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FINAL PROJECT

Didactic program for 2nd of C.S.E

Masters in Compulsory Secondary
Education and Baccalaureate with
specialization in English Language
Teaching

Facultad de Ciencias Humanas y
Sociales

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Index

1. Introduction	3
2. Justification.....	5
3. Context Analysis	7
4. Objectives	12
5. Key Competences	23
6. Contents.....	29
7. Methodology.....	39
8. Materials, texts and resources.....	44
9. Assessment criteria	47
10. Attention to diversity.....	53
11. Complementary and extracurricular activities	57
12. Tutoring and Orientation	61
13. Year Plan	63
14. Didactic Units	68
15. Complete didactic units	69
15.1 Didactic Unit 2: First term- October	69
15.2. Didactic Unit 8: Third term- April	98
16. Student's guide.....	126
17. Annexes	142
17.1. Oca Game	142
17.2. Check list	143
17.3. Pictures	143
18. Bibliography	147

1. Introduction

The principal intention of this project is to develop a didactic annual program addressed to the students of 2nd of CSE (Compulsory Secondary Education) or ESO from the subject of First Foreign Language: English. The academic year in which this work is based on is 2018/2019.

I would like to start this work by using a quote: “Do you know what a foreign accent is? It’s a sign of bravery” (Chua, 2011). It is important for this final project to find the balance between accomplishing the academic syllabus (contents, objective and competences) and the search for a total new approach to Foreign Language Learning. As the law 8/2013, December the 9th, for the improvement of the educative quality (B.O.E) says, the deep changes that our current society is dealing with demand a constant and reflexive adaptation of the educational system to the new and emerging learning requests. The old ways of learning English are not valid anymore. We need to make the students understand that is important for them to learn English (as any other foreign language). Not only because the law says so, but also because it will mean the accurate enrichment of themselves, and it will make them become another important part of the globalization process. In order to find the balance I have previously mentioned, the law tries to include in the curriculum the new requirements:

The European Union sets the multilingualism’s promotion as an undeniable objective for the construction of a European Project. The law supports unconditionally the multilingualism, increasing the efforts to make the students manage with fluency in at least one foreign language whose level in oral and Reading comprehension, as well as oral and written expression’s level becomes decisive to favor the employability and professional ambitions. Therefore, it bets unconditionally on the incorporation of a new second foreign language in the syllabus(Real Decreto 8/2013, December the 9th, for the improvement of the educative quality, B.O.E., 2013, author’s translation).

The High School in which my project is based on, *Centro de Formación Padre Piquer*, is assigned to what we call BEDA Program (Bilingual English Development and Assessment) on the strengthening model, which consists on strategies in order to strengthen English in a curricular as well as in an extra-curricular way. It means as well the initiation in assessment with Cambridge tests.

Apart from the activities that are developed in the English lessons, the fact that the school organizes several excursions and projects (developed in English) that can motivate the students reinforces the idea of the foreign language as a real tool, a tool that can be useful for them, not only in the future but also in their present lives.

Hence comes the famous question: What can we do as English teachers? Obviously, we need to adapt our classes to what the syllabus asks for. We need to make our students develop and improve the four skills: Reading, Writing, Listening and Speaking. The most important thing is trying to adapt our classes to the interests of our students. If we use topics that are likely to engage them, they will feel more motivated and they will feel the necessity of taking part in the lesson. Debates, movies, games, and little books for teenagers are resources that most of the times give very good results.

The Didactic Units that will be developed in this project will have a very important factor: context. The lessons will be connected from the Warm up to the Round up, so that the students find a purpose in what they are learning. Furthermore, the lessons will be taught unconditionally in English. The whole academic year will consist on following a Theater Company, named The Wave. I will explain each grammar and vocabulary point by contextualizing it with the Theater Company. This Theater Company is supposed to be doing an international tour, and we will follow them. The fact that they will travel around so many different countries gives me the excuse of preparing many different contexts, and presenting them to the students as something really new for them, even if they have already studied some topics in other academic years.

2. Justification

The didactic program which is going to be developed in this final project is based on several laws concerning education. Firstly, it is important to mention that the government released in 2013 a new law for education, *La Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa* (LOMCE). The LOMCE was the alternative to the law which was previously in effect, the LOE, *La Ley Orgánica 2/2006, de 3 de mayo, de Educación*. The LOMCE (2015) establishes the educative laws that affect to the whole Spanish territory.

Furthermore, the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato* (BOE,2015) was also taken into account. This Decree is addressed for the entire Spanish country. The Royal Decree was the result of the modification of the old 6th article of the LOE (2006), in order to “define the syllabus as the regulation of the elements that define the teaching and learning process to each one of the pedagogies” (BOE, 2015).

From the BOE (2015) I have also found useful the *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato*, through which I have been able to find the development of each competence required in the syllabus.

Each Autonomous Community creates its own decree where they add more information (as competences, objectives...) to the ones that can be found in the BOE. Of course, those aspects that are established in the BOE (2015) are the minimum ones and each Autonomous Community ought to respect them. As the school in which my projects is based on is located in the Autonomous Community of Madrid, another decree was also essential for the development of this work: *DECRETO 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria*. In this decree we can find all the fundamental regulations concerning the Compulsory Secondary Education that we must know in order to create a didactic program. As any other Autonomous Community, the Community of Madrid added to the BOCM (2015) all the regulations

and statutes that they thought necessary, as well as they concur with the regulations set in the LOMCE (2015).

The syllabus which was developed in this work concerns the 2nd year of the Compulsory Second Education, and it is based on the laws established on the BOE(2015), the BOCM(2015), and the LOMCE(2013), trying to connect in a logical way the objectives, competences, contents values and evaluation paradigms that are necessary for this academic year.

3. Context Analysis

The High School which my final project is based on is called Padre Piquer, and it is located in the district of “La Ventilla”, close to the area of Plaza Castilla. It is a Catholic school managed by the Jesuit Company, and it is property of the Monte Piedad Foundation of Madrid. It was founded 50 years ago in order to respond to the difficult economic and social necessities of the families which lived in this neighborhood. Nowadays, La Ventilla is still considered a low, working class neighborhood. The initial aim of the school, which it still maintains nowadays, is to offer these families a better future. One aspect that makes this High School so special and unique, is the fact that in the 90’s they started to develop their own new innovative educational model. The reason why the teachers of the school felt the need to make this decision was that, during that time, a lot of immigrants came to Madrid. The social reality had changed, and the traditional educational model was not giving successful results anymore. This is how the Cooperative Multi-Task Classrooms were born. Nevertheless, I will address that topic on page 9.

As the school is managed by the Jesuit Company, the ideology and the moral values are essential for the running of the school. It is important to understand in which ways the pedagogy of the school is related to the Catholic ideas that characterizes it. In order to achieve this, it is necessary to know their mission, their vision and their values. I quote literally from their School-based Educational Project:

“Mission: - To assure our students a Christian, cultural, scientific, technic and professional qualified education, in order to satisfy the social needs. – To offer every student educative opportunities to achieve their inclusion in the social, cultural and economic life in an active and engaged way. – Therefore, we have human and material resources which are constantly brought up to date. – We orientate our actions towards the Ignatian aim, and we manage our processes with quality” (Centro de Formación Padre Piquer, author’s translation).

Regarding the vision of the school, some objectives and aims are also explained:

“Vision: -To be seen as an evangelist School from the Jesuit Company, in which people’s global growth is favored, from a Christian vision of the world. – To be a model guide for students, families, companies and institutions because of its ideals and educative characteristics regarding the education of conscious, competent and

compassionate people (in Spanish the three C: conscientes, competentes y compasivos)” (Centro de Formación Padre Piquer, author’s translation).

Lastly, the values are also very important, since they represent the ideals that the students are supposed to acquire:

“Values: the school will be evangelist: according to acting following Christian ethic, living in a solidary way taking care of the disadvantaged and encouraging the fraternity between the cultures. – We will live a coherent humanism: if we practice dialog, tolerance and respect towards others. We are sensitive to every way of dehumanization. Our professionalism will grow and be mature if we make efforts in our job in order to serve in a committed and responsible way. – We search for the spirituality and excellence with a permanent and updated education.” (Centro de Formación Padre Piquer, author’s translation).

EDUCATIONAL COMMUNITY

Nowadays, there are 96 teachers in Padre Piquer and 1048 students: 446 of these students are from ESO, 278 from Bachillerato, 81 from FPB (basic professional training), 110 from FPM (medium professional training) and finally 113 from FPS (superior professional training).

Regarding the staff, there are 4 persons in the secretary’s office and administration. The kitchen, cleaning and maintenance staff is subcontracted, and they are 5 people.

When talking about the 1048 students who currently study in Padre Piquer, it is important to underline that they contribute to the diversity and to the intercultural character of the institution. Padre Piquer has a big population of immigrants. 21% of the students in ESO possess a foreign passport. 30% of the students in ESO were born in Madrid but their parents are immigrants. These two numbers make the 51% of the total. There are more than 35 different nationalities in the total number of students who study in this High School. It is also important to say that 15% of the students in 1st and 2nd of ESO belong to the Gypsy culture. From my point of view, this intercultural situation is what makes Padre Piquer such a special and amazing school. Diversity is also an important aspect that should be underlined. Approximately 15% of the students in ESO are ACNEE and ACNEAE (students with special educational necessities and students with specific necessities of educative support). Moreover,

55% of the students carry a scholar mismatch. To conclude, only 45% of the students take part in the academic year where they belong.

Most of the students come from La Ventilla, and as mentioned above, the Socio-Economic level of the neighborhood is low. In general, the students' families have a medium-low Socio-Economic level.

EDUCATIVE STAGES

Regarding the educative stages, Padre Piquer offers studies of ESO, Bachillerato and Professional Training (FP). There are 4 lines in ESO, with 8 Cooperative Multi-Task Classrooms. There also are 2 lines of humanities Bachillerato, 2 lines of health sciences Bachillerato and 1 line of scientific Bachillerato. Professional Training (FP) has only one line. Basic Professional Training offers Electric and Electronic FP, and Administrative Services FP. Medium Professional Training offers the title of Technician of Administrative Management, Technician of Telecommunications Management and Technician of Attention to People with a Dependence Situation. Superior Professional Training offers the title of superior Technician in Administration and Finances, Superior Technician in Computer Systems Management in Network and Superior Technician in Social Integration.

ENGLISH DEPARTMENT

During my internship I have belonged to the language department. Currently 9 teachers plus the Native Teacher Assistant belong to this department. Apart from English Language, French language it is also taught in Padre Piquer. My tutor was María Moreno Ruíz de Alda, and I have spent the 6 months in 2nd of ESO, and once a week in English Extension with the best students in English of 2nd of ESO.

SCHOOL FACILITIES

Apart from the different classrooms, in Padre Piquer you can find a gymnasium, a chapel, a canteen, the orientation department, a library, a doctor office, informatics service, aula magna, events room, a playground with sport facilities (football, volleyball, basketball...).

SPECIAL FEATURES OF THE SCHOOL

One of the things that makes Padre Piquer different is the new educational proposal which is employed in ESO: cooperative work. The Cooperative Multi-Task Classrooms, as I mentioned before, were created so the teachers could pay attention to the diversity that they were facing every day inside of the classroom. The rooms do not have a teacher's desk. The teachers are standing up all the time, walking around the classroom. The students are organized in groups of 4 or 5, and these groups are thought to encourage the students to help each other. Since 2016/2017, the IPAD is the principle tool, which means that they do not use books anymore. The boundaries of subjects are knocked down, because this new project works with "fields": Sociolinguistic field (Spanish, English and History/ Geography) and Scientific-Technological field (Science, Mathematics and Technology). All these subjects are taught together in an inter-disciplinary way. Expert teachers in each subject work together.

Apart from this new educational method which is the principal feature of the school, I found the "Aula de Enlace" (Link Classroom) an amazing idea: students who have just arrived to Spain from other countries and can't speak Spanish, spend some time (maximum 9 months) in the Link Classroom learning the language and the culture. When they are ready, they are re-connected with the academic year which they belong to.

The Ashoka Web named Padre Piquer the first Changemaker School of Madrid and one of the first four schools in Spain.

As I have mentioned in the introduction, the school is part of the BEDA program, on the strengthening model. Regarding First Foreign Language, English, in order to follow the guideline of this stage of the BEDA Program, the following activities are carried out along the academic year in order to foment the understanding of the European reality and to contribute to the acquisition of languages, the following should be underlined:

CSE/ESO

There is always a Native Teacher Assistant in English and English classes follow the strengthening model of BEDA Program, i.e., some students face Cambridge tests

(KET, PET, FIRST) at the end of the year. Therefore, it exists training classes for these tests. Furthermore, there is a suggestion of a trip to England. Students also perform theater plays in English. There is an English Festival during the Languages Week; AMCO Competition can also be found, and in Madre de la Luz festivity, the Saint Pattern of the school, some spelling, story-telling and translation competitions are carried out.

BACCALAUREATE/BACHILLERATO

There are trips to the cinema to watch movies in original version; the Day of Europe (9th of May) is celebrated; CDS, DVD and books written in English are lent; the students have access to a lot of information related to national scholarships regarding English learning; and from time to time European High Schools are received.

PROFESSIONAL TRAINING/ FP

The students of FP have the possibility to do an Erasmus; they attend cultural exhibitions with a work diary in English and the teachers are also internship tutors.

4. Objectives

The subject this project addresses to is English as a first foreign language, and English constitutes a part of Compulsory Secondary Education. Therefore, we must adapt the subject in order to achieve the main objectives that this academic stage requires.

In the *Real Decreto 48/2015, de 14 de mayo* of the BOCM (2015), in the 3rd article, we can find the general objectives that the students are expected to achieve during the Compulsory Second Education:

- a) Asumir responsablemente sus deberes, conocer y ejercer sus derechos en el respeto a los demás, practicar la tolerancia, la cooperación y la solidaridad entre las personas y grupos, ejercitarse en el diálogo afianzando los derechos humanos y la igualdad de trato y de oportunidades entre mujeres y hombres, como valores comunes de una sociedad plural y prepararse para el ejercicio de la ciudadanía democrática.
- b) Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal.
- c) Valorar y respetar la diferencia de sexos y la igualdad de derechos y oportunidades entre ellos. Rechazar la discriminación de las personas por razón de sexo o por cualquier otra condición o circunstancia personal o social. Rechazar los estereotipos que supongan discriminación entre hombres y mujeres, así como cualquier manifestación de violencia contra la mujer.
- d) Fortalecer sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como rechazar la violencia, los prejuicios de cualquier tipo, los comportamientos sexistas y resolver pacíficamente los conflictos.
- e) Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una preparación básica en el campo de las tecnologías, especialmente las de la información y la comunicación.
- f) Concebir el conocimiento científico como un saber integrado, que se estructura en distintas disciplinas, así como conocer y aplicar los métodos para identificar los problemas en los diversos campos del conocimiento y de la experiencia.

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

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

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

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

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

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

One of the main goals of the teachers is to employ these objectives in their lessons, by contextualizing the different activities with real situations connected with these objectives.

Regarding the **specific objectives for First Foreign Languages**, they can be found in BOE (2015), in Real Decreto 1104/2015 4, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato, and they are the following:

Bloque 1. Comprensión de textos orales.

-Identificar la información esencial, los puntos principales y los detalles más relevantes en textos orales breves y bien estructurados, transmitidos de viva voz o por medios técnicos y articulados a velocidad lenta o media, en un registro formal, informal o neutro, y que versen sobre asuntos cotidianos en situaciones habituales o sobre temas generales o del propio campo de interés en los ámbitos personal, público,

educativo y ocupacional, siempre que las condiciones acústicas no distorsionen el mensaje y se pueda volver a escuchar lo dicho.

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

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

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

-Aplicar a la comprensión del texto los conocimientos sobre los constituyentes y la organización de patrones sintácticos y discursivos de uso frecuente en la comunicación oral, así como sus significados asociados (p. e. estructura interrogativa para hacer una sugerencia).

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

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

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

-Producir textos breves y comprensibles, tanto en conversación cara a cara como por teléfono u otros medios técnicos, en un registro neutro o informal, con un lenguaje sencillo, en los que se da, se solicita y se intercambia información sobre temas de importancia en la vida cotidiana y asuntos conocidos o de interés personal, educativo

u ocupacional, y se justifican brevemente los motivos de determinadas acciones y planes, aunque a veces haya interrupciones o vacilaciones, resulten evidentes las pausas y la reformulación para organizar el discurso y seleccionar expresiones y estructuras, y el interlocutor tenga que solicitar a veces que se le repita lo dicho.

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

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

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

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

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

-Pronunciar y entonar de manera clara e inteligible, aunque a veces resulte evidente el acento extranjero, o se cometan errores de pronunciación esporádicos siempre que no interrumpan la comunicación, y los interlocutores tengan que solicitar repeticiones de vez en cuando.

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

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

Bloque 3. Comprensión de textos escritos

-Identificar la información más esencial, los puntos más relevantes y detalles importantes en textos, tanto en formato impreso como en soporte digital, breves y bien estructurados, escritos en un registro formal, informal o neutro, que traten de asuntos cotidianos, de temas de interés o relevantes para los propios estudios y ocupaciones, y que contengan estructuras sencillas y un léxico de uso común.

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

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

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

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

-Reconocer léxico escrito de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, e inferir

del contexto y del contexto, con apoyo visual, los significados de palabras y expresiones de uso menos frecuente o más específico.

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

Bloque 4. Producción de textos escritos: expresión e interacción

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

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

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

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

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

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

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

From these objectives, those **specific for 2nd of CSE** are the following:

Bloque 1. Comprensión de textos orales.

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

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

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

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

-Aplicar a la comprensión del texto los conocimientos sobre los constituyentes y la organización de patrones sintácticos y discursivos de uso frecuente en la comunicación oral, así como sus significados asociados (p. e. estructura interrogativa para hacer una sugerencia).

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

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

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

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

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

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

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

-Pronunciar y entonar de manera clara e inteligible, aunque a veces resulte evidente el acento extranjero, o se cometan errores de pronunciación esporádicos siempre que no interrumpan la comunicación, y los interlocutores tengan que solicitar repeticiones de vez en cuando.

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

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

Bloque 3. Comprensión de textos escritos

-Identificar la información más esencial, los puntos más relevantes y detalles importantes en textos, tanto en formato impreso como en soporte digital, breves y bien estructurados, escritos en un registro formal, informal o neutro, que traten de asuntos cotidianos, de temas de interés o relevantes para los propios estudios y ocupaciones, y que contengan estructuras sencillas y un léxico de uso común.

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

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

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

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

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

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

Bloque 4. Producción de textos escritos: expresión e interacción

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

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

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

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

-Mostrar control sobre un repertorio limitado de estructuras sintácticas de uso habitual, y emplear para comunicarse mecanismos sencillos lo bastante ajustados al contexto y a la intención comunicativa (repetición léxica, elipsis, deixis personal,

espacial y temporal, yuxtaposición, y conectores y marcadores discursivos frecuentes).

