MÁSTER UNIVERSITARIO DE PROFESOR EN EDUCACIÓN SECUNDARIA OBLIGATORIA Y BACHILLERATO

FINAL PROJECT

COURSE SYLLABUS FOR 2nd OF C.S.E

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Date: 05/06/2020

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RESUMEN

En este proyecto se desarrollará una programación didáctica para la asignatura de lengua inglesa en el curso de 2º de Educación Secundaria Obligatoria. Esta programación se establecerá en el Departamento de Inglés de una Escuela Secundaria, concretamente en el Centro de Formación Padre Piquer, que se explicará en la sección de Análisis de Contexto.

Este proyecto final se basa principalmente en una metodología enfocada en la enseñanza del lenguaje con fines comunicativos, además de la metodología basada en el aprendizaje cooperativo. A lo largo del proyecto, se desarrollarán dos unidades didácticas y se establecerá la planificación anual para poder enseñar todos los contenidos requeridos por la ley.
Estos contenidos se dividirán en nueve unidades, siendo una de las unidades un proyecto interdisciplinario. Durante este proyecto interdisciplinario, las asignaturas de lengua inglesa y matemáticas se impartirán al mismo tiempo, trabajando de forma cooperativa.

Palabras clave: guía de aprendizaje, metodologías, unidades didácticas, trabajo cooperativo.

1. ABSTRACT

In this project a didactic program will be developed for the English subject in the level of 2nd of Compulsory Secondary Education. The didactic program will be established in the English Department of a Secondary School, concretely in the school *Centro de Formación Padre Piquer*, which will be explained in the Context Analysis section.

This final project is based mainly in the Communicative Language Teaching Approach and in the Cooperative Learning Strategy. Along the project, two didactic units will be developed as well as establishing the yearly planning to be able to teach all the contents required by the law. These contents will be divided into nine units, being one of the units an interdisciplinary project. During this project the subjects of English and Mathematics will be taught at the same time, working cooperatively.

Key words: cooperative work, didactic units, methodologies, students' book.

2. INTRODUCTION

One of the pillars on which any society is based is the educational system. This system is responsible for projecting any human being into the future, for providing new generations the impulse to contribute to the enrichment and development of human societies. Traditionally, the educational system has been associated with two basic functions: transmitting the predominant beliefs and values at the time and training in all those skills and knowledge on which professional scenarios are based on. Therefore, it educated new members of society into the process of socialization. Simultaneously, it trained those members in charge of maintaining the society.

In modern societies like the one in we live nowadays, in which cultural variety is so important, expectations about the educational system also include other virtues: On the one hand, it is crucial that this system incorporates the richness and diversity of the different styles of life, beliefs and values that the different social groups express.
On the other hand, the system is also required to be sensitive to the different learning processes and the individual peculiarities of each student, in order to facilitate a more personalized development based on their abilities and potentials, providing freedom to their initiative and own creativity.

Nevertheless, these modern societies require learning languages. Due to the globalization, the English Language is the most spoken language in the world. For this reason, in order to provide a proper education to the new generations, it is essential to educate them in the English Language.

Focusing on the purpose of this project, it has been created in order to provide students, throughout the English subject, useful contents that will use in their daily life. For this reason, strategies and approaches such as *Communicative Language Teaching and Cooperative Learning Strategies and Task-based, Content-based and Participatory Approach* will be used in the teaching process.

3. LEGAL FRAMEWORK

The Spanish Educational System is established by the federal government and regulated by each Autonomous Community. In the official bulletin of Spain (Boletín Oficial del Estado, BOE) is explained the LOMCE law. This law structures the Spanish Educational System and, consequently, the Compulsory Secondary Education.
On the other hand, the Autonomous Community of Madrid's official bulletin (Boletín Oficial de la Comunidad de Madrid, BOCM) gathers the LOMCE law, adding some aspects.

In order to create an annual program to the level of 2nd of ESO as accurate with the LOMCE law as possible, the following decrees and orders will be used:

- The **Royal Decree 48/2015** of the BOCM:
    - Article 3: it contains the objectives for each period of the Compulsory Secondary Education.
    - Articles 15, 16, 17: contain the protocols and regulations to follow in order to provide students the proper education adapted to their necessities.
    - Annex 1: describes the contents and evaluation criteria required in each subject and in each level.

- The **Order ECD/65/2016** of the BOE: gathers the Key Competences of the Spanish Educational System.

- The **Order 2042/2019** of the BOE: established the school calendar for the academic year in the Community of Madrid.

4. CONTEXT ANALYSIS

The Padre Piquer Training Centre is located in Madrid, in Mártires de la Ventilla Street, in La Ventilla neighbourhood. It is a Catholic centre, categorized by the Spanish education system as *concertado*., which means that the school is partially funded by the Spanish government. The centre has approximately 1000 students who attend every day. Padre Piquer Centre provides a variety of courses: ESO (four years of Compulsory Secondary Education) Bachillerato (A-Levels) and Formación Profesional (Vocational Training)

This centre was created 1966 by the Company of Jesus, aiming to help those families who suffer economic and social disadvantages. The students come from more than 35 different nationalities, so the concepts of inclusivity and diversity are the basis of its education. The main goal of the centre is to help students to learn how to live in society and become better persons in the future.

The Padre Piquer Training Centre has approximately 80 teachers, apart from trainee teachers, cafeteria and administration personnel, volunteers and the rest of the personnel that works for this centre.

This centre offers a wide variety of projects:

Cooperative Classroom:

This methodology is applied in the four years of C.S.E. It is divided into two sections: one formed by the first, second and third year of C.S.E, and the other one formed by the fourth year of ESO. This way of teaching is supported by two main concepts: cooperative learning and the ability of developing different activities inside the class. It consists of big classrooms with approximately 50-60 students. In these classes, students work cooperatively in groups of 4-5 students and there is no teacher's desk, which helps to improve the relationship between students and teacher. Additionally, three teachers are in the classroom at the same time. These teachers work cooperatively to develop the classes. Nevertheless, one teacher teaches at a time, and the other two carry out several duties: class control, homework revision, etc.

During the first two years of C.S.E, the main subjects are distributed into two areas:

Socio-Linguistic area:

- Spanish (5h/per week),
- Geography and History (3h per week),
- English (3h per week).

Scientific-Technologic area

- Mathematics (4h per week),
- Physics and Chemistry (3h per week),
- Technology (2h per week).

The rest of subjects are taught separately, even though they are taught in cooperative classrooms as well.

In third of C.S.E, this methodology is applied in a slightly different way. In this level, in the Scientific-Technologic area one new subject is added: Biology and Geology. The rest of the subjects and areas remain the same.

Even though subjects are distributed in this way, each group of teachers of each area can decide how to distribute their hours. In fact, each group of teachers has a meeting every week to organise the following weeks.

Regarding the second section, the one formed by fourth of C.S.E, they work in a different way. Their classes are physically the same as in the previous courses, but they do not have their subjects distributed into areas. Depending on the students' choice, in this course they can study in one of these itineraries: Academic teaching for the initiation to Bachillerato or Teaching applied to Vocational Training.

Link Room:

This project was created with the aim of helping students from other countries that do not have the level of Spanish needed to attend regular classes. These students come to Link Room to learn Spanish during a maximum of 9 months (one academic year). When they have reached the level of Spanish required, they start attending regular classes in the course that they belong to.

Focusing on Bachillerato, the centre offers three modalities: Sciences, Social Sciences and Liberal Arts.

Concerning Vocational Training, three options are given: Basic Grade, Middle Grade and Upper Grade.
Basic Grade is for those students who have not finished the period of C.S.E, and they are 15, 16 or 17 years old. In this grade, students will earn the Compulsory Secondary Education Title.
Middle Grade is for those students who already have the Compulsory Secondary Education Title and they want to start working. With this grade, students will be able to start working in those fields that do not require a university title.
Upper Grade is for those students who already have the A-Levels Title and/or have a university title.

Language Department

This department is composed by twelve teachers, including the Language Assistant and two trainee teachers. In this department, work the teachers that impart English and French.
This center is part of the BEDA (Bilingual English Development and Assessment) program.
The program is divided into 4 levels, belonging this center to the first level, called Model for the Reinforcement. This level includes curricular and extracurricular strategies to develop the learning process of the English language, a training English program for teachers and Cambridge exams. Moreover, the school receives every year an English Language Assistant, who normally teaches speaking activities during her/his lessons, attending once a week to each group lesson.

Facilities and Materials

One fact that characterizes the centre is the use of iPads. Each student of C.S.E and Bachillerato owns an iPad, as well as every teacher. In this tool they have coursebooks, materials, and apps that are used in everyday classes. They also can communicate easily with their teaches, and at the same time, teachers can communicate with the students' families. In the level that this project is focused, the following tools are used:

The most used Apps in the iPads are:

- CLASSROOM: This is a Google App that acts as a "board" in which teachers upload the material the students will need. This material can be documents, PowerPoints, pictures... It is connected to Google Drive, a virtual cloud in which all these documents are stored. Students can also participate uploading their documents, etc.
- AMCO: In this app, English coursebooks are stored. It has activities for each skill (speaking, reading, writing, grammar, listening).
- Socrative: This app is used to make exams. The teacher launches it, and students log in with their iPads with a password given by the teacher. Once the exam is finished, they automatically receive their mark.

Each Cooperative Classroom is equipped with a smartboard and a computer.

5. OBJECTIVES

The Royal Decree 48/2015 of May 14th, appearing in the BOCM, establishes the following as the general objectives for the period of C.S.E:

"Artículo 3

Objetivos de la etapa

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

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

g) *Desarrollar el espíritu emprendedor y la confianza en sí mismo, la participación, el sentido crítico, la iniciativa personal y la capacidad para aprender a aprender, planificar, tomar decisiones y asumir responsabilidades.*
h) *Comprender y expresar con corrección, oralmente y por escrito, en la lengua castellana textos y mensajes complejos, e iniciarse en el conocimiento, la lectura y el estudio de la literatura.*
i) *Comprender y expresarse en una o más lenguas extranjeras de manera apropiada.*
j) *Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural.*
k) *Conocer y aceptar el funcionamiento del propio cuerpo y el de los otros, respetar las diferencias, afianzar los hábitos de cuidado y salud corporales e incorporar la educación física y la práctica del deporte para favorecer el desarrollo personal y social. Conocer y valorar la dimensión humana de la sexualidad en toda su diversidad. Valorar críticamente los hábitos sociales relacionados con la salud, el consumo, el cuidado de los seres vivos y el medio ambiente, contribuyendo a su conservación y mejora.*
l) *Apreciar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación."*

The objectives for the English subject for the level of 2nd C.S.E have been formulated according to the language standards and evaluation criteria presented in the BOCM.

These objectives will be the following:

a) To be able to uunderstand the essentials of what is said to them in daily and structured conversations and procedures (ex. in hotels, shops, hostels, restaurants, leisure centres, studies or work).
b) To identify the general meaning and main points of a formal or informal conversation between two or more interlocutors that takes place in their presence, when the topic is familiar to them and the speech is clearly articulated, at medium speed and in a standard variety of the tongue.

c) To identify with the support of the image, the main ideas and relevant information in educational, occupational or interest topics presentations (ex. on a curricular topic, or a talk to organize teamwork).
d) To recognize the essential information in television programs about everyday topics or of interest to them, articulated slowly and clearly (ex. news, documentaries or interviews), when the images help understanding.
e) To make short and well-rehearsed, well-structured and visually supported presentations (ex. PowerPoint) on specific topics.
f) To participate in informal face-to-face or telephone conversations or other technical devices, in which it is established social contact, exchange information and express opinions and points of view, make invitations and offers, ask for and offer things, ask for and give directions or instructions , or discuss the steps to follow to carry out an activity.
g) To take part in a formal conversation, meeting or interview of an academic or occupational nature (ex. to take a summer course, or join a volunteer group), exchanging enough information, expressing their ideas on common topics, giving your opinion on practical problems when asked directly, and reacting easily to comments, whenever it is possible to ask for key points to be repeated if you need to.
h) To identify, with the help of the image, operating and handling instructions for electronic devices or machines, as well as instructions for carrying out activities and safety regulations (ex. in a school, public place).
i) To understand the main points of advertisements and advertising material from magazines or the Internet formulated in a simple and clear way.
j) To get the main ideas of short journalistic texts in any medium if the numbers, names, illustrations and titles convey a large part of the message.
k) To understand specific essential information on web pages and other clearly structured reference or consultation materials on subjects related to academic subjects, occupational matters, or of interest to them (ex. on a curricular subject, a computer program, a city, a sport or the environment), being able to reread the difficult sections.
l) To understands the essentials (ex in youth readings) of short, well-structured fiction stories and get the variety of characters, their relationships, and the plot.
m) To complete a simple questionnaire with personal information related to their education, occupation, interests or hobbies (ex. to subscribe to a digital publication, enrol in a workshop, or join a sports club).

n) To write notes and messages (SMS, WhatsApp, chats), in which brief comments are made or instructions and directions related to activities and situations of daily life and of interest are given.

o) To write very brief reports in conventional format with simple and relevant information on common events and the reasons for certain actions, in the academic and occupational fields, describing situations, people, objects and places in a simple way and showing the main events schematically.

p) To write personal correspondence in which social contact is established and maintained (ex. with friends in other countries), information is exchanged, important events and personal experiences are described in simple terms; instructions are given, offers and suggestions are made and accepted (ex. an invitation), and opinions are expressed in a simple way.

6. CONTRIBUTION TO THE ACQUISTION OF KEY COMPETENCES

The *Article 2* of the **Order *ECD/65/2016*** of the *BOE* gathers the Key Competences of the Spanish Educational System. These competences are the following:

A. Linguistic Communicative Competence.
B. Mathematical Competence and Basic Competences in Science and Technology.
C. Digital Competence.
D. Learning to Learn Competence.
E. Social and Civic Competences.
F. Initiative and Entrepreneurship Spirit Competence.
G. Consciousness and Cultural Expressions Competence.

Each competence can be developed by the students through the English subject as described below:

The Linguistic Communicative Competence describes the ability to communicate, express ideas and interact with others in social contexts. Since the first and main goal of the English subject is to develop this ability, this competence will be included in each lesson of the subject, aiming to make the student learning time higher than the teacher explaining time. That is, making the student be the protagonist of the lessons and encouraging them to interact with the rest of the class orally and in written form.

