During the time refered to as *The Night of the Long Knives*, Hitler got rid off his political enemies.

3. In the *Kristallnacht*, homosexuals were taken from their homes to concentration camps.

4. In 1942, Germany made the mistake of invading Russia.

P Scan this QR to listen to minutes 11:00 – 14:42 of the podcast and write 100–120 words summarizing the main ideas.

9 Detectives, you are in! Do some research and find out the following:

- What was Operation Valkyrie?
- How many Jews died in the Holocaust?
- Who were the Axis powers in WWII? And the Allies?

57

118

Pronuntiation
Workshop II

Today you will work on the following minimal pairs:

/v/ and /b/

1 Watch this short video from YouTube channel "Pronuntiation with Emma" and try pronouncing these words:

very	berry	vole	bowl
vote	boat	vest	best
veer	beer	volt	bolt
vein	bane	van	ban

2 Let's make it harder. Try to say these sentences:

- They serve the best beer in expensive boats.
- Marina voted in vain because she banned.

3 This time, try saying this tongue twister. Can you say it faster and better that your teacher?

"Five valorous beavers beaming with glee,
Built a big boat by the vibrant sea.
They argue, they discuss, their voices so bold,
As the waves and the breeze gently rolled."

(P) **Now, in pairs compose your very own tongue twister to practice these two phonemes and add it to your Portfolio.**

MINI PROJECT V: **Time to present your proposal to the rest of the class:**

- Prepare a simple but attractive poster for your presentation.
- Each group will have 5 - 7 minutes to present.
- Remember that you goal is to sell your idea to the school.
- There will be one winner per class.

14. Bibliography

Academy of Country Music. (s. f.) *About us*. https://www.acmcountry.com/about-us

Australian Traveller. (12 de abril de 2023).*Top 100 Things To Do in Australia Before You Die*. https://www.australiantraveller.com/100-things-to-do-before-you-die/

BBC Learning Language. (15 de abril de 2023). *The English We Speak*. https://www.bbc.co.uk/programmes/p02pc9zn/episodes/player

Boon, D. (2008). *Welcome to the Sticks*. Pathé, Hirsch, Les Productions du Ch'Timi, TF1 Films Production, Solidaris, Les Productions du Chicon.

Boyne, J. (2006). *The Boy in the Striped Pyjamas*. Definitions.

Colegio Ntra. Sra. de Loreto FESD. (Noviembre de 2022). *Proyecto Educativo de Centro 2022-23*.

Colegio Nuestra Señora de Loreto – Madrid, Fundación Educativa Santo Domingo. (3 de abril de 2023). *Inicio*. https://loretomadrid.fesd.es/

Comunidad de Madrid. (s.f.). *Attention to diversity*. https://www.comunidad.madrid/en/servicios/educacion/atencion-diversidad

Council of the European Union. (15 de junio de 2017). *Celebrating 30 years of the Erasmus Programme*. https://www.consilium.europa.eu/en/documents-publications/library/library-blog/posts/celebrating-30-years-of-the-erasmus-programme/

Crime Junkie. (17 de abril de 2023). *MYSTERIOUS DEATH OF: Elizabeth Santos*. https://crimejunkiepodcast.com/mysterious-death-elizabeth-santos/

Decreto 64/2022, de 20 de julio de 2022, por el que se establecen para la Comunidad de Madrid la ordenación y el currículo de Bachillerato. *B.O.C.M., 176*, de 26 de julio de 2022. https://www.bocm.es/boletin/CM_Orden_BOCM/2022/07/26/BOCM-20220726-1.PDF

DW Historya and Culture. (18 de enero de 2023). *How Berlin became the capital for clubbing, techno and raving | History Stories*. https://youtu.be/rzJ1qTprouA

Easy English Podcast. (15 de abril de 2023). *Bring your own tea*. https://www.easyenglish.fm/8

Easy English Podcast. (24 de octubre de 2022). *Bob's your uncle*. https://www.easyenglish.fm/2

Easy English. (31 de agosto de 2022). *WITH or BY - Prepositions | Super Easy English 19*. https://youtu.be/5sDxY8dh0E0

English Like A Native. (3 de julio de 2022). *Aprende la IPA en menos de 5 minutos*. https://youtu.be/2pxrDWjEBoE

GCFLearnFree. (17 de septiembre de 2018). *¿Qué es son los derechos de autor, el dominio público y el uso justo?*. https://youtu.be/XzzkSZ0Jrko

He For She. (22 de septiembre de 2014). *Emma Watson HeForShe Speech at the United Nations | UN Women 2014*. https://youtu.be/Q0Dg226G2Z8

J. K. Rowling. (1997). *Harry Potter and the Philosopher's Stone*. Bloomsbury.

Leonardo English. [English Learning for Curious Minds] (6 de abril de 2023). *The Ku Klux Klan: A History of Hate*. https://www.leonardoenglish.com/podcasts/ku-klux-klan

Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. *Boletín Oficial del Estado, 340,* de 30 de diciembre de 2020. https://www.boe.es/boe/dias/2020/12/30/pdfs/BOE-A-2020-17264.pdf

National Geographic. (8 de noviembre de 2022). Episode 40: Who inspired Wakanda's women warriors?. *Overhear.* https://www.nationalgeographic.com/podcasts/overheard/article/who-inspired-wakandas-women-warriors

Newell, M. (1994). *Four Weddings and a Funeral*. PolyGram Filmed Entertainment, Channel Four Films, Working Title Films.

