TRABAJO FIN DE MÁSTER

CURSO ACADÉMICO 2021-2022

English Syllabus for 2ⁿᵈ of ESO

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1. **<u>Abstract</u>**

This document is an annual syllabus for the academic year 2021/2022 for the 2nd year in Obligatory Secondary Education in a charter school in Tres Cantos, Madrid. This school participates in the Bilingual Programme of the Community of Madrid.

This syllabus is in accordance with the regulations in force at both state and autonomous community level. At state level Organic Law 3/2020 from 29 December and Organic Law 8/2013 from 9 December will be applied. This is because, although the LOMLOE was approved in 2020, the modifications related to the curriculum, organisation and objectives will not start to be implemented until the academic year 2022/2023 for odd-numbered years and in 2023/2024 for even-numbered years. Regarding the autonomous level, the curriculum, evaluation criteria and learning standards will be taken from DECREE 48/2015, from 14 May.

During the course, called Discover Europe on Interrail, students will travel to different EU countries and discover curious facts about each of them. The course consists of 10 units and seven interdisciplinary projects at B1+ level. The methodology will have a communicative approach and will aim for students to work on the four main English language skills: reading, writing, listening and speaking.

Key words: advanced curriculum, communicative approach, content based instruction, diversity, interdisciplinary project, bilingual programme.

Resumen:

El presente documento es una programación didáctica anual de la asignatura de inglés para el curso académico 2021/2022 en el curso de 2º de la ESO en un colegio concertado de Tres Cantos, Madrid. Este colegio participa el Programa Bilingüe de la Comunidad de Madrid.

Dicha programación se ciñe a la normativa vigente tanto a nivel estatal como autonómico. A nivel estatal se aplicarán la Ley Orgánica 3/2020, de 29 de diciembre y la Ley Orgánica 8/2013, de 9 de diciembre. Esto se debe a que, aunque en 2020 se aprobó la LOMLOE, las modificaciones relativas al currículo, la organización y los objetivos no se empezarán a aplicar hasta el curso académico 2022/2023 en los cursos impares y en el 2023/2024 en los cursos pares. Respecto al nivel autonómico, el currículum, los criterios de evaluación y los estándares de aprendizaje se extraerán del DECRETO 48/2015, de 14 de mayo.

Durante el curso, llamado Descubriendo Europa en Interrail, los alumnos viajarán por diferentes países de la Unión Europea y descubrirán datos curiosos de cada país. Se trata de un curso que consta de 10 unidades y siete proyectos interdisciplinares de un nivel B1+. La metodología tendrá un enfoque comunicativo y buscará que los estudiantes trabajen las cuatro competencias principales de la lengua inglesa: la lectura, la escritura, la escucha y el habla.

Palabras clave: currículum avanzado, enfoque comunicativo, aprendizaje basado en contenido, diversidad, proyectos interdisciplinares, programa bilingüe.

2. <u>Introduction</u>

According to the article published by Rosa Fernandez for Statistica, in 2021 English was the most spoken language in the world with more than 1348 million speakers (379 million were native speakers and the rest had learned the language as a second language). In addition, the Spanish language has a total of 543 million speakers and is the fourth most spoken language in the world, after Chinese and Hindi, although the latter has many native speakers, but is not commonly studied (Figure 1). This means that our students can have great job opportunities by taking care of the quality of their vehicular language at school, in this case Spanish, and acquiring a good level of English.

In this TFM we intend to present the role of the English language in the Spanish educational system and, specifically, in the Community of Madrid and in the stage of Compulsory Secondary Education. To this end, an annual syllabus for the 2021/2022 academic year will be presented for the 2nd year in Obligatory Secondary School. This syllabus seeks to demonstrate that it is possible to develop communication skills in English through subjects devoted entirely to the study of English and its culture, without the need to make use of other subjects to improve the students' level of English. This TFM advocates language skills in general, i.e., it argues that students should acquire good skills and knowledge both in their mother tongue (or vehicle language) and in other foreign languages. To this end, it is proposed to study all subjects in Spanish and to increase the number of hours dedicated to the subject of English and its projects. This TFM will present a syllabus for the subject of English which will combine traditional classes dedicated to the study of grammar, vocabulary, etc., with interdisciplinary projects. It will assume that pupils have 5 English lessons per week of 55 minutes each, which is what is set at the selected school, although, as mentioned above, the number of teaching hours dedicated to this subject should ideally be increased.

The syllabus will be for the 2nd ESO English subject at the Humanitas Bilingual School Tres Cantos. This is a charter school, located in Tres Cantos (Madrid), which has a bilingual programme. The Bilingual Schools Program of the Community of Madrid began in 2004. It was implemented gradually, first in the first year of primary school and in the 2010-2011 academic year it began in the first year of ESO. Subsequently, in 2017-2018, it was decided to extend the programme to the second cycle of infant education. Within the organization of bilingual teaching in Obligatory Secondary Education there are two

options, the Bilingual Program or the Bilingual Section. The differences between the two can be seen in more detail in Figure 2 of the Annexes section.

This program has received numerous criticisms from teachers, parents and other educational experts. One of the main criticisms refers to the difficulty students have in internalizing processes, i.e., the student limits himself to memorizing the theory he sees in the book but does not really understand what he is reading and fails to go deeper into the subject. Another refers to the increase in segregation among students (Dolores Sánchez, J. 2020). That is why, in this work, we want to defend a quality English subject reinforced with interdisciplinary projects carried out in English, about contents studied in other subjects, and with activities aimed at reinforcing the different competences, such as book readings, presentations and corporal expression, etc.

On many occasions we have talked about the low level of English language in Spain compared to other neighboring countries and this is probably what made us adopt this bilingual system. According to the EF agency, Spain is the 34th country in the non-English speaking world with the best level of English and the 25th in Europe (out of a total of 35). (A detailed ranking can be found in the bibliography (EF, 2021).

We live in an increasingly globalized world, where companies demand a good level of English from their employees to be able to communicate with colleagues from other locations or partners. While knowing English used to be a plus, now it is an indispensable requirement to apply for a job. In addition to this, being able to establish relationships with people from all over the world thanks to a common language enriches you as a person and shows you a broader vision of the world and other existing realities.

Knowing English can open many doors, not only on a professional level, but also on a personal level. Getting students to enjoy not only a subject, but a language and a culture that will haunt them for the rest of their lives is the goal of a good English teacher. To this end, it is important to prioritize the ability to communicate and to value the evolution of learning, without constantly demanding linguistic perfection.

3. <u>Legislation</u>

The following are the different levels of specificity contemplated in the regulations on education in Spain.

3.1 **National level**

At this level are the regulations common to the whole Spanish territory, here we would find the Spanish Constitution of 1978 and the Education Law, which in this case would be two: the LOMLOE and the LOMCE, since the first one was approved in 2020 and is being implemented gradually.

<u>Spanish Constitution of 1978</u>

Article 27 of the Constitution grants the right to education and freedom of education. It reads as follows:

Artículo 27.

1. Todos tienen el derecho a la educación. Se reconoce la libertad de enseñanza.

2. La educación tendrá por objeto el pleno desarrollo de la personalidad humana en el respeto a los principios democráticos de convivencia y a los derechos y libertades fundamentales.

3. Los poderes públicos garantizan el derecho que asiste a los padres para que sus hijos reciban la formación religiosa y moral que esté de acuerdo con sus propias convicciones.

4. La enseñanza básica es obligatoria y gratuita.

5. Los poderes públicos garantizan el derecho de todos a la educación, mediante una programación general de la enseñanza, con participación efectiva de todos los sectores afectados y la creación de centros docentes.

6. Se reconoce a las personas físicas y jurídicas la libertad de creación de centros docentes, dentro del respeto a los principios constitucionales.

7. Los profesores, los padres y, en su caso, los alumnos intervendrán en el control y gestión de todos los centros sostenidos por la Administración con fondos públicos, en los términos que la ley establezca.

8. Los poderes públicos inspeccionarán y homologarán el sistema educativo para garantizar el cumplimiento de las leyes.

9. Los poderes públicos ayudarán a los centros docentes que reúnan los requisitos que la ley establezca.

10. Se reconoce la autonomía de las Universidades, en los términos que la ley establezca.

(Constitución española, 1978)

Education Law

On December 29th 2020, the latest education law was passed in Spain, *the Ley Orgánica de Modificación de la Ley Orgánica de Educación* (LOMLOE), which repeals the *Ley Orgánica de Mejora de la Calidad Educativa* (LOMCE) from 2013 and modifies the *Ley Orgánica de la Educación* (LOE) from 2006. The implementation of this law will be carried out gradually over three years. In 2021, the changes related to "the participation and competences of the School Council, the Senate and the Principal; the autonomy of schools; the selection of the principal of public schools; and the admission of pupils"

began to be applied and the law is expected to be fully implemented by 2023/2024 (Educagob, s.f.).

As mentioned above, although the Organic Law 3/2020, from 29 December, has entered into force, modifications regarding curriculum, organisation and objectives, among others, have not been implemented yet. These aspects are still based on Organic Law 8/2013, from 9 December. The changes concerning these aspects will start to be implemented in the academic year 2022/2023 for odd-numbered years, and in 2023/2024 for even-numbered years.

(A full list of the national regulations can be found in figure 3 of the appendix.)

3.2   Autonomous Community level

The annual syllabus of this TFM is contextualised in a school in Madrid (Spain), which is why we will follow the regulations set out in the Official Bulletin of the Community of Madrid (BOCM) specifically in Decree 48/2015, from 14 May. This Decree contains, among other things, information on the general and specific contents of the subject, the general objectives, the assessment criteria and the learning standards.

I would like to make a special mention of ORDER 2876/2018, from 27 July, regarding the advanced English curriculum of the Community of Madrid, since the school where this TFM is contextualised teaches it. Schools authorised to teach the Bilingual Programme in Obligatory Secondary Education can choose to teach two types of English curriculum: the ordinary curriculum and the Advanced English curriculum. Pupils who have received bilingual education in Primary and have passed the external English assessment test in the sixth year of Primary Education will be able to study the advanced curriculum. If the student has not received bilingual education, they will have to prove an A2-B1 level for the first and second year of ESO, or a B2 level for the third and fourth year of ESO. To do so, they must be in possession of a certificate issued by an institution of recognised prestige. With regard to teachers, in order to teach the advanced curriculum, they must be in possession of the accreditation issued by the Community of Madrid after passing an aptitude test.

 (A full list of the autonomous regulations can be found in figure 4 of the appendix.)

3.3 High School Level

In addition to the regulations set at state and regional level, each school will have its own regulations and documentation. The educational establishment must draw up and have in its possession certain documentation related to the operation of the establishment, its programming, etc. These are some of the institutional documents at school level:

School Educational Project. It is a document which sets out in detail the identity, objectives and organisation of the school, as well as the methodology used and the curricula. Each school creates its own PEC based on the specific needs of its students and its environment.

At least it should contain information on the following aspects:

- Characteristics of the school's social and cultural environment
- Values, objectives and priorities for action
- Educational curricula corresponding to each level
- The treatment of values in the different subjects.
- Attention to student diversity
- Tutorial action plan
- The coexistence plan

(UNIR, 2020)

Rules of Internal Procedure. It contains the rules of organisation and operation of the centre, the coexistence plan and the rights and duties of pupils (Soria Martínez, A.,2021).

School Management Project. It sets out the criteria to be followed with regard to decisions relating to the management of the centre's human, material and financial resources, with the aim of ensuring that these resources are used responsibly. It contains the financial budget, management account and accountability. It contains the financial budget, management account and accountability (Soria Martínez, A.,2021).

General Annual Plan and Report. This document develops the teaching aspects contained in the School Educational Project. It specifies what and how work will be done during a specific academic year (UNIR, 2021).

4. Context analysis

4.1 Characteristics

Humanitas Bilingual School Tres Cantos is located in Tres Cantos, a municipality in the north of Comunidad de Madrid (Spain). This school is relatively new: it is 11 years old – it was set up on January 18th, 2011 (Universia, s.f.). It was built in the new area of the town, known as "Tercera Fase". Currently, it has 1343 students, and it does not belong to any foundation, it is managed by a private company.

It was in 1991 when the independence of Tres Cantos from Colmenar Viejo was consummated, so it is a young population (Izquierdo Álvarez, S. 2021). Initially, it was built as a commuter town, but nowadays is an area known for its technology park with companies such as Siemens, Glaxo Smithkline, Airbus and Takeda. Tres Cantos has around 5 000 companies (MDO, 2019) and its population has a good level of education.

According to Epdata, Tres Cantos had a population of 49,326 in 2020 and 1,890 people were unemployed in 2021. Average gross income of its population was 43 349€ so it could be said that its population is upper middle class (EpData.es, 2021).

Educational stages in the school

Humanitas Bilingual School offers the following education stages:

- Nursery (from 0 to 3)
- Infants (from 3 to 6)
- Primary (from 6 to 12)
- Secondary (from 12 to 16)
- Sixth Form (from 16 to 18)

(It should be noted that the ages are approximate, since if it is considered necessary, it is possible that the student may have to take one more year in some stage.)

Servicies, facilities and equipment

Humanitas installations are greatly complete, the building offers everything the student may need. The classrooms are equipped with one or two whiteboards, a computer and a projector allowing the use of a wide range of interactive materials in the classroom. Every student has their own tablet and some of their books are in digital format. In the matter of English, students have the student´s book on the tablet and the workbook on paper. It is common for assignments to be submitted online, however, there are some projects that must be handwritten. The school advocates making projects such as infographics on poster boards that are usually hanged on the hallways walls so that other classmates can see them. This makes the corridors very colourful and decorated by the students themselves. Furthermore, the school has an indoor pool, several football and basketball courts, an indoor sports centre, a laboratory, and music and art rooms.

Figure 3. Humanitas Bilingual School Tress Cantos. Picture taken from HBS Tres Cantos official website.

Extracurricular activities

This school has an extensive selection of after school activities:

- Sports: football, indoor football, tennis, judo, swimming, rhythmic gymnastics, skating and hockey.

- Music: piano, violin, guitar, singing and choir and musical language.

- Arts: drawing and painting and dramatic art.

- Dancing: modern dance, kids modern dance and pre-dance.

- Chess

- Foreign languages: English, French, German, Chinese, Trinity preparation.

- Speech therapy

- Photography

- Cooking

Apart from these activities, the school offers other services such as: dining room service, summer camp and summer courses abroad. The link to the catalog with all the information on these activities can be found in the bibliography.

4.2 Foreign Languages Department

In this school, the Chinese language has a special treatment, so it has a separate department for Chinese only. The so-called Foreign Language Department would include English, French and German. In Secondary School Foreign Language department has a total of seven teachers: four in English, one in German, one in French and one in French and English.

This department tries to do joint and complementary activities with other departments. For example, when it is mathematics day (March 14th) the language department propose to do some activities in different languages related to this subject such as explaining the name of mathematical operations.

With regard to foreign languages and, in particular, English, the school stands out for offering the following:

- Advanced curriculum in English. The school has teachers who are accredited by the Community of Madrid to teach this curriculum.

