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4th of Compulsory Secondary Education Didactic Program:

"At the Shopping Center"

Advanced English Curriculum

2022-2023

Final Master's Project

Máster Universitario en Profesor de Educación Secundaria Obligatoria y Bachillerato

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Trabajo Fin de Máster

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1. Abstract

In this final project, one can find a year program made for 4th of compulsory secondary education studying advanced English in a bilingual school, located in the south of Madrid, Spain. The title and theme of this program is "At the Shopping Center" and this final project will highlight two units, including all lesson plans and material to be used in each unit. Each unit created for this final project will have reading, vocabulary, grammar, listening, speaking and writing elements interwoven into the lessons, with a heavy focus on critical thinking, and student talking time. This final project will also reflect on the laws and curriculum created by the state and the Community of Madrid.

Resumen

En este proyecto final, se puede encontrar un programa de año realizado para 4º de educación secundaria obligatoria estudiando inglés avanzado en un colegio bilingüe, situado en el sur de Madrid, España. El título y tema de este programa es "At the Shopping Center" y en este proyecto final se destacarán dos unidades, incluyendo todos los planes de clase y el material que se utilizará en cada unidad. Cada unidad creada para este proyecto final tendrá elementos de lectura, vocabulario, gramática, comprensión oral, expresión oral y escrita entrelazados en las lecciones, con un fuerte enfoque en el pensamiento crítico, y el tiempo de conversación de los estudiantes. Este proyecto final también reflexionará sobre las leyes y el currículo creados por el estado y la Comunidad de Madrid.

2. Introduction

Education and its purpose in society are complex topics that have been debated for centuries. For students, a quality education will set them up and prepare them for their future, whether it be in a future career or navigating complicated aspects of life. Not only that, but a quality education can help them in their own personal development, for example, it can inspire critical thinking, and help them to develop all kinds of capabilities, intellectually or emotionally just to name a few. Additionally, a quality education is one that recognizes different perspectives and values, and appreciates diversity, in this way, it can provide more cultural awareness. In fact, a quality education is one that creates a well- rounded person, therefore it promotes a safer and more responsible future for all. The goal for me as an educator is to provide the best quality education to my future students, for that reason, while I was making this didactic program, I kept in mind all of the aspects that go into providing such.

It was also important to me, in the creation of this project, to keep in mind the significance of the English language in this modern world. The English language is the lingua franca, it is a language that can connect all of the world. Apart from the global communication aspect, knowing English gives students access to a wider range of educational, literary, and entertainment resources. On top of those reasons, knowing more than one language has health benefits and can foster more cultural understanding.

My reasoning for choosing the theme of my didactic program to be "At the Shopping Center" is that it is the place in which young people often spend time with their friends. It's important for me that students see English education not only as a responsibility, but also for leisure and personal pleasure. Being at a shopping center is something that everyone in this society can relate to. Not only that, but I knew that with this theme, I can provide lessons based on true, daily occurrences, giving my students knowledge on how to communicate these things in the English language. With this theme, students can take what they learn and put it into practice in their everyday lives.

In conclusion, the main goals of this didactic program are to provide a quality education in the English language, one in which students can relate to, motivates them to continue learning, can easily be put into practice and will be useful to them, both now and for the rest of their lives.

Legal Framework

This didactic program that I've chosen to create is meant for 4th of compulsory secondary education students in the advanced English section, attending a public school in the south of Madrid. With all of that in mind, to make a didactic program, a teacher must always recognize the legal framework that was set forth by the respective government. It's essential to note that in Spain, the educational system is regulated, not only by constitution, but also by the state and autonomous region, in this case, The Community of Madrid.

The state government's laws tend to change and evolve over time. Currently, educators are implementing a change. Previously, the state's government's educational laws followed Organic Law 8/2013 also known as "LOMCE," but are in the process of changing to Organic Law 3/2020, or "LOMLOE." This didactic unit follows LOMLOE. One can find the state's laws in the BOE- the Official State Bulletin, Royal Decree 217/2022, which is where one can find the basic curriculum standards and key competences for secondary education.

The region of Madrid's legislation document is called the BOCM or the Official Bulletin for the Community of Madrid. To cite the current BOCM, it is Decree 65/2022. In this case with the advanced English section, here one can find the general contents and specific competences. Additionally, there is a separate document of the BOCM made especially for the students placed in the advanced English section, the BOCM Advanced Curriculum: Order 2876/2018. In this document, one can find the specific contents and evaluation criteria used in this didactic program. These documents will be the main legal framework focus of this didactic program.

Apart from legislation, a teacher must also follow the guidelines and goals provided by the school, also known as the "School's Mission." For this high school, the goals are as follows:

1. Create a foundation for lifelong learning
2. Improve repetition and drop-out rates
3. Build relationships and bonds with both students and their families
4. Create a diversity- friendly environment
5. Improve teamwork and relationships among staff
6. Individualize the educational process

Context analysis

A secondary school from the south of Madrid was founded in the 1980's and is a bilingual English- Spanish school in the neighborhood of Alcorcón in Madrid since the early 2000's. This public high school offers 4 years of compulsory secondary school and additionally, 2 years of baccalaureate studies. In my final work, I will be focusing on creating a didactic program for 4th year compulsory secondary school students, students who specifically participate in the bilingual, advanced English section. Students in their 4th year of compulsory secondary education range in age from 15 to 16 years old.

It's important to note first that there are around 800 students total attending this public secondary school. Each grade has 4-5 different classes with 18-25 students per class and 1-2 advanced English classes. Specifically speaking about the 4th grade class, currently there is one class enrolled in the "advanced" English section with 21 students. In the English department there are 8 teachers currently working in the school, and around 50 teachers total, not including language assistants or student teachers.

First, it's important to have some background information on the students that attend this high school. The great majority of students attending this secondary school are living in Alcorcón, which is a very diverse neighborhood located in the south-west of Madrid. Alcorcón is considered a sleepy neighborhood, located about 30 minutes by car from the city center. The students attending this secondary school, by majority are from Alcorcón, however, a great number of students also come from other countries and continents, specifically from Africa and South America. On May 18th, 2022, it was recorded that the population of the neighborhood of Alcorcón is a bit more than 170,000 and is the 7th most populated neighborhood of Madrid (Alcorcón Hoy). To give some specifics about the diversity of the neighborhood, Alcorcón has a 9.9% population born in Peru, 9.3% born in Colombia, 9.2% born in Morocco, 9% born in Venezuela and 7.6% born in Romania (Foro-Ciudad.com).

Another piece of important background information about the school is the socio-economic situation of the students. The neighborhood, as a whole, is considered to be majority middle-class families with children (Instituto de Estadística de la Comunidad de Madrid, 1998) and the students attending this secondary school range from low to middle economic class. Additionally, while the

typical resident of Alcorcón is middle class, the neighborhood has a 4% higher cost of living in comparison to the national average (ERIERI, 2023).

Some of the facilities that the school has to offer are: 30 classes with connection to the internet, music classes, a library, laboratories for the sciences, a technology workshop, a gymnasium and various spaces indoors and outdoors to practice sports. Additionally, the school doesn't just offer compulsory secondary education and baccalaureate studies, it offers much more. For students who could not finish their compulsory education, they offer a professional training that is meant to help students enter the work force. For extracurricular activities, they offer sports training, and even participation in contests. In regards to the English language, there are programs to prepare for external language exams. To help students who might be struggling in certain courses, they also provide classes outside of normal class time to reinforce their knowledge of the course.

The daily schedule for a student at this school typically starts at 8:30am, however might finish at 2:30pm or 3:30pm depending on the day, and also depending on whether or not the student participates in after-school activities. The students get 2 breaks during the day to relax, talk to their friends or play a game.

As for the students that entered in the Advanced English section at this secondary school, they study advanced English for 5 class hours per week and other classes such as geography and history, biology, geology and physical sciences, chemistry, and music are given in English. For an intercultural education, this public secondary school also participates in programs such as ERASMUS+ and ETwinning, and they typically have various language assistants. There are currently 8 teachers working in the English department at the school, which does not include the professionals that teach other subjects in the English language.

3. Objectives

General Objectives

The state is responsible for creating the objectives that students must reach during every school year. It is the school and respective teachers' responsibility for making sure that the students reach such objectives. There are two types of objectives: general and specific. The general objectives are those that refer to the objectives for the year, without specification for certain subjects. The general objectives created for Compulsory Secondary Education are to be found in the State legislation Royal Decree 217/2022 (BOE), specifically in Article 7 and can be found in Annex 1 of this project.

Specific Objectives

On the other hand, the specific objectives are those that must be reached for a certain subject, in this case, the foreign language of English. The specific objectives are made specifically for each autonomous community, grade and subject, and in this case, for the 4th of Compulsory Secondary Education in the advanced section. The legislation is cited as Orden 2987/2018. In this document, one can understand that the evaluation criteria and learning standards as the specific objectives. They are separated into blocks. Block 1: Listening Comprehension, Block 2: Speaking, expression and interaction, Block 3: Reading Comprehension, and Block 4: Writing, expression and interaction. In this document, these blocks can be found in Annex 5.

Below, one can find the list of units and specific objectives to be covered in the lessons:

Unit	Specific Objectives
1. Clothing Shop	• To identify literary devices such as metaphors and similes • To write a fictional story using exaggeration • To identify the point of view of speakers and be able to share one's own point of view
2. Cinema	• To read a movie script for exact details • To record one's own voice in a coherent way

	• To write a text, giving details about a film and including one's own opinion
3. Food Court	• To use correct pronunciation by reading the phonological alphabet • To produce and present sentences using complex passive structures • To read an essay about eating disorders for gist and answer questions using critical thinking skills
4. Sporting Goods	• To produce an opinion essay on a controversial topic • To identify the general meaning of various TV monologues • To identify the main ideas in contrast to secondary ideas in an informative article
5. Tech Shop	• To present about a new invention in a clear and structured way • To present both sides of an argument in an article • To express opinion and describe a problem from an expository text
6. Home Goods	• To research online and create citations • To read from a pre-written script dialogue with a partner informally • To identify the change in word meanings by using suffixes
7. Public Transport	• To be able to identify different uses of the past tense • To listen to and translate audios from English to Spanish and vice versa • To distinguish between the credibility of sources in written texts
8. Music Shop	• To listen to and reproduce correctly the sounds of fricative phonemes • To become familiar with and recreate different styles of short poetry • To understand and utilize music and musical instrument lexis
9. Book Shop	• To write a summary of a literary text by using a mind map to organize • To create a map by listening to a description of a city • To make predictions of the ending of a written narrative text
10. Second-hand Shop	• To present with a partner an original and role-played dialogue • To identify prepositional phrases within sentences

	• To express in writing extreme detail
11. Travel Agent's Office	• To identify the author's purpose of writing an opinion article • To produce text using inversion structures seen in class • To infer meaning of travel lexis using synonyms and antonyms
12. Toy Shop	• To understand the general meaning of customer reviews to be able to make decisions • To identify different accents by recognizing sounds and pronunciation • To write an informal email on the computer
13. Luxury Retail	• To make corrections and rewrite a letter from informal to formal • To pronounce correctly consonant clusters such as "sp" and "st" • To create a short oral presentation utilizing "luxury goods" lexis
14. Pet Shop	• To write an argumentative essay using logic to persuade • To present an argument in front of the class and participate in a debate about animals • To infer meaning of animal lexis by using means of gamification
15. Office Supply	• To give a speaking presentation about a researched topic • To write a CV or resume by following the EuroPass layout • To identify the main idea and details of a text describing a job and perfect candidate

4. Key Competences

Article 11 of the State legislation (BOE) Royal Decree 217/2022 is where one can find the key competences. In this document, they can be found in Annex 2. The key competences are the basic knowledge that a student should be developing during their time in secondary education, the goal being to achieve personal development and to leave the educational process as a full functioning member of society. The key competences listed in this legislation are: linguistic communication competence, plurilingual competence, science, technology, engineering and mathematic competence, digital competence, personal, social and learning to learn competence, civic competence, entrepreneurial competence, and cultural awareness and expression competence.

1. Linguistic Communication Competence

With the subject of English, the linguistic communication competence is quite important. This competence refers to the ability to interact in spoken and written contexts. Communication is key, but also this includes the ability to listen, read and understand. This competence plays an important role in the lives of students because it enables them to communicate effectively and appropriately in different contexts.

There are linguistic components to the majority of the lessons in this didactic program. In every unit there is a grammar lesson, grammar being one of the main aspects in having linguistic competence. As for communication, there are discussion and speaking periods for almost every lesson in each unit. Writing, being another factor of this competence is also a focal point in at least one lesson per unit, with smaller writing sessions in other lessons as well. As mentioned above, understanding, listening and reading are all abilities required to achieve the linguistic competence. There are lessons dedicated to listening and reading in each unit, as well as having separate listening and reading activities in vocabulary and grammar lessons. Additionally, one lesson per term is dedicated to phonology and phonetics.

2. Plurilingual Competence

The plurilingual competence is based on the ability to use different languages. In the context of English as a second language, this competence is more than necessary. With the plurilingual

competence, students learn how languages and cultures can be interconnected. This competence recognizes students' knowledge of more than one language and their ability to use multiple languages for navigating different aspects of life.

In this didactic program, students are obliged to speak only in English during class time, but making comparisons between English and other languages is also encouraged. During grammar and lexis lessons, especially, students are encouraged to make these comparisons. While in some lessons, making connections between languages is a focus, the plurilingual competence is present in every lesson because English is being used in class at every moment.

3. Science, Technology, Engineering and Mathematic competence

Science, Technology, Engineering and Mathematic competence, also known as STEM, entails many different types of skills, such as: critical thinking, scientific methods, hands-on learning, problem solving, and innovation, to name a few. By developing these skills in the classroom, students will be able to put them to use in their future academic and professional futures.

While the STEM competence might not be a focal point of the lessons in this didactic unit, that doesn't mean that it's not present. Students are especially encouraged to use technology in the making of their writing projects and speaking presentations. Unit 5: Tech Shop has a total focus on technology, with their final speaking presentation being about using engineering to create a new invention. It's also necessary to mention that critical thinking is a focal point of this final project.

4. Digital competence

The digital competence refers to the safe, healthy and sustainable use of digital technologies. Programming, creation of digital media, and digital safety are some of the skills included in this competence. In this modern world, it's absolutely necessary that students leave secondary school with technological abilities for so many different reasons.

Students will have to spend various classes throughout the program in the computer lab, during these times, students will be focused on creating media using the English language. At least one lesson per unit will also use innovative digital technology, making lessons interactive for all students. To name one specific lesson that covers this competence, unit 11: Travel Agent's Office, lesson 5: Mixing technology and travels.

5. *Personal, social and learning to learn competence*

This competence of personal, social and learning to learn skills will set students up for success in various areas. Getting to know oneself and reflecting about one's own life refer to the personal competence. Likewise, collaboration with others refers to the social competence. As for the learning to learn competence, this refers to being able to set up a foundation for lifelong learning. These are all equally important in the life of a student and can be deemed useful in all aspects of life, both in and out of the academic context.

As I previously mentioned, every lesson of every unit has discussion topics, and a main theme in every discussion is personal reflection. The goal with these discussions is to get the students to connect the topics to their personal life, therefore connecting with the personal competence. There are also many lessons that reflect on the social competence. As the theme is At the Shopping Center, there are social themes throughout every unit. In addition to this, students are also encouraged to work in pairs and groups in most lessons. In order to have the learning to learn competence, there are different learning strategies in every lesson. Students also have a focus on this competence in the first 3 lessons of every unit, while reviewing with their teacher for their unit test.

6. *Civic competence*

The civic competence is one that contributes to one's responsibility and participation in society. The skills with this competence may be economical, social, or political to name a few. Common topics covered by this competence are: democracy, human rights, the law, and being informed about the current state of the world. The goal with this competence is to make the world a better place for all

There are various lessons scattered throughout the units of this didactic program that appeal to the civic competence. To name a few, unit 4, lesson 5 is meant to get students thinking about the social issue of sports- enhancing drugs and unit 14, lesson 2 is meant to inspire students to think more deeply about problems concerning animals and their rights. The unit 7 is about public transport and city planning, therefore concerning laws.

7. *Entrepreneurial competence*

The entrepreneurial competence refers to the development of skills to identify opportunities, create value and take risks. In our society it's become necessary for everyday people to develop these skills. Having these skills are essential for future achievement and success.

There is a big focus on the entrepreneurial competence in unit 15, as students must read about finding careers and make their own CVs. As the topic is At the Shopping Center, there's plenty for students to consider during all of the units regarding jobs and their future careers.

8. Cultural awareness and expression competence

With the cultural awareness and expression competence, one aims to understand, appreciate and respect a diverse range of differences between cultures, as well as being able to express one's own ideas about culture. With the multicultural society that we are living it, this competence is very necessary.

Learning a second language is already a huge part of learning cultural awareness, but there is also a theme of learning how to express oneself about culture in these units. In all speaking and writing lessons, students are encouraged to express about their own cultures or other cultures, with a special focus during unit 1: clothing store and unit 3: food court.

Below is a table listing each key competence of the units:

Unit	Key Competences
1. Clothing Shop	- Linguistic Competence - Plurilingual Competence - Personal, social and learning to learn competence - Cultural awareness and expression competence
2. Cinema	- Linguistic Competence - Plurilingual Competence - Digital competence - Personal, social and learning to learn competence
3. Food Court	- Linguistic Competence - Plurilingual Competence - Digital competence - Personal, social and learning to learn competence

	• Cultural awareness and expression competence
4. Sporting Goods	• Linguistic Competence • Plurilingual Competence • Digital competence • Civic competence
5. Tech Shop	• Linguistic Competence • Plurilingual Competence • STEM Competence • Digital competence
6. Home Goods	• Linguistic Competence • Plurilingual Competence • Digital competence
7. Public Transport	• Linguistic Competence • Plurilingual Competence • STEM Competence • Civic competence
8. Music Shop	• Linguistic Competence • Plurilingual Competence • Personal, social and learning to learn competence • Cultural awareness and expression competence
9. Book Shop	• Linguistic Competence • Plurilingual Competence • Digital competence • Cultural awareness and expression competence
10. Second-hand Shop	• Linguistic Competence • Plurilingual Competence • Digital competence • Personal, social and learning to learn competence
11. Travel Agent's Office	• Linguistic Competence • Plurilingual Competence • Digital competence • Personal, social and learning to learn competence • Entrepreneurial competence
12. Toy Shop	• Linguistic Competence • Plurilingual Competence • Digital competence • Personal, social and learning to learn competence
13. Luxury Retail	• Linguistic Competence • Plurilingual Competence

	• Personal, social and learning to learn competence • Entrepreneurial competence
14. Pet Shop	• Linguistic Competence • Plurilingual Competence • Personal, social and learning to learn competence • Civic competence
15. Office Supply	• Linguistic Competence • Plurilingual Competence • Digital competence • Entrepreneurial competence

5. Contents

General Contents

The general contents for students studying English in Compulsory Secondary Education in Madrid can be found in the autonomous region's legislation, in this case the Official Bulletin of the Community of Madrid: Decree 65/2022. In this document, one can find them in Annex 3. The three blocks of general contents for 4th of compulsory secondary education studying English are plurilingualism, interculturality and communication.

Specific Contents

The specific contents for students studying English in the advanced section can be found in the legislation for the Community of Madrid: BOCM Advanced Section Curriculum or Order 2876/2018. In this document they can be found in Annex 4. They are separated into blocks. Block 1: Listening comprehension. Block 2: Speaking, interaction and expression. Block 3: Reading comprehension. Block 4: Writing, interaction and expression. Additionally, there are 4 more specific contents for use of English, Grammar phonetics and lexis. One can find the specific contents being utilized in this final project in each didactic unit schema and each individual lesson plan.

6. Unit Sequencing

At The Shopping Center

	Reading	Vocabulary	Grammar	Listening & Speaking	Writing
Unit 1: Clothing Shop	Topic: Stereotypes Skill: Literary devices	Clothing	Idiomatic adverbials	Expressing point of view	Narrative story telling
Unit 2: Cinema	Topic: Movie scripts Skill: Reading for detail	Cinema	Conditional sentences	Podcasts & making your own	Movie critic review
Unit 3: Food Court	Topic: Eating disorders Skill: Critical thinking	Food	Complex passive sentence structures	Phonetics alphabet	Blog-style writing
Unit 4: Sporting Goods	Topic: Professional athletes Skill: Skimming & scanning	Sports	Word formation, prefixes	TV reporting	Opinion essay: Using sports enhancing drugs*
Unit 5: Tech Shop	Topic: Artificial intelligence Skill: Forming opinions	Modern Technology	Different uses for present tenses	Presenting a new invention*	Argumentative writing- both sides

(TERM 1)

	Reading	Vocabulary	Grammar	Listening & Speaking	Writing
Unit 6: Home Goods	Topic: Home decor Skill: Dealing with unfamiliar vocabulary	Furniture and housing	Word formation, suffixes	Role playing different scripts	Citing sources- APA 7
Unit 7: Public Transport	Topic: City planning Skill: Matching	Transport	Past tenses	Translation and interpreting	Hypothesizing
Unit 8: Music Shop	Topic: Musical passion Skill: Gapped text	Music and instruments	Reduced adverbial clauses	Phonetics: Affricate and fricative phonemes	Styles of poetry
Unit 9: Book Shop	Topic: Fairytales Skill: Making predictions	Books and literature	Future tenses	Tour guide tours of a fictional city	Summarizing a literary text*
Unit 10: Second- hand Shop	Topic: Recycling Skill: Critical thinking	Vintage fashion	Prepositional phrases	Dialogue presentation*	Descriptive writing

(TERM 2)

	Reading	Vocabulary	Grammar	Listening & Speaking	Writing
Unit 11: Travel Agent's Office	Topic: The Best Ways to Travel Skill: Gapped text	Travel	Fronting with adverbs, adverbials and prepositional phrases	Mixing technology with travel	Trip proposal
Unit 12: Toy Shop	Topic: Online customer reviews Skill: Making decisions	Toys and games	Quantifiiers	English accents across the world	Informal letter & email
Unit 13: Luxury Retail	Topic: Big purchases Skill: Skimming & scanning	Luxury Goods	Subject- verb agreement, plurals	Phonetics: Consonant clusters	Formal letter & email
Unit 14: Pet Shop	Topic: Animal Cruelty Skill: Critical thinking	Animals	Adjective order, connectors	Listening and preparing to debate	Persuasive essay*
Unit 15: Office Supply	Topic: Finding job candidates Skill: Multiple matching	Office	Phrasal verbs, transitive and intransitive	Giving a TedTalk*	CV & resumes

(TERM 3 label spans all five units in the leftmost column)

Each unit will have 5 lessons and one evaluation. In the case that the unit is evaluated by a test, there will be one class period to review. In the case that the unit is evaluated by a project or presentation, there will be a class period dedicated to the preparation of said project or presentation. The lessons in the listening/ speaking and writing section with an asterisk* are the lessons which will be evaluated with a project.