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

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

5. Key Competences

As the Orden ECD/65/2015 of the BOE (2015) defines, a competence “entails a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions, and other social components and behaving components mobilize together to achieve an effective action”.

The European Union establishes different competences in order to educate well-prepared future generations: people that will surely be able to get along in a globalizing context, people that are effectively educated in academic, social and professional contexts. This means that the competences need to be taught in a practice, for they will be useful in a practical way.

Our mission as teachers is to employ these competences in our subjects. The competences are not academic lessons that are taught in two days and then our work is over; we need to make sure that the students keep interiorizing these competences during their academic years. Thus, they will be able to use this knowledge in a practical way when they face a new job, or a new academic situation as the University.

The seven competences that the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*, B.O.E.(2015) establishes are the following:

- a) Comunicación lingüística.
- b) Competencia matemática y competencias básicas en ciencia y tecnología.
- c) Competencia digital.
- d) Aprender a aprender.
- e) Competencias sociales y cívicas.
- f) Sentido de iniciativa y espíritu emprendedor.
- g) conciencia y expresiones culturales.

In the 5th article of the Orden ECD/65/2015, the connection between the competences and the syllabus is remarked:

1. Las competencias clave deben estar integradas en las áreas o materias de las propuestas curriculares, y en ellas definirse, explicitarse y desarrollarse

suficientemente los resultados de aprendizaje que los alumnos y alumnas deben conseguir.

2. Las competencias deben desarrollarse en los ámbitos de la educación formal, no formal e informal a lo largo de la Educación Primaria, la Educación Secundaria Obligatoria y el Bachillerato, y en la educación permanente a lo largo de toda la vida.

3. Todas las áreas o materias del currículo deben participar, desde su ámbito correspondiente, en el desarrollo de las distintas competencias del alumnado.

4. La selección de los contenidos y las metodologías debe asegurar el desarrollo de las competencias clave a lo largo de la vida académica.

5. Los criterios de evaluación deben servir de referencia para valorar lo que el alumnado sabe y sabe hacer en cada área o materia. Estos criterios de evaluación se desglosan en estándares de aprendizaje evaluables. Para valorar el desarrollo competencial del alumnado, serán estos estándares de aprendizaje evaluables, como elementos de mayor concreción, observables y medibles, los que, al ponerse en relación con las competencias clave, permitirán graduar el rendimiento o desempeño alcanzado en cada una de ellas.

6. El conjunto de estándares de aprendizaje evaluables de un área o materia determinada dará lugar a su perfil de área o materia. Dado que los estándares de aprendizaje evaluables se ponen en relación con las competencias, este perfil permitirá identificar aquellas competencias que se desarrollan a través de esa área o materia.

7. Todas las áreas y materias deben contribuir al desarrollo competencial. El conjunto de estándares de aprendizaje evaluables de las diferentes áreas o materias que se relacionan con una misma competencia da lugar al perfil de esa competencia (perfil de competencia). La elaboración de este perfil facilitará la evaluación competencial del alumnado.

The *Orden ECD/65/2015* presents the Annex I, where the seven competences are widely explained: (the following information has been taken from the *Orden ECD/65/2015*)

Firstly, the **Linguistic Competence**, which is the result of the communicative action inside specific social practices, where the individual acts with other interlocutors through texts in a wide range of modalities.

This competence represents a way of knowledge and contact with the cultural diversity which means an enrichment factor. It is also an essential tool for socialization and the exploitation of the academic experience, for it is a way of accessing knowledge inside as well as outside the school.

To get an effective development of this competence, is necessary to pay attention to the five components that make it:

-Linguistic component

-Pragmatic component

-Socio-cultural component

-Strategic component

-Personal component

We already know the four skills that the students should develop in order to get benefits from the linguistic competence: speaking, reading, writing and listening. This competence is developed in my syllabus through different activities that make the students manage in social practices as writing emails, writing Whatsapp messages, learning how to debate, etc.

The second competence is called **Mathematical Competence and basic competences in Science and Technology**. These competences contribute to the social sustainability, for it requires decision- making and behaviors that are connected to the critical skill and rational vision of the people. The mathematical competence implies the ability of employing a mathematical reasoning and its tools to describe, interpret, and predict several phenomena. The basic competences in Science and Technology are the ones that give us a closer look to the physical world. These competences contribute to the development of the scientific thought. If we want to connect this competence with English subject, logic should be the path to follow. In the syllabus which is developed in this didactic program, some activities make the

students think in a logical way in order to understand when to use a verbal tense, for example, when the past simple and past continuous are taught together.

Moving on to the next competence, the **Digital Competence**, which means the students' ability of using the information and communication technology. This means, that the students need to know how to search for information in a save way, as well as to process and select and evaluate this information. Nowadays, the ICT is very useful inside the classroom. There are several factors that are included in the learning process of this competence, as the security, problem resolution, creativity, communication and information analysis. As students are used to use an Ipad in class, this competence is developed when using this digital tool to search for information in English, as well as to classify this information. Power Point presentations, videos and digital pictures also contribute to the development of this competence in English class.

The fourth competence is **Learning to Learn**. Motivation is essential in this new competence. Learning to learn refers to the ability of starting, organizing and maintaining the learning process.

The motivation for learning new things creates curiosity, and it creates inside the student a feeling of self-effectiveness that works as the engine needed to start new learning processes.

In order to achieve an effective development of this competence, an internal reflection is required:

- In order to know ourselves and how we learn.
- In order to regulate our own learning process.

The new methodologies employed in this syllabus ease the development of this competence. Student's idea of learning English should be changed, and this can be possible by employing the practical view of the language.

The **Social and Civic Competence** is daily worked in the classroom, for it teaches the students how to become democratic and civic human beings who are part of a society. They need to think about the needs of our society, the problems that exist, what they consider to be right and what they consider to be wrong ,and justify all of it.

Furthermore, it shows them how to elaborate adequate answers, how to solve problems, how to talk to people, how to develop their emotional intelligence. They also develop the ability to analyze the society and its changes, as well as to find out the parts that they agree with and the parts that they would change. Respect and tolerance should be the basic values when teaching this competence inside the classroom.

Regarding English, several activities, exercises and new vocabulary are related to social issues. For example, when they use the blog to review the contents of the whole academic year, one activity will be about creating a poster regarding being a good citizen, and they will have to use specific grammar structures for it.

The 6th competence is named **Sense of Initiative and Entrepreneurial Spirit**.

Currently, our society is asking more and more for individual who are willing to contribute to the social change. Entrepreneurial Spirit and Initiative are two factors that are asked in every job that you apply to. This competence means the ability of transforming students' ideas into acts. They need to make themselves aware of the situation and to take part in the action in order to solve problems, choose alternatives, classify their knowledge in order to reach the goal.

This competence requires the following abilities: analysis and organization abilities, decision-making, adaptation to possible changes and problem solving; communication, presentations and effective negotiation; team and individual work, initiative, leadership and delegation ability; critical thinking and sense of responsibility; self-confidence, assessment and self-assessment, as well as the ability of taking risk when needed.

In English class, this competence is carried out every time the students are asked to work in groups. In that moment, they will have to adopt roles and to make decisions on their own.

The last competence required is **Cultural awareness and expression**. This competence requires getting to know, to understand and to appreciate from a critical point of view and with a respectful and open-minded behavior the different cultural and artistical manifestations. It also requires the use of these manifestation as a tool for enrichment, as well as for personal joy. We talk about culture in a general way,

which means, that it is important to respect not only one's culture, but also every other culture that exists. Moreover, the competence requires a real interest about participating in the cultural life, as well as to contribute in the preservation of cultural and artistic patrimony.

The whole didactic program is related to new cultures. The students will spend the whole academic year travelling around the world, learning new things about new countries and cultures. The students will work with tolerance, respect, and affectivity to what is different from us.

6. Contents

The *Real Decreto 48/2015, de 14 de mayo* of the BOCM (2015) states the following contents that must be taught to the students in 2nd of CSE (Compulsory Secondary Education):

General contents:

Bloque 1. Comprensión de textos orales

Estrategias de comprensión

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

Aspectos socioculturales y sociolingüísticos:

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

Funciones comunicativas

- Iniciación y mantenimiento de relaciones personales y sociales.
- Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.
- Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.
- Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.
- Expresión del conocimiento, la certeza, la duda y la conjetura.

- Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.
- Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.
- Formulación de sugerencias, deseos, condiciones e hipótesis.
- Establecimiento y mantenimiento de la comunicación y organización del discurso.

Estructuras sintáctico-discursivas.

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

CONTENIDOS ESPECÍFICOS

- Comprensión de mensajes emitidos dentro del aula relacionados con las actividades habituales.
- Comprensión de información general y específica de diálogos y textos orales sobre asuntos cotidianos y predecibles procedentes de diferentes medios de comunicación y con apoyo de elementos verbales y no verbales.

Bloque 2. Producción de textos orales: expresión e interacción

Estrategias de producción:

Planificación

- Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.
- Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso.

Ejecución

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

Lingüísticos:

- Modificar palabras de significado parecido.
- Definir o parafrasear un término o expresión.

Paralingüísticos y paratextuales:

- Pedir ayuda.
- Señalar objetos, usar deícticos o realizar acciones que aclaran el significado.
- Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica).
- Usar sonidos extralingüísticos y cualidades prosódicas convencionales.
- -Desarrollo de estrategias de comunicación para superar las interrupciones en la comunicación y para iniciar y concluir los intercambios comunicativos.

Aspectos socioculturales y sociolingüísticos:

- Convenciones sociales, normas de cortesía y registros;
- Costumbres, valores, creencias y actitudes; lenguaje no verbal.
- Valoración del enriquecimiento personal que supone la relación con personas pertenecientes a otras culturas.

Funciones comunicativas:

- Iniciación y mantenimiento de relaciones personales y sociales.
- Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.

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

Estructuras sintáctico-discursivas.

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

CONTENIDOS ESPECÍFICOS

- Producción de textos orales breves y coherentes sobre temas de interés personal y con pronunciación adecuada.
- Participación en conversaciones y simulaciones, en pareja y en grupo, dentro del aula, de forma semicontrolada o libre, con pronunciación y entonación adecuadas para lograr la comunicación.
- Empleo de respuestas adecuadas en situaciones de comunicación en el aula.
- Interés e iniciativa en la realización de intercambios comunicativos con hablantes o aprendices de la lengua extranjera, utilizando soporte papel o medios digitales.

- Reconocimiento y valoración de la lengua extranjera como instrumento de comunicación internacional.
- Identificación e interpretación de elementos semióticos diversos (gestuales, entonativos, proxémicos, etc.) usados por hablantes de la lengua extranjera.
- Desarrollo de habilidades interculturales en el uso de la lengua extranjera.

Bloque 3: Comprensión de textos escritos

Estrategias de comprensión

- Movilización de información previa sobre tipo de tarea y tema.
- Identificación del tipo textual, adaptando la comprensión al mismo.
- Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes).
- Formulación de hipótesis sobre contenido y contexto.
- Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.
- Reformulación de hipótesis a partir de la comprensión de nuevos elementos.

Aspectos socioculturales y sociolingüísticos:

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

Funciones comunicativas:

- Iniciación y mantenimiento de relaciones personales y sociales.
- Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.
- Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.
- Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.
- Expresión del conocimiento, la certeza, la duda y la conjetura.
- Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.

- Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.
- Formulación de sugerencias, deseos, condiciones e hipótesis.
- Establecimiento y mantenimiento de la comunicación y organización del discurso.

Estructuras sintáctico-discursivas.

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

CONTENIDOS ESPECÍFICOS

- Comprensión de la información general y específica en diferentes textos, en soporte papel y digital, auténticos y adaptados, sobre asuntos familiares y relacionados con contenidos de otras materias del currículo, descartando, en su caso, la información irrelevante.
- Iniciativa para leer de forma autónoma textos de cierta extensión. - Identificación de la estructura y características propias de distintos tipos de texto: cartas, narraciones, etc.
- Identificación y respeto hacia las costumbres y rasgos de la vida cotidiana propios de otros países y culturas, superando estereotipos.
- Ampliación de fórmulas de cortesía adecuadas en los intercambios sociales.
- Conocimiento de acontecimientos culturales diversos de tipo histórico, aspectos geográficos o literarios, obteniendo la información por diferentes medios.
- Lectura de textos literarios adaptados: Obras o fragmentos adecuados a la edad y nivel, y relacionados con los períodos estudiados, reconociendo los temas y elementos de la historia.

- Desarrollo de la autonomía lectora, y aprecio por la literatura como fuente de placer y de conocimiento.

Bloque 4. Producción de textos escritos: producción e interacción

Estrategias de producción:

Planificación:

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

Ejecución:

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

Aspectos socioculturales y sociolingüísticos:

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

Funciones comunicativas:

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

- Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.
- Expresión del conocimiento, la certeza, la duda y la conjetura.
- Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.
- Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.
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- Patrones gráficos y convenciones ortográficas.

CONTENIDOS ESPECÍFICOS

- Reconocimiento e iniciación en el uso de algunas fórmulas que diferencian el lenguaje formal e informal en las comunicaciones escritas.
- Composición de distintos textos con ayuda de modelos, atendiendo a elementos básicos de cohesión.
- Comunicación personal con hablantes de la lengua extranjera a través de correspondencia postal o utilizando medios informáticos.
- Uso de reglas básicas de ortografía y puntuación y valoración de su importancia en las comunicaciones escritas.
- Interés por la presentación cuidada de los textos escritos, en soporte papel y digital.

Specific contents for the English Language:

A) Funciones del lenguaje y gramática.

- Identificación de elementos morfológicos: artículo, sustantivo, verbo, adjetivo, adverbio, preposición, etc., en el uso de la lengua.
- Uso de las estructuras y funciones más habituales.
- Saludar, presentar formal e informalmente, pedir y dar información personal. Verbo be.
- Presente simple y expresiones de frecuencia. Fórmulas.
- Describir cosas, lugares y personas. Adjetivos: grado comparativo y superlativo. Expresiones de cantidad: much/many, etc. Formas verbales: have got, there is/there are. Preposiciones y frases preposicionales de lugar: under, between, on the left, etc.
- Expresar las obligaciones y rutinas. Formas verbales: can, must, should, etc.
- Expresar acontecimientos pasados. There was/There were. Pasado simple y continuo.
- Could. Acciones interrumpidas en el pasado: pasado continuo/pasado simple.
 - Hablar sobre habilidades. Pedir y conceder permiso. Can/could.
- Dar consejos. Should/shouldn't.
- Expresar gustos. Expresar y pedir opiniones. Like / love /dislike / don't like/hate.
- I think / I don't think. Expresar acontecimientos futuros, decisiones y hacer predicciones. Will/be going to. Expresiones temporales: this weekend, next year, etc.
- Expresar condiciones. Oraciones condicionales tipo I.

B) Léxico.

- Ampliación de expresiones comunes, de frases hechas y de léxico apropiado a contextos concretos, cotidianos y a contenidos de otras materias del currículo.
- Los medios de transporte, la familia, las comidas, el comercio, viajes, ocio y proyectos, itinerarios urbanos, rutinas cotidianas.

- Adjetivos y sustantivos propios de la descripción y de la caracterización.
- Fórmulas y expresiones.

C) Fonética.

- Reconocimiento progresivo de los símbolos fonéticos y pronunciación de fonemas de especial dificultad.
- Pronunciación de formas contractas.
- Pronunciación de la terminación en formas de tiempos verbales.
- Formas débiles.
- Reconocimiento y producción de patrones básicos de ritmo, entonación y acentuación de palabras y frases.
- This didactic program will be based on the contents established in the syllabus.

7. Methodology

If we talk about methodology, we might be talking about the most difficult thing regarding teaching a language.

Nowadays, nobody can assure that a certain methodology is the best one to teach English, for each teacher has his or her preferences, and there are many contradictory beliefs about language learning behind each of them. Thus, there have been different methods which have been somewhat fashionable when teaching English depending on the time period when they were found.

The only thing we can consider a certainty is that in a world where interculturality and globalization grow every day, we need to guide our methodology to the communicative direction. Our students need to learn how to communicate in English. If they travel or live in a foreign country, they need to be able to understand what people are telling them and be able to develop a communicative action in order to express what they want to say.

In this didactic program the active and constant use of English has been considered as our methodology's first objective. It has been considered appropriate to dismiss every methodology that uses the native language as a vehicle of explanation. If our students do not listen to the target language, which in this case is English, they will not get used to it, and we will increase their insecurity when speaking. At the beginning it might be difficult for them, but the moment they start to see it as something normal, they will connect it with their English learning process and their desire for taking part in the lesson using English will increase. Furthermore, there are several linguistic aspects that are not similar when we compare Spanish and English, so it is nonsense trying to make them be on a level with each other.

Therefore, one of the methodologies that will be applied during this didactic program is called **communicative language teaching**, and it is an application of the theory of the **communicative approach**. As Diana Larsen-Freeman explained in *Techniques and Principles in Language Teaching*: "Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication" (Larsen-Freeman, 2000, p.121).

If the aim is to enable the students to accomplish the whole communicative process and English language will be used to explain each step that we want to take them to, this method is ideal for this didactic Unit.

A very important part of this kind of methodology is context. If we want our students to handle themselves in a real communicative situation, we need to bring that context into our lessons. In such manner, we will show them that learning a language is not doing a million grammar exercises, but something that will be useful for them when they find themselves in such situations. As Dörnyei claims in *Motivational Strategies in the Language Classroom*: “Regularly remind students that the successful mastery of the L2 is instrumental to the accomplishment of their valued goals; Reiterate the role the L2 plays in the world, highlighting its potential usefulness both for themselves and their community; Encourage the learners to apply their L2 proficiency in real-life situations”. (Dörnyei, 2001, p.57).

Moreover, interesting contexts brought to class normally keep the students engaged and they increase their motivation, as Larsen-Freeman claims: “One of the basic assumptions of CLT is that by learning to communicate students will be more motivated to study a foreign language since they will feel they are learning to do something useful with the language”(Larsen-Freeman, 2000, p.130). Usually it makes them want to express their opinion, and other factors come into play. Students will be taught English language in a way they can find useful for their daily lives. They will learn how to achieve a communicative knowledge of the language, at the same time that they learn the required grammar and vocabulary.

As the German philosopher Martin Heidegger claimed in *Der Ursprung des Kunstwerkes*, “there is only a world where there is language” (Heidegger, 1950). Therefore, it is our duty to approach the real world, the real current society to our lessons in order to connect both parts, as well as to accomplish the objectives and competences which also require teachers to establish connections between their subjects and society. Before showing some examples from the syllabus of this didactic program, Diana Larsen-Freeman will be quoted again to clarify what type of activities are characteristic of this type of methodology: “The most obvious characteristic of CLT is that almost everything that is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role plays, and problem-solving tasks” (Larsen-Freeman, 2000, p.129).

