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PROGRAMACIÓN DIDÁCTICA ANUAL
5º EDUCACIÓN PRIMARIA

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GAME MASTERS



ÁREA DE INGLÉS - 5º DE PRIMARIA

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1. Introduction

From a really young age I knew I wanted to become a teacher. I wanted to make children feel like learning could be fun and interesting. Today I am getting closer to this goal, although I have learnt that teaching involves more than planning a class five minutes ahead or even two weeks before. There has to be a guiding thread which in this case will be an Annual Teaching Plan.

Personally, English is and has always been one of the subjects I found to be more useful during my school years. I believe learning a second language facilitates the acquisition of many different abilities and opens a wide range of opportunities for the person, especially when it is one of the most spoken languages in the world and considered to be a lingua franca. Therefore, I decided that choosing to do an Annual English Plan would be a challenge and a chance to learn how to promote lifelong learning and skills through teaching English.

Moreover, English is now of great importance in the labor market which has increased the relevance that schools grant to this subject. Now there are many schools establishing bilingual programs such as BEDA (Escuelas Católicas de Madrid, n.d.) that take into account different teaching methods and approaches. BEDA program will be part of the basis of this Annual Planning considering the amount of compulsory hours of English to cover the requirements established by Escuelas Católicas de Madrid, Cambridge English and Comunidad de Madrid as it is based on the Bilingual Model.

Furthermore, as I want to remain faithful to the idea that active learning is essential to achieve meaningful learning and experiences, I am prioritizing students' needs and interests as well as creating activities with context, movement, etc. Consequently, the annual plan will encourage students to learn English in a relaxed and safe space.

In order to put into practice those ideas, the main characteristic of this syllabus will be the use of board games. "Board game-based units" have a captivating topic and are utterly interesting for students. Besides that, it is meant to facilitate students understanding and to reduce language learning anxiety. Integrating "board game-based units" impacts positively in students learning processes and facilitates integrating other academic objectives related to acquiring English skills and subskills, as well as life skills such as cooperative working, being confident in one's capacities, respecting others and yourself or being socially competent (Syakur, 2020; Zsoldos-Marchis & Juhász, 2020).

2. Theoretical Justification

The reality of teaching English and other subjects goes beyond the classroom. Teachers are required to yearly plan an annual syllabus to organize learning goals, evaluation criteria, diversity and attention measures, methodologies, along with other relevant aspects. Therefore, planning a yearly syllabus is essential to ensure students' progress and learning.

This syllabus aimed at year five of Primary Education is regulated through the Royal Decree 157/2022 established by Ministerio de Educación y Formación Profesional. Royal Decree 157/2022 determined a number of general objectives students should have achieved at the end Primary Education, which is divided in three different cycles and constated by six academic years. Consequently, this year plan is designed for students to achieve those stage objectives through fifteen didactic units.

The school is situated in Madrid city and, therefore, this yearly syllabus is administered by Decree 61/2022, which establishes the guidelines for Primary Education in Comunidad de Madrid. Decree 61/2022 considers English as a main requirement to become a confident citizen in a globalized world. As a result, the English subject aims at facilitating the acquisition of communicative skills in this language.

On the other hand, this syllabus is planned for a bilingual school certified by Comunidad de Madrid, which establishes general skills, tasks, and language for the third cycle of Primary Education in ORDEN 5958/2010. Furthermore, every didactic unit table includes a section that indicates the main skills (listening, speaking, reading, and writing) related content that is developed during those sessions.

This yearly syllabus main objectives are to set a guideline for the teacher to know how to teach, evaluate, attend to diversity, etc. and for students to achieve certain goals. As a result, both the learning and teaching processes are easier to follow, which means educating on a solid basis that improves the quality and quantity of education. However, this year plan is not inflexible, which means necessary changes could be implemented if necessary, attending to the needs of the class or specific students throughout the academic year. Planning is aimed at facilitating the process but when new situations arise changes can and should be applied.

3. Contextualization

This section describes the context this syllabus is thought to be implemented. Colegio CIMA is a school I created, which main characteristic is being part of Escuelas Católicas de Madrid (n.d.).

The following Annual English Teaching Plan is meant to be implemented in Colegio CIMA, which is located in Calle Doctor Esquerdo, Madrid, Spain. It is a semi-private catholic school, affiliated with Escuelas Católicas de Madrid (n.d.), where the economic and socio-cultural background of the families and students is medium-high.

Colegio CIMA offers three different educational stages, from early childhood education (3-6 years old) to primary education (6-12 years old) and, lastly, secondary education (12-18 years old). Early childhood education comprehends three academic years in which students start developing mentally, physically, and socially. Primary education is divided in three cycles (years 1 - 2; 3 - 4; 5 - 6) which comprehends a total of six academic years. This Annual English Plan is intended for fifth grade, which corresponds to the third cycle of this educational stage. There are four classes in each academic year with approximately 20 children in each class. And, finally, secondary education is divided in E.S.O. (Educación Secundaria Obligatoria) from 12 to 16 years old, and High school (private high school) from 16 to 18 years old.

The main educational project is based on the adaptation of the educational teaching model to the specific necessities of the students, understanding their individual characteristics, respecting their differences, and encouraging autonomy. Therefore, the main objectives of the school are attention to diversity, aiming to facilitate the learning – teaching process and improving the quality of education; ensuring that students are independent thought enhancing critical thinking; acknowledge the multiple intelligences to improve teaching and promote physical activity in every subject so students acquire healthy lifestyles; and build emotional intelligence and interculturality.

To achieve all those objectives the school opts for an active teaching model based on cooperative work, a continuous implicit and explicit teaching of values as well as a frequent evaluation process of both, the teaching process of teachers and the learning process of students. Also, working alongside students' families is essential, so the school fosters the involvement and participation of this group in the development of the didactic model and educational activities. Furthermore, interdisciplinary work and activities as well as students'

interests and the social reality nowadays are part of the methods used to reach the main objectives.

Lastly, the school is structured in a particular way to facilitate achieving those goals. Each teacher is allowed to arrange their class differently, adapting it to the type of projects or activities that are going to be carried out. There are various working spaces for children to work outside of the classroom and there are spaces to do physical activities destined to subjects that are not physical education (PE), as well as a gym and four playgrounds for PE. The school has one computer lab, that kids can access freely, and one or two silence spaces on each floor.

Moreover, Colegio CIMA integrated the “Model for the reinforcement of English”, the first level of the Bilingual English Development and Assessment (BEDA) Program, in 2007. Four years later, in 2012, the commission of the program evaluated the English project and accredited the school to be incorporated to the second level: “Bilingual Model” (Escuelas Católicas de Madrid, n.d.). Therefore, Colegio CIMA now focuses on teaching English as a foreign language through the Bilingual English Development and Assessment BEDA program – “Bilingual Model”. It is also certified as a Bilingual School by Comunidad de Madrid, which is regulated by Order 5958/2010.

This program is based on three fundamentals: increasing the quality and quantity of English teaching, specific teacher training and evaluating students and members of the teaching community through Cambridge English Language Assessment. In Primary education, four school hours per week are addressed to English (subject) and three other subjects are taught in English: Arts and Crafts (2h/week), Physical Education (4h/week), and social sciences (3h/week), adding up a total of 13 hours of English classes each week ([Annex 1](#)). Moreover, students count on a Canadian native language assistant weekly for two or three hours and are given different opportunities to practice English outside of the school such as immersive experiences in other countries, summer camps, etc.

This year plan addresses a fifth-grade class in the subject of English as a Foreign Language structured around the school project and the Bilingual Model - BEDA Program. The class has 20 students, 17 are from Spain and 3 of them come from different countries. One of those students comes from Nigeria and another one comes from Japan, they both arrived in the year 2020 and were part of a “linked” classroom for one academic year. They can communicate well in Spanish and have the same English level as the other students. Additionally, there is one student from the United Kingdom that arrived at Spain in 2022; her mother is originally

from Spain, so her level of Spanish is very good, and her level of English is above the class's level.

There is one student with Autism Spectrum Disorder (ASD) level 1, with good communication capacities although he has some difficulties socially. He does not need any curricular adaptations; he has a great understanding of the language and is part of the classroom for every subject. There is also another student diagnosed with autism level 2, no speaking ability and he is part of the ASD Classroom. He is assisted by a Social Support Technical Specialist during English, Maths, Social and Natural Sciences classes. He primarily works through pictograms and a reward system. Lastly, this student does have a meaningful curricular adaptation in this subject. Finally, there are two students with attention deficit hyperactivity disorder (ADHD) which is a neurodevelopmental disorder characterized by impulsivity, hyperactivity, and difficulty in focusing attention. It is relevant to mention all these factors to adapt the teaching process, especially for children with more needs and difficulties.

To conclude, the class has a medium-high level of English, more specifically students have either a high A1 level or A2 level, which is established by the Common European Framework of reference for Languages (Council of Europe, 2018). They have been exposed to the language from a very young age and have had a huge evolution during the last years. Although there are some aspects that have to be worked in this class due to some difficulties in these two aspects: cooperative work and speaking skills.

4. Objectives

The Royal Decree 157/2022, March 1st, established several general objectives students should have achieved before the end of their last year in primary school, which are:

a) *Conocer y apreciar los valores y las normas de convivencia, aprender a obrar de acuerdo con ellas de forma empática, prepararse para el ejercicio activo de la ciudadanía y respetar los derechos humanos, así como el pluralismo propio de una sociedad democrática.*

b) *Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y de responsabilidad en el estudio, así como actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje, y espíritu emprendedor.*

c) Adquirir habilidades para la resolución pacífica de conflictos y la prevención de la violencia, que les permitan desenvolverse con autonomía en el ámbito escolar y familiar, así como en los grupos sociales con los que se relacionan.

d) Conocer, comprender y respetar las diferentes culturas y las diferencias entre las personas, la igualdad de derechos y oportunidades de hombres y mujeres y la no discriminación de personas por motivos de etnia, orientación o identidad sexual, religión o creencias, discapacidad u otras condiciones.

e) Conocer y utilizar de manera apropiada la lengua castellana y, si la hubiere, la lengua cooficial de la comunidad autónoma y desarrollar hábitos de lectura.

f) Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.

g) Desarrollar las competencias matemáticas básicas e iniciarse en la resolución de problemas que requieran la realización de operaciones elementales de cálculo, conocimientos geométricos y estimaciones, así como ser capaces de aplicarlos a las situaciones de su vida cotidiana.

h) Conocer los aspectos fundamentales de las Ciencias de la Naturaleza, las Ciencias Sociales, la Geografía, la Historia y la Cultura.

i) Desarrollar las competencias tecnológicas básicas e iniciarse en su utilización, para el aprendizaje, desarrollando un espíritu crítico ante su funcionamiento y los mensajes que reciben y elaboran.

j) Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales.

k) Valorar la higiene y la salud, aceptar el propio cuerpo y el de los otros, respetar las diferencias y utilizar la educación física, el deporte y la alimentación como medios para favorecer el desarrollo personal y social.

l) Conocer y valorar los animales más próximos al ser humano y adoptar modos de comportamiento que favorezcan la empatía y su cuidado.

m) Desarrollar sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con las demás personas, así como una actitud contraria a la violencia, a los prejuicios de cualquier tipo y a los estereotipos sexistas.

n) Desarrollar hábitos cotidianos de movilidad activa autónoma saludable, fomentando la educación vial y actitudes de respeto que incidan en la prevención de los accidentes de tráfico.

These general objectives are also reflected on Decree 61/2022, of July 13, which is particular to Comunidad de Madrid. Moreover, this syllabus is based on the evaluation criteria from this Decree, which establishes the standards for assessment of students.

Moreover, ORDEN 5958/2010 establishes eight general objectives for bilingual schools accredited by Comunidad de Madrid.

1. Use two languages competently: English and Spanish, across different subjects in the curriculum.
2. Acquire new knowledge through the instrumental use of English.
3. Value English and other languages in general as a means of communicating and understanding people from different places and cultures, and thus gain cultural awareness.
4. Use previous experiences in other languages to acquire English language skills more quickly, efficiently, and autonomously.
5. Demonstrate willingness to learn.
6. Build up their confidence in their ability to learn and communicate in English.
7. Use different resources, including ICT, with increasing autonomy to obtain information and to communicate in English.
8. Assess their progress in their learning process, building on achievements in previous years and through the different subjects taught in English.

5. Key Competences

This section describes the main characteristics of the key competences from Decree 61/2022, which are defined as knowledges, skills and attitudes students have to acquire to develop personally and academically.

a. Linguistic Communication Competence

Students should be able to interact orally, in written or multimodal form with others, in a cohesive and adequate manner. To achieve this, they should generate different strategies to communicate cooperatively, creatively, ethically, and respectfully with others. It is the base for critical thinking and learning.