With 5 classes of 50 minutes each in English every week, subtracting one class hour per week due to class with the language assistant, there are a total of 4 class hours per week. As this didactic program is meant for the 2023-2024 school year, **term 1** begins on September 5th and finishes on December 20th. **Term 2** begins on January 8th and finishes on March 22nd. **Term 3** begins on April 2nd and finishes on June 18th.

7. Methodology

In this didactic program, there are 4 main methodologies that will be used. Two of these methodologies are specific to second language acquisition: communicative language learning and task- based language learning. Constructivism and the literacy approach are two other methodologies, not specific to language learning, however, they complement the second language- learning process well. All four methodologies will come together in the classroom, for an eclectic blend of teaching techniques. Due to the language learning process having many aspects: reading, vocabulary, grammar, listening, speaking and writing, I believe it's necessary for multiple methodologies to be in place. Below, one can find descriptions of these four methodologies and how each one will be utilized in different lessons throughout the school year.

Communicative language learning

Communicative language teaching (CLT) is a methodology used in second language learning across the globe. It had its beginnings in the 1970's and has evolved over time. Teachers choose to use this method for various reasons, the first reason being that the communicative competence is the basis to language learning. One main problem in second language learning is student's lack of confidence or inability to orally communicate. That's why the primary goal with CLT is to learn a second language by speech. Through communication, students are able to pick up on various parts of speech, primarily grammar and vocabulary. In this methodology, the teacher's job is to get as much student talking time as possible, and in different contexts, for example, dialogues, drills, role plays, debates, etc. For grammar and lexis lessons, it places importance on PPP- presentation of material, practicing and production. This is how grammar and vocabulary lessons are organized in this specific didactic program. In a typical classroom where Communicative language teaching is being used, speaking will be encouraged during all moments. (Richards, Communicative language teaching today, 2005).

Task- based language learning

While the CLT methodology works well with grammar, Task- based language teaching (TBLT) is better suited for reading and listening tasks. Similar to CLT, TBLT was first implemented in certain classrooms decades ago and has since developed into a modern teaching method. In this methodology, teachers present a task, however before starting the task, students work together with their teacher to complete a "pre" task, moving on students typically complete the task on their own, and later have an activity to complete after said task. While it's typically used in reading and listening lessons, it's not limited to the two. In this didactic unit specifically, task- based learning will appear in each reading and listening lesson, which is the reason that these lessons are organized with "pre" "while" and "post" activities. Additionally, with TBLT, there is more use of formative assessment, rather than summative. This way, students and teachers alike are able to see progress in the learning process. Though, summative assessment is clearly necessary with the educational laws in this country, so evaluation with this methodology cannot be fully formative. (Ellis, Skehan, Shintani & Lambert, Task- based language teaching: Theory and practice, 2019).

Constructivism

In this approach, teachers are the facilitators of learning. Catherine Twomey Fosnot (2013) has described it as nonlinear and that "cognitive development and deep understanding" are the goal with this method (Constructivism: Theory, Perspectives and Practice, 2nd Ed. Pp. 15). In many ways, it's quite an interactive way of learning because the premise is that students are able to connect the material to knowledge that they already have. With constructivism it's also important that students are motivated to learn, and with this comes the responsibility of the teacher to keep them active in their learning process. One method of doing this is to keep the learning process social, by assigning group work is a way that teachers can achieve this. In groups, students may collaborate and each share their knowledge and later be able to build upon that knowledge doing activities in class. One can see constructivism embedded in this didactic program, not to any specific lesson- type, but rather all throughout. There are many opportunities for students to discuss topics and themes amongst themselves, sharing their own experiences and working as a team to try and understand further each topic. There are also many opportunities for students to work

together in pairs and groups, which pertains to the learning while being social aspect of this methodology.

The literacy approach

The literacy approach is one that puts focus on students being familiar with various different types of literary texts. With this methodology, teachers assign many different types of genres for reading and writing tasks. This methodology isn't just used in 2nd language acquisition, but for general literacy around the world. As English has become the most important language for international communication purposes, it's equally important for students to have full literacy in their native language as with the English language. In secondary school, it's less about the ability to read, rather about critical thinking skills that come about when exposed to different literary works. In an article titled "Literature and critical literacy pedagogy in the EFL classroom: Towards a model of teaching critical thinking skills" authors Jelena Bobkina and Svetlana Stefanova (2016) explain that "working with literary texts in the English classroom can make a considerable contribution not only to learning a foreign language but also to inspiring critical thinking, which is inherent to a critical reading of a fictional work" (Pp. 680). In this didactic program, there is a heavy focus on critical thinking in almost every lesson. In many reading and listening lessons, rather than reading or listening for comprehension, students are reading or listening in order to be able to form opinions and think critically about the topics. Students will also be faced with the task of having to read, speak about, listen to and write many different genres in order to become familiar with each one.

8. Evaluation Procedures

In this didactic program, 3 units per term will be evaluated by means of testing, and 2 units per term will be evaluated by a project. At the end of each term there will be a test covering the material covered in the previous 5 units. There will be supplemental evaluation by means of homework, participation and in class attitude.

- **Unit tests:**

  As I mentioned above, there are 5 units per term and 3 out of the 5 will be evaluated by a test. The testing material will come from the grammar, reading, vocabulary and writing material presented in the unit. Units 1, 2, and 3 from term 1, units 6, 7, and 8 from term 2 and units 11, 12, and 13 from term 3.

- **Projects:**

  Projects in this didactic program will be used to evaluate 2 out of 5 units per term. These projects will allow students to go more in depth to their learning. The projects each term will be: 1 spoken presentation and 1 writing project, for example an essay or a fictional story. The final 2 units of each term will be evaluated by means of these projects. In total, units 4 and 5 from term 1, units 9 and 10 from term 2, and units 14 and 15 from term 3 will all be evaluated with a project. Students are expected to use their time outside of the classroom to prepare these projects.

- **End of term tests:**

  Each term will be completely finished after students have completed their test. These tests are only accumulated material from each term, so each end of term test will only cover the 5 previous units.

- **Homework**

  Homework in this didactic program will be based on preparation work for unit tests, projects and end of term tests. Students will have to complete different types of readings, writings, grammar and vocabulary practice outside of class time. Students may be asked as well to complete homework during computer lab time.

- **Participation with language assistant and in class**

Students will have one hour per week with the language assistant. The language assistant will not assign homework; however, the teacher will evaluate students on their participation with the language assistant. As the language assistant's main role in the school is for creating space for students to speak and interact in the English language, they will be evaluated on their willingness to participate in these classes. They will also be evaluated on their participation during normal class hours. (See rubric below).

- **Attitude**

Disrespect, disruptions and lack of motivation are all unwanted behaviors in this atmosphere of learning, as such, students will be evaluated on their attitude per unit. This is because students with outstanding behavior deserve to be rewarded, and any unwanted behavior must be corrected. (See rubric below).

Evaluation Instruments

- **Writing Projects**
  - o Rubrics will be created for each writing project. 10 points can be potentially awarded to the student.
  - o Each writing project has a different purpose, as such, students will be graded 3 points for successfully delivering a writing that achieves said purpose.
  - o Additionally, for each writing project, students will have to create a graphic organizer such as a mind map. For completing this adequately, students will get 2 points.
  - o Another 2 points will be awarded depending on the organization of ideas, so whether the project is well thought out and planned for.
  - o Spelling and grammar mistakes will also be kept in mind, and as there will be 3 writing projects in total, the number of mistakes allowed for will decrease every term. For example: in writing project 1, students are allowed to make up to 7 total spelling and grammar mistakes and will get 2 points.
  - o For the final point, students will have to complete a self-assessment and write a short description about the quality of their writing and why they assessed their work in such a way.

- **Speaking Projects**
  - o Similar to writing projects, speaking presentations will be evaluated with 10 possible points if all points are successfully achieved in the rubric.
  - o Each presentation will have a purpose, and students will have to successfully express said purpose for a total of 4 points. Overall, the content of the presentation is the most important aspect.
  - o Pronunciation, use of vocabulary and grammar is also a focus in these presentations, and for this reason, it is worth 3 points. The main goal in this section of the rubric is to make sure that students are speaking correctly and clearly and able to express their ideas fluently.
  - o For another 2 points will be the use of a visual aid. Students will have time in the computer lab to create a visual aid, such as a slideshow or a poster. Students should not use their visual aids to read from, but instead to help get their ideas across.
  - o For the final point, students will be evaluated by their peers on the above rubric. Anonymously, students will rate each other's presentations, if said student has a majority positive reaction by his or her classmates, he or she will be awarded this point.

- **Homework**
  - o Homework will be graded on various aspects; however, the content of the homework will be purely formative assessment.
  - o The grade of a homework assignment is based on whether the student turned it in, if it was completed by the due date and if the student was able to successfully follow the instructions of said assignment.
  - o In the case that students were not able to follow the instructions or were overall unsuccessful with their assignment they will have another opportunity to complete the homework.

- **Participation and attitude**
  - o Each term students will receive a participation and attitude report. The report will rate student's participation and behavior separately out of 5 points and together out of 10 points. (See rubrics below).

PARTICIPATION RUBRIC (5 POINTS)

CATEGORY	EXCELLENT	GOOD	POOR
Listening skills	Student is actively listening during lessons, does not interrupt or talk with peers during individual work. **2 points.**	Student listens to instructions but tends to interrupt or talk with peers at inoportune moments. **1 point.**	Student interrupts frequently or is talking with peers during individual work. Student doesn't listen to instructions. **0 points.**
Engagement	Student actively participates in all class discussions, asks questions and helps their peers. Student only speaks in English during class hours. **2 points.**	Student tries once in a while to participate in speaking activities. Student makes an effort to speak in English. **1 point.**	Student does not participate in any class discussions, debates or other speaking activities, or is not making efforts to speak in English. **0 points.**
Collaboration	Student collaborates with partners and groups. Student offers ideas and works together with peers. **1 point.**	Student works with partner or group, but doesn't do much work. Student tries to collaborate with others. **.5 point.**	Student refuses to work with a partner or group. Student does not collaborate with others in the class. **0 points.**

ATTITUDE RUBRIC (5 POINTS)

CATEGORY	EXCELLENT	GOOD	POOR
Motivation	Student is very motivated to learn and do class activities. Student has great work ethic. **2 points.**	Student seems to be motivated to do class activities. Student shows decent work ethic. **1 point.**	Student lacks motivation in the classroom. Very rarely shows good work eithic and does not do their best work. **0 points.**
Respect	Student always shows respect to everyone in the classroom. Student does not disrupt others. **2 points.**	Student tries to be respectful to others. Student may have moments of disruptions or disrespect. **1 point.**	Student does not respect peers or the teacher. Student frequently disrupts others during class hours. **0 points.**
Positivity	Student has a very positive attitude. Student does not show negative behaviors at any moment. **1 point.**	Student tends to have a positive attitude towards school, class hours, peers and the teacher. **.5 point.**	Student shows negative attitude toward school and class hours. Student is negative to peers or teacher. **0 points.**

9. Grading Criteria

The following graph shows percentages of the weight of each evaluation:

■ Unit test ■ Homework ■ Term test ■ Participation ■ Attitude
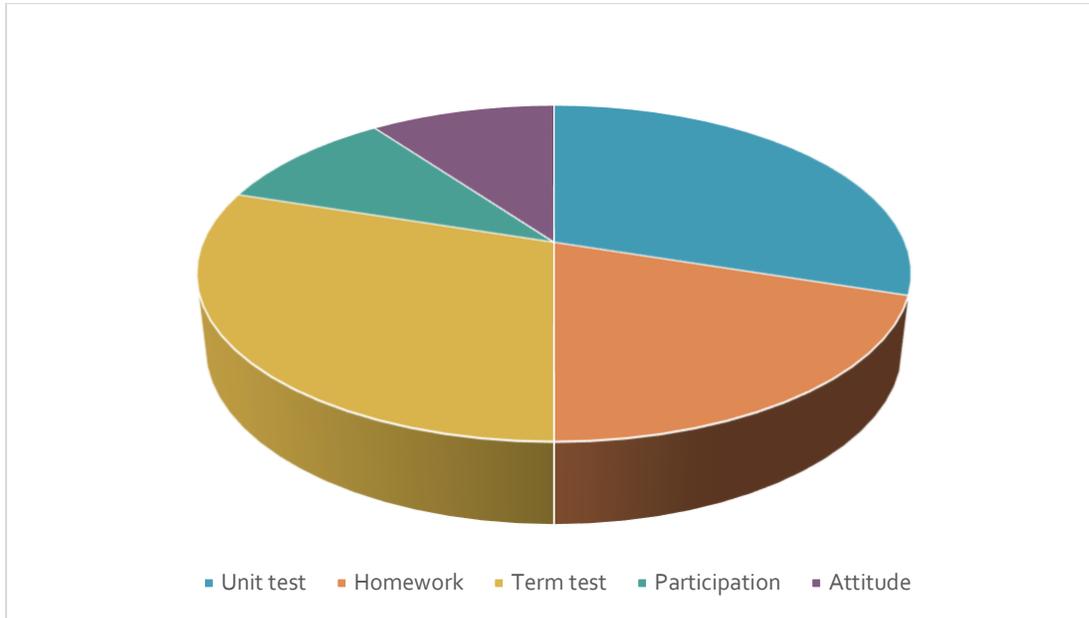
Unit tests and final tests will both carry 30% of the students' final grade. With the remaining 40% being- 20% for homework, 10% for participation and 10% for attitude.

10. Attention to diversity

Creating an inclusive environment in schools is incredibly important for the academic success for all students. In order to create such an environment, various steps must be put in place. Being part of the staff as a whole, of course, discrimination must be addressed. Discrimination is the antithesis to inclusivity, and the staff of a school must work to fight discrimination. Secondly, the staff must support the academic achievement of all students. Some students need more support than others, and for that, each teacher should create their own personal plan for attention to diversity for their own class. Another reason this is necessary is because every class is different, and every student has different needs. That's why, as a teacher one should try to follow UDL: The Universal Design for Learning. This school project tries to do just that, by creating a variety of different types of tasks, activities and themes that can appeal to all different types of students.

First of all, diversity doesn't have to be a sensitive subject, by openly speaking about it in a respectful way, students and teachers alike will be able to understand just how important diversity is. Students will be encouraged to be curious about any form of diversity, so long as they are respectful about it. Another measure that can be quite helpful is to encourage students to build connections with students who they might not usually interact with. By doing this, it creates a sense of community among all students. Speaking specifically in terms of diversity about this 4th of Compulsory Secondary Education class, there are three main aspects in terms of diversity: intercultural diversity, hyperactivity and/ or attention deficit, and fast learners.

Intercultural Diversity

As this is a class of students in the advanced English section, the aspect of language is not a concern, as it is required for students to have a B2 in order to enter in this section. However, as I mentioned before, Alcorcon is a very diverse neighborhood. Hence, why it's important for any teacher at this school to have a plan to attention to intercultural diversity. This means recognizing different cultural backgrounds, values, traditions and beliefs. By incorporating cultural awareness into the curriculum and creating a plan for attention to intercultural diversity, all students will be able to learn to accept and appreciate all cultures.

There are a few measures that a teacher can take to incorporate intercultural awareness into the classroom and therefore tackle the topic of intercultural diversity. Firstly, I plan to incorporate diverse literature. It is my personal belief that students will be able to become familiar with other cultures by reading about them and also reading from texts that are written by a range of diverse authors. Since English is a subject in which reading is a main competence, it is not difficult to find such types of literatures. In addition to that, I plan to encourage respectful communication among students. Redirecting students in moments of disrespectful communication is so important to the overall inclusivity of the classroom. Adding to that, students may show curiosity to different cultures, and this curiosity must be encouraged as well. Curiosity can help bring students to develop an understanding and appreciation. Finally, the acknowledgement and celebration of different culturally important dates can also promote appreciation to different cultures. As a teacher, if all of these measures are successfully used, students may be able to learn cross-cultural skills that will follow them for the rest of their lives.

Hyperactivity and Attention Deficit Disorder

Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) are neurodevelopmental disorders that affect one's ability to maintain attention, control impulses and energy levels. There are some activities that this didactic program will provide for these students. Certain activities that allow for physical movement, creativity and visual stimulation can be especially helpful. For example, during vocabulary practice, games such as pictionary, charades and miming. Additional activities in the classroom that can be useful for these students are role playing, debating and utilization of technology, which are all incorporated in this didactic program various times throughout the school year. Although there are no adaptations to the curriculum for these students, it's equally important that teachers plan to help them succeed in the classroom. Like any other disorder, there are various steps and methods that an educator can put in place to pay attention to this.

Firstly, and most importantly, teachers should know the characteristics of a student with one of these disorders because knowing the symptoms can lead to more understanding and patience with these students. Secondly, a teacher should attempt to make the classroom distraction-free. Without distractions, these students are more likely to be able to focus more on academics. In

addition to this, teachers should be inclined to make their lessons more interactive and engaging so as to keep their focus on the lesson. Teachers should also practice positive reinforcement with these students and also make accommodations for them, such as allowing a longer test-taking period for them. Allowing these students to have movement breaks is also equally important. Finally, a teacher with students of these disorders should keep in contact with the family and/or parent/ guardian. There should be a plan made between teacher and parent to keep the students' behavior and attention in-check during classroom time.

Fast Learners

With fast learners, it's important to offer extra opportunities for these students to learn and continue to grow their knowledge without getting bored in class. Fast learners need extra stimulation in class, therefore, the fast learners of this 4th of compulsory secondary education will be provided with extra reading material from authentic texts, more advanced vocabulary and grammar practice, as well as extra writing prompts and speaking opportunities. Fast learners will also be encouraged to work in groups along with their peers who may be struggling with the content, making them, more or less, a mentor to their peers. This extra responsibility may be quite stimulating for them, as they might feel as though they are both student and teacher in those situations. Likewise, it's also important that fast learners work alongside students who also have a similar level of knowledge of the subject and to provide these groups with more of a challenge. For activities such as debates and group work, they will be expected to be a mediator or a leader. Finally, and most importantly, the teacher, along with the parents and student will work together to create personalized goals for learning that fit their needs.

11. Guidance and tutoring

Apart from teaching their subject, teachers also have the responsibility of providing guidance and tutoring to students. There are three main focuses during the tutoring period of the school day: guiding students to make future decisions: both for university and career paths, helping students with their academic success in the subject and also personal development and counseling.

As this is a 4th of Compulsory Secondary Education class, they are nearing the essential decision to either continue with their secondary studies and move onto baccalaureate studies or to enter a career path. In this way, a tutor should be a person who helps a student to make this decision by identifying their skills or interests. In addition to that, tutors can give students resources to help them make this decision, or even resources for finding jobs. Although, in this grade, university may seem far away, it really is not. Therefore, it's important for tutors to start guiding students down that path and offer extra preparation for university.

The tutoring period can also serve as a reinforcement for the subject. My own personal way of doing this is by conducting the tutoring period completely in English and providing time for students to ask any questions or give more detail into class lessons. In many circumstances, students will have the opportunity for one-on- one time with the tutor. Another responsibility of the tutor is to offer different study methods or strategies, developing skills and even offering extra resources to help students with their current studies.

Finally, sometimes a tutor doubles as a guidance counselor. Navigating life as an adolescent is nothing easy. For this reason, the tutoring period is a great time for any additional relationship building between tutor and student. It's essential for students to have a positive adult role-model in their lives and a tutor can be just that. A student may feel inclined to ask their tutor about personal or social issues, in which a tutor must be prepared to respond and give counseling to the student.

In conclusion, the purpose of guidance and tutoring in secondary education is for students to reach their full potential in every aspect of life, so a tutor must be prepared for that. Overall, tutors need to be prepared with resources and be prepared mentally for doing such with adolescents. After all, tutors are preparing students for entering adulthood. It does indeed take a village to raise a child, and the tutor can be one of the most important roles in the child's life.

12. Complementary Activities

Students in this 4th of compulsory secondary education class will have the opportunity to take part in two complementary, advanced English activities outside of the classroom. Both of these complementary activities will require transportation, a parent's permission slip and a small fee. These activities go along with the material being studied in the units. The first excursion will be in term 1, unit 2: Cinema, and the second excursion will be in term 2, unit 9: Book Shop.