Regarding the reflection of this methodology in my syllabus, there are some activities that follow this method. The following examples are some illustrations of it, but this kind of activities appear throughout the entire didactic program:

Role play

-In the first developed didactic unit, Unit 2, in the second lesson, students will practice past continuous by developing a role play, where in groups of four, two of them will play the policeman role and interrogate the other two, who will play the criminals role and will need to defend themselves.

-In the second developed didactic unit, Unit 8, in the first lesson, students will have to develop an oral role play, where they will have to work in pairs and each of the members of the pairs will have to defend some arguments in order to achieve their goal and at the same time they will be practicing the Future.

These are only two examples, but this type of exercises is developed throughout my syllabus.

Games:

-An example of this type of activity is the consolidation of the 3rd lesson in unit 8, where students play the game “taboo” to practice in a communicative way the new vocabulary about transports that they have just learned.

- In Unit 3, regarding Present Perfect Simple, the students play a boarding game called La Oca in their groups of 4, and they will have to play it orally and talking to each other.

Problem solving:

-In Unit 2, 2nd lesson, section “practice”, the students need to solve an interrogatory in group at the same time that they use the grammar tense they have learn the same day.

Another methodology which is closely related to the communicative language teaching is **cooperative learning**. It is important to remark that the school which this work focuses on, Padre Piquer, believes in a cooperative system and they take it into practice every day in their lessons, including English ones. As Diane Larsen-Freeman explains in *Techniques and Principles in Language Teaching*: “Cooperative or

collaborative learning essentially involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together that is important” (Larsen-Freeman, 2000, p.164). In *Review of Educational Research*, Slavin also states:

“The opposite of competition is cooperation, such as is present in sports teams. In cooperation, or positive reward interdependence, one student's success helps another to be successful [...] Cooperative learning may involve changes in all three of the major elements of classroom technology, but it is primarily a change in the interpersonal reward structure of the classroom, from a competitive reward structure to a cooperative one” (Slavin, 1980, p.316).

Cooperative learning or cooperative work allows the students to develop collaborative skills, i.e., they learn how to learn from each other. The function of the teacher is not only to teach the language, but also cooperation, for social skills involve the use of language, so it is a good idea to teach them together (Larsen-Freeman, 2000). They learn to create projects in group not only dividing the different parts between the members of the group, but also to be responsible of each part of the project even when it belongs to another classmate. “Each group member should be encouraged to feel responsible for participating and for learning. Leadership is distributed” (Larsen-Freeman, 2000, p.168). Moreover, they sit together in groups of 4 in order to collaborate more easily. If we use cooperative situations like dialogs, debates or group dynamics to practice English language, students will feel more relaxed and secure, for they rely on their classmates.

As well as in communicative language teaching, the following examples are some illustrations of the cooperative learning, but this kind of activities appear throughout the entire didactic program:

Debates

-In the 4th lesson of didactic unit 2, the practice consists on a debate where the class is divided in two groups. They will have to support the opinion that they were given, and they will have to make decisions and collaborate to make every task necessary to be prepared for the debate. Some will have to look for information, and others will have to write down the arguments.

Group dynamics

-In Unit 8, on the last lesson in the part of “practice”, students will create a political party in their work groups. They will have to think and prepare the campaign to be chosen as the organizer committee for the reception of the Theater Company. They will work as a team and then they will show their measures to their classmates.

Dialogs

-In Unit 8, 3rd lesson, consolidation part, the students will have to talk in pairs about their weekend. Later, they will have to tell the rest what their partner has done in his/her weekend. They will have to work as a group, sharing their information and listening to each other. The activity is not possible without the work of both parts.

Most of the activities share the two methodologies previously explained, as every activity that is proposed to work as a team, has been thought for a communicative reason. Students will need to use social skills and they will find contexts that they can find in their daily life. This can be observed in the examples given, as well as in many other activities of the syllabus.

Lastly, students are seated in groups of 4. The groups are formed by the teacher, taking into account the characteristics of the students. In every group there will always be a student with very good academic results, who will give aid and support two other two students who either have educational special necessities, or do not have very good academic results. The other one will be a student with normal academic results. The four of them will learn from each other. Thus, the atmosphere will be perfect to work in a cooperative way. Students will feel motivated and secure in their groups, and the development of the activities following this methodology will be more effective.

8. Materials, texts and resources

Formerly when we thought about teaching, learning, schools and teachers, we usually thought about the typical big classroom where the teacher stood at the podium and gave theoretical classes, while the students were writing down every single word they heard.

Nowadays, the general conception of education has changed, as well as the objectives and the methodologies. Thus, the materials that are used are also changing.

Teaching gradually evolves at the same time as society does, but it is a reality that technology grows incredibly fast. This is the reason why now we need count on it in order to prepare our lessons. It is known that technology has advantages as well as disadvantages, but it unavoidable came into our classrooms. Technology means access to plenty of information, and we as teachers can take advantages of it.

In these didactic units that I will develop in this project it can be observed that technology plays a very important role. Nevertheless, the material that I use to develop the whole didactic program is a mixture of different materials and sources:

Audiovisual materials

- **Power Point presentations.** A great number of the times students feel more engaged when they learn something by looking at a Power Point presentation, for they just see the bullet points as well as some pictures that help them get the knowledge in their brains.
- **Youtube videos.** Some videos taken from youtube can be very useful to create some context. Context is created by observing the students' interests, hobbies, dreams and plans. There are some songs that the students like that have been very useful to create context. Some videos where some grammatical points appear are also helpful. Moreover, some movie trailers. The following links are some examples:

Jepsen Rae, C. [Carly Rae Jepsen] (2012, March 12th) #Vevocertified Carly Rae Jaepsen - Call me maybe. [Video file] Retrieved from <https://www.youtube.com/watch?v=fWNaR-rxAic>

(No producer) Lemon Tree School [2017, January 15th] Past Simple VS Past continuous. [Video file] Retrieved from <https://www.youtube.com/watch?v=6obtWX7sCLE>

(No producer) FUNman Channel [2019, March 22nd] Ending Scene (COCO) Retrieved from <https://www.youtube.com/watch?v=ozWZDEZJycQ>

Other audiovisual material

Parra, L. (28th May, 2019) A trip through 2nd of ESO [Blogquest] Retrieved from <https://hayblogontop.blogspot.com/>

Digital tools

To enable the students to work with these audiovisual tools, the following digital material is allowed inside the classroom:

- **Ipads.** During the CSE, every student has an Ipad, and the work they need to do focuses on it. There is a person in charge of the Ipad management, and this person is responsible of downloading the corresponding Apps that the student will need to have in order to work inside the classroom.
- **Projector.** Ipads can be connected to a projector, so the teacher can project every video, picture or text that she or he wants the students to look at. Student can project some personal works that they have done as well.
- **Books.** Some classes of the CSE work with digital books as AMCO, and they give it the same use as to a printed book. Some of the advantages of digital books over printed books is that they are not as expensive for students as printed books. Moreover, they are more accessible, and if they keep it on their Ipads, it is more difficult that they forget them at home as it sometimes happens with printed books.
- **Computers.** Inside each classroom there is an office, and inside each office there is a computer where the teachers can print some copies or where they can write the marks in the corresponding program.

Printed material

- **Books.** Some ideas, exercises and text have been developed with the aid of some student's books, workbooks and novels. Some examples are the following ones:

- Harris, M., Mower, D., Sikorzynska, A., (2009). *Going places Student's Book 2*. Madrid: Pearson Longman
 - Harris, M., Mower, D., Sikorzynska, A, Kilbey, L., (2009). *Going Places Workbook 2*. Madrid: Pearson Longman
 - Heidegger, M.(1950) *Der Ursprung des Kunstwerkes*. Stuttgart: Reclam
 - Marks, L., Devlin, E., (2016). *Way to English ESO 2*. Burlington Books
 - Pelteret, Ch. (2015) *Mosaic Student's Book 2*. Madrid: Oxford University Press España
- **Photocopies.** Photocopies have been a very useful printed material during the academic program. Sometimes they included **texts**, which I wrote on my own, for example every letter, whatsapp or e-mail that I used in the didactic units in order to create a context; the photocopies also included **games**, for example taboo game or a boarding game regarding Present Perfect Simple (annex 17.1)

The chosen materials are related to the methodologies to a large extent.

Power Point presentations and videos are very useful to create communicative situations, where students can comment out loud what they are observing. It is easy to create a context using audiovisual material. Moreover, they are digital natives, and engaging them with digital material is easier than with printed material. Thus, this could not be possible without the digital tools that I have mentioned: projector, computers, Ipads... This type of devices will allow teachers to show the materials they have prepared.

Printed materials are more traditional, but they as well very useful to create context. Using novels and story books we can engage students by using the most enthralling stories. Texts books are also helpful for teachers when thinking about activities. They have a lot of creative activities where grammar is wisely employed. Regarding photocopies, they are always beneficial when asking the students to play a game or to solve a problem in groups. These photocopies are previously created by the teacher.

9. Assessment criteria

According to the 10th article of *the DECRETO 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria*, the valuable learning standards for the first cycle of C.S.E are the following:

Bloque 1. Comprensión de textos orales

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

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

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

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

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

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

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

Bloque 2. Producción de textos orales: expresión e interacción

1. Hace presentaciones breves y ensayadas, bien estructuradas y con apoyo visual (p. e. transparencias o PowerPoint), sobre aspectos concretos de temas de su interés o relacionados con sus estudios u ocupación, y responde a preguntas breves y sencillas de los oyentes sobre el contenido de las mismas.

2. Se desenvuelve correctamente en gestiones y transacciones cotidianas, como son los viajes, el alojamiento, el transporte, las compras y el ocio, siguiendo normas de cortesía básicas (saludo y tratamiento).

3. Participa en conversaciones informales cara a cara o por teléfono u otros medios técnicos, en las que establece contacto social, intercambia información y expresa opiniones y puntos de vista, hace invitaciones y ofrecimientos, pide y ofrece cosas, pide y da indicaciones o instrucciones, o discute los pasos que hay que seguir para realizar una actividad conjunta.

4. Toma parte en una conversación formal, reunión o entrevista de carácter académico u ocupacional (p. e. para realizar un curso de verano, o integrarse en un grupo de voluntariado), intercambiando información suficiente, expresando sus ideas sobre temas habituales, dando su opinión sobre problemas prácticos cuando se le pregunta directamente, y reaccionando de forma sencilla ante comentarios, siempre que pueda pedir que se le repitan los puntos clave si lo necesita.

Bloque 3: Comprensión de textos escritos

1. Identifica, con ayuda de la imagen, instrucciones de funcionamiento y manejo de aparatos electrónicos o de máquinas, así como instrucciones para la realización de actividades y normas de seguridad (p. e., en un centro escolar, un lugar público o una zona de ocio).

2. Entiende los puntos principales de anuncios y material publicitario de revistas o Internet formulados de manera simple y clara, y relacionados con asuntos de su interés, en los ámbitos personal, académico y ocupacional.

3. Comprende correspondencia personal en cualquier formato en la que se habla de uno mismo; se describen personas, objetos y lugares; se narran acontecimientos pasados, presentes y futuros, reales o imaginarios, y se expresan sentimientos, deseos y opiniones sobre temas generales, conocidos o de su interés.

4. Entiende lo esencial de correspondencia formal en la que se le informa sobre asuntos de su interés en el contexto personal, educativo u ocupacional (p. e. sobre un curso de idiomas o una compra por Internet).

5. Capta las ideas principales de textos periodísticos breves en cualquier soporte si los números, los nombres, las ilustraciones y los títulos vehiculan gran parte del mensaje.

6. Entiende información específica esencial en páginas Web y otros materiales de referencia o consulta claramente estructurados sobre temas relativos a materias académicas, asuntos ocupacionales, o de su interés (p. e. sobre un tema curricular, un programa informático, una ciudad, un deporte o el medio ambiente), siempre que pueda releer las secciones difíciles.

7. Comprende lo esencial (p. e. en lecturas para jóvenes) de historias de ficción breves y bien estructuradas y se hace una idea del carácter de los distintos personajes, sus relaciones y del argumento.

Bloque 4. Producción de textos escritos: expresión e interacción

1. Completa un cuestionario sencillo con información personal y relativa a su formación, ocupación, intereses o aficiones (p. e. para suscribirse a una publicación digital, matricularse en un taller, o asociarse a un club deportivo).

2. Escribe notas y mensajes (SMS, WhatsApp, chats), en los que se hacen breves comentarios o se dan instrucciones e indicaciones relacionadas con actividades y situaciones de la vida cotidiana y de su interés.

3. Escribe notas, anuncios y mensajes breves (p. e. en Twitter o Facebook) relacionados con actividades y situaciones de la vida cotidiana, de su interés personal o sobre temas de actualidad, respetando las convenciones y normas de cortesía y de la etiqueta.

4. Escribe informes muy breves en formato convencional con información sencilla y relevante sobre hechos habituales y los motivos de ciertas acciones, en los ámbitos académico y ocupacional, describiendo de manera sencilla situaciones, personas, objetos y lugares y señalando los principales acontecimientos de forma esquemática.

5. Escribe correspondencia personal en la que se establece y mantiene el contacto social (p. e., con amigos en otros países), se intercambia información, se describen en términos sencillos sucesos importantes y experiencias personales (p. e. la victoria en una competición); se dan instrucciones, se hacen y aceptan ofrecimientos y sugerencias (p. e. se cancelan, confirman o modifican una invitación o unos planes), y se expresan opiniones de manera sencilla.

Evaluation procedures and tools

According to the criteria that I have just listed, these are the procedures and tools that will be used to evaluate students

To get the final mark in each term, I will combine tests and the participation and involvement of the students in the classroom, as well as their improvement on the different skills. Both parts will contribute to the term grade.

Regarding the **tests**, the students will face a test at the end of each unit, and a global test at the end of each term which will include all the contents from the units studied at that specific term. At the end of the academic year, the students will face a global test with contents from the whole year, which will contribute significantly to the final mark of the academic year.

Regarding the **class work**, several things such as their homework will be evaluated, which will be account for: the number of times they have forgotten their homework as well as reward those who always bring their homework; their oral participation in debates and oral games, projects developed in teams(what role they adopt during the work time, how well they work in a team, their partnership), where they will have to work together to obtain a final product regarding an specific topic and their behavior inside the classroom. To evaluate these details, a checklist that addresses each section will be used in each lesson. As it will be explained later, the homework will also be evaluated with a checklist, but it will be a different one, as it represents a separate

grade, and it should be evaluated and recorded separately. This checklist will be included in the last annex of the program (annex 17.2)

Moreover, as the whole didactic program is related to following the Theater Company along their international tour, at the end of each term the students will perform a play which they will prepare along the term. Their work during the rehearsal process and the result of it during the performance will also be a part of their mark. The checklist used for class work will also be used during the rehearsal process: their participation on the set up of the stage and costumes, their behavior during the rehearsals, their capacity of working in teams and their partnership. The final product, the performance, will not be evaluated because the students are not studying in a drama club. Nevertheless, their effort and their improve in English language will be evaluated, as mentioned above.

The following chart evinces the percentage that I will dedicate to each part that will be assessed:

50% Class work	30% Homework, 10% behavior, 5% oral participation 5% projects 10%
	20% Rehearsal process to prepare the play performed at the end of the term
50% Tests	20% Test at the end of each Unit
	30% Global test at the end of the term

Test have a heavy weight inside the final mark because it is a good way to check if the students have understood the concepts, but projects and social activities will also have an important weight, for the aim of the methodology is to achieve the

communicative way of teaching the language. Exams will also be based on context that the students have seen in class.

10. Attention to diversity

The DECRETO 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria from the BOCM (2015) enacts in the 16th and 17th articles the following regulations regarding attention to diversity and the flexible organization of the different subjects as well as regarding ACNEAE (students with specific necessities of educative assistance):

Alumnos con necesidad específica de atención educativa

1. La intervención educativa en esta etapa debe facilitar el aprendizaje de todos los alumnos que requieran una atención educativa diferente de la ordinaria por presentar necesidades educativas especiales, por dificultades específicas de aprendizaje (entre ellas la dislexia), por presentar Trastorno por Déficit de Atención e Hiperactividad (TDAH), por sus altas capacidades intelectuales, por su incorporación tardía al sistema educativo, o por condiciones personales o de historia escolar. Corresponde a la Consejería con competencias en materia de educación adoptar las medidas necesarias para identificar a estos alumnos y valorar de forma temprana sus necesidades.

2. La escolarización de los alumnos que presentan dificultades específicas de aprendizaje se registrará por los principios de normalización e inclusión y asegurará su no discriminación y la igualdad efectiva en el acceso y permanencia en el sistema educativo.

3. Las adaptaciones significativas de los elementos del currículo que sean necesarias para atender a los alumnos con necesidades educativas especiales se harán de acuerdo con lo que la Consejería con competencias en materia de educación determine. La evaluación continua y la promoción tomarán como referente los elementos fijados en dichas adaptaciones. En cualquier caso, los alumnos con adaptaciones curriculares significativas deberán superar la evaluación final para poder obtener el título correspondiente. La escolarización de los alumnos con necesidades educativas especiales en centros ordinarios podrá prolongarse un año más, sin menoscabo de lo dispuesto en el artículo 28.5 de la Ley Orgánica 2/2006, de 3 de mayo, según el cual el alumno podrá repetir el mismo curso una sola vez y dos veces como máximo dentro de la etapa. Cuando esta segunda repetición deba producirse en tercero o cuarto curso,

se prolongará un año el límite de edad al que se refiere el apartado 2 del artículo 4 de dicha ley. Excepcionalmente, un alumno podrá repetir una segunda vez en cuarto curso si no ha repetido en los cursos anteriores de la etapa.

4. En relación con los alumnos de altas capacidades, la Consejería con competencias en materia de educación adoptará planes de actuación, así como programas de enriquecimiento curricular adecuados a dichas necesidades, que permitan a los alumnos desarrollar al máximo sus capacidades.

La escolarización de los alumnos con altas capacidades intelectuales, identificados como tales según el procedimiento y en los términos que establezca la Consejería con competencias en materia de educación, se podrá flexibilizar en los términos que determine la normativa vigente; dicha flexibilización podrá incluir tanto la impartición de contenidos y adquisición de competencias propios de cursos superiores como la ampliación de contenidos y competencias del curso corriente, así como otras medidas.

Atención a la diversidad y la organización flexible de las enseñanzas

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

2. Entre las medidas indicadas en el apartado anterior se contemplarán las adaptaciones del currículo, la integración de materias en ámbitos, los agrupamientos flexibles, el apoyo en grupos ordinarios, los desdoblamientos de grupos, la oferta de materias específicas, los programas de mejora del aprendizaje y del rendimiento, otros programas de atención personalizada para los alumnos con necesidad específica de apoyo educativo y programas de atención a los alumnos de alto rendimiento académico.

A estos efectos, los centros tendrán autonomía para organizar los grupos y las materias de manera flexible y para adoptar las medidas de atención a la diversidad más adecuadas a las características de sus alumnos y que permitan el mejor aprovechamiento de los recursos de que disponga. Las medidas de atención a la diversidad que adopte cada centro formarán parte de su proyecto educativo, de

conformidad con lo que establece el artículo 121.2 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación.