- OWS (Oral, writing and speaking skills). From 1st of ESO to 4th of ESO the students have two extra hours on English in which they develop these competences by reading a book. They usually read one book per quarter, they write a summary of each of the chapters they have read and they do different projects related to the theme of the book. The teacher of this subject is not usually the same as the English teacher.

- Language official exams and its preparation. Official exams take place every year at the school and students can take them if they agree so. In the case of English, it is the Trinity College exam.

- Foreign exchange. Students have the possibility to go on an exchange program to another country for a week during the school year or to take a language course abroad during the summer months.

5. <u>Objectives</u>

5.1 General

According to the 3rd article of the Decree 48/2015, from 14 de mayo, the stage objectives for Obligatory Secondary Education (ESO) are as follow:

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.

(DECRETO 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria)

5.2 Specific for the subject

As the LOMCE does not specify the objectives, we have proceeded to draw up our own objectives for the 2nd year in Obligatory Secondary Education in accordance with the assessment criteria set out in the *DECRETO 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria:*

1. Understand different types of oral speech in different situations.
2. Interact in informal conversations on different topics, contributing their point of view.
3. Participate in a formal interview.
4. Give structured oral presentations.
5. Write texts with different structures using appropriate language and register.
6. Know the variations of present, past and future verb tenses and use them correctly.
7. Use the passive voice correctly.

8. Speak intelligibly and pronounce clearly.

9. Know what phrasal verbs are and use some of them in context.

10. Read different types of text and summarise their content.

11. Global comprehension and understanding of details in oral and written texts.

12. Make appropriate use of linking words when writing.

13. Write different types of text according to the context presented.

6. <u>Key competences</u>

Although the new education law, LOMLOE, has introduced new competences, specifically 8, in this work we will continue to work with the competences set out in the LOMCE since, as I mentioned earlier, they have not yet been implemented for the 2021/2022 academic year in 2nd ESO.

According to *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*, the competences are "the abilities to apply in an integrated manner the contents of each teaching and educational stage, in order to achieve the adequate performance of activities and the effective resolution of complex problems". There are seven competences:

- Linguistics
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expressions

Linguistics

It refers to the learner's ability to express themselves in a language and to interact with other people orally or in writing. In this case, as we are talking about the subject of English, it will be the main competence and the one that will be worked on the most throughout the course. The whole syllabus is aimed at improving the student's level of English.

<u>Mathematical competence and basic competences in science and technology</u>

Mathematical competence refers to the ability to apply mathematical reasoning in everyday life, scientific competence refers to the ability to explain the reality that surrounds us using scientific knowledge and methodology, and technological competence seeks to apply all this knowledge to satisfy human wants and needs.

During the school year, special activities will be organised jointly with the mathematics and science departments to celebrate the following events:

- World Science Day for Peace and Development on November 10th
- International Day of Mathematics on March 14th

<u>Digital competence</u>

It is related to making appropriate use of ICT tools and all the possibilities they offer.

Throughout the course, students will carry out different activities in which they will be asked to search for information on the internet, create presentations, mind maps, etcetera. A clear example would be the Climate project presented in the section called Didactic unit 2.

<u>Learning to learn</u>

The aim is for students to develop their learning capacity, i.e. to be organised, consistent and able to work both individually and as part of a team.

In order to develop this competence, students will be asked to summarise some of the readings done during the course, to make mind maps as an outline of the contents of some of the interdisciplinary projects and to create their own glossary with the vocabulary studied in each didactic unit.

<u>Social and civic competences</u>

Refers to the pupil's ability to relate to other people.

This competence is worked on constantly in all subjects, as they all consist of a group relationship. In the English class in particular, certain activities related to the subject of tutoring will be carried out, in addition, the behaviour of the students will be closely monitored, and disrespect towards others will be penalised at all times.

<u>Sense of initiative and entrepreneurship</u>

This competence aims for the learner to be able to turn ideas into action and to be able to plan and manage projects while taking certain risks.

During interdisciplinary projects the student will be given as much freedom as possible to make their own decisions and to carry out the project in the way they want.

<u>Cultural awareness and expressions</u>

To teach pupils to appreciate the importance of music, visual arts, theatre and literature in expressing themselves.

A clear example, in which students are encouraged to enjoy the art of theatre, is the trip to the theatre to see Treasure Island.

7. Contents, sequencing and timing

According to Royal Decree 1105/2014, from 26 December, contents are "set of knowledge, abilities, skills and attitudes that contribute to the achievement of the objectives of each education and educational stage and to the acquisition of competencies. The contents are organized into subjects, which are classified into areas, depending on the educational stages or programs in which the students participate".

These are the general contents of the first foreign language in 2nd ESO in the Community of Madrid included in Decree 48/2015, from 14 May:

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.

According to Decree 48/2015, from 14 May, these are the minimum contents of the English subject for 2nd of ESO:

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.

The annual syllabus set out below has been created based on theses contents and on they key competences.

This is the annual calendar for the academic year 2021/2022 set by the Community of Madrid.

Figure 3. *Calendario escolar 2021-2022*. Image extracted from the official website of the Community of Madrid.

Annual syllabus:

In this syllabus is intended to present the 2021/2021 academic year for students in the second year of ESO. At Humanitas Bilingual School Tres Cantos, as mentioned in the contextual analysis, it is expected that the students of this course will study a higher level than B1+, practically reaching the beginning of the B2 level. This school offers a bilingual program, not a bilingual section like other schools in the Community of Madrid. This means that, in addition to having a substantial number of hours of English per week, students will also take at least one other subject in English. In the specific case of 2nd of ESO students, in addition to the five hours of English and two hours of OWS per week, they also study TPR, Physical Education and Plastic Arts in English.

Hereunder is the annual schedule of the English course according to the five hours per week study of this subject. This project includes a complete language training. The four main skills of the English language will be worked on: reading, writing, speaking and listening. Moreover, throughout secondary education, students will be expected to obtain a basic knowledge of English culture and the role that the language plays at a global level.

As will be explained below, the methodology used will be a combination of several methodologies of the communicative approach. The role of Communicative Language Teaching and Content Based Instruction will be highlighted. In addition to the classic didactic units where students will learn and practise grammar and other aspects of the English language, the course will also consist of interdisciplinary projects in which they will have to research and work in groups to achieve a final product.

The following is the English timetable for the 2nd ESO A class at Humanitas Bilingual School Tres Cantos. The timetable is set by the school and it consists of five English lessons per week of 55 minutes each.

Table 1. English Schedule

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
9.00 - 9.55			English		English
9.55 - 10.50	English			English	
10.50 - 11.45					
11.45 - 12.15	BREAK				
12.15 – 13.10		English			
13.10 – 14.00					
14.00 – 15.15	LUNCH				
15.15 – 16.10					
16.10 – 17.05					

The didactic units will have the following distribution throughout the academic year:

Table 2. Yearly Coursework

Units:	1st term				2nd term			3rd term		
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
0	■									
1		■								
2			■							
3				■						
4					■					
5						■				
6							■			
7								■		
8									■	
9										■

These will be the annual contents of the English subject in the 2nd year of ESO:

Table 3. Annual contents

Unit	Lexis	Grammar	Reading	Word skills	Listening	Speaking	Writing
0. Connected Europe: Interrail	Personality adverbs	Describing: present and past simple tenses, auxiliary verbs, interrogative and negative questions	What is Interrail?	Collocations with do, make, take	Podcast: Traveling alone	Expressing opinions	Narrative story
1. Hungary	Clothes and shopping	Stative verbs	The Rubik´s cube	False friends	Video: Are We Better Off If We Buy Local?	Role play: Let's go shopping!	Informal email
2. Czech Republic	Town and leisure activities	Present perfect + time expressions	Chris Evans and Ryan Gosling	Linking words	Video: The Mystery of Prague's Golem	Talking about photos	Blog post
3. Austria	Economy and work	Modal verbs	Wolfgang Amadeus Mozart	Compound nouns	BBC Podcast: Excluded from digital banking	Interview	Formal email
4. Italy	Value and price	Future	Fashion and motoring economy in italy	Compound adjectives	Video: The secret history of pizza	Talking about statistics	Book and film reviews
5. France	Nature	Passive voice	Languages of France	Phrasal verbs I (Literal or idiomatic)	Video: Mont Saint Michel	Debating	Opinion essay
6. England	Global warming	Conditionals	The British Museum	Phrasal verbs II (Separable or inseparable)	Podcast: How green is nuclear energy?	Discussing pros and cons	For and against essay
7. Belgium	Health, medicine exercise	Verb + -ing Verb + infinitive	The art of comic book	Word formation: suffixes	Video: What makes Belgian chocolate the best in the world?	Talking about the news	Report
8. The Netherlands	Food and drink	Relative clauses	Are tulips Dutch?	Word formation: prefixes	Podcast: Vincent van Gogh	Role play: in a restaurant	Complaint letter
9. Germany	Technology	Reported speech	Black Forest and Brothers Grimm	Idioms	Film: The Brothers Grimm	Job interview	Application letter

Table 4. Interdisciplinary projects

Interdisciplinary projects
Project 0: Scientific method and pseudoscience
Project 1: I, Robot
Project 2: Human Rights
Project 3: Seven Wonders of the Ancient World
Project 4: Climates
Project 5: Ancient Egypt
Project 6: Environmental Issues

The annual plan of the subject will be presented below. As can be seen, students will be supported by a conversation assistant once a week. Moreover, the advanced curriculum will be taught on Fridays. It is important to note that there will not be English classes during the quarterly assessment period.

It could be said that the subject follows an order that is repeated throughout the course, as follows:

1st: a didactic unit is taught

2nd: the students compete in groups to review what they have studied.

3rd: an interdisciplinary project is carried out

4th: A review is done before the exam.

5th: The exam is taken

These are the symbols key:

💬	Language assistant	▤	Exam
(AC)	Advanced curriculum	✍	Writing exam
🍿	Watch a film	☆	Group competition & party game
®	Exam review	🚌	Excursion

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Colours key:

🟩	Public holiday
🟧	Other non-school days
🟨	Local public holiday
🟪	Partial assesment
🟥	Quartely assessment
🟪	Second chance testing
🟪	Extraordinary assessment

Explanatory note:

The numbers correspond to the teaching units. The first number refers to the unit and the second to the lesson. For example: 0.1, would be unit 0, first lesson; 0.2, unit 0, second lesson, and so on consecutively.

Monthly planning of the subject:

SEPTEMBER						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8 START Project 0	9 Project 0	10 Project 0	11	12
13 Project 0	14 0.1	15 💬	16 0.2	17 ☁️AC	18	19
20 0.3	21 0.4	22 0.5	23 ⭐	24 ☁️AC	25	26
27 1.1	28 1.2	29 💬	30 1.3			

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OCTOBER						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4 1.4	5 1.5	6	7 ☆	8	9	10
11	12	13	14	15	16	17
18 ®	19	20	21 Project 1	22	23	24
25 Project 1	26 Project 1	27	28 Project 1	29	30	31

NOVEMBER						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2 2.1	3	4 2.2	5	6	7
8 2.3	9 2.4	10	11 2.5	12	13	14
15 Project 2	16 Project 2	17	18	19	20	21
22 Project 2	23 Project 2	24 ®	25 ☆	26	27	28
29	30					

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DECEMBER

Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1 💬	2 3.1	3	4	5
6	7	8	9 3.2	10	11	12
13 3.3	14 3.4	15 💬	16 3.5	17	18	19
20 ☆	21 🍿	22 💬	23	24	25	26
27	28	29	30	31		

JANUARY

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10 4.1	11 4.2	12 💬	13 4.3	14	15	16
17 4.4	18 4.5	19 💬	20	21	22	23
24 Project 3	25 ☆	26 💬	27 ®	28	29	30
31 Project 3						

FEBRUARY

Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1 Project 3	2 💬	3 Project 3	4 AC	5	6
7 5.1	8 5.2	9 💬	10 5.3	11 AC	12	13
14 5.4	15 5.5	16 💬	17 Project 4	18 AC	19	20
21 Project 4	22 Project 4	23 💬	24 Project 4	25	26	27
28						

MARCH

Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1 🚌	2 💬	3 ✍	4 AC	5	6
7 ☆	8 ®	9 💬	10 ®	11 ▤	12	13
14	15	16 💬	17 6.1	18 AC	19	20
21	22 6.2	23 💬	24 6.3	25 AC	26	27
28 6.4	29 6.5	30 💬	31 ☆			

APRIL						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				🗨 1	2	3
4 Project 5	5 Project 5	6 🗨	7 Project 5	8	9	10
11	12	13	14	15	16	17
18	19 7.1	20 🗨	21 7.2	22 🗨	23	24
25 7.3	26 7.4	27 🗨	28 7.5	29 🗨	30	

MAY						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3 ✍	4 🗨	5 ☆	6 ®	7	8
9 ▤	10 Project 6	11 🗨	12 Project 6	13 🗨	14	15
16 Project 6	17 Project 6	18 🗨	19 8.1	20 🗨	21	22
23 8.2	24 8.3	25 🗨	26 8.4	27 🗨	28	29
30 8.5	31 ✍					

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JUNE						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1 💬	2 ®	3 ☆	4	5
6 ▦	7 🍿	8 💬	9 🍿	10 9.1	11	12
13 9.2	14 9.3	15 9.4	16 9.5	17 ☆	18	19
20 ®	21 ®	22 ▦	23 END	24	25	26
27	28	29	30			

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8. <u>Methodology</u>

According to British Council a "methodology is a system of practices and procedures that a teacher uses to teach. It will be based on beliefs about the nature of language, and how it is learnt (known as 'Approach')" (Birtish Council, s.f.).

In this case, the aim is for the student to acquire a knowledge of the English language in the most complete way possible. The student will be encouraged to practice the four main skills: reading, writing, listening and speaking, and to get to know the Anglo-Saxon culture. For this purpose, a combination of methodologies belonging to the communicative approach will be used.

In the late 1970s and early 1980s, experts realised that in order to be able to communicate correctly, not only linguistic competence was necessary, but also communicative competence, i.e. knowing how to identify the context in which we are and how we have to behave in it. It was then that a communicative approach began to be used. According to Howatt there are two variations of the communicative approach: a strong and a weak one. While the weak version gives the learner opportunities to communicate, the strong version goes further. "The weak version could be described as 'learning to use' English; the strong version entails 'using English to learn it'" (Larsen-Freeman, D. & Anderson, M. (1986). Here a combination of both types of strategies will be used. Communicative language teaching would belong to the weak variation, while the other remaining methods would belong to the strong variation.

Communicative Language Teaching. Communicative Language Teaching emerged when language teaching shifted its focus from linguistic competence to communicative competence. This method seeks to enable the student to communicate effectively in different social contexts and it will be one of the main methods used during the course. Students will work on all the competencies in order to have a good communicative ability.