Orden 2876/2018, de 27 de julio de 2018, por la que se establece el currículo de inglés avanzado de Educación Secundaria Obligatoria en institutos y centros privados concertados bilingües español-inglés de la Comunidad de Madrid, y de Bachillerato, en institutos bilingües español-inglés de la Comunidad de Madrid. *B.O.C.M., 202*, de 24 de agosto de 2018. http://www.madrid.org/wleg_pub/secure/normativas/contenidoNormativa.jsf?opcion=VerHtml&nmnorma=10468&eli=true#no-back-button

Prado, C. (2023). *Unit 4. Wilkommen in Deutschland!*. Canva. https://www.canva.com/design/DAFhMHsfzaY/T9tpTNDIlxw4ncmQ3ZY-cw/edit?utm_content=DAFhMHsfzaY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Pronuntiation with Emma. (1 de diciembre de 2018). *How to Pronounce: /b/ and /v/*. https://youtu.be/p20zVtGXjhY

Real Decreto 243/2022, de 5 de abril, por el que se establecen la ordenación y las enseñanzas mínimas del Bachillerato. *Boletín Oficial del Estado, 82,* de 6 de abril de 2022. https://www.boe.es/buscar/pdf/2022/BOE-A-2022-5521-consolidado.pdf

Riordan, R. (2006). *Percy Jackson and the Lightning Thief.* Disney Hyperion.

rnd92. (10 de octubre de 2022). *Richie Hawtin Live @ Watergate, Berlin, DE (07.10.2022)*. https://youtu.be/c5mXyRBk6oM

Storm, K. (12 de abril de 2023). 7 Days in Italy: 7 Ways to Spend a Week in Italy. *Our Escape Clause*. https://www.ourescapeclause.com/7-days-in-italy-in-a-week/

The Council of the European Union. (4 de junio de 2018). *Council Recommendation of 22 May 2018 on key competences for a lifelong learning*. https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN

The Late Late Show with James Corden. (24 de marzo de 2015). *New Late Late Show Host James Corden Introduces Himself*. https://youtu.be/85debecPHy4

The Tonight Show Starring Jimmy Fallon. (7 de mayo de 2023). *Selena Gomez Dishes on Only Murders in the Building and Plays Egg Roulette | The Tonight Show*. https://youtu.be/Qv0CvSjBC64

The Tonight's Show Starring Jimmy Fallon. (11 marzo de 2022). *Rosalía Talks MOTOMAMI, Jimmy's "Motopapi" Energy and Harry Styles Texting Her | The Tonight Show*. https://youtu.be/LkOMIsEen1g

This American Life. (15 de abril de 2023). *Magic or Math*. https://www.thisamericanlife.org/791/math-or-magic

Tyldum, M. (2014). *The Imitation Game*. Black Bear Pictures, Bristol Automotive, Orange Corp.

U of G Library. (21 de septiembre de 2018). *What are Creative Commons Licenses?*. https://youtu.be/srVPLrmlBJY

WIRED. (24 de junio de 2019). *Interpreter Breaks Down How Real-Time Translation Works | WIRED*. https://youtu.be/twCpijr_GeQ

Annex I

In this section the general objectives for Post Secondary Education can be found as they were defined in the Article 7 of the Royal Decree 243/2020:

a) Ejercer la ciudadanía democrática, desde una perspectiva global, y adquirir una conciencia cívica responsable, inspirada por los valores de la Constitución española, así como por los derechos humanos, que fomente la corresponsabilidad en la construcción de una sociedad justa y equitativa.

b) Consolidar una madurez personal, afectivo-sexual y social que les permita actuar de forma respetuosa, responsable y autónoma y desarrollar su espíritu crítico. Prever, detectar y resolver pacíficamente los conflictos personales, familiares y sociales, así como las posibles situaciones de violencia.

c) Fomentar la igualdad efectiva de derechos y oportunidades de mujeres y hombres, analizar y valorar críticamente las desigualdades existentes, así como el reconocimiento y enseñanza del papel de las mujeres en la historia e impulsar la igualdad real y la no discriminación por razón de nacimiento, sexo, origen racial o étnico, discapacidad, edad, enfermedad, religión o creencias, orientación sexual o identidad de género o cualquier otra condición o circunstancia personal o social.

d) Afianzar los hábitos de lectura, estudio y disciplina, como condiciones necesarias para el eficaz aprovechamiento del aprendizaje, y como medio de desarrollo personal.

e) Dominar, tanto en su expresión oral como escrita, la lengua castellana y, en su caso, la lengua cooficial de su comunidad autónoma.

f) Expresarse con fluidez y corrección en una o más lenguas extranjeras.

g) Utilizar con solvencia y responsabilidad las tecnologías de la información y la comunicación.

h)	Conocer y valorar críticamente las realidades del mundo contemporáneo, sus antecedentes históricos y los principales factores de su evolución. Participar de forma solidaria en el desarrollo y mejora de su entorno social.

i)	Acceder a los conocimientos científicos y tecnológicos fundamentales y dominar las habilidades básicas propias de la modalidad elegida.

j)	Comprender los elementos y procedimientos fundamentales de la investigación y de los métodos científicos. Conocer y valorar de forma crítica la contribución de la ciencia y la tecnología en el cambio de las condiciones de vida, así como afianzar la sensibilidad y el respeto hacia el medio ambiente.

k)	Afianzar el espíritu emprendedor con actitudes de creatividad, flexibilidad, iniciativa, trabajo en equipo, confianza en uno mismo y sentido crítico.

l)	Desarrollar la sensibilidad artística y literaria, así como el criterio estético, como fuentes de formación y enriquecimiento cultural.

m)	Utilizar la educación física y el deporte para favorecer el desarrollo personal y social. Afianzar los hábitos de actividades físico-deportivas para favorecer el bienestar físico y mental, así como medio de desarrollo personal y social.

n)	Afianzar actitudes de respeto y prevención en el ámbito de la movilidad segura y saludable.

o)	Fomentar una actitud responsable y comprometida en la lucha contra el cambio climático y en la defensa del desarrollo sostenible.

Annex II

In this section the key competences that have to be developed during Post Secondary Education can be found as they were defined and summarized in the Royal Decree 243/2020:

La competencia en comunicación lingüística (CCL)

La competencia en comunicación lingüística supone interactuar de forma oral, escrita, signada o multimodal de manera coherente y adecuada en diferentes ámbitos y contextos y con diferentes propósitos comunicativos. Implica movilizar, de manera consciente, el conjunto de conocimientos, destrezas y actitudes que permiten comprender, interpretar y valorar críticamente mensajes orales, escritos, signados o multimodales evitando los riesgos de manipulación y desinformación, así como comunicarse eficazmente con otras personas de manera cooperativa, creativa, ética y respetuosa.