In Padre Piquer, the High School where this project is developed, approximately 15% of the students in ESO are ACNEE and ACNEAE (students with special educational necessities and students with specific necessities of educative support). There are special classes which are called PT classrooms, where these students go once a day in order to revise all the content in a slower way. The teachers that work on this classroom come to an agreement with the teachers in order to make a reduction in the quantity of the syllabus, as well as to prepare easier tests for these students. Since the school proposes a cooperative educational system and students are sitting in groups of 4, these students are strategically sat next to other students that can help them when they do not understand some things. Not every student needs to attend the PT lessons. For example, students with TDAH (attention deficiency hyperactivity disorder) face a different situation, or students with High Capacities. The way these students will be attended to will be explained below.

Moreover, Padre Piquer offers the “Aula de Enlace” (Link Classroom), an amazing idea through which students who have just arrived in Spain from other countries and cannot speak Spanish, spend some time (maximum 9 months) in the Link Classroom learning the language and the culture. When they are ready, they are re-connected with the academic year which they belong to.

In this didactic program, the following measures regarding attention to diversity are proposed:

1. Extra time offered to the students in order to explain them the topics slowly and in a more personal way.
2. Adapted tests, i.e., tests where the headlines are bigger and with more space between each other, in order to focus the student’s attention, easier questions that ask directly the topic, etc.
3. Students with high capacities will be given more difficult tasks in order to engage them and prevent their boredom. An example would be to give them the “leader role” when developing oral and social activities. When talking about written activities, like writing a letter, they will be asked to write more words and to write about more things than the rest are asked to. In the student’s

guide, at the end of each lesson, there is one activity for those “fast finishers” who get bored when they finish before anyone else.

4. If it is possible, create from time to time groups according to the level of English. Thus, the students who have a better level will be able to continue developing their skills, and the students with a lower level will have the opportunity to reach the level they are asked to have. This will not be possible in every lesson, but with more complicated topics for them as Present Perfect Simple, the students will be divided in the two groups. The ones who have already understood Present Perfect, will do oral or written activities, while the students who still need more time will listen to the explanation again and they will be able to ask questions.
5. Cultural diversity is very important in this syllabus. The fact that each topic talks about a different country with different traditions strengthens the belief that cultural diversity is necessary. Moreover, in some activities like the debate about Day of the Dead, they will learn about talking respectfully about other cultures, as well as to appreciate the things that other cultures can provide us. The reason why cultural diversity is given importance in the syllabus is the real existence of it in my classroom. Padre Piquer is a school where there are more than 35 nationalities and a lot of different cultures, and my classroom is a reflection of that fact. Since they live among such diversity, they need to learn from it.
6. The activities proposed by the teacher are quite varied, in order to strengthen the multiple intelligences theory by Howard Gardner (1983), which claims that everybody possesses seven intelligences, but each person presents more potential in one or two of them. The activities proposed in this syllabus pay attention to each intelligence in order to benefit each student: musical-rhythmic, by listening to songs in English; visual-spatial, by showing them pictures in Power Points; verbal-linguistic, by making them read books and talk out loud in English; logical-mathematical, by doing theoretical explanations and exercises; bodily-kinesthetic, by making them move around the classrooms for some activities; interpersonal; by making them think about the reflection they can get from some topics, intrapersonal; by making work with each other; and naturalistic, addressing topics as climate change.

11. Complementary and extracurricular activities

The complementary and extracurricular activities related to English will be the following:

✚ 10th, 12th and 14th of September

The first week of the academic year will be dedicated to introduce ourselves and to figure out how is the level of the students.

✚ 31st of October

The night of the 31st of October to the 1st of November, it is Halloween, the night known as the Witches night. As Halloween is highly celebrated in the Anglo- Saxon countries as England, Ireland, Canada or The United States and in those countries English language is the mother tongue, I thought as a good idea to approach this culture to the classroom and familiarize students with it. In one of the didactic units that I develop in this program, the students receive a lesson about Halloween, about Day of the Dead (in order to show them new things that they have never heard about Halloween), but apart from that class, one English lesson will be dedicated to create posters where students will have to write anything they want about Halloween: they can invent a horror story, they can talk about a specific celebration in a specific country, etc. The purposes of this activity are cultural as well as communicative. The students will learn about how different countries celebrate Halloween. Moreover, they will learn to express in English the information they have researched.

✚ 5th and 7th of November

This week we celebrate in the school the Languages Week. Students will watch movies, play games in English, write poems, short tails, do a lyric-quiz, prepare stand for their classmates. They will also learn things from other languages also spoken in the school

✚ 21st of November

Thanksgiving Day is a national holiday in the United States, and it brings useful context into the classrooms. It is a very important part of the American culture, so it is good that students learn things about it. As the school is a religious one, the first 10 minutes of the lesson it will be explained to them the relation between this celebration

and the religious context. The last 40 minutes will be dedicated to watch two episodes of a Tv series, “How I met your mother”. These two episodes last 20 minutes each, and both will be watched in English and they take place in New York during Thanksgiving Day. Thus, they can get steeped in every tradition and all the importance that Americans give to this special celebration

✚ 14th, 17th and 19th of December

The students will prepare and rehearse the play they will perform on the 20th of December. The teacher will help them with the script, the costumes and the stage.

✚ 20th of December

It will be the last day before Christmas Holidays, and the students of 2nd of CSE will perform the drama play of the term. As I have previously explained, as the didactic program will focus on following a Theater Company along their international tour, the students will perform one play in English per term. They will perform in front of the whole school. They can choose a play among several ones, it does not have to be necessarily about Christmas.

✚ 9th of January

The first lesson after Christmas will be dedicated to express our New Year’s resolutions. We will explain what this concept is with a brainstorming, and then we will talk about our personal as well as collective New Year’s resolution, to see how we can improve as a class.

✚ 1st of February

This is the High School’s day, Madre de la Luz, the Saint Pattern of the School. There are no lessons during the whole day, and the students and teachers prepare several activities. The students of 2nd of CSE will prepare a “pasapalabra” in English, and they will show it in a stand and the other students of the school will be able to play it.

✚ 13th of February

Saint Valentine’s Day is also widely celebrated all over the world. From my subject perspective, I would like to talk about love in general, not only about love in couples. The students will have to write a letter to somebody they love, it does not matter if it

is addressed to a family member, to a pet, to a teacher to a friend or to a lover. In the letter they will have to explain what is love to them, and why they love that person.

8th of March

The 8th of March is the Women's Day. From my subject I want to address social topics, topics concerning social injustices and topics that are currently important in our society. That day will be celebrated the day before, and the students will have to record a video in English (recorded and edited by themselves, however they want to) explaining the necessity of equality of gender, addressing important topics as micro-sexism, salary gap, gender violence, etc.

18th of March

St. Patrick's Day is a very important celebration in Ireland. This day students will have to search for information about the festivity and make a presentation explaining briefly what this celebration is special for.

8th of April

The 8th of April is the International Gypsy Day. As Padre Piquer has a 15% of the students that belong to the gypsy culture, and the majority of them are in 1st and 2nd of CSE, the students will make posters in English explaining the gypsy culture and its traditions in Spain, and the students who belong to the gypsy community will present them in every class of the school.

Penultimate and last week of the 2nd term (April)

The penultimate and last week of the 2nd term are the first and second weeks of April, and the students will dedicate them to rehearse the theater play. It will be performed on the 11th of April, the last day of the 2nd term.

Last weeks of school

The two last weeks of school, the students that have passed every subject will be doing a lot of different activities and excursions. Regarding English, the students will watch movies, they will play games with other classes, etc. The last day of school, the 20th of June, is the International Day of the Refugee, and part of the day the students will watch a short documentary in English that will explain them the situation happening

in Europe nowadays, in order to encourage their social awareness. The last theater play will also be performed in the last weeks of school, around the 19th of June

12. Tutoring and Orientation

The 5th article of the DECRETO 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria from the BOCM (2015) claims that “La Consejería con competencias en materia de educación establecerá las medidas oportunas para que todos los alumnos alcancen el adecuado nivel en las competencias del currículo, así como los objetivos establecidos con carácter general para la Educación Secundaria Obligatoria; promoverá las medidas necesarias para que la tutoría personal de los alumnos y la orientación educativa, psicopedagógica y profesional, constituyan un elemento fundamental en la ordenación de esta etapa, y regulará las medidas para la atención de aquellos alumnos que manifiesten dificultades específicas de aprendizaje o de integración en la actividad ordinaria de los centros, los alumnos de alta capacidad intelectual y de los alumnos con discapacidad.”

On the Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa, it is also said that “En el conjunto de la etapa, la acción tutorial orientará el proceso educativo individual y colectivo del alumnado.”

From the tutoring, the students of 2nd of CSE will be given several workshops that will address topics that are important for them. One of the workshops will be about professional orientation, despite their age, for they are still very young. Nevertheless, a guiding professional will show them the different options that they have. Another workshop will be about sexual-affective education. A social worker or a guiding professional will talk to them about sexual relationships and affective relationships, trying to prevent them from toxic relationships and answering all the questions that they might have related to sex and love. Another workshop will address topics that are present in their daily life, as social networks. The dangers, advantages and disadvantages of them. Topics as moral values, citizenship, respect, tolerance, solidarity, etc., will be addressed during the year.

From English subject, all these topics will also be addressed through the context. Students will face several debates about topics that they are interested in, as social networks, love, friendship, the danger of drugs, future, etc. Emotional, ethical, social topics will always be present in English lessons. Students will feel free and confident when giving their opinion, and they will learn how to argue (in a respectful and

constructive way) with other people that do not have the same opinion as them, and to accept that fact. For example, in Unit 5 and Unit 6 we will talk about Global Warming and Human rights. There, some ethical and social points of view will be shared at the same time that the students learn new vocabulary.

Moreover, in tutoring as well as in English subject, we will work in creating a class group and team spirit. As a class, we will try to become a family and through several group dynamics we will try to reach that goal. The debates carried out, and the oral activities not only prepare the student for social situations, but also make them feel comfortable when these situations are carried out inside the classroom. It is easier to work with a group that feels relaxed and comfortable with each other, because they will feel more motivated and less shy when interacting with themselves and with the teacher.

13. Year Plan

September 2018

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

October 2018

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

November 2018

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

December 2018

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

January 2019

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

February 2019

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

March 2019

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

April 2019

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

May 2019

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

June 2019

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

- Start of school period
- School day
- No school day except for Language School
- INTENSIVE day
- Festivity/vacational day
- Other no-school days
- Festivity Madrid/Capital
- Last school day
- Start of supportive activities
- End of final evaluation

(Annex 3)

According to ORDEN 2227/2018, de 20 de junio, de la Consejería de Educación e Investigación por la que se establece el **Calendario Escolar** para el **curso 2018-2019** en los centros educativos no universitarios sostenidos con fondos públicos de la Comunidad de Madrid, the academic year 2018/2019 starts on the 6th of September and finishes on the 21st of June.

The two biggest holidays period are Christmas, from the 21st of December to the 8th of June; and Easter, from the 13th of April to the 23rd of April. Other national or provincial holidays are marked following the legend.

Regarding English subject, English in 2nd of CSE will be taught 3 hours per week.

Regarding the timing of my didactic program, I will teach 9 didactic units along the academic year, 3 of them in each term. Each didactic unit will consist on 5 theoretical lessons, plus 4 more lessons: review of the unit, vocabulary review lesson (with alphabet soup, short quizzes, crosswords,etc.), consolidation (to have scope for action in case of illness or multiple difficulties of the students regarding the unit, or to be used if there is not enough time) and the final unit test, and each lesson will last 50 minutes. The penultimate week of the term, there will be three days dedicated to the revision of the contents seen in the whole term, and another day to do the final test of the term. The last week of the term will be dedicated to rehearse the play that the students will perform the last day of each term. As the 3rd term is so short, the last week of the 2nd term (which would normally be used to rehearse the play) will be used to start with the 3rd term. The penultimate week of the 2nd term will be a mixture of rehearsing and revising for the final term test. In the 3rd term, every consolidation hour will be used, if possible, as a lesson for a test, as this term is very short. Moreover, the review hour and the vocabulary review hour will be done together in one lesson. If some students need further explanation or more time, the teacher will dedicated them her tutoring hours. The organization can be observed in the following charts:

Term and Dates	Didactic Units
<p style="text-align: center;">1st TERM</p> <p style="text-align: center;">From 10th of September to 20th of December</p>	<p style="text-align: center;">Introduction and checking the level day From 10th of September to 14th of September</p>
	<p style="text-align: center;">Didactic Unit 1: Leaving our home, Poland From 17th of September to 5th of October</p>
	<p style="text-align: center;">Didactic Unit 2: It's a party in the USA! From 8th of October to 29th of October</p>
<p style="text-align: center;">2nd TERM</p> <p style="text-align: center;">From 8th of January to 5th of April</p>	<p style="text-align: center;">Didactic Unit 3: Have you enjoyed Brasil? From 12th of November to 3rd of December</p>
	<p style="text-align: center;">Didactic Unit 4: I love China From 11th of January to 30th of January</p>
	<p style="text-align: center;">Didactic Unit 5: Dubai and climate change From 4th of February to 25th of February</p>
<p style="text-align: center;">3rd TERM</p> <p style="text-align: center;">From 8th of April to 14th of June</p>	<p style="text-align: center;">Didactic Unit 6: Greece and a shock of reality From 27th of February to 27th of March</p>
	<p style="text-align: center;">Didactic Unit 7: Ciao, Italy! From 8th of April to 8th of May</p>
	<p style="text-align: center;">Didactic Unit 8: What's up, UK? From 10th of May to 24th of May</p>
<p style="text-align: center;">Didactic Unit 9: Back home From 27th of May to 10th of June</p>	

Unit	Review, vocabulary and consolidation	Test
Unit 1	Review: 28 th of September Vocabulary review: 1 st of October Consolidation: 3 rd of October	5 th of October
Unit 2	Review: 22 nd of October Vocabulary Review: 24 th of October Consolidation: 26 th of October	29 th of October
Unit 3	Review: 26 th of November Vocabulary review: 28 th of November Consolidation: 30 th of November	3 rd of December
Unit 1, 2 and 3	Global review: 5 th and 10 th of December	12 th of December
Unit 4	Review: 23 rd of January Vocabulary review: 26 th of January Consolidation: 28 th of January	30 th of January
Unit 5	Review: 18 th of February Vocabulary review: 20 th of February Consolidation: 22 nd of February	25 th of February
Unit 6	Review: 20 th of March Vocabulary review: 22 nd of March Consolidation: 25 th of March	27 th of March
Unit 4, 5 and 6	Global review: 29 th of March, 1 st of April and 3 rd of April	5 th of April
Unit 7	Review+vocabulary review: 6 th of May Consolidation=test date	8 th of May
Unit 8	Review+vocabulary review: 22 nd of May Consolidation=test date	24 th of May
Unit 9	Review+vocabulary review: 7 th of June Consolidation=test date	10 th of June
Unit 7, 8 and 9	Global review: 12 th and 14 th of June	17 th of June

Complementary and Extracurricular activities	Date
First week of introduction	10 th , 12 th and 14 th of September
Halloween	31 st of October
Language Week	5 th and 7 th of November
Thanksgiving Day	21 st of November
Last week of the 1st term	14 th , 17 th and 19 th of December
Performance of the play	20 th of December
New Year's Resolutions	9 th of January
Madre de la Luz	1 st of February
Saint Valentine's Day	13 th of February
Woman's Day	8 th of Marc
St. Patrick's Day	18 th of March
Last weeks of the 2nd term	1 st of April, 10 th of April, 11 th of April
International Gypsy Day	8 th of April
Last weeks of school	From the 19 th on

14. Didactic Units

As I have previously explained, the didactic program that I will develop consists on 9 Didactic Units, 3 per term. The didactic program is special because it follows a common thread: following the Wave Company, a professional Theater Company that is doing an international tour. Every activity and topic that we learn or develop will be related to the company. The two Didactic Units that I develop in an extend way in this project are Unit 2 and Unit 8. The following chart shows each Didactic Unit with the grammar, vocabulary, cultural and English skills' topics that the teacher has to teach and the students are supposed to learn. It should not be forgotten that at the end of each term, the students will perform a play.

Unit	Grammar	Vocabulary	Speaking/reading/listening	Writing	Cultural aspects
Unit 1: Leaving our home, Poland	Present simple, present continuous, there is, there are	Routines, my room, my possessions	What do you do in your daily routine?	My room → magazine with all the compositions	Typical things in their homeland, Poland
Unit 2: It's a party in the USA	Past simple Past continuous Degrees Of comparison	Halloween: Day of the Dead	Speaking game: What were you doing?	A letter about your weekend Write a part of the story: What happened?	The United States: cities, traditions, and famous people
Unit 3: Have you enjoyed Brasil?	Present Perfect Simple, Adverbs, past participles	Christmas vocabulary	Listening: Christmas movie Reading: solidarity in Christmas Speaking: New Year's Resolution	Writing: Have you ever travelled in Christmas?	Brasilian culture. How is Christmas in Brasil?
Unit 4: I love China	Relative pronouns Express opinions: love, like, hate Local prepositions	The city	Speaking: talking about cities, culture and people	Writing: what do you think about your city?	Differences between Chinese culture and Occidental culture. What do we prefer? Why are we so different?
Unit 5: Dubai and climate change	Countable and uncountable nouns, quantifiers,	Climate change, global warming, recycling	Documentary about climate change Debate: Is it important? What should we do?	Write a poster advertise talking about pollution problems	Awareness of Climate change

	there was, there were				
Unit 6: Greece and a shock of reality	Can, could Must, mustn't Have to	Human rights	Speaking and debate game: defend your opinion	Write a sentence that different pictures inspire you (pictures related to Human rights)	Awareness of migration and interculturality
Unit 7: Ciao, Italy	Should, shouldn't. To give advices	Food and travelling	Reading: traveling is growing	Write a letter recommending our country	Art and culture in Italy
Unit 8: What's up, UK?	Will and going to, time expressions, adverbs with -ly, 1 st conditional	Transports	Listen to the songs Speaking: I'm going to take the train	Write about your plans next weekend Write a Whatsapp	The UK, the Beatles, traditions
Unit 9: Back home	2 nd , 3 rd and mixed conditional Giving directions	Family and plans Money	Reading: money Speaking: family problems	Write: what would you do if you were rich?	Poverty, familiar difficulties.