Participatory Approach. It came into use in the late 1980s, although It is based on an idea conveyed by Paulo Freire in the late 1950s which means, in part, that knowledge is only of value when it helps people to solve situations that may arise in one's life. The idea is that students feel listened to and that they learn things that are of interest to them. It is important that students feel involved in their own learning and that they do not feel that they are learning content that is irrelevant to their lives. To this end, it is important that

the teacher is flexible and able to adapt activities and content to the needs and interests of the students. At the beginning of the course, students will be asked about their strengths and weaknesses in English language, which competence they would most like to work on and what topics they are interested in. With this information the teacher will be able to get an initial idea of what kind of activities to work on and what topics to use in order to get the students to show a higher level of interest and commitment.

Cooperative Learning. This approach is also known as Collaborative Learning and aims to enable students to work effectively in groups. To do this, the teacher will teach them collaborative or social skills. We live in a globalised world where practically everyone depends on everyone else, which is why, when it comes to finding a job, one of the essential requirements is to know how to work in a team. It is essential that students know how to help each other and to be able to work together.

Content Based Instruction. This methodology is based on including content from other disciplines in class, that is not studying language in isolation, but combining it with other fields of knowledge. I would like to highlight a paragraph included in the book *Techniques and Principles in Language Teaching*, as it accurately defends the main position of this TFM. It reads as follows:

> Since CBI and CLIL are growing rapidly, it would be good to interject a note of caution here. The teaching of language to younger and younger learners has taken place around the world, partly because governments are not satisfied with what is achieved in language study, and partly because the young learners' parents naturally want their children to have the opportunities in life that knowledge of another language potentially affords. However, this drive to teach young learners an additional language needs to be carefully considered with regard to two important factors. First, it is important for children to establish literacy in their native language before learning to read and write another language. Second, it is important to draw on what is known about how children learn in order to develop a program that meets their needs (Cameron 2003; California State Department of

Education 2010). It is not simply the case that the earlier the better when it comes to language instruction. (Larsen-Freeman, D. & Anderson, M. (1986)

Task Based Language Teaching. The teacher will create tasks that fit the needs of the students and the students will work on them. The teacher can guide the task in different ways: talking, listening, and so on. It all depends on what the teacher wants the students to learn.

The teacher will not use the language in any case, unless it is strictly necessary. In addition, the student will be encouraged to address the teacher in English at all times, even when outside the English class.

Regarding the management of mistakes made by students: students are expected to make mistakes and it is seen as a natural. The main objective is for students to communicate, so when it is an oral exercise, the teacher will try not to make any correction as such. If they consider it necessary, after the student's intervention, they may make some grammatical, lexical or phonetic clarification, but not during the intervention. This will prevent the student from feeling directly judged or embarrassed. In written activities, self-correction should be encouraged whenever possible.

8.1 Activity types

Different types of activities will be carried out throughout the academic year. Most of them will combine several of the methodologies described above. These are some of them:

Projects. These activities will consist of doing group work on different topics previously studied in other subjects following certain guidelines. They will combine the following methodologies: Content Based Instruction, Cooperative Learning and Task Based Language Teaching.

Debates. Throughout the course there will be several debates on different topics, such as the suppression of non-renewable energies, artificial intelligence, the death penalty and other topics that have been voted on in class and that are of interest to students. Students will have to prepare their arguments first individually and then in groups with their colleagues. In addition, they will have been given guidelines and certain expressions they

can use will have been explained beforehand. It could be said to be an activity that combines Communicative Language Teaching, Participatory Approach, Cooperative Learning.

Presentations. Projects will be accompanied by oral presentations to reinforce collaborative learning and the oral expression.

Traditional activities aimed at practising grammar, reading comprehension and listening comprehension. Activities will be based on Task Based Language Teaching

8.2 Resources and materials

The materials that will be used throughout the course to carry out the different activities of the English subject will be presented now. As mentioned in the Context Analysis section, each student will be provided with his or her own tablet. In addition, the classroom will be equipped with a projector and a loudspeaker. In addition, the following resources will be used throughout the course: student´s book, workbook, flashcards, worksheets, poster boards, markers, and other digital resources from different websites.

9. Evaluation criteria, procedure and learning standards

According to Article 8 of the Decree 48/2015, from 14 May:

> Materias del bloque de asignaturas troncales: Los contenidos, criterios de evaluación y estándares de aprendizaje evaluables de las materias troncales son los del currículo básico fijados para dichas materias en el Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato. En el anexo I del presente Decreto se formulan, complementan y, en su caso, se distribuyen por cursos los contenidos de todas las materias. Asimismo, se formulan los criterios de evaluación y los estándares de aprendizaje evaluables establecidos en el Real Decreto.

According to Decree 48/2015, from 14 May, these are the evaluation criteria and learning standards for the first foreign language in the 1st stage of Educación Secundaria Obligatoria.

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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.

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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 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.

Grading criteria

Below are the grading criteria by which the student's grade will be calculated. The objective of this criterion is that the student obtains a complete training in all the competencies and does not leave out any of them.

Table 5. Exam grade

Exam grade			
Criteria		Procedures	Tools
Grammar & vocabulary 30%		Exam	Key
Skills 40%	Reading 25%	Exam	Key
	Listening 25%	Exam	Key
	Writing 25%	Exam	Rubric
	Speaking 25%	Presentations	Rubric
Note: In order to obtain a passing mark, the student must obtain a minimum score of 3 in each part of the exam.			

Table 6. Quarterly grade.

Quarterly grade		
Criteria	Procedures	Tools
Partial exam 40%	Exam and presentations	Key and rubric
Quarterly assessment exam 60%	Exam and presentations	Key and rubric
Project 10%	Presentations and summaries	Rubric
Attitude 20%	Homework and participation	Checklist

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Table 7. Final grade

Final grade
1st assessment grade 20%
2nd assessment grade 30%
3rd assessment grade 50%

English is a continuous assessment subject, which means that there are no make-up exams throughout the course, as the subject can be recovered in the following term. If necessary, the student will sit an extraordinary exam in June.

Some of the grading tools are presented below.

Table 8. Rubric for the writing test

	4. Excellent! = 100%	3. Good = 75%	2. Fair = 50%	1. Needs improvement = 25%	0. Missing = 0%
Structure (1pt)	All parts of this type of writing are clearly distinguishable	———————	It has all parts of the studied structure except one.	———————	It does not have a clear or correct structure.
Organisation (1pt)	Each paragraph contains the relevant information.	———————	The information is not well distributed throughout the paragraphs, but the text is understandable.	———————	The information is not organized and/or the there are no paragraphs.
Vocabulary (2pt)	Student has included subject-specific vocabulary throughout the text.	The student has included specific vocabulary throughout most of the text.	Student has included some specific terms, but for the most part he has sought alternatives.	Student has not included subject-specific vocabulary, but he has used alternative words.	Student has not included subject-specific vocabulary and the vocabulary used was very basic.
Grammar (2pt)	Student has used complex grammatical structures and he has not make any error using the verb tenses.	Student has made mistakes in complex grammatical structures, but has correctly combined verb tenses.	Student has correctly combined verb tenses, but has only used simple grammatical structures.	Student has made some errors in tenses and has only used basic structures.	Student does not make correct use of verb tenses and does not know how to follow correct grammatical structures.
Spelling (2pt)	No errors have been made	Errors have been made in some complex words	Errors have been made in complex words and in some simple words.	Quite a few spelling mistakes have been made.	Has trouble spelling basic words.
Cohesion (1pt)	Perfect use of the linking words have been made.	Many linking words have been included, but some have not been used correctly.	Some linking words have been included.	Only basic conjunctions have been included (and, but, because...) and none of the new ones studied in class.	It has not included any linking words. They are unconnected sentences.
Coherence (1pt)	Each paragraph contains the relevant information.	The information was correct, but student did not go into too much depth.	There is some non-relevant information and the student did not go into too much depth.	Student strayed from the main topic.	The information does not relate to what is requested.

Table 9. Rubric for oral presentations

		4. Excellent!	3. Good	2. Fair	1. Needs improvement
Oral skills	**Elocution**	Student uses a clear voice, rhythm and tone, so that all audience members can hear presentation.	Student's voice is clear, and most of the audience members can easily hear the presentation. The tone used changes	Student's voice is low-medium, but part of the audience still has some difficulty hearing presentation. Tonality barely changes.	Student mumbles, very low voice and do not use any tonal differences.
	Pronunciation	Student pronounces mostly everything clearly and correctly.	Pronunciation is good, but some constructions and terms are incorrect.	Student pronounces incorrectly some terms, mostly vocabulary of the unit.	Student does not do any effort regarding pronunciation.
Non-verbal skills	**Eye contact**	Student presents looking at the audience and making them feel included.	Student generally looks at the audience.	Student occasionally uses eye contact.	There is not eye contact.
	Posture	Stands up straight and still with both feet on the ground, and moves the hands for emphasis	Occasionally sways or fidgets, but stands up straight with both feet on the ground most of the time.	Sways or fidgets during much of presentation.	Slumps or leans during presentation.
Contents	**Organization**	Student has a good hook and presents information in logical, interesting sequence which audience can easily follow.	Students presents information in a logical sequence which audience can follow.	Audience has some difficulty following presentation because student jumps about.	Audience cannot understand the presentation because there is no sequence of information.
	Subject knowledge	Student demonstrates full knowledge and can answer and elaborate on most/all questions asked.	Student is at ease with information and answers questions satisfactorily, but fails to elaborate.	Student is comfortable with information but is only able to answer simple questions.	Student does not appear to have a grasp of information; cannot answer questions about subject.
Presentation	**Visual**	Visual aid showing effort and creativity is used thus improving overall presentation.	The audience could read the slides and the images were generally good.	The images used changed from blurry to high resolution. Text varied depending on parts.	The presentation had small fonts and blurry pictures. It has been difficult to follow.
Teamwork	**Coordination**	The team run perfectly coordinated, with clear guidelines about each member's role. Each member has participated.	The team was mostly coordinated, but there were some moments of doubt and/or unbalance. A minority of the members of the group did not know what to do.	One or two members of the group have focused most of the presentation. The rest of the group did not have clear instructions about their role.	The team did not know when to speak, or what role were having. Only one person leads the group

(Rubric adapted from Jaime Alonso´s rubric)

10. <u>Attention to diversity</u>

It is possible that there may be students who need to be treated differently from the rest when carrying out the activities, so that they can enhance their own abilities and progress in the subject according to their skills. In this section we will present five possible cases that may occur in the classroom and require adaptations to the didactic units and even to the curriculum.

The Diversity Attention Plan is "the set of actions, organizational measures, support and reinforcements that a center designs and implements to provide its students with the educational response best suited to their general and specific educational needs" (Collado, P, & Sánchez, E. 2014).

In article 71.2 of *La Ley Orgánica 2/2006, de 3 de mayo, de Educación, modificada por la Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa* it is indicated that "the Education Administrations shall ensure the necessary resources so that students who require a different educational attention from the ordinary one, due to special educational needs, specific learning difficulties, ADHD, high intellectual abilities, late incorporation to the educational system, or due to personal conditions or school history, may reach the maximum possible development of their personal abilities and, in any case, the objectives established in general for all students (ORDEN 1493/2015, de 22 de mayo). The evaluation process for these cases is specified in the *ORDEN 1493/2015, de 22 de mayo, de la Consejería de Educación, Juventud y Deporte, por la que se regula la evaluación y la promoción de los alumnos con necesidad específica de apoyo educativo, que cursen segundo ciclo de Educación Infantil, Educación Primaria y Enseñanza Básica Obligatoria, así como la flexibilización de la duración de las enseñanzas de los alumnos con altas capacidades intelectuales en la Comunidad de Madrid.*

Here are some possible adaptations, however, it will be the school's guidance team who will study each specific case and indicate what adjustments should be made for each student. The information is extracted from a presentation made by Paloma Collado and Eva Sánchez for EOEP Colmenar Viejo.

- Attention Deficit Hyperactivity Disorder (ADHD)

- Pervasive Developmental Disorder / Autistic Spectrum disorder (PDD/ASD)

- Nonverbal learning disorder (NVLD)

- Dyslexia

- Intellectual Giftedness

<u>Attention Deficit Hyperactivity Disorder (ADHD)</u>

Make the class as structured as possible, dividing it into parts, breaking up the task and including breaks between activities. In addition, it is important to allow students with ADHD to move around the class and to propose activities in small groups so that classmates can serve as "role models". The teacher must be clear in giving instructions and must make sure that the student has understood them correctly. In terms of evaluation, it is important to avoid including time-consuming activities such as dictation and to meet regularly with the learner to review the schedule and include reminders in the learner's agenda if necessary.

In this syllabus:

- The teacher will review the agenda with the student daily, to check that they know what they need to do and by when.
- If they need to go to the bin or to the toilet, permission will be given.
- Interdisciplinary projects will be a beneficial activity for the student, as they will be active and working with other classmates, however, the teacher must pay special attention to the group in question, to check that they are working properly since student with ADHD may encourage peers not to work.
- When students have to do an activity, the teacher will ask a student to repeat out loud the instructions she has given in order to check if they have understood everything. If it is an individual activity, in addition to the general check, she will approach the student with ADHD and ask them directly.
- The student will have more time to finish the exams if necessary.

Pervasive Developmental Disorder / Autistic Spectrum disorder (PDD/ASD)

These students usually present alterations in communication and language and in social relationships. In addition, they generally adopt repetitive behaviors, have restricted interests and are inflexible. In this case, the teacher must present a very good structuring of the classroom and use a methodology of work by routines, in addition to having everything scheduled in time. Using visual resources way is usually beneficial for the student, since it is more effective than auditory teaching. It is also important to keep in mind that they have low frustration tolerance and that it is necessary to be very explicit when expressing oneself and never take anything for granted, avoiding any type of message that may include implicit content. In terms of evaluation, it is important to avoid including time-consuming activities such as dictation and to meet regularly with the learner to review the schedule and include reminders in the learner's agenda if necessary.

In this syllabus:

- The teacher will provide the student with the monthly syllabus in advance.
- The teacher will review the agenda with the student daily, to check that they know what they need to do and by when
- The teacher will not move students from one place to another, unless it is strictly necessary. In addition, the project work groups will remain the same. (Unless the school counsellor or the student indicates that it is not a problem for him/her to change partners).
- The teacher will not use irony during the lesson and will not give implicit messages.
- The teacher will use very visual presentations during the explanations.
- The teacher will avoid giving negative messages to the pupil about the completion of their tasks so she will always try to convey positive messages.

Nonverbal learning disorder (NVLD)

Students with NVLD often require similar actions as students with ADHD or Asperger's, even though they are not the same disorder. As in the previous cases, it is preferable to do activities that require short and quick answers, and to avoid the student having to write

or copy excessively. It is also helpful to work with peers as role models, and to help them keep track of their agenda.

In this syllabus they will be treated in a similar way to that proposed in the previous case. Moreover, this student may need different marking criteria than their peers, as they have problems in the writing test and in making presentations.