The Mathematical Competence and Basic Competences in Science and Technology describes the ability to apply mathematical, science and technology knowledge in every-day life. The mathematical competence concerns knowledge about numbers, measurements, mathematical structures and representations and calculations. Furthermore, this competence involves aptitudes and values based on accuracy and veracity.

On the other hand, basic competences in science and technology involve, among other abilities, the ability to become responsible and respectful citizens, being aware of the environment around us and being capable of maintaining it.
Even though in the English subject those abilities are not explicitly taught, students will be able to acquire these abilities through the use of numbers, measurements and operations during the English lessons. Moreover, throughout a specific project and a specific didactic unit, students will make use of these competences.

The project will be an interdisciplinary project, so the subjects of Mathematics and English will be taught simultaneously. During this project, in mathematics, students will learn geometry as well as how to make equations. These contents will be taught in English.

Students will learn the basic competences in science and technology throughout a didactic unit focused on environment. During this unit, students will learn ways to preserve the world we live in and, they will learn new scientific and technological terminology.

The Digital Competence refers to the ability of the use of the ICTs (information and communication technologies) in a creative, critical and safe manner. Due to the fact that we live in a society full of digital devices, it is very important to make students master this competence in the best way. On account of this, during the English lessons this competence will be taught through the use of digital appliances such as the use of iPads, Smartboards, etc.

It is also essential that students, throughout this competence, learn how to make a proper use of the ICTs. For instance, they should learn how to find the best resources in the web and how to recognize fake news and dangerous websites. With this in mind, apart from teaching the English subject through digital devices, they will be taught to find resources when teaching to write, for instance, a composition about a historic character or an opinion article. Additionally, they will learn to recognize fake news in the didactic unit dedicated to history.

The Learning to Learn Competence describes the ability of learning autonomously, and, at the same time, collaboratively. This competence is the key to be able to learn constantly throughout life, no matter in which type of context.

Students will be able to learn and master this competence along deadlines, projects, group and individual work that will be in the English subject lessons.
Firstly, each activity or project will have a deadline, so that students are encouraged to organize themselves.
Secondly, students will have the same number of individual and work activities, making them learn how to work autonomously and cooperative equally.
Thirdly, students will be the protagonist in the lessons, so that they can take over the learning process, making them aware of their own learning process.
Finally, the teacher will constantly be encouraging the students' motivation to learn.

The Social and Civic Competences refer to the abilities and capacities individuals should have in order to live in society. These capacities comprise the understanding of the existence of different perspectives and realities. Furthermore, individuals should be able to make decisions and resolve conflicts. With all this in mind, students will obtain them in every lesson, throughout group work or project work, as well as talking with them about daily news, different cultures and societies.
Likewise, all the didactic units planned to center on current situations. For instance, when teaching the unit called "Healthy Life", the principal topic will be the Coronavirus pandemic.

The Initiative and Entrepreneurship Spirit Competence describes the ability to transform ideas into real actions, acquiring at the same time, the creative ability as well as the courage to take risks. Once again, this competence will be acquired through projects, encouraging students to put into practice their owns ideas. Specifically, this competence will be strengthened in the interdisciplinary project. Since this project, among the contents taught, will be about creating a painting business, students will be motivated to put their ideas into practice, letting them decide how they want their business to be organized.

The Consciousness and Cultural Expressions Competence refers to the ability of being able to recognize the importance of the Arts, making students understand the different manners in which art can be expressed and be critical with them. This competence will be developed

through a variety of activities: listening to different types of music, reading different genres of books, watching films or series... Everything in the English language.
In addition, during the school year and according to the unit being taught in that specific moment, additionally activities will be organized, such as going to the theater, going to the museum, etc. Moreover, they will be taught how to have a critical opinion about art by, for instance, making them to write an opinion article about a specific topic, such as a play, a movie, a painting, etc.

To conclude, every competence can be easily taught in the English subject, both in individual and in work activities. To do so, it is important to have all these competences expressed in the content of the lessons.

7. YEARLY PLANNING

According to the Order 2042/2019, 25th June, stated by the Education and Investigation Ministry this is the School Calendar for the academic year 2019-2020. This School Calendar is applied to all those schools in the Community of Madrid maintained with public funds.

Calendar taken from the Community of Madrid webpage

HOLIDAYS

- October 31st
- November 1st
- December 6th, 9th
- Christmas holidays: December 20th – January 8th
- February 28th
- March 2nd
- Easter holidays: April 3rd – April 13th
- May 1st, 15th, 22nd
- Last day of school: January 15th

TRIMESTERS

In Spain, and consequently in Madrid, the school year is divided into 3 terms, called trimesters. Each trimester is composed by, approximately, 3 months:

- 1st term: September 16th – December 17th
- 2nd term: 18th December – March 24th
- 3rd term: March 25th – June 7th

End of term (evaluations):

- 1st term: December 17th
- 2nd term: March 24th
- 3rd term: June 7th
- Global evaluation: June 7th – June 12th

ENGLISH CLASS DIVISION

The course I will be teaching has 3 hours of English subject per week (Monday, Wednesday, and Thursday). Extra hours will be used to complete those contents that have not been taught and by the Language Assistant Teacher. Moreover, these extra hours will be used for different purposes, such as school trips or cultural days. According to this, each month will have the following hours of English lesson:

- September: 10 lessons
- October: 14 lessons
- November: 12 lessons
- December: 8 lessons
- January: 11 lessons
- February: 12 lessons
- March: 12 lessons
- April: 10 lessons
- May: 12 lessons
- June: 6 lessons

In the following chart the organization of the school year regarding dates and didactic units will be reflected. Nevertheless, the three last lessons of each unit will be designated to the revision before the exam, the exam itself and the correction of the exam, assigning each lesson to each activity accordingly. Moreover, as the chart shows, the first unit will use more lessons that the rest since this unit will serve to review the previous year contents.

<table>
<tr><th>TERMS</th><th>UNITS</th><th>DATES</th><th>COMPLEMENTARY ACTIVITIES</th></tr>
<tr><td rowspan="3">1st TERM
From September 16th to
December 17th</td><td>UNIT 1: BACK TO ROUTINE</td><td>September 18th – October 24th</td><td rowspan="3">Halloween: October 28th and 30th
Thanksgiving Week: November 25th – 28th
Christmas: December 19th</td></tr>
<tr><td>UNIT 2: TRAVELING</td><td>November 4th – November 20th</td></tr>
<tr><td>UNIT 3 CHRISTMAS</td><td>December 2nd – December 18th</td></tr>
<tr><td colspan="4">CHRISTMAS HOLIDAYS</td></tr>
<tr><td rowspan="4">2nd TERM
From January 8th to
April 1st</td><td>UNIT 4: HISTORY</td><td>January 13th – January 29th</td><td rowspan="4">New Year Resolutions: January 8th
1st term review: January 9th
Schools festivity: January 30th
St. Valentine’s Day: February 13th
Women’s Day: March 8th
Father’s Day: March 19th
April Fools’ Day: April 1st</td></tr>
<tr><td>UNIT5: FASHION</td><td>February 3rd – February 20th</td></tr>
<tr><td>UNIT 6: HEALTHY LIFE</td><td>February 24th – March 12th</td></tr>
<tr><td>UNIT 7: ENVIRONMENT</td><td>March 16th – March 31st</td></tr>
<tr><td colspan="4">EASTER HOLIDAYS</td></tr>
</table>

<table>
<tr><td rowspan="2">3rd TERM
From April 14th to June 5th</td><td>UNIT 8:
ADVERTISING PROJECT</td><td>April 27th – May 13th</td><td rowspan="2">• 2nd term review: April 14th – 16th
• Book Week: April 20th – 23rd
• San Isidro: May 14th
• Revision from the whole school year and last exam: June 3rd – 11th</td></tr>
<tr><td>UNIT 9:
ARE YOU READY FOR THE SUMMER?</td><td>May 18th – June 1st</td></tr>
</table>

8. CONTENTS

The **Royal Decree 48/2015** in the *Boletín Oficial de la Comunidad de Madrid* establishes:

CONTENIDOS

PRIMERA LENGUA EXTRANJERA

2º ESO

Bloque 1. Comprensión de textos orales

Estrategias de comprensión

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

- *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.*

2º ESO CONTENIDOS LINGÜISTICOS ESPECÍFICOS DE INGLÉS

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.*

According to these, the contents established in the *BOCM* will be taught during the academic year as presented int the following chart:

TERMS	UNITS	GRAMMAR	VOCABULARY	READING AND LISTENING	SPEAKING	WRITING
FIRST TERM	UNIT 1: BACK TO ROUTINE	Present simple and Present continuous There is/There are	Adverbs of frequency	People's routines	What do you like to do?	Diary
	UNIT 2: TRAVELING	Past simple Yes/no Questions Wh-Questions	Describing places.	Letter from a friend, people talking about different cities	Where did you travel last summer?	Informal e-mail
	UNIT 3: CHRISTMAS	Past continuous Modal verbs: Could	Christmas. Prepositions	Christmas around the world	How do you normally celebrate Christmas?	Christmas card
SECOND TERM	UNIT 4: HISTORY	Past simple and Past continuous There was/There were.	Describing people. Demonstrative pronouns.	English important historic characters	Talk about your favorite historic character	Composition about a historic character
	UNIT 5: FASHION	Express preference: I like, I dislike I think/ I don't think	Describing things. Comparative and superlatives	Fashion interview, fashion magazine	Conversation in a store	Opinion article

	UNIT 6: HEALTHY LIFE	Modal verbs: advice (Should/Shouldn't) Have got	Lifestyle, medical vocabulary	Science magazines	Asking for advice	Giving advice
	UNIT 7: ENVIRONMENT	Quantifiers: a lot of, some, etc. much/many.	Countable and uncountable nouns	Several ways to be eco-friendly	Why do you think preserving our environment is important?	Formal e-mail
THIRD TERM	UNIT 8: ADVERTISING PROJECT	Future simple	Temporal expressions	Different types of advertisement	Recording an advertisement	
	UNIT 9: ARE YOU READY FOR THE SUMMER?	Conditional I, Future simple	Give and follow directions	What will happen if we don't sleep enough?	What will you do this summer?	Writing a scholarship application letter.

9. METHODOLOGY

The term "methodology" describes those procedures, practices, management strategies and general principles used to classroom teaching. According to Language Teaching, along history many different methods and approaches have been used. As stated by Diane Larsen-Freeman (year), the most important methods and approaches are the following:

- *Grammar-Translation Method*: This method, which was one of the first established methods, was created to teach languages as a tool to be able to read literature and writing in the target language. No communication was allowed.
- *The Direct Method*: This method was created after realizing that the G-T Method wasn't useful to communicate. For this reason, this method focused on oral communication and interaction.
- *The Audio-Lingual Method*: This method was developed during the WWII when USA needed personnel to speak foreign languages. Their main goal was again, communication and to create habits in the target language, as this method was constructed following the Behaviorism Theory.
- *The Silent Way Method*: This method was generated after realizing that the previous methods were not in real-life situations. On account of this, this method focused on self- expression, on the ability to express thoughts in the target language.
- *Desuggestopedia Method*: This method was related to the Affective-Humanistic Approach, and, once again, its main goal is learners' communication. It also aimed to *desuggest* learners' psychological barriers.
- *Community Language Learning Method*: This one is influenced by the humanistic psychology. It tries to understand and help students' struggles while learning the target language in order to be able to communicate in that language.
- *Total Physical Response*: Related to the Comprehension Approach, it was based on the idea that language learning should start with understanding the target language before learning its pronunciation.
- *Communicative Language Teaching:* This approach was mainly focused on real-life communications. Likewise, its main goal is to make the learner able to communicate in real life.

- *Content-Based, Task-Based and Participatory Approaches:* These approaches were created to learn the target language through content, tasks and real experiences.
- *Learning Strategy, Cooperative Learning and Multiple intelligences:* These structures of language teaching aim to make students to become independent learners, to work cooperatively and they also aim to teach in the best way to provide each intelligence a useful learning.

Once these methodologies, approaches and teaching structures are established, I would like to describe and explain the ones in which I have based on in order to develop my lessons:

Since, according to the L.O.M.C.E, the main goal of the English subject is to make the student able to develop oral communication within different situations, it is crucial to choose a methodology or approach that focuses in real life communication situations. For this reason, the Communicative Language Teaching Approach has been chosen.

Communicative Language Teaching was established in 1970s. Richards (2006) establishes this approach as the following:

> Communicative Language Teaching sets as its goal the teaching of communicate competence [...] Communicative competence includes the following aspects: Knowing how to use language for a range of different purposes and functions, knowing how to vary our use of language according to the setting and the participants, knowing how to produce and understand different types of texts and knowing how to maintain communication despite having limitations in one's language knowledge. (p.3)

In this approach, the use of different techniques to develop oral communication such as role-playing, games, miming, pair-working, etc. are crucial. Moreover, students' feelings are valued, errors are tolerated and perceived as natural and the teacher's role is to facilitate communicate activities and supervisor during those activities.

In order to maintain the learning of the language within a context, Content-based Approach, Task-based Approach and Participatory Approach are being used during the lessons since they pursue the following characteristics:

- Context-based Approach and Task-based Approach aim to use the target language not only to communicate but also to learn specific content. This results into that the student learns the target language at the same time he/she is learning some content and working on the tasks of it.
- Participatory Approach aspires to make the student learn the language through specific context and real-life situations. In this way, the student will be able to communicate in his/her everyday life.

Last but not least, I have chosen the Cooperative Learning Strategy in order to make students how to work in groups at the same time they are learning the target language. As established by Johnson and Johnson (1999), "Cooperative learning exists when students work together to accomplish shared learning goals" therefore, its goal is to make students to learn from each other while they are working in groups.

In order to use the chosen methods, during the lessons the following aspects will be used:

- Cooperative work in small and big groups.
- The teaching process will be mostly through real-life situations
- Communicative activities will be the keystone of each lesson.