La competencia en comunicación lingüística constituye la base para el pensamiento propio y para la construcción del conocimiento en todos los ámbitos del saber. Por ello, su desarrollo está vinculado a la reflexión explícita acerca del funcionamiento de la lengua en los géneros discursivos específicos de cada área de conocimiento, así como a los usos de la oralidad, la escritura o la signación para pensar y para aprender. Por último, hace posible apreciar la dimensión estética del lenguaje y disfrutar de la cultura literaria.

Competencia plurilingüe (CP)

La competencia plurilingüe implica utilizar distintas lenguas, orales o signadas, de forma apropiada y eficaz para el aprendizaje y la comunicación. Esta competencia supone reconocer y respetar los perfiles lingüísticos individuales y aprovechar las experiencias propias para desarrollar estrategias que permitan mediar y hacer transferencias entre lenguas, incluidas las clásicas, y, en su caso, mantener y adquirir destrezas en la lengua o lenguas familiares y en las lenguas oficiales. Integra, asimismo,

dimensiones históricas e interculturales orientadas a conocer, valorar y respetar la diversidad lingüística y cultural de la sociedad con el objetivo de fomentar la convivencia democrática.

Competencia matemática y competencias básicas en ciencia y tecnología (STEM)

La competencia matemática y competencia en ciencia, tecnología e ingeniería (competencia STEM por sus siglas en inglés) entraña la comprensión del mundo utilizando los métodos científicos, el pensamiento y representación matemáticos, la tecnología y los métodos de la ingeniería para transformar el entorno de forma comprometida, responsable y sostenible.

La competencia matemática permite desarrollar y aplicar la perspectiva y el razonamiento matemáticos con el fin de resolver diversos problemas en diferentes contextos.

La competencia en ciencia conlleva la comprensión y explicación del entorno natural y social, utilizando un conjunto de conocimientos y metodologías, incluidas la observación y la experimentación, con el fin de plantear preguntas y extraer conclusiones basadas en pruebas para poder interpretar y transformar el mundo natural y el contexto social.

La competencia en tecnología e ingeniería comprende la aplicación de los conocimientos y metodologías propios de las ciencias para transformar nuestra sociedad de acuerdo con las necesidades o deseos de las personas en un marco de seguridad, responsabilidad y sostenibilidad.

Competencia digital (CD)

La competencia digital implica el uso seguro, saludable, sostenible, crítico y responsable de las tecnologías digitales para el aprendizaje, para el trabajo y para la participación en la sociedad, así como la interacción con estas.

Incluye la alfabetización en información y datos, la comunicación y la colaboración, la educación mediática, la creación de contenidos digitales (incluida la programación), la seguridad (incluido el bienestar digital y las competencias relacionadas con la ciberseguridad), asuntos relacionados con la ciudadanía digital, la privacidad, la propiedad intelectual, la resolución de problemas y el pensamiento computacional y crítico.

Competencia personal, social y de aprender a aprender (CPSAA)

La competencia personal, social y de aprender a aprender implica la capacidad de reflexionar sobre uno mismo para autoconocerse, aceptarse y promover un crecimiento personal constante; gestionar el tiempo y la información eficazmente; colaborar con otros de forma constructiva; mantener la resiliencia; y gestionar el aprendizaje a lo largo de la vida. Incluye también la capacidad de hacer frente a la incertidumbre y a la complejidad; adaptarse a los cambios; aprender a gestionar los procesos metacognitivos; identificar conductas contrarias a la convivencia y desarrollar estrategias para abordarlas; contribuir al bienestar físico, mental y emocional propio y de las demás personas, desarrollando habilidades para cuidarse a sí mismo y a quienes lo rodean a través de la corresponsabilidad; ser capaz de llevar una vida orientada al futuro; así como expresar empatía y abordar los conflictos en un contexto integrador y de apoyo.

Competencia ciudadana (CC)

La competencia ciudadana contribuye a que alumnos y alumnas puedan ejercer una ciudadanía responsable y participar plenamente en la vida social y cívica, basándose en la comprensión de los conceptos y las estructuras sociales, económicas, jurídicas y políticas, así como en el conocimiento de los acontecimientos mundiales y el compromiso activo con la sostenibilidad y el logro de una ciudadanía mundial. Incluye la alfabetización cívica, la adopción consciente de los valores propios de una cultura democrática fundada en el respeto a los derechos humanos, la reflexión crítica acerca de los grandes problemas éticos de nuestro tiempo y el desarrollo de un estilo de vida

sostenible acorde con los Objetivos de Desarrollo Sostenible planteados en la Agenda 2030.

Competencia emprendedora (CE)

La competencia emprendedora implica desarrollar un enfoque vital dirigido a actuar sobre oportunidades e ideas, utilizando los conocimientos específicos necesarios para generar resultados de valor para otras personas. Aporta estrategias que permiten adaptar la mirada para detectar necesidades y oportunidades; entrenar el pensamiento para analizar y evaluar el entorno, y crear y replantear ideas utilizando la imaginación, la creatividad, el pensamiento estratégico y la reflexión ética, crítica y constructiva dentro de los procesos creativos y de innovación; y despertar la disposición a aprender, a arriesgar y a afrontar la incertidumbre. Asimismo, implica tomar decisiones basadas en la información y el conocimiento y colaborar de manera ágil con otras personas, con motivación, empatía y habilidades de comunicación y de negociación, para llevar las ideas planteadas a la acción mediante la planificación y gestión de proyectos sostenibles de valor social, cultural y económico-financiero.