Dyslexia

It should be taken into account that the student's reading level may not be the same as that of his or her peers, so it is important to check that the student has understood the content of the text. To do this, it is helpful to adapt the font size, word spacing and line spacing. When evaluating, priority should be given to content, not to writing errors. In addition, the student should be given more time than the rest of his or her classmates. Some measures that can help are: not having the student read in public, allowing them to use computer devices with spell checkers, working on content with materials such as videos or presentations or having interactive and audiovisual materials at their disposal.

In this syllabus:

- The teacher will not ask the student to read aloud either the texts or the homework.
- Their student´s guide will have a different layout. The font size will be larger and the spacing between words and lines will be wider than usual.
- In relation to writing exams, the teacher will use a different rubric for marking.
- Like all their classmates, they will have extra material on the course platform and will have access to the tablet during lessons.

Intellectual Giftedness

In order to stimulate this type of students, it is usual to propose complementary activities and resources with different degrees of difficulty, as well as to combine activities proposed by the teacher with others of free choice. It is recommended that the teacher include more complex and deeper objectives that are connected between them and that are of interest to the student. Sometimes, an enrichment curricular extension will have to be made.

- The student will have access to advanced content on the course platform and The teacher will arrange individual tutoring sessions to explain the advanced level content. In addition, if agreed, such content will be subject to examination.
- If possible and agreed, the student could even attend the English classes of a higher course.

In addition to pupils with some kind of disorder, each pupil is different in their own way and the teacher must adapt to their needs. In the classroom we can find many different types of pupils. In order to adapt individually to each of them, the following actions are proposed:

- Extra material. By uploading additional material at different levels to the course platform, all students will be supported in making progress, both those who are a little behind and need to revise the basics, and those who have a more advanced level and want to continue learning. Students will be able to access it whenever they feel it is necessary and ask the teacher if they have any questions. This material will include extra exercises and videos recorded by the teacher. In the videos, contents from previous levels will be explained, in case a student needs to review them. There will also be extension videos for more advanced students. In no case will the explanations of the course be uploaded to the platform, unless the teacher considers it necessary. This will be done in order to avoid students not attending class thinking that they will be able to access the lesson from home. However, students who request help from the teacher will receive additional explanations and material to their personal email address. This is to support students who are interested in learning and improving. At this age, pupils are very judgmental about what is fair and what is not, and it is important for them to see that the teacher values and rewards in some way those pupils who show interest in the subject. It can also happen that a new pupil arrives at school and does not have the same level as their new classmates, these videos will help them to follow the lessons.
- Individual tutorials. After the completion of each unit, students will work individually on practical exercises to make them aware of whether they have understood the theory or not. While they work, the teacher will be

able to dedicate time to those students who need it. Any student may request an individual tutorial to talk to the teacher. The teacher will also call any students who she feels need a little support and who have not requested a tutorial with them. During the tutorial, any doubts the student may have will be clarified and some advice will be given to help them improve their study technique.

- Time. Not everyone needs the same amount of time to acquire and assimilate a new concept, so when time is set aside in class for practical exercises, they will not be corrected until the following day. In this way, students who need to do them can revise them at home.

- Classroom layout. There will be times when it will be appropriate to seat students with higher language levels with students with lower levels so that they can tutor and help each other. Conversely, there will be other times when it will be more convenient to separate students by level. It is important not to forget that it is just as valuable for a student at an advanced level to progress as one at a lower level. Separating them by level from time to time will be beneficial for both. On the one hand, students with a more basic level will not feel pressure or embarrassment to be with a more knowledgeable partner. On the other hand, advanced students will be able to practise fluently. For instance, in a classical grammar exercise, they could work together and the more knowledgeable student could help his peer and solve his doubts. On the other hand, if we do an speaking exercise in pairs, it would be more convenient for both of them to do it with someone of a similar level to bring out their full potential.

- Scheduling. The teacher will clearly state in advance the different deliverables to be made and the method of evaluation. This will reduce anxiety in students and allow them to organise themselves from the outset according to their personal situation and needs.

- Duration of activities. Try to do changing activities that do not last too long and that allow the student to be active. In this syllabus, the theoretical explanations will be as brief as possible, taking a maximum of 10 to 15 minutes. If the subject matter is dense or extensive, it will be divided into different lessons. The explanation will be done taking into account the

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attention curve, using the moments of greatest distraction to do more active and dynamic exercises. In addition, more traditional and mechanical exercises will be combined with more enjoyable activities that require interaction among students,

- Type of material. Include all types of materials (interactive, visual and sound) so that they are adapted as much as possible to all learning styles of learners. We will work with projects and with flashcards, we will do interactive activities through different digital tools, we will watch videos, we will do exercises with songs and we will project presentations on the whiteboard as audiovisual support, among other things.

11. Complementary activities

Complementary activities are those that are carried out during school hours and are part of the curricular project, but are usually different from regular classes in terms of the resources used and the space where the activity takes place. Their main objective is to facilitate the learning of curricular contents or to complement what has been learnt. The following activities are proposed for students in the 2nd year of ESO:

Reading plan. It seeks to promote reading in an entertaining and original way. For this we will use the Tatum platform. It is a gamified reading platform. The readings are accompanied by didactic proposals. Students will have to pass different tests and in return they will receive rewards. The teacher can use the activities proposed by the platform or modify them and create his own. It is important that students are able to follow the reading and plot of a book and not just small articles.

Link to the platform: Tatum

Theatre. We will go to the auditorium one day to see a play in English. In addition, there will be some activities before and after the play that will help to better understand the plot. Theatre play: Treasure Island.

Before going to see the performance, the teacher will ask the students if anyone knows what the play is about and we will comment on it. If they don't know the plot, we will work on it with a short reading.

After having seen the play, the pupils will work in groups and create a comic that summarises the story they have seen. They can do this by hand on a poster board or using a computer. If they choose the latter option, they can use websites such as Pixton, Storyboardthat or Witty Comics.

Annual Party Tournament. After completing each didactic unit, there will be a group review of the contents of the unit. In September, the teacher will assign groups to compete throughout the course. The group that has accumulated the highest score at the end of the course will receive 0.25 points more in the final grade. The review will be based on the classic game Party & Co. There will be five types of tests: mime and sounds, culture question, drawing, forbidden word and grammar test. With this game, students will learn to work as a team, they will strive to review the content of the unit before the exam date and the more advanced students will help other classmates. In addition, a healthy

competitive spirit, perseverance and hard work will be encouraged, as students will have to work hard throughout the course to acquire first place.

Gymkhana. This is an interdisciplinary activity that will take place outside the school. The students will have the opportunity to get to know the city of Madrid a little better and to review content already covered in different subjects such as maths, history and English in an active way.

Find the link to the organising company here.

Film session. During the quarterly assessment period, once they have taken their English exams, it is a good idea to offer them the opportunity to watch a film. Students will be mentally tired both from studying and from having taken their exams that day, so they will appreciate the opportunity to do something entertaining and that does not require a lot of concentration.

12. Guidance and tutoring

The school wants the pupil to receive a comprehensive education and this is not only achieved by teaching content from different subjects, they also want to teach the pupil to develop competences that allow them to make decisions autonomously and to ensure a good coexistence in the school and that all students feel integrated in the school.

The Tutorial Action Plan is the specific document for planning the actions to be carried out by the tutors, under the supervision of the Head of Studies (Instituto de Educación Secundaria Cañaveral, s.f.). This document is part of the School Education Project (PEC) and usually has the supervision and collaboration of the guidance department. The objectives of the tutorial plan are, among others, to guide, accompany and orient the student (UNIR, 2020).

A good tutoring plan includes both individual sessions with the students and group sessions, in which different dynamics will be carried out that will help to: "improve academic performance, teach effective study skills and techniques, promote good coexistence within the centre and the adaptation of students to school life, guide students to discover their strengths and possible vocations for the future, and, finally, attend, intervene and ensure that the action programmes are optimal for tutored students with special needs (UNIR 2019).

Ordinary Secondary Education coincides with the period when pupils leave childhood to become adolescents. Adolescence is often a turbulent phase in which young people face many changes. Formal and critical thinking emerge, relationships with parents change, they experience physical changes, they begin to think about sexuality, attention to others and to themselves increases, and therefore the way they are seen by peers becomes very important. The tutoring class is the opportunity for them to reflect on all this in a healthy way. The tutor has the opportunity to help their pupils to manage this new stage and to guide them. Bullying is one of the main factors affecting the development of depression and suicide in adolescents, to which we must now also add cyberbullying. It is important to create a good classroom climate where everyone is a peer and supports each other. Teach them that although not everyone is going to be friends with everyone, they should always treat everyone with respect and politeness, and help each other for a better coexistence. In addition, in relation to cyberbullying, we must teach them to make proper use of social networks and make them aware of their dangers.

As a tutor I want to offer my students a space where they feel safe, listened to and understood. To offer personalized tutorials on a regular basis where we can talk about their academic progress and their social relations at school, and work together with the group on values such as respect and effort.

Moreover, the following topics, among others, will be included in the syllabus of the English subject: Human Rights, social networks, environmental management and climate change

Human Rights. One of the interdisciplinary projects of the course will be on Human Rights. Students will have to research the United Nations and the origin of the Charter of Human Rights.

Social Networks. A Reading about new technologies and social networks will be the trigger for a debate. Students will discuss this topic. Particular emphasis will be placed on mentioning the dangers that these platforms can have.

Environmental management. Units 5 and 6 of the syllabus will focus on the environment and global warming. Students will work on the different alternatives to reduce the ecological footprint.

13. Conclusion

Our education system aims to provide an integrated education, taking into account not only the content of different subjects but also different skills. Moreover, it gives an important role to the English language, nowadays the lingua franca in a world in which there is almost total globalisation.

In the syllabus described above, all these factors and some others have been taken into account, such as, for example, the importance of the mother tongue in the acquisition of knowledge. For learners, the acquisition of concepts is not the same in their mother tongue as it is in a foreign language. When subjects are studied in a language in which the student is not a native speaker, the student will tend to memorise the content for the exam without trying to understand the processes, which means that it is a short-term acquisition and that the apparently learned concept will be forgotten more quickly. For this reason, in this TFM we present a programme that works in English on subjects already studied in Spanish beforehand, which does not seek to teach students the concept, as they already have it, but to broaden their vocabulary in English so that they can talk about the subject in that language. As a result, a programme combining various teaching methods based on the communicative approach has been presented.

On the one hand, based on the more classical English class in which grammar and vocabulary are studied and put into practice with different exercises, as well as practising reading skills, oral expression and oral comprehension. This will allow students to work on the English language in a formal way and will enable them to take official exams, as they may be required to have a certificate of English language proficiency for certain further studies or certain jobs.

On the other hand, interdisciplinary learning is offered between different subjects based on projects. The aim is to involve students in their own learning and to enable them to work on the English language in a more natural and fluent way. This project-based learning method is an active pedagogy in which the student learns by doing, in which they cultivate a taste for knowledge and autonomy. Students will have to work cooperatively to deliver a final product which they will have to present and defend to their peers. Students will develop their critical thinking and creativity by working actively and autonomously researching different topics of interest to them.

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15. Didactic units

15.1 Didactic unit 1

<table>
<tr>
<td colspan="2" align="center">Unit 2. The Czech Republic</td>
</tr>
<tr>
<td>Contents</td>
<td>
- Town adjectives (bustling, touristy, picturesque, cosmopolitan, compact, huge, unspoiled, polluted, contemporary, ancient, expensive, inexpensive, alive, boring)
- Present perfect simple tense
- Past simple tense
- Time expressions for past simple and present perfect (for, since, already, yet, just, never, ever, recently, lately, ago, last, yesterday)
- Linking words (Although, however, nevertheless, as, since, such as, for instance, in addition, moreover, due to)
</td>
</tr>
<tr>
<td>Objectives</td>
<td>
- Describe the characteristics of a city
- Describe past events using past simple and present simple
- Differentiate which time expressions indicate past simple and which indicate present perfect simple
- Make complex sentences using linking words
- Linking the different sentences and paragraphs of a text to make it read smoothly.
- Write a blog post following the appropriate structure
</td>
</tr>
<tr>
<td>Evaluation criteria</td>
<td>
- Student can describe the characteristics of a specific city.
- Student positions adjectives correctly in sentences.
- Student can conjugate the simple past and the present continuous and use and combine them correctly when talking about the past.
- Student knows how to write a blogpost about a trip following the structure learnt and making the reading flow smoothly thanks to the use of the linking words.
- Student can correctly place adverbs of time in sentences written in simple past and present perfect.
</td>
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COMILLAS

UNIT 4. CZECH REPUBLIC

LESSON 1.

Warm up! – speaking

Teacher: I don´t know if you know it, but I lived in Prague for two years and a half. Do you know where it is?

Students: In Europe.

Teacher: Yes, you are right, it is in Europe. It is a capital city. Do you have any idea about what country can belong too?

Students: No

Teacher: It is the capital city of Czechia. Do you know where exactly is it?

Students: Eastern Europe.

Teacher: Be careful. If you say that to a Czech citizen they will probably get angry with you. Czechia is located in Central Europe.

I have brought some pictures of the city:

<u>Presentation</u> - Vocabulary

Prague is a **bustling** city, there are many people. It is one of the most **touristy** in Europe due to its beauty. This capital city is a **picturesque** place with narrow streets, colourful buildings and hidden passages. You can find people from all around the world working there, there is a very **cosmopolitan** environment and the leisure offer is enormous. I really like this type of cities. Moreover, it does not take much time to go from one place to another. Everything is relatively close since Prague is **compact**.

However, if you are a person who prefer nature rather than **huge** cities you can visit many **unspoiled** areas that are only one hour away from Prague, such as Bohemian Switzerland and Bohemian Paradise. You can spend the day hiking surrounded by large trees and enjoying astonishing views.

- Do you like it?

- Do you think you would feel comfortable living there? Why?/Why not?

Grammar spot:

> Remember that adjectives are words used for describing qualities or states of the nouns. They are usually located in front of the noun. However, Adjectives can go after some verbs such as: be, seem, become, look, etc.
> *Ex: Prague is a bustling city.*
> *Ex: This capital city is picturesque.*

Practice:

Last night I was watching Viajar, the tv channel. The presenter was travelling around South America and he was visiting different types of cities. I have created a list with most of the adjectives he used to describe them, could you help me finding their meaning?

Activity 1. Match each adjective with its meaning.

1. Bustling		a.	existing in a natural state; not ruined.
2. Unspoiled		b.	Somewhere with a rich and varied mix of cultures and languages
3. Compact		c.	Visually charming or quaint
4. Cosmopolitan		d.	full of people
5. Picturesque		e.	contaminated
6. Polluted		f.	Not very big, contained within a small area.

(Definitions taken from wordreference and ESOL Courses.)

Activity 2. Now we are going to split the class into five groups. Each group will receive 20 cards: 10 words and 10 pictures. Match the word with its antonym and with the image that best represents it. The group that finishes first wins.

Bustling	Calm		
Contemporary	Ancient		
Expensive	Inexpensive		
Touristy	Unspoiled		

Alive	Boring		
Huge	Compact		

(10 adjectives 10 images) 20 cards

<u>ROUND UP!</u>

Teacher: Let´s see what other people have to say about Prague! I have brought a <u>video</u> in which some people give their opinion about Prague. It will also help you to create a global vision of the city.