To develop the linguistic communication competence this yearly syllabus is mainly centered on cooperative work, where students need to interact with others to achieve different goals. As the syllabus is based on board games students are motivated and have to rely on others to solve clues, generate strategies, solve problems, etc.

b. Plurilingual Competence

The plurilingual competence covers the use of different languages appropriately and efficiently for learning and communication. Students will learn how to recognize and respect individual language profiles and take advantage of personal experiences to acquire new communicative skills. It also involves historical and intercultural dimensions oriented to know, value and respect linguistic and cultural diversity.

Students will be taught to respect other's abilities to communicate in English, helping those who need it more and acknowledging each other's abilities in every aspect of communicating in a different language. Cooperative work and the communicative approach taken in this syllabus will allow students to develop the plurilingual competence.

c. Mathematical, Scientific, Technological, and Engineering Competence

This competence allows students to understand the world using scientific and engineering methods, mathematical representations, and technology. Mathematical competence improves problem solving skills in different contexts. Scientific competence implies comprehending and understanding natural and social environments, using different methods. Technological and Engineering competence implies applying various knowledge and strategies to transform society according to our needs.

Mainly, students will be able to work on their mathematical competence through the first game presented, “Exit – The Enchanted Forest”. From unit 2 to 5 the English’s teacher and Math’s teacher will do interdisciplinary work, because the game clues are mainly math challenges.

d. Digital Competence

The digital competence implies using technology safely, healthily, sustainably, critically and responsibly to facilitate learning, work and social interaction. It involves analyzing data and information, communicating, and collaborating with others, content creation, technological security, digital citizenship, problem solving and critical thinking.

Students will do a project where they will register the glossary during the whole academic year and the main characteristics of their own game (instructions, materials, an explanatory video of the game...).

e. Personal, Social and Learn to Learn Competence

The personal, social and learn to learn competence implies developing self-knowledge skills such as accepting oneself and others, promoting personal growth, manage time and information effectively, collaborating with others, being resilient or managing lifelong learning experiences, along with many other skills that involve oneself and others.

Students are constantly given the chance to work cooperatively. Therefore, personal, and social skills are developed during the process of the syllabus. Roles are established to promote communicative situations. Moreover, students will have to work autonomously, which helps

them to develop their learn-to-learn competence. The teacher's role is supportive in the learning process, consequently, students are exposed to situations where the solutions are not given to them, they have to find them.

f. Citizenship Competence

Developing this competence will allow students to be socially competent citizens, understanding how social, economic, justice and political structures are organized. Therefore, students will also be able to understand historical and worldwide events from the past and the present. The main goal is to develop social skills, values, capacity of reflecting about ethical problems nowadays and practicing a sustainable lifestyle in line with the Sustainable Development Goals (2030).

To develop this competence the main project is based on actively cooperating with an association to create games for children. Moreover, students will learn about society's structures through different games, such as the trade economic system or following rules.

g. Entrepreneurship Competence

Entrepreneurship Competence requires developing an approach led by acting on opportunities and ideas, using specific knowledge to produce valuable results for others. This competence allows students to develop different personal and professional strategies, which helps to take on risky situations with motivation, empathy, communicative skills and negotiating skills, to create ideas and put them into practice.

By creating a game for children who do not have access to those kinds of resources, students are creating opportunities for them and for others, developing their creativity, motivation, and empathy. Furthermore, they are also learning how the process of creating a game works and valuing more their own games.

h. Awareness and Cultural Expression Competence

The awareness and cultural expression competence implies being comprehensible and respectful of others' ideas, opinions, sentiments, and emotions, which are expressed differently around the world depending on the culture and through various artistic and cultural manifestations. It also implies being conscious of our role in society, expressing and developing our own ideas, which requires understanding our and others' identity and cultural patrimony.

Students will have to do research on the reality and culture of children living in Niger, África. Adapting the games they are going to create to the necessities of the association and the culture of the country.

6. Contents

In Decree 61/2022, Comunidad de Madrid specified the new English curriculum where the contents for every cycle in Primary Education are established. Also, as a reference for this Annual Plan, Order 5958/2010, 7th of December, will be used to establish the contents given in the Didactic Units. Lastly, this syllabus is planned according to the academic year established by Comunidad de Madrid (2023) ([Annex 2](#))

Decree 61/2022 divides the contents into 4 different blocks. Firstly, “Block A. Communication”, “Block B. Multilingualism”, and “Block C. Interculturality” can also be found on the Royal Decree 157/2022, but “Block D. Syntactic – discursive contents” is particular to Comunidad de Madrid (Decree 61/2022).

“Block A. Communication” determines the main communication strategies, attitudes and skills needed to perform confidently in English, from talking fluently with others to understanding, planning, and producing a written text respecting the social, grammatical, and orthographical norms. “Block B. Multilingualism” measures the level of tools and skills a student has in English, their ability to evaluate themselves and others, metalinguistic strategies and, lastly, their capacity to compare different language and have interest in those languages, respect and tolerate them. Following to Block B, “Block C. Interculturality” focuses on the importance of knowing, respecting and having a positive point on view on other countries, languages and

cultures. Lastly, “Block D. Syntactic – Discursive contents” establishes the grammatical knowledges students should know before finishing primary education.

The school where this Annual Plan will be implemented is part of a bilingual education program certificated by Comunidad de Madrid, consequently, ORDEN 5958/2010 also regulates the objectives and contents of this syllabus.

As this syllabus is based on learning through board games, this syllabus is divided into three board games (“Exit: the enchanted forest”; “7 Wonders – architects”; and “Hitster”), one introductory unit and, finally, three units aimed at creating a board game cooperatively. Firstly, unit 1 will allow students to understand the basic vocabulary and expressions common to all board games. As well as presenting an email ([Annex 3](#)) where Yellow Hearts association (non-real association), a children’s association, is asking for their help. The association wants to purchase board games for the children; however, they do not have enough economic resources to buy them. For that, they need to play different games and understand the process of creating and playing them first. Then, the following four units will be to resolve the mysterious Escape room – “The Enchanted Forest” (first game). Once they find the solution in unit 5, a new game will be introduced. This next board game is called “7 Wonders. Architects”, where students will work in groups to build their wonder by completing tasks and strategizing with the other teams to build it faster. Planned for the last trimester, students will dance, sing, or interpret their favorite songs in groups to win points and become a “World of Dance” master. To finalize the project presented to them in the first unit, students will create their own games in groups, presenting them to their families at the end of the year and personally going to the association to deliver them.

7. Didactic Units

The following section outlines the specific competences, evaluation criteria, main contents, and rationale of the fifteen didactic units that form this yearly syllabus. Moreover, it includes a summary of the rationale and main interdisciplinary connections of each one of the board games used in this syllabus.

DIDACTIC UNIT 1: “GAME MASTERS”				
DATES	8 th of September to 22 nd September			
SPECIFIC COMPETENCES	EVALUATION CRITERIA			
1.Comprender el sentido general e información específica en textos breves y sencillos, expresados de forma clara y en la lengua estándar.	1.1. Students can effectively analyze written emails for specific information. 1.2. Students can comprehend short emails by choosing which information is more important.			
2.Producir textos sencillos de manera comprensible y estructurada para responder a propósitos comunicativos cotidianos.	2.2. Students can write simple emails using a computer with communicative intention. 2.3. Students can write short emails using the correct grammatical forms.			
3.Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de colaboración en intercambios comunicativos respetuosos con las normas de cortesía.	3.1. Students can plan and participate in simple interactive situations to respond an email, respecting the courtesy and norms of English language.			
KEY COMPETENCES	CP	CD	CPSA	CC
OPERATIONAL DESCRIPTORS	1	3	3, 5	2, 3
STAGE OBJECTIVES	B, C, F, M			
DIDACTIC OBJECTIVES	Students will be able to: <ul style="list-style-type: none"> - Identify the gist and obtain specific information from short emails. - Write short emails to answer contact or respond a person. - Familiarize themselves with general expressions/vocabulary used in board games. - Describe characteristics of different game types 			

	<ul style="list-style-type: none"> - Talk about preferences on games using the structure “I like/don’t like”
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RATIONALE OF THE DIDACTIC UNIT

This first didactic unit is an introduction aimed at presenting any necessary previous knowledge about board games. Therefore, students will be introduced to the main topic of all the units in the syllabus. The primary objective is to motivate students by explaining to them the final project, which will be creating their own board game. However, to achieve this goal they need to play different games to understand the process and production of board games.

To initiate “Game Masters”, students will receive an email from Yellow Hearts, a children’s association, asking for their help. They don’t have any board games because they don’t have enough economic resources, but they want to surprise the kids with presents. Once they have received this letter, students will reflect on economic inequalities and how that affects children as well as answering the letter sent by the association. Groups of five will be formed and they will decide which role each member of the team will have. Therefore, students will work cooperatively to respond to the email sent by the association and to explain why they would love to help them.


Moreover, their first task to help the association is to do a glossary with vocabulary and expressions to play board games in English. This will help children understand better when they receive the games once they have created them.

BLOCKS	CONTENTS
COMMUNICATION	<ul style="list-style-type: none"> - Estrategias básicas para la comprensión, la planificación y la producción de textos escritos breves, sencillos y contextualizados en lengua inglesa. - Conocimientos, destrezas y actitudes que permiten iniciarse en actividades de participación en situaciones cotidianas básicas en las que se utilicen estrategias comunicativas que ayuden a mejorar la comunicación, fomentando actitudes de respeto y colaboración. - Modelos contextuales y géneros discursivos básicos en la comprensión, producción y coproducción de textos breves y sencillos, no literarios (emails) en inglés: características y reconocimiento del contexto, organización y estructuración según la estructura interna.
PLURILINGUALISM	<ul style="list-style-type: none"> - Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales. - Estrategias metalingüísticas de inferencia a partir de las pistas contextuales.


	<ul style="list-style-type: none"> - Estrategias básicas para identificar y organizar unidades del lenguaje. Fichas de vocabulario a partir de la comparación de lenguas.
INTERCULTURALITY	<ul style="list-style-type: none"> - La lengua extranjera como medio de comunicación y relación con personas de otros países. - Valoración positiva e interés por establecer contactos y comunicarse a través de diferentes medios (e-mails) con hablantes o estudiantes de la lengua extranjera. Valoración del enriquecimiento personal que supone la relación con personas pertenecientes a otras culturas.
SYNTACTIC – DISCURSIVE CONTENTS	<ul style="list-style-type: none"> - Afirmación: affirmative sentences. - Expresión del tiempo: presente (present simple). - Expresión del aspecto: puntual (simple tenses)
TARGET LEXIS	<p>Board Games: roll the dice, cards (n), game board, it's your turn, escape rooms, mystery games, engine building games, memory games.</p> <p>Lexis (Emails): expressions and vocabulary used in emails to introduce oneself and to finalize the message.</p>
ORDER 5958/2010	<p>Listening and speaking:</p> <ul style="list-style-type: none"> - Express and request opinions and impressions related to board games. - Describe simple games, including technical vocabulary (board games). <p>Reading:</p> <ul style="list-style-type: none"> - Understand key information in emails. <p>Writing:</p> <ul style="list-style-type: none"> - Write different types of texts with a specific audience and purpose in mind (emails).

The following image (Figure 1) describes the main characteristics of “Exit: The enchanted forest”:

“EXIT: THE ENCHANTED FOREST”



HOW TO PLAY



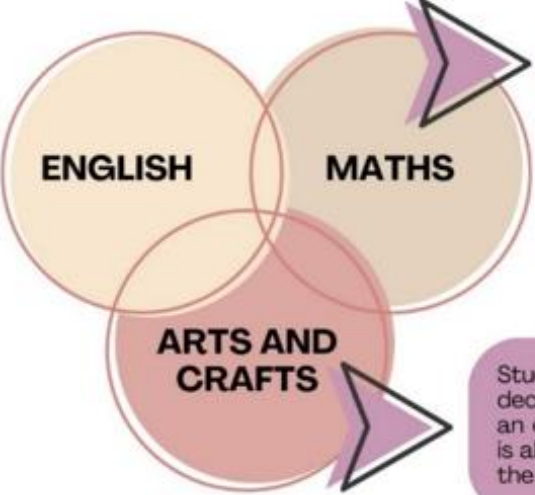
The following link leads to a web where you can find the instructions and materials used in this game:

<https://boardgamegeek.com/boardgame/295944/exit-game-enchanted-forest>

RATIONALE OF THE GAME

“Exit: The Enchanted Forest” is an escape room where the main characters are from classic tales. Each one of the clues given lead to a new challenge where students will have to help one of these characters to find out which will be the next clue. It is a motivational game that will allow the teacher to introduce new content through the clues. Every activity will be themed in the enchanted forest and their characters. For all the students to play, they will be divided in groups, but the final decision has to be a neutral agreement between all the groups. The main EFL contents are related to describing animals, humans, etc., as well as, learning to understand the format of giving clues and instructions.