Competencia en conciencia y expresión culturales (CCEC)

La competencia en conciencia y expresión culturales supone comprender y respetar el modo en que las ideas, las opiniones, los sentimientos y las emociones se expresan y se comunican de forma creativa en distintas culturas y por medio de una amplia gama de manifestaciones artísticas y culturales. Implica también un compromiso con la comprensión, el desarrollo y la expresión de las ideas propias y del sentido del lugar que se ocupa o del papel que se desempeña en la sociedad. Asimismo, requiere la comprensión de la propia identidad en evolución y del patrimonio cultural en un mundo caracterizado por la diversidad, así como la toma de conciencia de que el arte y otras manifestaciones culturales pueden suponer una manera de mirar el mundo y de darle forma.

Annex III

Draft of the school calendar of the Community of Madrid for 2023-24:

PROYECTO DE ORDEN DEL VICEPRESIDENTE, CONSEJERO DE EDUCACIÓN Y UNIVERSIDADES POR LA QUE SE ESTABLECE EL CALENDARIO ESCOLAR PARA EL CURSO 2023/2024 EN LOS CENTROS EDUCATIVOS NO UNIVERSITARIOS SOSTENIDOS CON FONDOS PÚBLICOS DE LA COMUNIDAD DE MADRID.

De acuerdo con lo establecido en la disposición adicional quinta de la Ley Orgánica 2/2006, de 3 de mayo, de Educación, la Administración educativa debe establecer anualmente el calendario escolar, que comprenderá un mínimo de 175 días lectivos para las enseñanzas obligatorias.

En el proceso de elaboración de esta orden, han sido oídas las organizaciones representativas del profesorado y ha emitido dictamen el Consejo Escolar de la Comunidad de Madrid, de acuerdo con el artículo 2.1. de la Ley 12/1999, de 29 de abril, de creación del Consejo Escolar de la Comunidad de Madrid. Asimismo, se ha tenido en cuenta el artículo 41.d) de la Ley 1/1983, de 13 de diciembre, del Gobierno y la Administración de la Comunidad de Madrid.

En uso de las competencias atribuidas por el Decreto 236/2021, de 17 de noviembre, del Consejo de Gobierno, por el que se establece la estructura orgánica de la Consejería de Educación, Universidades, Ciencia y Portavocía en relación con el Decreto 38/2022, de 15 de junio, del Consejo de Gobierno, por el que se crea la Vicepresidencia, Consejería de Educación y Universidades.

DISPONGO

Primero. *Objeto y ámbito de aplicación*

La presente orden tiene por objeto establecer el calendario escolar para el curso 2023/2024. Su contenido será de aplicación en los centros sostenidos con fondos públicos que impartan enseñanzas de Educación Infantil, Educación Primaria, Educación Especial, Educación Secundaria Obligatoria, Bachillerato, Formación Profesional, Enseñanzas de Régimen Especial y Educación de Personas Adultas en la Comunidad de Madrid.

Segundo. *Educación Infantil, Educación Primaria y Educación Especial*

2.1. Actividades escolares.

Las actividades escolares se desarrollarán entre los días 1 de septiembre de 2023 y 28 de junio de 2024, salvo en las Escuelas Infantiles, Casas de Niños, unidades de primer ciclo de Educación Infantil autorizadas en colegios públicos y Escuelas Infantiles privadas sostenidas con fondos públicos, que desarrollarán su actividad escolar entre los días 1 de septiembre de 2023 y 31 de julio de 2024, con excepción, en todos los casos, de las correspondientes vacaciones y días festivos.

1

2.2. Actividades lectivas.

2.2.1. En las Escuelas Infantiles, Casas de Niños, unidades de primer ciclo de Educación Infantil autorizadas en colegios públicos y Escuelas Infantiles privadas sostenidas con fondos públicos, las actividades lectivas comenzarán el día 6 de septiembre de 2023 y finalizarán el día 31 de julio de 2024.

El alumnado escolarizado en unidades de segundo ciclo de Educación Infantil en Escuelas Infantiles, Casas de Niños y Escuelas Infantiles privadas sostenidas con fondos públicos podrá hacer uso del calendario de primer ciclo de Educación Infantil en las condiciones que oportunamente establezca la Vicepresidencia, Consejería de Educación y Universidades.

2.2.2. En los centros que imparten segundo ciclo de Educación Infantil, Educación Primaria o Educación Especial, las actividades lectivas comenzarán el día 6 de septiembre de 2023 y finalizarán el 21 de junio de 2024.

Tercero. *Educación Secundaria Obligatoria, Bachillerato, Formación Profesional, Enseñanzas de Régimen Especial y Educación de Personas Adultas.*

3.1. Actividades escolares

Las actividades escolares se desarrollarán entre los días 1 de septiembre de 2023 y 28 de junio de 2024, con excepción de las correspondientes vacaciones y días festivos.

3.2. Actividades lectivas

3.2.1. En los centros que imparten Educación Secundaria Obligatoria, Bachillerato y Formación Profesional, las actividades lectivas comenzarán el día 7 de septiembre de 2023 y terminarán el día 21 de junio de 2024, excepto para el alumnado de segundo curso de Bachillerato, que finalizará sus actividades lectivas en función de las necesidades derivadas de la realización de la prueba de acceso a la Universidad y sus procedimientos de admisión.

La evaluación final en la Educación Secundaria Obligatoria, con carácter general, deberá estar concluida el 21 de junio de 2024.

En Bachillerato y Formación Profesional, con carácter general, la evaluación final ordinaria deberá estar concluida el 12 de junio de 2024 y, una vez realizada la evaluación final ordinaria, el periodo comprendido hasta el 21 de junio de 2024 se destinará, según corresponda en cada caso, a:

2

- Actividades de apoyo, refuerzo, tutorización y realización de las pruebas extraordinarias de evaluación para el alumnado con materias o módulos pendientes.
- Actividades formativas para alumnos sin materias o módulos pendientes.

No obstante, en el marco de la autonomía de los centros, la evaluación final en la Educación Secundaria Obligatoria y las pruebas extraordinarias de evaluación para alumnos con materias o módulos pendientes en Bachillerato y Formación Profesional podrán realizarse hasta el día 24 de junio.