10. EVALUATION CRITERIA AND PROCEDURES

The **DECRETO 48/2015**, of the BOCM establishes the following evaluation criteria and learning standards for 1st, 2nd and 3rd of ESO:

PRIMERA LENGUA EXTRANJERA 1º CICLO ESO

Criterios de evaluación y estándares de aprendizaje evaluables

Bloque 1.
Comprensión de textos orales

Criterios de evaluación:

Identificar la información esencial, los puntos principales y los detalles más relevantes en textos orales breves y bien estructurados, transmitidos de viva voz o por medios técnicos y articulados a velocidad lenta o media, en un registro formal, informal o neutro, y que versen sobre asuntos cotidianos en situaciones habituales o sobre temas generales o del propio campo de interés en los ámbitos personal, público, educativo y ocupacional, siempre que las condiciones acústicas no distorsionen el mensaje y se pueda volver a escuchar lo dicho.
Conocer y saber aplicar las estrategias más adecuadas para la comprensión del sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes del texto.
Conocer y utilizar para la comprensión del texto los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana (hábitos de estudio y de trabajo, actividades de ocio), condiciones de vida (entorno, estructura social), relaciones interpersonales (entre hombres y mujeres, en el trabajo, en el centro educativo, en las instituciones), comportamiento (gestos, expresiones faciales, uso de la voz, contacto visual), y convenciones sociales (costumbres, tradiciones).
Distinguir la función o funciones comunicativas más relevantes del texto y un repertorio de sus exponentes más comunes, así como patrones discursivos de uso frecuente relativos a la organización textual (introducción del tema, desarrollo y cambio temático, y cierre textual).

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

Reconocer léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, e inferir del contexto y del cotexto, con apoyo visual, los significados de palabras y expresiones de uso menos frecuente o más específico.
Discriminar patrones sonoros, acentuales, rítmicos y de entonación de uso común, y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.

Estándares de aprendizaje evaluables:

1. *Capta los puntos principales y detalles relevantes de indicaciones, anuncios, mensajes y comunicados breves y articulados de manera lenta y clara (p. e. cambio de puerta de embarque en un aeropuerto, información sobre actividades en un campamento de verano, o en el contestador automático de un cine), siempre que las condiciones acústicas sean buenas y el sonido no esté distorsionado.*
2. *Entiende lo esencial de lo que se le dice en transacciones y gestiones cotidianas y estructuradas (p. e. en hoteles, tiendas, albergues, restaurantes, centros de ocio, de estudios o trabajo).*
3. *Identifica el sentido general y los puntos principales de una conversación formal o informal entre dos o más interlocutores que tiene lugar en su presencia, cuando el tema le resulta conocido y el discurso está articulado con claridad, a velocidad media y en una variedad estándar de la lengua.*
4. *Comprende, en una conversación informal en la que participa, descripciones, narraciones, puntos de vista y opiniones sobre asuntos prácticos de la vida diaria y sobre temas de su interés, cuando se le habla con claridad, despacio y directamente y 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

Criterios de evaluación:

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

Conocer y saber aplicar las estrategias más adecuadas para producir textos orales monológicos o dialógicos breves y de estructura simple y clara, utilizando, entre otros, procedimientos como la adaptación del mensaje a patrones de la primera lengua u otras, o el uso de elementos léxicos aproximados si no se dispone de otros más precisos.
Incorporar a la producción del texto oral monológico o dialógico los conocimientos socioculturales y sociolingüísticos adquiridos relativos a estructuras sociales, relaciones interpersonales, patrones de actuación, comportamiento y convenciones sociales, actuando con la debida propiedad y respetando las normas de cortesía más importantes en los contextos respectivos.

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

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

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

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

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

Estándares de aprendizaje evaluables:

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

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

Bloque 3: Comprensión de textos escritos

Criterios de evaluación:

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

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

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

trabajo, en el centro educativo, en las instituciones), y convenciones sociales (costumbres, tradiciones).

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

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

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

Reconocer las principales convenciones ortográficas, tipográficas y de puntuación, así como abreviaturas y símbolos de uso común (p. e. ', %, Y), y sus significados asociados. Estándares de aprendizaje evaluables:

1. *Identifica, con ayuda de la imagen, instrucciones de funcionamiento y manejo de aparatos electrónicos o de máquinas, así como instrucciones para la realización de actividades y normas de seguridad (p. e., en un centro escolar, un lugar público o una zona de ocio).*
2. *Entiende los puntos principales de anuncios y material publicitario de revistas o Internet formulados de manera simple y clara, y relacionados con asuntos de su interés, en los ámbitos personal, académico y ocupacional.*
3. *Comprende correspondencia personal en cualquier formato en la que se habla de uno mismo; se describen personas, objetos y lugares; se narran acontecimientos pasados, presentes y futuros, reales o imaginarios, y se expresan sentimientos, deseos y opiniones sobre temas generales, conocidos o de su interés.*
4. *Entiende lo esencial de correspondencia formal en la que se le informa sobre asuntos de su interés en el contexto personal, educativo u ocupacional (p. e. sobre un curso de idiomas o una compra por Internet).*

5. *Capta las ideas principales de textos periodísticos breves en cualquier soporte si los números, los nombres, las ilustraciones y los títulos vehiculan gran parte del mensaje.*
6. *Entiende información específica esencial en páginas Web y otros materiales de referencia o consulta claramente estructurados sobre temas relativos a materias académicas, asuntos ocupacionales, o de su interés (p. e. sobre un tema curricular, un programa informático, una ciudad, un deporte o el medio ambiente), siempre que pueda releer las secciones difíciles.*
7. *Comprende lo esencial (p. e. en lecturas para jóvenes) de historias de ficción breves y bien estructuradas y se hace una idea del carácter de los distintos personajes, sus relaciones y del argumento.*

Bloque 4. Producción de textos escritos: expresión e interacción

Criterios de evaluación:

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

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

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

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

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

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

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

Estándares de aprendizaje evaluables:

1. *Completa un cuestionario sencillo con información personal y relativa a su formación, ocupación, intereses o aficiones (p. e. para suscribirse a una publicación digital, matricularse en un taller, o asociarse a un club deportivo).*
2. *Escribe notas y mensajes (SMS, WhatsApp, chats), en los que se hacen breves comentarios o se dan instrucciones e indicaciones relacionadas con actividades y situaciones de la vida cotidiana y de su interés.*
3. *Escribe notas, anuncios y mensajes breves (p. e. en Twitter o Facebook) relacionados con actividades y situaciones de la vida cotidiana, de su interés personal o sobre temas de actualidad, respetando las convenciones y normas de cortesía y de la etiqueta.*
4. *Escribe informes muy breves en formato convencional con información sencilla y relevante sobre hechos habituales y los motivos de ciertas acciones, en los ámbitos académico y ocupacional, describiendo de manera sencilla situaciones, personas, objetos y lugares y señalando los principales acontecimientos de forma esquemática.*

5. *Escribe correspondencia personal en la que se establece y mantiene el contacto social (p. e., con amigos en otros países), se intercambia información, se describen en términos sencillos sucesos importantes y experiencias personales (p. e. la victoria en*

una competición); se dan instrucciones, se hacen y aceptan ofrecimientos y sugerencias (p. e. se cancelan, confirman o modifican una invitación o unos planes), y se expresan opiniones de manera sencilla.

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

Taking this into account, the evaluation criteria in the English subject will be the following: Each unit will count in the final mark as follows:

TERMS	UNITS	PERCENTAGE	TOTAL PERCENTAGE
FIRST TERM	UNIT 1	10%	30%
	UNIT 2	10%	
	UNIT 3	10%	
SECOND TERM	UNIT 4	10%	40%
	UNIT 5	10%	
	UNIT 6	10%	
	UNIT 7	10%	
THIRD TERM	PROJECT	20%	30%
	UNIT 9	10%	

Students will be evaluated during the school year as shown in the following table:

Class work 60%	Attitude & participation during the lessons	20%
	Homework & activities (notebook)	20%
	Speaking	10%
	Writing	10%
Exams 40%	Exam per unit	15%
	Exam containing the whole year's content	25%

Each unit will be evaluated as follows:

Class work 60%	Attitude & participation during the lessons	20%
	Homework & activities (notebook)	20%
	Speaking	10%
	Writing	10%
Exam 40%		

In order to do this evaluation, the following procedures will be done:

During the lessons, the teacher will observe students and have a week register to evaluate students' participation and attitude. The teacher will evaluate them through a rubric:

	VERY INSUFFICIENT	**INSUFFICIENT**	**SUFFICIENT**	**VERY GOOD**	**EXCELLENT**
PARTICIPATION, INTERACTION AND ATTITUDE	Student shows a bad attitude interrupting the lesson / Student neither interrupts the lesson nor participates or interacts.	Student participates and interacts only when required, often interrupts.	Student participates and interacts in the class, sometimes interrupts.	Student participates, interacts at the appropriate time and shows a good attitude.	Student participates, interacts at the appropriate time and shows an excellent attitude.

Each section will count as 4 points, making 20 points total, being the 20% of the total class work mark.

To test speaking and writing, activities concerning these skills will be carried out during the lessons. To evaluate these skills, this rubric will be followed:

COMPOSITIONS

	VERY INSUFFICIENT	INSUFFICIENT	SUFFICIENT	VERY GOOD	EXCELLENT
GRAMMAR					
VOCABULARY					
ORGANIZATION					
PRESENTATION - Handwriting - Clearity					

ORAL PRESENTATIONS

	VERY INSUFFICIENT	INSUFFICIENT	SUFFICIENT	VERY GOOD	EXCELLENT
Attitude & Body Language					
Grammar and vocabulary					
Presentation					

These rubrics will be adapted according to the content to be evaluated in each lesson. To see examples, please go to pages 90, 91, 112 and 113.

Each section of each skill will count two points, making 10 points total, being the 10% of the class work, being the class work the 60% of the final mark.

To evaluate the homework and activities done in class, students will hand in their notebooks to the teacher the day of the exam of each unit. Once again, this will be evaluated through a rubric.

At the end of each unit students will have an exam and, at the end of the third term, students will have an exam containing the contents of the whole school year. Exams will be evaluated through marks, being each exam of each unit a 1'6% of the final mark. As explained above, there will be a final exam that will have the content of the whole year and will suppose a 25% of the final mark.

	VERY INSUFFICIENT	**INSUFFICIENT**	**SUFFICIENT**	**VERY GOOD**	**EXCELLENT**
NOTE BOOK	Student's notebook is empty or has only a few exercises. It's not well presented: untidy handwriting, disorganized, not clear.	Student's notebook is incomplete, and it's not well presented: untidy handwriting, disorganized, not clear.	Student's notebook is complete, neat handwriting.	Student's notebook is complete and very well presented: neat handwriting, organized, clear	Student's book is complete, includes grammar explanations and extra activities, and is perfectly presented: neat handwriting, organized, clear.

11. ATTENTION TO DIVERSITY

In order to provide students the best possible education, it is essential to adapt the teaching process to each student necessities. To do so, the **Royal Decree 48/2015** in the *Boletín Oficial de la Comunidad de Madrid* establishes:

Artículo 15

Proceso de aprendizaje y atención individualizada

1. 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 elemen- to 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.

2. Los centros arbitrarán métodos que tengan en cuenta los diferentes ritmos de aprendizaje, favorezcan la capacidad de aprender por sí mismos y promuevan el trabajo en equipo.

3. En esta etapa se prestará una atención especial a la adquisición y el desarrollo de las competencias y se fomentará la correcta expresión oral y escrita y el uso de las matemáticas. A fin de promover el hábito de la lectura, se dedicará un tiempo a la misma en la práctica docente de todas las materias.

Artículo 16

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 necesida- des 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.

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 re- petición 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 po- drá 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.

Artículo 17

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 a los centros, en el ejercicio de su autonomía, una organización flexible de las enseñanzas.

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

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

Artículo 19

Programas de mejora del aprendizaje y del rendimiento

1. Los programas de mejora del aprendizaje y del rendimiento se desarrollarán a partir de 2. curso de la Educación Secundaria Obligatoria.

En dichos programas se utilizará una metodología específica a través de la organización de contenidos, actividades prácticas y, en su caso, de materias diferente a la establecida con carácter general, con la finalidad de que los alumnos puedan cursar el cuarto curso por la vía ordinaria y obtengan el título de Graduado en Educación Secundaria Obligatoria.

2. Estos programas irán dirigidos preferentemente a aquellos alumnos que presenten dificultades relevantes de aprendizaje no imputables a falta de estudio o esfuerzo.

El equipo docente podrá proponer a los padres o tutores legales la incorporación a un programa de mejora del aprendizaje y del rendimiento de aquellos alumnos que hayan repetido al menos un curso en cualquier etapa, y que una vez cursado el primer curso de Educación Secundaria Obligatoria no estén en condiciones de promocionar al segundo curso o que, una vez finalizado segundo curso no estén en condiciones de promocionar a tercero. El programa se desarrollará a lo largo de los cursos segundo y tercero en el primer supuesto, o solo en tercer curso en el segundo supuesto.

Aquellos alumnos que, habiendo cursado tercer curso de Educación Secundaria Obli- gatoria, no estén en condiciones de promocionar al cuarto curso podrán incorporarse excepcionalmente a un programa de mejora del aprendizaje y del rendimiento para repetir tercer curso.

En todo caso, su incorporación requerirá la evaluación tanto académica como psicopedagógica y, en su caso, la intervención de la Administración educativa en los términos que establezca la Consejería con competencias en materia de educación, y se realizará una vez oídos los propios alumnos y sus padres o tutores legales.

Taking this into account, during the English lessons, the following measurements will be applied to those students with educational needs:

First of all, it has to be explained how students will be seated in the classroom. In this level, in 2nd of ESO, students' classrooms are Cooperative Classrooms. For this reason, students' desks are distributed into groups along the classroom. Additionally, students are sat in groups of 4-5 students. These groups change every three months and are planned in advance, meaning:

- The tutor of each group plan how students are going to be sat during the school year.
- The tutor will try to make the group level as equilibrated as possible.
- Groups will be formed by fast learners and slow learners evenly, so fast learners can help slow learners.
- To take care of cultural diversity, students will be sat with classmates from different cultural backgrounds.
- Students with interaction difficulties, will be sat with those classmates they get along, so their learning process is easier.
- Students coming from "Link Room" will be sat in groups placed in front of the class so they can follow the class easily.