What do you think about what people say? Would you like to live there?

LESSON 2:

<u>Warm up!</u> – Speaking

Teacher: Have you ever lived abroad?

Student: I lived in Ireland. I was there for summer camp.

Teacher: For how long?

Student: One month

Teacher: Where in Ireland?

Student: Near Cork

Teacher: Did you like living there?

Student: Yes. Since my parents were not there, I could do everything I wanted.

Teacher: Anyone else?

Students: Martina!

Teacher: Martina, have you lived abroad?

Martina: Yes, I lived in Mexico all my childhood until four years ago. My mother is Mexican.

Teacher: Cool! So you have live in Madrid since 2018, haven´t you?

Martina: Yes

Teacher: Anyone else?

Students: No

Teacher: As I told you yesterday, I lived in Prague for two years.

Prague is the capital of Czechia and the official language is Czech. It **has joined** the European Union since 2004, nevertheless it does not belong to Eurozone, its currency is the Czech Crown. The Czech Republic is famous, among other things, for its beer production. According to the BBC "The Czech Republic consumes more beer per capita than any other country in the world".

My best friend Marina still lives there and she **has texted** me this morning. Marina **has lived** in Czechia for five years now and she **has recently given birth** to her first son. She is a plant lover but unfortunately, she **has had** a problem. Since she is first time mother, she **has been very stressed** and **she hasn´t slept** very much the last few days **and she has forgotten** to water the avocado plant I gave her when I left the country. Marina **has texted** me to apologize because she feels very guilty.

I **have told** her that everything´s okay and that she doesn´t need to worry, I will plant a new one.

Presentation – Explanation of present perfect simple using the examples given before and genially.
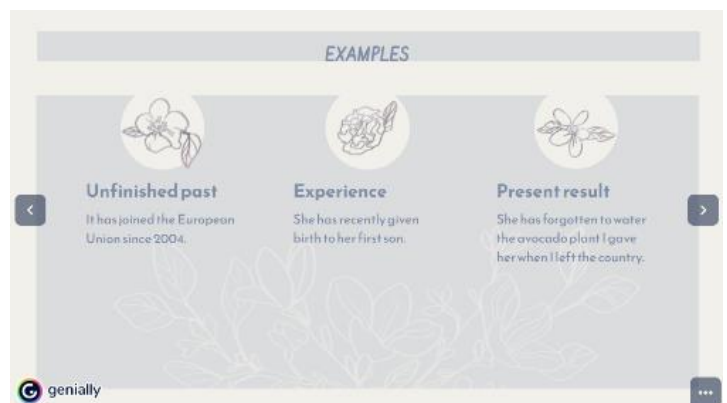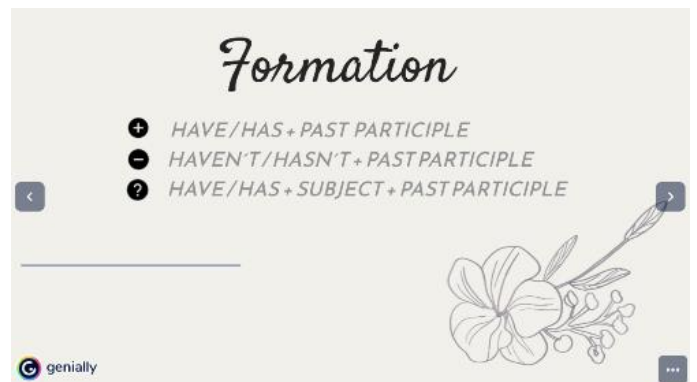
Practice:

Teacher: I wrote her a message this morning while walking to school, but it seems that the message is incomplete because I got distracted, could you help me to complete it before sending it?

Marina   🔍 ⋮

Hi Marina!

It .... (be) a long time since we last spoke. I hope Tondra is growing up healthy.

Don´t feel bad, these things happen.

I .... (see) on facebook that your parents are in Prague with you. Give them my regards.

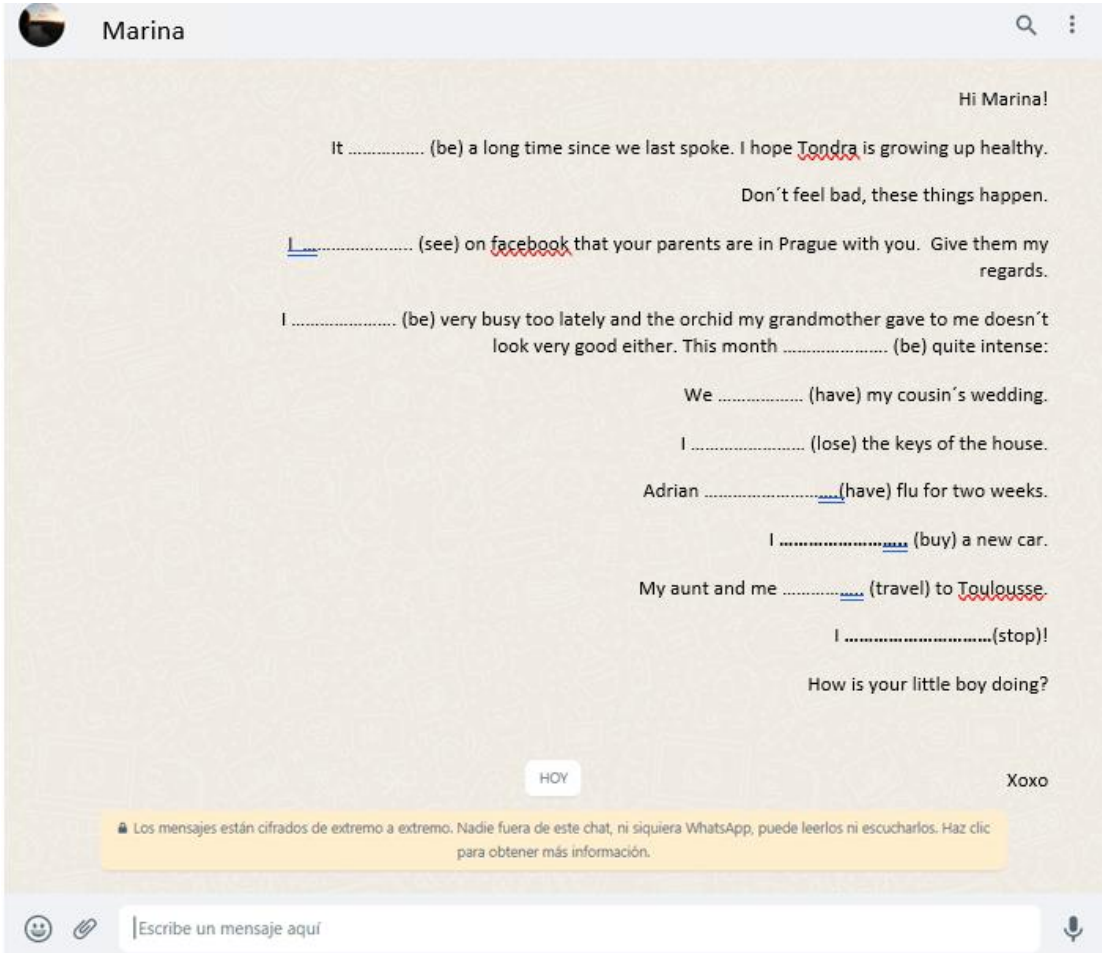I .... (be) very busy too lately and the orchid my grandmother gave to me doesn´t look very good either. This month .... (be) quite intense:

We .... (have) my cousin´s wedding.

I .... (lose) the keys of the house.

Adrian ....(have) flu for two weeks.

I .... (buy) a new car.

My aunt and me .... (travel) to Toulousse.

I ....(stop)!

How is your little boy doing?

HOY

Xoxo

🔒 Los mensajes están cifrados de extremo a extremo. Nadie fuera de este chat, ni siquiera WhatsApp, puede leerlos ni escucharlos. Haz clic para obtener más información.

😊 📎 |Escribe un mensaje aquí   🎤

Consolidation – Speaking

Get into pairs. One will choose image A and one will choose image B. When you scan the QR code you will find a picture of a place. Imagine that you have recently been there. Your partner will have to guess where you went on a trip by asking questions. Try to use the present perfect tense and the new vocabulary as much as possible.

For example:

Is it a very touristy place?

Is it expensive?

Have you needed to wear a lot of warm clothes?

A

Pamp, J. (4 de julio de 2019). Foto extraída de Unplush.
https://unsplash.com/photos/XiHRIiwq2jY

Sweden

B

Lastra, P. (1 de noviembre de 2016). Foto extraída de Unplush.
https://unsplash.com/photos/Nyvq2juw4_o

Chicago

Round up – Kahoot

Now we will do a kahoot to review the present perfect and the vocabulary.

LESSON 3:

Warm up - Storytelling

When I was living in Prague I came across a film shooting. As it lasted several weeks, some monuments were closed and entire streets were cut off, I started to investigate what was being filmed.

I found out that many famous actors such as Chris Evans, Ryan Gosling and Ana de Armas were in the city working at that shooting. It is Netflix's biggest production to date. It is an action film called The Gray Man that does not have a confirmed release date yet.

I am looking forward to watching it.

I am not very up to date in the world of cinema, and I would like to know more about the actors who appear in the film. I have found an article with their biographies

Presentation – Time expressions

I will explain time expressions using Chris Evans biography and with the continuation of genially's presentation about PP.

Chris Evans **was born** in Boston on June 13, 1981. He is a well-known actor for his superhero movies. He has been famous for 32 years, since 2005 when he played Human Torch in Fantastic Four" but It **has been** the role of Captain America that **has made** him known worldwide. […]He **has worked** on several projects lately, including The Grey Man. Since then **he has won** several awards thanks to his performances in different films, however, he **has not won** an Oscar yet. Not only has he acted in action movies, **he has** also **had** acted in drama and comedy films. He **has just finished** filming the movie Ghosted with Cuban-Spanish actress Ana de Armas. So far, **he has not had** any known partner, apart from. He **has recently confessed** that one of his hobbies is soccer.

Genially presentation:
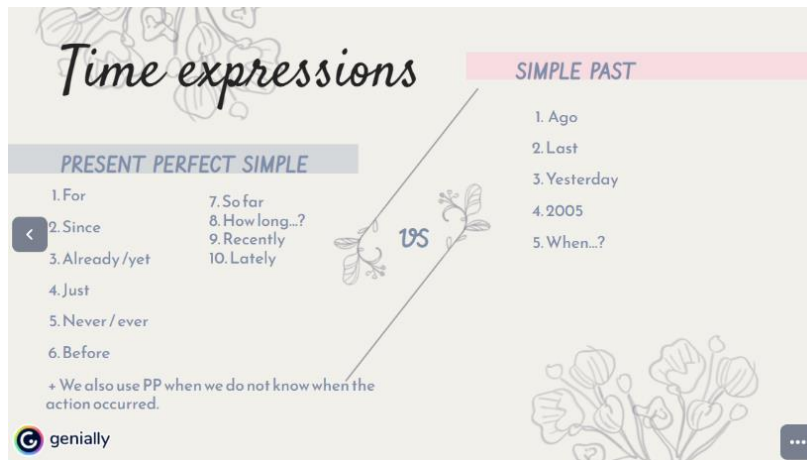
Practice:

Teacher: I haven´t had enough time for checking Ryan Gosling biography and I don´t know who he is. I have found this article; can we take a look together and see who it is?

Ryan Thomas Gosling is a Canadian actor and director best known for playing the leading role in the romantic drama, 'The Notebook'. He was born on November 12, 1980, and he has been famous ▮▮▮ 18 years.

Gosling has appeared in several films ▮▮▮ 1997. He won four Teen Choice Awards in 2005 for his role in 'The Notebook', including Choice Movie Breakout Performance – Male" and "In 2006, he received the Best Actor Award at the Las Palmas Film Festival for the movie, 'Half Nelson'."

He has not married ▮▮▮ However, he has been linked with several women such as Sandra Bullock or Rachel McAdams. His current partner is Eva Mendes with whom he has two children.

Gosling has worked to promote several social causes ▮▮▮ including AIDS research, poverty relief and the humane treatment of animals.

▮▮▮ he has been in Australia filming the movie The Fall Guy, based on the Glen A. Larson television series of the same name.

| for | lately, | since | yet. | Recently | | LISTO |

This is the link to activity.

COMILLAS
UNIVERSIDAD PONTIFICIA

Consolidation:

Let´s do an activity to get to know each other better. Some of you will have been at the school for many years, but some of you have not. Tell something curious about yourself in four sentences that almost no one knows, for example, activities you have done recently. The sentences will be anonymous. Once we have all written ours, we will have to find out who is the person who has written each post it.

Sentences must be posted here.

ROUND UP – Video

The Gray Man trailer

Teacher: What do you think about this film?

Student 1: I like this type of films and I love Avengers and End Game films. I will probably watch it!

Student 2: I like more fantasy movies or series. I don´t find The Grey Man very interesting.

Student 3: I really like Chris Evans, I like the Captain America movies a lot. If the movie is released on Netflix, I'll watch it on the same day of release.

[…]

LESSON 4:

<u>Warm up</u> – Wordl

Teacher: As you may know, I'm not a very technological person and in my free time I don't usually use electronic devices. But I have been asked to organize a trip and yesterday I spent all the afternoon using the internet loking for means of transport, accomodation, places to visits...The fact is I discovered a couple of pretty interesting things and I would like to share them with you and to know if you already knew them.

The first thing is a web called "wordle". It is a game that consist of finding out a five letter word by writing words of five letters. It is similar to hangman game. Did you know it?

Students: Yes

Students: No

Teacher: Great! The problem is I´ve got hooked on this game and I would not like to forget to complete the word today. Do you want to help me?

Students: Yes!

[Teacher opens the game and show it to the class using the projector]

Teacher: Can the people who know how to play, explain to the rest of the class how it works while I sit and I take off my coat?

Student 1:

We have to write words of five letters. Once we ask the game to correct the word we have written, we can receive three different colour codes:

- If the letter turns green it means that the word of the day has that letter in that position. We have to be careful because the game does not say if that letter is duplicated.
- If the letter turns yellow it means that the letter is in the word but it is not in the correct position.
- If the letter turns grey it means the letter is not in the word.

Teacher: Well explained! Let´s play!

Find [here](#) the link to the game

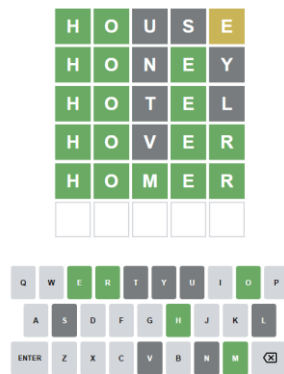Teacher: Do you know the meaning of "to hover"?

Students: No

Teacher: I will give you an example: The plane hovered the stadium.

Students: To flight?

Teacher: It´s something similar, yes. Being suspended in the air over a zone.