It seems almost obligatory as an English teacher to have students go at least one theater production in the target language. For unit 2: Cinema, of this didactic program, this excursion fits in perfectly. In Madrid, there is a company called Forum Teatro, that works with schools to give students a performance that fits their level of English and level of maturity. Not only that, but they offer various locations around Madrid to hold their performances. The nearest location to this school would be at the Centro Cívico Rigoberta Manchú de Leganés. Additionally, the cost per student is only 5 euros. Every school year, the theater changes its performances, but they always have at least one play that is made especially for students from 4th of compulsory secondary education to the 2nd year of baccalaureate studies. In this case, the content of the play is not what the focus of the excursion will be. The focus will be a writing assignment that follows the performance, although, the material provided by the theater will also be utilized. Finishing the unit with the writing lesson being about writing film reviews, students will have to role-play as a theater critic and write a well-formulated theater review of the play that they had watched at the theater.

For unit 9: Book Shop, students will get the opportunity to spend the first half of the school day, approximately arriving at 9:00am and leaving at 1:00pm, in the Library of the American International Institute located on Miguel Angel, 8 in the neighborhood of Chamberí, Madrid. The excursion will be on the day of the students' vocabulary lesson (lesson 2) of this unit. The school will rent a classroom in the library, as there are quite a few spaces that organizations and schools are able to rent on the premises. Students will spend the first hour touring the library and learning about the American International Institute, including the different events and courses that they have to offer. In the next hour, students will gather in the rented classroom, and will have a lesson about the Dewey Decimal System, which is a system of numbers used for organizing categories of books in libraries and book stores. The following hour will be dedicated to the vocabulary lesson of the unit. Their vocabulary list will be the following: *Folklore, Satire, Memoir, Dystopian, Plot,*

Anecdote, Prologue, Avant-garde, Masterpiece, Niche, Cliché, and Plagiarism. After completing the lesson, with the remaining time (approximately 1 hour) students will be allowed access into the library to do a scavenger- hunt activity individually. Students must find and record books from each category listed on the scavenger hunt, some of the categories being related to the vocabulary list.

13. Didactic units

At the Shopping Center

The two didactic units that I've chosen to highlight in this project are unit 11: Travel Agent's Office and unit 14: Pet Shop. Below one can find the lesson plans for the 5 lessons of each unit, along with additional material, such as slideshow presentations, scripts to the listening activities and material pertaining to the evaluation. In the case of unit 11, the evaluation method is a unit test. In the case of unit 14, the evaluation method is a writing project. All worksheets and material given to students can be found in the next section, student guide.

Unit number and title	11. Travel Agent's Office	Year	4º ESO- Advanced English
Number of sessions	5	Dates	April 2nd- April 12th

Key competences	• Linguistic Competence • Plurilingual Competence • Entrepreneurial Competence • Personal, social and learning to learn competence
Specific competences	1. Comprender e interpretar el sentido general y los detalles más relevantes de textos expresados de forma clara y en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias como la inferencia de significados, para responder a necesidades comunicativas concretas. (Decreto 65/2022) 2. Producir textos originales, de extensión media, sencillos y con una organización clara, usando estrategias tales como la planificación, la compensación o la autorreparación, para expresar de forma creativa, adecuada y coherente mensajes relevantes y responder a propósitos comunicativos concretos. (Decreto 65/2022) 4. Mediar en situaciones cotidianas entre distintas lenguas, usando estrategias y conocimientos sencillos orientados a explicar conceptos o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable. (Decreto 65/2022) 5. Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando de forma crítica sobre su funcionamiento y tomando conciencia de las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas. (Decreto 65/2022)
Contents	1. **Reading** Bloque 3. Comprensión de textos escritos

	e) Identificación de la intención del autor y sus puntos de vista a partir de parámetros lingüísticos (elección de léxico y estructuras sintácticas)
	
	g) Comprensión del texto a pesar de la presencia de vocabulario desconocido. (Orden 2876/2018)
	
	    2. Vocabulary
	
	CONTENIDOS LINGÜÍSTICOS ESPECÍFICOS
	
	c) Léxico:
	
	Uso de expresiones comunes, frases hechas y léxico sobre temas de interés personal y general, temas cotidianos y temas relacionados con los contenidos del currículum
	
	    • Essential travel vocabulary
	
	Reconocimiento de sinónimos y antónimos, false friends. (Orden 2876/2018)
	
	    3. **Grammar**
	
	CONTENIDOS LINGÜÍSTICOS ESPECÍFICOS
	
	b) Elementos gramaticales:
	
	Utilización de oraciones con la estructura invertida para dar énfasis. (Orden 2876/2018)
	
	    4. **Listening & Speaking**
	
	Bloque 1. Comprensión de textos orales

<table>
<tr><td rowspan="2"></td><td>a) Comprensión de la interacción relacionada con las actividades de aula, especialmentedurante el trabajo en parejas y grupos, así como en la interacción con el docente, y las presentaciones y los debates

c) Comprensión general de reportajes, discursos y debates tanto formales y preparados como espontáneos

i) Inferencia de puntos de vista y opiniones que no se expresan de manera abierta. (Orden 2876/2018)

Bloque 2. Producción de textos orales: expresión e interacción

a) Participación en la interacción cotidiana en el aula, especialmente en el trabajo en parejas y grupos, así como en la interacción con el docente. (Orden 2876/2018).

5. Writing

Bloque 4. Producción de textos escritos: expresión e interacción

l) Utilización de principios organizativos para estructurar de manera eficaz el texto escrito,

p) Capacidad de generar ideas y buscar información, planificar la estructura del texto, identificar los recursos lingüísticos necesarios, etc. (Orden 2876/2018)</td></tr>
<tr><td>**Unit objectives**</td><td>To form sentences using an inversion structure.
To form sentences using fronting with adverbials and prepositional phrases.
To differentiate between normal sentence structuring and fronted sentences.
To use context to infer the placement of sentences and phrases.</td></tr>
</table>

	To know the author's purpose in an opinion article.
	To find meaning in unknown words and phrases by using context.
	To identify synonyms and antonyms of new lexis.
	To discuss using essential travel vocabulary.
	To share their own experiences and opinions.
	To plan a trip for a "client."
	To use their new vocabulary in a writing.
	To write out day by day plans.
	To listen for exact words.
	To listen for gist.
	To form and share opinions about the topic.
Evaluation criteria	Students produce sentences using inversion.
	Students identify the purpose and point of view of the author in an opinion article.
	Students find meaning in previously unknown lexis.
	Students infer meanings of new lexis.
	Students participate orally, naturally in class.
	Students properly produce and structure a trip proposal.
	Students use travel vocabulary to write.
	Students identify point of view in monologues.
	Students identify general meaning in an audio.
	(Orden 2876/2018)
Lessons included in this unit	1. The best ways to travel
	2. Essential travel vocabulary
	3. Fronting with adverbs, adverbials and prepositional phrases
	4. Mixing technology with travel
	5. Writing a trip proposal

Unit 11: Lesson Plans

Unit	11	**Lesson number**	1	**Year**	4 E.S.O	**Time**	50 min
Topic / Session Title	Opinion article- Best ways to travel			**Class**	Advanced English		
Focus							
Skills	Listening Speaking <mark>Reading</mark> Writing						
Systems	Grammar Phonology Lexis Function <mark>Discourse</mark>						
Key competences	Plurilingual Competence Personal, Social and Learning to Learn Competence						
Specific competences	1. Comprender e interpretar el sentido general y los detalles más relevantes de textos expresados de forma clara y en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias como la inferencia de significados, para responder a necesidades comunicativas concretas. (Decree 65/2022).						
Contents	Bloque 3. Comprensión de textos escritos e) Identificación de la intención del autor y sus puntos de vista a partir de parámetros lingüísticos (elección de léxico y estructuras sintácticas) g) Comprensión del texto a pesar de la presencia de vocabulario desconocido. (Orden 2876/2018).						
Learning outcomes	Students will be able to: To use context to infer the placement of sentences and phrases. To know the author's purpose in an opinion article. To find meaning in unknown words and phrases by using context.						
Evaluation criteria	Students identify the purpose and point of view of the author in an opinion article. Students find meaning in previously unknown lexis. (Orden 2876/2018).						

Previous knowledge	Author purpose, forming opinions, critical thinking		
Materials	Travel article worksheet (see student guide)	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
10 minutes	Discussion Pre- reading	In pairs or groups, students will have discussions about the questions on the worksheet about traveling, articles and predicting the author's purpose. Students will also discuss the meaning of the quote provided.	In pairs
15 minutes	While- Reading	Students will read the gapped text and by using context, will find the missing fragments of the text.	Individually or in pairs
10 minutes	Correction	The teacher will read the text and ask students to read their answers while they read along. Students will correct any mistakes.	As a class
15 minutes	Post Reading	Students will finish the worksheet by answering questions about the reading and writing about their own experiences with traveling.	Individually

Unit	11	**Lesson number**	2	**Year**	4 E.S.O	**Time**	50 min
Topic / Session Title	Travel vocabulary			**Class**	Advanced English		
Focus							
Skills	Listening Speaking <mark>Reading</mark> Writing						
Systems	Grammar Phonology <mark>Lexis</mark> <mark>Function</mark> Discourse						
Key competences	Plurilingual Competence Linguistic Competence						
Specific competences	2. Producir textos originales, de extensión media, sencillos y con una organización clara, usando estrategias tales como la planificación, la compensación o la autorreparación, para expresar de forma creativa, adecuada y coherente mensajes relevantes y responder a propósitos comunicativos concretos. 5. Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando de forma crítica sobre su funcionamiento y tomando conciencia de las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas. (Decree 65/2022).						
Contents	CONTENIDOS LINGÜÍSTICOS ESPECÍFICOS c) Léxico: Uso de expresiones comunes, frases hechas y léxico sobre temas de interés personal y general, temas cotidianos y temas relacionados con los contenidos del currículum Reconocimiento de sinónimos y antónimos, false friends. (Orden 2876/2018). Vocabulary List: Off the beaten path, All inclusive, Amenities, Bucket list, Middle of nowhere, Jet lag, Oversize luggage, Embark, Toiletries, Sightseeing, Hitchhiking, Long- haul destination.						

	Students will be able to:
Learning outcomes	Identify synonyms and antonyms.
	Discuss using essential travel vocabulary.
	Share their own experiences and opinions.

Evaluation criteria	Students infer meanings of new lexis. (Orden 2876/2018).

Previous knowledge	Basic travel vocabulary and knowledge, descriptive writing

Materials	Travel vocabulary worksheet (see student guide)	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
5 minutes	Warm up	Teacher asks students about their previous knowledge concerning travel and vocabulary.	As a class
25 minutes	Present, practice	Teacher presents new vocabulary and students work in pairs to find either the synonym, antonym or the definition of the vocabulary words, later completing the fill in the blank portion. When finished, students discuss with their partners the questions provided.	In pairs
5 minutes	Class Discussion	The teacher asks students to share what they discussed about in pairs.	As a class
15 minutes	Produce	Students complete "Finish the sentence" activity on the worksheet by sharing their own experiences and opinions. When Finished, they can begin to write a trip proposal, which, if not finished in class, will be turned in as homework.	Individually

Unit	11	**Lesson number**	3	**Year**	4 E.S.O	**Time**	50 min
Topic / Session Title	Fronting			**Class**	Advanced English		
Focus							
Skills	Listening Speaking <mark>Reading</mark> <mark>Writing</mark>						
Systems	<mark>Grammar</mark> Phonology Lexis Function Discourse						
Key competences	Plurilingual Competence Linguistic Competence						
Specific competences	5. Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando de forma crítica sobre su funcionamiento y tomando conciencia de las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas. (Decreto 65/2022).						
Contents	CONTENIDOS LINGÜÍSTICOS ESPECÍFICOS b) Elementos gramaticales: Utilización de oraciones con la estructura invertida para dar énfasis (Orden 2876/2018).						
Learning outcomes	Students will be able to: Form sentences using inversion. Form sentences using fronting with adverbials and prepositional phrases. Differentiate between normal sentence structuring and fronted sentences.						
Evaluation criteria	Bloque 4 Students produce sentences and phrases using inversion structures. (Orden 2876/2018).						
Previous knowledge	Prepositional phrases and adverbials.						
Materials	Genial.ly slideshow (see below) Fronting worksheet (see student guide)			**Spaces**	Classroom		

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
5 minutes	Warm up	Teacher reminds students about adverbials and prepositional phrases by sharing a text in the slideshow.	As a class
15 minutes	Present	Teacher presents the Genial.ly slideshow about Fronting.	As a class
20 minutes	Practice	Students complete fronting worksheet by highlighting fronting sentences, matching sentences, finishing sentences and writing 5 examples of their own.	Individually or in pairs
10 minutes	Produce	Students share one of their examples of fronting for the class	As a class

Term 3, Unit 11: Travel Agent's Office.   Advanced English Grammar

Inversion: Fronting

Read, and think: What do you notice about the sentences in italics?

I couldn't believe it. *Astonishingly, we arrived on time to the airport.* My brother is notorious for being late, but we managed to convince him the flight left an hour earlier than what the ticket said. *After landing, we decided to tell him the truth.* He found it to be quite humorous, but we didn't. His lateness has become a problem and I won't let it affect our vacation. I let him know: *Under no circumstances will I be waiting for you or arrive late to any reservation. The next day, he woke up bright and early.* I guess our little talk worked! The rest of the trip was a success. *Hopefully, when we return home, he can maintain his punctuality.*

What is fronting?

It's a different way to structure your sentences.

Sentence Structure

Normally...

Subject + verb + object (or complement):He went to the airport in a rush.
Sometimes, the verb can be followed by:an adverb.an adverbial: ex: after school, all day, last week. a prepositional phrase.

With fronting...

With fronting, we change the sentence structure. As it's name suggests, we bring a part of the sentence that comes after the verb to the front, rather than beginning every sentence with a subject.

Match the sentences with the correct type of fronting

A) Adverb

B) Adverbial

C) Prepositional Phrase

1 Under no circumstances should you go to that area of the city.

2 Meticulously, she packed her suitcase.

3 Yesterday, I spent the enitre day sun-bathing.

Why do you think fronting is important?

When should we use fronting?

Is there a similar grammatical concept in your language?

Let's practice...

In your notebooks, change these normally structured sentences into fronted sentences.

1. We finally got a reservation for that restaurant after many tries.
2. Our flight takes off at noon.
3. She went to the hotel in a rush.
4. Her children were playing quietly.
5. We drove the rental scooters at high speed.
6. They always follow the rules no matter what.

Unit	11	**Lesson number**	4	**Year**	4 E.S.O	**Time**	50 min
Topic / Session Title	Mixing travel and technology			**Class**	Advanced English		

Focus					
Skills	<mark>Listening</mark>	Speaking	Reading	Writing	
Systems	Grammar	Phonology	Lexis	Function	<mark>Discourse</mark>
Key competences	Plurilingual Competence				
Specific competences	1. Comprender e interpretar el sentido general y los detalles más relevantes de textos expresados de forma clara y en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias como la inferencia de significados, para responder a necesidades comunicativas concretas. 4. Mediar en situaciones cotidianas entre distintas lenguas, usando estrategias y conocimientos sencillos orientados a explicar conceptos o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable. (Decree 65/2022).				
Contents	Bloque 1. Comprensión de textos orales b) Comprensión de la interacción relacionada con las actividades de aula, especialmentedurante el trabajo en parejas y grupos, así como en la interacción con el docente, y las presentaciones y los debates d) Comprensión general de reportajes, discursos y debates tanto formales y preparados como espontáneos i) Inferencia de puntos de vista y opiniones que no se expresan de manera abierta (Orden 2876/2018).				
Learning outcomes	Students will be able to: Listen for exact words. Listen for gist. Form and share opinions about using technology while traveling.				

Evaluation criteria	Students identify general meaning in an audio. Students identify point of view in monologues. (Orden 2876/2018).		
Previous knowledge	Expressing point view, basic knowledge about technology and travels		
Materials	Mixing travel and tech worksheet (See student guide). Audio recording (script) (See below).	Spaces	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
5 Minutes	Activity description	The teacher will explain how the following activities will proceed.	As a class
10 minutes	Pre- listening	Students will talk in pairs about the discussion questions provided on the worksheet about using technology while traveling.	In pairs
10 minutes	Discussion	The teacher will ask students to share what they discussed and create further discussion with the class as a whole.	As a class
15 minutes	While- listening	Students will listen to the audio 2-3 times in order to complete the first activity, which is listening for exact words in the audio.	Individually
10 minutes	Post- listening	Students will complete a matching, true or false and a compare and contrast activity about the audio.	Individually

Audio Script- Mixing Travel and Technology

Four people were asked their opinion on using technology and new apps while traveling.

Speaker 1

The whole point of technology is to make our lives easier, so why wouldn't we use it in travel? The best travel apps are those that send notifications when flights are at the cheapest price! You wouldn't believe how much money I have saved and the fantastic destinations that I have been able to go to by using this type of application. As a digital native, I could never imagine how people used to travel without using technology, to me it seems almost impossible. If you took my smart phone away while I was on a trip, I would simply panic!

Speaker 2

Technology is meant to enhance our experience, and that's how I prefer to use it! Nothing bothers me more than being on a trip with someone who is spending all of their time on their phone. But at the same time, there are some really great applications that exist. Figuring out the public transport system in a new city can be a nightmare, but new apps have been designed to make it incredibly easy! For me, this is a must have because in the past I have wasted so much of my time on a trip taking the wrong train or missing a bus. This way, I can take advantage of all the time I have on a trip to actually enjoy it, rather than wasting my time.

Speaker 3

I consider myself to be more old-school. I could get by in any city with just a map, because back in the day, that's about all we had! That's not to say that there is an advantage to using technology, it's true that all of the new applications for travel coming out are great, if you know how to use them. It's just not for me. Anyways, the best way to get around in a new city is to ask the locals, there's no app that exists that knows more about a city than a person who was born and raised there. Additionally, I truly believe that mobile phones can be such a distraction from enjoying what you have right in front of you, or from the company that surrounds you! These youngsters are so busy taking a photo of the view, rather than enjoying it through their own eyes.

Speaker 4

Food, water, shelter and my smartphone are the essentials for my own survival on a daily basis. I use technology in every possible moment during my travels, not only because it makes the trip more enjoyable, but there are certain applications out there that I really couldn't live without. Photo editing apps for posting, video-calling apps to keep in touch with my family and friends, GPS apps so that I don't get lost and ride-sharing apps to get me where I need to go! I know this might sound crazy but sometimes people ask me if I only travel so I can post about it on my social media! I mean, how are people going to know that I went to a new city if I don't post about it?

Unit	11	**Lesson number**	5	**Year**	4 E.S.O	**Time**	50 min
Topic / Session Title	Writing a trip proposal			**Class**	Advanced English		

Focus				
Skills	Listening	Speaking	Reading	<mark>Writing</mark>
Systems	Grammar	Phonology	Lexis	Function <mark>Discourse</mark>
Key competences	Plurilingual Competence Linguistic Competence Entrepreneurial Competence			
Specific competences	2. Producir textos originales, de extensión media, sencillos y con una organización clara, usando estrategias tales como la planificación, la compensación o la autorreparación, para expresar de forma creativa, adecuada y coherente mensajes relevantes y responder a propósitos comunicativos concretos. (Decree 65/2022).			
Contents	Bloque 4. Producción de textos escritos: expresión e interacción m) Utilización de principios organizativos para estructurar de manera eficaz el texto escrito, p) Capacidad de generar ideas y buscar información, planificar la estructura del texto, identificar los recursos lingüísticos necesarios, etc. (Orden 2876/2018).			
Learning outcomes	Students will be able to: Plan a trip for a "client." Use their new vocabulary in a writing assignment. Write out day by day plans.			
Evaluation criteria	Students properly produce and structure trip proposal writing. Students use travel lexis to write. (Orden 2876/2018).			
Previous knowledge	Travel vocabulary, descriptive writing			
Materials	Writing worksheet (See Appendix 5) Dictionary (if necessary)	**Spaces**	Classroom	

Procedures				

Timing	Stage	Activities	Grouping
5 minutes	Warm up	Teacher asks students about their knowledge of or experience with travel agents and planning trips.	As a class
5 minutes	Explanation	Teacher explains to student's what travel agents do, and what a trip proposal is.	As a class
10 minutes	Present	One student will read the "client expectations" example aloud for the class. The teacher will point out the words in bold, explaining their importance for making the trip proposal.	As a class
10 minutes	Practice	Another student will read the example of the trip proposal written by the "travel agent" and the teacher will point out that it fulfills all of the "client's" expectations and is organized with day by day plans.	As a class
20 minutes	Produce	Students will have to read their "client's" expectations and pretend to be a travel agent to propose a trip for their client. If not finished, it will be homework.	Individual

<p style="text-align:center; color:red">UNIT 11 TEST (10 points)</p>

Name:

Reading (2.5 points)

"Traveling to Europe this year? Looking for a great destination? Well look no further! If you're interested in wine and gastronomy, I know just the place for you. It's a bit off the beaten path, when compared to Paris, but Bordeaux has so much to offer its visitors!

In the city, the streets of Bordeaux are *sprawling with* wine culture, there's even a world-famous museum dedicated to wine- La Cite du Vin. Outside of the city, you can find so many *vineyards* perfect for doing wine tours and tastings. If you're a fan of wine, Bordeaux is the place for you.

France is known for its gastronomy, but few people talk about Bordeaux's culinary scene. They are known for small cinnamon pastries- canelés, and they have excellent steak made with red wine- entrecôte bordelaise. No matter your price range, Bordeaux is sure to make your taste buds go wild!