Gifted students with languages: since these students will probably have a higher level of English than the rest of their class and to avoid being bored during the lessons, extra activities and different exams will be given. Those activities will be of a higher level, as well as the exams.
Additionally, they will be allowed to help their classmates whenever they want to help.

Students with learning disorders:

- Dyslexia: Students with dyslexia will have oral exams instead of writing exams. Whenever they are asked to do any activity that involves writing, spelling will not be evaluated.
- ADHD: students with attention deficit hyperactivity disorder will be seated in those groups placed in front of the classroom. Moreover, as they will probably have difficulties paying attention and don't disturbing the lesson, they will be constantly sat

down in those groups of classmates they feel more comfortable, preferably friends of this student. According to activities and exams, they will be provided with extra time to work on them, adapting these activities and exams to their level if necessary.

Students with physical difficulties:

- Visual difficulties: These students will be seated in front of the classroom. Additionally, they will constantly have a person specialized in their difficulty to help them whenever they need it, as well as having all the materials adapted into its Braille version.
- Hearing difficulties: As well as students with visual difficulties, these students will also be seated in front of the classroom. For every listening activity, they will be provided with headphones and a device containing the activity so they will not have any difficulty hearing it. Furthermore, whenever they need it, they will be provided with the help of a person specialized in their difficulty.
- Motor difficulties: These students will have their desk and chair adapted to their necessities. Moreover, the school should provide them with facilities such as an entrance or a bathroom with easy accessibility, as well as an elevator if needed.

Students with interaction difficulties: these students will have cooperative activities adapted. They will work with the students they decide. Furthermore, they will be seated with those classmates that they work without difficulties. These classmates will also help these students whenever they need help.

Curricular adaptation will also be applied whenever these students need it. Apart from adapting exams, the teacher will provide different books, different activities and will establish different objectives and evaluation criteria for them.

All these adaptations will be applied as well to all those students who need it, such as students with autism spectrum disorder.

12. TUTORSHIP AND GUIDANCE DEPARTMENT

During the adolescence period, students experience new feelings, emotions, desires and tend to feel lost with themselves, as they are starting to construct their personal identity. For this reason, it is key to provide high-school students an efficient and involved Guidance Department, so they can ask for help whenever they feel they need to.

The Guidance Department responsibilities are the following:

Meeting with each student: In order to keep track of the students' progress, it is essential that the Guidance Department establishes at least one meeting with each student at the beginning and at the end of the school year. If needed, this department will settle meetings with the student as periodically as established by the student and the department.

Meeting with parents/legal guardians: It is crucial that, in order to provide a good education to students, the Guidance Department and students' families communicate. For this reason, this department should at least meet the families once a year to let the families know that they are there to help them with any difficulty the student might have. If the student experiences any difficulties, the family and the Guidance Department should communicate more often.

Meeting with tutors: With the intention to know if they are needed, the Guidance Department should meet once a week during the whole year with the tutor of each group.

Together with the Guidance Department a, every school has a Tutorial Action Plan established with different protocols to follow depending on the situation.

With the purpose of providing orientation and support to students, tutors of each group have the following responsibilities:

Provide guidance: even though in 2nd of ESO students do not have to think about their vocations, tutors should guide them to follow their interests and ensure that they continue the educational period and they finish, at least, the ESO period.

Guarantee help in their personal growth: tutors should provide different activities that prompt developing their personal identity.

Ensure adapted education to those students who need it.

Furthermore, as well as the Guidance Department, tutors should meet individually with students at least at the beginning and at the end of the year. Additionally, the tutor should meet at least once per trimester the parents or legal guardians of each student. Similarly, each tutor of each group should meet once a week with the Guidance Department.

On the other hand, the English subject will provide orientation through different activities:

- Debates: throughout debates, students are encouraged to develop their personal identity. Additionally, in this activity, students learn how to express their opinions, how to accept other opinions and they learn also learn to defend different points of view, even though they might not agree with them.
- Group work and projects: through group work, students learn to work cooperatively, to be responsible and how to interact in real-life situations that typically occur in the adult life.
- Activities like writing a formal e-mail, a complaint e-mail and a scholarship application letter will introduce students in the adult period.

- Activities such as watching films, series or listening to songs will make students discover their preferences, opening their minds.

During tutoring lessons, there will take place activities and workshops. These activities will not be necessarily in English, but they will be very important to students. The activities and workshops that will be done will be:

- Sexual diversity workshops
- Against women's violence activities
- Against bullying or sexual harassment workshops.

And many more.

13. COMPLEMENTARY ACTIVITIES

Complementary activities will be those activities that are not included into the units and the content prepared for the school year. Nevertheless, the following activities will be done during English classes. Additionally, to most of these activities the English Language Assistant will come to the class.

The activities will be the following:

Halloween (October 28th and 30th): these will be the first complementary activities of the school year. Also, these activities will happen right before the start of the Unit 2. This unit is focused on the Simple Past Tense.

During the first lesson, the English Language Assistant, will introduce the students the origin of this festivity, using the simple past. The assistant will use the simple past tense to introduce it to students. During this lesson, students also will learn new vocabulary concerning the topic. They will be asked to write a small composition about a curiosity of Halloween as homework. They will have to use the vocabulary taught during the lesson.

During the second lesson, students will be asked to present their compositions. Then the assistant will ask questions about the presentations to prompt conversation.

The objectives for these activities are:

- To explain the origin of this festivity.
- To define and memorize the new vocabulary.
- To apply the new vocabulary in the compositions.

Thanksgiving Week (November 25th – 28th): The last week of November, due to Thanksgiving Day (November 26th), activities related to this festivity will be carried out. These activities will be taught by the English Language Assistant and the English teacher. The language assistant will teach students what is the festivity about and how it is celebrated. With these activities students will be able to develop the social and civic competences.

Christmas (December 19th): Being this day the last day of school before Christmas holidays, the activities prepared for this day will be related to Christmas. Once again, the Language Assistant will come to class to explain the students how she/he celebrates Christmas in his/her country. The assistant will prompt conversation asking students how they celebrate these holidays. Furthermore, students will be asked to do a short presentation explaining what they like most about this festivity.

New Year Resolutions (January 8th): due to the fact that this day students start school again after having three weeks of holidays and might have forget content taught during the first trimester, the activities planned for this day will be done in order to review the first trimester' content. Furthermore, this review will be taught through New Year Resolutions, prompting students to practice the speaking, listening and writing skill.
The English Language Assistant will not come to this activity.

Schools festivity (January 30th): The 31st of January, the patron of the school festivity is celebrated. During this day, students will attend to school, but no lessons will be imparted.
For this reason, on January 30th, during the English lesson, students will have to explain to the English Language Assistant what this festivity is about. Moreover, students will have to prepare as a group a speech that the delegate will give on the 31st.

St. Valentine's Day (February 13th): During this day students will watch a movie. They will watch a play in English, with subtitles in English. This movie will be love in different ways, healthy relationships, etc. Through this activity students will develop the Consciousness and Cultural Expressions Competence.
The English Language Assistant will not come to this activity.

Women's Day (March 5th): In this lesson a part of the movie "Suffragettes" will be projected. Secondly, a debate will be done to talk about why there has to be a day dedicated to working women. Students will express their opinions. This activity can be used as well during tutoring lessons.
Trailer of the movie: https://www.youtube.com/watch?v=056FI2Pq9RY

Father's Day (March 19th): Students will have the English lesson to prepare a handicraft gift to their fathers or a significant person to them. They will be encouraged to write a poem, a letter, a song...

Fools' Day (April 1st): This activity will be about pranks. The Language Assistant will come to class and will prank the students. Later, he/she will explain what Fool's Day is.

Book Week (April 20th – 23rd): During this week, all the English activities will be related to important books. For instance, with the English Language Assistant, students will learn important authors of the last century. Furthermore, students will be taken to the theatre to watch a Shakespeare play. Additionally, in the school some other plays will be performed. Students will attend to those plays as well.

San Isidro (May 14th): This day will consist on explaining the Language Assistant how this festivity is and its origins. To do so, students will have time during the lesson to prepare their presentations. Students will gather in groups of 4-5 students so they can develop their social and civic competence.

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15. DIDACTIC UNITS

In this section two didactic units will be developed. Those units will be **Unit 2: Traveling** and **Unit 9: Are you ready for the summer?**

Unit 2

TRAVELING

LESSONS	OBJECTIVES
Lesson 1 Teaching point: simple past – regular verbs	* Students will be able to recount past events using affirmative sentences. * Students will be able to establish a conversation about past events.
Lesson 2 Teaching point: simple past – irregular verbs. Questions and negative forms in simple past.	* Students will be able to recount past events using affirmative, negative and interrogative sentences. * Students will be able to get to know their classmates.
Lesson 3 Teaching point: how to write an informal e-mail.	* Students will be able to interact through email with friends. * Students will be able to develop the listening skill through a song.
Lesson 4 Teaching point: adjectives	* Students will be able to describe cities * Students will be able to express their opinions
Lesson 5 Teaching point: Wh – questions	* Students will be able to show interest to their classmates by asking questions.

1st LESSON (November 4th) – introducing the topic

Teaching point: simple past – regular verbs

WARM UP (5'):

Teacher: Good morning, everyone

Students: Good morning, teacher

T: Yesterday I got a letter from my friend Lucy. She went to Senegal, a country in Africa this summer and she sent me some pictures; do you want to read the letter?

Ss: yes!!

Teacher: Well, this is only the first page, because I forgot the other one at home!

Teacher and students read the letter out loud

Dear Alba,

How was your summer? Mine was amazing!

Do you remember I bought tickets to go to France? Because of a problem, the flight was cancelled, and the company offered me tickets to travel to a different country. You would never discover where they offered me to go: They gave me tickets to fly to Senegal! I couldn't believe it. Once we had the date of the flight, July 11th, we started planning our trip. We booked 3 different hotels in 3 different cities because we wanted to travel across the country, since we spent 10 days there. The week before the trip started, I was so nervous!! I couldn't almost sleep. We also bought everything we needed: special trainers, special sandals to go into the sea, light-colour clothes...

Finally, the day of our flight arrived, it was a 5-hour flight. We landed in Dakar, the capital of Senegal. Since we traveled in July, it was rainy season, so the weather was very hot and damp. During the days we stayed in the country, the weather was mostly the same: it rained almost every day and the temperature reached over 40º degrees.

PRESENTATION (10'):

T: Pretty interesting, right? She travelled to Africa! Can anyone tell where they landed?

Julia: In Dakar!

T: Yes! Dakar is the capital of Senegal. What about the weather?

Mario: Very hot and rainy

T: That's right, because it was rainy season. And how many days did they spend there?

Lucia: Ten days.

T: Thank you, Lucia. While we were reading the letter, I noticed there are a lot of verbs that have one thing in common. Can anyone tell me what is it?

Bruno: Yes, teacher! Many verbs end in -ed.

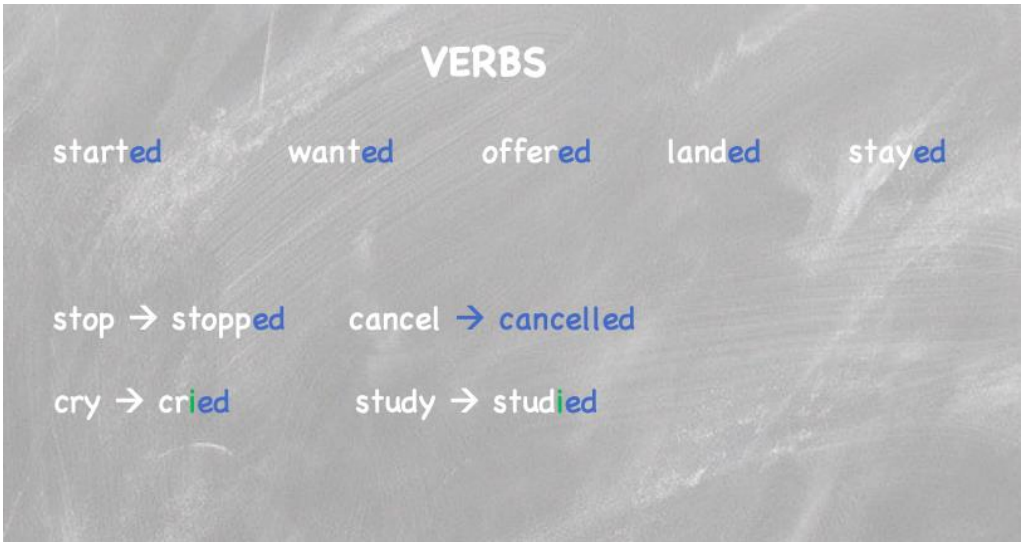
T: That's right! Let's find out these verbs.

At the time students say the verbs, the teacher writes them down on the board.

Students: cancelled, offered, wanted, started, needed, arrived, landed, stayed, reached...

T: As we read in the letter, this was what Lucy did LAST summer, right? She's talking about the past. How can we tell the letter is in the past? Do these verbs (pointing at the board) have something to do? *(no one answers)* Well, they do! And this is why all these verbs end the same: in -ed! This is how we form the past forms of the verbs.

But be careful, not all verbs have the same spelling! There are verbs that, when we make their past forms, we have to double the consonant, for example: stopped. This happens when the verb in infinitive ends in a consonant and this consonant is preceded by a vocal and a consonant. On the other hand, there are verbs that end in "y" and if, before the "y" there is a consonant, we have to change the "y" for an "i". Like here *(pointing at the blackboard)* you see, study → studied.



PRACTICE (15'):

T: I can see that you liked the letter from Lucy, right?

Ss: Yes!!

T: So, what do you think if you help me to write her back?

Ss: Okay!

Students expected answer:

This summer I travelled to Valencia. There I stayed two weeks with my family. We played on the beach and walked every day. We also visited many places...

CONSOLIDATION (10'):

T: Since you have been so nice today, I have a game for you! Do you want to play it?

Ss: Yes!!!

T: Okay! To play it, you have to pick up your iPads and answer in groups. Only one iPad per group!

https://create.kahoot.it/details/simple-past/9f5ad3ab-cfae-4fab-a54f-7890f21fdf88

ROUND UP (10'):

Teacher: So, guys, did I tell you that my friend Lucy didn't travel alone, but she traveled with our friend Drew, and he recorded a YouTube video while they were in Dakar. Do you want to watch it?