Wordle

H	O	U	S	E
H	O	N	E	Y
H	O	T	E	L
H	O	V	E	R
H	O	M	E	R

Students: The main character of The Simpsons!

Teacher: Yes, but it is also a noun in English. Do you know what it is?

Students: No idea

Teacher: It is the informal way to say "home run" in baseball.

Presentation - (blog post structure & vocabulary review)

Teacher: As I was saying before, yesterday afternoon I was planning a trip to Granada. While I was checking all this, I discovered something called travel blogs in which people share the itineraries they have made, their impressions and provide suggestions about the places they have visited.

I did not have enough time to read it completely and I was wondering if you could read it with me and help me to make a decision. Once we have read it I would appreciate if you could tell me if you think it is a good option to follow the writer´s advice.

Title

A trip around Granada

Introduction

Last long weekend my friends and me went to Granada for four days. For some of us it was the first time in that city and we had big expectations. Granada is located in the region of Andalucía in the south of Spain. We went by bus from Madrid and it took us around 6 hours, although if we had traveled by car it would have taken us two hours less.

Body

Accommodation:

We rented an apartment near the cathedral called Apartamentos Jazmín. It was spacious, clean and it had a beautiful view of the city. Nevertheless, it was a noisy area and it was not easy to fall asleep. This was a problem as part of the trip was for practicing sports and we needed to rest at night.

DAY 1

We arrived on Saturday, May 30th. When we arrived, we went to the apartment, left the suitcases and went to visit the famous monumental complex of the Alhambra. Thanks to the fact we had bought the tickets five days in advance, we went in without queueing. At lunchtime we went back to the cathedral area, where we ate tapas and visited the cathedral. At sunset we went to the neighbourhood of Albaicín. We walked around and enjoyed the live music played at the viewpoint. In the evening it started to rain and we decided to go **bowling**.

DAY 2

On Sunday we went to Los Cahorros a gorge in Sierra Nevada. We went **hiking**, we did a 9.5 route and we **rappelled**. Since our friend Álvaro had vertigo, he did not practice the second activity. If you like this kind of activities, in this natural park you have a lot of opportunities such as **canoeing, climbing** and **via ferrata**. We went to bed early because we were exhausted.

DAY 3

It was the last day of our trip and we did not want to miss the opportunity to go to the coast so we went to Almuñecar. We were lucky and the weather was very nice. It was sunny and very warm. I do not like cold water, so I did not bathe in the sea. However, my friends were braver and went **snorkelling**. The beach and the water were very clean and they saw many fish. Many other activities were offered, such as **scuba diving, kayaking, freediving** and **sailing**. I would like to come back to Almuñecar another year and stay longer.

Conclusion

The trip was intense and tiring, but we enjoyed it very much. I think I speak for the whole group when I say that we would like to repeat the experience and that we recommend it to all active and adventurous people.

Discuss in pairs:

1. Would you be able to summarize the trip in three lines? (Write it down)

2. Was everything positive? Could anything have been improved?

3. Do you think it is a good option to follow the writer´s advice? Would you do the same itinerary? Why?

Consolidation: (speaking, grammar and vocabulary)

Teacher: Have you ever practice the activities mentioned in the post? What activities have you practiced in the past? And in the present?

Round up:

Teacher: Before booking the trip, I would like to ask my friends if they like all those sports. My friend Carmen started studying English a year ago and she still doesn't have a good level, but as she wants to learn as fast as possible, she forbids me to speak to her in Spanish. I had thought of sending her the list of activities with a picture so that it would be easier for her to find out what sport it is.

 Link to activity here

LESSON 5:

Warm up: speaking

Teacher: I am freaking out! I wasn´t aware of what a blogger could earn. Last night I found this [video](#) (2 first minutes):

Questions after watching the video:

Teacher: Did you know they could earn that amount?

Students: No

Teacher: Neither do I. I didn't know there were bloggers who don't even pay for the trips. There is a company that hires them and pays them.

I find blogging a nice hobby, at the end you keep your memories in writing. I'm thinking of starting a travel blog. It would be at an amateur level, not professional, but as time goes by I'm sure I'll improve my technique, and who knows if at some point someone will hire me and pay me for it.

The problem is that I don't have much time to travel, and I thought it might be a good idea to make a group blog to have more posts. Let´s try!

Presentation:

Teacher: Let´s check yesterday´s blogpost to see how to write it properly!

A trip around Granada

Last long weekend my friends and me went to Granada for four days. For some of us it was the first time in that city and we had big expectations. Granada is located in the region of Andalucia in the south of Spain. We went by bus from Madrid and it took us around 6 hours, although if we had traveled by car it would have taken us two hours less.

Accommodation:

We rented an apartment near the cathedral called Apartamentos Jazmín. It was spacious, clean and it had a beautiful view of the city. Nevertheless, it was a noisy area and it was not easy to fall asleep. This was a problem as part of the trip was for practicing sports and we needed to rest at night.

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DAY 2

On Sunday we went to Los Cahorros a gorge in Sierra Nevada. We went hiking, we did a 9.5 route and we rappelled. Since our friend Álvaro had vertigo, he did not practice the second activity. If you like this kind of activities, in this natural park you have a lot of opportunities such as canoeing, climbing and via ferrata. We went to bed early because we were exhausted.

DAY 3

It was the last day of our trip and we did not want to miss the opportunity to go to the coast so we went to Almuñecar. We were lucky and the weather was very nice. It was sunny and very warm. I do not like cold water, so I did not bathe in the sea. However, my friends were braver and went snorkelling. The beach and the water were very clean and they saw many fish. Many other activities were offered, such as scuba diving, kayaking, freediving and sailing. I would like to come back to Almuñecar another year and stay longer.

The trip was intense and tiring, but we enjoyed it very much. I think I speak for the whole group when I say that we would like to repeat the experience and that we recommend it to all active and adventurous people.

Grammar point: linking words

Link to the presentation

100
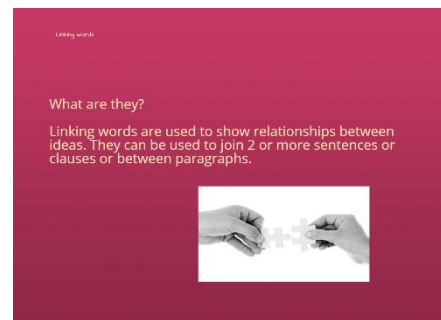
What are they used for?

- Giving examples
- Adding information
- Summarising
- Sequencing ideas
- Giving a reason
- Giving a result
- Contrasting ideas

1. Giving examples

- For example
- For instance
- Such as

Ex: In this natural park you have a lot of opportunities such as canoeing, climbing and via ferrata.

2. Adding information

- And
- Too
- Also
- In addition
- Furthermore
- Moreover

3. Giving a reason

- Due to / due to the fact that
- Owing to / owing to the fact that
- Because
- Because of
- Since
- As

Ex: Since our friend Álvaro had vertigo, he did not practice the second activity.
Ex: This was a problem as part of the trip was for practicing sports

4. Giving a result

- So
- As a result
- Therefore

Ex: We did not want to miss the opportunity to go to the coast so we went to Almuñecar.

Ex: I do not like cold water, so I did not bathe in the sea.

5. Contrasting ideas

- But
- However
- Although / even though
- Nevertheless

Ex1: The trip was intense and tiring, but we enjoyed it very much.

Ex2: I do not like cold water, so I did not bathe in the sea. However, my friends were braver and went snorkelling.

Ex3: We went by bus from Madrid and it took us around 6 hours, although if we had traveled by car it would have taken us two hours less.

Ex4: It was spacious, clean and it had a beautiful view of the city. Nevertheless, it was a noisy area and it was not easy to fall asleep.

Consolidation - Writing

Teacher: As this is our first blogpost we can write it in pairs to provide more ideas. Think about a place you have been. Tell us how the trip was and what did you do. You can provide some advices to the reader.

As we cannot upload all the posts at once, at the end of the class we will vote which blogpost is the best to inaugurate our blog.

Round up:

Let's vote the funniest and most interesting blogpost!

We will also review why it is the best choice. Does it have the right structure? Is it well written?

We will vote using the app Mentimeter.

Go to www.menti.com and insert the code 4197677
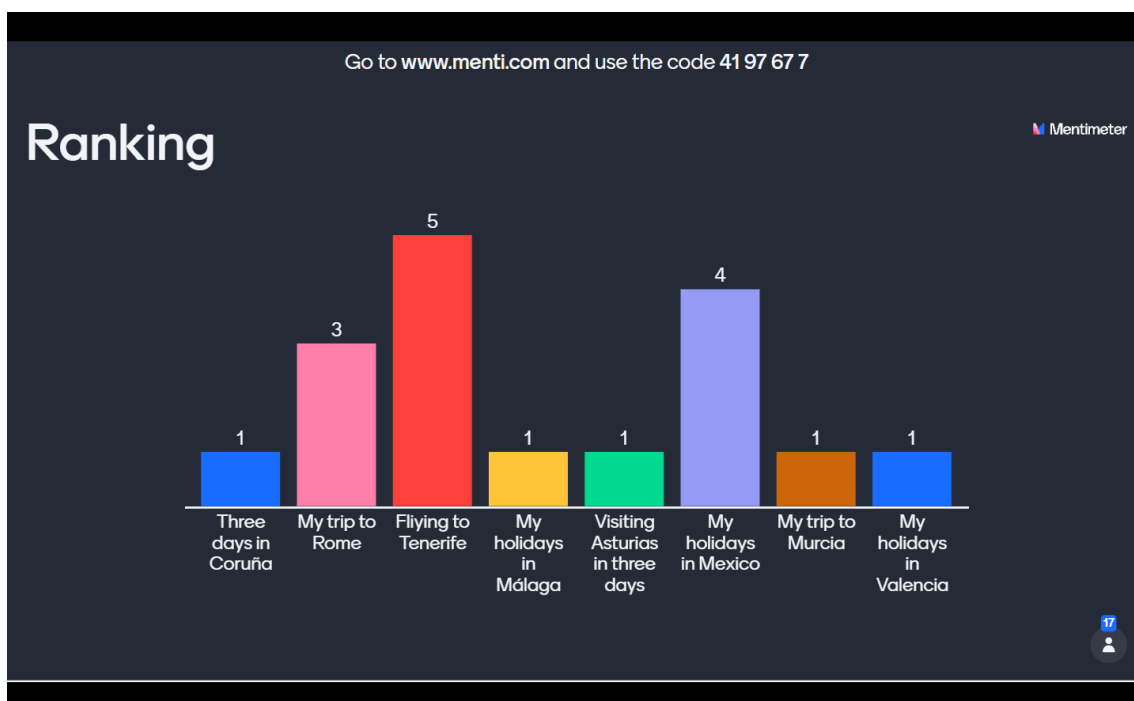
15.2 Didactic unit 2

Project 4: Climates	
Contents	- Differences between weather and climate - World climates (Equatorial, Tropical Rainy, Tropical Dry, Desert, Mediterranean, Humid Subtropical, Oceanic or Maritime, Continental, Polar, Highland) - Differences between advertisement, commercial, publicity and propaganda - Characteristics of print advertising
Objectives	- Make a structured and clear presentation - Speak intelligibly and pronounce clearly - Interacting in a group to achieve a final product - Recognise the different types of climate that exist. - Develop and consolidate habits of discipline, study and individual and team work. - Search the internet for climate-related information and make a selection from it. - Interacting with the team to create a final product
Evaluation criteria	- The group gives a clear and comprehensive presentation on the proposed topic. - The team delivers an original advertisement for the travel agency. - The team run perfectly coordinated, with clear guidelines about each member's role. Each member has participated. - The student makes a complete mind map summarising all the presented climates.

PROJECT 4: CLIMATES

The project will be guided through a Nearpod presentation. Link to the presentation here.

Day 1:

This new project is related to climatology. We will review the contents studied in the subject of geography and history in the first year of ESO but through the English language. The main tool of the first class will be Nearpod. The different materials that we will use will be integrated into this tool.

1. We will start by warming up and refreshing the theory with a video. We will watch the video together and answer the questions out loud. (Minutes: 5)

   Video: Weather and climate

2. We will review the theory with the Nearpod presentation (slides 1-6) and answering some questions. (Minutes: 5)

3. The project will be explained (slides 7 – 10), and groups will be formed. Students will choose the climate that most appeals to them and groups will be created on that basis. There must be a total of ten groups, one for each climate. If the groups are not balanced or if there are students who cannot work together for whatever reason, the teacher will modify the groups. After this, the members of each group will get together to come up with ideas and divide up the tasks. If they want to use any special material, they can take it in the afternoon and bring it back the next day to work on. (40 minutes)

Task:

We are a somewhat particular travel agency. We like to offer experiences of very different types and to unconventional destinations. We are now preparing our new poster for the office window with the most attractive destinations. We want to attract customers with very different tastes, so we offer trips to many parts of the world. In a week the new season starts, and we want to promote 10 new destinations. We want them to be original places that are not very well known and where you can do different

activities. To attract attention, we will make an advertisement with all of them that we will hang in the agency window. We don't have much time to prepare for the new season, so we will work in teams and distribute the tasks.

Each group should:

- Do research on climate characteristics and choose a destination.

- Present this information to their colleagues. They can do this using powerpoint, genially or any other digital tool they feel appropriate. Remember to advise the traveler on the best time of year to travel to the chosen destination.

- Create an advertisement on a poster board with the characteristics of the trip. They can be as creative as they want and use any material they want.

They will have limited working time, so they will be forced to divide up their tasks. The aim will be for them to learn to work as a team, sharing responsibilities according to each person's skills. Students will receive a role and task distribution chart as a guide.

Day 2:

1. To review the concepts of the previous class, a brainstorming session will be proposed.

All students should come up with at least one word that they remember from the previous day. For this activity we will use Mentimeter. Students will write the words on their tablets and they will be projected on the board to discuss them together. (10 minutes)

This would be an example of what it would look like:

2. We will look together at what an advertisement is, what information it should contain and what format it should have (slides 13-15). We will look at the differences advertisement, commercial, publicity and propaganda, and we will see the different types of advertisement (broadcast media, print media, support media, direct marketing, product placements, social media and internet). (Minutes: 10)

3. The students will continue to work on their research. (Minutes: 35)

Day 3:

1. The students will add the final touch to their group project. (Minutes: 20)

3. Each group will present its work. All students will receive a summary table which they will have to complete with the information provided by their peers. (Minutes: 35)

Students will explain the different types of climates to each other in a flipped classroom. Everyone will have a complete overview of the subject even if they have only researched part of it. In addition, with the summary table the teacher will make sure that the students are listening to their classmates.

They will also share their advertisement by uploading it to the Nearpod presentation on the assigned slide. If they have done it on paper, they will scan it beforehand.