So, what are you waiting for? Add Bordeaux to your bucket list and embark on that journey!"

1. What is the author's purpose? (There may be more than one).
   a. To share opinion
   b. To give a recommendation
   c. To entertain
   d. To persuade

2. Why does the author propose Bordeaux as a great destination?
   a. It's history and culture
   b. It's food and drink scene
   c. It's in France
   d. It's cheap

3. Use context to infer the meaning of "sprawling with."
   a. Void of
   b. In love with

   c. Stranger to

   d. Filled with

4. In which paragraph does the author speak directly to the reader? There may be more than one.

   a. Paragraph 1

   b. Paragraph 2

   c. Paragraph 3

   d. Paragraph 4

   e. All of the above

   f. None of the above

5. Use context to infer the meaning of "vineyards," and explain in your own words

_____

Grammar (2.5 points)

1. Circle all the forms of fronting.

   a. Adverbial

   b. Adjective

   c. Interjection

   d. Prepositional phrase

   e. Adverb

6. "The police arrested him while on vacation." Is this sentence fronted?

 Yes   No

2. "No matter what, always travel with a group." Is this sentence fronted?

   1.

Yes   No

3. Which is a reason to use fronting in your writing?

a. Variety

b. Detail

c. Description

7. Write one fronted sentence:

_____

Vocabulary (2.5 points)

1. I have always wanted to go to Greece. It's on my _____

    a. Jet lag

    b. Bucket list

    c. Long- haul destination

8. When I travel, I don't go _____ with the tourists. I prefer to go where the locals are.

    a. Embarking

    b. Off the beaten path

    c. Sightseeing

9. The opposite of landing in a destination is:

    a. Embarking

    b. Hitchhiking

    c. Sightseeing

10. When you over-pack for a trip, you will probably have:

    a. Toiletries

    b. Jet lag

    c. Oversize luggage

11. In your own words, describe what jet lag is:

_____

Writing (2.5 points)

1. You are a travel agent. Your client doesn't have any expectations, but wants to go on a surprise trip. Write a 3-day trip proposal to any city or town of your choice (excluding Madrid).

Unit number and title	14. Pet Shop	Year	4º ESO- Advanced English
Number of sessions	5	Dates	May 9th- May 20th
Key competences	• Linguistic Competence • Plurilingual Competence • Civic Competence • Personal, social and learning to learn competence		
Specific competences	1. Comprender e interpretar el sentido general y los detalles más relevantes de textos expresados de forma clara y en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias como la inferencia de significados, para responder a necesidades comunicativas concretas. (Decreto 65/2022). 2. Producir textos originales, de extensión media, sencillos y con una organización clara, usando estrategias tales como la planificación, la compensación o la autorreparación, para expresar de forma creativa, adecuada y coherente mensajes relevantes y responder a propósitos comunicativos concretos. (Decreto 65/2022). 3. Interactuar con otras personas con creciente autonomía, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos concretos en intercambios respetuosos con las normas de cortesía. (Decreto 65/2022). 4. Mediar en situaciones cotidianas entre distintas lenguas, usando estrategias y conocimientos sencillos orientados a explicar conceptos o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable. (Decreto 65/2022). 5. Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando de forma crítica sobre su		

	funcionamiento y tomando conciencia de las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas. (Decreto 65/2022).
Contents	**2. Reading** Bloque 2. Producción de textos orales: expresión e interacción a) Participación en la interacción cotidiana en el aula, especialmente en el trabajo en parejas y grupos, así como en la interacción con el docente Bloque 3. Comprensión de textos escritos g) Comprensión del texto a pesar de la presencia de vocabulario desconocido. (Orden 2876/2018). - Barbaric, rehabilitated, compulsion, severe, surrender, starve, sweltering, and neglect. **2. Vocabulary** Bloque 2. Producción de textos orales: expresión e interacción a) Participación en la interacción cotidiana en el aula, especialmente en el trabajo en parejas y grupos, así como en la interacción con el docente c) Léxico: Uso de expresiones comunes, frases hechas y léxico sobre temas de interés personal y general, temas cotidianos y temas relacionados con los contenidos del currículum (Orden 2876/2018).

- Fleece, offspring, aquatic, mole, mollusk, equine, camouflage, nocturnal, hooves, primate, antlers, invasive species.

3. Grammar

a) Funciones del lenguaje y gramática
Uso de funciones lingüísticas a nivel intermedio-avanzado b) Elementos gramaticales (Orden 2876/2018).

- Ordering of adjectives: culmative and cooperative adjectives, adjectives of quantity, opinion, appearance, size, age, shape, color, origin, material and purpose.

4. Listening & Speaking

Bloque 1. Comprensión de textos orales

c) Comprensión general de reportajes, discursos y debates tanto formales y preparados como espontáneos

l) Comprensión de información específica en presentaciones, conversaciones y debates complejos desde el punto de vista lingüístico, siempre que el tema sea conocido

Bloque 2. Producción de textos orales: expresión e interacción

b) Participación en debates: presentar opiniones propias con precisión, rebatir las opiniones de los demás, pedir aclaración, hacer preguntas, etc. (Orden 2876/2018).

5. Writing

Bloque 4. Producción de textos escritos: expresión e interacción

	g) Capacidad de construe rargumentaciones coherentes con una estructura lógica clara i) Elaboración de las ideas principales en un texto argumentativo y expositivo mediante ejemplos, explicaciones y justificaciones j) Utilización de evidencias para dar fuerza a la argumentación (evidencias del texto comentado, datos, estadísticas, etc.) de manera que estén perfectamente integradas en el texto escrito. (Orden 2876/2018).
Unit objectives	- To think critically about the topic of animal cruelty and being a responsible pet owner. - To find the meaning of words in the text by being provided with their synonyms. - To use bottom-up processing skills to find meaning of new animal lexis through gamification. To match new animal lexis to its definition. - To identify animals belonging to each category related to the new animal lexis. - To identify and place adjectives into their correct category. To put incorrectly ordered adjective sentences into correct order. - To produce written sentences using multiple adjectives in the correct order. - To identify key phrases for agreement and disagreement in a recorded debate. - To do a mock- debate without previous preparation. To prepare for a formal debate. - To format a persuasive essay correctly. To complete a mind map for the purpose of creating a well-organized argumentative essay.

|	
	• To produce a persuasive essay that uses logic and sources to convince others.
Evaluation criteria	Students employ critical thinking skills about animal rights and animal cruelty. Students find synonyms of words and phrases in an article. Student's infer the meaning of previously unknown lexis by means of gamification and definitions. Students produce a formal, well- structured argumentative writing using logic with the intention of convincing others. Students produce a formal writing with little to no spelling or grammar mistakes. (Orden 2876/2018).
Lessons included in this unit	1. Animal cruelty articles 2. Animal vocabulary 3. Adjective order 4. Debate 5. Persuasive essay writing

Unit 14

Unit	14	**Lesson number**	1	**Year**	4th E.S.O	**Time**	50 min
Topic / Session Title	Animal cruelty article			**Class**	Advanced English		

Focus					
Skills	Listening	Speaking	<mark>Reading</mark>	Writing	
Systems	Grammar	Phonology	Lexis	Function	<mark>Discourse</mark>
Key competences	Plurilingual Competence Civic Competence				
Specific competences	1. Comprender e interpretar el sentido general y los detalles más relevantes de textos expresados de forma clara y en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias como la inferencia de significados, para responder a necesidades comunicativas concretas. (Decreto 65/2022).				
Contents	Bloque 2. Producción de textos orales: expresión e interacción a) Participación en la interacción cotidiana en el aula, especialmente en el trabajo en parejas y grupos, así como en la interacción con el docente Bloque 3. Comprensión de textos escritos g) Comprensión del texto a pesar de la presencia de vocabulario desconocido (Orden 2876/2018). - Barbaric, rehabilitated, compulsion, severe, surrender, starve, sweltering, and neglect.				
Learning outcomes	Students will be able to: Think critically about the topic of animal cruelty and being a responsible pet owner.				

	Find the meaning of words in the text by being provided with their synonyms.		
Evaluation criteria	Students employ critical thinking skills about animal rights and animal cruelty. Students find synonyms of words and phrases in an article. (Orden 2876/2018).		
Previous knowledge	Basic animal knowledge and vocabulary. Critical thinking skills and ability to form opinions.		
Materials	Animal Article worksheet (See student's guide)	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
10 minutes	Pre- reading	Students discuss the pre-reading discussion questions at the top of the worksheet. Later, they will share their responses with the class.	Pairs or small groups
15 minutes	While- reading	Students will read the article and search for the synonyms of the words listed in the worksheet.	Individually
10 minutes	While- reading	Popcorn- style reading aloud in the class. Each student will read at least one sentence aloud.	As a class
5 minutes	Post- reading	After reading, teacher will verbally announce the answers to the synonym activity.	As a class
10 minutes	Post reading	Students will work on the comprehension questions and answer the critical thinking questions on the worksheet. If not finished, this will be homework.	Individually

Unit	14	**Lesson number**	2	**Year**	4th E.S.O	**Time**	50 min
Topic / Session Title	Animal Vocabulary			**Class**	Advanced English		
Focus							
Skills	Listening <mark>Speaking</mark> Reading Writing						
Systems	Grammar Phonology <mark>Lexis</mark> <mark>Function</mark> Discourse						
Key competences	Plurilingual Competence Personal, social and learning to learn Competence						
Specific competences	5. Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando de forma crítica sobre su funcionamiento y tomando conciencia de las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas. (Decreto 65/2022).						
Contents	Bloque 2. Producción de textos orales: expresión e interacción a) Participación en la interacción cotidiana en el aula, especialmente en el trabajo en parejas y grupos, así como en la interacción con el docente c) Léxico: Uso de expresiones comunes, frases hechas y léxico sobre temas de interés personal y general, temas cotidianos y temas relacionados con los contenidos del currículum (Orden 2876/2018). - Fleece, offspring, aquatic, mole, mollusk, equine, camouflage, nocturnal, hooves, primate, antlers, invasive species.						
Learning outcomes	Students will be able to:						

	Use bottom-up processing skills to find meaning of new animal lexis through gamification. Match new animal lexis to its definition Identify animals belonging to each category related to the new animal lexis.		
Evaluation criteria	Student's infer the meaning of previously unknown lexis by means of gamification and definitions. (Orden 2876/2018).		
Previous knowledge	Basic animal knowledge and vocabulary		
Materials	Trivia slideshow presentation (See below) Animal vocabulary worksheet (See student's guide).	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
10 minutes	Present	Teacher will present a trivia game that students will play that presents the new animal lexis in such a way that students will use bottom- up processing to figure out the meaning of the words.	As a class
10 minutes	Practice	Students will complete the portion of the vocabulary worksheet where they will match the lexis with its definition.	In pairs or small groups
15 minutes	Practice	Students will complete the table below the definitions, filling in examples and types of animals in the correct category.	In pairs or small groups
15 minutes	Produce	Teacher will give the correct answers to the definitions and lead a discussion about the categories of animals previously seen in the worksheet, allowing for student talk time.	As a class

ANIMAL TRIVIA

TERM 3, UNIT 14: PET SHOP

•••

QUESTION 1

WHICH ANIMAL PRODUCES FLEECE?

A. BUFFALO
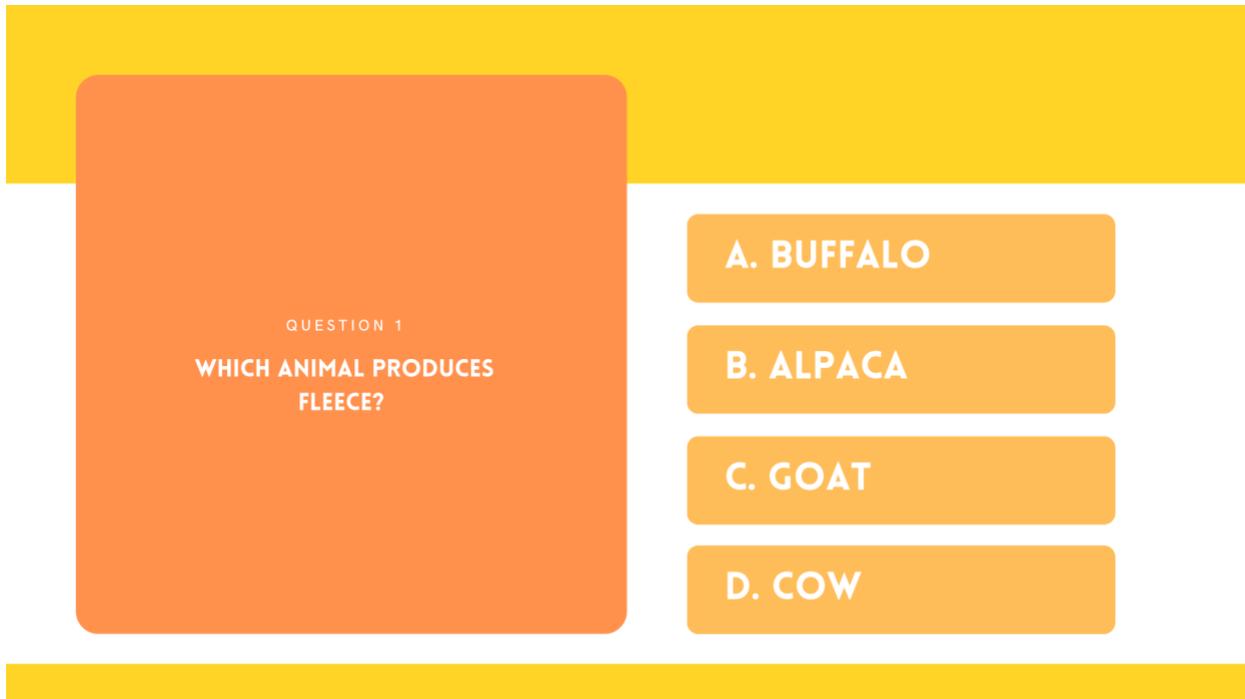
B. ALPACA

C. GOAT

D. COW

ANSWER 1

REASON: LLAMAS, ALPACAS AND SHEEP PRODUCE
WOOL, ALSO KNOWN AS FLEECE!

A. BUFFALO

B. ALPACA ✅

C. GOAT

D. COW

QUESTION 2

IN WHICH ANIMAL SPECIES
DOES THE MALE CARRY THE
OFFSPRING?

A. MOLE

B. AXOLOTL

C. SEAHORSE

D. PUFFER FISH

ANSWER 2

REASON: SEAHORSES ARE THE ONLY SPECIES THAT EXIST IN WHICH THE MALES GET PREGNANT AND CARRY THEIR OFFSPRING!

A. MOLE

B. AXOLOTL

C. SEAHORSE ✓

D. PUFFER FISH

QUESTION 3

WHAT TYPE OF ANIMAL IS THE OSTRICH?

A. BIRD

B. MOLLUSK

C. EQUINE

D. PRIMATE

ANSWER 3

REASON: OSTRICHS ARE SOME OF THE BIGGEST BIRDS TO EXIST! THEY RUN EXTREMELY FAST BUT CANNOT FLY MUCH.

A. BIRD ✓

B. MOLLUSK

C. EQUINE

D. PRIMATE

QUESTION 4

WHICH ANIMAL LISTED HERE IS NOCTURNAL?

A. ORANGUTAN

B. WASP

C. ORCA

D. HAMSTER

ANSWER 4

REASON: HAMSTERS SLEEP DURING THE DAY AND ARE ACTIVE DURING THE NIGHT. IF YOU'RE CONSIDERING A HAMSTER AS A PET, KEEP THAT IN MIND!

A. ORANGUTAN

B. WASP

C. ORCA

D. HAMSTER ✅

QUESTION 5

WHICH ANIMAL CAN CAMOFLAUGE ITSELF?

A. ARCTIC FOX

B. KOMODO DRAGON

C. TORTOISE

D. RACCOON

ANSWER 5

REASON: ARCTIC FOX FUR IS PURE WHITE, JUST LIKE THE SNOW. THIS WAY, THE ARCTIC FOX CAN CAMOFLAUGE IN THE SNOW.

👍 **A. ARCTIC FOX** ✅

B. KOMODO DRAGON

C. TORTOISE

D. RACCOON

QUESTION 6

WHICH ANIMAL HAS HOOVES?

A. GORILLA

B. DONKEY

C. DUCK

D. BUTTERFLY

Unit	14	**Lesson number**	3	**Year**	4th E.S.O.	**Time**	50 min
Topic / Session Title	Adjective Order			**Class**	Advanced English		
Focus							
Skills	Listening Speaking Reading <mark>Writing</mark>						
Systems	<mark>Grammar</mark> Phonology Lexis Function Discourse						
Key competences	Plurilingual Competence Linguistic Competence						
Specific competences	5. Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando de forma crítica sobre su funcionamiento y tomando conciencia de las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas. (Decreto 65/2022).						
Contents	a) Funciones del lenguaje y gramática Uso de funciones lingüísticas a nivel intermedio-avanzado b) Elementos gramaticales (Orden 2876/2018). - Ordering of adjectives: culmative and cooperative adjectives, adjectives of quantity, opinion, appearance, size, age, shape, color, origin, material and purpose.						
Learning outcomes	Students will be able to: Identify and place adjectives into their correct category. Put incorrectly ordered adjective sentences into correct order. Produce written sentences using multiple adjectives in the correct order.						
Evaluation criteria	x						
Previous knowledge	Descriptive adjectives, and animal vocabulary.						

Materials	Adjective order slideshow presentation (See below) Adjective order worksheet (See student's guide).	Spaces	Classroom

Procedures			

Timing	Stage	Activities	Grouping
20 minutes	Present	Teacher will present slideshow about adjective order. Teacher will read the paragraph and ask students why certain words are in a different color. Teacher will ask students if they know how to correctly order adjectives. Students are encouraged to take notes and share examples of different adjectives per category.	As a class
10 minutes	Practice	Students will complete the first 2 activities on the worksheet, matching the category to the adjective and correcting incorrectly ordered adjectives.	Individually
15 minutes	Produce	Students will complete the second 2 activities on the worksheet, making their own sentences using multiple adjectives and putting them in the correct order.	Individually
5 minutes	Produce	Volunteers will have time to read their own sentence using multiple adjectives to describe animals.	As a class

ADJECTIVE
ORDER

Term 3, Unit 14: Pet Shop

INTRODUCING A NEW SPECIES OF ANIMAL RECENTLY DISCOVERED OFF OF THE COAST OF IRELAND! THE YEFFAL IS A FURRY, ENORMOUS, ROUND, AND EMERALD CREATURE. THE YEFFAL IS BOTH AN AQUATIC AND TERRESTRIAL MAMMAL THAT IS INTELLIGENT, AGILE AND NOCTURNAL. THE OFFSPRING OF THE YEFFAL TEND TO BE BORN BALD, TINY AND GRAY, WHILE THE ELDER YEFFALS TEND TO BE LAZY, TALL AND PURPLE. THIS IRISH MAMMAL IS QUITE SOCIAL, CALM AND FRIENDLY TOWARDS HUMANS.

HAVE YOU EVER TRIED TO USE MULTIPLE ADJECTIVES TO DESCRIBE SOMETHING, AND DIDN'T KNOW HOW TO ORDER THEM?

TO KNOW THE ORDER, WE MUST FIRST KNOW HOW TO CATAGORIZE ADJECTIVES

First things first...

Culmative vs. Coordinate adjectives

CULMATIVE ADJECTIVES

Culmative adjectives are those that, when combined with another adjective, cannot be separated by "and" or a comma, and they must always be near the noun. They are usually purpose adjectives.
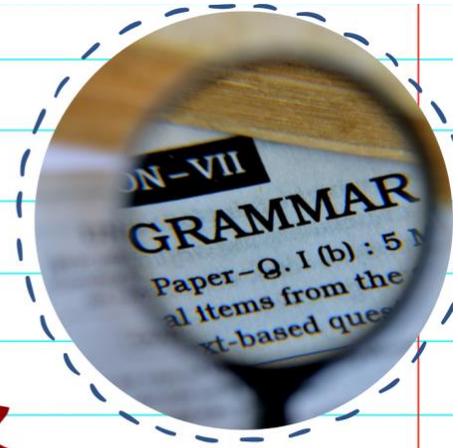
✓

Blue winter coat. Wooden dining table

✗

Winter blue coat. Dining wooden table.

Blue and winter coat. Wooden and dining table.
Blue, winter coat. Wooden, dining table.
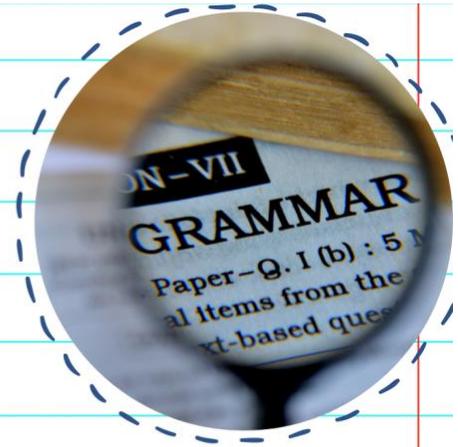
COORDINATE ADJECTIVES

CAN be separated by commas, and "and."
They are never quantity or purpose adjectives.
These are the super descriptive adjectives that give detail to our speech and writing.

Agressive, black horse

✓ Old, rusty car

Fun, modern and trendy style

The adjectives that are more subjective, or based on opinion tend to go first in the order, while the more factual adjectives are placed closer to the noun.

IMPORTANT
INFORMATION

THE OFFICIAL ORDER OF ADJECTIVES

IMPORTANT- WRITE THIS IN YOUR NOTEBOOKS!