Students: Yes teacher!!!

https://www.youtube.com/watch?v=DZUgpWVkeZ8

T: I hope you liked it, see you tomorrow, bye!

Ss: Goodbye!!

2ND LESSON (November 6th) Grammar

Teaching point: simple past – irregular verbs, questions and negative in the past

WARM UP (10'):

Teacher: Good morning! How are you today?

Students: Good morning teacher! Fine and you?

Teacher: Thank you! I'm super happy actually, do you know why?

Students: Yes!!

Teacher: I found yesterday the second page of the letter that Lucy sent me!

Students: Can we read it, teacher??

T: Of course!

Students and teacher read:

When we landed, it was night already, so we went directly to the hotel. The next morning, we went to visit the city. The first thing we visited was the African Renaissance Monument, a statue considered the tallest in Africa. It was breathtaking!

During the day, we walked along the city, visiting many places. We spent 3 days in Dakar. During these days, we visited the famous Retba Lake. This lake is very famous because of its pink colour. This colour is because of an algae that the lake contains.

After 3 days in Dakar, we travelled to Saint Louis. This city is located in the northwest of the country, and it is known for its colonial architecture. I must say it was incredible! Here, in Saint Louis we spent only 2 days. Once we finished our time in this city, we travelled to Gandiol, a small rural area of the south of St. Louis. This area is one of the poorest in the country, it was heartbreaking to see. We spent only a day here. During this day, we met local people. Then, we travelled to Fathala. Fathala is a Wildlife Reserve, where you can sleep and see animals living in freedom. In this Reserve we stayed 3 days. Throughout these days, we went on a safari and had an encounter with lions. We also visited the local market. Undoubtedly, this was the best way to conclude our trip. In the safari we saw a lot of animals: giraffes, zebras...

To fly back home we had to return to Dakar, where we spent only one night. The next morning, we took the plane and flew back home. I was so sad the trip ended! Luckily, I took a lot of pictures to remember the trip whenever I want.

They were the best holidays of my life!!!

PRESENTATION (10'):

Gonzalo: Teacher, I think there is a mistake. The word "met" has two "e", and in this letter it has only one "e".

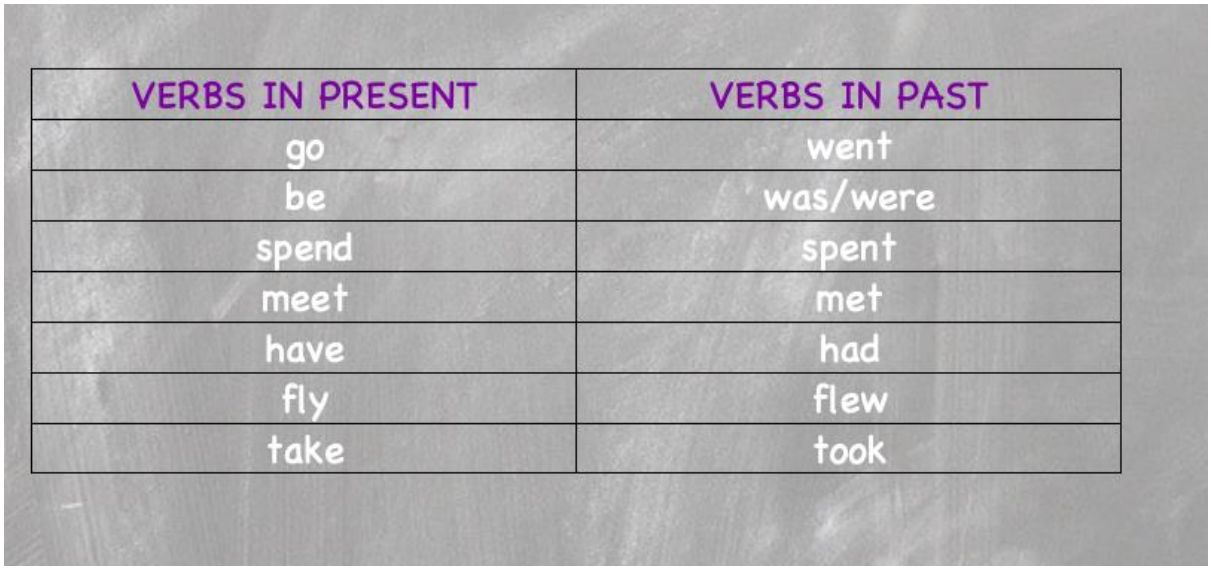
T: Very good observation, Gonzalo! But that's not a mistake, that's the past form of the verb "to meet".

Gonzalo: But teacher, if it is the past, why it doesn't end in "-ed"?

T: Because there are some verbs that its past form is formed in a different way. These verbs are called irregular verbs *(writes down on the board)*

Olivia: and teacher, how do we learn them?

T: we have to learn them by heart. Here we have some.



VERBS IN PRESENT	VERBS IN PAST
go	went
be	was/were
spend	spent
meet	met
have	had
fly	flew
take	took

PRACTICE (20'):

T: hey! I just had an idea. Yesterday I talked to my friend Lucy and I told her that you really liked the letter. She was very happy and told me that she wanted to know what you did this summer. What do you think if we record a voice message telling her about your summer?

Ss: Okay!!

T: But first, let's write it down so we don't get nervous while recording it! Let me give you a list of questions about your summer.

Ss: Okay!

(List of given questions and expected answers)

T: Now, it's time to record the message to Lucy! Who wants to start?

Víctor: Me teacher, please! *This summer I went to Valencia, in August. First, I swam in the sea and I played with my brother.*

(Students keep talking about their summers)

CONSOLIDATION (5') & ROUND UP (5')

T: Game time! *(gives one copy per student)* Now, with these copies, you have to find how did what you have in them! But be careful, first you have to construct the question!

QUESTIONS AND ANSWERS IN PAST SIMPLE

REMEMBER TO CHANGE ALL THE VERBS INTO THEIR PAST FORMS!

DO/TRAVEL/YOU/BEACH? /THE/TO	DO/SLEEP/EIGHT HOURS/YOU/TODAY?
STUDY ENGLISH/YOU/DO/YESTERDAY?	SWIM/ON THE SEA/DO/SUMMER? /LAST
HAVE/A PET/YOU/DID/ LAST YEAR?	COME/BY CAR/ TODAY/DO/TO SCHOOL?
WATCH/YOU/TV/LAST NIGHT? /DO	DO/SPORTS/DO/YOU/YESTERDAY?
YOU/HAVE/DINNER/DO/WITH YOUR FAMILY?	YOU/GO TO SLEEP/EARLY? /DID

3rd LESSON (November 7th) Writing

Teaching point: how to write an e-mail, using past simple

WARM UP (5')

Students: Hello teacher!!

T: Hello... (acts as she is upset)

Carolina: Teacher, are you okay?

T: Well, the truth is, I'm a bit sad

Bruno: Why?

T: Because... Yesterday I received an e-mail from a friend, and he was so rude!

Ss: Why?

T: Well, let me show it to you

Alba,

I want to tell me about your trip to Berlin. I want to go next winter, and I need advice.

Bye.

T: don't you think that's very rude?

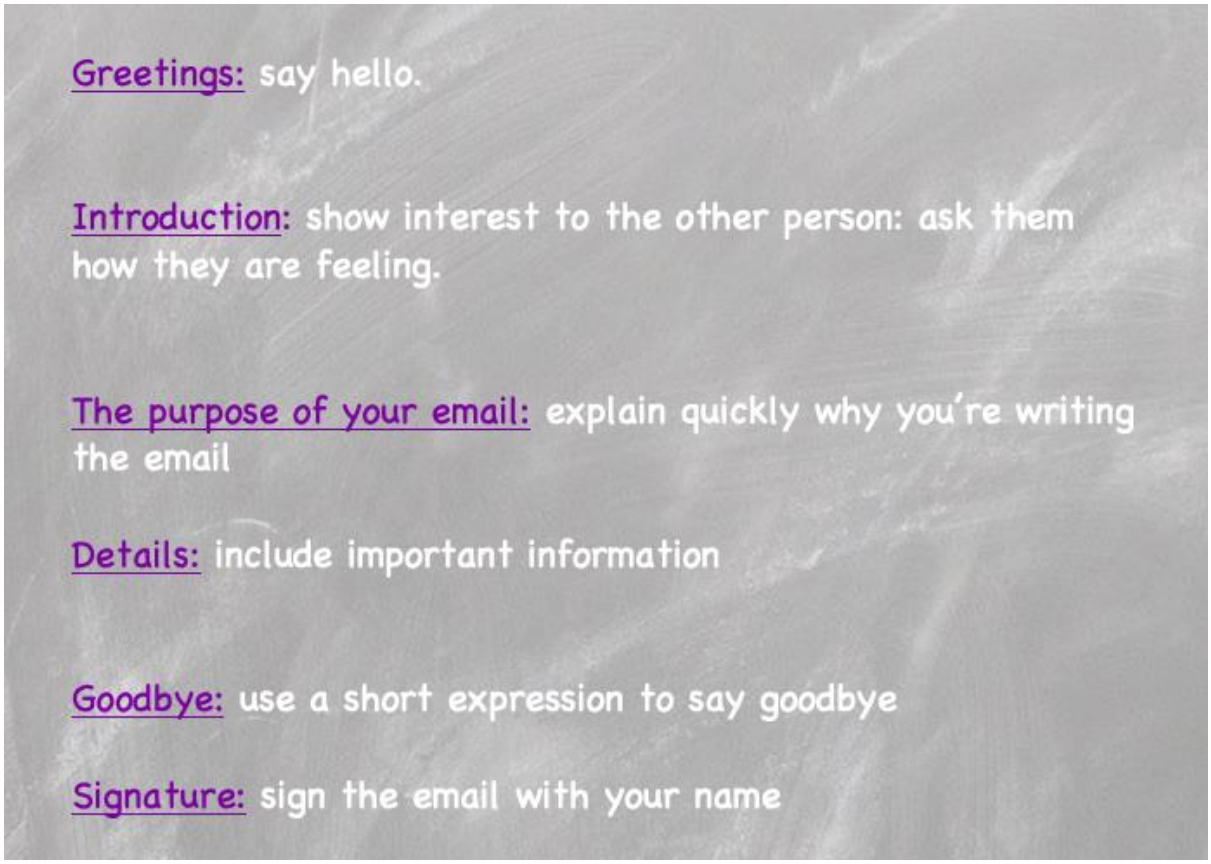
Julia: Yes, it is!

T: this is not how an e-mail should be written.

PRESENTATION (10')

T: Let me explain you how an e-mail should be correctly written so you don't make the same mistake as my friend did. An e-mail should have:

(explains and, at the same time, writes it down on the blackboard)



(teacher gives 3 minutes to students to copy it on their notebooks)

T: let's see in my friend's email what's wrong

Paula: he doesn't say hello and he doesn't sign the email

T: That's right Paula, and he doesn't show interest to me.

PRACTICE (15')

T: Now that we know how to write an e-mail correctly, what do you think if you help me to answer my friend? In this way, we will show him how he should write emails.

Ss: Okay!!

T: Claudio, how should we start?

Claudio: Saying hi

T: that's right! And then, showing interest or talking about the purpose of the email?

Olivia: showing interest!

T: Very good! Now it's time to talk about my trip to Berlin. I travelled to Madrid on July, so the verbs should be...

Ss: In past!!!

T: very good!!! Now It's your time to write down how do you think my email should be.

Ss: Okay.

Students expected answer:

Dear Martin,

It's great hearing from you! How are you doing? I'm great, working in the school a lot!

Well, as you can remember, I flew to Berlin on July. It was so hot! I spent there a month. You know I love that city! I visited the "Museum Island" in two days, because the museums are super big, and you can't visit all of them in one day. I also bought a lot of second-hand clothes on the vintage shops all over the city. I walked along Friedrichstrasse and I also went one day to the Spree Lake to have lunch there. It was beautiful!

Let me know if you need more help, I'm willing to help you!

Best,

Alba.

CONSOLIDATION (15')

T: thank you for your help! Although... I going to need your help again! I had prepared an email so you could see how it is, but my cat messed it up! Can you guys help me to put it in order? *(Students work in groups. Teacher shows on the smartboard the disorganized message. Students work to put it in order)*

Students expected answer:

Dear Mikel,

How are you? It's been a long time I haven't heard form you! I hope you are okay in your new job.

Lucy and I remembered the other day when the three of us traveled to Toledo? Do you remember? It was a long time ago! I remember we had so much fun!
I remember we walked a lot and when the trip ended, we were so tired, we couldn't walk anymore. I miss that days... I hope we meet again!

Best,
Alba.

ROUND UP (5')

T: You know, since I told you today about my friend Martin, I just remembered a song that he loves, and I'd like to play it for you. I hope you like it!

https://www.youtube.com/watch?time_continue=156&v=1G4isv_Fylg&feature=emb_logo

4th LESSON (November 11th) Speaking and Listening

Teaching point: adjectives to describe the cities

WARM UP (5')

T: Good morning! How are you today?

Ss: Hello! Fine and you?

T: I'm fine, thank you! *(Phone rings)* sorry guys, let me shut down my phone... Oh wait! My friend Lucy sent me a voice message, and I think she talks about the cities she has visited. Should we play it?

Paula: yes!! I want to know where she traveled!

PRESENTATION (15')

(voice message) Hello Alba, how are you? Well, since I told you about my summer, I wanted to talk to you about the places I have visited. You know I love travelling! In my opinion, the best city of Europe is Berlin. It's breath-taking! It is also so touristy and, at the same time, so calm! There aren't much people on the street. The second city I like the most is Rome, even though it's always crowded and polluted, I like its large streets and ancient monuments. On the other hand, I don't like Barcelona at all. It's so noisy and dirty! Also, it has huge buildings and make me feel anxious. I hope my experience helps to make you decide where to travel! Bye!!

T: Wow, Lucy travelled to a lot of cities, didn't she? What can you tell me about that cities?

Carolina: They are all in Europe

T: Yes, they are. Let's talk about the first city she talks: Berlin. *(plays that part of the voice message)* What can you hear?