The summary table will be as follows:

Climate zone	Climate type	Location	Temperature	Thermal amplitude	Precipitation	Vegetation	Fauna
Tropical zone	Equatorial						
	Tropical rainy						
	Tropical dry						
	Desert						
Temperate zone	Mediterranean						
	Humid subtropical						
	Oceanic or maritime						
	Continental						
Cold zone	Polar						
	Highland						

<u>Day 4:</u>

1. We will finish watching peer´s presentations. (Minutes: 35)

2. Each student will work individually on a mind map or outline of what they have learnt in the previous two days. It is important that learners have moments when they work alone to organize ideas in the way that best suits their learning style. They can do it on the tablet using an app or on paper. It will depend on what each student prefers. (Minutes: 20)

   Note: This is not the first time they do a mind map, as in other subjects they are encouraged to make such diagrams, so they will have previous experience.

Climates

Project 4.

This project will be guided through a Nearpod presentation. You can find the link [here](#).

We are a somewhat particular travel agency. We like to offer experiences of very different types and to unconventional destinations. We are now preparing our new poster for the office window with the most attractive destinations. We want to attract customers with very different tastes, so we offer trips to many parts of the world. In a week the new season starts, and we want to promote 10 new destinations. We want them to be original places that are not very well known and where you can do different activities. To attract attention, we will make an advertisement with all of them that we will hang in the agency window. We don't have much time to prepare for the new season, so we will work in teams and distribute the tasks.

Timeline:

Day 1:

1. Let´s refresh our memories! – 10 min
2. Work group – 45 min

Day 2:

1. Brainstorming! – 10 min
2. What is an advertisement? – 10 min
3. Group work – 35 minutes

Day 3:

1. Group work - 20 min
2. Presentations - 35 min

Day 4:

1. Presentations - 35 min
2. Mind map – 20 min

THE END
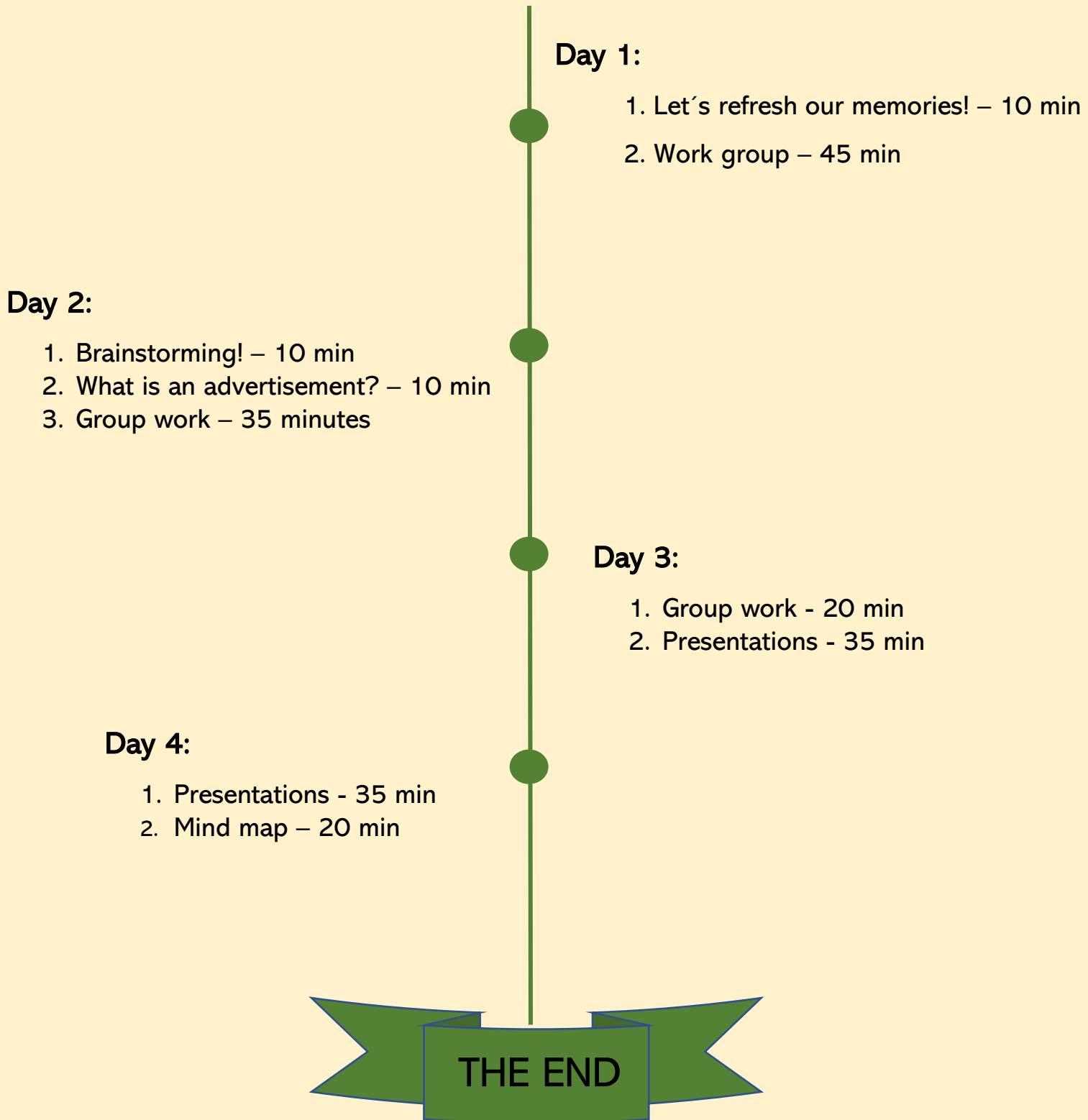
Project Instructions:

1st: Choose the type of climate you like best.

2nd: Get together with colleagues who have chosen the same climate as you - you are already a team!

3rd: Research the main characteristics of that type of climate (where it occurs, what temperatures it has in the different seasons, etc.) and choose a possible tourist destination that has that climate.

4th: Create a presentation with all the information collected. You can use power point, prezi, genially or any other digital tool you like. Please note that you will present the presentation in class and your classmates should be able to fill in the following table with the information you give them.

Climate zone	Climate type	Location	Temperature	Thermal amplitude	Precipitation	Vegetation	Fauna
Tropical zone	Equatorial						
	Tropical rainy						
	Tropical dry						
	Desert						
Temperate zone	Mediterranean						
	Humid subtropical						
	Oceanic or maritime						
	Continental						
Cold zone	Polar						
	Highland						

5th: Create an advertisement promoting your holiday destination. Where is it? What activities are on offer? You can do this manually on a poster board or using the computer. You can be as creative as you like.

6th: Time to present! You have 7 minutes to show us your work and convince us that your destination is the best.

Advertisement

1. Do you know the difference between advertisement, commercial, publicity and propaganda?

2. Do you know what kind of advertisements exist?

3. Can you tell what types of advertisements these are?

    a. What are they offering?

    b. Do you find them attractive? Why yes/no?

Take your own notes!

_____

_____

_____

_____

_____

_____

Groups:

The names of the people in each group should be written on this sheet.

[This sheet will be posted on the class notice board, so that everyone knows which group they belong to at all times.]

Group 1: Equatorial	Group 2: Tropical rainy
Group 3: Tropical dry	Group 4: Desert
Group 5: Mediterranean	Group 6: Humid subtropical
Group 7: Oceanic or maritime	Group 8: Continental
Group 9: Polar	Group 10: Highland

Groups:

Name: _____

Worksheet

(This sheet should be completed and given to the teacher)

Activity 1. Role's assignment.

Role	Function	Person
Representative	Person who represents the group. This person will communicate with the teacher if necessary.	
Coordinator	Person in charge of organising the proposed ideas	
Resource manager	Person in charge of organising the materials needed for the activity and time management.	
Participation tracker	Person in charge of supervising that all colleagues are doing the agreed tasks.	
Finisher	His/Her role is to make sure that the objectives are 100% met	

Activity 2. Once you have completed the project with your team, complete this peer assessment. Put an X next to the appropriate answer. You have to complete it for all your teammates.

Name:			
Aspects	Always	Sometimes	Never
Student participates in team decision-making			
Student does the assigned tasks			
Student helps fellow workers when needed			
Student collaborates in the final presentation			
The student has interacted with peers in a cordial and appropriate manner.			

Name:			
Aspects	Always	Sometimes	Never
Student participates in team decision-making			
Student does the assigned tasks			
Student helps fellow workers when needed			
Student collaborates in the final presentation			
The student has interacted with peers in a cordial and appropriate manner.			

Name:			
Aspects	Always	Sometimes	Never
Student participates in team decision-making			
Student does the assigned tasks			
Student helps fellow workers when needed			
Student collaborates in the final presentation			
The student has interacted with peers in a cordial and appropriate manner.			

Activity 3. Complete the following table with the information from the presentations of the peers.

Climate zone	Climate type	Location	Temperature	Thermal amplitude	Precipitation	Vegetation	Fauna
Tropical zone	Equatorial						
	Tropical rainy						
	Tropical dry						
	Desert						
Temperate zone	Mediterranean						
	Humid subtropical						
	Oceanic or maritime						
	Continental						
Cold zone	Polar						
	Highland						

Project Evaluation:

Presentation → 35%

Advertisement → 35%

Mind map → 20%

Attitude → 10%

Advertisement rubric:

	2pt	1pt	0pt
It is a creative advertisement.			
It is an original destination.			
The destination corresponds to the studied climate.			
The team has offered different activities to the traveler.			
The information in the advertisement is clear.			
	Total:		

Presentation rubric:

		4. Excellent!	3. Good	2. Fair	1. Needs improvement
Oral skills	**Elocution**	Student uses a clear voice, rhythm and tone, so that all audience members can hear presentation.	Student's voice is clear, and most of the audience members can easily hear the presentation. The tone used changes	Student's voice is low-medium, but part of the audience still has some difficulty hearing presentation. Tonality barely changes.	Student mumbles, very low voice and do not use any tonal differences.
	Pronunciation	Student pronounces mostly everything clearly and correctly.	Pronunciation is good, but some constructions and terms are incorrect.	Student pronounces incorrectly some terms, mostly vocabulary of the unit.	Student does not do any effort regarding pronunciation.
Non-verbal skills	**Eye contact**	Student presents looking at the audience and making them feel included.	Student generally looks at the audience.	Student occasionally uses eye contact.	There is not eye contact.
	Posture	Stands up straight and still with both feet on the ground, and moves the hands for emphasis	Occasionally sways or fidgets, but stands up straight with both feet on the ground most of the time.	Sways or fidgets during much of presentation.	Slumps or leans during presentation.
Contents	**Organization**	Student has a good hook and presents information in logical, interesting sequence which audience can easily follow.	Students presents information in a logical sequence which audience can follow.	Audience has some difficulty following presentation because student jumps about.	Audience cannot understand the presentation because there is no sequence of information.
	Subject knowledge	Student demonstrates full knowledge and can answer and elaborate on most/all questions asked.	Student is at ease with information and answers questions satisfactorily, but fails to elaborate.	Student is comfortable with information but is only able to answer simple questions.	Student does not appear to have a grasp of information; cannot answer questions about subject.
Presentation	**Visual**	Visual aid showing effort and creativity is used thus improving overall presentation.	The audience could read the slides and the images were generally good.	The images used changed from blurry to high resolution. Text varied depending on parts.	The presentation had small fonts and blurry pictures. It has been difficult to follow.
Teamwork	**Coordination**	The team run perfectly coordinated, with clear guidelines about each member's role. Each member has participated.	The team was mostly coordinated, but there were some moments of doubt and/or unbalance. A minority of the members of the group did not know what to do.	One or two members of the group have focused most of the presentation. The rest of the group did not have clear instructions about their role.	The team did not know when to speak, or what role were having. Only one person leads the group

17. <u>Appendix</u>

<u>Figure 1:</u>

Picture taken from Statista. https://es.statista.com/estadisticas/635631/los-idiomas-mas-hablados-en-el-mundo/#:~:text=El%20ingl%C3%A9s%20es%20en%202021,esta%20lengua%20como%20segundo%20idioma.

Los idiomas más hablados en el mundo en 2021

(hablantes y hablantes nativos, en millones)

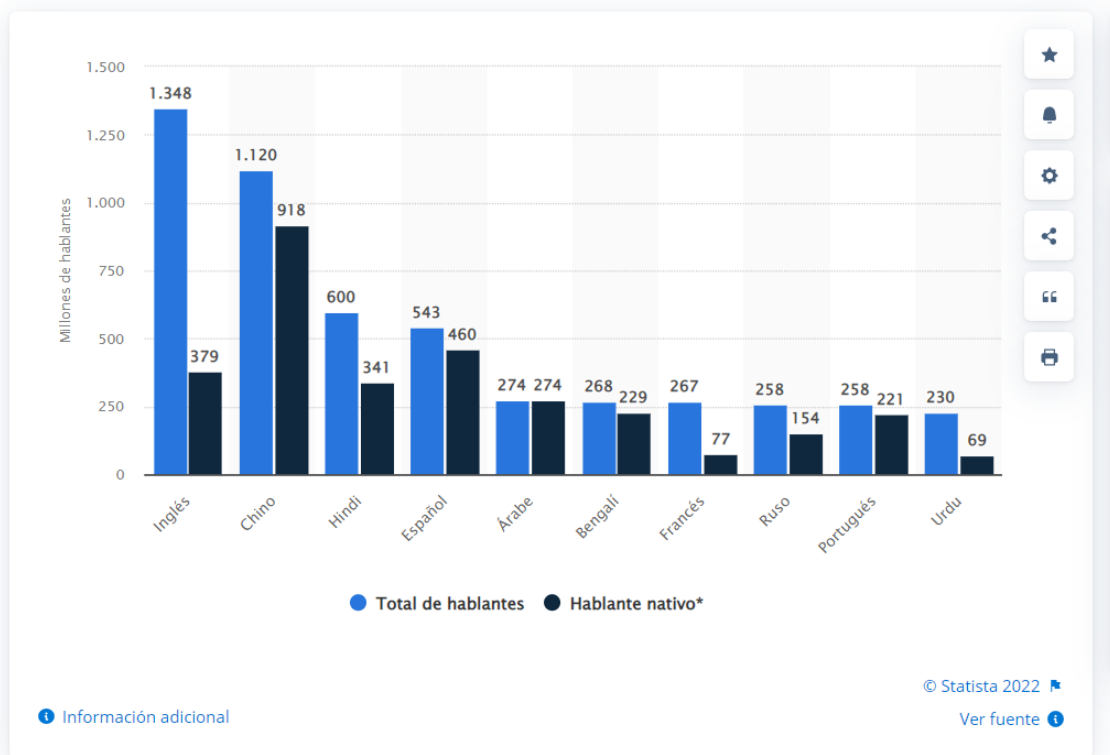| Idioma	Total de hablantes	Hablante nativo*
Inglés	1.348	379
Chino	1.120	918
Hindi	600	341
Español	543	460
Árabe	274	274
Bengalí	268	229
Francés	267	77
Ruso	258	154
Portugués	258	221
Urdu	230	69

Información adicional

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Ver fuente

Figure 2:

Differences between Bilingual Program and Bilingual Section. Table extracted from the official website of the Community of Madrid: https://www.comunidad.madrid/servicios/educacion/madrid-comunidad-bilingue