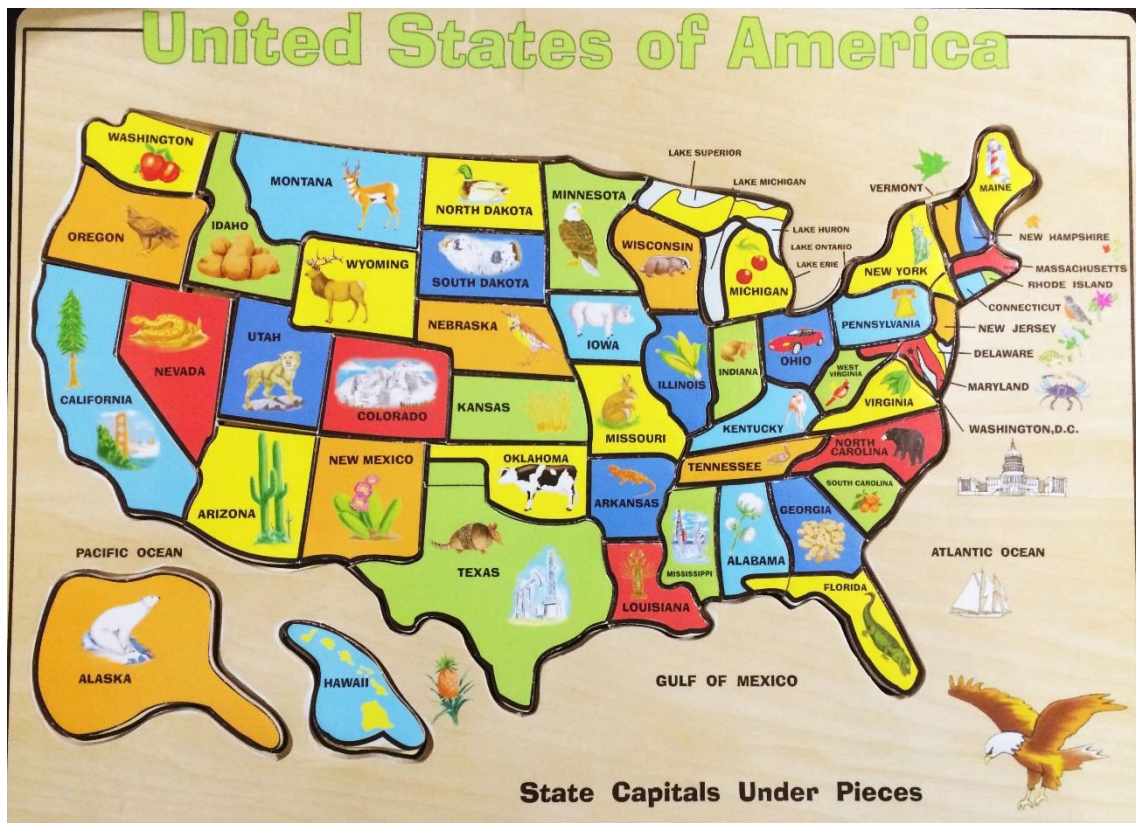
15. Complete didactic units

The two following didactic units that are developed are the ones that have been chosen among the others.

The first of them will be developed during the first term, and it is the 2nd unit of the syllabus. The second of them is unit 8, and it will be developed in the 3rd term.

15.1 Didactic Unit 2: First term- October

It's a party in the USA!



(Annex 4)

Didactic Unit 2

1st Lesson (50'): MIAMI COMES FIRST



(Annex 5)

Teaching point: Past Simple

- **Warm Up (10')**

Teacher: hello students! Happy Monday!! Do you remember that I told you that the Wave Company was visiting the southern part of the USA? Well, their first stop was Florida, Orlando. But they decided to get there 3 days earlier and visit MIAMI.

Student: really? I want to go!!

Teacher: Me too... well, at least they sent us a letter telling us about their experience!
Do you want to read it?

Student: yes!

Teacher projects the letter and asks a student to read it out loud



- **Presentation (15')**

Teacher: can you see the words which are underlined? You have studied that already! What tense is that?

Student: Past Simple, right?

Teacher: yes!! As you can see, they have used Past Simple to tell us the things they did IN THE PAST. Complete actions, actions that have been completed. For example, On Friday, we arrived at Miami. **The teacher writes on the board: To express complete actions in the past → On Friday, we arrived at Miami.**

We can also use it to express more than one action!! Like On Saturday we visited the Downtown, and swam in the sea. They use two different actions. **The teacher writes on the board: To express a series of completed actions in the past → On Saturday we visited the Downtown, and swam in the sea.**

You can also use Past Simple to express habits in the past! Things that you usually did on the past, as a habit. For example When I was a child, every time I took a plane I cried. **The teacher writes on the board: To express habits in the past → When I was a child, every time I took a plane I cried.**

Now that we know how to use the tense, we need to know how to build it!!

Do you know how many types of verbs do we have for Past Simple?

Student: regular verbs and irregular verbs!

Teacher: yes! Let's start with the regular verbs. *The teacher writes on the board: On Friday, we arrived to Miami.*

As you can see, to form the past simple of any REGULAR verb like arrive, you just have to add -ed, or -d, -ied. Like in the letter: arrive → arrived, visit → visited.

What happens with the irregular verbs? Guys, you just need to study them. They belong to that famous huge list, in the second column. For example, *the teacher writes on the board: we met a lot of people.* Met is the past simple of the verb MEET. Another verbs that appear on the letter are WENT, past simple of GO, and TOOK, past simple of TAKE.

Do you remember what did we use to form the negative and the interrogative, in both regular and irregular verbs?

Student: did! Didn't!

Teacher: Of course! So, for example, for the sentence WE MET A LOT OF PEOPLE. How could we build the negative?

Student: We didn't meet a lot of people

Teacher: Perfect! And the interrogative?

Student: Did we meet a lot of people?

Teacher: Good! *Teacher writes both sentences on the board.* As you can see, when you use DID or DIDN'T you don't need to write the verb in past, just in present, because did is already in past.

Remember that the VERB TO BE is different on the past! You don't need to use DID. *Teacher projects the following chart and comments it: (Annex 6)*

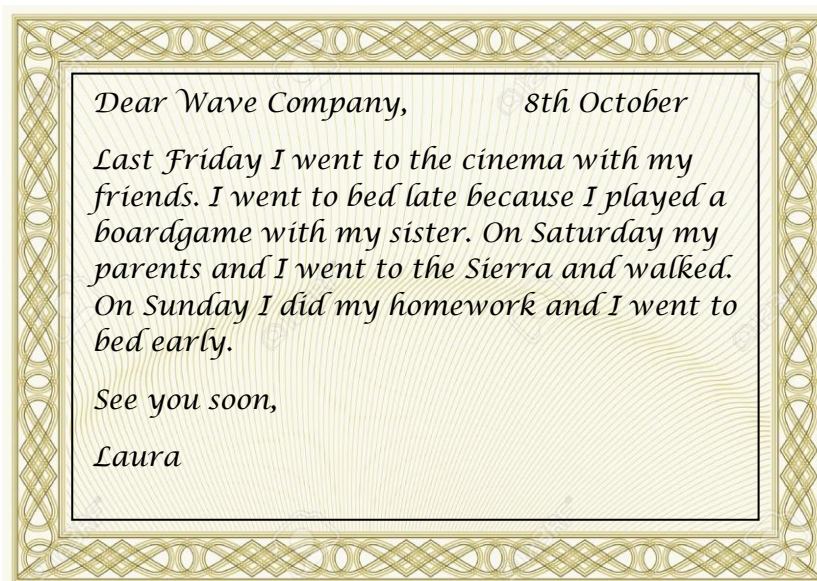
AFFIRMATIVE		NEGATIVE		INTERROGATIVE		
I	WAS	I	WASN'T	WAS	I ... ?	
YOU	WERE	YOU	WEREN'T	WERE	YOU ... ?	
HE	} WAS	HE	} WASN'T	WAS	} HE ... ?	
SHE		SHE				SHE ... ?
IT		IT				IT ... ?
WE	} WERE	WE	} WEREN'T	WERE	} WE ... ?	
YOU		YOU				YOU ... ?
THEY		THEY				THEY ... ?

- **Practice (10')**

Teacher: well, guys, as the Company made an effort by sending us a letter telling us about their weekend, let's answer them back!! They love receiving letters from you. Try telling them about your weekend. Did you sleep? Did you eat fast food? Did you study? Did you go to the cinema? Tell them what you did the 3 days of the weekend

Teacher gives each student a paper with a letter format.

POSSIBLE EXPECTED RESULT:



- **Consolidation (5')**

Teacher: Okey guys, now I'm going to show you a very famous song that uses Past Simple!

The teacher projects the video and the song and gives them the lyrics and the past simple forms are underlined

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

Carly Rae Jepsen- *Call me maybe*

I threw a wish in the well
Don't ask me, I'll never tell
I looked to you as it fell
And now you're in my way

I'd trade my soul for a wish

Pennies and dimes for a kiss
I wasn't looking for this
But now you're in my way

Your stare was holdin'
Ripped jeans, skin was showin'
Hot night, wind was blowin'
Where you think you're going, baby?

Hey, I just met you
And this is crazy
But here's my number
So call me, maybe?

It's hard to look right
At you baby
But here's my number
So call me, maybe?

Hey, I just met you
And this is crazy
But here's my number
So call me, maybe?

And all the other boys
Try to chase me
But here's my number
So call me, maybe?

You took your time with the call
I took no time with the fall
You gave me nothing at all
But still, you're in my way

I beg, and borrow and steal
At first sight and it's real
I didn't know I would feel it
But it's in my way

Your stare was holdin'
Ripped jeans, skin was showin'
Hot night, wind was blowin'
Where you think you're going, baby?

Hey, I just met you
And this is crazy
But here's my number
So call me, maybe?

It's hard to look right
At you baby
But here's my number
So call me, maybe?

Hey, I just met you
And this is crazy
But here's my number
So call me, maybe?

And all the other boys
Try to chase me
But here's my number
So call me, maybe?

Before you came into my life
I missed you so bad
I missed you so bad
I missed you so, so bad

Before you came into my life
I missed you so bad
And you should know that
I missed you so, so bad

It's hard to look right
At you baby
But here's my number
So call me, maybe?

Hey, I just met you
And this is crazy
But here's my number
So call me, maybe?

And all the other boys
Try to chase me
But here's my number
So call me, maybe?

Before you came into my life
I missed you so bad
I missed you so bad
I missed you so, so bad

Before you came into my life
I missed you so bad
And you should know that
So call me, maybe?

- **Round up (5')**

Teacher: I don't know if you noticed, but there is other tense in the past used in the song, and IT ISN'T PAST SIMPLE. For example **Teacher writes on the board: YOUR STARE WAS HOLDING..** What tense is this one?

Student: past continuous?

Teacher: very good! But that's part of the next lesson...

2nd Lesson (50'): WE WERE HAPPY IN GEORGIA



(Annex 7)

Teaching point: Past Continuous

- **Warm up (10')**

Teacher: good morning guys!! I have fresh news from the Theater Company, they are now in Georgia. Do you know where Georgia is?

Student: no!!!

Teacher: okey, I'll show you! [The teacher projects a photo of the map that is above this section.](#) I now that they are there, but they haven't tell me anything new, and I'm a bit worried because I read a new about something terrible that happened in Georgia.

Do you want to read it?

Student: yes!

The teacher gives each student a copy of the newspaper article and also projects it.

She asks a student to read it out loud.



(Annex 8)

Teacher: it's horrible, right? I hope our friends are okey. Why do you think these things happen?

Student:

- **Presentation (10')**

Teacher: have you observed that I have underlined some words? They Represent the Past Continuous Tense, what we are going to study today!!!

Let's find out how to build this tense by looking at one of the examples of the newspaper. PEOPLE WERE DANCING. **Teacher writes it on the board.** **Were** is the past form of the verb TO BE, right? And dancing is the verb DANCE plus **-ing**. So we can say that the affirmative form of the past continuous is formed by the verb to be in past + a verb with -ing. **Teacher writes on the board:**

+: Subject + was/were + verb -ing

How would the negative and interrogative form be?

Student: People weren't / were not dancing.

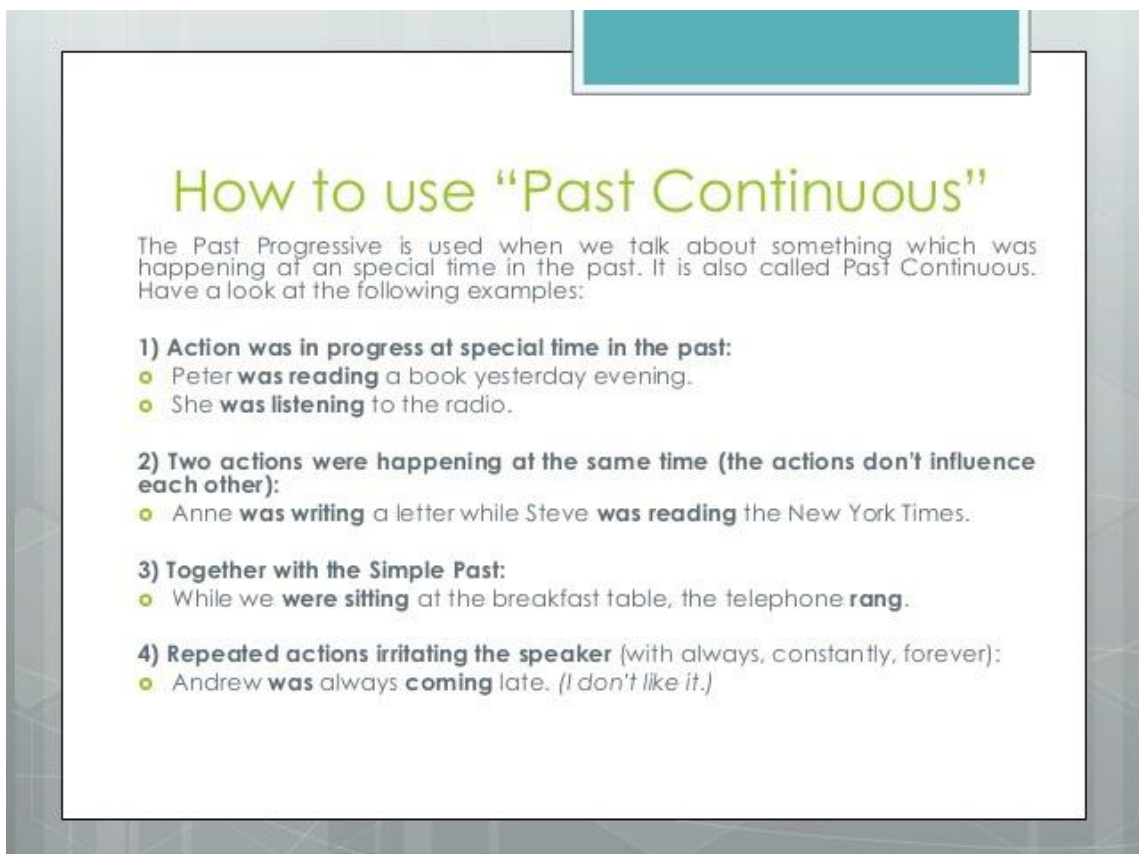
Student: Were people dancing?

Teacher: very good!!! So, the negative form would be formed like this. **Teacher writes on the board:**

-: Subject + wasn't/weren't + verb -ing: People weren't dancing

?: Was/were + subject + verb -ing ? : Were people dancing?

Teacher: okey. Now, we should know what do we use this past tense for, right? **The teacher projects the following slide and goes about it with the students, explaining each use. (Annex 9)**



How to use "Past Continuous"

The Past Progressive is used when we talk about something which was happening at an special time in the past. It is also called Past Continuous. Have a look at the following examples:

- 1) Action was in progress at special time in the past:**
 - Peter **was reading** a book yesterday evening.
 - She **was listening** to the radio.
- 2) Two actions were happening at the same time (the actions don't influence each other):**
 - Anne **was writing** a letter while Steve **was reading** the New York Times.
- 3) Together with the Simple Past:**
 - While we **were sitting** at the breakfast table, the telephone **rang**.
- 4) Repeated actions irritating the speaker (with always, constantly, forever):**
 - Andrew **was always coming** late. (*I don't like it.*)

- **Practice (15')**

Teacher: guys, if the Police caught this man and took him to the police station, they will interrogate him, right? And he will have to defend himself

Student: yes! An interrogatory like in the movies

Teacher: that's right. Do you know that our Theater Group also plays sometimes games performing interrogatories, to work the "truth" when acting? We are going to play one of those games today!!! You will remain in your groups of 4. 2 of the group will be the police, and the other 2 suspects and guilty of something. The 2 suspects will have time to prepare an alibi of what they were doing the day before, and the police will ask each of them (separated) the things they were doing at specific hours, and what was happening. I'll give you some papers telling you what you are guilty of, and you will have to prepare the questions by yourself. For example, what were you doing yesterday at 6pm? And also more difficult questions. I will walk around and then volunteers will show us an example of what they did!!! [The teacher gives the photocopies and walks around.](#)

[Possible given card](#)

You two robbed a bank yesterday.

[POSSIBLE EXPECTED QUESTIONS AND ANSWERS:](#)

What was your friend doing yesterday morning?	She was playing a football match from 11am to 1 pm
Question to the partner: What were you doing yesterday morning?	I was playing a football match from 11 am to 2 pm
Your partner said he was playing until 2 pm. Are you lying to us?	Sorry, I meant 2 pm

- **Consolidation (5')**

Teacher: Any volunteer group that comes front and explains us what happened?

Student: us!!

POSSIBLE EXPECTED RESULT:

Student: we asked them separately what was one of them doing the day before in the morning. Sara said that she was playing a football match from 11 to 2, but Juan said that Sara was playing from 11 to 1. So they were lying. We continued asking and they were lying all the time. After you told us to stop playing they were already confessing.

- **Round up (5')**

Teacher: Guys, congratulations! You have learnt to use past simple and past continuous in a very good way! Next class we will learn to use them together. Have a great day!

Student: you too

3rd Lesson (50'): EXPLORING THE PAST IN LOUISIANA



(Annex 10)

Teaching point: Past Simple and Continuous (used together)

- **Warm Up (10')**

Teacher: hello guys!! How are you?

Students: nice/good/very bad... and you?

Teacher: I'm fine, thank you. Our friends from the Wave Company are also very happy! During their tour in New Orleans, Louisiana they met a very famous person...

Students: who??

Teacher: BARACK OBAMA, THE PREVIOUS PRESIDENT OF THE USA! [The teacher projects a picture of Barack Obama.](#) (Annex 11)



Students: I know who he is!!