Raúl: I hear that she says that is ... I don't understand what she says, teacher.

T: That's okay Raul. She says it's breath-taking! Do you understand that word?

Raul: No

T: Breath-taking means that is super beautiful, or surprising.

Olivia: She also says that is ... touristy?

T: Yes, that's right. Do you know what it means touristy?

Olivia: That a lot of people visit Berlin?

T: Very good!

Martín: And she says that Rome is crowded and polluted.

Pablo: what means crowded and polluted?

T: Crowded means that there's a lot of people and polluted that there is a lot of pollution.

Pablo: okay! She says that the monuments are ancient, but I don't understand it.

T: She says the monuments are ancient, because they are not new. And monuments are structures or buildings that were built to honour something or someone

(Explanation about the adjectives used on the voice message goes on)

T: Who can tell me what Lucy just did?

Carolina: she talked about the cities she liked.

T: Yes, she did. And to describe them, she used these ADJECTIVES, right? *(pointing at the board)* So we can say that these are adjectives to describe cities.

PRACTICE (10')

T: Now it's your time to describe cities! Let's divide into two groups.

(The class is divided into two groups. The teacher gives 1 picture to each group. Students have 5' to prepare the descriptions)

T: Time's up! Anyone wants to start? *(Group 1 starts, group 2 guess the city and group 2 describes the city)*

Students expected answer:

Group 1:

Group 2:

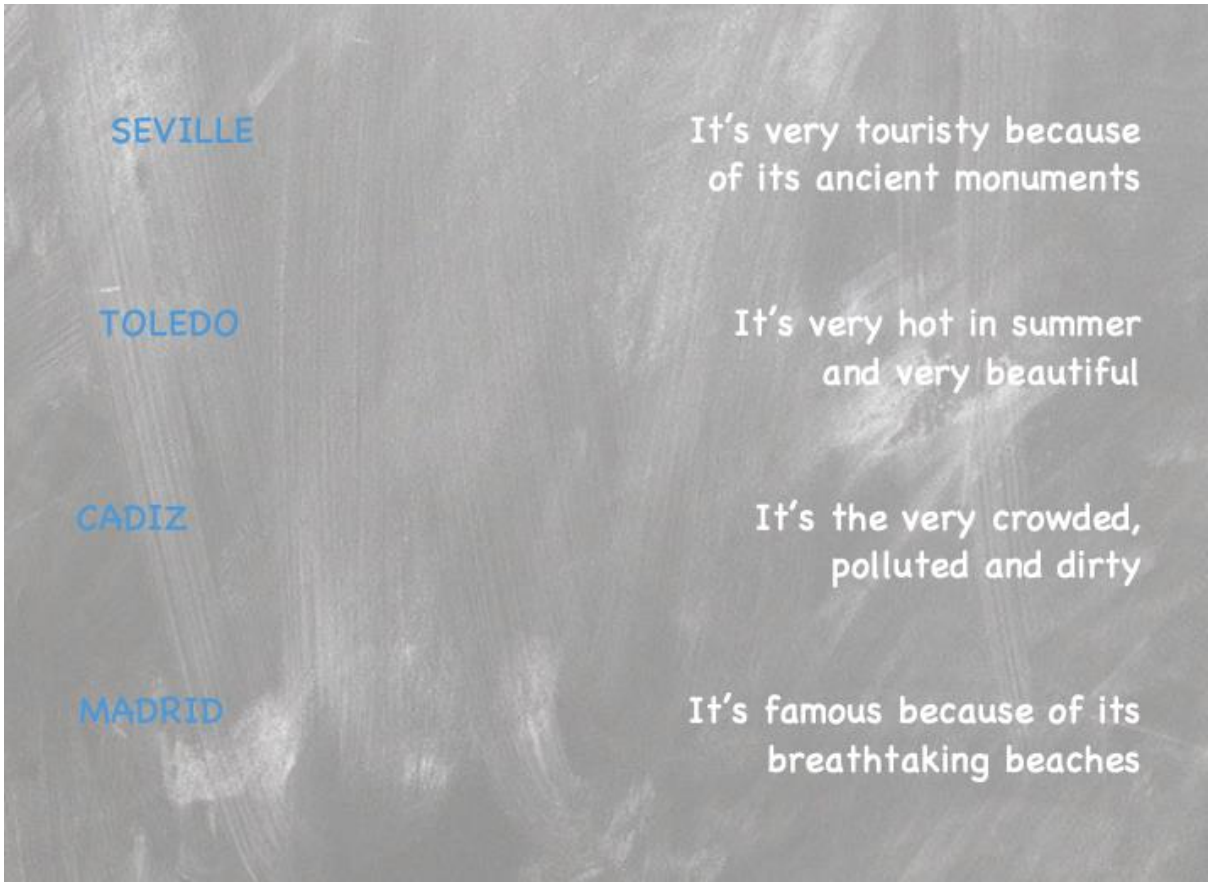
Paris: This city is in Europe. It is very big and has large streets. This city is crowded because it is very touristy. It is also breath-taking because of its monuments, like the Eiffel Tower

London: This city is in Europe, in England, it is very noisy and polluted. It is also dirty, but very touristy because many people go there to visit the Big Ben.

CONSOLIDATION (5')

T: Let's play a game now. Here I have some cities, and you have to connect them to their descriptions. Are you ready??

Ss: Okay.



ROUND UP (5')

T: So, since today we talked about cities, I want to show you some pictures I of the cities before and after the coronavirus pandemic. *(Shows pictures)*

https://www.elperiodico.com/es/sociedad/20200401/coronavirus-mundo-confinamiento-video-7913116

Marina: Wow teacher, they are breath-taking!

T: They are. Don't you think it's a bit sad?

Carolina: it is, teacher.

T: I know... Okay, so that's all for today, have a good day!

Ss: Bye teacher!!

5th LESSON (November 13th) Grammar

Teaching point: wh-questions

WARM UP (5')

T: Good morning, guys! Today I woke up thinking about that we don't know each other so well.

Ss: yes, maybe

T: So, let me start asking you questions. Juan, what is your favourite videogame?

Juan: my favourite game is Fortnite.

T: I like it too! And Mario, where do you like to go on holidays?

Mario: I like to go to the mountains.

T: Interesting... I prefer to go to the beach! *(keeps asking question)*

PRESENTATION (10')

T: Did you notice that all the questions had the same structure?

Ss: No, what structure?

T: all the questions started with the same kind of word and they were followed by the verb.

Olivia: yes! Like: what, or where

T: That's it, Olivia! And these words are called wh-questions. *(explains on the blackboard and give a few minutes to students to write everything on their notebooks.)*

PRACTICE (15')

T: I just had an idea. What if you think in one question for each wh-question word and then, you ask those questions to your classmates? I think it's fun, don't you?

Ss: yes!!

T: Okay. I give you some minutes to write the question and then, the game starts!!

(teacher gives 4 minutes to students to prepare the questions. Then, every student will spend 1 minute with each classmate asking each other questions, they will have 10 minutes to do this activity.)

Students expected answer:

- *What do you do in the mornings?*
- *Where do you come from?*
- *When do you go on holidays?*
- *Which is your favourite food?*
- *How old are you?*

CONSOLIDATION (10')

T: Times up! I hope you remember everything, because I want to know the answers! Lucia, what did you ask?

Lucía: I asked to Olivia:

- *What do you do in the mornings?*
- *Where do you come from?*
- *When do you go on holidays?*
- *Which is your favourite food?*
- *How old are you?*

T: and what did she say?

Lucía: She said: I wake up and go to school, I come from Madrid ....

(teacher asks the rest of the students their questions and they answer)

ROUND UP (5')

T: To finish the class, I want to show you a quite old song I love! *(plays song)*

https://www.youtube.com/watch?time_continue=48&v=BXpdmKELE1k&feature=emb_logo

T: Did you like it?

Ss: Yes!!

T: I'm glad! I see you tomorrow, bye!

Ss: Goodbye!!

EVALUATION CRITERIA: UNIT 2.

This unit will be evaluated through an exam and through different activities.

The exam will be done when the unit has finished, and all the contents of the unit will be evaluated in it.

Class work 60%	Attitude & participation during the lessons	20%
	Homework & activities (notebook)	20%
	Speaking	10%
	Writing	10%
Exam 40%		

On the other hand, different activities during the lessons will be evaluated, as well as the interaction, participation and attitude during the lessons. Participation, interaction and attitude will be evaluated once a week, using this rubric:

	VERY INSUFFICIENT	**INSUFFICIENT**	**SUFFICIENT**	**VERY GOOD**	**EXCELLENT**
PARTICIPATION, INTERACTION AND ATTITUDE	Student shows a bad attitude interrupting the lesson / Student neither interrupts the lesson nor participates or interacts.	Student participates and interacts only when required, often interrupts.	Student participates and interacts in the class, sometimes interrupts.	Student participates, interacts at the appropriate time and shows a good attitude.	Student participates, interacts at the appropriate time and shows an excellent attitude.

The day of the exam the students will hand in their notebooks so the teacher can correct it. This correction will follow this rubric:

	VERY INSUFFICIENT	INSUFFICIENT	SUFFICIENT	VERY GOOD	EXCELLENT
NOTE BOOK	Student's notebook is empty or has only a few exercises. It's not well presented: untidy handwriting, disorganized, not clear.	Student's notebook is incomplete, and it's not well presented: untidy handwriting, disorganized, not clear.	Student's notebook is complete, neat handwriting.	Student's notebook is complete and very well presented: neat handwriting, organized, clear	Student's book is complete, includes grammar explanations and extra activities, and is perfectly presented: neat handwriting, organized, clear.

As mentioned in the Evaluation Criteria and Procedures section, classwork will include, apart from attitude, speaking and writing activities as well as the notebook.

Speaking and writing activities will be evaluated through rubrics. These rubrics are the following:

ORAL PRESENTATION

	VERY INSUFFICIENT	INSUFFICIENT	SUFFICIENT	VERY GOOD	EXCELLENT
Attitude & Body Language	Student is constantly interrupting his/her classmates.	Student is very nervous, interrupts his/her classmates	Student is nervous, doesn't interrupt his/her classmates	Student is not nervous.	Student's attitude is perfect for a presentation, being calm and shows respects to his/her classmates
Grammar and vocabulary	Student doesn't know how to make past simple tense and hasn't learn the vocabulary.	Student hasn't learned the vocabulary but knows how to use the past simple tense, or vice-versa.	Student makes mistakes when using the past simple tense and the vocabulary.	Student uses the past simple tense and the vocabulary correctly.	Student masters the past simple tense as well as the vocabulary of the unit. It also uses different vocabulary and verbal tenses.
Presentation (visual aids, organization, descriptions)	There is no presentation: no PowerPoint, no visual aids.	The presentation is incomplete and not organized	The presentation is organized, although it lacks content.	The presentation is organized, and the content is well descripted.	The presentation is perfectly organized, it is impressive.

WRITING – informal letter

	VERY INSUFFICIENT	INSUFFICIENT	SUFFICIENT	VERY GOOD	EXCELLENT
GRAMMAR & VOCABULARY	Student makes very frequent errors.	Student makes a lot of errors.	Student makes errors but they don't impede understanding.	Student makes few errors.	Student makes no errors.
CREATIVITY	There is no creativity in the letter.	There is creativity but distracts from the main point of the letter.	The letter contains creativity but do not contribute to the main point.	The letter contains creativity that contributes to the main point.	The letter contains a lot of creative details that include the description of feelings, there is a use of imagination.
ORGANIZATION	The structure taught is not followed.	The structure taught is followed but with several errors.	The structure taught is followed, with errors	The structure taught is followed, with few errors.	The structure taught is perfectly followed.
PRESENTATION - Handwriting - Clarity	The letter is untidy and impossible to read.	The letter is very difficult to read.	The letter is understandable although it is not very clean.	The letter is understandable and clean.	The letter can be perfectly understood, and it is impeccable.

UNIT 9

ARE YOU READY FOR THE SUMMER?

*IMPORTANT: in the following tables, in some activities, students will be gathered in groups. These groups will be always the same groups, being the groups that are formed at the beginning of each term, and the way in which students are sat, as explained in Attention to Diversity section.

Unit 9	**Lesson** 1 of 5	**Group** 2º ESO	**Time** 50 min

Topic / Session Title	What will happen if you don't sleep?	**Class**	English

Focus	
Skills	Speaking, listening
Systems	Grammar, function
Competences	Grammatical
Contents	First Conditional
Learning outcomes	Students will be able to: • describe likely consequences of future events • Develop the listening skill, focusing on details.

Materials		**Spaces**	Classroom
	For this lesson students will need: • iPads • Headphones • Notebook The teacher will make use of the smartboard as well as of the iPad. Video: https://albacadabra154.blogspot.com/p/task-3.html		

	Worksheet: https://albacadabra154.blogspot.com/p/t2-1.html		

Procedures			
Timing	**Stage**	**Activities (T / S role)**	**Grouping**
10’	WARM UP	The teacher starts the lesson by talking about the importance of having a good sleep, since she has been having sleeping troubles and she feels very tired. She also says it might be normal because it is the end of the school year and that is normal to feel tired. The teacher also asks students if they sleep enough. The expected answer of the students will be no, so the teacher will ask the students if they think not sleeping enough affect us or not. Teacher and students will maintain a short conversation by exchanging opinions. Teacher will finish the conversation by explaining that she has found a video that explains what happens if we do not sleep enough.	Whole class conversation
20’	PRESENTATION	The teacher will ask students to watch a video and answer the questions contained in the video in groups. The teacher will give 5 minutes to students to complete the activity.	Groups*

		Once the listening activity is finished, teacher will start explaining the 1st Conditional clause by using the title of the video as an example. The teacher will explain first the uses of the 1st Conditional. Then, the teacher will explain how these clauses are constructed. While explaining it, the teacher will ask students to give examples to make sure they understand.	
15’	PRACTICE & CONSOLIDATION	Once the explanation is finished, the teacher will give a worksheet to each student to practice the 1st conditional clause. They will be required to do the activity individually. During this time, the teacher will be making sure they have understood the content and that they are working properly. Once they finish the worksheet, they will discuss the answers first in groups and then with the whole class. The teacher will make sure the answers are correct.	Individual, groups*
5’	ROUND UP	To finish the lesson a game will be played. Students will be required to use the 1st Conditional clause. The game consists in creating a story by making each student a sentence. That sentence will start as the previous sentence finished. Example:	Whole class conversation

		Teacher: If I get up late, I will be late for school Student1: If I am late for school, I will miss class Student 2: If I miss class, I will not learn new content...	