CROSSCURRICULAR LINKS



ENGLISH

MATHS

ARTS AND CRAFTS

To solve clues students need to solve math challenges, therefore, in maths they will learn the specific contents that appear on the clues as well as developing rational thinking to solve problems.

Students will create their own set to decorate the class as if they were in an enchanted forest. As this subject is also in English students will also use the vocabulary used in this game.

Figure 1. “Exit: The enchanted forest”

UNIT 2: THE ENCHANTED FOREST					
DATES		25 th of September to 16 th of October			
SPECIFIC COMPETENCES		EVALUATION CRITERIA			
1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo.		1.2. Students can select important information from a short narrative text to understand the overall meaning.			
3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de colaboración y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos con las normas de cortesía.		3.1. Students can work cooperatively using non-verbal language to facilitate others' understanding, respecting the courtesy and norms of English language.			
4. Participar en situaciones predecibles, usando estrategias y conocimientos para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.		4.1. Students can communicate effectively with others attending to diversity to explain a short narrative text. 4.2. Students can select physical resources such as drawings to facilitate comprehending simple narrative.			
KEY COMPETENCES		CCL	CP	CPSAA	STEM
OPERATIONAL DESCRIPTOS		1, 5	1, 3	1, 3	1
STAGE OBJECTIVES		A, B, C, F, G, I			
DIDACTIC OBJECTIVES		<p>Students will be able to:</p> <ul style="list-style-type: none"> - Describe animals using adjectives like furry, small, big, domestic, wild, slow, fast.... - Solve cooperatively the clues given by the game, using different communicative strategies to agree on the best solution. - Identify important information in short narrative texts to facilitate comprehension. 			

	<ul style="list-style-type: none"> - Construct sentences using the present continuous and present simple to describe animals.
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RATIONALE OF THE DIDACTIC UNIT

Unit 2 introduces students into the world of board games by presenting them with an escape room, “Exit – The Enchanted Forest”, that they will have to play during the next four didactic units. During this unit students will receive two clues in total. Firstly, the story will be read in class, then, in groups they will receive the first clue. To solve the clue and get extra clues, if they need them, students will have to complete different tasks. Once they solve the clue in groups, they will have to get to an agreement between every group and choose the correct answer. This is the working mechanism that will be used with every clue, throughout all the units this game is being played. All the contents and target lexis taught in these units will always be based on the clues given by the game. This unit will allow students to develop their speaking abilities by working in cooperative groups where language input is utterly important. Moreover, they will learn how to describe animals, and how to use the present continuous and present simple.

BLOCKS	CONTENTS
COMMUNICATION	<ul style="list-style-type: none"> - Autoconfianza. El error como instrumento de mejora como parte del proceso de aprendizaje. - Unidades del lenguaje básicos y significados asociados a dichas unidades, tales como expresión de la entidad y sus propiedades. - Expresiones cotidianas (How + adj.!) focalizando la atención en la correcta entonación.
PLURILINGUALISM	<ul style="list-style-type: none"> - Estrategias básicas para identificar, organizar, retener unidades del lenguaje. Fichas de vocabulario a partir de la comparación de lenguas. - Estrategias y herramientas básicas de evaluación de uno mismo y de los demás (rúbricas)
INTERCULTURALITY	<ul style="list-style-type: none"> - Estrategias de detección de usos discriminatorios del lenguaje verbal y no verbal.
SYNTACTIC – DISCURSIVE CONTENTS	<ul style="list-style-type: none"> - Expresión del aspecto: puntual (simple tenses); durativo (present continuous) - Exclamación: How + Adjective, e.g. How lovely!
TARGET LEXIS	Board games: take the next clue, go to card number ..., introduce the code.

	<p>Lexis:</p> <ul style="list-style-type: none"> - Animals: wolf (n), toad (n), goat (n), cat (n), snail (n), spider (n), fox (n). - Adjectives to describe animals: small (adj), furry (adj), big (adj), domestic (adj), wild (adj), slow (adj), fast (adj), etc.
ORDER 5958/2010	<p>Listening and speaking:</p> <ul style="list-style-type: none"> - Participate in informal group discussions to solve clues. - Hold simple conversations referring to events in the present. <p>Reading:</p> <ul style="list-style-type: none"> - Understand gist and specific information in narratives. <p>Writing:</p> <ul style="list-style-type: none"> - Describe animals.

DIDACTIC UNIT 3: "MIDNIGHT DANCE"				
DATES	17 th of October to 7 th of November			
SPECIFIC COMPETENCES		EVALUATION CRITERIA		
1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo		1.1. Students can read for specific information in short stories.		
		1.2. Students can select specific information from short stories.		
3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de colaboración		3.1. Students can give simple instructions using the imperative form.		
4. Participar en situaciones predecibles, usando estrategias y conocimientos para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación		4.2. Students can work cooperatively to solve problems and facilitate communication in English.		
KEY COMPETENCES	CCL	CP	STEM	CPSSA

OPERATIONAL DESCRIPTORS	1, 2, 4	1, 2	1	1, 3, 5
STAGE OBJECTIVES	A, B, C, F, G, J			
DIDACTIC OBJECTIVES	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Use the imperative form (base form of the verbs: open, close, move, etc.) to give simple instructions. - Compare different objects (foods and clothes) using comparatives and superlatives. - Read short stories and look for specific information. - Solve problems cooperatively and respectfully by communicating with others. 			
RATIONALE OF THE DIDACTIC UNIT				
<p>This didactic unit challenges students with two new clues they will have to solve. To understand them, students will have to follow instructions, which will be one of the main contents. Also, students will rewatch and reread Cinderella to set the class in the story. There will be a discussion about the moral of the story and some of the tasks will be focused on this classic tale. Moreover, clues 3 and 4, show lentils of different shades or geometric figures of different sizes and forms. Consequently, comparing objects and things will be another main focus of this unit.</p>				
BLOCKS	CONTENTS			
COMMUNICATION	<ul style="list-style-type: none"> - Actitudes que permiten iniciarse en actividades de participación en situaciones cotidianas en las que se utilicen estrategias comunicativas que ayuden a resolver conflictos. - Modelos contextuales y géneros discursivos básicos en la comprensión, producción de textos escritos breves y sencillos, literarios (cuentos) - Convenciones y estrategias conversacionales básicas verbales. 			
PLURILINGUALISM	<ul style="list-style-type: none"> - Estrategias y técnicas de compensación de las carencias comunicativas (petición de repetición, aclaración, búsqueda de recursos para entender el discurso, descripciones, comunicación no verbal...) para responder eficazmente a una necesidad concreta 			

	<ul style="list-style-type: none"> - Comparación elemental entre lenguas a partir de elementos de la lengua extranjera y otras lenguas: origen y parentescos.
INTERCULTURALITY	<ul style="list-style-type: none"> - Valoración positiva e interés por establecer contactos y comunicarse a través de diferentes medios (presentaciones) - La literatura inglesa como símbolos de identidad cultural y vehículo motivador de transmisión de culturas y conocimientos.
SYNTACTIC – DISCURSIVE CONTENTS	<ul style="list-style-type: none"> - Expresión del tiempo: pasado (simple past) - Expresión de la modalidad: factualidad (declarative sentences); obligación (have (got) to; imperative) - La comparación (comparatives and superlatives: as Adj. as; bigger (than); the smallest) - Expresión de la cantidad: singular/plural; Quantity: all, (too) many, a lot, (a) little, more, (too) much, half. Degree: very, too.
TARGET LEXIS	<p>Game boards: extra clue, wrong answer/right answer, try again.</p> <p>Lexis (expressions and vocabulary in classic tales): once upon a time, moral of the story, castle (n), a faraway land, kingdom (n), prince (n), stepsister (n), stepmother (n).</p>
ORDER 5958/2010	<p>Listening and speaking:</p> <ul style="list-style-type: none"> - Understand instructions. Understand the intentions of speakers. <p>Reading:</p> <ul style="list-style-type: none"> - Understand traditional stories. <p>Writing:</p> <ul style="list-style-type: none"> - Write different types of texts with a specific audience and purpose in mind (instructions).

DIDACTIC UNIT 4: “GINGERBREAD HOUSE”	
DATES	8 th of November to 28 th of November
SPECIFIC COMPETENCES	EVALUATION CRITERIA
2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la	2.1. Students can describe orally the position of objects using prepositions of place accurately.

<p>planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.</p>	<p>2.2. Students can write short fantasy stories using specific vocabulary about enchanted forests.</p>			
<p>5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.</p>	<p>5.3. Students can give relevant feedback (rubrics) to themselves and others.</p>			
<p>KEY COMPETENCES</p>	<p>CCL</p>	<p>CP</p>	<p>STEM</p>	<p>CPSAA</p>
<p>OPERATIONAL DESCRIPTORS</p>	<p>5</p>	<p>1, 2</p>	<p>1</p>	<p>4, 5</p>
<p>STAGE OBJECTIVES</p>	<p>B, G, J, M</p>			
<p>DIDACTIC OBJECTIVES</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Write short fantasy texts using vocabulary related with enchanted forests. - Use the metric system to compare the weight of different objects. - Use prepositions of place to locate objects in images and to give simple directions. - Provide meaningful feedback to themselves and others using rubrics. 			
<p>RATIONALE OF THE DIDACTIC UNIT</p>				
<p>Unit 4 presents students with two new clues (5 and 6) and an intermediate extra mystery, which will lead them to Hansel and Gretel’s famous candy house, to a giant directions pole where they will meet a nice snail, and to the house of the Seven Dwarfs. For them to solve these three new challenges, students will need to learn new concepts and cooperate more than ever. All these new contents will lead to new thematic activities related with the vocabulary, expressions and grammatical concepts used through the unit.</p>				
<p>BLOCKS</p>	<p>CONTENTS</p>			
<p>COMMUNICATION</p>	<ul style="list-style-type: none"> - Expresiones cotidianas de uso frecuente en conversaciones dirigidas y espontáneas de temática variada con fluidez, utilizando frases más largas y 			

	<p>conectores simples. Estrategias para formular y contestar a preguntas</p> <ul style="list-style-type: none"> - Convenciones ortográficas básicas de la lengua inglesa y significados asociados a los formatos y elementos gráficos. Uso correcto de la puntuación y los apóstrofes.
PLURILINGUALISM	<ul style="list-style-type: none"> - Estrategias y herramientas básicas de evaluación de uno mismo y de los demás (rúbrica) - Estrategias metalingüísticas de inferencia a partir de las pistas contextuales, tales como el tema general
INTERCULTURALITY	<ul style="list-style-type: none"> - Valoración positiva e interés por establecer contactos y comunicarse a través de diferentes medios (soporte papel o digital: cartas) - Estrategias de detección de usos discriminatorios del lenguaje verbal y no verbal
SYNTACTIC – DISCURSIVE CONTENTS	<ul style="list-style-type: none"> - Interrogación: Wh- questions; Auxiliary verbs in questions: to do, to be, to have, will. - Expresión de la existencia (there is/there are) - Expresión de la cantidad: cardinal numbers up to four digits; ordinal numbers up to two digits - Expresión del espacio: prepositions, prepositional phrases and adverbs of location
TARGET LEXIS	<p>Lexis:</p> <ul style="list-style-type: none"> - Metric system: gram (n) – kilogram (n). X grams of ... - Prepositions of place: in (prep), on (prep), under (prep), behind (prep), in front (prep), between (prep). - Directions: the ... is to your right/left, the ... is that way - Enchanted forest: mystic gate, berries (n), bushes (n), lake (n), moon (n), flowers (n), magic trees, dwarfs (n), gnomes (n).
ORDER 5958/2010	<p>Listening and speaking:</p> <ul style="list-style-type: none"> - Understand and give directions. - Make comparisons and express degrees of difference. <p>Reading:</p> <ul style="list-style-type: none"> - Understand fictional stories. <p>Writing:</p> <ul style="list-style-type: none"> - Write short stories (about 40 words). - Write numbers 1-1000

DIDACTIC UNIT 5: "WHO IS WHO?"					
DATES		29 th of November to 22 nd of December			
SPECIFIC COMPETENCES		EVALUATION CRITERIA			
1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio del lenguaje y para responder a necesidades comunicativas cotidianas.		1.1. Students can listen for the gist in an oral text.			
2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.		2.3. Students can select and organize specific information to write an argumentative text.			
4. Participar en situaciones predecibles, usando estrategias y conocimientos para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.		4.1. Students can use virtual visual aids (genial.ly or canva) to facilitate communication.			
KEY COMPETENCES		CP	STEM	CD	CPSAA
OPERATIONAL DESCRIPTORS		2	1	2	1, 3
STAGE OBJECTIVES		B, F, G, I			
DIDACTIC OBJECTIVES		<p>Students will be able to:</p> <ul style="list-style-type: none"> - Describe a person using affirmative or negative sentences and simple adjectives (tall, short, blond hair, brown hair, etc. (physically); bashful, grumpy, sneezy, dopey, happy, sleepy (personally)). - Write short opinion texts using connectors (and, but, because) 			

	<ul style="list-style-type: none"> - Listen for the gist of a conversation between two people giving different opinions about a topic. - Confirm predictions by checking the right answers with the game cards. - Comprehend the importance of knowing different cultures to communicate properly with people from other countries.
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RATIONALE OF THE DIDACTIC UNIT

Unit 5 is the end of the first game, “The Enchanted Forest”, where students will finally escape the forest by building a new bridge. Moreover, the students will contact the association again to send the glossary they have done during the first semester, as well as an opinion poster about escape room games. They will have to use all the knowledge they have acquired to explain how to play this kind of game, the type of characters that appear, the important vocabulary, etc. Therefore, in this unit students will need to remember the target lexis from all the units that involve the game. And, more specifically, in this unit students will learn to describe a person using adverbs and write opinion texts, as well as, developing their listening skills by looking for the gist in conversations between two or more people.