1. QUANTITY/ NUMBER   2. OPINION/ APPEARANCE   3. SIZE   4. AGE

5. SHAPE   6. COLOR   7. ORIGIN   8. MATERIAL

9. PURPOSE

QUANTITY ADJECTIVES:

- Many
- Hundreds
- Thousands
- Few
- Countless
- Fifteen
- Millions

What other quantity adjectives do you know?

OPINION/ APPEARANCE ADJECTIVES:

- Attractive
- Blonde
- Bald
- Adorable
- Nasty
- Valuable
- Immature

What other opinion/ appearance adjectives do you know?

SIZE ADJECTIVES:

- Colossal
- Huge
- Tiny
- Mini
- Short
- Thin
- Petite

What other size adjectives do you know?

AGE ADJECTIVES:

- Elderly
- Ancient
- Adolescent
- Juvenile
- Underage
- Preteen
- Adult

What other age adjectives do you know?

SHAPE ADJECTIVES:

- Curved
- Rectangular
- Round
- Circular
- Straight
- Oval
- Bent

What other shape adjectives do you know?

COLOR ADJECTIVES:

- Emerald
- Bleached
- Discolored
- Glittering
- Pastel
- Neutral
- Colorless

What other color adjectives do you know?

ORIGIN ADJECTIVES:

- Spanish
- Moroccan
- French
- Scottish
- South Korean
- Portuguese
- Welsh

What other origin adjectives do you know?

MATERIAL ADJECTIVES:

- Wooden
- Plastic
- Silver
- Copper
- Diamond
- Stone
- Velvet

What other material adjectives do you know?

PURPOSE ADJECTIVES:

- *Wedding* dress
- *Butcher* knife
- *Salad* bowl
- *Gardening* gloves
- *Skii* pants
- *Computer* desk
- *Shopping* bag

What other purpose adjectives do you know?

TIME TO OPEN YOUR STUDENT'S GUIDE!

The Adjective Order worksheet in
Unit 14, Pet Shop

Unit	14	**Lesson number**	4	**Year**	4th E.S.O.	**Time**	50 min
Topic / Session Title	Debate			**Class**	Advanced English		
Focus							
Skills	<mark>Listening</mark>	<mark>Speaking</mark>		Reading		Writing	
Systems	Grammar	Phonology		Lexis	Function	<mark>Discourse</mark>	
Key competences	Plurilingual Competence Linguistic Competence Personal, social and learning to learn Competence						
Specific competences	1. Comprender e interpretar el sentido general y los detalles más relevantes de textos expresados de forma clara y en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias como la inferencia de significados, para responder a necesidades comunicativas concretas. 3. Interactuar con otras personas con creciente autonomía, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos concretos en intercambios respetuosos con las normas de cortesía. 4. Mediar en situaciones cotidianas entre distintas lenguas, usando estrategias y conocimientos sencillos orientados a explicar conceptos o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable. (Decreto 65/2022).						
Contents	Bloque 1. Comprensión de textos orales c) Comprensión general de reportajes, discursos y debates tanto formales y preparados como espontáneos l) Comprensión de información específica en presentaciones, conversaciones y debates complejos desde el punto de vista lingüístico, siempre que el tema sea conocido						

	Bloque 2. Producción de textos orales: expresión e interacción b) Participación en debates: presentar opiniones propias con precisión, rebatir las opiniones de los demás, pedir aclaración, hacer preguntas, etc. (Orden 2876/2018).		
Learning outcomes	Students will be able to: Identify key phrases for agreement and disagreement in a recorded debate. Do a mock- debate without previous preparation. Prepare for a formal debate.		
Evaluation criteria	x		
Previous knowledge	Controversial topics about animals, ways to agree or disagree and basic knowledge about debates.		
Materials	Slideshow presentation (See below) Audio recording (Script) (See below) Debate listening worksheet (See student's guide).	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
10 minutes	Present	Teacher will present the short slideshow about debates.	As a class
5 minutes	Pre- listening	Students will discuss the pre-listening questions at the top of the worksheet.	In pairs or small groups
7 minutes	While- listening	Students will listen to the audio 1-2 times and list the ways that the speakers agree and disagree on the worksheet.	Individually

8 minutes	Post- listening	Students will complete the comprehension questions and discuss the post- listening questions provided on the worksheet.	In pairs or small groups
20 minutes	Practice and produce	Students will be given time to practice debating about a topic that concerns animals and will be assigned their topic of writing (and their formal debate) for the next 3 classes.	Groups of 4 or 6

DEBATE

Term 3, Unit 14, Lesson 5: Pet Shop

OBJECTIVES

01

What is a debate? And what is it's purpose?

02

Listen to a short debate and identify key phrases to use for presenting an argument, agreement and disagreement.

03

Mock debate and preparation for a real debate.

WHAT IS A DEBATE?

A DEBATE IS...

The Cambridge Dictionary defines a debate as 2 things:

1. a serious discussion of a subject in which many people take part.
2. a competition in which teams of people, often students, discuss a subject and the team that is judged to make the best arguments wins.

https://dictionary.cambridge.org/dictionary/english/debate

WHAT IS THE PURPOSE OF A DEBATE?

THE PURPOSE OF A DEBATE IS...

The American Debate League states:

"The aim of a debate is to convince the opposition that you are right. When the two sides agree on the subject or when one side's arguments are more convincing than the other side that is when the debate comes to a close."

https://www.americandebateleague.org/what-is-debate.html#/

TIME TO LISTEN

Open your Student's Guide to the Debate page in Unit 14.

You are going to hear a debate between Penny and Roger about banning animal testing.

Pay attention to the ways they might vocalize agreement or disagreement, and whether the debate is formal or informal.

TIME TO PRACTICE

You and 1-2 other classmates will be assigned a topic to write about in your persuasive essay. Likewise, 2-3 other students will be assigned the same topic, but on the opposing side. In our next class, this is your debate group. Keep in mind, that this will also be your topic for the next class: writing a persuasive essay. Also, following that class, we will have a formal debate about your topic.

For now, get into a group of 4-6 people and practice debating a topic **that concerns animals**. There should be 2-3 people on one side and 2-3 people on the opposing side of the argument. Practice using different ways to express agreement and disagreement.

Debate listening script

Penny and Roger are debating the topic of animal testing.

Penny: I believe that animal testing is not okay to do. First of all, the animals suffer, and second there are alternatives to using animals for testing.

Roger: I respectfully disagree. While some alternatives do exist, studies show that the only way to know for sure that a product is safe, is to test on another living being. It would be totally unethical to do so on a human, therefore we test on animals.

Penny: Absolutely! I understand it's completely unethical to test on humans, but at the same time, we should respect animals as much as we do humans.

Roger: I have to admit that it is quite necessary to test medicine animals, however perhaps it's a bit cruel to use animals to test things such as cosmetics.

Penny: I don't see it that way, I would much prefer to live in a world that is able to use technology and simulations in place of torturing animals. Or, even if they must test on animals, at least give the animals a better quality of life, in terms of living conditions, for example, cage free lives.

Roger: I couldn't agree with you more. I think someday scientists will be able to create such a technology, and we will no longer have to make animals suffer. And you're also right on point for asking for better living conditions for the animals!

Unit	14	**Lesson number**	5	**Year**	4th E.S.O.	**Time**	50 min
Topic / Session Title	Persuasive Essay			**Class**	Advanced English		
Focus							
Skills	Listening Speaking Reading <mark>Writing</mark>						
Systems	Grammar Phonology Lexis Function <mark>Discourse</mark>						
Key competences	Plurilingual Competence Linguistic Competence Civic Competence						
Specific competences	2. Producir textos originales, de extensión media, sencillos y con una organización clara, usando estrategias tales como la planificación, la compensación o la autorreparación, para expresar de forma creativa, adecuada y coherente mensajes relevantes y responder a propósitos comunicativos concretos. (Decreto 65/2022).						
Contents	Bloque 4. Producción de textos escritos: expresión e interacción g) Capacidad de construe rargumentaciones coherentes con una estructura lógica clara i) Elaboración de las ideas principales en un texto argumentativo y expositivo mediante ejemplos, explicaciones y justificaciones j) Utilización de evidencias para dar fuerza a la argumentación (evidencias del texto comentado, datos, estadísticas, etc.) de manera que estén perfectamente integradas en el texto escrito. (Orden 2876/2018).						
Learning outcomes	Students will be able to: Format a persuasive essay correctly. Complete a mind map for the purpose of creating a well-organized argumentative essay.						

	Produce a persuasive essay that uses logic and sources to convince others.		
Evaluation criteria	Students produce a formal, well- structured argumentative writing using logic with the intention of convincing others. Students produce a formal writing with little to no spelling or grammar mistakes. (Orden 2876/2018).		
Previous knowledge	Animal lexis, use of logic, research skills, citing sources, connectors and essay organizational skills.		
Materials	Slideshow presentation (See below) Essay rubric (See below) Self- assessment sheet (See below) Persuasive essay worksheet and mind map template (See student's guide).	**Spaces**	Classroom and at home

Procedures			
Timing	**Stage**	**Activities**	**Grouping**
25 minutes	Present	Teacher will present the slideshow of how to write a persuasive essay while students follow along with the worksheet. Students will also learn how to create a mind map. Students will also see the rubric.	As a class
5 minutes	Grouping and topics	Students will discuss who will be "for" and "against" their topic.	In groups
15 minutes	Practice	Students will begin filling in the mind map template provided in their student's guide	Individually
15 minutes	Produce	If finished with their mind map, students can begin to write their introductions to their essays, but are expected to finish their essays at home, using sources from articles found on the internet.	Individually
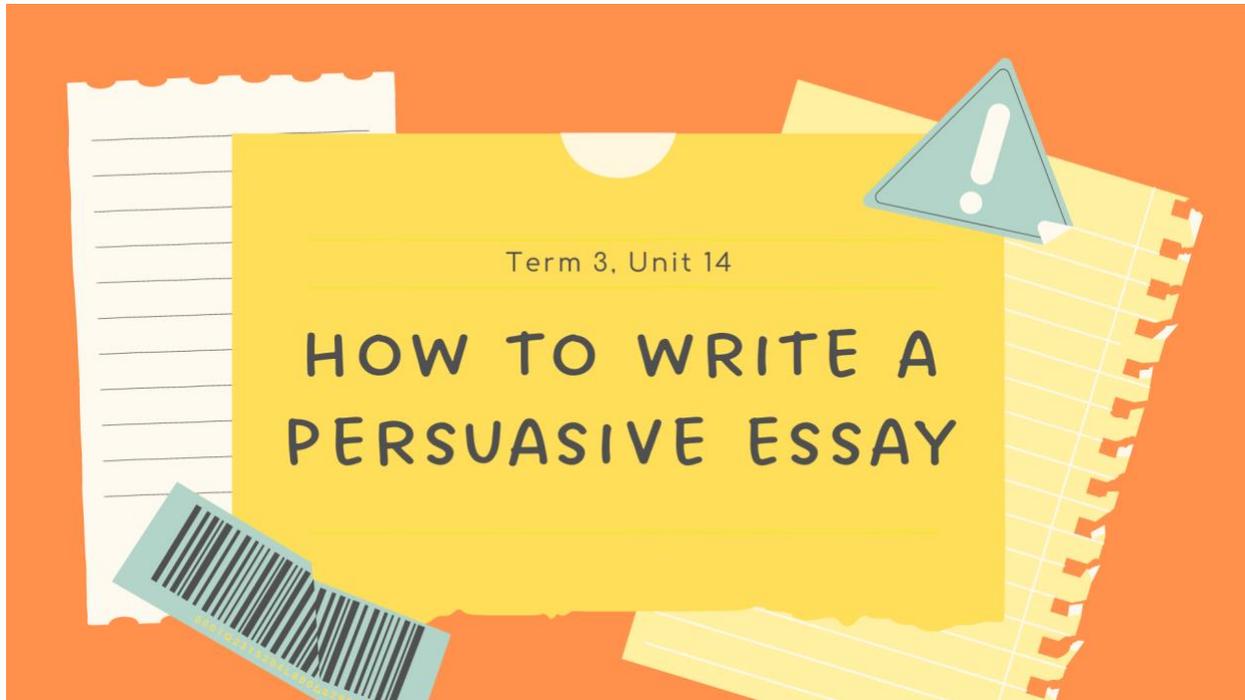
Term 3, Unit 14

HOW TO WRITE A PERSUASIVE ESSAY

WHAT IS A PERSUASIVE ESSAY?

A FORMAL STYLE OF WRITING THAT USES LOGIC TO INFLUENCE OTHERS.

Essentially, you are trying to **convince** others that they should consider your idea.

One thesis could be: **Humans should adopt animals in shelters rather than buying from breeders.**

But you must explain why others should consider this.

For example: **1. Shelters are full of loving pets that need homes. 2. Shelters get too full, and have to euthanize pets. 3. It's more cost-effective to adopt.**
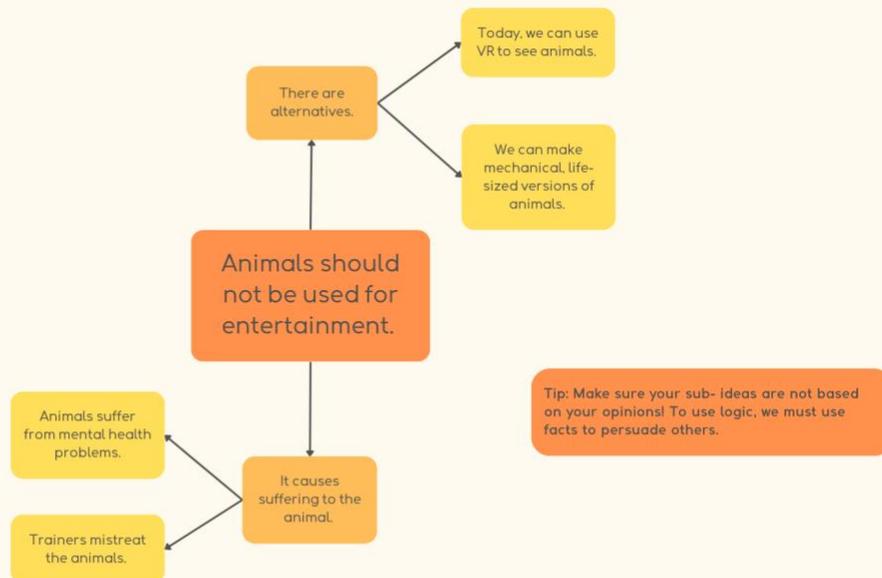
Back to Agenda

FORMATTING

This is how you should format your persuasive essay

Introduction	• Capture the attention of your audience • Introduce your thesis and the 2-3 reasons
Body Paragraphs	• A body paragraph for each reason • Explain why this supports your thesis • Convince others to consider your idea
Conclusion	• Leave a summary of your idea and reasons • Reiterate your thesis

Back to Agenda

There are alternatives.

Today, we can use VR to see animals.

We can make mechanical, life-sized versions of animals.

Animals should not be used for entertainment.

Tip: Make sure your sub- ideas are not based on your opinions! To use logic, we must use facts to persuade others.

Animals suffer from mental health problems.

It causes suffering to the animal.

Trainers mistreat the animals.

EXAMPLE OF A PERSUASIVE ESSAY

Introduction

Humans have been domesticating animals for centuries, even using them to do certain tasks like farming or traveling. However, one of the most unethical things humans do to animals is to use them for entertainment. For example, in zoos, and places where animals are made to perform are some of the most cruel. Keeping animals in captivity for these purposes is unethical because it affects their psychological well-being, the living conditions of their housing and there are educational alternatives.

Body 1

Oftentimes, animals being used for entertainment have a harsh training schedule and their only reward is being fed. Additionally, trainers might not feed the animal if it does not perform in the correct way. This causes the animal to be distraught and their mental health suffers greatly. As a result, these animals have been known to cause harm to themselves or their trainers.

Body 2

The conditions that these animals live in aren't livable. No amount of space in a cage will ever compare to these animals' natural habitat. Unfortunately, they don't get much stimulation in their cages either. On top of that, many times they are forced to live and perform with other animals that can cause them extra stress.

Body 3

Nowadays, there are various alternatives to using real animals for entertainment. Animation using computer software can recreate the shows that animals perform, and later people can use VR to experience it, as if it were real. Currently, people are also working on creating mechanical replicas of animals so that spectators can see the shows in person.

Conclusion

In conclusion, it's time to end the shows that use animals for entertainment. This outdated practice belongs in the past, as it is extremely unethical. As mentioned above, the animals exploited by organizations with the purpose of entertainment is wrong because it causes mental health problems, the animals don't belong in cages with horrible conditions, and because we can use technology to recreate the same experience.

IT'S YOUR TURN!

You will be in a group of 4-6 people who have the same topic. However, 2-3 of you will be "for" and 2-3 of you will be "against." On the next page, you will see your potential topic. It's up to you and your group to decide who is "for" and who is "against" the topic.
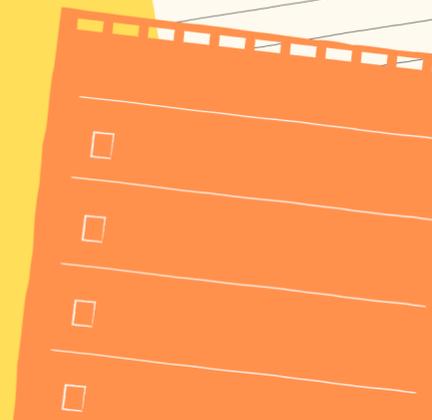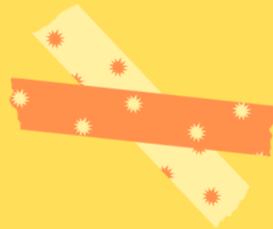
ASSIGNING YOUR THESIS BY GROUPS:

1: OBLIGATORY LICENSING TO BECOME A PET OWNER

2: THE FUR INDUSTRY

3: TROPHY HUNTING

ESSAY RUBRIC (9 POINTS)

	POOR	GOOD	EXCELLENT
USE OF LOGIC	Student uses no logic in their essay. Student supports ideas with opinions or untrue reasons. **0 points.**	Student uses logic fairly well. 1-2 ideas use opinion instead of fact. Logic is not fully clear. **1.5 points.**	All ideas are backed up by facts. Logic is clearly being used to persuade. **3 points.**
SPELLING AND GRAMMAR	Essay has 7 or more spelling and gramatical errors. **0 points.**	Essay has 3-6 spelling and gramatical errors. **1 point.**	Essay has less than 3 spelling and gramatical errors. **2 points.**
ORGANIZATION OF IDEAS	Ideas are not presented well. Essay is difficult to understand. There are 1 or less body paragraphs. **0 points.**	The essay has good ideas but not explained well. There are only 1-2 body paragraphs. **1 point.**	All ideas are explained very well. The essay has 2-4 body paragraphs that are easy to understand. **2 points.**
MINDMAP	Did not complete and turn in mindmap. **0 points.**	Turned in a partially- finished mindmap or a mindmap with many errors. **1 point.**	Turned in a fully finished mindmap with 3-4 reasons, along with sub-ideas. There are ittle to no errors. **2 points.**

REMEMBER! For the final point, you must fill out the self- assessment sheet.