Unit 9	**Lesson** 2 of 5 (in the unit)	**Group** 2º ESO	**Time** 50 min
Topic / Session Title	Summer Plans	**Class**	English
Focus			
Skills	Speaking, Reading, Writing		
Systems	Grammar		
Competences	Grammatical, function		
Contents	Future simple, First Conditional.		
Learning outcomes	Students will be able to: - Difference the uses of the first conditional and the future simple tense - Write a composition about future plans.		
Evaluation criteria	- Students identify the difference between future simple and first conditional. - Students employ the correct tense when writing about future plans.		
Materials	Google Forms: https://albacadabra154.blogspot.com/p/task-6.html	**Spaces**	Classroom
Procedures			

Timing	Stage	Activities (T / S role)	Grouping
5’	WARM UP	T starts the lesson telling students his/her plans for the summer. T uses the future simple and the first conditional to check if students understand the difference between them. T asks students to tell their plans for the summer. When some of them do it, T sees they mix the first conditional clause and the future simple tense, and they do not use them correctly.	Whole class conversation
15’	PRESENTATION	T explains the differences in use between the first conditional clause and the future simple. T uses as example sentences that Ss said when explaining their plans for the summer.	Whole class
10’	PRACTICE	To put the learned content into practice, students will be asked to fill in individually a Google forms about the 1st Conditional and Future Simple. They will not receive a mark.	Individually.
10’	CONSOLIDATION	T will ask the students to write a composition individually using both the Future Simple and the 1st Conditional.	
10’	ROUND UP	Once the compositions have been finished, Ss will have to read them out loud.	Groups*, whole class.

		One Ss of each group will read his/her composition, and at the same time, the rest of the Ss will have to pay attention to search for mistakes. At the end of each composition, T will ask for mistakes. The group that finds the most mistakes or the correct ones, wins.	

Unit 9	**Lesson** 3 of 5 (in the unit)	**Group** 2º ESO	**Time** 50 min

Topic / Session Title	Understanding signs and notices	**Class**	English

Focus	
Skills	Speaking, reading
Systems	Function, lexical, discoursal
Competences	Sociolinguistic, strategic
Contents	Giving and follow directions, understanding signs
Learning outcomes	- Students will be able to maintain conversations when traveling abroad - Students will be able to give and follow directions.

Materials	Worksheet: https://drive.google.com/file/d/10ITc2awxvxk1_HWhKN5jvjdNN3MHjnsP/view?usp=sharing PowerPoint: https://drive.google.com/file/d/1vXaSlXq9QSOYhw43fZBdRl2YKVxJhB8A/view?usp=sharing	**Spaces**	Classroom

Procedures			
Timing	**Stage**	**Activities (T / S role)**	**Grouping**
10’	WARM UP	The lesson will start with a group dynamic: a brainstorming. T will ask students and project on the board the following question: *when you travel abroad, with what do you have problems?* T will write examples so students understand the question: - T: When I travel to a country in which English is not spoken, I have understanding difficulties. (T writes on the smartboard: language) The brainstorming will start, and students will talk about their difficulties. An expected answer will be that they experience problems understanding signs and notices in the airport, roads, streets... As well as having problems following directions. As the teaching point of the lesson is to learn the meaning of common signs and notices and give and follow directions. If the expected answer is not expressed by Ss, T at the end of the brainstorming will prompt it.	Whole class conversation

15’	PRESENTATION	T will show a PowerPoint containing all the signs and how to give and follow instructions. T will explain each sign and notice and will give 5’ to students to write them on their notebooks.	Individual work.
10’	PRACTICE	To practice, Ss will work on worksheets provided by the T.	Groups*
15’	CONSOLIDATION & ROUND UP	To finish the lesson, a game will be played. Ss and T will play *Taboo*. This game consists on make Ss guess what another S is explaining. The class is divided into two groups. Example: - T gives a S from group 1 a card containing a word: Left. - S1 has to explain to his/her group this word without saying the word itself. The rest of the group has to guess it. - If they guess the word within a minute, they win a point and continue guessing. - If they don’t guess it, group 2 starts playing. - The game keeps going until there are no more cards. - A recount of points is made and the group that has more points win.	Groups*

Unit 9	**Lesson** 4 of 5 (in the unit)	**Group** 2º ESO	**Time** 50 min

Topic / Session Title	Find the treasure	**Class**	English

Focus	
Skills	Speaking, writing
Systems	Lexical, grammatical, discoursal
Competences	Sociolinguistic, strategic, grammatical
Contents	Giving and follow directions, 1st Conditionals and Future Simple
Learning outcomes	- Students will be able to give and follow directions. - Students will be able to distinguish signs and notices. - Students will be able to talk about possible events.

Materials	Prizes: (T will decide which are they) Cards: T will create them by hand.	**Spaces**	Classroom, playground

	PowerPoint: https://drive.google.com/file/d/1ZQy32EtoSXmUVBqmhBD3yXLwyP7JwakI/view?usp=sharing		

Procedures			
Timing	**Stage**	**Activities (T / S role)**	**Grouping**
10’	WARM UP	Before the lesson starts, T has to hide some prizes along the playground for the game that is going to be played in the lesson. To do so, T should hide the prizes when Ss are not in the playground. Moreover, T will *transform* the playground into a street. T will make some big cards with pictures or words like church, supermarket, zebra crossing, etc. This lesson will focus on practice the 1st conditional, give and follow instructions and understand signs and notices. T will start the lesson by making students play a game called “Match signs and definitions”: • Students will work in groups. • A set of definition cards and a set of word/sign cards will be given to each group	Groups*

		• They will have to match each word or sign with each definition. • They will be given 5’ to complete the game.	
10’	PRESENTATION	Using the previous game correction, a review of the contents will be made. T will prompt a brainstorming so Ss can explain the content. T will make use of a PowerPoint to clarify those contents that are not clear.	Whole class
30’	PRACTICE CONSOLIDATION ROUND UP	The rest of the lesson a game called *Find the treasure* will be played. This game consists of: - Firstly, each group will be given a location where a prize is hidden. One prize per group, one location per group. T will write each location in a piece of paper and will give it to each group, so the rest of the groups don’t see it. - Secondly, each group will be asked to draw a *treasure map*. They will be asked to draw a map containing the directions to get to the prize that belongs to them. The directions should be clear and at the same time difficult, since they are not the ones that are going to use it to find the treasure. - During this time, T will pass along the groups to make sure they are working correctly and to correct mistakes and clarify possible questions or doubts. - Thirdly, when *treasure maps* are finished, T will gather them up and distribute it into the groups, making sure no one gets their own *treasure map*.	Groups*

		- At this point, Ss stand up and, in groups, start searching for the prize following the *treasure map* that has been assigned to them. They will be allowed to go to the playground to do the activity. They will be given 10' to find the treasure. - If within the 10' the group finds the prize, they keep it. If they don't find it, the group that has created the treasure map keeps the prize. - The group that wins is the one that finds the treasure in the less possible time.	

Unit 9	**Lesson** 5 of 5	**Group** 2º ESO	**Time** 50 min

Topic / Session Title	Writing a scholarship application letter	**Class**	English

Focus	
Skills	Writing, Reading
Systems	Function, discourse
Competences	Socio-linguistic, discourse
Contents	Writing a scholarship letter.
Learning outcomes	Students will be able to: - Students will be able to write a scholarship application letter - Students will be able to interact in an adult environment.

Materials	Video: https://www.youtube.com/watch?time_continue=95&v=w1mDZeW1Lqc&feature=emb_logo How to write a letter: https://my.graceland.edu/ICS/icsfs/Sample_Letter_of_Application_for_Scholarship.pdf?target=1d8cc29b-e2a9-48f7-be17-4f1de526d7e8	**Spaces**	Classroom

	Example of letter: https://www.greatsampleresume.com/letters/application/scholarship-application-letter/		

Procedures			
Timing	**Stage**	**Activities (T / S role)**	**Grouping**
10’	WARM UP	T will start the lesson by talking to students about the importance of knowing how to write application letters. T will mention that in their next level, 3rd of ESO, Ss have to learn how to write application letters because in the future they will have to apply in many situations (scholarships, university, etc) For this reason, T will show them a video (link above).	Whole class conversation
10’	PRESENTATION	T will use a webpage and the video just projected to explain students the steps to follow in order to write a perfect scholarship application letter. T will show students an example at the same time each step is explained.	

20’	PRACTICE	Ss will be asked to write a scholarship application letter following the steps that have just been taught. During this time, T will pass along the class to make sure everyone is working properly and to solve doubts.	Individually
10’	CONSOLIDATION & ROUND UP	When students finish the compositions, they will give them to the teacher. When the teacher has all compositions, T will give back to Ss randomly, making sure no one receives their own letter. Ss will be asked to correct their classmates’ letters.	Whole class

EVALUATION CRITERIA: UNIT 9.

This unit will be evaluated through an exam and through different activities.

The exam will be done when the unit has finished, and all the contents of the unit will be evaluated in it.

Class work 60%	Attitude & participation during the lessons	20%
	Homework & activities (notebook)	20%
	Speaking	10%
	Writing	10%
Exam 40%		

On the other hand, different activities during the lessons will be evaluated, as well as the interaction, participation and attitude during the lessons. Participation, interaction and attitude will be evaluated once a week, using this rubric:

	VERY INSUFFICIENT	**INSUFFICIENT**	**SUFFICIENT**	**VERY GOOD**	**EXCELLENT**
PARTICIPATION, INTERACTION AND ATTITUDE	Student shows a bad attitude interrupting the lesson / Student neither interrupts the lesson nor participates or interacts.	Student participates and interacts only when required, often interrupts.	Student participates and interacts in the class, sometimes interrupts.	Student participates, interacts at the appropriate time and shows a good attitude.	Student participates, interacts at the appropriate time and shows an excellent attitude.

The day of the exam the students will hand in their notebooks so the teacher can correct it. This correction will follow this rubric:

	VERY INSUFFICIENT	INSUFFICIENT	SUFFICIENT	VERY GOOD	EXCELLENT
NOTE BOOK	Student's notebook is empty or has only a few exercises. It's not well presented: untidy handwriting, disorganized, not clear.	Student's notebook is incomplete, and it's not well presented: untidy handwriting, disorganized, not clear.	Student's notebook is complete, neat handwriting.	Student's notebook is complete and very well presented: neat handwriting, organized, clear	Student's book is complete, includes grammar explanations and extra activities, and is perfectly presented: neat handwriting, organized, clear.

As mentioned before, classwork will include, apart from attitude, speaking and writing activities as well as the notebook.

Speaking and writing activities will be evaluated through rubrics. These rubrics are the following:

ORAL PRESENTATION – *Find the treasure*

	VERY INSUFFICIENT	INSUFFICIENT	SUFFICIENT	VERY GOOD	EXCELLENT
Grammar and vocabulary	Student doesn't know how to use the 1st Conditional, Future Simple and hasn't learned to give directions and read signs.	Student hasn't learned to give directions and mixes the Future Simple and 1st Conditional.	Student makes mistakes when giving direction but knows when to use the 1st Conditional or the Future Simple.	Student uses the 1st Conditional and the Future Simple correctly. Makes few mistakes when giving directions.	Student masters the 1st Conditional and the Future Simple, doesn't mix them. Makes no mistakes when giving directions and understanding signs.
Attitude and participation	Student doesn't work with his/her classmates to prepare the map and doesn't try to find the prize.	Student works with his/her classmates but disturbs the group frequently.	Student shows motivation to work with his/her classmates to prepare the map and tries to find the prize.	Student works very well with his/her classmates when preparing the map and when trying to find the prize.	Student works perfectly with his/her classmates when preparing the map and when trying to find the prize.

WRITING – scholarship application letter

	VERY INSUFFICIENT	INSUFFICIENT	SUFFICIENT	VERY GOOD	EXCELLENT
GRAMMAR & VOCABULARY	Student makes very frequent errors.	Student makes a lot of errors.	Student makes errors but they don't impede understanding.	Student makes few errors.	Student makes no errors.
CREATIVITY	There is no creativity in the letter.	There is creativity but distracts from the main point of the letter.	The letter contains creativity but do not contribute to the main point.	The letter contains creativity that contributes to the main point.	The letter contains a lot of creative details that include the description of feelings, there is a great use of imagination.
ORGANIZATION (structure to follow)	The structure taught is not followed.	The structure taught is followed but with several errors.	The structure taught is followed, with errors	The structure taught is followed, with few errors.	The structure taught is perfectly followed.
PRESENTATION - Handwriting - Clarity	The letter is untidy and impossible to read.	The letter is very difficult to read.	The letter is understandable although it is not very clean.	The letter is understandable and clean.	The letter can be perfectly understood, and it is impeccable.

STUDENTS' BOOK

Alba Malagón Díaz

Unit 2
TRAVELING

LESSON 1 – *A friend' s trip*

Teaching point: Simple past – regular verbs

1) Listen to your teacher, she' s got some news! Answer the following questions while you listen to her:

    a) Where did Lucy land?

_____

    b) What was the weather like?

_____

    c) How many days did they spend in Senegal?

_____

    d) Can you ____ if the verbs of the letter have something in common?

_____

Now, discuss your answers with the rest of the class.

LET'S LEARN SOME GRAMMAR

SIMPLE PAST

When do we use it?

We use this tense to talk about finished actions, states or habits in the past.

- When we have a finished time word (yesterday, last year, in 2007)

Yesterday I traveled to Toledo.

- When we know that the time period of that action, state or habit has finished. This includes when the person we are talking about is dead.

Picasso painted the Guernica.

How do we use it?

When we want to use this tense, we have to know if the verb that we are going to use is a regular verb or an irregular verb.

- If it is a regular verb, we only have to add "-ed" at the end of the verb.

ATTENTION!!!

Not all regular verbs have the same spelling.