BLOCKS	CONTENTS
COMMUNICATION	<ul style="list-style-type: none"> - Estrategias básicas para la comprensión, la planificación y la producción (resume, analiza imágenes) de textos escritos y orales. - Modelos contextuales y géneros discursivos básicos en la comprensión, producción de textos argumentativos escritos. - Léxico básico y de interés para el alumnado, relativo a identificación personal, relaciones interpersonales próximas, (familiares, amistad, escolares...)
PLURILINGUALISM	<ul style="list-style-type: none"> - Uso de imágenes, pósteres, fichas de vocabulario a partir de la comparación de las lenguas.
INTERCULTURALITY	<ul style="list-style-type: none"> - La lengua extranjera como medio de comunicación y relación con personas de otros países, como forma de acceder a nueva información y como medio para conocer culturas y modos de vida diferentes.

<p>SYNTACTIC – DISCURSIVE CONTENTS</p>	<ul style="list-style-type: none"> - Expresión de relaciones lógicas: Conjunción (and); oposición (but); causa (because). - Negación: negative sentences with not - Expresión de la existencia: la entidad (nouns), la cualidad (very + Adj.)
<p>TARGET LEXIS</p>	<p>Lexis (adjectives to describe people): tall (adj), short (adj), blond (adj) hair, brown (adj) hair, etc. (physically); bashful (adj), grumpy (adj), sneezy (adj), dopey (adj), happy (adj), sleepy (adj) (personally).</p>
<p>ORDER 5958/2010</p>	<p>Listening and speaking:</p> <ul style="list-style-type: none"> - Understand the sense of a conversation. <p>Reading:</p> <ul style="list-style-type: none"> - Understand the main idea in short notes (game cards). <p>Writing:</p> <ul style="list-style-type: none"> - Describe people. - Write sentences using simple connectors such as and, but or because.

The following image (Figure 2) describes the main characteristics of “7 Wonders – Architects:

“7 WONDERS - ARCHITECTS”



HOW TO PLAY

The following link leads to a web where you can find the instructions and materials used in this game:

[**https://boardgamegeek.com/boardgame/346703/7-wonders-architects**](https://boardgamegeek.com/boardgame/346703/7-wonders-architects)



RATIONALE OF THE GAME

“7 Wonders - Architects” is a board game which goal is to build one of the seven wonders of the ancient Greeks. In this case, the game will only be played in unit 9 because students will have to gain certain knowledge to play by overcoming different challenges. Students will learn specific vocabulary about monuments and mainly learn about past tenses. They will create different presentations about the seven wonders and, at last, they will be prepared to play the game. During this four didactic units, students will work cooperatively and learn how to create game strategies by expressing different opinions. Moreover, language comparison will be relevant for students to make connections between their first language and English.

CROSSCURRICULAR LINKS

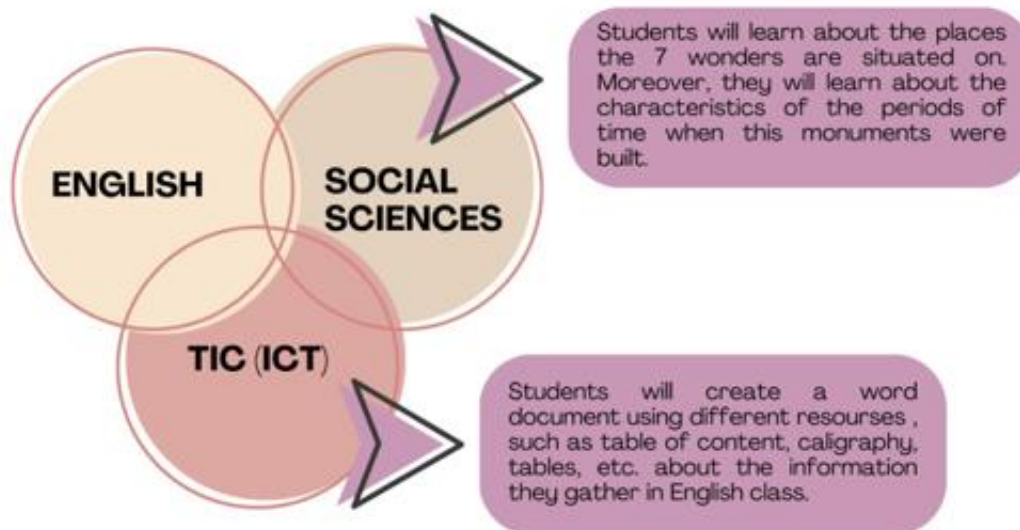


Figure 2. “7 Wonders – Architects”

DIDACTIC UNIT 6: SEVEN WONDERS	
DATES	8 th of January to 24 th of January
SPECIFIC COMPETENCES	EVALUATION CRITERIA
2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.	2.1. Students can create a presentation using visual aids such as canva, prezi, etc.
4. Participar en situaciones predecibles, usando estrategias y conocimientos para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.	4.1. Students can do a presentation about historical events. 4.2. Students can use ICT resources to facilitate communication.

6. Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones entre diferentes culturas.	6.1. Students know about different ancient cultures and respect them. 6.3. Students can value the artistic expressions from ancient cultures.			
KEY COMPETENCES	CP	CD	CC	CCEC
OPERATIONAL DESCRIPTORS	1, 3	1, 3	1	1, 2
STAGE OBJECTIVES	D, F, H, I, J			
DIDACTIC OBJECTIVES	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Effectively research information about the 7 Wonders using ICT tools. - Design a creative presentation about the 7 Wonders of the ancient world using the simple past and past continuous. - Use prepositions of place (at) and expressions of time to talk about the history of one of the 7 wonders. - Summarize information about the 7 Wonders recognizing the important parts of the presentation. - Value and respect the artistic expressions from the ancient cultures. 			
RATIONALE OF THE DIDACTIC UNIT				
<p>A new fascinating game called “7 Wonders – Architects” will be presented to students. However, for them to play, they will need solve the mystery of the seven ancient wonders. An ancient scroll written in hieroglyphics and a translation card, which indicates which hieroglyphic corresponds to each letter of the alphabet will indicate the cities that contain said wonders. Once they find out, the class will be divided in 7 groups, each one of the groups will prepare a creative presentation of the city and its wonder. Then, they will present it to the class and prepare an activity to test their peers. In conclusion, in this unit students will need to know how to use expressions of time and place related to the 7 wonders of the ancient Greeks, which will allow them to also talk about what they have done in the past using those expressions, etc.</p>				

BLOCKS	CONTENTS
COMMUNICATION	<ul style="list-style-type: none"> - Estrategias básicas para la comprensión, la planificación y la producción de textos orales (explicaciones) - Recursos para el aprendizaje y estrategias para la búsqueda guiada de información en medios digitales. - Propiedad intelectual de las fuentes consultadas y contenidos utilizados.
PLURILINGUALISM	<ul style="list-style-type: none"> - Estrategias y técnicas de compensación de las carencias comunicativas (búsqueda de recursos para entender el discurso). - Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales (rúbricas). - La entonación (habla).
INTERCULTURALITY	<ul style="list-style-type: none"> - Valoración positiva e interés por establecer contactos y comunicarse a través de diferentes medios (copresentaciones). - Estrategias básicas para entender y apreciar las diversas artes y culturas.
SYNTACTIC – DISCURSIVE CONTENTS	<ul style="list-style-type: none"> - Expresión del tiempo: simple past and past continuous. - Expresión del espacio: at (prep) - Expresiones temporales: prepositional phrases and adverbs of time.
TARGET LEXIS	Lexis (7 wonders related vocabulary): ancient greeks/cities, monuments (n), pyramid (n), garden (n), statue (n), temple (n), mausoleum (n), lighthouse (n), etc.
ORDER 5958/2010	<p>Listening and speaking:</p> <ul style="list-style-type: none"> - Understand and respond to requests for more information or facts. <p>Reading:</p> <ul style="list-style-type: none"> - Understand the main idea in website information. <p>Writing:</p> <ul style="list-style-type: none"> - Write different types of text with a specific audience and purpose in mind (explanations)

DIDACTIC UNIT 7: OUR WONDERFUL NEWSPAPER					
DATES		26 th of January to 12 th of February			
SPECIFIC COMPETENCES		EVALUATION CRITERIA			
1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio del lenguaje y para responder a necesidades comunicativas cotidianas.		1.1. Students can look for specific information about the current 7 wonders of the world in certified articles.			
2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidiano		2.2. Students can write short informational texts using specific vocabulary about historical landscapes/monuments. 2.3. Students can write short newspaper articles with specific information about the current 7 wonders in the world.			
6. Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones entre diferentes culturas.		6.1. Students know about nowadays different cultures and respect them. 6.3. Students can value the artistic expressions from nowadays cultures.			
KEY COMPETENCES		CP	CPSAA	CC	CCEC
OPERATIONAL DESCRIPTORS		2	5	1	1, 2
STAGE OBJECTIVES		A, C, D, F, H			
DIDACTIC OBJECTIVES		Students will be able to: <ul style="list-style-type: none"> - Write short informational articles about the 7 Wonders. - Compare specific information between the 7 Wonders from the ancient world 			

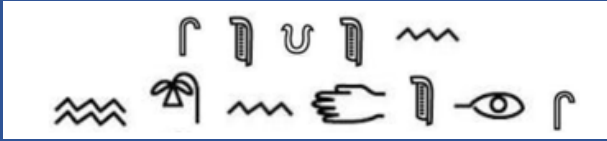
	<p>and the 7 Wonders from today's culture.</p> <ul style="list-style-type: none"> - Identify informational articles through its purpose and recognizing declarative sentences as one of the main characteristics. - Value and respect the artistic expressions from the ancient cultures.
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RATIONALE OF THE DIDACTIC UNIT

To start this new unit, an architect will come to the class to ask students for a favor. The architect heard students did great work with their presentations about the 7 ancient wonders, so he needs them to him to create a newspaper that counts with the information they gathered in unit 6, new information about the current 7 wonders of the world, and a comparison between them. Students will use the material of the game (pieces that create the 7 wonders) and pictures as references to draw their own representation of each one. To end the unit students will share their newspaper with the architect, the whole school, and their parents, as well as keeping a copy to later send it to the children's association. Therefore, in this unit students will learn how to compare information using declarative sentences as well as writing informational articles of the current seven wonders of the world.

BLOCKS	CONTENTS
COMMUNICATION	<ul style="list-style-type: none"> - Estrategias básicas para la comprensión, la planificación y la producción (analiza imágenes y fotos, identifica la información general y los detalles específicos) de textos escritos. - Léxico básico y de interés para el alumnado, relativo a lugares. Emisión de palabras clave y oraciones utilizando conectores simples en lengua inglesa. - Recursos para el aprendizaje y estrategias para la búsqueda guiada de información en medios digitales.
PLURILINGUALISM	<ul style="list-style-type: none"> - Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales (rúbricas). - Estrategias básicas para identificar, organizar, retener, recuperar y utilizar unidades del lenguaje (creación de un periódico)
INTERCULTURALITY	<ul style="list-style-type: none"> - Estrategias básicas para entender y apreciar las diversas artes y culturas.