Teacher: our friends talked a lot with him, and he explained to them a lot of things about his professional career. They told him that that you existed, and that you would love to hear his story. And do you know what? He said that we could hear it!! He uploaded a long time ago a video in Youtube explaining his experience the last years. Let's watch it. [The teacher projects a 3-minutes video where it is explained how Trump got President of the USA, by using Past Simple and Past Continuous.](#)

<https://www.youtube.com/watch?v=6obtWX7sCLE>

- **Presentation (15')**

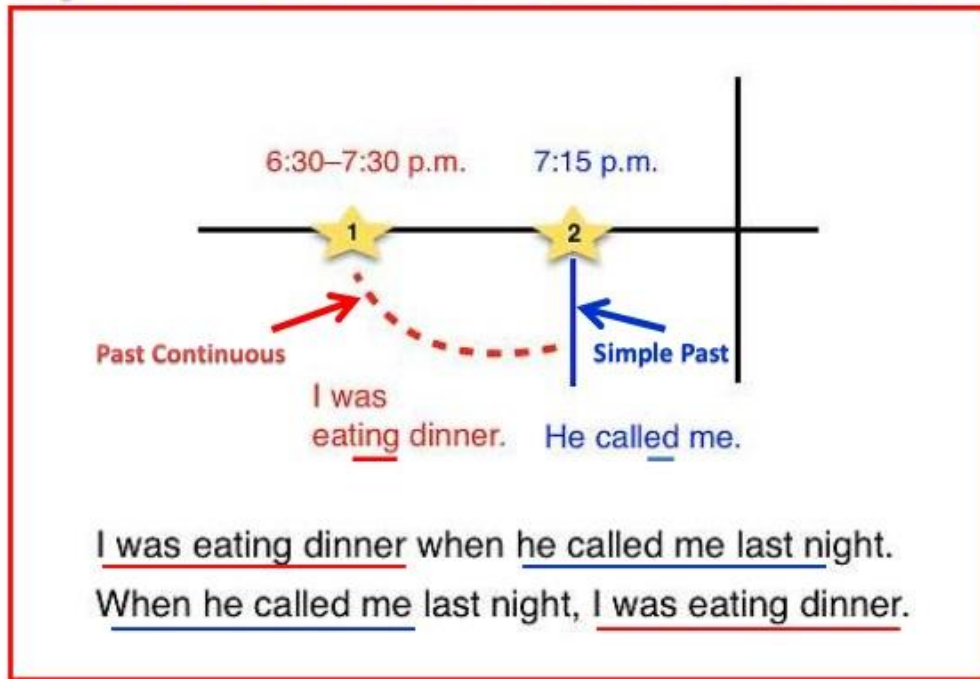
Teacher: [The teacher will use the sentences from the video to explain Past Simple and Continuous.](#)

Today we will learn how to use Past Simple and Past Continuous together, because as you have seen in the video, they are normally used connected to each other!

The first thing that you have to remember from the last two lessons, is that Past Simple is used to talk about a finished action in the past. [Teacher writes on the board: PAST SIMPLE → FINISHED ACTION.](#) And the Past Continuous talks about an action in the past which is not finished. [Teacher writes on the board: PAST CONTINUOUS → NOT FINISHED ACTION.](#) Normally, the past simple action **interrupts** the past continuous action. Normally, we use **two adverbs** with past simple and past continuous. We use **WHEN** with past simple and **WHILE** with past continuous. [Teacher writes on the board: WHEN → past simple WHILE → past continuous.](#) Let's see it with some examples from Obama's video. [Teacher writes on the board: WHEN I WAS PRESIDENT, THESE TWO AMERICANS WERE TRYING TO WIN THE ELECTIONS.](#) As you can see, after **WHEN** we use "was", the past simple of be. [Teacher writes on the board: WHILE I WAS MEETING THE PRESIDENT OF CUBA, MY SECRETARY CALLED ME...](#) In this example, after **WHILE** we use **WAS MEETING**, the past simple of meet.

What you need to know, is that past continuous represents an action that is happening in the past, and the action that interrupts that process is expressed by past simple. It is very well explained here. [The teacher projects a photo.](#) (Annex 12)

Simple Past vs. Past Continuous



- **Practice (10')**

Teacher: imagine that you meet a famous person and you get the chance to talk to him or her!!! Imagine that after talking to that person, you have to tell it to somebody else, like the Wave Company told us about Obama.

Let's try it!!! Let's make 6 rows of 9 people. 15 SECONDS!!!! [Teacher counts down.](#) I will give one paper to each person who is the first member of his/her row, and in that person will have to start with a sentence: I was _____, when I met (a famous person). Then, the person covers the sentence and passes it to the person behind. Until the last person. Then, we will read the stories. Try to use past simple with WHEN and past continuous with WHILE. Time!!!! [Teacher gives the sheets to the 6 first students.](#)

- **Consolidation (10')**

Teacher: now all the groups will come front one by one and they will read us their story!!!

POSSIBLE EXPECTED RESULT:

- I was urinating in the street, when I met Beyoncé
 - While she was looking at me, I was laughing
 - When I saw her, I cried
 - While I was playing a football match, I shouted at him
 - I was trying to talk to her, when my father called me
 - I didn't do anything
 - When I saw her, I ran away
 - I was feeling very stupid when everything happened
 - I cried when she left.
- **Round up (5')**

Teacher: thank you very much for this amazing class guys. When I saw that you were paying attention, I was very happy.

But be careful next class: scary and mysterious things are coming your way...

4th Lesson (50'): TRICK OR TREAT, TEXAS?



(Annex 13)

Teaching point: Halloween, Day of the Dead

- **Warm up (10')**

Teacher: hello guys!!! Something just came to my email. It's from the Wave Company, let's see what it is. [The teacher projects it.](#) (Annex 14)



Teacher: our friends in the Halloween's parade of the city of San Antonio, Texas. Have you ever seen something like this? Do you know what Día de Muertos or Day of the Dead is?

Student: No/yes, I saw it in Coco, is a festivity

Teacher: Day of Dead is a festivity, very good!!! We will learn a lot about it today, but first, let's create a brainstorming. What comes firstly into your mind when you think about that name or when you see that picture? *The teacher starts writing the words in the board.*

POSSIBLE EXPECTED RESULT:

SKULL DEATH CRIME HALLOWEEN SCARY
BLACK COMING BACK TO LIFE CATS MUSIC FOOD
FESTIVITY MAKE-UP CHILDREN SWEETS
COSTUMES OCTOBER

DIFFERENT NEW FRIENDS FAMILY

- **Presentation (10')**

The teacher explains some things about the Day of Dead using a Power Point with some pictures. She asks for opinions and for some questions, during the presentation as well as at the end of it.

Teacher: Day of Dead is a traditional festivity that comes from Mexico. This is way so many southern states in the USA still celebrate it, because a lot of Mexican population live in the USA. You already know that in the USA people celebrate Halloween on the 31st of October, but Day of Dead are celebrated on the 1st and 2nd of November, for the Saints Day. This festivity is celebrated to honor those who are not with us anymore.

In some cities there are parades. (Annex 15)



People prepare in their own houses altars to honor their deceased. In those altars they place purple, pink and orange paper, colors which symbolize death and life's union;

(Annex 16)



white candles, as a symbol of love; (Annex 17)



flowers (cempasúchil) representing the Earth; (Annex 18)



photos of the dead person; (Annex 19)



the deceased's favorite food and drink; (Annex 20)



“dead bread”, which is also very traditional; natural water, and sweet little skulls, which normally have written the dead person's name on the forehead. (Annex 21)



So, the Day of Dead is most likely a day of Joy.

- **Practice (20')**

Teacher: firstly, we will see a video about Coco, a Mexican movie that talks about the Day of the Dead. [The teacher projects a 2-minutes video.](#)

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

Teacher: now that you have all this information, we are going to make a debate!!! We have 10 minutes for it. I will be the moderator. The question is: Would you like to celebrate the Day of the Death in Spain? This half of the class will defend that they would like it, and the other half will say that they wouldn't like it. You will have 10 minutes to search for information and write down all the arguments. I will project the pictures and write the new vocabulary on the board in order to refresh your minds! The last 10 minutes will be dedicated to carry out the debate. Remember to raise your hand every time you want to speak, and to respect the turn of your classmates. Use convincing arguments for it. 10 second to divide the class in the two groups!

[During the next ten minutes, the teacher will moderate the debate.](#)

- **Consolidation (5')**

Teacher: what I like the most about debates is that everybody gets to learn something new about the opinion of his/her partner. We have learnt so many things about Day of the Death. I really want to tell it to the Theater Company. I want to tell them what this new information means to you, so I will pass around this little box and you will write ONE WORD that summarizes everything you have learnt today. After it, I will send it to the Wave Company. Please take out a piece of paper and that one word on it. *The teacher passes around the little box.*

POSSIBLE EXPECTED WORDS WRITTEN:

Happiness	Skulls
Family	Food
Interesting	Curiosity

- **Round Up (5')**

Teacher: I'm thinking that maybe at the end of the term we could perform a theater play...maybe Coco??

Student: yes!! please!

Teacher: done!! We will do that. Thanks for the class, guys.

5th Lesson (50'): FABULOUS LAS VEGAS



(Annex 22)

Teaching point: Degrees of Comparison

- **Warm Up (10')**

Teacher: hello, guys!! Our friends from the Wave Company are on their last stop of the USA tour. They are currently in a hotel in Las Vegas, and they really love it!!! They have sent me some photos comparing this hotel with the ones where they have stayed in the other cities, and it looks so much better. Let's have a look! **The teacher projects some photos, and they will be necessary to do the "practice" part later.**

Look at the comparison between the hotel room in Vegas and the hotel room in Texas (Annex 23 and 24):



Students: ask them what they think.

Teacher: and now look at the bed in Vegas and the bed in Georgia! (Annex 25 and 26)



Students: ask them what they think.

Teacher: the bathroom in Vegas and in New Orleans were different too.. (Annex 27 and 28)



Students: ask them what they think.

Teacher: lastly, the breakfast buffet. Look at the differences! (Annex 29 and 30)



Students: ask them what they think.

- **Presentation (15')**

Teacher: the degrees of comparison is a grammar point related to adjectives. An adjective always qualifies a noun, and depending on how it is formed, it belongs to a different degree of comparison.

Firstly, we have the **positive degree**. It is the normal use of the adjective, the one you already know. For example: **tall, happy, beautiful**. *Teacher writes on the board: POSITIVE → SIMPLE FORM. Jon is tall/happy/beautiful.*

When we want to compare two nouns, we use the **comparative degree** for it. Firstly, we have **comparative of superiority**: here we have two options: adding **-er than** to the adjective, or writing **more than**. This depends on how long the adjectives are. With long adjectives, we will always use more than. For example, **Jon is more beautiful than Peter**. (*Teacher writes it on the board*). With shorter adjective as tall, we would say **Jon is taller than Peter**. Remember that with adjectives that finish in “-y”, we add **-ier**, happy- happier.

Teacher writes on the board: COMPARATIVE → COMPARISON OF TWO NOUNS. SUPERIORITY → -er / -ier / more __ THAN

Secondly, we have the **comparative of equality**. This is very simple, we just have to write **as + adjective + as**. For example Jon is as tall as Peter.

Lastly, for the **comparative of inferiority**, we just need to add **less + adjective + than**. For example: Jon is less tall than Peter. *Teacher writes on the board: EQUALITY → as + adjective + as. INFERIORITY → less + adjective + than.*

The last turn is for **superlative**, which is used to compare 3 or more things, and to say that one of them has that quality in the biggest way. When in the comparative of superiority you add -er, here you add **-est**. When you add -ier, here you add **-iest**, and when you add more than, here you write **the most + adjective**. For example: tall- the tallest, happy-the happiest, beautiful-the most beautiful. *Teacher writes on the board: SUPERLATIVE → SOMETHING IS THE MOST OF A GROUP → -est, -iest, -the most + adjective.*

And to end, you need to know that there are some specific adjectives which are **IRREGULAR**, and you need to learn them by heart. *The teacher projects the following slide and goes about it, commenting each adjective. (Annex 31)*

Degree of Comparison

4. Irregular adjectives

- You will have to memorize these.

Adjective	Comparative	Superlative
good (well)	better	best
bad	worse	worst
little	less	least
much, many	more	most
far	farther, further	farthest
late	later	last, latest
old	older, elder	older, oldest

- Practice (15')**

Teacher: do you remember the photos that I showed you at the beginning of the class? I wanted to answer our friends back with a Whatsapp telling them my opinion about those photos, but I deleted it accidentally! I only remember some words, so I was hoping you could help me fill in the blanks... [The teacher gives each student a copy of the whatsapp.](#)

Hello, guys. I can see that you are 1. _____ (happy) in this hotel than you were in the other. As I have seen in the picture, the room in Vegas is 2. _____ (big) than the one in Texas. The beds in Vegas look 3. _____ (comfortable) than the beds in Georgia. The bathroom in New Orleans is 4. _____ (spacious) than the one in Vegas, it's clearly 5. _____ (small). And regarding the buffet, I think in Vegas you have eaten in the 6. _____ (good-superlative) buffet of the whole city.

EXPECTED RESULT:



1. happier 2. Bigger 3. more comfortable 4. less spacious 5. Smaller 6. The best

- **Consolidation (5')**

Teacher: now let's see the photos again! Let's try to compare them again without using the adjectives that we have used before! Who wants to give it a try?

Student: me!!

The teacher shows the two first pictures again

Student: the first bedroom is brighter than the second

The teacher continues asking with the rest of the pictures.

- **Round up (5')**

Teacher: thank you very much guys! This is the end of the unit. Now, I would like to pass a box around and that you write on a piece of paper what kind of Theater play you would like to make at the end of the term, in order to start preparing it: a scary one, tragedy, romantic...? You decide!!!

What's up, England?!

(Annex 32)



Didactic Unit 8

1st Lesson (50') : LIVERPOOL AND THE BEATLES

(Annex 33)



Teaching Point: Will/Won't + Going to

- **Warm Up (10')**

Teacher: hello students!! I hope you all had a great weekend. Mine was amazing...I have news about our Theater Company!!!: Currently they are in the UK following their tour, and this last weekend they went on a trip to Liverpool and did a free tour about The Beatles, the music band. Do you know them?

Students: Yes! My mother loves them. My mum too, my uncle too+

Teacher: I knew a few songs, but I wasn't a big fan. Now that the Theater Company told me so much about them, I want to be able to sing all their songs!!! There's one song which I really like, but I can't understand the lyrics well, I think I will need your help... If we get to complete all the blanks, that could be our class' song! What do you say?

Students: YES!! LET'S DO IT

Teacher gives each student a sheet with the song *You're gonna lose that girl* by the Beatles and they will fill in the blanks with the lyrics of the song

"You're Going To Lose That Girl"

You _____ lose that girl
You're going to lose that girl
If you don't take her out tonight
She _____ change her mind
And I _____ take her out tonight
And I _____ treat her kind

You're going to lose that girl
You're going to lose that girl
If you don't treat her right, my friend
You _____ her gone
Cos I _____ her right, and then
You'll be the lonely one

You _____ that girl
You're going to lose that girl
I _____ a point
Of taking her away from you, yeah
The way you treat her what else can I do?

You're going to lose that girl
You're going to lose that girl
I'll make a point
Of taking her away from you, yeah
The way you treat her what else can I do?

If you don't take her out tonight
She _____ her mind
And I will take her out tonight
And I _____ her kind
You _____ that girl
You're going to lose that girl
You're going to lose that girl

- **Presentation (15')**

Teacher: So, students, as you can see, you have completed the lyrics of the song with two different structures. Could somebody give me an example of one of them?

Student: You're going to lose that girl

Teacher: Very good! (Writes it on the blackboard and underlines 're going to lose)

And what about an example of the other structure?

Student: She'll change her mind

Teacher: That's right. (Writes it on the blackboard and underlines 'll change her mind). What do we have here? What tense are these sentences talking about?

Student: The future

Teacher: Brilliant, the FUTURE!! WILL and GOING TO are used to talk about the future! Now that we are looking at the sentences, maybe we could create our own sentences following the same example. Let's try with will. Any volunteers?

Student: Me! I'll study English today.

Teacher: Good!! (Writes it on the board) Just so you know, I'll is the contracted form of I WILL. The same as You're going to lose, which is the short form of You ARE going to lose (Writes it all on the board) I need another volunteer to form a sentence with "GOING TO"!

Student: Me! I'm going to play tennis tomorrow.

Teacher: Perfect! (Writes it on the board). As you can see, in every sentence we have the same structure!! Will is always followed by an infinitive (writes in on the board). On the other hand, GOING TO needs the VERB TO BE, which we have already studied, and GOING TO is always followed by an infinitive as well. -Writes: I'm going to play tennis tomorrow. There you can see it! Now, the students who have said the two sentences, could you please write them in negative and interrogative?

(Students stand up and write in the board, below their sentences which the teacher have written before on the board: I will not study English today. Will you study English today? / I'm not going to play tennis tomorrow. Am I going to play tennis tomorrow?)

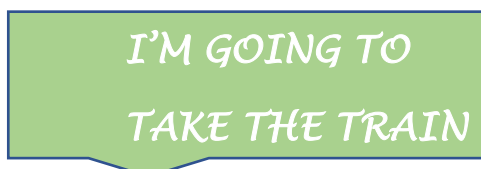
Teacher: thank you so much, guys!!! Marta has written "I will not", that is totally correct, but the word we use more often is WON'T, which is a contraction from will+ not. Okey guys, now that we know how to form the future, let's find out when do we use each tense. Here a show you a chart of the uses of both tenses that we will learn this year:

WILL	GOING TO
Unplanned actions, decided in the moment of speaking. Example: I will have a salad	Planned actions Example: I'm going to play tennis on Saturday
Predictions based on one's beliefs, without evidence. Example: I think Marta will break up with her boyfriend any time soon	Predictions based on evidences. Example: Look at those grey clouds. It is going to rain.

The teacher goes about them and provides more examples taken from the song.

- **Practice (10')**

The teacher sticks a picture with a sentence in the board **“I’M GOING TO TAKE THE TRAIN AT 3 PM”**



Teacher: Apart from all the things that the Company learnt about The Beatles in the Free Tour, there was something amazing that they found out: **THE BEATLES ALSO RECEIVED DRAMA LESSONS, IN ORDER TO PERFORM IN THE CONCERTS IN A MORE REALISTIC WAY!** Can you believe it???? Obviously, our Theater Company got crazy when they heard that, and they started to ask questions. What type of drama exercises did they make? So they told me about one exercise that was useful to practice the truth, I mean, to believe everything your character says when you are performing. The game was played in pairs. One of them says: **I’m going to take the train at 3 pm.** And the other person has to give him/her reasons not to take it. Each person has to give his/her arguments. **Use arguments that has just come to your mind (will), and arguments based on plans you have already planned, or predictions you can prove (going to)** In case you did not understand, let’s try once. Sergio, could you come here to give it a try?

Sergio: Yes

Teacher: Sergio, I’m going to take the train at 3pm

Sergio: You can’t. I won’t take you to the train station and you don’t have a car

Teacher: Okey. I’ll go by taxi

Sergio: You can’t. Taxis are going to go on strike

Teacher: I’ll go by bus then

Sergio: I’ll kill the bus driver!!!!

Teacher: OKEY ENOUGH. This is an example, now you can try it with your partner. Thanks, Sergio.