3.2.2. En los centros de Educación de Personas Adultas las actividades lectivas comenzarán el día 18 de septiembre de 2023. La finalización de las actividades lectivas será el día 21 de junio de 2024.

3.2.3. En los Conservatorios Profesionales de Música y en los Conservatorios Profesionales de Danza, las actividades lectivas comenzarán el día 11 de septiembre de 2023 y finalizarán el día 21 de junio de 2024. La sesión de evaluación final ordinaria se realizará del 27 al 31 de mayo de 2024. En el período comprendido desde la finalización de dicha evaluación hasta el 21 de junio de 2024, se realizarán actividades de repaso y profundización, las pruebas extraordinarias y la evaluación final extraordinaria. El alumnado de sexto curso de enseñanzas profesionales finalizará sus actividades lectivas en función de las necesidades derivadas de la prueba de acceso a la Universidad y sus procedimientos de admisión.

3.2.4. En las Escuelas de Arte, las actividades lectivas comenzarán el día 11 de septiembre de 2023 para el segundo curso de los ciclos formativos de Artes Plásticas y Diseño, y el día 21 de septiembre de 2023 para el primer curso, y finalizarán el día 21 de junio de 2024. La evaluación final ordinaria deberá estar concluida el 12 de junio de 2024. Hasta el 21 de junio de 2024, se realizarán actividades de repaso y profundización, las pruebas extraordinarias y la evaluación final extraordinaria.

3.2.5. En las Escuelas Oficiales de Idiomas, las actividades lectivas comenzarán el día 11 de septiembre de 2023 y finalizarán el día 21 de junio de 2024. La sesión de evaluación final ordinaria se realizará entre el 16 y el 22 de mayo de 2024. A partir del 24 de mayo y hasta el 21 de junio de 2024, se realizarán las pruebas de evaluación final extraordinaria, la sesión de evaluación final extraordinaria y las pruebas de certificación.

3.2.6. En los centros integrados de Enseñanzas Artísticas de Música y de Educación Primaria o Secundaria:

3

Las enseñanzas de Música que se imparten de forma integrada y no integrada en estos centros seguirán el calendario establecido para los Conservatorios Profesionales de Música.

Las enseñanzas correspondientes a la etapa de Educación Primaria iniciarán sus actividades lectivas el día 6 de septiembre de 2023 y finalizarán el día 21 de junio de 2024. Para Educación Secundaria será de aplicación lo establecido en el apartado 3.2.1. de la presente orden.

Cuarto. *Vacaciones escolares y otros días no lectivos para los centros educativos.*

4.1.   Vacaciones

4.1.1.   De Navidad. Comprenderán desde el día 23 de diciembre de 2023 hasta el día 7 de enero de 2024 excepto en el caso de las Escuelas Infantiles públicas y privadas financiadas con fondos públicos, y las unidades de primer ciclo de Educación Infantil autorizadas en colegios públicos de Educación Infantil y Primaria que comprenderán del 23 de diciembre al ....

Nota 1: En el caso de las enseñanzas de primer ciclo de Educación Infantil, el presente apartado 4.1.1 será analizado específicamente cuando se aborde el calendario escolar 2023/2024 aplicable a dichas enseñanzas.

4.1.2.   De Semana Santa. Comprenderán desde el 23 al 31 de marzo de 2024, ambos inclusive.

4.1.3.   De verano. Se iniciarán el día 1 de julio de 2024, excepto en Escuelas Infantiles, unidades de primer ciclo de Educación Infantil autorizadas en colegios públicos, Casas de Niños y Escuelas Infantiles privadas sostenidas con fondos públicos, en las que se iniciarán el 1 de agosto de 2024. En todos los centros terminarán el día anterior al comienzo del curso 2024/2025.

4.2. Festividades y otros días no lectivos

Las festividades y los otros días no lectivos tendrán los mismos efectos para los centros educativos que las vacaciones escolares.

4.2.1.   Festividades

- Año 2023:

12 de octubre.
1 de noviembre.
6 de diciembre.
8 de diciembre.
Los días de fiesta de ámbito local que haya determinado cada municipio para el año 2023 y así aparezcan publicados en el Boletín Oficial de la Comunidad de Madrid.

4

- Año 2024:

Los días festivos para el año 2024, que serán establecidos con posterioridad a la firma y difusión de la presente orden, tendrán efecto sobre el curso 2023/2024. Dichos días festivos serán los siguientes:

Los que determine la Comunidad Autónoma de Madrid para el año 2024, en el ejercicio de sus competencias.
Los días de fiesta de ámbito nacional no trasladables que se establezcan para el año 2024.
Los días de fiesta local que determine cada municipio para el año 2024 y así aparezcan publicados en el Boletín Oficial de la Comunidad de Madrid.

4.2.2. Otros días no lectivos

Serán no lectivos para los centros educativos los siguientes días:

Nota 2: Se proponen las siguientes fechas, a analizar con las organizaciones sindicales:

- 13 de octubre de 2023.
- 7 de diciembre de 2023.
- 22 y 23 de febrero de 2024.
- 22 de marzo de 2024.
- 1 de abril de 2024.
- 3 de mayo de 2024.

Nota 3: En el caso de las enseñanzas de primer ciclo de Educación Infantil, el presente apartado 4.2.2. será analizado específicamente cuando se aborde el calendario escolar 2023/2024 aplicable dichas enseñanzas.

Los centros privados sostenidos con fondos públicos podrán cambiar, previo acuerdo del Consejo Escolar y notificación a la correspondiente Dirección de Área Territorial, uno de los citados días no lectivos para facilitar la celebración del patrono del centro. Dichos traslados de fecha deben ser notificados con antelación suficiente tanto a las familias como a las Direcciones de Área Territorial.

Quinto. *Especificaciones para la aplicación del calendario escolar en los centros educativos de titularidad pública.*

5.1. Inicio de la actividad en los centros: el profesorado comenzará las actividades escolares en sus centros el día 1 de septiembre de 2023 (para tareas de preparación, programación, coordinación, organización del curso), de conformidad con las horas semanales reglamentariamente establecidas.