	<ul style="list-style-type: none"> - Estrategias de detección de usos discriminatorios del lenguaje verbal y no verbal.
SYNTACTIC – DISCURSIVE CONTENTS	<ul style="list-style-type: none"> - Expresión del tiempo: presente (simple present; present continuous); pasado (simple past and past continuous). - Expresión de la modalidad: factualidad (declarative sentences).
TARGET LEXIS	Lexis (newspaper): tabloids (n), daily (adv)/weekly (adv)/monthly (adv), local/regional newspaper, national newspaper, headlines (n), columns (n), business section, international section, letter to the editor, editorial (n), comic strip.
ORDER 5958/2010	<p>Listening and speaking:</p> <ul style="list-style-type: none"> - Make comparisons. <p>Reading:</p> <ul style="list-style-type: none"> - Identify the purpose of different types of texts (to persuade, to instruct, or to entertain) <p>Writing:</p> <ul style="list-style-type: none"> - Write different types of texts (articles) about the 7 Wonders.

DIDACTIC UNIT 8:	
 <p>SEVEN WONDERS</p>	
DATES	13 th of February to 1 st of March
SPECIFIC COMPETENCES	EVALUATION CRITERIA
2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y	2.1. Students can write clear board game instructions

responder a propósitos comunicativos cotidianos.			
3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de colaboración y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos con las normas de cortesía.		3.2. Students can ask and answer questions about the instructions of a game.	
5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.		5.1. Students can compare the differences and similarities between instructions in English and Spanish.	
KEY COMPETENCES	CP	CPSAA	CE
OPERATIONAL DESCRIPTORS	2	3	1, 3
STAGE OBJECTIVES	A, C, F, J		
DIDACTIC OBJECTIVES	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Write board game instructions in a summarized format. - Ask questions about any doubts they have about the instructions of a game using interrogative sentences. - Identify the differences between English and Spanish board games instructions. 		
RATIONALE OF THE DIDACTIC UNIT			
<p>In unit 8 students will start working with “7 Wonders – Architects”. The same hieroglyphics used in unit 6 will now uncover the instructions of the game. However, this time, to achieve the translation card, students will need to work cooperatively and individually to gain points and discover the letter that corresponds to each hieroglyphic. Once they have translated the instructions to English, in pairs, students will create their own schematic instructions where a section of the poster will indicate an alteration of the rules that they think could make it more fun and interesting. Students will have access to both Spanish and English instructions to facilitate understanding and to compare the difference between both types focusing on the</p>			

different grammar structures and the words in bold, which are the most relevant to understand the instructions.

BLOCKS	CONTENTS
COMMUNICATION	<ul style="list-style-type: none"> - Unidades del lenguaje básicos: la interrogación. - Estrategias para formular preguntas. - Funciones comunicativas básicas adecuadas al ámbito y al contexto: dar indicaciones e instrucciones.
PLURILINGUALISM	<ul style="list-style-type: none"> - Estrategias básicas para identificar, organizar, retener, recuperar y utilizar unidades del lenguaje (morfosintaxis) a partir de la comparación de lenguas (transferencia).
INTERCULTURALITY	<ul style="list-style-type: none"> - La lengua extranjera como medio de comunicación y relación con personas de otros países, como forma de acceder a nueva información
SYNTACTIC – DISCURSIVE CONTENTS	<ul style="list-style-type: none"> - - Expresión de relaciones lógicas: disyunción (or); relaciones temporales (when; before; after). - Interrogación: Auxiliary verbs in questions.
TARGET LEXIS	<p>Board games: tray (n), take a card randomly, holder, faceup (adv), shuffle (v), deck (n), discard (v), progress tokens, from bottom to top, discard (v). Provide (v) (example: the yellow cards provide coins...).</p>
ORDER 5958/2010	<p>Listening and speaking:</p> <ul style="list-style-type: none"> - Ask for and respond to requests for clarification. <p>Reading:</p> <ul style="list-style-type: none"> - Understand key information in factual texts (instructions). <p>Writing:</p> <ul style="list-style-type: none"> - Write different types of texts (instructions).

DIDACTIC UNIT 9: BUILDING WONDERS				
DATES		4 th of March to 20 th of March		
SPECIFIC COMPETENCES		EVALUATION CRITERIA		
2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.		2.2. Students can write opinion letters about the strengths and weaknesses about board games. 2.3. Students can write letters using a specific structure to present themselves and to end the card.		
3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de colaboración y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos con las normas de cortesía.		3.1. Students can cooperate between them to make democratic decisions.		
5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.		5.3. Students can reflect about their learning process, recognizing which aspects they can improve.		
KEY COMPETENCES	CP	CPSAA	CC	CE
OPERATIONAL DESCRIPTORS	1	5	3	1,3
STAGE OBJECTIVES	B, C, F, M			
DIDACTIC OBJECTIVES	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify the strengths and weaknesses of board games. - Write short opinion letters about the strengths and weaknesses of board games. - Cooperate and participate in their groups to make decisions based on game strategies. 			

RATIONALE OF THE DIDACTIC UNIT:

In this last unit dedicated to “7 – Architects”, students will complete their vocabulary glossary about games and complete tasks before every round. Students will gain points depending on how they completed each task that will allow them to win more cards that will help them build their wonder. Strategies in this game are the key for winning, therefore, mostly every activity is based on communicative tasks. All the materials they have done during the last four units will be sent to the association along with a letter written by the students about the strengths and weaknesses of this game. At the end of this unit students will do a self-evaluation and group evaluation, which will be more specific than the evaluations they do every unit.

BLOCKS	CONTENTS
COMMUNICATION	<ul style="list-style-type: none"> - Funciones comunicativas básicas adecuadas al ámbito y al contexto: saludar, despedirse; expresar el acuerdo o desacuerdo. - Comprensión de mensajes producidos con distintos acentos de la lengua inglesa.
PLURILINGUALISM	<ul style="list-style-type: none"> - Léxico y expresiones básicas de uso común para comprender enunciados sobre la comunicación, la lengua
INTERCULTURALITY	<ul style="list-style-type: none"> - La curiosidad por el conocimiento de otras realidades sociales y culturales, de otras lenguas, partiendo de posiciones de respeto y tolerancia.
SYNTACTIC – DISCURSIVE CONTENTS	<ul style="list-style-type: none"> - Expresión de relaciones lógicas: finalidad (to-infinitive, eg. I did it to help her)
TARGET LEXIS	Lexis (letters): dear..., best wishes/best regards, please contact us again if you have any problems/questions.
ORDER 5958/2010	<p>Listening and speaking:</p> <ul style="list-style-type: none"> - Participate in informal group discussion to make plans, predict, and select. <p>Reading:</p> <ul style="list-style-type: none"> - Understand general information in letters. <p>Writing:</p> <ul style="list-style-type: none"> - Write short letters giving personal and general information.

The following image (Figure 3) describes the main characteristics of “Hitster”

“HITSTER”



HOW TO PLAY



The following link leads to a web where you can find the instructions and materials used in this game:
<https://boardgamegeek.com/boardgame/318243/hitster>

RATIONALE OF THE GAME

“Hitster” is a game of music, which goal is to create a temporal line of songs by placing the music cards in the timeline and trying to guess what year they were published. For students to be able to play, they need to learn about the main characteristics of music throughout the years. Moreover, they will create new music cards of traditional songs from different countries, taking into account where they are from and where their families are from. Students will develop communicative skills, acquire grammar knowledge (past tenses and future tenses to predict how the music will be in five years) and they will develop their intercultural competence.

CROSSCURRICULAR LINKS

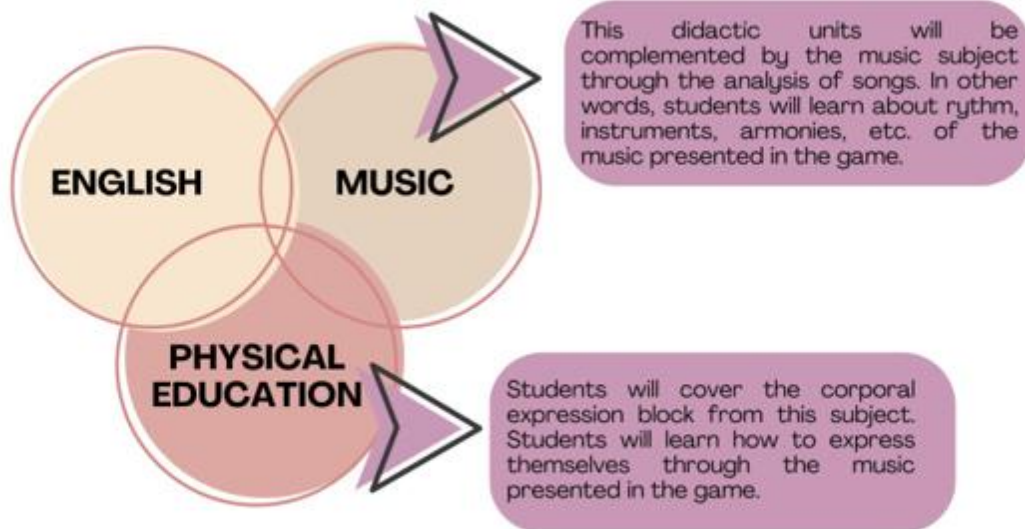


Figure 3. “Hitster”

DIDACTIC UNIT 10: "HITSTER"				
DATES		2 nd of April to 15 th of April		
SPECIFIC COMPETENCES		EVALUATION CRITERIA		
1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio del lenguaje y para responder a necesidades comunicativas cotidianas.		1.1. Students can read for specific details in informational texts about characteristics of music.		
2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.		2.2. Students can write simple infographics about the main characteristics of music. 2.3. Students can write predictions about how music will be in the next five years.		
5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.		5.1. Students can compare the similarities and differences between Spanish and English music.		
KEY COMPETENCES	CP	CD	CPSAA	CCEC
OPERATIONAL DESCRIPTORS	1, 2	1	1	1
STAGE OBJECTIVES	B, D, F, H			
DIDACTIC OBJECTIVES	Students will be able to: <ul style="list-style-type: none"> - Identify the main characteristics of music through the years (2001-2020). - Identify the similarities and differences between Spanish and English songs. 			

	<ul style="list-style-type: none"> - Design infographics online using visual resources to explain the main characteristics of music through the years. - Make predictions about how music will be in the next five years using future tenses (going to, will).
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RATIONALE OF THE DIDACTIC UNIT

Unit 10 is based on a game called “Hitster”, which main objective is to create a timeline of songs. Students have to guess the year of each song to create their timeline, and if they know, they can also guess the singer and the name of the song to win “Hitster cards”. In the game there are songs from 1960 to 2020, although, in this case they will play with cards from the year 2001 to 2020. However, as students will probably not know the songs from the game, they will have to gain their “Hitster Pass” to play. To achieve this, they will work cooperatively and individually to create expert groups, which will then explain to their teams the characteristics of the songs and the different artists in each period of time. At the end of the unit students will be tested by playing the game. At the end of this unit students will be able to use future tenses to describe how they think how music might be in the next five years, as well as designing infographics explaining the characteristics of music, using their previous knowledge on descriptions.

BLOCKS	CONTENTS
COMMUNICATION	<ul style="list-style-type: none"> - Recursos para el aprendizaje y estrategias para la búsqueda guiada de información en medios digitales (identificación de información básica, filtrar resultados). - Destrezas y actitudes que permiten iniciarse en actividades de participación en situaciones cotidianas básicas en las que se utilicen estrategias comunicativas que ayuden a mejorar la comunicación o servir de enlace entre varios interlocutores en la misma o en diferentes lenguas.
PLURILINGUALISM	<ul style="list-style-type: none"> - Estrategias básicas para identificar, organizar, retener, recuperar y utilizar unidades del lenguaje, uso de infografías, por ejemplo, mediante la transferencia y aplicación de estrategias de la lengua castellana y variedades que conforman el repertorio del lenguaje personal.