- **Consolidation (10')**



(Annex 34)

Teacher: Let's end this lesson with a little game that the Beatles used to play before their concerts, in order not to get nervous: this is one of the curiosities that the Theater Company told me about, and they told me to show it to you. They had a little ball like this one (**teacher shows a ball**) and they passed it around asking each other questions about their future, and the person who received the ball had to answer a question. For example, Ringo would ask: **John, what will you do when you get old? And Ringo would pass the ball to John and he would answer something, for example: I will open a book shop.** Let's try it!! **María, what are you going to study when you are older? (teacher passes the ball to María)**

María: I'm going to study medicine. Carlos, what are you going to be when you get old? (passes the ball to Carlos)

Carlos: I don't know. I will decide in a few years

.....

- **Round up (5')**

(Teacher talks using future time expression, which is the grammar point that she will explain in the next session)

Teacher: Okey guys, thank you very much. **Next class**, we will continue talking about the future. **In two days**, the Company will arrive to London. I'm sure that **this weekend**, they will inform us about every adventure they have lived.

2nd lesson(50'): WHAT WILL HAPPEN IN LONDON?



(Annex 35)

Teaching Point: Future time expressions (tomorrow, tonight,..... the day after tomorrow, the week after next week....., next week, next year....., in a month, in a day....., on Monday, on February....., this week, this weekend....)

- **Warm Up (10')**

Teacher: Hello guys! Oh my God, I have a really big problem. Our Theater Company has just sent me a letter with something written and a pen drive inside the envelope. I took it from the mail box this morning, and while I was having breakfast I spilled my coffee on the letter. I need your help to figure out what they are trying to tell us, because without the letter we won't be able to understand the pen drive's content!!!

Teacher gives each student a copy of the letter and time expressions are underlined.

Dear Luisa and 2nd of Eso class,

We are in London right now. Next weekend we _____ perform in a very old theater located in the center of London. We have just decided that we _____ try a new way of performing our play: people _____ decide what _____ happen in the next scene using an App in their phones. So, basically, in the next days we _____ have to prepare a lot of different

EXPECTED RESULT:

Dear Luisa and 2nd of Eso class,

We are in London right now. Next weekend we are going to _____ perform in a very old theater located in the center of London. We have just decided that we will _____ try a new way of performing our play: people are going to _____ decide what will _____ happen in the next scene using an App in their phones. So, basically, in the next days we will _____ have to prepare a lot of different scenes and maybe even improvise a bit. We don't know if this will work out, so in the pen drive we sent you pictures of two different scenes and you will have to guess what will _____ happen.

Best regards,

The Wave Company

Teacher: Let's project the pictures, make that exercise and see how we can help them.

(Annex 36 and 37)



Tomorrow...



**On the next
scene...**

- **Presentation (15)'**

Teacher: Have you noticed that there are some words in the letter that are underlined? All of them are FUTURE TIME EXPRESSIONS, and that's what we will learn today. In the next session we learned how and when to use will and going to. Today we will learn the expressions that accompany these future tenses.

The teacher projects a chart and starts explaining the meaning of some expressions, giving some examples and providing other similar expressions. The teacher will also ask for the meaning.

Expected chart:

Common future time expression	Example Sentences	Similar Expressions
tomorrow (one day after today)	I think we will go to the theater tomorrow	tonight tomorrow morning tomorrow afternoon tomorrow evening
the day after tomorrow (two days after today)	We finish our tour the day after tomorrow	The week after next (week)
next week (the week after this week)	Next week our parents will come to the play	next month next year
in a year (a specific period of time in the future)	The Company is going to start other international tour in a year	in a week in a month in an hour
this morning (the closest morning in the future)	This morning we will send an email to the Theater Company	this week this month this year this weekend
on Monday (a specific day)	The Theater Company will travel to another country on Monday	On the weekend In June

- **Practice(15')**

Teacher: Guys, I will share a little secret with you. Inside the envelope, there was also another thing. Another letter, this one was smaller, where they told me that they were coming to perform this same play in Spain, here in our school!! But they asked us when would it be the best date for us to go and watch their play. They want you all (and me too) to write down your future plans in this piece of paper, so they can compare all that you have written and choose the best date to come. Could you please write down the things you have to do in the different dates that they offer?? Maybe exams, sports training, sport match, trips.... When you finish, give them to me and I will send it to the Company.

Name:

-Next week I

-Next month I...

-In three months I...

- The week after the next I...

EXPECTED RESULT:

Name:

-Next week I'm going to play a football match

-Next month I'm going on vacation

-In three months I don't know what I will do

- The week after the next we will probably have a test.

- **Consolidation (5')**

Teacher: Guys, you know that we have to write the week diary to send it to our Theater Company so they can see what are our weeks like. Discuss in pairs about your plans next weekend: on Friday, on Saturday and on Sunday. Then I will write it down in order to send it to our friends.

- **Round up (5')**

The teacher asks two or three pairs to come to the board and tell us the plans of their couple for the weekend.

EXPECTED SENTENCES:

Next Friday Carlos will play tennis with his parents

On Saturday he will go out with his friends

The day after Saturday he is going to have lunch with his grandparents.

3rd lesson: BRIGHTON, HERE WE COME!



(Annex 38)

Teaching Point: Vocabulary Transports (bike, motorcycle, scooter, car, taxi, van, lorry-truck, plain, ship, boat, train)

- **Warm up (10')**
The teacher projects a picture. (Annex 39)



Teacher: Good morning, guys! We have fresh news about our Theater Company!!!!!! Can you see the picture?? Our friends are traveling from London to Brighton by train, and they sent us this picture. What do you think they are doing?

Students:.....

Teacher: Do you think they like the train?

Students:

Teacher: Do you like the train?... Do you think it is the best transport? Have you ever travelled by train.

- **Presentation (15')**

Let's see some transports and let's think together about when could we use or if you have ever used it

PPT WITH THE FOLLOWING PICTURES and ask them to write the names down.



What is this? What can we use it for? Do you have one? (then show the name: bike)
(Annex 40)



Do you know the difference between these two? Where would you use it? Have you ever driven one? Have you ever been over one? (then show the name: scooter and motorbike) (Annex 41 and 42)



I'm sure you all know the name of this one. What color are your cars? What type of car do you want to have? Or maybe you don't want to have one (then show the name: car) (Annex 43)



This is also a car, but it is different. Can you see the color? In Spain, the color is different right? Have you heard about uber and cabify?... (then show the name: taxi) (Annex 44)



This vehicle also has 4 wheels, but it is not the same as a car. Do you know the name? Can you explain what it is normally used for? (then show the name: van) (Annex 45)



This is quite big!!!! And also scary when you are driving next to it. What can we find inside of these? Can you think of the name of it? (then show the name: lorry-truck) (Annex 46)



Here we have two ones which are similar but not much.... What do you think that are the differences? Have you ever been inside one of them? What is the name of each of them? (then, show the name: boat/ship) (Annex 47 and 48)



Here we have our last one. Tell me everything you know about this transport! Have you ever travelled by it? (Then, show the name: plane) (Annex 49)

- **Practice (10')**

Do you remember the first picture? They were all happy. But then, the tragedy came.....the train stopped in the middle of nowhere for 2 hours!!!! They do not want to catch a train AGAIN in their life. I have written a whatsapp message informing them about different ways of travelling apart from the train, but I forgot it at home!! Before the class, I have tried to write it again, but I can't remember some words! Could you help me re-write it? [The teacher gives the students a paper with the Whatsapp message](#)

Me: I'm so sorry that you experienced this incident with the 1. _____. Nevertheless, there are other ways of travelling that you can try. You can take a 2. _____!! You get to the city you want in a short period of time. Maybe the airport is the messiest place. You can get there by 3. _____ anyway.

Some people also like to get on the road with a 4. _____, even if it only has two wheels. You definitely couldn't do that with a 5. _____, which is smaller, and it doesn't stand long trips. To get on the road, a 6. _____ or a 7. _____ are also good choices. Remember that in a car, you can only travel with 4 more people, while in a van you can travel a maximum of 9 people. The problem with the car, van, and motorbike is that the petrol is very expensive. Moreover, I have even seen people who did hiking and traveled by 8. _____. Imagine travelling inside a vehicle which is so big!

If you like the sea better, you can book a ticket in a 9. _____ and you get to visit several cities. If, on the contrary, you have a small 10. _____ on your own, you can travel around the world with it.

When you get to any city, you can rent a 11. _____ to move around.

I hope this information is helpful for you guys!

Kisses!!!!



**SHIP, PLANE, CAR, BIKE, SCOOTER, BOAT,
MOTORBIKE, LORRY,/TRUCK, VAN, TAXI, CAR, TRAIN**

EXPECTED ANSWERS:

1. train 2. plane 3. taxi 4. motorbike 5. scooter 6. car 7. van 8. Truck-lorry 9. ship 10. boat 11. bike

• **Consolidation (10')**

Teacher: I think that if we send them only a Whatsapp Text it will be too little.....maybe we can create a game with the different transports so they can practice!!!! At the end, they are actors and actresses. Actually, this morning I found between my teaching things a game about the transport, it is called **TABOO**. Have you heard of it??

Taboo game. In groups of four, cards of taboo. Taking turns, a person has to define a word without saying that word, and the other three or four words that are written below it. The rest of the group will guess. Example:

SCOOTER

MOTORBIKE
TWO
SMALL

• **Round up (5')**

Teacher: Okey, guys. Now that we know the transports in English..... which of them would you like to buy when you get older and why? Or maybe you don't want any of them!

Students:

EXPECTED ANSWERS:

When I get older, I won't buy any of those transports. I will try to use the public transport, because I will try to protect our Planet.

In 5 years, I'm going to buy a motorbike and a car.

I will be very wealthy and I will have my personal plane.

When I get older, I will have my own boat. I will go sailing with my parents.

In two years, I will have a scooter, because my brother has one and I will ask my parents to buy me one.

When I get older, I will take taxis all the time, because I don't like to walk.

4th Lesson: HAPPILY VISITING OXFORD



(Annex 50)

Teaching Point: Differences between adjectives and adverbs with “-ly”

- **Warm up (10’)**

Teacher: Good morning, guys. I’ve just looked inside our school’s mailbox and I found a little surprise for you.... It is a postcard from our Theater Company!! Isn’t it great?

Students: Show us! Read it!!

Teacher: I took a foto of it and I’m going to project it. They sent it from Oxford!! Let’s have a look at it. [The teacher projects the postcard.](#)

[After projecting it, one student reads it and then the talk about the meaning of the postcard and the students give their opinion. \(Annex 51\)](#)



- **Presentation (10')**

Teacher: Have you noticed that I have underlined some words? Those words are adjectives and adverbs, and we are going to learn the differences between them, so that we can send them the postcard of Madrid they are asking us about.

You have already studied a lot of adverbs, like soon, near, etc, and adjectives like beautiful, old, new, etc. But today we will focus on the adverbs that we create by adding the suffix “-ly” to an adjective, and when to use each of them!

Firstly, we need to know what the main difference between an adverb and an adjective is! Does any of you know?

Student: Me! An adjective talks about the noun, and the adverb about the sentence.

Teacher: You are very close! It is true that an adjective **modifies a noun**, so it talks about a specific noun, and it is placed right next to it.

Normally, an adjective is placed before the noun that it modifies, but it can also be placed after it.

Let's have a look at the first example in the postcard.

“We will perform in this beautiful city for 5 days” (**Teacher writes it on the board and underlines beautiful**) There you can see that beautiful is placed before city.

Can somebody give an example of placing the adjective somewhere after the noun it modifies?

Student: Me! The city where we will perform for 5 days is beautiful

Teacher: Very good!!!! **Teacher writes that sentence on the board.** Now you have it. Let's talk about the adverbs now. An adverb modifies a verb, an adjective or another adverb. Let's see an example from the postcard. We will happily keep you aware of every adventure that we experience. (**Teacher writes it on the board and underlines happily**). What is the difference here between happily and the adjective happy?

Happily explains how they will feel or how they will be when they tell you the adventures that they live. How could the sentence be if we use happy instead of happily?

Student: We will be happy to keep you aware of the adventures that we experience.

Teacher: very good!!! **Teacher writes that sentence on the board.** In this sentence, happy modifies “we”.

So: And ADVERB is a word that modifies the VERB and it answers to several questions, like HOW?

So, guys, as you have seen, we add “-ly” to an adjective, and we get an adverb. This is very useful to describe cities and experiences.

- **Practice (15’)**

Now that we have understood the theory, let’s make the Company wishes come true!

They asked us about a postcard of Madrid. I will give each of

you a postcard and you can write there something about Madrid. It can be anything you want: important tourist attractions, how you feel when you walk through the streets, etc. Then we will send it to them and hope that they like it and come to visit us as soon as possible! [The teacher distributes the printed postcards and the students have to write it on their own.](#)

[Possible Expected Result:](#)



- **Consolidation (10’)**

Teacher: While you were writing your postcard, I sent an e-mail to one of the members of the company telling them that we had received their postcard and that we were going to send one back to them. I also explained to them that we were studying adverbs and adjectives. He answered me by attaching a very weird document. I

opened and it was some sort of game to practice adverbs with “-ly”!!!! I think our friend wanted us to practice more. Let’s play the game in groups. A student takes one adverb and one sentence card. Then, the student mimes the combination. For example if you receive a card that says: Happily- cooking, you will have to represent it with mimic. The others have to guess what was on the two cards: You are happily cooking. Let’s play it!!! **Teacher has previously cut the cards. Then she distributes them in the groups.**

Slowly	Drive to work
Happily	Get on the plane
Nervously	Ride a bike
Heavily	Carry your suitcase
Angrily	Buy a plane ticket
Violently	Ask that they return the money from your ticket
Quickly	Show your boarding card
Gently	Ask for information

- **Round up (5’)**

Teacher: Since I’m the only one who hasn’t played the game, I will take one card and I will mime it for you! The one who guesses will get a chocolate! **Teacher takes two cards and mimes the action.**

Teacher: Thank you guys, see you tomorrow!!!

5th lesson: FAREWELL

(Annex 52)



Teaching point: 1st conditional

- **Warm up (10')**

Teacher: Good morning, guys. I have sad news...our Theater Company have already left England and they are travelling to another country. They are a bit sad... They said that during the flight they watched Hercules movie in English together. They told me it is their favorite Disney movie. But another good thing happened to them: when they were waiting at the airport they ran into a famous person...Katy Perry!!!! Do you know her? She was very famous only a few years ago. The Company told me that she was singing for the fans in the middle of the airport. She was singing an old song of her, I think you might not know the song. They sent me the lyrics so we could sing it together, but after I printed the copies I spilled a bit of coffee over them! Could you help me figure out what the song says?

The teacher distributes the copies

What's somebody like you doing in a place like this?
Say, did you come alone or did you bring all your friends?

Say, what's your name, what are you drinking?
I think I know what are you're thinking
Baby, what's your sign? Tell me yours, and I'll tell you mine
Say what's somebody like you doing in a place like this?

(come on!)

[Chorus:]

I'll never _____ the same, if we ever _____ again
Won't let you get away say if we ever meet again
This free fall's got me so
Kiss me all night don't ever let me go
I'll never be the same, if we ever meet _____

Oh, oh, say if we ever meet again

Do you come here much? I swear I've seen your face before
Hope you don't see me blush but I can't help, but want you more, more
Baby, tell me what's your story? I ain't shy, don't you worry
I'm flirting with my eyes, wanna leave with you tonight
Do you come here much? I've gotta see your face some more
(some more 'cause, baby...)

[Chorus]

If we _____ again
I'll _____ so much more to say
If we ever meet again

If we ever meet again, again
I _____ let you go away
If we ever meet again

If we ever, ever meet again
I'll have so _____ to say
If we ever meet again
If we ever, ever meet again
I won't let you go away

After listening to the song, the teacher projects it with the completed lyrics and they correct it together out loud.

- **Presentation (10')**

Teacher: Well guys, there are some sentences of the songs that represent the grammar point which we are going to learn today. Its name is First Conditional. We have 4 conditionals in English (zero, first, second and third), but today we will only learn one of them.

It is important that you know that the First Conditional is used to talk about possible things that can easily happen in the future. Of course, we are not sure if they will happen, because we are not fortune-tellers, but they are likely to happen.

To see how we can form the First Conditional, let's take two examples from the song.

(The teacher writes on the board):

-I'll never be the same if we ever meet again

-If we ever meet again, I'll have so much more to say

As you can see in these two sentences, they have two parts. The part that starts with **if** and is followed by the present form, and another part that is formed with the future with will, **which we have just studied**.

It doesn't matter the order of the parts of the sentence. You can write if in the first part or in the second part: the meaning will be the same.

The first conditional means that if something happens, it will have this consequence in the future.

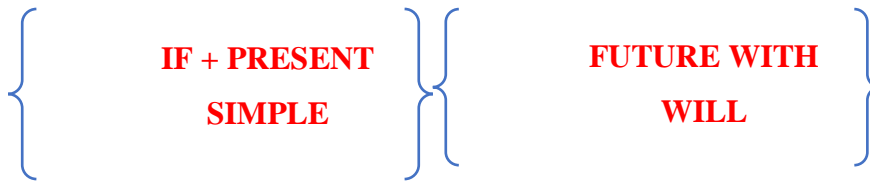
I'm going to give you a different example: If you don't study Maths, you will fail the exam. Could somebody give another example?

Student: If it doesn't rain today, I will play tennis.

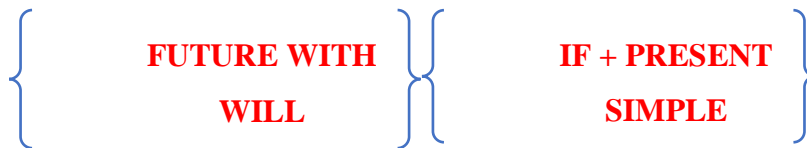
Teacher: very good!!!

1ST CONDITIONAL

If we ever meet again, I'll have so much more to say



I'll never be the same, if we ever meet again



- **Practice (20')**

Teacher: Guys, do you remember that I told you that our Theater Company are coming to Spain? We still don't know the exact day, but they told me that they want to make a lot of fun activities while they are here. I informed the headmaster, and she told me that we will be organizing everything for them. WE means THIS CLASS! As we are a lot, we need a committee who organizes everything. Work with your groups, we will do a competition. You have to work as a political party. Working together on the group, write down the things you will prepare if you are chosen the "organizer committee". Then, one person of each group will read everything out loud and the rest of the groups can make tricky questions. At the end of the week, I will choose the group.

An example could be: If you choose us, we will prepare a gymkhana for the Theater Company inside the school. And maybe a tricky question from another could be: If we have a lot of tests, will you have time to prepare the gymkhana?

The teacher gives 10 minutes for them to prepare everything, and 10 more minutes for the groups to read out loud, and to make questions to each other.

Expected result:

- If you choose us as the organizer committee, we will organize a huge party
+ If you organize a huge party, will you have time to study?
- If you choose our group, we will take the theater group to the cinema
+ If we take them to a Spanish movie, they won't understand a word.