5.2. Comedor escolar en colegios de Educación Infantil y Primaria y centros

5

135

de Educación Especial: conforme a lo dispuesto en la normativa por la que se regulan los comedores escolares en los centros públicos no universitarios de la Comunidad de Madrid, el servicio de comedor escolar se prestará, con carácter general, durante todos los días lectivos del curso.

5.3 Colegios públicos de Educación Infantil, Primaria y Educación Especial: a excepción de las enseñanzas de primer ciclo de Educación Infantil autorizadas en colegios públicos de Educación Infantil y Primaria, en los periodos comprendidos entre el 6 y 29 de septiembre de 2023 y entre el 3 y 21 de junio de 2024, las actividades lectivas podrán desarrollarse durante la mañana, en jornada de cuatro horas. Asimismo, previo acuerdo del Consejo Escolar, el día 21 de diciembre de 2023 podrán desarrollarse las actividades lectivas durante la mañana, en jornada de cuatro horas. En todos los casos, el servicio de comedor deberá permanecer abierto.

5.4. Evaluaciones y trabajos relacionados con la finalización del curso escolar: a partir de la fecha establecida para la finalización de las actividades lectivas, los días hábiles restantes se dedicarán a completar la evaluación de alumnos, a reuniones del claustro de profesores y del Consejo Escolar y a las demás actividades recogidas en las disposiciones normativas que regulan tales extremos, todo ello dentro de la autonomía organizativa de los centros, que siempre debe ser ejercida para el mejor desempeño de sus funciones.

Asimismo, en los centros donde se impartan Enseñanzas de Régimen Especial, a partir de la fecha de finalización de las actividades lectivas, los días hábiles restantes se dedicarán a las actividades académicas establecidas en la normativa vigente que regula dichas enseñanzas.

Sexto. *Especificaciones para la aplicación del calendario escolar en centros privados sostenidos con fondos públicos.*

En los centros privados sostenidos con fondos públicos de Educación Infantil y Primaria: en el periodo comprendido entre el 6 y el 29 de septiembre de 2023, el 21 de diciembre de 2023 y en el periodo entre el 3 y el 21 de junio de 2024, las actividades lectivas en dichos centros podrán desarrollarse en jornada intensiva, si así lo acuerda el titular del centro, de forma análoga a lo que se establezca para los centros públicos.

Séptimo. *Cumplimiento y publicidad*

7.1. En los centros sostenidos con fondos públicos, las fechas de inicio y final de curso para cada etapa o enseñanza tienen carácter de mínimos obligatorios. El curso no podrá iniciarse después, ni finalizar antes, de las fechas señaladas en cada caso.

7.2. El calendario escolar se expondrá en cada centro docente de forma visible para todos los interesados y se entregará copia del mismo a los

6

136

miembros del Consejo Escolar y a la Asociación de Madres y Padres de Alumnos para conocimiento de toda la comunidad educativa. Se expondrá, asimismo, en la web del centro, en caso de disponer de la misma.

7.3. Los directores de los centros educativos son los responsables del cumplimiento del presente calendario escolar.

7.4. El presente calendario escolar no podrá ser modificado salvo en casos excepcionales, que deberán ser adecuadamente justificados y comunicados con la debida antelación. En todo caso, toda modificación deberá ser previamente autorizada por la Viceconsejería de Política Educativa a propuesta de la Dirección de Área Territorial o de la Dirección General correspondiente.

Annex IV

In this section the contents or "saberes básicos" that have to be acquire in the First Foreign Language during Post Secondary Education can be found as they were defined in the Royal Decree 243/2020:

A. Comunicación

- Autoconfianza, iniciativa y asertividad. Estrategias de autorreparación y autoevaluación como forma de progresar en el aprendizaje autónomo de la lengua extranjera.

- Estrategias para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.

- Conocimientos, destrezas y actitudes que permiten llevar a cabo actividades de mediación en situaciones cotidianas.

- Funciones comunicativas adecuadas al ámbito y al contexto comunicativo: describir fenómenos y acontecimientos; dar instrucciones y consejos; narrar acontecimientos pasados puntuales y habituales, describir estados y situaciones presentes y expresar sucesos futuros y de predicciones a corto, medio y largo plazo; expresar emociones; expresar la opinión; expresar argumentaciones; reformular, presentar las opiniones de otros, resumir.

- Modelos contextuales y géneros discursivos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.

- Unidades lingüísticas y significados asociados a dichas unidades tales como la expresión de la entidad y sus propiedades, la cantidad y la cualidad, el espacio y las relaciones espaciales, el tiempo y las relaciones

temporales, la afirmación, la negación, la interrogación y la exclamación, las relaciones lógicas.

- Léxico común y especializado de interés para el alumnado relativo a tiempo y espacio; estados, eventos y acontecimiento; actividades, procedimientos y procesos; relaciones personales, sociales, académicas y profesionales; educación, trabajo y emprendimiento; lengua y comunicación intercultural; ciencia y tecnología; historia y cultura; así como estrategias de enriquecimiento léxico (derivación, familias léxicas, polisemia, sinonimia, antonimia...).

- Patrones sonoros, acentuales, rítmicos y de entonación, y significados e intenciones comunicativas generales asociadas a dichos patrones. Alfabeto fonético básico.

- Convenciones ortográficas y significados e intenciones comunicativas asociados a los formatos, patrones y elementos gráficos.

- Convenciones y estrategias conversacionales, en formato síncrono o asíncrono, para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, pedir y dar aclaraciones y explicaciones, reformular, comparar y contrastar, resumir y parafrasear, colaborar, negociar significados, detectar la ironía, etc.

- Recursos para el aprendizaje y estrategias de búsqueda y selección de información y curación de contenidos: diccionarios, libros de consulta, bibliotecas, mediatecas, etiquetas en la red, recursos digitales e informáticos, etc.

- Respeto de la propiedad intelectual y derechos de autor sobre las fuentes consultadas y contenidos utilizados: herramientas para el tratamiento de datos bibliográficos y recursos para evitar el plagio.