	<ul style="list-style-type: none"> - Comparación elemental entre lenguas a partir de elementos de la lengua extranjera y otras lenguas: origen y parentescos.
INTERCULTURALITY	<ul style="list-style-type: none"> - Aspectos de la lengua, la cultura y la sociedad relativos a las costumbres, la vida cotidiana (música en diferentes idiomas). - La música como símbolos de identidad cultural y vehículo motivador de transmisión de culturas y conocimientos.
SYNTACTIC – DISCURSIVE CONTENTS	<ul style="list-style-type: none"> - Expresión del tiempo: futuro (going to, will)
TARGET LEXIS	<p>Board Games: position the card, flip the card, scan the QR, to the right/left of the card, opponents turn, earn new cards.</p> <p>Lexis (music): melody (n), rhythm (n), soloist (n)/band (n), instruments (n) (drums (n), guitar (n), trumpet (n), keyboard (n)/piano (n), saxophone (n), violin (n)).</p>
ORDER 5958/2010	<p>Listening and speaking:</p> <ul style="list-style-type: none"> - Participate in informal group discussion to make predictions. <p>Reading:</p> <ul style="list-style-type: none"> - Understand the general information in newspapers and magazine articles. <p>Writing:</p> <ul style="list-style-type: none"> - Write different types of texts with a specific audience and purpose in mind (infographics).

DIDACTIC UNIT 11: DANCING THROUGHOUT THE YEARS	
DATES	16 th of April to 29 th of April
SPECIFIC COMPETENCES	EVALUATION CRITERIA
2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades	2.1. Students can explain types of music through a video.

inmediatas y responder a propósitos comunicativos cotidianos.		2.2. Students can write biographies using third person pronouns and possessives.		
3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de colaboración y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos con las normas de cortesía.		3.1. Students can value their own work and others work to participate in group activities.		
4. Participar en situaciones predecibles, usando estrategias y conocimientos para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.		4.2. Students can use technology to facilitate communication by recording videos of themselves.		
KEY COMPETENCES	CP	CD	CPSAA	CCEC
OPERATIONAL DESCRIPTORS	1	1,2	4	3
STAGE OBJECTIVES	D, F, H, I			
DIDACTIC OBJECTIVES	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Write a biography of a singer using third person pronouns. - Use possessives (my, your, their, his, her, its, ours) to express when something belongs to someone. - Record videos using technology to facilitate communication by taping videos of themselves focusing on the pronunciation of words that start with s-. - Value their own work and other students work to reinforce meaningful learning. - Identify different types of music and dances throughout the years. 			
RATIONALE OF THE DIDACTIC UNIT				
<p>“Dancing throughout the years” is also based on the game “Hitster”. However, to win the “Hitster Pass” in this unit, students will have to choose a singer and create a biography. Moreover, in pairs they will make a video describing the type of music</p>				

both singers do, as well as how to dance it. At the end of the unit, students will do a “music festival” to show their families their videos, and to do a short presentation about their singers. In the “music festival” students will also be able to play “Hitster” with their families and peers. Therefore, students will have to understand how to use third person pronouns and possessives to write a singer’s biography.

BLOCKS	CONTENTS
COMMUNICATION	<ul style="list-style-type: none"> - Convenciones y estrategias conversacionales básicas en formato asíncrono (vídeos)
PLURILINGUALISM	<ul style="list-style-type: none"> - Estrategias básicas para identificar, organizar, retener, recuperar y utilizar unidades del lenguaje, canciones y vídeos.
INTERCULTURALITY	<ul style="list-style-type: none"> - Aspectos de la lengua, la cultura y la sociedad relativos a las costumbres, la vida cotidiana (música y bailes) - La música como símbolos de identidad cultural y vehículo motivador de transmisión de culturas y conocimientos.
SYNTACTIC – DISCURSIVE CONTENTS	<ul style="list-style-type: none"> - Expresión de la existencia: la entidad (pronouns) - Expresión de la posesión: possessives
TARGET LEXIS	<p>Lexis:</p> <p>Pronouns: he, him, himself, she, her, herself, it, its, itself, they, them, their, theirs and themselves.</p> <p>Possessives: my, your, their, his, her, its, ours.</p>
ORDER 5958/2010	<p>Listening and speaking:</p> <ul style="list-style-type: none"> - Make a presentation with a certain degree of complexity on familiar topics. <p>Reading:</p> <ul style="list-style-type: none"> - Understand general information in biographies. <p>Writing:</p> <ul style="list-style-type: none"> - Write different types of texts with a specific audience and purpose in mind (biographies).

DIDACTIC UNIT 12: WORLD MUSICIANS					
DATES		30 th of April to 15 th of May			
SPECIFIC COMPETENCES		EVALUATION CRITERIA			
2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.		2.1. Students can present information about music in different countries orally and using non-verbal communication.			
5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.		5.1. Students can compare music from different countries and years.			
6. Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones entre diferentes culturas.		6.1. Students can respect different cultures and appreciate the importance of language to communicate with others.			
KEY COMPETENCES	CP	CD	CPSAA	CC	CCEC
OPERATIONAL DESCRIPTORS	1, 3	1, 2	5	2	1
STAGE OBJECTIVES	D, F, H, I				
DIDACTIC OBJECTIVES	Annex 4				
RATIONALE OF THE DIDACTIC UNIT					
<p>Lastly, the last unit based on “Hitster” will be called “World Musicians”. Students will create new music cards for the game. Each group will be assigned one continent, and they will have to do research about traditional music from those countries, choose the most relevant songs and create the cards, which have a QR on the top part, and the year of the song, the name of the song and the singer on the other side. Each group will have to do a creative presentation about the songs they chose and information</p>					

about them. Moreover, to finalize this unit, students will send their timelines, videos, presentations, and music cards to the association. Furthermore, any member of the school or any parents who come from different continents are invited to come into the class during the process of the unit to talk about their countries, what type of music is particular from that place, other types of traditions... In this unit students will also be able to play “Hitster” to put to the test the abilities they acquired.

BLOCKS	CONTENTS
COMMUNICATION	<ul style="list-style-type: none"> - Convenciones y estrategias conversacionales básicas verbales o no verbales (gestos, contacto físico, expresiones faciales, posturas corporales...) de uso común, en formato síncrono (cara a cara). - Recursos para el aprendizaje y estrategias para la búsqueda guiada de información en medios analógicos y digitales.
PLURILINGUALISM	<ul style="list-style-type: none"> - Estrategias metalingüísticas de inferencia a partir de las pistas contextuales, tales como el tema general; otras palabras del discurso (redundancias, anáforas, paralelismos). - Interés y curiosidad por las lenguas, conocimiento de su funcionamiento desde el respeto y la tolerancia. - Comparación elemental entre lenguas a partir de elementos de la lengua extranjera y otras lenguas: origen y parentescos.
INTERCULTURALITY	<ul style="list-style-type: none"> - Valoración del enriquecimiento personal que supone la relación con personas pertenecientes a otras culturas. - La música como símbolos de identidad cultural y vehículo motivador de transmisión de culturas y conocimientos.
SYNTACTIC – DISCURSIVE CONTENTS	<ul style="list-style-type: none"> - Expresión de la existencia: Demonstratives: this, that, these, those. - Expresión de la modalidad: factualidad (declarative sentences) – He is from...
TARGET LEXIS	<p>Lexis:</p> <ul style="list-style-type: none"> - Nationalities (adj): Asian (Japanese, Indonesian, Vietnamese, Indian), European (Spanish, English, Italian, French), African (Mauritanian, Moroccan, Nigerian, Namibian), American (Mexican, Canadian, American, Brazilian).

	<ul style="list-style-type: none"> - Connectors: additionally (adv), moreover (adv), more specifically, for example, lastly (adv), to conclude, which (pron). - Preposition: from
ORDER 5958/2010	<p>Listening and speaking:</p> <ul style="list-style-type: none"> - Give presentations with a certain degree of complexity on familiar topics. - Make comparisons and express degrees of differences. <p>Reading:</p> <ul style="list-style-type: none"> - Understand gist, specific information in descriptions and narratives. <p>Writing:</p> <ul style="list-style-type: none"> - Write different types of texts with a specific audience and purpose in mind (reports).
This didactic unit will be developed in eight lesson plans (Annex 4)	

DIDACTIC UNIT 13: GAME CREATORS	
DATES	17 th of May to 28 th of May
SPECIFIC COMPETENCES	EVALUATION CRITERIA
1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio del lenguaje y para responder a necesidades comunicativas cotidianas.	1.1. Students can recognize a type of board game by reading for the specific information in the instructions.
2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.	2.1. Students can write the main ideas gathered while brainstorming. 2.2. Students can write instructions of a board game using the first conditional.

4. Participar en situaciones predecibles, usando estrategias y conocimientos para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.	4.1. Students can communicate their preferences on board games and cooperate to find a solution.			
KEY COMPETENCES	CP	CPSAA	CC	CE
OPERATIONAL DESCRIPTORS	1	1, 3	2	3
STAGE OBJECTIVES	B, C, F			
DIDACTIC OBJECTIVES	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Classify different types of board games by reading the instructions and name them (deck building, cooperative, abstract, area control, legacy, and dexterity). - Summarize the main ideas gathered while doing brainstorming by listening to the specific details. - Communicate their preferences on board games orally, respecting others' opinions and cooperating to find a solution. - Write simple instructions that explain how to play the game they created using the first conditional. 			
RATIONALE OF THE DIDACTIC UNIT				
<p>The next three units are aimed at creating new games. In unit 13 students will start creating their own games in groups. Firstly, they will choose the type of game they want to create after learning a few new types of board games. Then they will have to look for different games from that type and learn how to play them by reading the instructions. Thirdly, they will have time to brainstorm ideas to create their own game. And, lastly, they will create the instructions of their game by doing a first individual draft, sharing that draft with their group and, finally, creating the final instructions for their game. Consequently, during this unit students will acquire the necessary vocabulary about games to create their own, as well as using all their previous knowledge about instructions to write them using the first conditional.</p>				
BLOCKS	CONTENTS			

COMMUNICATION	<ul style="list-style-type: none"> - Conocimientos, destrezas y actitudes que permiten iniciarse en actividades de participación en situaciones cotidianas básicas en las que se utilicen estrategias comunicativas que ayuden a llegar a acuerdos. - Modelos contextuales y géneros discursivos básicos en la comprensión, producción y coproducción de textos no literarios (instrucciones).
PLURILINGUALISM	<ul style="list-style-type: none"> - Estrategias y técnicas de compensación de las carencias comunicativas (comunicación no verbal).
INTERCULTURALITY	<ul style="list-style-type: none"> - Estrategias de detección de usos discriminatorios del lenguaje verbal y no verbal.
SYNTACTIC – DISCURSIVE CONTENTS	<ul style="list-style-type: none"> - Expresión del aspecto: first conditional. - Expresión de gustos y preferencias: I like/ I don't like; I love/I hate.
TARGET LEXIS	<p>Board games (types): deck building, cooperative, abstract, area control, legacy, and dexterity.</p> <p>Lexis (v): love/hate</p>
ORDER 5958/2010	<p>Listening and speaking:</p> <ul style="list-style-type: none"> - Give reasons for making particular statements, and express physical and emotional feelings. - Restate what has been said and report what people say. <p>Reading:</p> <ul style="list-style-type: none"> - Understand key information in instructions. <p>Writing:</p> <ul style="list-style-type: none"> - Write different types of texts with a specific audience and purpose in mind (instructions).

DIDACTIC UNIT 14: ALL HANDS-ON DECK			
DATES		29 th of May to 10 th of June	
SPECIFIC COMPETENCES		EVALUATION CRITERIA	
1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio del lenguaje y para responder a necesidades comunicativas cotidianas.		1.2. Students can read for the gist in instructional texts.	
2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.		2.2. Students can write comics using adequate punctuation and exclamatory sentences.	
5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas		5.3. Students can use rubrics to evaluate themselves and others' work.	
KEY COMPETENCES	CP	CPSAA	CE
OPERATIONAL DESCRIPTORS	1	5	1, 3
STAGE OBJECTIVES	B, F, J		
DIDACTIC OBJECTIVES	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Evaluate themselves and others' work using rubrics. - Read for the gist in board game instructions. - Write comics using the adequate punctuation marks and exclamatory sentences. 		