Allison Marie Barna
Trabajo Fin de Máster

PERSUASIVE ESSAY SELF-ASSESSMENT

	POOR	GOOD	EXCELLENT
SPELLING & GRAMMAR	●	●	●

JUSTIFICATION

_____
_____
_____
_____

| USE OF LOGIC | ● | ● | ● |

_____
_____
_____
_____

| ORGANIZATION OF IDEAS | ● | ● | ● |

_____
_____
_____
_____

| MIND MAP | ● | ● | ● |

_____
_____
_____
_____

14. Student Guide

Unit 11
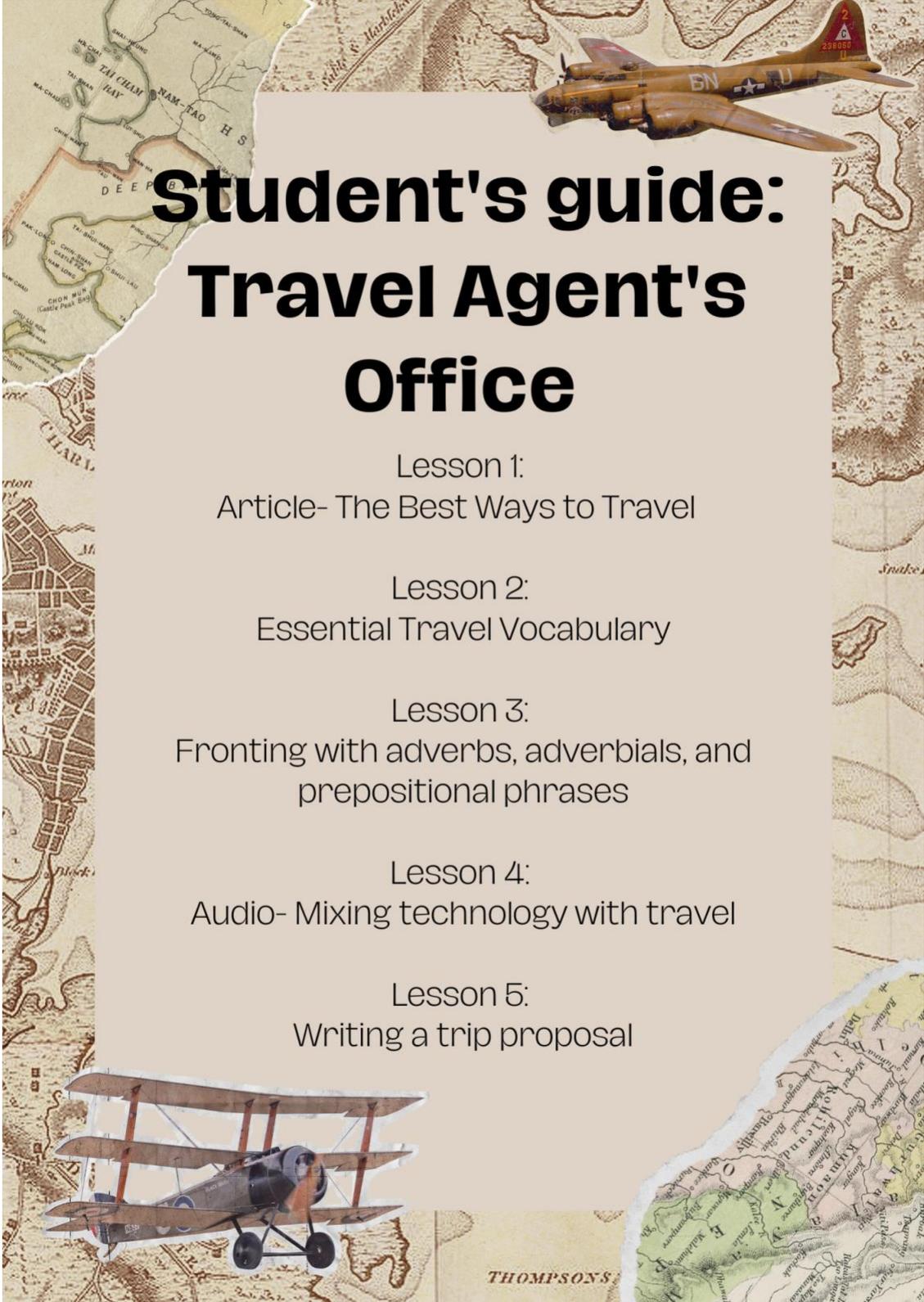
Student's guide: Travel Agent's Office

Lesson 1:
Article- The Best Ways to Travel

Lesson 2:
Essential Travel Vocabulary

Lesson 3:
Fronting with adverbs, adverbials, and prepositional phrases

Lesson 4:
Audio- Mixing technology with travel

Lesson 5:
Writing a trip proposal

Allison Marie Barna
Trabajo Fin de Máster

TRAVEL ARTICLE

_____ Some people play sports, some people make art, others like to cook, but for me, traveling is my passion! My friends and family tend to call me a jetsetter, but I'm not rich or famous, however I do travel whenever possible! The word travel is just a category though, there's so many different ways to travel. In this article, I will explore just a few different travel methods, and reveal my own personal favorite.

Cultural Immersion

First and foremost, many people that travel to different countries or continents are looking to have a cultural immersion experience. We get so accustomed to what we have on our own doorsteps that we start to yearn for new cultural experiences like trying new foods, seeing a different landscape or architecture or hearing and learning different languages. It's no wonder why cultural immersion travel _____

Beach Paradise

_____ It wouldn't surprise me if you said a paradise beach experience. In the summer, beach resorts fill up with guests trying to get out of their daily routine, relax and just take it easy. _____ For some people, nothing beats the sound of the waves crashing on the beach and the feeling of the sun's rays hitting their skin.

Solo- Travel

_____. While some people are pro solo-travelers, others couldn't even imagine going on a trip alone. Solo- travel is a unique and liberating experience, but not only that, it's also a challenge, and it's a way to get to know yourself on a different level. _____ when traveling alone. The best part of solo-travel is definitely having full control over all important decisions!

Adventure

This world is full of adventure, and adventure-seekers! These adventure- seekers use travel as a way to find their next adrenaline rush. Perhaps to the mountains, for climbing, skiing or hiking. Another popular destination for thrill seekers is the ocean, for practicing extreme water sports. _____ If you're looking to go on an adventure- filled trip, _____

In today's modern world, travel is easy and accessible to almost everyone! _____. Even though I am the type of person to do all sorts of traveling, out of all of the aforementioned ways to travel, in my own opinion, cultural immersion traveling is the best! _____What about you? Do you know about other ways to travel, and what's your favorite?

Allison Marie Barna
Trabajo Fin de Máster

TRAVEL ARTICLE

Before you read...

Discuss with a partner:
1. What kind of article would you say this is?
2. Where would you expect to see an article like this?
3. What is the author's purpose?
4. What types of travel have you experienced?
5. Which is the best way to travel?

Read this quote and discuss with your partner about its meaning:

"*We get so accustomed to what we have on our own doorsteps that we start to yearn for new cultural experiences*"

While you read, fill in the blank spaces with A-J:

A.   As exciting as these things may be, they can be equally dangerous!

B.   It's a popular way for us to recharge our batteries and refresh our lives!

C.   A huge part of the human experience is the hobbies we have.

D.   In fact, whenever I am not traveling, I am planning my next trip.

E.   This next travel method is not for everybody.

F.   make sure to do the research first!

G.   is considered to be one of the most rewarding and memorable forms of vacationing.

H.   Nothing beats sightseeing, meeting new people and navigating cultural barriers for me.

I.   Self confidence and independence are a must

J.   When you hear the word "holiday" or "vacation," what do you immediately picture in your head?

About the reading:

1. What is the author's purpose of writing this article? There may be more than one.
    a. To share opinion
    b. To inform
    c. To persuade
    d. For humor
2. .What is the meaning of "aforementioned"?
    a. Never mentioned
    b. Mentioned after
    c. Mentioned before
    d. Sometimes mentioned
3. Write in your own words what "at our own doorsteps" means:

_____

_____

_____

About your experiences:

Do you agree with the author? Why or why not?

_____

_____

_____

Have you tried some of these ways to travel? Which ones?

_____

_____

_____

Is there any other ways to travel? What are they?

_____

_____

_____

Allison Marie Barna
Trabajo Fin de Máster

Vocabulary- Travel Agent's Office

Word Bank

Off the beaten path	All inclusive	Amenities
Bucket list	Middle of nowhere	Jet lag
Oversize luggage	Embark	Toiletries
Sightseeing	Hitchhiking	Long- haul destination

Find the...

Synonym:	Antonym:	Definition:
• Beauty products:	• Weekend trip:	• Not known or popular with many people:
• Luxuries:	• Metropolitan area:	• Bigger than usual bag:
• Life goals:	• To land:	• The activity of visiting interesting places:
• Fatigue:	• Restricted access:	• To travel by getting free rides in someone else's vehicle:

Fill in the blank:

When I get to the airport, I always have problems with security because I pack too many _____ and end up having to pay extra for _____, especially when it's a _____. When I travel, I usually pick a resort that is _____, with _____ like a swimming pool and spa. But this time, I decided to go _____ since it was on my _____. I _____ on my flight, and arrived to my destination without _____! In this area, _____ is illegal, so I took a taxi and went to do some _____ in the _____. Overall, it was a great trip.

Discuss with a partner:

1. Do you prefer traveling to all inclusive resorts, metropolitan areas or to the middle of nowhere? Why?
2. Have you ever experienced jet lag? If yes, describe how it made you feel.
3. Have you ever been to a long- haul destination? If yes, where?
4. Do you think hitchhiking is dangerous? Why or why not?
5. Do you typically over- pack or under-pack for trips?

Finish the sentences with your own opinion:

The most important toiletries to bring on a trip are

My top 3 bucket list destinations are

Going off the beaten path can be fun because

When I'm sightseeing, I like to visit

The amenities that I appreciate the most at a hotel are

Embarking on a new journey makes me feel

Write about a trip using the wordbank:

Fronting Worksheet

Highlight fronted sentences

I couldn't believe it. Astonishingly, we arrived on time to the airport. My brother is notorious for being late, but we managed to convince him the flight left an hour earlier than what the ticket said. After landing, we decided to tell him the truth. He found it to be quite humorous, but we didn't. His lateness has become a problem and I won't let it affect our vacation. I let him know: Under no circumstances will I be waiting for you or arrive late to any reservation. The next day, he woke up bright and early. I guess our little talk worked! The rest of the trip was a success. Hopefully, when we return home, he can maintain his punctuality.

Match the sentences

1. At the end of the day,
2. Understandingly,
3. At no point in time
4. Right before my eyes
5. By chance,
6. In the morning,

a. did you ever tell me that.
b. she was upset when he lied.
c. we are your family and we care.
d. she brought me tea and cookies.
e. do you have a pencil?
f. a tornado swirled in the sky.

Finish the sentences

1. Unlike her peers,

_____

2. By nature,

_____

3. In the beginning,

_____

4. Shockingly,

_____

5 sentences using fronting

Allison Marie Barna
Trabajo Fin de Máster

Listening- Travel and Tech

Activity Description:

Four people have been asked on their opinion about using technology while traveling, you're going to hear their responses in the audio. Before listening, discuss the following questions with a partner. Then we will hear the audio 2-3 times while you complete the 4 tasks below. Listen for exact words because Task 1 is fill-in the blanks. Later, complete tasks 2-4.

Before we listen

1. How do you use technology to travel?
2. Do you consider your smartphone to be an essential travel tool? Why/ why not?
3. What's the best application to use while traveling? Why?
4. How do you think people used to travel without smartphones?
5. Could you navigate a city with just a paper map? Why/ why not?

Complete while you listen

Speaker 1:

You _____ how much money I have saved and the fantastic destinations that I have been able to go to by using this _____.

Speaker 2:

_____ the public transport system in a new city can be a nightmare, but new apps have been designed to make it _____!

Speaker 3:

That's not to say that there is an _____ to using technology, it's true that all of the new applications for travel coming out are great, if you know how to use them. It's just _____.

Speaker 4:

Photo editing apps _____, video-calling apps to _____ with my family and friends, GPS apps so that _____ and ride- sharing apps to get me where I need to go!

Matching

A- Minimal use of technology

B- A digital native

C- Completely against technology

D- Takes and shares lots of photos

Speaker 1 -
Speaker 2 -
Speaker 3 -
Speaker 4 -

True or False

- Speaker 1 is from a younger generation.

- Speaker 2 uses technology as much as possible.

- Speaker 3 likes to use technology for certain things.

- Speaker 4 couldn't survive without a smartphone.

Compare

I am most similar to speaker _____ because...

_____
_____
_____

I am most different from speaker _____ because.....

_____
_____
_____

Allison Marie Barna
Trabajo Fin de Máster

Writing a trip proposal

What is a trip proposal?

Planning a trip or a vacation is a lot of work, and some people prefer to pay someone else to make their plans, this person is usually **a travel agent**. The client will tell them all of their expectations of their trip, and the travel agent will write a proposal. If confirmed by the client, the travel agent will then make any reservations, for example, any buses, flights, restaurants, etc.

Example of a client's expectations:

Dear Travel Agent,

My husband and I would like to plan a vacation and are curious what you would propose for us. It's important to note that we are able to take this trip for **4 days**: from July 5th to July 8th.

Additionally, both of us enjoy nature, however we are looking to do more of a **sightseeing trip** in a city that we haven't visited before. If the city is **near to natural parks or the beach** for a short excursion, even better! Another thing to add is that one of our favorite things to do together **is go shopping**.

We are open to traveling to another country, but would **prefer to stay in Spain.**

Thanks in advance!

Example of a trip proposal:

Thank you for requesting my services. Based on your request, this is the trip that I would propose for your husband and yourself.

Since you're interested in going to a city in Spain that has nature nearby, the city I am recommending to you is Bilbao, Spain. Bilbao is located in the Basque Country, in the north of the Iberian Peninsula. This is a small city, of just under a million residents, but there are many activities to do and many things to see.

Day 1: You will be going to the Guggenheim Museum, taking a city bus tour, going to eat pintxos in the Casco Viejo and ending the day with a walk along the river.

Day 2: You will be heading to the north to see the "Puente Colgante," the hanging bridge in Getxo, next you will go to a small town called Bakio to see a small church on an island called San Juan de Gaztelugatxe. Finally, you will be eating dinner on the beach in Sopelana.

Day 3: On this day you will have your shopping day on Gran Via. There are many shops here, but if you would like to see more, you have the shopping center Zubiarte not too far.

Day 4: As you mentioned, you are also a fan of nature. On this day you will have your choice of beach or mountains. The mountain Pagasarri is quite popular, as well as the beach in Plentzia.

Please let me know if you'd like me to make the reservations!

Allison Marie Barna
Trabajo Fin de Máster

Now it's your turn!

Your client is from out of town and you will be proposing a trip to Madrid. Pay close attention to what your client is requesting and be sure to give them a day- by- day plan. Highlight the parts of their request that are the most important to include in your planning.

Your client's expectations:

Dear travel agent,

I've decided to take my family on a surprise trip! We are a family of 4: my wife and two daughters. We really enjoy visiting the biggest metropolitan areas, we're not that much into nature.

Since we have two girls, it's quite important that they are entertained at all moments. They are keen to go to amusement parks, go shopping and eat sweets.

As for my wife and I, we are more into seeing famous monuments, museums and just doing sightseeing.

We only have time to be away for 4 days, so if you can try to squeeze everything into a 4- day plan, it would be much appreciated!

Thanks in advance!

Your proposal:

Unit 14
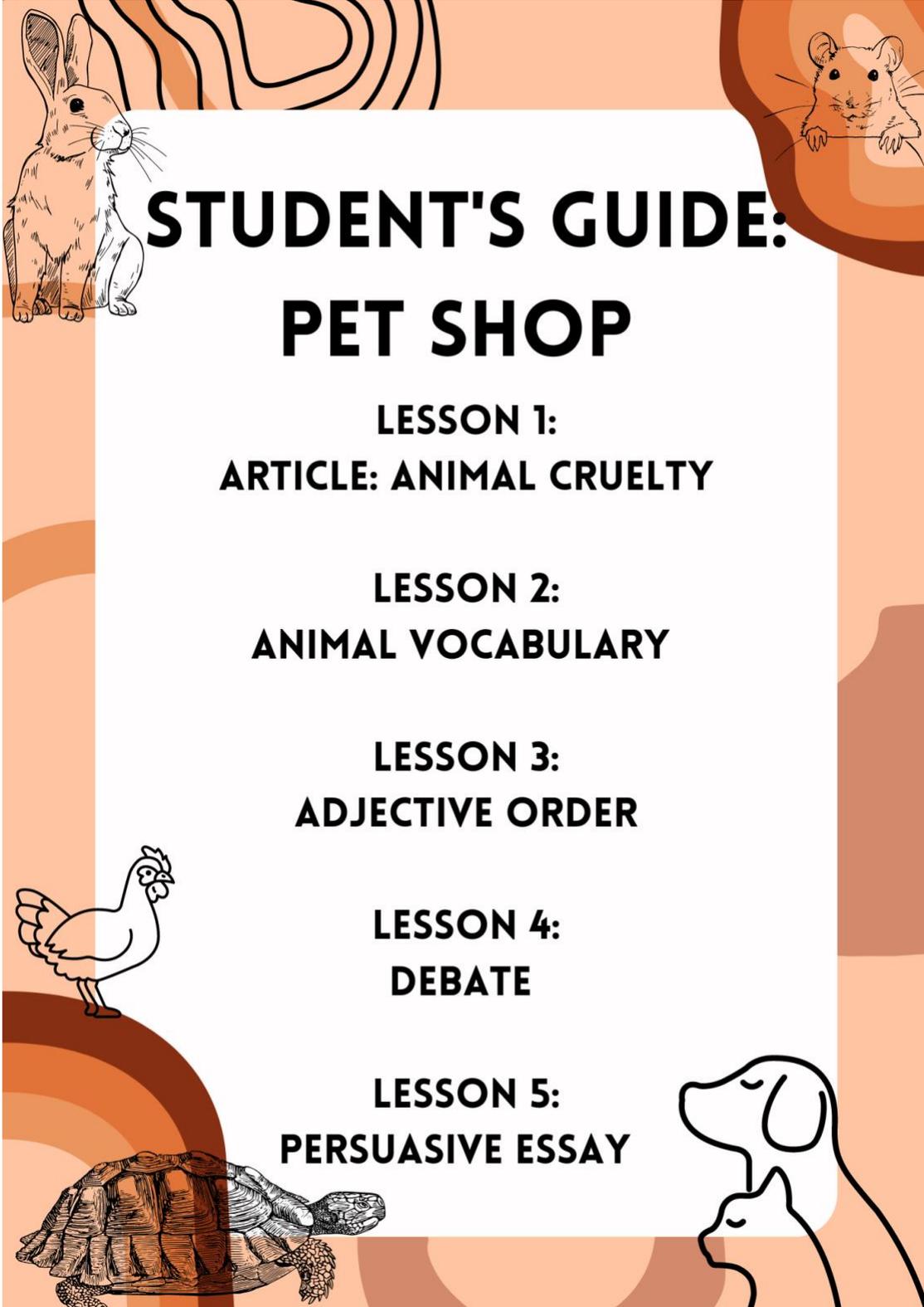
STUDENT'S GUIDE: PET SHOP

LESSON 1:
ARTICLE: ANIMAL CRUELTY

LESSON 2:
ANIMAL VOCABULARY

LESSON 3:
ADJECTIVE ORDER

LESSON 4:
DEBATE

LESSON 5:
PERSUASIVE ESSAY

Allison Marie Barna
Trabajo Fin de Máster

ANIMAL ARTICLE

TYPES OF ANIMAL CRUELTY

Animal Fighting

One of the cruelest things that humans have been known to do to animals is to make them fight for entertainment and money. Dogs and roosters are the more common victims of this type of cruelty, but even fish and rabbit fighting rings have been reported before. Essentially, people train their animals to be extremely aggressive, so that later they will fight other animals in a fighting ring. People bet money on which animal will win, and of course the winners take the money in the end. Animals die and suffer every day from fighting, so it's important to stop this barbaric act. The punishment for this in many places is jailtime, one famous football athlete, Michael Vick, from the USA was criminally charged for dog fighting. The worst part is, that the animals cannot be rehabilitated once they've been trained to be so violent and aggressive.

Animal Neglect

Pet neglect can come in many different forms. In basic terminology it is the failure to give animals their basic necessities: food, shelter and water. Most commonly we see animals that are malnourished, meaning that they have been left to starve or be dehydrated. The signs of malnourishment can be having visible ribcages or being very protective over their food or water supply. Another form of pet neglect is leaving a pet outside all day and all night, especially during bad climates such as freezing temperatures or sweltering heat. Additionally, pet neglect means not providing animals with healthcare, for example, not taking your pet to the veterinary clinic when it has broken it's leg. All of these things cause excessive and unnecessary suffering to any animal, which, should then be taken care of. The secondary effects of pet neglect could cause a public health concern, a malnourished dog may become aggressive and react violently in public, it could potentially hurt an innocent person. The causes of pet neglect vary, it could be that the

owner doesn't have the time or money to take care of their animal, or that they haven't got the mental capacity to do so either, and unfortunately sometimes, it can be that the owner is a cruel person. Pet neglect is sometimes difficult to detect, but as soon as you suspect that someone is neglecting their pet, you should certainly report it to the local rescue or the local authorities.

Animal Hoarding

Hoarding is a term that refers to the inability to stop accumulating something, so animal hoarding is defined as having accumulated an extraordinary number of animals and not being able to provide the necessary care for each animal. This is when a person may keep 15 or more pets in their house. In fact, one hoarder in the USA was found to have 700 cats living on her property. In severe cases of animal hoarding, the animals can die from various causes such as diseases from unclean living conditions, fights with other animals, lack of food and so on. The effects of hoarding can leave the animals suffering and traumatized for the rest of their life. People who hoard animals typically have a psychological or psychiatric disorder which makes it difficult for them to stop accumulating animals or to give their animals the proper care they need. Some predisposing factors for these mental conditions may be stress and loneliness. There are medical professionals that suggest that animal hoarding is a form of addiction, while others believe that it may be a form of early dementia, but one thing is very clear, that this is a compulsion caused by mental health. If you know anyone who has been hoarding animals, you should report it to the local authorities. Depending on the country, once reported, a hoarder will most likely have to surrender their pets to the local animal rescue, and more than likely will have to face criminal charges, or be referred to receive psychiatric treatment.

ANIMAL ARTICLE

PRE-READING DISCUSSION

1. Do you think that it should be compulsory for people to get a license or take a pet-care class before being able to adopt a pet? Why or why not?
2. When you think about animal abuse, what do imagine?

3. What are some ways that people can prevent animal cruelty?
4. How would you react if you suspected someone of being cruel to their pet?
5. Is it your responsibility to report someone you know abusing their pet?

WHILE YOU READ, FIND THE SYNONYMS OF THESE WORDS IN THE ARTICLE

1. Inhumane (1) :

2. Recovered (1) :

3. Carelessness (2) :

4. Leave hungry (2) :

5. Extreme heat (2) :

6. Extreme (3) :

7. Obsession (3) :

8. Give away (3) :

ABOUT THE READING:

1. The term "hoarding" only refers to animals.
   a. True
   b. False
2. . According to the article, fighting dogs are usually euthanized.
   a. True
   b. False
3. Which form(s) of animal cruelty involve(s) gambling?
   a. Fighting
   b. Neglect
   c. Hoarding
4. Which form(s) of animal cruelty might make an animal become violent?
   a. Fighting
   b. Neglect
   c. Hoarding

Explain in your own words what "predisposing factors" might mean.

_____

_____

_____

CRITICAL THINKING SKILLS:

Is it possible for certain types of animal cruelty to be unintentional? Why or why not?

_____

_____

_____

_____

_____

What are some other ways that people gamble using animals? Are they ethical?

_____

_____

_____

_____

"People who abuse animals are more likely to be violent to humans as well." Do you agree or disagree with this statement, and why?