- **Consolidation (5')**

Teacher: Do you guys remember which movie were our friends watching during the flight?

Students: HERCULES!!!!

Teacher: Have you ever watched it?

Students: yes! No! yes!!

Teacher: well, they told me that they were so tired that they were sleeping in some parts of the movie. They sent me a video of the parts that they haven't watched. I haven't watched the movie either...let's see what they sent me!!!

<https://www.youtube.com/watch?v=fSDxMaC0QYc>

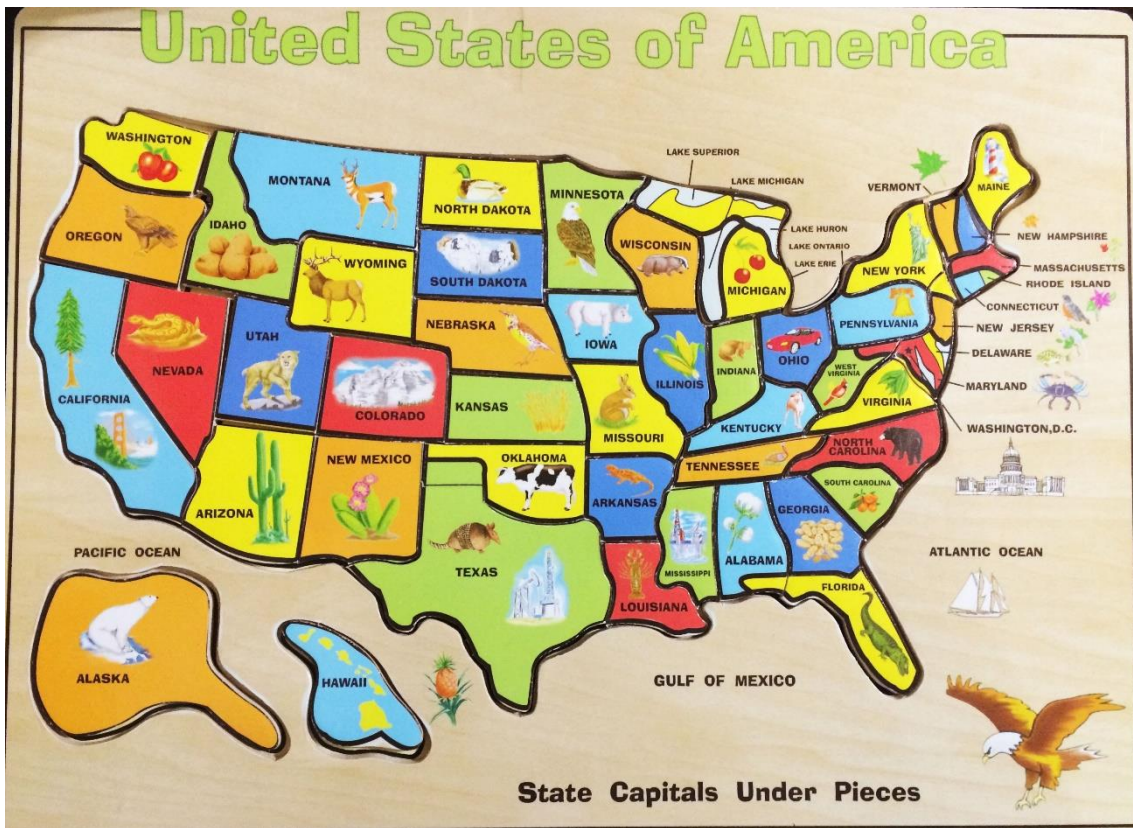
2 and a half minutes video about Hercules movie, which uses 1st conditional all the time.

- **Round up (5')**

Teacher: Now that we have watched the video, I have something to propose you. Now that we have learnt so much vocabulary and grammar in this unit, and now that we know that our friends are coming, we could prepare the Theater play of this Term about Hercules! If you want to do it, we will start rehearsing next week. And maybe if they like our play, they will perform it on their own in other countries!

Students: yes!!!!!!

It's a party in the USA!



Didactic Unit 2

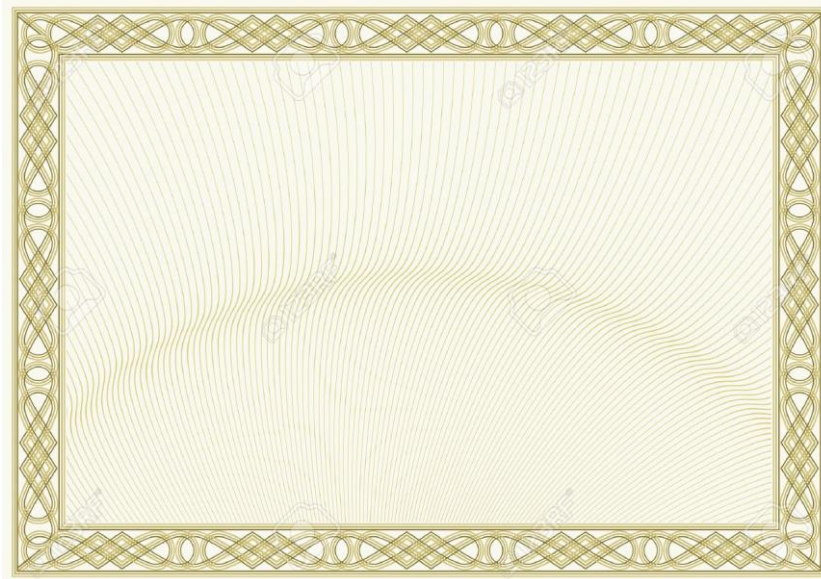
1st Lesson: MIAMI COMES FIRST



1. Read the letter that the Wave Company had sent us and reply them telling them about your weekend. Use Past Simple, as they have done in their letter.



ANSWER IN THE FOLLOWING TEMPLATE:



2. Listen to the song in your Ipad. Read the lyrics and try to identify Past Simple as well as another past tense that you have already studied last year. Underline both tenses, each with one color.

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

Carly Rae Jepsen- *Call me maybe*

I threw a wish in the well
Don't ask me, I'll never tell
I looked to you as it fell
And now you're in my way

I'd trade my soul for a wish
Pennies and dimes for a kiss
I wasn't looking for this
But now you're in my way

Your stare was holdin'
Ripped jeans, skin was showin'
Hot night, wind was blowin'
Where you think you're going, baby?

Hey, I just met you
And this is crazy
But here's my number
So call me, maybe?

It's hard to look right
At you baby
But here's my number
So call me, maybe?

Hey, I just met you
And this is crazy
But here's my number
So call me, maybe?

And all the other boys
Try to chase me
But here's my number
So call me, maybe?

You took your time with the call
I took no time with the fall
You gave me nothing at all
But still, you're in my way

I beg, and borrow and steal
At first sight and it's real
I didn't know I would feel it
But it's in my way

Your stare was holdin'
Ripped jeans, skin was showin'
Hot night, wind was blowin'
Where you think you're going, baby?

Hey, I just met you
And this is crazy
But here's my number
So call me, maybe?

It's hard to look right
At you baby
But here's my number
So call me, maybe?

Hey, I just met you
And this is crazy
But here's my number
So call me, maybe?

And all the other boys
Try to chase me
But here's my number
So call me, maybe?

Before you came into my life
I missed you so bad
I missed you so bad
I missed you so, so bad

Before you came into my life
I missed you so bad
And you should know that
I missed you so, so bad

It's hard to look right
At you baby
But here's my number

So call me, maybe?

Hey, I just met you
And this is crazy
But here's my number
So call me, maybe?

And all the other boys
Try to chase me
But here's my number
So call me, maybe?

Before you came into my life
I missed you so bad
I missed you so bad
I missed you so, so bad

Before you came into my life
I missed you so bad
And you should know that
So call me, maybe?

3. Let's make the last exercise using Past Simple. Fill in the blanks! (**Attention to diversity for students with High Capacities or fast finishers**)

- The Wave Company _____ (have) fun in Miami
- They _____ (make) a lot of new friend is the boat party
- They _____ (want) to know how _____(is) our weekend
- Carly Rae Jepsen _____ (give) the boy her number

2nd Lesson: WE WERE HAPPY IN GEORGIA



1. Read the newspaper article and underline the new verbal structures. Then, write your opinion: Why do you think these things happen?

- BREAKING NEWS -

There was a shooting inside a club. People were dancing and having fun, and a man who was sitting inside the club, suddenly started shooting. People were lucky that the police was walking around the club and arrived on time. Nobody was hurt.



2. Now that we are talking about criminals, we will play a game. In your groups of four, two of you will be policemen and the other two will be suspects who are guilty of one of the following crimes (you can pick one): **YOU ROBBED A BANK, YOU KILLED THE PRESIDENT, YOU STOLE IN A JEWELLERY STORE, YOU KIDNAPPED A RICH PERSON OF THE CITY.**

The two suspects will have time to think of an alibi, and after that, the police will interrogate them separately. Write down your questions and your answers. One possible question could be: **What was your friend doing yesterday at 11 am?** Try to use Past Continuous, as in the newspaper's example.

3. Write down an entire interrogatory using past continuous. If you are able to finish, hand it in to your teacher. Remember: you are sure that the two suspects have robbed a bank. (**Attention to Diversity for Students with High Capacities or fast finishers**)



3rd Lesson: EXPLORING THE PAST IN LOUISIANA



1. Watch this video where Obama's story as President of the USA is explained by using past simple and past continuous together. Then, write down the most important parts as if you had to explain it to somebody that does not know the story.

<https://www.youtube.com/watch?v=6obtWX7sCLE>

A large, empty rectangular box with a green border and rounded corners. The box is intended for writing the most important parts of the video as if explaining it to someone who does not know the story.

2. As you have seen in the video, when we use WHEN, we use past simple, and when we use WHILE, we use past continuous. It is a good way to remember it. Gather together with your group and imagine that each of you have met a famous person and he/she wants to tell the story of what was happening when he/she met her/him. One of you will write in a paper: I was _____ when I met (a famous person). Then, this student will cover the paper and pass it to the next student, who will continue the story

and then will cover the paper. Do it two or three times each of you, and then we will read the stories out loud.

3. Take the story that was written by your group and try to rewrite it makes sense. Do not forget to use past simple and past continuous together. (**Attention to Diversity for students with High Capacities or fast finishers**)



4th Lesson: TRICK OR TREAT, TEXAS?



1. Look at the picture and write a brainstorming about the first words that come to your mind when you observe the picture or when you read “Día de Muertos”.



2. Watch the video <https://www.youtube.com/watch?v=ozWZDEZJycQ>

Then, prepare yourself for a debate. The question will be: Would you like to celebrate the Day of the Dead in Spain? If you are in the right part of the class, you will defend that you would like it. If you are in the left part, you will defend that you would not like it. Look for information and write down your arguments. You can do it together with your partners.

ARGUMENTS

3. I want the Wave Company to know everything that you have learnt about the Day of the Dead. Write down one word and stick it into the box.



4. Write down a brief composition (80 words) about how you would celebrate the Day of the Dead in our school. (**Attention to Diversity for students with High Capacities or fast finishers**)

5th Lesson: FABULOUS LAS VEGAS



1. The Wave Company has sent us picture of their hotel in Las Vegas comparing it to the other hotels that they have stayed in during their trip in the US. Look at the pictures and then, complete the whatsapp message. I tried to send it but I erased it accidentally. I could only remember some words.

1. The room



2.The beds



3.The bathroom



4.The breakfast buffet



2. Now, complete the Whatsapp message.

Hello, guys. I can see that you are 1. _____ (happy) in this hotel than you were in the other. As I have seen in the picture, the room in Vegas is 2. _____ (big) than the one in Texas. The beds in Vegas look 3. _____ (comfortable) than the beds in Georgia. The bathroom in New Orleans is 4. _____ (spacious) than the one in Vegas, it's clearly 5. _____ (small). And regarding the buffet, I think in Vegas you have eaten in the 6. _____ (good-superlative) buffet of the whole city.



3. Observe the pictures again and try to compare them by using different adjectives. They have a lot of other differences, write them down.

1. The rooms
2. The beds
3. The bathrooms
4. The buffet

4. Choose two subjects that you are attending this term and compare them. Use comparative and superlative. You can also use the positive degree for some sentences. One is harder than the other? The contents are less heavy in one than in other? And so on... (**Attention to Diversity for students with High Capacities or fast finishers**)













17. Annexes

17.1. Oca Game

1.

ii Time for "La oca"!!

START	1 I _____ (play) tennis 3 times this week	2 _____ you ever _____ (watch) "The Lion King"?	3 She _____ (love) in this house all her life	4 _____ you _____ (you) Consider
9 It _____ (rains) a lot this month	8 	7 Linda _____ just _____ (loses) her keys	6 I _____ (work) here since I graduated in university	5 
10 	11 I _____ (finish, not) my exam yet	12 <u>Examinee</u> _____ (smoke) (smoke) in the hospital. I can't believe he did that!	13 	14 There _____ (be) (be) many earthquakes in California
19 Raphael _____ (buy) (buy) a new camera	18 	17 _____ you ever (drink) alcohol	16 I _____ neither (be) in Africa	15 
20 	21 _____ your Friends _____ (consider)	22 She _____ (give) (give) me her booby	23 _____ you _____ (try) (try) my food. It's delicious!	24 
29 I _____ (write) (write) this quiz	28 	27 <u>Respond</u> _____ (write) (write) a new song	26 You _____ (ask) (ask) me my question	25 

The end!!!!
~~~~~  
**Congratulations**

## 17.2. Check list

2

| <b>CLASS WORK ASSESSMENT</b>   | Name: |   |   |   |   |
|--------------------------------|-------|---|---|---|---|
| Participation                  | 1     | 2 | 3 | 4 | 5 |
| Involvement in the group       | 1     | 2 | 3 | 4 | 5 |
| Involvement in oral activities | 1     | 2 | 3 | 4 | 5 |
| Behavior in class              | 1     | 2 | 3 | 4 | 5 |
| Date:                          |       |   |   |   |   |

## 17.3. Pictures

<sup>3</sup> Pictures taken from

<https://www.educa2.madrid.org/web/calendario-escolar-de-la-comunidad-de-madrid>

<sup>4</sup> Picture taken from <http://badiusownersclub.com/>

<sup>5</sup> Picture taken from <https://www.foxnews.com/opinion/new-yorkers-fleeing-to-florida-need-to-leave-their-terrible-blue-state-policies-behind-as-well>

<sup>6</sup> Picture taken from <https://preply.com/es/blog/2014/11/29/el-verbo-to-be-en-pasado-simple/>

<sup>7</sup> Picture taken from

[https://es.wikipedia.org/wiki/Georgia\\_\(Estados\\_Unidos\)#/media/Archivo:Georgia\\_in\\_United\\_States.svg](https://es.wikipedia.org/wiki/Georgia_(Estados_Unidos)#/media/Archivo:Georgia_in_United_States.svg)

<sup>8</sup> Picture taken from <https://pixabay.com/es/illustrations/periódico-noticias-diseño-esquema-412811/>

<sup>9</sup> Picture taken from <https://pt.slideshare.net/karithug/past-continuous-26556838/4?smtNoRedir=1>

<sup>10</sup> Picture taken from <https://www.viaggi-usa.it/new-orleans-cosa-vedere/>

11. Picture taken from <https://okdiario.com/curiosidades/barack-obama-biografia-1560231>
12. Picture taken from <http://elblogdemisssesther.blogspot.com/2019/01/past-simple-and-past-continuous.html>
13. Picture taken from <https://www.eater.com/2017/6/16/15814180/texas-road-trip-best-routes-restaurants>
14. Picture taken from <https://mexiconewsdaily.com/mexicolife/behind-the-scenes-at-day-of-the-dead-parade/>
15. Picture taken from <https://www.nytimes.com/2017/10/29/world/americas/mexico-day-of-the-dead.html>
16. Picture taken from [https://es.123rf.com/photo\\_86282240\\_decoraciones-de-papel-del-cráneo-del-azúcar-mexicano-papel-picado-diseño-para-halloween-día-de-los-muertos-día-de.html](https://es.123rf.com/photo_86282240_decoraciones-de-papel-del-cráneo-del-azúcar-mexicano-papel-picado-diseño-para-halloween-día-de-los-muertos-día-de.html)
17. Picture taken from <http://www.cuartopoder.mx/chiapas/velas-causantes-de-accidentes-en-dia-de-muertos-bomberos/222499>
18. Picture taken from <https://www.milenio.com/cultura/compasuchil-tradicion-de-ofrendas-del-dia-de-muertos>
19. Picture taken from <http://fatimarellano4.blogspot.com/2016/10/halloween-y-dia-de-muertos.html>
20. Picture taken from <https://elincansable.wordpress.com/2012/11/01/el-altar-de-muertos-la-muerte-es-un-personaje-omnipresente-en-el-arte-mexicano-2/>
21. Picture taken from <https://www.cocinadelirante.com/tips/festival-del-pan-de-muerto-y-la-calaverita-2017>
22. Picture taken from [https://es.wikipedia.org/wiki/Welcome\\_to\\_Fabulous\\_Las\\_Vegas](https://es.wikipedia.org/wiki/Welcome_to_Fabulous_Las_Vegas)
23. Picture taken from <https://www.expedia.com.ph/Mandaue-Hotels-Big-Hotel-Suites.h15460218.Hotel-Information>
24. Pictures taken from [https://www.tripadvisor.com/LocationPhotoDirectLink-g294217-d1425912-i123064332-Casa\\_Hotel\\_Hong\\_Kong-Hong\\_Kong.html](https://www.tripadvisor.com/LocationPhotoDirectLink-g294217-d1425912-i123064332-Casa_Hotel_Hong_Kong-Hong_Kong.html)



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26. Picture taken from [https://www.tripadvisor.com/LocationPhotoDirectLink-g294217-d1425912-i123064332-Casa\\_Hotel\\_Hong\\_Kong-Hong\\_Kong.html](https://www.tripadvisor.com/LocationPhotoDirectLink-g294217-d1425912-i123064332-Casa_Hotel_Hong_Kong-Hong_Kong.html)
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29. Picture taken from <https://www.ratemds.com/blog/trying-slim-eat-big-breakfast-new-research-suggests/>
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33. Picture taken from <https://www.udiscovermusic.com/stories/four-beatles-one-zebra-crossing-london-nw8/>
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37. Picture taken from <https://www.nytimes.com/2017/04/02/theater/review-the-play-that-goes-wrong-review.html>

38. Picture taken from <https://www.ef.com.es/lt/destinations/united-kingdom/brighton/>
39. Picture taken from <https://www.videoblocks.com/video/cheerful-group-of-friends-go-to-relax-on-the-train-and-incendiary-dance-in-the-compartment-have-a-wonderful-rest-in-a-circle-of-best-friends-bjh8xd8wgiyd861ni>
40. Picture taken from <https://surlybikes.com/bikes/troll>
41. Picture taken from <https://www.we-rent-motorcycles.com/products/bmw-k-1600-gtl>
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