	<ul style="list-style-type: none"> - Reflect on feedback to improve the performance of the board games.
RATIONALE OF THE DIDACTIC UNIT	
<p>In the following unit students will have to create their games, using recycled materials. They will have to do a comic that shows how they did their game in a creative and imaginative form. Then, students will have to test their games and share them with the class. Every student will evaluate the other games and give feedback on the part of the game that are very good and on the ones that can be improved. Lastly, groups will have the chance to read all the evaluations, reflect on them, and make changes in their games if necessary. Therefore, students will learn about how to create comics, how to use exclamatory sentences and, moreover, they will learn to value and reflect on their own work.</p>	
BLOCKS	CONTENTS
COMMUNICATION	<ul style="list-style-type: none"> - Unidades del lenguaje básicos y significados asociados a dichas unidades, tales como la exclamación. - Uso correcto de la puntuación.
PLURILINGUALISM	<ul style="list-style-type: none"> - Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales (rúbricas)
INTERCULTURALITY	<ul style="list-style-type: none"> - Valoración positiva e interés por establecer contactos y comunicarse a través de diferentes medios (comics) con hablantes o estudiantes de la lengua extranjera.
SYNTACTIC – DISCURSIVE CONTENTS	<ul style="list-style-type: none"> - Exclamatory sentences, e.g. I love olives!
TARGET LEXIS	Lexis (parts of a comic): characters(n), comic strip, panel (n), thought bubbles, speech bubbles, frame (n).
ORDER 5958/2010	<p>Listening and speaking:</p> <ul style="list-style-type: none"> - Participate in informal group discussion to evaluate. <p>Reading:</p> <ul style="list-style-type: none"> - Understand the gist in instructions. <p>Writing:</p> <ul style="list-style-type: none"> - Write different types of texts with a specific audience and purpose in mind (comics).

	- Write dialogues.
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DIDACTIC UNIT 15: YELLOW HEARTS				
DATES	11 th of June to 19 th of June			
SPECIFIC COMPETENCES	EVALUATION CRITERIA			
2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.	2.1. Students can use verbal and non-verbal communication			
5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.	5.2. Students can write a letter reflecting on their academic and personal achievements. 5.3. Students can critically give feedback to their own and others' work.			
6. Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones entre diferentes culturas.	6.1. Students value the importance of communicating in English with people from different cultures.			
KEY COMPETENCES	CP	CPSAA	CC	CCEC
OPERATIONAL DESCRIPTORS	1, 3	4, 5	2, 3	3
STAGE OBJECTIVES	B, D, F, M			
DIDACTIC OBJECTIVES	Students will be able to: - Value the importance of communicating in English with people from different cultures.			

	<ul style="list-style-type: none"> - Write a letter reflecting on their academic and personal achievements of the academic year using sensing verbs (think, believe, my opinion is, feel, understand, etc.). - Give feedback to their own and others' work. - Use verbal and non-verbal communication to explain how to play their games using connectors (before, after, first, then...).
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RATIONALE OF THE DIDACTIC UNIT

To end this syllabus, students will be able to share all they have learnt with a representative from the association, families, and other students. Students will prepare a fair where all the games will be at disposal of everyone. They will have to explain their games to different people using visual aids. Lastly, all the materials they have created will be sent to the association along with a letter written by each one of them, where they will explain the process, they followed during the whole academic year to create their games, what they liked and did not like, what inspired them, etc. Moreover, there will be a group reflection about how their work could be helping others, and how their thoughts have changed since unit 1 where they did a similar reflection.

BLOCKS	CONTENTS
COMMUNICATION	<ul style="list-style-type: none"> - Conocimientos, destrezas y actitudes que permiten iniciarse en actividades de participación en situaciones cotidianas básicas en las que se utilicen estrategias comunicativas que ayuden a servir de enlace entre varios interlocutores, fomentando actitudes de respeto y colaboración. - Expresiones cotidianas de uso frecuente en conversaciones dirigidas y espontáneas de temática variada con fluidez, utilizando frases más largas y conectores simples.
PLURILINGUALISM	<ul style="list-style-type: none"> - Estrategias y herramientas básicas de evaluación de uno mismo y de los demás, analógicas y digitales, individuales y grupales.
INTERCULTURALITY	<ul style="list-style-type: none"> - Valoración positiva e interés por establecer contactos y comunicarse a través de diferentes medios con hablantes de la lengua extranjera.
SYNTACTIC – DISCURSIVE CONTENTS	<ul style="list-style-type: none"> - Expresiones temporales: anteriority (before), posteriority (after), sequence (first, then...).

TARGET LEXIS	Lexis: <ul style="list-style-type: none"> - Connectors (conj): before, after, first, then... - Sensing verbs (v): think, believe, my opinion is, feel, understand, etc.
ORDER 5958/2010	Listening and speaking: <ul style="list-style-type: none"> - Draw simple conclusions and make recommendations. - Describe simple processes including, when necessary, basic technical information. Reading: <ul style="list-style-type: none"> - Identify the purpose of different types of texts (to instruct) Writing: <ul style="list-style-type: none"> - Write short letters giving personal information, describe reactions to situations, express hopes and regrets.

8. Methodology

The following section describes and establishes the main methodological basis and approaches used in this syllabus. Those methodologies are either oriented to the way of teaching the English language or to facilitating the acquisition of other skills.

Firstly, this syllabus is mainly based on the Communicative Language Teaching Approach, which aim is to develop the communicative competence as the goal of teaching a second language (Richards & Rodgers, 2014). In this year plan, the Communicative Language Teaching Approach is reflected in every didactic unit, for example, in the target lexis section, and in the didactic unit that is developed into six classes, where information gap activities, games, etc. cover the main characteristics of this approach. Moreover, the communicative competence of students is based on accuracy and fluency (Larsen-Freeman, 2000). Lastly, in this approach the native language can be used to facilitate understanding, also responding to Decree 61/2022, where language comparison is part of the plurilingualism block, which is covered by using game instructions in Spanish or by creating a glossary with words they have learnt.

Moreover, the Communicative Language Teaching Approach defines content as the grammatical structures of the target language, vocabulary, sound patterns... but mainly as the

communicative intentions to communicate in English (Snow, 2001). Consequently, Content-Based Foreign Language Teaching is an approach that complements the communicative approach because it facilitates language acquisition by presenting significant language input, moreover students are engaged with tasks that facilitate production. According to Krashen (1982), language input has to be comprehensible and the unifying thread of English teaching. For that reason, this syllabus is based on a themed-based model, which is a type of content-based instruction, and which main theme is board-games. Therefore, meaningful language input is presented to students through realistic situations involving board-games.

Furthermore, the themed-based model is also complemented by the use of board games in teaching English, which main purpose is to motivate and challenge students. This perspective engages and helps students to use English for communicating with others, giving them motive and resources to do it. In addition, board games give context and meaning to learning English in the class by giving them significant language input. Syakur (2020) states that board game-based learning enhances participation, enthusiasm, interaction, and confidence. Playing board games also allows students to develop communication skills and communicative intention (Zsoldos-Marchis & Juhász, 2020), which is directly related with the Communicative Approach.

On the other hand, this syllabus has an interdisciplinary curriculum design, where students learn new contents, or they put into practice contents they have already learnt from other subjects in the English class. Every trimester teachers cooperate to do interdisciplinary work based on the board game themes, which is the base for this type of education to be successful. In this respect, Medina and Tapia (2017) state that interdisciplinary projects promote learning, skills development, and an education of quality.

Lastly, this syllabus values the diversity of students and understands their differences as a path for encouraging learning. Therefore, to attend to the different needs of students, cooperative learning becomes a tool to help students develop in their own capabilities and respecting their individual characteristics (Prieto, 2007). Moreover, Panitz (1999) establishes the benefits of collaborative learning, where the most important are: development of higher-level thinking skills, enhances students' participation, development of self-esteem, promotes a positive attitude, develops oral communication skills and social skills, and enhances teamwork and problem-solving skills.

In summary, all these approaches and methodologies aim to improve students' motivation and to facilitate the teaching and learning process of English as a second language.

9. Evaluation

The following section describes the evaluation system used in this syllabus as a tool for improving the teaching and learning process. Decree 61/2022 establishes in Article 19 the basis for evaluation in Primary, which main characteristics are continuous and formative assessment of the students and teachers' performance.

Evaluation will be adapted to students' individual characteristics, and if needed, modified to facilitate the acquisition of skills and abilities for communicating in English. Every didactic unit includes specific evaluation criteria based on the following chart:

Evaluation Criteria (Decree 61/2022) – Third Cycle	
1.1.	Understand and analyze oral, written, and multimodal texts on frequent and everyday topics of personal experiences and important events. Use of literacy texts appropriate to student's level of development and knowledge.
1.2.	Develop student's capacities to select, organize and apply different communication strategies in everyday situations in order to understand the overall meaning of English texts.
2.1.	Communicate orally simple texts, related to everyday matters of relevance for the students, with guidance and using basic English language structures.
2.2.	Write simple texts using either analog or digital tools with communicative intention of daily situations relevant for the students.
2.3.	Produce texts in English using several strategies, appropriate to the type of text and relying on specific resources.
3.1.	Plan and participate in simple interactive situations, close to experience and student's everyday life situation, using resources such as repetition,

	slow pace or nonverbal language. Respecting the courtesy and norms of English language.
3.2.	Select, organize and use communicative strategies to present oneself, greet others, ask and answer simple questions, express messages and end conversations.
4.1.	Understand and explain texts, concepts, and simple communications, attending to diversity, respecting others and having interest on resolving issues of understanding in their immediate environment using different resources.
4.2.	Select and apply communicative strategies to facilitate understanding, using appropriate strategies for the specific communicative strategies, relying on digital or physical resources.
5.1.	Compare and contrast the similarities and differences between languages, reflecting on their functioning.
5.2.	Acknowledge which strategies will improve their communicative and learning abilities, with support from others, as well as analogical and digital support.
5.3.	Acknowledge the progress and difficulties in the process of learning a foreign language, recognizing which aspects help to facilitate the acquisition of that language, by carrying out self-assessment and co-assessment activities.
6.1.	Show respect in situations where various cultures and languages are involved and reject any type of discrimination under every circumstance.
6.2.	Accept and respect diversity, having interest in understanding their language and culture to enrich oneself and promote democracy.
6.3.	Select and apply basic strategies to understand and appreciate diversity of language, culture, and art.

Moreover, students will receive feedback in activities that require a result such as writings, reading comprehension activities, presentations, game playing activities, cooperative working activities, etc. through rubrics based on the evaluation criteria. However, the most important activity students will be evaluated on will be the final product, which is the board game creation, because it reflects all the knowledge students have acquired during the course of the

syllabus. Creating a board-game will allow students to improve their performance of previous units after having received specific feedback that will let them make any corrections or necessary changes (formative assessment).

Each trimester will be evaluated following the next evaluation guidelines (Figure 4):

FINAL PRODUCTS 30%	CLASS WORK 20%	PARTICIPATION 20%	PRESENTATION 30%
Every unit there is a final product, for example, an infographic, a letter, a report, etc. Moreover, evaluating the final product also means assessing students' ability to play the corresponding game at the end of the trimester.	Students will keep every worksheet, written activity, self and group assessments they do in class. Teacher will evaluate these materials at the end of each unit using a rubric.	Students' participation will be evaluated through self and group assessment. Additionally, the teacher will evaluate students' interest and participation in class by observing their behavior and completing a specific rubric.	Every trimester there will be at least three presentations. Each one of those presentations will be a 10% of the final mark. Students will be evaluated on their communicative skills and knowledge.
EVALUATION TOOLS			
Rubric (teacher) Rubrics (self and group assessment)	Kahoot Writings Activities Rubrics (self and group assessment)	Rubrics (self and group assessment) Observation Rubrics (teacher)	Rubric (teacher) Rubrics (self and group assessment)

Figure 4. Evaluation guidelines

Students will also be constantly involved in the evaluation process. They will learn to do self and group evaluations, in addition to giving feedback to the teacher about the different activities and theme-based units ([Annex 6](#)). Furthermore, the teacher will also do self – evaluations at the end of every unit to progressively correct or improve the teaching process according to students needs and the classes interests.

Lastly, in [Annex 6](#), there are examples of the specific assessment tools used in Unit 12, which are centered on evaluating students' progress, requiring them to do higher-level thinking, evaluating the teacher, and the unit.