_____

_____

_____

_____

_____

Allison Marie Barna
Trabajo Fin de Máster

ANIMAL VOCABULARY
WORD BANK

FLEECE   OFFSPRING   AQUATIC   MOLE   MOLLUSK   EQUINE   CAMOUFLAGE
NOCTURNAL   HOOVES   PRIMATE   ANTLERS   INVASIVE SPECIES

DEFINITIONS

Active at night:

Soft-bodied invertebrates that usually have shells:

Species of animal that lives in the ground:

Growing or living in water:

The wool of a sheep or similar animal:

The hard part on the bottom of the feet of animals:

Belonging to the family of horses and zebras:

A new organism produced by one or more parents:

Animals that have migrated to places where they are not native:

Bony, branching growths on the head of a male deer, elk, or moose:

Monkeys, apes, and humans are:

An adaptation that allows an organism to blend in with its envoronment:

LET'S FIND SOME EXAMPLES

Aquatic animals:	Animals with antlers:	Primates:	Mollusks:

Names of offspring:	Animals with hooves:	Camoflauge animals:	Nocturnal animals:

Allison Marie Barna
Trabajo Fin de Máster

ADJECTIVE ORDER

REMEMBER!

1-Quantity
2-Opinion/ Appearance   3-Size
4-Age   5-Shape   6-Color
7-Origin   8-Material   9-Purpose

MATCH THE ADJECTIVES

a. Quantity
b. Opinion/ Appearance
c. Size   d. Age   e. Shape
f. Color   g. Origin   h. Material

1. Hilarious
2. Granite
3. Bumpy
4. Massive
5. Turkish
6. Transparent
7. Multiple
8. Infant

CORRECT THESE PHRASES

1) Agressive, police dog

2) Yellow, tall and old giraffe.

3) Scary, African and ancient crocodile

4) Beautiful and riding horse

5) African fat rhinos

PRACTICE SENTENCES

1. Use 2 adjectives to describe a kangaroo:

2. Use 3 adjectives to describe a pet

3. Use 4 adjectives to describe a pet shop

3 FULL SENTENCES ABOUT AN IMAGINARY ANIMAL USING 3-4 ADJECTIVES PER SENTENCE

Allison Marie Barna
Trabajo Fin de Máster

DEBATE- LISTENING ACTIVITY

BEFORE WE LISTEN...

Discuss:
1. Have you ever formally debated before?
2. What are some ways we can say that we agree or disagree?
3. What are some topics of debate that interest you?

LIST ALL THE WAYS THE SPEAKERS EXPRESS...

AGREEMENT	DISAGREEMENT

COMPLETE THE ACTIVITIES:

COMPREHENSION QUESTIONS:	POST- LISTENING DISCUSSION:

COMPREHENSION QUESTIONS:

1. Who won the debate?
   a. Penny
   b. Roger
   c. Neither
   d. Both
2. Who was in support of banning animal testing?
   a. Penny
   b. Roger
   c. Neither
   d. Both
3. Who used a study to prove their point?
   a. Penny
   b. Roger
   c. Neither
   d. Both
4. What type of debate was this?
   a. Formal
   b. Informal

POST- LISTENING DISCUSSION:

1. Who are you more likely to agree with, Penny or Roger? Why?
2. Did you think this was a successful debate? Why or why not?
3. Is it important to do research before debating? Why or why not?
4. Is it important to make sure that the sources you find while researching are credible? Why or why not?
5. What do you think about the topic of animal testing?

Allison Marie Barna
Trabajo Fin de Máster

WRITING A PERSUASIVE ESSAY

WHAT IS A PERSUASIVE ESSAY?

A FORMAL STYLE OF WRITING THAT USES LOGIC TO INFLUENCE OTHERS.
Essentially, you are trying to convince others that they should consider your idea.
One thesis could be: Humans should adopt animals in shelters rather than buying from breeders.
But you must explain why others should consider this.
For example: 1. Shelters are full of loving pets that need homes. 2. Shelters get too full, and have to euthanize pets. 3. It's more cost-effective to adopt.

FORMATTING

INTRODUCTION	BODY PARAGRAPHS	CONCLUSION
• Capture the attention of your audience • Introduce your thesis and the 3 reasons, which will be your body paragraphs	• A body paragraph for each reason • Explain why this supports your thesis • Convince others to consider your idea by using logic	• Leave a summary of your idea and reasons • Reiterate your thesis

EXAMPLE OF A PERSUASIVE ESSAY

Humans have been domesticating animals for centuries, even using them to do certain tasks like farming or traveling. However, one of the most unethical things humans do to animals is to use them for entertainment. For example, in zoos, and places where animals are made to perform are some of the most cruel. Keeping animals in captivity for these purposes is unethical because it affects their psychological well- being, the living conditions of their housing and there are educational alternatives.

Oftentimes, animals being used for entertainment have a harsh training schedule and their only reward is being fed. Additionally, trainers might not feed the animal if it does not perform in the correct way. This causes the animal to be distraught and their mental health suffers greatly. As a result, these animals have been known to cause harm to themselves or their trainers.

The conditions that these animals live in aren't livable. No amount of space in a cage will ever compare to these animals' natural habitat. Unfortunately, they don't get much stimulation in their cages either. On top of that, many times they are forced to live and perform with other animals that can cause them extra stress.

Nowadays, there are various alternatives to using real animals for entertainment. Animation using computer software can recreate the shows that animals perform, and later people can use VR to experience it, as if it were real. Currently, people are also working on creating mechanical replicas of animals so that spectators can see the shows in person.

In conclusion, it's time to end the shows that use animals for entertainment. This outdated practice belongs in the past, as it is extremely unethical. As mentioned above, the animals exploited by organizations with the purpose of entertainment is wrong because it causes mental health problems, the animals don't belong in cages with horrible conditions, and because we can use technology to recreate the same experience.

Allison Marie Barna
Trabajo Fin de Máster

REASONING

REASONING

BODY 1

THESIS

BODY 2

BODY 3

REASONING

REASONING

REASONING

REASONING
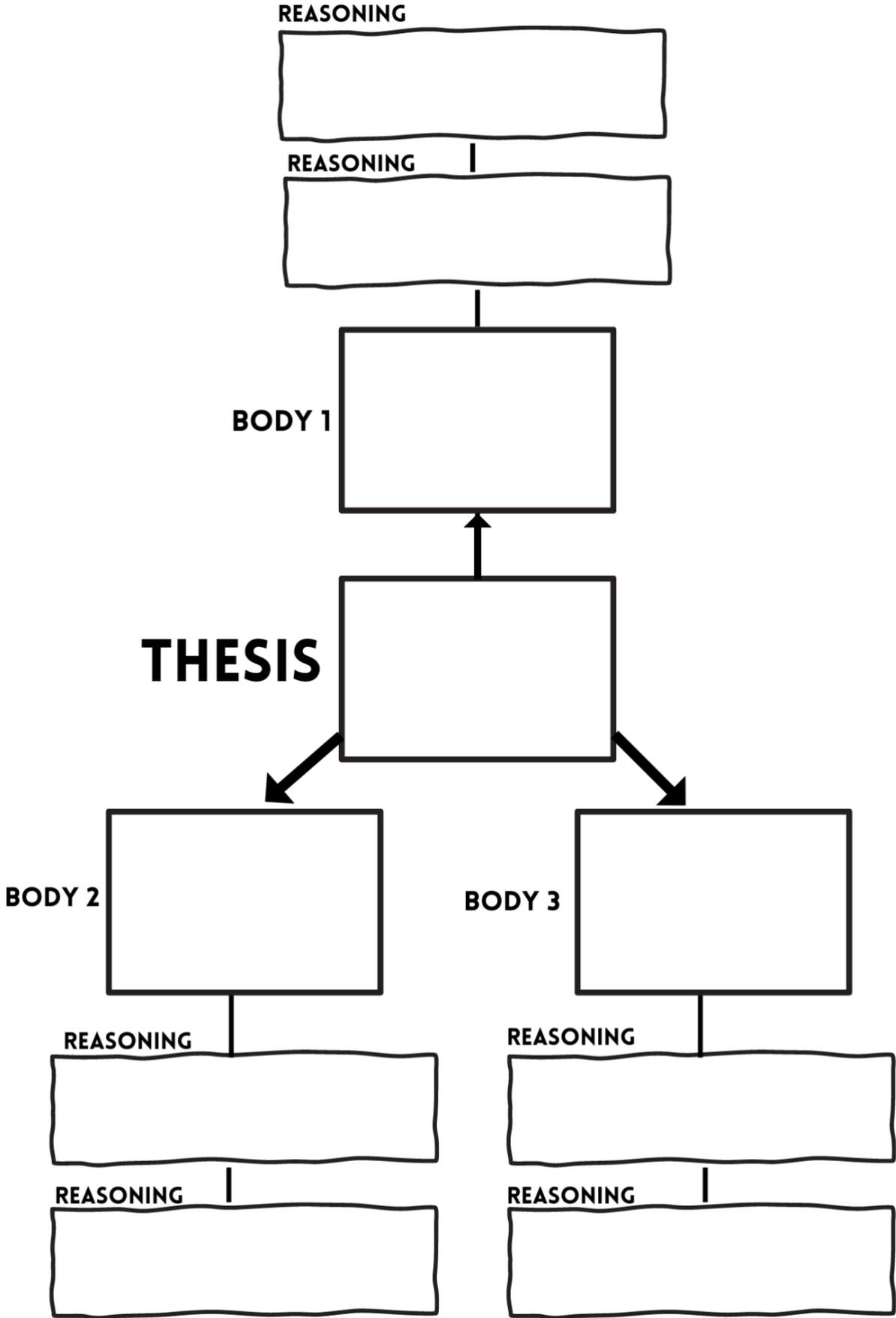
15. Annex

Annex 1- General Objectives

(Real Decreto 217/2022)

Artículo 7. *Objetivos.*

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

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

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

c) Valorar y respetar la diferencia de sexos y la igualdad de derechos y oportunidades entre ellos. Rechazar los estereotipos que supongan discriminación entre hombres y mujeres.

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

e) Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Desarrollar las competencias tecnológicas básicas y avanzar en una reflexión ética sobre su funcionamiento y utilización.

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

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

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

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

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

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

l) Apreciar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación. (Real Decreto 217/2022)

Annex 2: Key Competences

(Real Decreto 217/2022)

Artículo 11. *Competencias clave y Perfil de salida del alumnado al término de la enseñanza básica.*

1. A efectos de este real decreto, las competencias clave son las siguientes:

a) Competencia en comunicación lingüística.
b) Competencia plurilingüe.
c) Competencia matemática y competencia en ciencia, tecnología e ingeniería. d) Competencia digital.
e) Competencia personal, social y de aprender a aprender.
f) Competencia ciudadana.
g) Competencia emprendedora.
h) Competencia en conciencia y expresión culturales. (Real Decreto 217/2022)

Annex 3: General Contents

(Decreto 65/2022)

Contenidos

A. Plurilingüismo. –

Profundización en las estrategias y técnicas para responder eficazmente y con niveles crecientes de fluidez, adecuación y corrección a una necesidad comunicativa concreta a pesar de las

limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio. Desarrollo de estrategias cada vez más elaboradas de comunicación para superar las interrupciones y lapsos comunicativos y para iniciar y concluir los intercambios informativos. – Aplicación de las estrategias de uso común 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. Sistematización y organización de las unidades lingüísticas utilizando el conocimiento previo de la lengua materna y otras lenguas, en su caso, con el fin de facilitar la comunicación en la lengua extranjera. – Aplicación eficaz de las estrategias y herramientas de uso común para la autoevaluación, la coevaluación y la autorreparación, analógicas y digitales, individuales y cooperativas. Identificación de las áreas de mejora para la realización de futuras tareas. Participación, cada vez más autónoma, en tareas de evaluación conjunta para ganar una perspectiva general de la evolución del proceso de aprendizaje de sus iguales, más allá del suyo propio. – Ampliación de expresiones y léxico específico de uso común para intercambiar ideas sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalenguaje). – Comparación más compleja entre lenguas a partir de elementos gramaticales de la lengua extranjera y otras lenguas: origen y parentescos. Reconocimiento de la interconexión entre lenguas del repertorio lingüístico personal del alumno y comparación entre las mismas, llegando a conclusiones a partir de observaciones sistemáticas de elementos sintácticos y semánticos adecuados a su nivel de competencia.

B. Interculturalidad. –

La lengua extranjera como medio de comunicación interpersonal e internacional, fuente de información, y como herramienta de participación social y de enriquecimiento personal. Apreciación de la lengua extranjera como puente hacia el conocimiento de personas y culturas diferentes a la suya propia, así como instrumento necesario para la participación en eventos internacionales, de manera presencial o remota, que trascienden su entorno próximo. – Interés e iniciativa en la realización de intercambios comunicativos a través de diferentes medios con hablantes o estudiantes de la lengua extranjera, proyectos internacionales, inmersiones lingüísticas, intercambios culturales, entre otros. – Aspectos socioculturales y sociolingüísticos de uso común relativos a la vida cotidiana, las condiciones de vida y las relaciones interpersonales;

convenciones sociales de uso común; lenguaje no verbal, cortesía lingüística y etiqueta digital; cultura, normas, actitudes, costumbres y valores propios de países donde se habla la lengua extranjera. Realización de proyectos de búsqueda de información y presentaciones en distintos soportes (multimodal) sobre la cultura y costumbres propias de países donde se habla la lengua extranjera. – Estrategias de uso común para entender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores democráticos. Ampliación del conocimiento de los rasgos históricos, geopolíticos y culturales de los países donde se habla la lengua extranjera, obteniendo la información a través de diferentes fuentes en soportes tradicionales y digitales y realización de presentaciones de mayor longitud y complejidad sobre los datos obtenidos. – Estrategias de uso común de detección y actuación ante usos discriminatorios del lenguaje verbal y no verbal: tratamientos de cortesía inadecuados, el uso del género femenino para descalificar y hacer alusiones peyorativas, etc.

C. Comunicación.

Autoconfianza e iniciativa. El error como parte integrante del proceso de aprendizaje. Análisis de los errores en las producciones propias e iniciación a las estrategias de autorreparación y autoevaluación. – Profundización en las estrategias de uso común para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes) y adecuación del texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso. Inferencia y formulación de hipótesis sobre significados, contenido y contexto a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos. Reformulación de hipótesis a partir de la comprensión de nuevos elementos. Uso de estrategias de comprensión de los mensajes: contexto verbal y no verbal, conocimientos previos sobre la situación, identificación de palabras clave, identificación de la actitud e intención del hablante. – Conocimientos, destrezas y actitudes que permitan llevar a cabo actividades de mediación en situaciones cotidianas. Ofrecimiento de información, indicaciones y aclaraciones con el fin de favorecer el entendimiento entre los interlocutores – Utilización eficaz de los 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. Comprensión, de forma individual o colectiva, de textos orales, escritos y multimodales de mayor extensión. Lectura comentada y recitado de poemas, reconociendo el valor simbólico del lenguaje poético y el sentido de los recursos retóricos más importantes. Producción de textos de mayor complejidad de géneros discursivos sencillos, en papel o en formato digital, integrando diversos tipos de contenido. – Aplicación eficaz de unidades lingüísticas más complejas y significados asociados a dichas unidades tales como expresión de la entidad y sus propiedades, cantidad y cualidad, el espacio y las relaciones espaciales, el tiempo y las relaciones temporales, la afirmación, la negación, la interrogación y la exclamación, relaciones lógicas habituales. – Léxico más sofisticado de interés para el alumnado relativo a identificación personal, relaciones interpersonales, lugares y entornos, ocio y tiempo libre, salud y actividad física, vida cotidiana, vivienda y hogar, clima y entorno natural, tecnologías de la información y la comunicación, sistema escolar y formación. – Convenciones ortográficas de uso común y significados e intenciones comunicativas asociados a los formatos, patrones y elementos gráficos. Elección apropiada de las convenciones ortográficas más complejas según no solo el canal comunicativo, sino el tipo de contexto (formal o informal). – Aplicación de convenciones y estrategias conversacionales de uso común, en formato síncrono o asíncrono, reformular, comparar y contrastar, resumir, colaborar, debatir, en textos orales de mayor extensión, guardando las propiedades textuales, de forma autónoma, con pronunciación y entonación adecuadas. – Conocimiento y utilización autónoma de recursos para el aprendizaje y estrategias de uso común de búsqueda y selección de información: diccionarios, libros de consulta, bibliotecas, recursos digitales e informáticos, etc. Conocimiento y utilización selectiva de fuentes de información analógicas y digitales fiables apropiadas a su edad, intereses y necesidades que faciliten cierta autonomía en el proceso de aprendizaje. Elección selectiva de los recursos de búsqueda de información analógicos y digitales más adecuados según cada contexto de aprendizaje con el asesoramiento adecuado. – Respeto de la propiedad intelectual y derechos de autor sobre las fuentes consultadas y contenidos utilizados. – Utilización eficaz de herramientas analógicas y digitales de uso común para la comprensión, producción y coproducción oral, escrita y multimodal; y plataformas virtuales de interacción, cooperación y colaboración educativa (aulas virtuales, videoconferencias, herramientas digitales colaborativas, etc.) para el aprendizaje, la comunicación y el desarrollo de proyectos con hablantes o estudiantes de la lengua extranjera. Participación en

proyectos e intercambios personales o virtuales con estudiantes de países de lengua extranjera a través de herramientas digitales colaborativas que incidan favorablemente en las relaciones personales y académicas. (Decreto 65/2022)

Annex 4: Specific Contents

(Orden 2876/.2018)

Competencias especificas

Bloque 1.

Comprensión de textos orales

Comprensión de la interacción relacionada con las actividades de aula, especialmentedurante
el trabajo en parejas y grupos, así como en la interacción con el docente, y las presentaciones y los debates

Anticipación del contenido en reportajes, documentales, debates y discursos

Comprensión general de reportajes, discursos y debates tanto formales y preparados como
espontáneos

Comprensión de resúmenes de datos e investigaciones acerca de un tema conocido

Comprensión de reportajes, programas de TV y películas en inglés estándar, y en inglés no
estándar cuando la imagen contribuye a la comprensión

Identificación de la intención del hablante: aclarar una idea, guiar a la audiencia mediante preguntas retóricas, la utilización de la ironía, etc.

Diferenciación entre hechos y opiniones en debates y presentaciones tanto preparadas como improvisadas

Evaluación de la objetividad en la presentación de ideas, descripción de hechos, etc.

Inferencia de puntos de vista y opiniones que no se expresan de manera abierta

Diferenciación entre ideas principales y justificaciones y ejemplos en debates y en presentaciones bienestructuradase improvisadas en inglés estándar o no estándar, siempre que el tema sea conocido

Capacidad de seguir una conversación espontánea rápida lo suficientemente bien como para poder intervenir en ella

Comprensión de información específica en presentaciones, conversaciones y debates complejos desde el punto de vista lingüístico, siempre que el tema sea conocido

Identificación de la intención del hablante y sus sentimientos a partir de parámetros lingüísticos (elección de léxico y estructuras sintácticas) y paralingüísticos (ritmo, acentuación, entonación, lenguaje corporal)

Capacidad de identificar y analizar el papel de los elementos ficcionales (localización, personajes y tiempo narrativo) en películas

Capacidad de reconstruir el mensaje del texto a pesar de la presencia de vocabulario desconocido, o de la calidad deficiente de la grabación, presencia de ruidos de fondo, etc.

Bloque 2.

Producción de textos orales: expresión e interacción

Participación en la interacción cotidiana en el aula, especialmente en el trabajo en parejas y grupos, así como en la interacción con el docente

Participaciónendebates:presentaropinionespropiasconprecisión,rebatirlasopinionesdelos demás, pedir aclaración, hacer preguntas, etc.

Producción de presentaciones detalladas, con una estructura clara y preparada de antemano sobre temas o cuestiones de su interés en diferentes formatos (reportaje, discursos, presentaciones)

Capacidaddeestructurarunapresentaciónointervenciónenundebatedemaneracoherentey convincente, distinguiendo entre ideas principales y secundarias, utilizando ejemplos y elementos estilísticos (ironía, exageración, personificación, pregunta retórica, etc.) para dar fuerza a los puntos de vista y argumentos utilizados

Capacidad de desviarse del guion preparado en debates y presentaciones para responder a intervenciones de otros participantes o a peticiones de aclaración

Capacidad de iniciar, mantener y llevar a término conversaciones en contextos más o menos formalesasí como de reparar los problemas que puedan aparecer mediante la repetición, paráfrasis o aclaración

Capacidad de responder a preguntas y peticiones de aclaración o repetición y corregir errores si han llevado a confusión

Utilización efectiva de conectores típicos del lenguaje hablado para identificar la relación entre ideas

Capacidad de diferenciar entre un registro más o menos formal y de escoger el más adecuado para cada situación comunicativa

Capacidad de describir y explicar un grafico o una ilustración para dar fuerza a una argumentación

Capacidad de expresar ideas concretas y abstractas, hacer propuestas, generar hipótesis, etc.

Capacidad de resumir lo escuchado a modo de clarificación

Capacidad de utilizar sinónimos, aproximaciones y paráfrasis en situaciones en las que no conoce un determinado término

Capacidad de expresar actitudes y puntos de vista de manera indirecta

Capacidad de recabar y seleccionar información pertinente de diferentes fuentesasí como de resumirla para una presentación

Utilización efectiva de recursos de las TIC para las presentaciones orales en diferentes modalidades (visual, audiovisual, digital)

Pronunciación, acentuación, entonación y ritmo sin errores que lleven a confusión

Bloque 3.