- Herramientas analógicas y digitales para la comprensión, producción y coproducción oral, escrita y multimodal; y plataformas virtuales de interacción, colaboración y cooperación educativa (aulas virtuales,

videoconferencias, herramientas digitales colaborativas...) para el aprendizaje, la comunicación y el desarrollo de proyectos con hablantes o estudiantes de la lengua extranjera.

B. Plurilingüismo

- Estrategias y técnicas para responder eficazmente y con un alto grado de autonomía, adecuación y corrección a una necesidad comunicativa concreta superando las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.

- Estrategias para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, etc.) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.

- Estrategias y herramientas, analógicas y digitales, individuales y cooperativas para la autoevaluación, la coevaluación y la autorreparación.

- Expresiones y léxico específico para reflexionar y compartir la reflexión sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalenguaje).

- Comparación sistemática entre lenguas a partir de elementos de la lengua extranjera y otras lenguas: origen y parentescos.

C. Interculturalidad

- La lengua extranjera como medio de comunicación y entendimiento entre pueblos, como facilitador del acceso a otras culturas y otras lenguas y como herramienta de participación social y de enriquecimiento personal.

- Interés e iniciativa en la realización de intercambios comunicativos a través de diferentes medios con hablantes o estudiantes de la lengua extranjera, así como por conocer informaciones culturales de los países donde se habla la lengua extranjera.

- Aspectos socioculturales y sociolingüísticos relativos a convenciones sociales, normas de cortesía y registros; instituciones, costumbres y rituales; valores, normas, creencias y actitudes; estereotipos y tabúes; lenguaje no verbal; historia, cultura y comunidades; relaciones interpersonales y procesos de globalización en países donde se habla la lengua extranjera.

- Estrategias para entender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos.

- Estrategias de detección, rechazo y actuación ante usos discriminatorios del lenguaje verbal y no verbal.

Regarding the specific contents that must be taught in the subject of English as a First Foreign Language, they are the following for 1st of PSE as established in the Decree 64/2022:

o Funciones comunicativas adecuadas al ámbito y al contexto comunicativo: describir fenómenos y acontecimientos; dar instrucciones y consejos; narrar acontecimientos pasados puntuales y habituales, describir estados y situaciones presentes y expresar sucesos futuros y de predicciones a corto, medio y largo plazo; expresar emociones; expresar la opinión; expresar argumentaciones; reformular, presentar las opiniones de otros, resumir.

- Uso adecuado de estructuras y funciones asociadas a diferentes situaciones de comunicación y contextos: formal vs informal, presencial vs remoto, analógico vs digital,…

- Descripción de fenómenos y acontecimientos mediante relaciones lógicas: conjunción (as well as); disyunción (either…or); oposición/concesión (although; however); causa (because (of); due to; as); finalidad (so that; in order to); comparación (as/not so Adj. as; less/more + Adj./Adv. (than); the better of the two; the best ever); resultado/correlación (so; so that; the more…the better); condición (if; unless; in case); estilo indirecto (reported information, instructions, advice, offers, suggestions, promises, commands, wishes).

- Expresión de la modalidad: factualidad (declarative sentences); capacidad (manage); posibilidad/probabilidad (possibly;

probably); necesidad (want; take); obligación (need/needn't); permiso (may; could; allow); intención (be thinking of –ing).

- Expresión del tiempo: pasado (past simple and continuous; present perfect simple and continuous; past perfect simple and continuous); presente (simple and continuous present); futuro (present simple and continuous + Adv.; will be – ing). Relaciones temporales (while; once (we have finished))

- Expresión del aspecto: puntual (simple tenses); durativo (present and past simple/perfect; and future continuous); habitual (simple tenses (+ Adv., e. g. as a rule; used to); incoativo ((be) set to); terminativo (cease – ing).

- Expresión de la argumentación introduciendo el punto de vista personal (The main issue is, It is interesting to consider, It is undeniable that… etc.), citando ejemplos y fuentes (For instance, If we take the case of… etc.), y estableciendo conclusions (To conclude, the truth is that…,etc.)

- Expresar emoción y opiniones: I love/like/enjoy/don't like/hate/ I think, I believe, In my opinion, In my point of view, the way I see it, As I see it, According to…, As X says… etc. Reformular ideas y resumirlas: In other words, that´s to say, in short, summing up, to put n a nutshell… etc.

o Patrones sonoros, acentuales, rítmicos y de entonación, y significados e intenciones comunicativas generales asociadas a dichos patrones. Alfabeto fonético básico.

- Reconocimiento de los símbolos fonéticos (IPA) y pronunciación de fonemas, incluidos los de especial dificultad.

- Pronunciación de formas contractas y diferenciación entre formas débiles y fuertes y sus diferentes intenciones comunicativas.

Annex V

In this annex, the evaluation criteria for the assessment of the specific competences in the First Foreign Language in 1st of Post Secondary Education can be found as stipulated in the BOCM (Decree 64/2022):

These are the six specific competences that must be developed in English class:

o   **Competencia específica 1**: Comprender e interpretar las ideas principales y las líneas argumentales básicas de textos expresados en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias de inferencia y comprobación de significados, para responder a las necesidades comunicativas planteadas.

o   **Competencia específica 2:** Producir textos originales, de creciente extensión, claros, bien organizados y detallados, usando estrategias tales como la planificación, la síntesis, la compensación o la autorreparación, para expresar ideas y argumentos de forma creativa, adecuada y coherente, de acuerdo con propósitos comunicativos concretos.

o   **Competencia específica 3:** Interactuar activamente con otras personas, con suficiente fluidez y precisión y con espontaneidad, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos en intercambios respetuosos con las normas de cortesía.

o   **Competencia específica 4:** Mediar entre distintas lenguas o variedades, o entre las modalidades o registros de una misma lengua, usando estrategias y conocimientos eficaces orientados a explicar conceptos y opiniones o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable, y crear una atmósfera positiva que facilite la comunicación.

o   **Competencia específica 5:** Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas y variedades, reflexionando de forma crítica sobre su funcionamiento, y haciendo explícitos y compartiendo las estrategias y los conocimientos propios, para mejorar la respuesta a sus necesidades comunicativas.

o   **Competencia específica 6:** Valorar críticamente y adecuarse a la diversidad lingüística, cultural y artística a partir de la lengua extranjera,

reflexionando y compartiendo las semejanzas y las diferencias entre lenguas y culturas, para actuar de forma empática, respetuosa y eficaz, y fomentar la comprensión mutua en situaciones interculturales.