Organización enseñanza bilingüe	
Organización de las enseñanzas en la *Vía Programa Bilingüe*	Organización de las enseñanzas en la *Vía Sección Bilingüe*
1. La materia Primera Lengua Extranjera: Inglés se imparte los cinco días lectivos de la semana, a razón de una hora diaria. 2. Enseñanzas de otras materias en inglés: a) En el primer ciclo (primero, segundo y tercero) se imparte en inglés, al menos, una materia de entre las siguientes: 1. Materias específicas obligatorias. 2. Tecnología, Programación y Robótica. 3. Materias específicas opcionales o materias de libre configuración autonómica a las que se refiere el artículo 6.4 del Decreto 48/2015, de 14 de mayo(2), a excepción de las siguientes: Segunda Lengua Extranjera, Recuperación de Lengua, Recuperación de Matemáticas y Ampliación de Matemáticas: Resolución de Problemas. b) En el cuarto curso se imparte en inglés, al menos, una materia de entre las siguientes: 1. Materias específicas obligatorias. 2. Materias específicas opcionales o materias de libre configuración autonómica a las que se refiere el artículo 7.5 del Decreto 48/2015, de 14 de mayo(2), a excepción de Segunda Lengua Extranjera. c) También pueden impartirse en inglés las tutorías de los cuatro cursos de Educación Secundaria Obligatoria.	La sección bilingüe acoge a los alumnos procedentes de colegios bilingües cuyo nivel lingüístico garantiza el seguimiento de los contenidos que el Programa Bilingüe español-inglés establece para esta vía (como mínimo, ha de impartirse en lengua inglesa un tercio del currículo). 1. La materia Primera Lengua Extranjera: Inglés, cuyos contenidos se corresponden con los del currículo de Inglés avanzado, se imparte los cinco días lectivos de la semana, a razón de una hora diaria. 2. Enseñanzas de otras materias en inglés: los alumnos que cursen enseñanzas en Vía Sección Bilingüe podrán cursar todas las materias en inglés, a excepción de Matemáticas, Lengua Castellana y Literatura, Latín, Segunda Lengua Extranjera, Recuperación de Lengua, Recuperación de Matemáticas y Ampliación de Matemáticas: Resolución de Problemas, siempre teniendo en cuenta que la enseñanza de las materias que se imparten en inglés junto con la de Primera Lengua Extranjera: Inglés, ocupan, al menos, un tercio del horario lectivo semanal. No obstante, de forma obligatoria se imparten en inglés las siguientes materias: a) En primer y tercer curso las materias Biología y Geología y Geografía e Historia. En segundo y cuarto curso la materia Geografía e Historia. b) En el cuarto curso, además de la materia Geografía e Historia, los centros aseguran la enseñanza en inglés de otra materia que puede ser elegida entre: 1. Materias troncales de opción, a excepción de Latín. 2. Materias específicas obligatorias. 3. Materias específicas opcionales o materias de libre configuración autonómica a las que se refiere el artículo 7.5 del Decreto 48/2015, de 14 de mayo(2), a excepción de Segunda Lengua Extranjera. Se imparte la tutoría en inglés en los cuatro cursos de la Educación Secundaria Obligatoria.
(1)El funcionamiento de los institutos bilingües de la Comunidad de Madrid viene regulado por la Orden 972/2017, de 7 de abril, de la Consejería de Educación, Juventud y Deporte, por la que se regulan los institutos bilingües español-inglés de la Comunidad de Madrid (enlace a la Orden 972/2017). (2) El currículo de la Educación Secundaria Obligatoria se encuentra en el Decreto 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria (enlace al Decreto 48/2015).	

Education regulations in force at state level:

Regulation of Compulsory Secondary Education at state level

Organisation and functioning of the centres:
- REAL DECRETO-LEY 31/2020, de 29 de septiembre, por el que se adoptan medidas urgentes en el ámbito de la educación no universitaria.

On curriculum and teaching organization:
- REAL DECRETO 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.
- REAL DECRETO-LEY 5/2016, de 9 de diciembre, de medidas urgentes para la ampliación del calendario de implantación de la Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.
- REAL DECRETO 562/2017, de 2 de junio, por el que se regulan las condiciones para la obtención de los títulos de Graduado en Educación Secundaria Obligatoria y de Bachiller, de acuerdo con lo dispuesto en el Real Decreto-ley 5/2016, de 9 de diciembre, de medidas urgentes para la ampliación del calendario de implantación de la Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.
- ORDEN ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato.
- RESOLUCIÓN de 11 de febrero de 2015, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el currículo de la enseñanza de Religión Católica de la Educación Primaria y de la Educación Secundaria Obligatoria.
- RESOLUCIÓN de 23 de julio de 2015, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el currículo de la materia Religión Evangélica en Educación Secundaria Obligatoria.

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- RESOLUCIÓN de 14 de marzo de 2016, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publican los currículos de la materia de Religión Islámica en Educación Secundaria Obligatoria y Bachillerato.

[Information taken from the official website of the Community of Madrid.]

Figure 4:

Education regulations in force at the regional level in the Community of Madrid

Regulation of Compulsory Secondary Education in the Community of Madrid

Organisation and functioning of the centres:
- ORDEN 1459/2015, de 21 de mayo, de la Consejería de Educación, Juventud y Deporte, por la que se desarrolla la autonomía de los centros educativos en la organización de los Planes de Estudio de la Educación Secundaria Obligatoria en la Comunidad de Madrid.
- ORDEN 3320-01/2007, de 20 de junio, del Consejero de Educación, por la que se regulan para la Comunidad de Madrid la implantación y la organización de la Educación Secundaria Obligatoria derivada de la Ley Orgánica 2/2006, de 3 de mayo, de Educación.
- ORDEN 4265/2007, de 2 de agosto, de la Consejera de Educación, por la que se regula el programa de diversificación curricular en la Educación Secundaria Obligatoria de la Comunidad de Madrid.
- ORDEN 3893/2008, de 31 de julio, por la que se regulan las enseñanzas y la organización y el funcionamiento de los Centros Integrados de Enseñanzas Artísticas de Música y de Educación Primaria, Educación Secundaria Obligatoria y Bachillerato en la Comunidad de Madrid.
- ORDEN 1644/2018, de 9 de mayo, de la Consejería de Educación e Investigación, por la que se determinan algunos aspectos de la incorporación tardía y de la reincorporación del alumnado a la enseñanza básica del sistema educativo español en los centros docentes de la Comunidad de Madrid.
- DECRETO 13/2011, de 24 de marzo, del Consejo de Gobierno, de autonomía de los planes de estudio de Educación Secundaria Obligatoria de la Comunidad de Madrid.

- CORRECCIÓN de errores del Decreto 13/2011, de 24 de marzo, del Consejo de Gobierno, de autonomía de los planes de estudio de Educación Secundaria Obligatoria de la Comunidad de Madrid.

- ORDEN 2774/2011, de 11 de julio, de la Consejería de Educación y Empleo, por la que se desarrollan los Decretos de Autonomía de los Planes de Estudio en la Educación Primaria y en la Educación Secundaria Obligatoria y se regula su implantación en los centros educativos de la Comunidad de Madrid.

- ORDEN 469/2012, de 23 de enero, por la que se amplía el plazo de presentación de solicitudes previsto en la Orden 2774/2011, de 11 de junio, de esta Consejería, por la que se desarrollan los decretos de autonomía de los planes de estudio en la Educación Primaria y en la Educación Secundaria Obligatoria y se regula su implantación en los centros educativos de la Comunidad de Madrid.

- ORDEN 4368/2012, de 17 de abril, por la que se aprueba la implantación de proyectos propios de Educación Secundaria Obligatoria en institutos de Educación Secundaria a partir del año académico 2012-2013.

- ORDEN 1804/2013, de 6 de junio, de la Consejería de Educación, Juventud y Deporte, por la que se aprueba la implantación de proyectos propios de Educación Secundaria Obligatoria en institutos de Educación Secundaria a partir del año académico 2013-2014.

- ORDEN 1095/2014, de 31 de marzo, de la Consejería de Educación, Juventud y Deporte, por la que se aprueba la implantación de proyectos propios de Educación Secundaria Obligatoria en Institutos de Educación Secundaria a partir del año académico 2014-2015.

On curriculum and teaching organization:

- DECRETO 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria.

- ORDEN 2876/2018, de 27 de julio, de la Consejería de Educación e Investigación, por la que se establece el currículo de inglés avanzado de Educación Secundaria Obligatoria en institutos y centros privados concertados bilingües español-inglés de la Comunidad de Madrid, y de Bachillerato, en institutos bilingües español-inglés de la Comunidad de Madrid.

- DECRETO 39/2017, de 4 de abril, del Consejo de Gobierno, por el que se modifica el Decreto 48/2015, de 14 de mayo, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria.

- DECRETO 18/2018, de 20 de marzo, del Consejo de Gobierno, por el que se modifica el Decreto 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria.

- DECRETO 59/2020, de 29 de julio, del Consejo de Gobierno, por el que se modifica el decreto 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria.

- ORDEN 2398/2016, de 22 de julio, de la Consejería de Educación, Juventud y Deporte de la Comunidad de Madrid, por la que se regulan determinados aspectos de organización, funcionamiento y evaluación en la Educación Secundaria Obligatoria.

- ORDEN 927/2018, de 26 de marzo, de la Consejería de Educación e Investigación, por la que se modifica la Orden 2398/2016, de 22 de julio, de la Consejería de Educación, Juventud y Deporte de la Comunidad de Madrid, por la que se regulan determinados aspectos de organización, funcionamiento y evaluación en la Educación Secundaria Obligatoria.

- ORDEN 3295/2016, de 10 de octubre, de la Consejería de Educación, Juventud y Deporte, por la que se regulan para la Comunidad de Madrid los Programas de Mejora del Aprendizaje y del Rendimiento en la Educación Secundaria Obligatoria.

- ORDEN 880/2018, de 26 de marzo, de la Consejería de Educación e Investigación, por la que se modifica la Orden 3295/2016, de 10 de octubre, de la Consejería de Educación, Juventud y Deporte, por la que se regulan para la Comunidad de Madrid los programas de mejora del aprendizaje y del rendimiento en la Educación Secundaria Obligatoria.

- ORDEN 1644/2018, de 9 de mayo, de la Consejería de Educación e Investigación, por la que se determinan algunos aspectos de la incorporación tardía y de la reincorporación del alumnado a la enseñanza básica del sistema educativo español en los centros docentes de la Comunidad de Madrid.

- ORDEN 1459/2015, de 21 de mayo, de la Consejería de Educación, Juventud y Deporte, por la que se desarrolla la autonomía de los centros educativos en la organización de los Planes de Estudio de la Educación Secundaria Obligatoria en la Comunidad de Madrid.

- ORDEN 2160/2016, de 29 de junio, de la Consejería de Educación, Juventud y Deporte, por la que se aprueban materias de libre configuración autonómica en la Comunidad de Madrid.

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- ORDEN 2200/2017, de 16 de junio, de la Consejería de Educación, Juventud y Deporte, por la que se aprueban materias de libre configuración autonómica en la Comunidad de Madrid.

- ORDEN 2043/2018, de 4 de junio, de la Consejería de Educación e Investigación, por la que se aprueban materias de libre configuración autonómica en la Comunidad de Madrid para su implantación a partir de 2018-2019, y se modifica la Orden 2200/2017, de 16 de junio, de la Consejería de Educación, Juventud y Deporte, por la que se aprueban materias de libre configuración autonómica en la Comunidad de Madrid, así como la Orden 1255/2017, de 21 de abril, de la Consejería de Educación, Juventud y Deporte, por la que se establece la organización de las enseñanzas para la obtención del título de Graduado en Educación Secundaria Obligatoria por personas adultas en la Comunidad de Madrid.

- CORRECCIÓN DE ERRORES de la Orden 2043/2018, de 4 de junio, de la Consejería de Educación e Investigación, por la que se aprueban materias de libre configuración autonómica en la Comunidad de Madrid para su implantación a partir de 2018-2019, y se modifica la Orden 2200/2017, de 16 de junio, de la Consejería de Educación, Juventud y Deporte, por la que se aprueban materias de libre configuración autonómica en la Comunidad de Madrid, así como la Orden 1255/2017, de 21 de abril, de la Consejería de Educación, Juventud y Deporte, por la que se establece la organización de las enseñanzas para la obtención del título de Graduado en Educación Secundaria Obligatoria por personas adultas en la Comunidad de Madrid.

- ORDEN 1910/2019, de 14 de junio, de la Consejería de Educación e Investigación, por la que se aprueban materias de libre configuración autonómica en la Comunidad de Madrid para su implantación a partir de 2019-2020, y se modifica la Orden 1255/2017, de 21 de abril, de la Consejería de Educación, Juventud y Deporte, por la que se establece la organización de las enseñanzas para la obtención del título de Graduado en Educación Secundaria Obligatoria por personas adultas en la Comunidad de Madrid.

- CORRECCIÓN DE ERRORES DE LA ORDEN 1910/2019, de 14 de junio, de la Consejería de Educación e Investigación, por la que se aprueban materias de libre configuración autonómica en la Comunidad de Madrid para su implantación a partir de 2019-2020, y se modifica la Orden 1255/2017, de 21 de abril, de la Consejería de Educación, Juventud y Deporte, por la que se establece la organización de las enseñanzas para la obtención del título de Graduado en Educación Secundaria Obligatoria por personas adultas en la Comunidad de Madrid.

- ORDEN 1288/2020, de 17 de junio, de la Consejería de Educación y Juventud, por la que se aprueban materias de libre configuración autonómica en la Comunidad de Madrid para su

implantación a partir de 2020-2021, y se modifica la Orden 1255/2017, de 21 de abril, de la Consejería de Educación, Juventud y Deporte, por la que se establece la organización de las enseñanzas para la obtención del título de Graduado en Educación Secundaria Obligatoria por personas adultas en la Comunidad de Madrid.

Assessment:

- DECRETO 29/2022, de 18 de mayo, del Consejo de Gobierno, por el que se regulan determinados aspectos sobre la evaluación, la promoción y la titulación en la Educación Secundaria Obligatoria, el Bachillerato y la Formación Profesional, así como en las enseñanzas de personas adultas que conduzcan a la obtención de los títulos de Graduado en Educación Secundaria Obligatoria y de Bachiller.
- ORDEN 2398/2016, de 22 de julio, de la Consejería de Educación, Juventud y Deporte de la Comunidad de Madrid, por la que se regulan determinados aspectos de organización, funcionamiento y evaluación en la Educación Secundaria Obligatoria.
- ORDEN 927/2018, de 26 de marzo, de la Consejería de Educación e Investigación, por la que se modifica la Orden 2398/2016, de 22 de julio, de la Consejería de Educación, Juventud y Deporte de la Comunidad de Madrid, por la que se regulan determinados aspectos de organización, funcionamiento y evaluación en la Educación Secundaria Obligatoria.

[Information taken from the official website of the Community of Madrid.]

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