Comprensión de textos escritos

Anticipación del contenido en textos tanto literarios como argumentativos y de opinióncon diferentes niveles de formalidad

 Capacidad de adaptar la estrategia lectora a las características del texto y las necesidades de la tarea (skimming, scanning, extensive reading, intensive reading)

Comprensión general y detallada de textos literarios, argumentativos y de opinión con diferentes niveles de formalidad

Diferenciación entre ideas principales y justificaciones y ejemplos en textos argumentativos y de opinión

Identificación de la intención del autor y sus puntos de vista a partir de parámetros lingüísticos (elección de léxico y estructuras sintácticas)

Capacidad de comprender el efecto y el significado de elementos estilísticos y estrategias discursivas en textos literarios y no literarios (ironía, metáfora, personificación, generalización, etc.)

Comprensión del texto a pesar de la presencia de vocabulario desconocido

Capacidad de identificar y analizar el papel de los elementos ficcionales (localización, personajes y narración) en textos literarios de diferentes géneros (narración, poesía y teatro)

Capacidad de identificar cuándo un autor está utilizando las ideas de otro (paráfrasis o cita), y cuándo las ideas son propias

Capacidad crítica para evaluar la calidad de un texto en cuanto a su argumentación, objetividad, efectividad y calidad de las fuentes utilizadas

Inferencia de puntos de vista y opiniones que no se expresan de manera abierta

Identificación de los principios organizativos que estructuran un texto

Apoyo de las interpretaciones del significado, del efecto o de la calidad de un texto en evidencias tomadas del mismo

Bloque 4.

Producción de textos escritos: expresión e interacción

Producción de textos argumentativos y de opinión tanto formal como informal con la ayuda de modelos

Capacidad de expresar una misma idea utilizando registros diferentes

Utilización de diferentes niveles de abstracción en las diferentes partes del texto

Capacidad de describir y explicar un gráfico, una tabla o ilustración como parte de un texto informativo

Capacidad de combinar diferentes sub-géneros en un mismo texto (resumen, descripción, comentario crítico, etc.)

Capacidad de expresar y describir un problema o un hecho con cierto grado de detalle

Capacidad de construir argumentaciones coherentes con una estructura lógica clara

Capacidad de expresar el resultado de un análisis literario que identifica y analiza el papel de los elementos ficcionales (localización, personajes y narración) en textos literarios de diferentes géneros (narración, poesía y teatro)

Elaboración de las ideas principales en un texto argumentativo y expositivo mediante ejemplos, explicaciones y justificaciones

Utilización de evidencias para dar fuerza a la argumentación (evidencias del texto comentado, datos, estadísticas, etc.) de manera que estén perfectamente integradas en el texto escrito

Capacidad de recabar, seleccionar y sintetizar información de diferentes fuentes y resumirla

Utilización de principios organizativos para estructurar de manera eficaz el texto escrito, también en el caso de un texto más extenso

Utilización de elementos para asegurar la coherencia y la cohesión de los textos (conectores; utilización correcta de las referencias; sinónimos, etc.)

Utilización de una variedad de estructuras oracionales para mantener el interés del lector

Capacidad de dividir el texto en párrafos con una estructura clara, y redactar una introducción que vertebre claramente el texto (thesisstatement) y una conclusión que lo cierre de manera convincente

Capacidad de generar ideas y buscar información, planificar la estructura del texto, identificar los recursos lingüísticos necesarios, etc.

Redacción iterative de los textos en la que se redacta una parte, se relee, se modifica, se sigue redactando, etc.

Contenidos Lingüísticos Específicos

Funciones de llenguaje y gramática

Uso de funciones lingüísticas a nivel intermedio-avanzado para los siguientes propósitos tanto a nivel oral como escrito:

Describir: There is / there are; The first impression we get of X is...; Its main characteristic is...

Definir: X is a Y that...

Resumir: This text / film is about...; On the whole, the text is saying...; In this text the author is saying... In this text the author indicates / points out /emphasizes / concludes that...: To support the main claim, the author provides evidence that...

Construir conocimiento a partir de las ideas de otro: My idea / explanation is similar to / related to...; My idea builds upon X's idea that...; I agree but would phrase it a bit differently / add something else / look at it from a different perspective

Justificar: The reason is...; This can be seen from...; I believe this because...; My primary reason for thinking so is....; Perhaps the most convincing reason for thinking so is...

Dar opiniones, rebatir: Based on my experience,I think / believe that...; In my opinion; As for me...; I don't agree...; I see your point, but...; Unlike X, I think / believe that; I see it differently.

Pedir opiniones: What do you think? Do you agree? What about you? What do you make of this? What is your take on X?

Pedir información / aclaración: Something else I'd like to know...; Could you be more specific about this? If I have understood correctly, your point is that... Sorry, but I'm not (quite) clear on... In other words, you think...

Parafrasear: So you are saying that...; What I hear you saying is that...; In other words, you think...

Dar información: The statistics are misleading because they do (not) show; These facts / reasons / data strongly suggest that... Yet some authors maintain that...

Expresar causa – efecto: The most likely reason for X was Y; X wasn't caused by Y because; Several factors led to the outcome. First, ...; The change resulted in...; The X led to Y, which in turn led to Z

Analizar: We can interpret X as...; Given the evidence, we can deduce that...; X is related to Y in so far as...; We can draw parallels between texts / characters / the setting and the narrative because...

Expresar interpretaciones de manera tentativa: X seems to indicate that...; X could be interpreted as meaning...; We could assume X to mean...; This would mean that...

Argumentar: Based on the evidence presented so far, I believe that... The advantages of ... outweigh the disadvantages of ... insofar as....; Although some people claim that..., opponents

argue that....

Concluir argumentaciones: At the end of the day...; summing up...; Having reached this point

Elementos gramaticales

Utilización de expresiones adverbiales idiomáticas para expresar tiempo: on the brink of / on the point of...

Construcciones condicionales complejas con should, only if yas if / as though

Utilización de un registro académico caracterizado por construcciones pasivas (It is generally believed that...), nominalizaciones (the development of the main character),construcciones atributivas complejas (the narrative tension created by the author in this text...), y términos técnicos (personification)

Oraciones de relative complejas: oraciones con preposición (In the churchyard there is a huge stone, from which the village takes its name /... which the village takes its name from)

Utilización de oraciones con la estructura invertida para dar énfasis (clefting, fronting: Under no circumstances should you talk to strangers; No matter what she says, they always laugh...)

Utilización de oraciones adverbiales reducidas (Having had a similar experience earlier, he knew exactly how to act ...)

Construcciones pasivas complejas (My parrot loves to be talked to; It could be achieved; This needs to be done; It was thought that / it was assumed that...; Children love being read to; The houses had already been destroyed; This needs to be given some attention...)

Léxico

Uso de expresiones comunes, frases hechas y léxico sobre temas de interés personal y general, temas cotidianos y temas relacionados con los contenidos del currículum Reconocimiento de sinónimos y antónimos, false friends

Uso de una variedad de conectores (due to; so; though; unless; so as; in order not to; however; on condition that...)

Utilización de expresiones más frecuentes en el vocabulario académico según el Academic Word

List, tales como: authority; available; benefit; constitutional; economic; established; evidence; identified; legal; legislation; major; policy; principle; procedure; research; significant; similar; source; specific; structure; theory

Comprensión de expresiones frecuentes en el vocabulario académico según el Academic Word List, tales como: achieve; affect; appropriate; aspects; categories; chapter; complex; conclusion; consequences; cultural; design; elements; evaluation; features; final;focus;impact; items; obtained; perceived; positive; potential;previous; primary;region;relevant;resources; restricted; sought; select; strategies; survey; text; traditional; transfer

Fonética

Producción de patrones de ritmo, entonación y acentuación de palabras y frases

Pronunciación correcta de los fonemas consonánticos fricativos y africados

Reconocimiento progresivo de símbolos fonéticos. (Orden 2876/.2018)

Annex 5: Specific Objectives

(Orden 2876/.2018)

Criterios de evaluación

Bloque 1: Comprensión de textos orales

Entender la interacción relacionada con las actividades de aula (instrucciones, preguntas, comentarios, etc.) tanto con los docentes, como de los compañeros y compañeras en situaciones de trabajo en parejas y grupos.

Identificar el sentido general en descripciones, debates y discursos tanto formal y preparado como espontáneos, así como en documentales, programas de TV y películas en inglés estándar, y en inglés no estándar cuando la imagen contribuye a la comprensión.

Comprender ideas principales de diálogos o monólogos a pesar de la presencia de vocabulario desconocido, o de la calidad deficiente de la grabación, presencia de ruidos de fondo, etc.

Identificar puntos de vista en una argumentación estructurada o improvisada en inglés estándar en debates y discursos grabados o en los que participa, incluso aunque estos no se expresen de manera abierta.

Distinguir entre ideas principales y justificaciones y ejemplos en un debate, discurso o presentación en inglés estándar, o no estándar siempre que el tema sea conocido.

Distinguir entre hechos y opiniones, así como evaluar la objetividad en la presentación de ideas, descripción de hechos, etc. en presentaciones tanto preparadas como improvisadas.

Identificar la intención del hablante en textos descriptivos y argumentativos: clarificar una idea, guiar a la audiencia mediante preguntas retóricas, utilización de la ironía, etc. así como a partir de elementos lingüísticos y paralingüísticos.

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

Utilizar para la comprensión del texto conocimientos previos, tanto relacionados con la lengua como provenientes de la cultura general, que ayuden a resolver errores en la comprensión.

Discriminar patrones sonoros, acentuales, rítmicos y de entonación, y utilizarlos para ayudar a la comprensión.

Analizar los elementos ficcionales en películas (localización, personajes, narración). b) Estándaresdeaprendizajeevaluables:

Entiende lo que se le dice en transacciones y gestiones cotidianas del aula.

Identifica las ideas principales y secundarias en una conversación, discurso o un debate formal o informal de cierta duración entre dos o más interlocutores que tiene lugar en su presencia, o de la que visualiza o escucha una grabación, y en la que se tratan temas conocidos o de actualidad.

Comprende las ideas principales de textos en los que la presencia de vocabulario desconocido, la deficiente calidad de la grabación o la presencia de ruidos de fondo dificultan la comprensión.

Entiende las ideas principales y los detalles más significativos en descripciones, conferencias, reportajes y documentales.

Comprende, en una conversación informal, debate, presentación o discurso, en los que participa o de los que visualiza o escucha una grabación, explicaciones o justificaciones de puntos de vista y opiniones sobre diversos asuntos de interés personal, temas de actualidad o más abstractos.

Identifica las ideas principales y secundarias de documentales, programas de TV y películas en inglés estándar o en inglés no estándar.

Identifica el punto de vista, los sentimientos y la intención del hablante en textos descriptivos y argumentativos sobre temas conocidos o de actualidad.

Distingue entre hechos y opiniones en debates, discursos y conferencias sobre temas conocidos o de actualidad, y evalúa la objetividad de los mismos.

Utiliza estrategias de comprensión oral apropiadas a cada tipo de texto.

Bloque 2: Producción de textos orales: expresión e interacción

Criterios de evaluación

Participar de manera espontánea y natural en la interacción en clase, tanto con los

compañeros como con el docente.

Producir textos de longitud media preparados de antemano (presentaciones, discursos, etc.), tanto en conversación cara a cara como por medios técnicos, en un registro formal, informal o neutro, en los que se presentan información, ideas y opiniones, se justifican de manera convincente, y se formulan hipótesis y propuestas de solución.

Participar en debates sobre temas conocidos y de actualidad siendo capaz de presentar opiniones con claridad, rebatir opiniones de los demás, pedir aclaraciones, hacer preguntas, desviarse del guion preparado, etc.

Conocer y saber aplicar las estrategias más adecuadas para iniciar, mantener y llevar a término textos orales monológicos o dialógicos de longitud media, explotando los recursos de los que se dispone: utilización de frases hechas, muletillas, paráfrasis cando no se conocen las palabras precisas, reformulaciones, etc.

Estructurar una presentación o intervención en un debate de manera coherente y convincente, distinguiendo entre ideas principales y secundarias, utilizando ejemplos y elementos estilísticos (ironía, exageración, personificación, pregunta retórica, etc.) para dar fuerza a los puntos de vista y argumentos utilizados.

Construir argumentaciones coherentes y convincentes utilizando ilustraciones y gráficos para dar fuerza a las mismas, así como evaluar la calidad y fuerza de una argumentación.

Mostrar un buen control sobre un amplio repertorio de estructuras sintácticas comunes y avanzadas, aunque se pueden producir errores al hablar de temas desconocidos o abstractos.

Seleccionar los elementos adecuados de coherencia y de cohesión textual para organizar el discurso de manera eficaz.

Conocer y utilizar léxico oral relativo a asuntos cotidianos y de interés general, así como a temas más abstractos, y seleccionar el léxico apropiado al contexto y la audiencia.

Pronunciar y entonar los enunciados de manera clara y comprensible, utilizando estos

recursos para añadir expresividad al mensaje.

Mantener el ritmo del discurso con la fluidez suficiente para hacer comprensible el mensaje incluso en intervenciones más extensas, aunque pueda producirse alguna pausa, vacilación o reformulación de lo que se quiere expresar en situaciones menos habituales o en intervenciones más largas.

Estándares de aprendizaje evaluables:

Hace presentaciones bien estructuradas, ensayadas previamente y con apoyo visual (p. ej. PowerPoint, vídeo), sobre aspectos concretos de temas de interés personal o de actualidad, organizando la información de manera coherente, explicando las ideas principales con claridad, ilustrando las explicaciones con ejemplos y respondiendo a preguntas de los oyentes.

Produce argumentaciones y comentarios críticos bien estructurados, utilizando los conectores adecuados, así como datos, gráficos e ilustraciones para dar fuerza a las argumentaciones.

Participa adecuadamente en conversaciones informales cara a cara sobre asuntos cotidianos o menos habituales, en las que intercambia información y expresa y justifica opiniones y puntos de vista; describe de forma coherente situaciones y hechos relacionados con temas de actualidad; propone soluciones y genera hipótesis y expresa y justifica valoraciones e interpretaciones de textos; narra y describe de forma coherente hechos complejos ocurridos en el pasado; hace predicciones sobre situaciones futuras complejas; expresa planes e intenciones detallados sobre un futuro más o menos cercano.

Inicia intercambios y contribuye a ellos con relativa facilidad, siendo capaz de reformular sus intervenciones o pedir aclaración en caso de problemas en la comunicación.Utiliza frases hechas y muletillas para ganar tiempo en una situación real de comunicación.

Adapta su registro a la situación comunicativa.

Su pronunciación, ritmo, acentuación y entonación son adecuadas, siendo capaz de utilizar la acentuación, el ritmo y la entonación para añadir expresividad al mensaje.

Utiliza una variedad de léxico, estructuras y colocaciones, en ocasiones complejas, aunque todavía comete errores cuando se trata de temas menos conocidos o abstractos.

Utiliza los recursos TIC para producir presentaciones orales en diferentes formatos de manera efectiva, y en las que el elemento visual contribuye claramente a construir un mensaje claro y convincente.

Bloque 3: comprensión de textos escritos

Criterios de evaluación

Identificar la información general y detallada en textos, tanto en formato impreso como en soporte digital, breve y extenso, escritos en un estilo literario o no literario, que traten de asuntos

cotidianos o temas de actualidad, y que contengan una amplia variedad estructuras gramaticales y elementos léxicos.

Conocer y saber aplicar las estrategias más adecuadas para la comprensión delos puntos e ideas principales o los detalles relevantes de textos tanto breves como extensos.

Identificar e inferir la intención y el punto de vista del autor, y localizar los elementos lingüísticos que los expresan.

Apoyar las inferencias hechas acerca del significado y efecto del texto en evidencias tomadas del mismo.

Identificar los elementos estilísticos (ironía, metáfora, personificación, generalización, etc.) y las estrategias discursivas (secuenciación de las ideas, etc.), así como los principios organizativos en textos literarios y no literarios.

Identificar y analizar el papel de los elementos ficcionales (localización, personajes y narración) en textos literarios de diferentes géneros (narración, poesía, teatro).

Comprender el léxico escrito tanto estudiado previamente como desconocido, mediante la utilización de conocimientos lingüísticos y el uso del contexto y co-texto.

Distinguir entre ideas propias y ajenas en un texto.

Evaluar, con la ayuda de parámetros dados, la calidad de un texto en función de su argumentación, objetividad y la calidad de las fuentes de información utilizadas y justificar esta evaluación con evidencias tomadas del texto.

b) Estándaresdeaprendizajeevaluables:

Entiende el sentido general, los puntos principales y los detalles de textos argumentativos, de análisis literario y de opinión, a pesar de la presencia de vocabulario desconocido.

Distingue entre ideas principales y secundarias, así como entre hechos y opiniones, en textos argumentativos, de análisis literario y de opinión, a pesar de la presencia de vocabulario desconocido.

Entiende textos literarios de diferentes géneros y estilos, siempre que sean adecuados a su nivel de madurez.

Comprende y explica el papel de los elementos ficcionales (localización, personajes y narración) en textos literarios de diferentes géneros (narración, poesía, teatro).

Identifica la intención del autor y sus puntos de vista, así como el significado y el efecto del texto, y sabe justificar estas interpretaciones con evidencias tomadas del texto. Distingue entre ideas propias del autor y aquellas que toma de otras fuentes.

Es capaz de evaluar la calidad de un texto en relación a su argumentación, objetividad y la calidad de las fuentes utilizadas con ayuda de parámetros dados y justifica esta evaluación adecuadamente.

Bloque 4: Producción de textos escritos: expresión e interacción

Criterios de evaluación

Escribir, en papel o en soporte electrónico, textos de longitud media o extensa, coherentes y de estructura clara, sobre temas de interés personal, o asuntos de actualidad, en un registro formal, neutro o informal, utilizando adecuadamente los recursos de coherencia y cohesión, las convenciones ortográficas y los signos de puntuación, y mostrando dominio de expresiones, estructuras y léxico de uso frecuente, tanto de carácter general como más específico.

Conocer, seleccionar y aplicar las estrategias más adecuadas para elaborar textos escritos, entendiendo que la escritura es un proceso iterativo.

Incorporar a la producción del texto escrito los conocimientos adquiridos mediante la investigación y búsqueda de fuentes fiables, dando fuerza a las descripciones y argumentaciones mediante la utilización de datos, gráficos e ilustraciones, así como mediante otros recursos tales como la secuenciación de ideas.

Estructurar el texto escrito de manera eficaz utilizando elementos de cohesión y coherencia adecuados, división en párrafos con conexión lógica entre ellos, así como una introducción y conclusión eficaces, también en el caso de textos más extensos.

Combinar diferentes sub-géneros (resumen, descripción, comentario crítico, etc.) en un mismo texto con el fin de construir textos más complejos.

Escribir textos atractivos mediante la utilización de una variedad de estructuras sintácticas elementos léxicos y recursos estilísticos (exageración, ironía, etc.), así como títulos atractivos que llamen la atención del lector.

Llevar a cabo las funciones requeridas por el propósito comunicativo, utilizando un repertorio amplio de exponentes comunes de dichas funciones y de los patrones discursivos habituales.

Mostrar un buen control, aunque con alguna influencia de la primera lengua u otras, sobre un amplio repertorio de estructuras sintácticas.

Conocer y utilizar léxico escrito de uso común relativo a asuntos cotidianos, a temas de actualidad y al análisis y la crítica literaria, así como un repertorio amplio de expresiones idiomáticas de uso frecuente.

Utilizar las convenciones ortográficas, de puntuación y de formato más frecuentes con corrección, aunque todavía puede darse alguna influencia de la primera u otras lenguas; saber manejar los recursos básicos de procesamiento de textos para corregir los errores ortográficos de los textos que se producen en formato electrónico, y adaptarse a las convenciones de escritura de los diferentes tipos de texto (p. ej. comentario vs. análisis literario).

b) **Estándares de aprendizaje evaluables:**

Redacta textos argumentativos, de análisis y de opinión, sobre temas de su interés o de actualidad, respetando las características de los diferentes tipos de texto (ensayo, entrada de blog, comentario crítico, etc.).

Expresa y describe un problema o hecho con cierto grado de detalle, y construye argumentaciones de forma efectiva y lógica, utilizando evidencias y datos para dar fuerza a la argumentación, y citando sus fuentes correctamente.

Estructura los textos que escribe en párrafos creando una conexión lógica entre los mismos y aplicando un principio organizativo claro. Redacta una introducción y conclusión efectivas.

Elabora las ideas principales de un texto mediante ejemplos y explicaciones, utilizando de esta manera diferentes niveles de abstracción en diferentes partes del texto.

Combina con eficacia diferentes sub-géneros textuales para construir un texto más complejo.

Adapta la estructura del texto y su registro, a las características propias de cada género textual, así como a la situación comunicativa, audiencia y función, apoyándose para ello en los modelos trabajados.

Es capaz de corregir la mayoría de errores ortográficos o problemas de estructura y secuenciación lógica, así como de coherencia y cohesión.

Mantiene el interés del lector utilizando títulos interesantes, así como una variedad de estructuras gramaticales, de vocabulario, expresiones idiomáticas, recursos estilísticos (exageración, ironía, etc.) y colocaciones en textos sobre temas conocidos o de actualidad, pero todavía muestra carencias cuando escribe sobre temas más abstractos o menos conocidos.

Muestra un buen nivel de corrección en la utilización de estructuras gramaticales avanzadas. Comete algunos errores cuando expresa ideas más complejas en oraciones más largas y cuando habla de temas menos conocidos, pero estos errores no interfieren en la comunicación.

La ortografía y el uso de signos de puntuación son generalmente correctos. (Orden 2876/.2018).

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