These are the evaluation criteria for each of the six specific competences:

Competencia específica 1:

- 1.1. Extraer y analizar las ideas principales, la información relevante y las implicaciones generales de textos de cierta longitud, bien organizados y de cierta complejidad, orales, escritos y multimodales, sobre temas de relevancia personal o de interés público, tanto concretos como abstractos, expresados de forma clara y en la lengua estándar, incluso en entornos moderadamente ruidosos, a través de diversos soportes.

- 1.2. Interpretar y valorar de manera crítica el contenido, la intención y los rasgos discursivos de textos de cierta longitud y complejidad, con especial énfasis en los textos académicos y de los medios de comunicación, así como de textos de ficción, sobre temas generales o más específicos, de relevancia personal o de interés público.

- 1.3. Seleccionar, organizar y aplicar las estrategias y conocimientos adecuados para comprender la información global y específica, y distinguir la intención y las opiniones, tanto implícitas como explícitas (siempre que estén claramente señalizadas), de los textos; inferir significados e interpretar elementos no verbales; y buscar, seleccionar y contrastar información.

Competencia específica 2:

- 2.1. Expresar oralmente con suficiente fluidez y corrección textos claros, coherentes, bien organizados, adecuados a la situación comunicativa y en diferentes registros sobre asuntos de relevancia personal o de interés público

- conocidos por el alumnado, con el fin de describir, narrar, argumentar e informar, en diferentes soportes, utilizando recursos verbales y no

144

verbales, así como estrategias de planificación, control, compensación y cooperación.

- 2.2. Redactar y difundir textos detallados de cierta extensión y complejidad y de estructura clara, adecuados a la situación comunicativa, a la tipología textual y a las herramientas analógicas y digitales utilizadas, evitando errores que dificulten o impidan la comprensión, reformulando y organizando de manera coherente información e ideas de diversas fuentes y justificando las propias opiniones, sobre asuntos de relevancia personal o de interés público conocidos por el alumnado, haciendo un uso ético del lenguaje, respetando la propiedad intelectual y evitando el plagio.

- 2.3. Seleccionar, organizar y aplicar conocimientos y estrategias de planificación, producción, revisión y cooperación, para componer textos de estructura clara y adecuados a las intenciones comunicativas, las características contextuales, los aspectos socioculturales y la tipología textual, usando los recursos físicos o digitales más adecuados en función de la tarea y de los interlocutores e interlocutoras reales o potenciales.

Competencia específica 3:

- 3.1. Planificar, participar y colaborar asertiva y activamente, a través de diversos soportes, en situaciones interactivas sobre temas de relevancia personal o de interés público conocidos por el alumnado, mostrando iniciativa, empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras, y ofreciendo explicaciones, argumentos y comentarios.

- 3.2. Seleccionar, organizar y utilizar, de forma flexible y en diferentes entornos, estrategias adecuadas para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, solicitar y formular aclaraciones y explicaciones, reformular, comparar y contrastar, resumir, colaborar, debatir, resolver problemas y gestionar situaciones comprometidas.

Competencia específica 4:

- 4.1. Interpretar y explicar textos, conceptos y comunicaciones en situaciones en las que atender a la diversidad, mostrando respeto y aprecio por los interlocutores e interlocutoras y por las lenguas, variedades o registros empleados, y participando en la solución de problemas frecuentes de intercomprensión y de entendimiento, a partir de diversos recursos y soportes.

- 4.2. Aplicar estrategias que ayuden a crear puentes, faciliten la comunicación y sirvan para explicar y simplificar textos, conceptos y mensajes, y que sean adecuadas a las intenciones comunicativas, las características contextuales, los aspectos socioculturales y la tipología textual, usando recursos y apoyos físicos o digitales en función de la tarea y el conocimiento previo de los interlocutores e interlocutoras.

Competencia específica 5:

- 5.1. Comparar y argumentar las semejanzas y diferencias entre distintas lenguas reflexionando sobre su funcionamiento y estableciendo relaciones entre ellas.

- 5.2. Utilizar con iniciativa y de forma creativa estrategias y conocimientos de mejora de la capacidad de comunicar y de aprender la lengua extranjera con apoyo de otros participantes y de soportes analógicos y digitales.

- 5.3. Registrar y reflexionar sobre los progresos y dificultades de aprendizaje de la lengua extranjera, seleccionando las estrategias más adecuadas y eficaces para superar esas dificultades y consolidar el aprendizaje, realizando actividades de planificación del propio aprendizaje, autoevaluación y coevaluación, como las propuestas en el Portfolio Europeo de las Lenguas (PEL) o en un diario de aprendizaje, haciendo esos progresos y dificultades explícitos y compartiéndolos.

Competencia específica 6:

- 6.1. Actuar de forma adecuada, empática y respetuosa en situaciones interculturales construyendo vínculos entre las diferentes lenguas y culturas, analizando y rechazando cualquier tipo de discriminación, prejuicio y

estereotipo, y solucionando aquellos factores socioculturales que dificulten la comunicación.

- 6.2. Valorar críticamente la diversidad lingüística, cultural y artística propia de países donde se habla la lengua extranjera teniendo en cuenta los derechos humanos y adecuarse a ella, favoreciendo el desarrollo de una cultura compartida y una ciudadanía comprometida con la sostenibilidad y los valores democráticos.

- 6.3. Aplicar estrategias para defender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos y respetando los principios de justicia, equidad e igualdad.