- If a regular verb en consonant is doubled in its past form

Start → started

Want → wanted

Stop → stopped

Plan → planned

- If a regular verb ends in consonant + -y, instead of adding only *-ed*, we take out the *-y* and add -ied.

Try → tried
Carry → carried

- If a regular verb ends in vowel + -y, we add -ed.

Play → played
Enjoy → enjoyed

2) Now is time to put in practice what you just learned.

Write about your summer, what did you do?

This summer I...

_____

_____

_____

_____

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_____

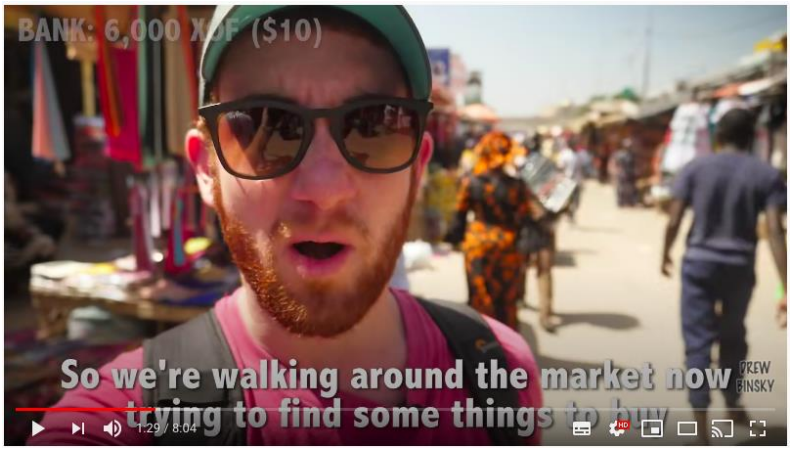
GAME TIME!

3) It' s time to play a Kahoot! Follow your teacher' s instructions. She will give you a pin that you will have to introduce it in the app.

When you finish the game, write here your score! _____

4) Here you have a video about Senegal, a country in Africa. You will see Drew, a traveller who wants to find what can he buy with only 10$. How do you find the video? Write a summary once you' ve watched it:

You just have to click on the image!



https://www.youtube.com/watch?v=DZUgpWVkeZ8

Your summary:

_____

__

LESSON 2 – *Traveling to Senegal*

Teaching point:

- simple past (irregular verbs)
- simple past in negative and interrogative sentences.

5) Read the letter. Then, take a look at the black coloured verbs. What do you think, have you seen them before?

Lucy Forman

Dear Alba,

How was your summer? Mine was amazing!

Do you remember I bought tickets to go to France? Because of a problem, the flight was canceled, and the company offered me tickets to travel to a different country. You would never discover where they offered for me to go: They gave me tickets to fly to Senegal! I couldn't believe it. Once we had the date of the flight, July 11th, we started planning our trip. We booked 3 different hotels in 3 different cities because we wanted to travel across the country, since we were going to spend 10 days there. The week before the trip started, I was so nervous!! I couldn't almost sleep. We also bought everything we needed: special trainers, special sandals to go into the sea, light-color clothes...
Finally, the day of our flight arrived, it was a 5-hour flight. We landed in Dakar, the capital of Senegal. Since we traveled in July, it was rainy season, so the weather was very hot and damp. During the days we stayed in the country, the weather was mostly the same: it rained almost every day and the temperature reached over 40º degrees.

When we landed, it was night already, so we went directly to the hotel. The next morning, we went to visit the city. The first thing we visited was the African Renaissance Monument, a statue considered the tallest in Africa. It was is breathtaking! During the day, we walked along the city, visiting many places. We spent 3 days in Dakar. During these days, we visited the famous Retba Lake. This lake is very famous because of its pink colour. This colour is because of an alga that the lake contains.

After 3 days in Dakar, we traveled to Saint Louis. This city is located in the northwest of the country, and it is known for its colonial architecture. I must say it was incredible! Here, in Saint Louis we spent only 2 days. Once we finished our time in this city, we traveled to Gandiol, a small rural area of the south of St. Louis. This area is one of the poorest in the country, it was heartbreaking to see. We spent only a day here. During this day, we met local people. Then, we traveled to Fathala. Fathala is a Wildlife Reserve, where you can sleep and see animals living in freedom. In this Reserve we stayed 3 days. Throughout these days, we went on a safari and had an encounter with lions. We also visited the local market. Undoubtedly, this was the best way to conclude our trip. In the safari we saw a lot of animals: giraffes, zebras...

To fly back home we had to return to Dakar, where we spent only one night. The next morning, we took the plane and flew back home. I was so sad the trip ended! Luckily, I took a lot of pictures to remember the trip whenever I want. They were the best holidays of my life!!!

You guessed right! They are verbs in simple past…

SIMPLE PAST

Quick review:

When do we use the simple past?

We use this tense to talk about finished actions, states or habits in the past.

- When we have a finished time word (yesterday, last year, in 2007)

  Yesterday I traveled to Toledo.

- When we know that the time period of that action, state or habit has finished. This includes when the person we are talking about is dead.

  Picasso painted the Guernica.

How do we use the simple past?

In order to use it, we have to establish first if the verb we are using is a regular or an irregular verb.

- If it is a regular verb, we only have to add "-ed" at the end of the verb. (Don't forget the different spellings!)
- There are no rules for irregular verbs, we have to learn them by heart. At the end of the explanation, you will find a list with some irregular verbs:

How do we construct the simple past tense?

- If it is a positive sentence:

SUBJECT + VERB IN PAST

- If it is a negative sentence:

SUBJECT + DIDN'T (did + not) + VERB IN PRESENT

- If it is an interrogative sentence:

DID/ DIDN’T + SUBJECT + VERB IN PRESENT

IRREGULAR VERBS

PRESENT FORM	PAST FORM
be	was/were
become	became
bite	bit
break	broke
build	built
burn	burnt
buy	bought
can	could
choose	chose
come	came
cost	cost
cut	cut
deal	dealt
dig	dug
do	did
draw	drew
dream	dreamed/dreamt
drink	drank
drive	drove
eat	ate
fall	fell
feel	felt
find	found
fly	flew
forget	forgot
freeze	froze
get	got
give	gave
go	went
grow	grew
have	had
hear	heard
keep	kept
know	knew

PRESENT FORM	PAST FORM
lay	laid
learn	learned/learnt
leave	left
lie	lay
lose	lost
make	made
meet	met
pay	paid
put	put
read	read
ride	rode
run	ran
say	said
see	saw
sell	sold
send	sent
sing	sang
sit	sat
sleep	slept
smell	smelt/smelled
speak	spoke
spend	spent
swim	swam
take	took
teach	taught
tell	told
think	thought
understand	understood
write	wrote

6) Using the verbs of the list, answer the following questions:

a) What did you do first this summer?

_____

b) When did you do it?

_____

c) Where did you go after?

_____

d) Who did you go with?

_____

e) What didn' t you like?

_____

GAME TIME!

7) Now it' s time to get to know your classmates. Try to find a classmate to answer to each of the following questions!

QUESTIONS AND ANSWERS IN PAST SIMPLE

REMEMBER TO CHANGE ALL THE VERBS IN TO THEIR PAST FORMS!

DO/TRAVEL/YOU/BEACH ? /THE/TO

DO/SLEEP/EIGHT HOURS/YOU/TODAY?

STUDY ENGLISH/YOU/DO/YESTERDAY?

SWIM/ON THE SEA/DO/SUMMER? /LAST

HAVE/A PET/YOU/DID/ LAST YEAR?

COME/BY CAR/ TODAY/DO/TO SCHOOL?

WATCH/YOU/TV/LAST NIGHT? /DO

DO/SPORTS/DO/YOU/YESTERDAY?

YOU/HAVE/DINNER/DO/ WITH YOUR FAMILY?

YOU/GO TO SLEEP/EARLY? /DID

LESSON 3 – Writing to a friend

Teaching point: writing an informal e-mail, using the past simple tense.

8) Take a look at this e-mail, what do you think?

Alba,
I want you to tell me about your trip to Berlin. I want to go next winter, and I need advice.
Bye.

This isn' t how an email should be written. If you want to know how it should be written, take a look at the following steps:

1. Greetings: the first thing that should appear in an e-mail should be greetings: *Hi, Hello, Good Morning…*
2. Introduction: we have to show interest to the person we' re sending the e-mail. Asking how they are feeling would be a good way.
3. The purpose of the e-mail: in this paragraph you should explain quickly why you are writing to them.
4. Details: here you include important information.

5. Goodbye: You also should say goodbye in a nice way. *For example: kind regards, hope I see you son, hugs…*
6. Signature: last but not least, don' t forget your signature! Finishing your email with your name should be enough.

9) Following the previous steps, write your own e-mail to a friend.

Dear …

_____

_____

_____

_____

_____

_____

_____

10) According to the previous steps, put in order the following sentences:

..... Lucy and I remembered the other day when the three of us traveled to Toledo? Do you remember? It was a long time ago! I remember we had so much fun!

..... Dear Mikel,

..... How are you? It' s been a long time I haven' t heard form you! I hope you are okay in your new job.

..... Best,

..... Alba.

..... I remember we walked a lot and when the trip ended, we were so tired, we couldn' t walk anymore. I miss that days... I hope we meet again!

11) Your teacher is about to play a song, take a look at the lyrics!

https://www.youtube.com/watch?time_continue=156&v=1G4isv_Fylg&feature=emb_logo

COLDPLAY – PARADISE

When she was just a girl she expected the world

But it flew away from her reach

So she ran away in her sleep and dreamed of

Para-para-paradise, para-para-paradise, para-para-paradise

Every time she closed her eyes

When she was just a girl she expected the world

But it flew away from her reach and the bullets catch in her teeth

Life goes on, it gets so heavy

The wheel breaks the butterfly every tear a waterfall

In the night the stormy night she'll close her eyes

In the night the stormy night away she'd fly

And dream of para-para-paradise

Para-para-paradise

Para-para-paradise

She'd dream of para-para-paradise

Para-para-paradise

Para-para-paradise

La-la-la-la-la-la-la

La-la-la-la-la-la-la-la-la-la

And so lying underneath those stormy skies

She'd say, "Oh, oh, oh,...

I know the sun must set to rise"

This could be para-para-paradise

Para-para-paradise

This could be para-para-paradise

Oh, oh, oh, oh, oh, oh, oh, oh, oh

This could be para-para-paradise

Para-para-paradise

This could be para-para-paradise

Oh oh oh oh oh oh, oh, oh

This could be para-para-paradise

Para-para-paradise

This could be para-para-paradise

Oh, oh, oh, oh, oh, oh, oh, oh, oh

LESSON 4 – *Describing Cities*

Teaching point: adjectives to describe cities.

12) Listen to this message and answer the questions:

https://drive.google.com/file/d/1xrtWahjVv6Yo2gsy3DnJv8LnCG7GAQYr/view?usp=sharing

(transcript) Hello Alba, how are you? Well, since I told you about my summer, I wanted to talk to you about the places I have visited. You know I love travelling! In my opinion, the best city of Europe is Berlin. It's breath-taking! It is also so touristy and, at the same time, so calm! There aren't much people on the street. The second city I like the most is Rome, even though it's always crowded and polluted, I like its large streets and ancient monuments. On the other hand, I don't like Barcelona at all. It's so noisy and dirty! Also, it has huge buildings and make me feel anxious. I hope my experience helps to make you decide where to travel! Bye!!

a) What does Lucy say about the cities?

b) What does she say about Berlin?

c) How many adjectives can you find? Write them.

13) Using the adjectives of the previous exercise, describe one of these cities:

Write here your descriptions:

_____

_____

_____

_____

_____

_____

_____

14) Match each city with its description:

SEVILLE It's very touristy because of its ancient monuments

TOLEDO It's very hot in summer and very beautiful

CADIZ It's the very crowded, polluted and dirty

MADRID It's famous because of its breathtaking beaches

15) Take a look at the pictures your teacher is going to show you and write your opinion about them:

Here you can find the pictures: https://www.elperiodico.com/es/sociedad/20200401/coronavirus-mundo-confinamiento-video-7913116

Your opinion:

_____

_____

_____

_____

5th Lesson – *Let' s know each other*

Teaching point: wh – question

WH – QUESTIONS

In English, there are two types of questions:

- *Yes/no* questions: Do you like chocolate? Did you go to the cinema?

Yes/ No questions are answered only with "yes" or "no".

- *Wh* – questions: What did you do yesterday? How do you go to school?

Wh – questions need an answer with information. Today we will focus on this type of questions.

These questions are:

- What
- Where
- When
- Who
- Which
- How

How do we construct them?

WH-QUESTION + AUXILIAR VERB(do/be/have) + SUBJECT + VERB + COMPLEMENTS + ?

Here you have some examples:

WHAT → What do you like to do on your free time?

WHERE → Where do you live?

WHEN → When is your birthday?

WHO → Who is your best friend?

WHICH → Which is your favorite game?

HOW → How are you?

16) Write an example for each wh – question:

What: _____

Where: _____

When: _____

Who: _____

Which: _____

How: _____

17) Now, use the questions you wrote in the previous exercise to get to know your classmates. Ask those questions to one of them.

Write the answers below:

_____

_____

_____

_____

_____

_____

_____

18) Listen to the song your teacher is about to play. Enjoy!

https://www.youtube.com/watch?time_continue=48&v=BXpdmKELE1k&feature=emb_logo

SWEDISH HOUSE MAFIA – SAVE THE WORLD

Into the streets
We're coming down
We never sleep
Never get tired
Through urban fields
And suburban lights
Turn the crowd up now
We'll never back down
Shoot down the skyline

Watch it on primetime

Turn up the love now

Listen up now, turn up the love

Who's gonna save the world tonight?

Who's gonna bring it back to life?

We're gonna make it, you and I

We're gonna save the world tonight

It's far from home,

It's for the better

What we dream, it's all that matters

We're on our way, united

Turn the crowd up now

We'll never back down

Shoot down the skyline

Watch it on primetime

Turn up the love now

Listen up now, turn up the love

Who's gonna save the world tonight,

Who's gonna bring it back to life

We're gonna make it, you and I,

We're gonna save the world tonight.

Who's gonna save

Who's gonna bring

We're gonna make it, you and I,

Who's gonna save

Who's gonna bring

We're gonna save the world tonight.