10. Attention to diversity measures

The following section establishes the measures implemented to attend diversity, which are summarised in the following graph (Figure 5):

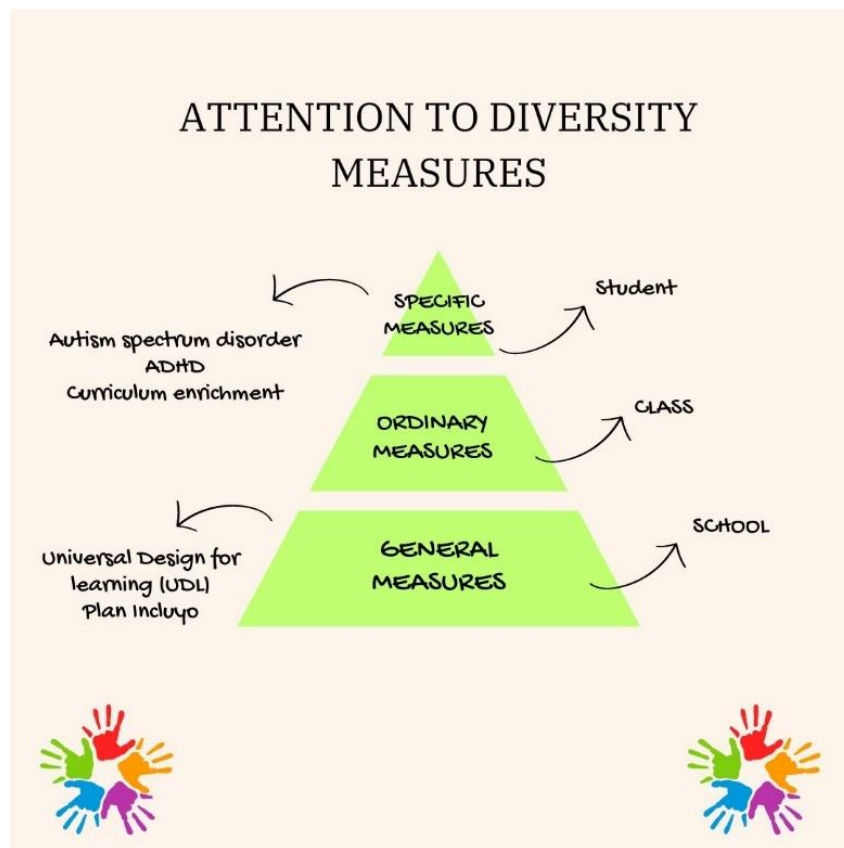


Figure 5. Attention to Diversity Measures

a. General measures

This syllabus contemplates diversity as a reality; therefore, the school focuses on establishing general measures that address every student needs. Colegio CIMA bases their general attention to diversity measures in the Universal Design for Learning (Pastor, 2018) and Plan IncluYO (DECREE 23/2023), established by Comunidad de Madrid. General measures are directed for

the whole school, consequently, the following programs are addressed to every student in the school.

- Analysis of the characteristics of the school and the students: the school has to be aware of the social and cultural environment of the educational center that could affect the students learning. Colegio CIMA does an analysis of the main risks and benefits that come from the context.
- Identification of learning barriers: Colegio CIMA has a prevention program which aim is to identify difficulties of students in early years to give the required attention. This program begins by giving teachers the necessary training to identify learning barriers from early childhood. Moreover, tests are done every year to students to be able to identify possible difficulties.
- Number of students: classes are formed by 20 students to facilitate the learning process and to be able attend to students needs more personally.
- Accessibility to school's facilities: Colegio CIMA includes various elevators, ramps, wide doors and hallways, etc. to facilitate accessibility for students with motor difficulties.

b. Ordinary measures

Ordinary measures are specific for every class, which means that adaptations are particular for the students that are part of a same group. The following programs are implemented:

- Flexible organization of the spaces, times and resources: students are placed thoughtfully in the classroom to facilitate learning and attention to individual characteristics and needs. In this case, students will be placed in cooperative groups that are heterogeneous, therefore, students will be able to contribute to the group with their personal strengths.
- Syllabus adaptation: syllabi are planned to think about the different characteristics of students. Moreover, multimodal input is provided for students with different types of learning styles. Objectives, contents, and activities are modelled to facilitate learning by using different active methodologies and approaches, as well as flexible formative assessment.

- Inclusive methodologies: students are taught to respect and value diversity in the classroom. Different activities are done for students to understand the reality of their own classroom and how they can actively participate to facilitate learning of all students.
- Mentoring and cooperation with parents: collaborating with parents is essential as well as personally monitoring every student. Once every month there is a meeting for the families where relevant topics are presented, moreover, at least one individual meeting is scheduled for each family and if necessary, parents can ask for more meetings if they have any questions or if the situation of the students requires to have a more exhaustive follow-up.

c. Specific measures

Lastly, there are children who need more personalized attention to facilitate their learning process. In this case, there are five students that need specific measures, whose main characteristics are briefly described in the [Contextualization](#). However, this section is more specific and incorporates attention to diversity measures. Moreover, the school implements the “Proposition and application of specific measures” which includes “Specific Measures for studentss with specific needs” (Plan IncluYO).

STUDENT A: AUTISM SPECTRUM DISORDER (ASD)

This student with level 1 ASD does not have major difficulties with the academic part of the subjects. However, A has social difficulties to communicate and, therefore, working cooperatively with others can be a huge challenge. Consequently, the specific measures for this student are:

- Non-significant curriculum adaptations: social/communication objectives for this student will be adapted considering his social abilities and, therefore, the assessment process will be also changed to cover this student’s needs.
- Access to communication: this student does not use a communications device, however A has access to a template ([Annex 7](#)) with social ques to communicate. This student

learnt to work with this template outside of the school and he is integrating them in the classroom when there are cooperative activities.

- Access to materials: this student has fidgets and a chair band to regulate emotionally.

STUDENT B: ASD

This student has a higher level of autism, which affects to his ability to speak as well as to his cognitive capacities. After careful evaluation this student is still in an ordinary center to encourage his social skills, moreover, he has a 2-year gap academically. He communicates through a communicating device and learns through pictograms. He can follow simple instructions in English and, therefore, this syllabus is aimed at developing his social and academic skills through playing board-games. The following specific measures are implemented:

- Non-significant curriculum adaptations: contents, objectives and evaluation criteria are adapted, as well as the methodology that the class follows. Taking into account this student has ability to socialize through his communication device the main objectives will be centered on achieving this goal.
- Significant curriculum adaptations: contents are highly adapted to the characteristics of this students, as well as academic objectives and evaluation criteria. This student also receives support from: Therapeutic Pedagogy – Auditory and Language Teacher - Social Support Technical Specialist.
- Access to communication: work through pictograms and use of communication device. Moreover, this student has access to different materials such as pictogram keychains that other children and teachers have to be able to communicate his needs or schedules that indicate the timings of the lesson, for example ([Annex 7](#)).
- Access to materials: pictograms, visual aids, communication device.

STUDENTS C AND D: ATTENTION DEFICIT AND HIPERACTIVITY DISORDER (ADHD)

Both students with ADHD have very similar characteristics, therefore, they receive the same specific measures.

- Non – significant curriculum adaptation: objectives will be broken down to facilitate their acquisition.

- Access to materials: the biggest adaptation for these two students will be the materials and time management. Therefore, students will do the same activities, but with adapted materials ([Annex 7](#))

STUDENT E:

This student is from the United Kingdom and has a higher level of English than the rest of the class. Therefore, this student requires higher academic input to prevent from boredom and disruptive behaviors.

- Non-significant curriculum adaptation: objectives will be enriched as well as evaluation criteria. Moreover, this student will receive extra-task inside the classroom such as leadership roles.

11. Contribution of the syllabus to the development of other programs

This section describes the perspective this syllabus takes to contribute to students' development, socially, personally, and technologically.

a. Contribution to the development of the digital competence

One of this syllabus goals is to progressively develop the digital competence, raising awareness of the benefits and risks of new technologies. Students will face different challenges where Information and Communications Technology (ICT) tools have to be used to complete a task. Therefore, students will have to use technologies responsibly to reach those goals.

Moreover, in this syllabus, students will learn how to search for digital information using critical thinking, in other words, they will have to classify information in consideration of the source, the contrast between different information sources, etc.

b. Contribution to the development of social coexistence and citizenship

Throughout the course of this syllabus students prepare themselves to create a board-game for a children's association. Students reflect on the inequalities and access to opportunities of

children in a different country. Moreover, they are encouraged to take action to contribute with the creation of board-games for other children.

Students will also learn about other cultures by doing research and showing interest in their traditions, monuments, etc. They are motivated to participate and live new experiences through those cultures, as well as learning how to respect them and understand them.

Lastly, students will be constantly working cooperatively which will allow them to develop social skills, respecting other opinions, listening to others or problem-solving skills.

12. Conclusions

Every university student has to do a dissertation to complete their higher education, where they have to demonstrate the competences and knowledge they have acquired during their degree. However, imagining how this process is going to be like before going through it is not simple. In this section I will describe the steps and difficulties I have faced to plan this syllabus.

From the beginning I wanted to capture my personality as a teacher, which main characteristic is to teach through active methodologies that develop students' personal abilities, as well as academic abilities. Moreover, I wanted to get out of my comfort zone, which I knew would be a challenge, but I wanted to do something I had not done before. I decided to teach English through board-games, which are not often thought to be teaching material, since it is normally a leisure activity and, moreover, it is a difficult task to analyze and create game based didactic units that make sense and have enough academic load. Therefore, using game-boards as the base for this syllabus allowed me to be faithful to my personality as a teacher, to get out of my comfort zone and to teach a second language to students.

When I started creating this syllabus, I faced the first challenges which were to organize all the ideas and thoughts I had to begin planning. Once I had organized all those thoughts, I started establishing the basis of this syllabus by creating a context to implement it on and adapting it to the legal framework. Furthermore, the biggest challenge I faced was to complete the fifteen didactic units that form this syllabus, on the other hand, it was also the most interesting section to plan.

Lastly, to plan this syllabus I did a retrospection on all the years I have been at university, to summarize everything I have learnt and choose the correct methodologies and approaches to

teach English. Not only did I try to reflect what I have learn in the English subjects we have had, but also, I tried to review all I have learnt in my internships and in other subjects.

Finally, I developed a syllabus that allows each student to evolve at their own pace, but with a high level of input. Moreover, this plan adapts to different learning styles and contemplates diversity as a reality in the classroom. And, also, it is motivating and useful for students because it is based board-games, which are part of students' main interests and hobbies.

Additionally, I counted with the support from my TFG tutor, Alfonso López Hernández, whose dedication, and love for education has been of great importance for this syllabus. I would like to thank him for not hindering any of the ideas I presented to him, on the contrary, thank you for helping me create a syllabus of which I am immensely proud.

In conclusion, this syllabus has allowed me to evolve as a teacher as well as to grow personally. I have enjoyed the process, and I am proud of the results I have achieved. Moreover, I have stated that my vocation is to be a teacher.

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14. Annexes

Annex 1. School Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 10:00	ENGLISH	CIENCIAS NATURALES	SOCIAL SCIENCES	PHYSICAL EDUCATION	ENGLISH
10:05 11:00	ARTS & CRAFTS	CIENCIAS NATURALES	MATEMÁTICAS	CIENCIAS NATURALES	LENGUA
11:00 11:30	BREAK				
11:30 12:30	MATEMÁTICAS	ENGLISH	LENGUA	MATEMÁTICAS	ARTS & CRAFTS
12:35 13:05	RELIGIÓN	PHYSICAL EDUCATION	ENGLISH	SOCIAL SCIENCES	MATEMÁTICAS
13:05 15:00	LUNCH BREAK				
15:00 16:00	PHYSICAL EDUCATION	LENGUA	VALORES	LENGUA	PHYSICAL EDUCATION

Annex 2. School calendar 2023-2024 – Comunidad de Madrid

Calendario escolar 2023 – 2024

Cuadro síntesis informativo

SEPTIEMBRE 2023							OCTUBRE 2023							NOVIEMBRE 2023						
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D
				1	2	3							1			1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

DICIEMBRE 2023							ENERO 2024							FEBRERO 2024						
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D
				1	2	3	1	2	3	4	5	6	7				1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31	29	30	31					26	27	28	29			

MARZO 2024							ABRIL 2024							MAYO 2024						
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

JUNIO 2024							JULIO 2024						
L	M	X	J	V	S	D	L	M	X	J	V	S	D
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				

	U1. Introduction
	U2. - U3. - U4. - U5.
	"Exit - The enchanted forest"
	U6. -U7. - U8. - U9.
	"7 Wonders - Architects"
	U10. - U11. - U12.
	"Hitster"
	U13. - U14. - U15. - Game creation
	

Annex 3. Motivation email

YELLOW HEARTS

Dear students from CIMA school,

We are a children's association called Yellow Hearts. We work creating schools in Niger, Africa. Children here don't always have access to education, moreover, they do not have access to school material.

For this reason, we are looking for people who are willing to help us surprise these children. They love board games, but we don't have enough money to buy them. Do you think you could help us create board games for them?

Thank you,

Yellow Hearts

DIDACTIC UNIT 12: WORLD MUSICIANS

The following charts describe the details of six sessions corresponding to table 12 section “7. Didactic Units” of the index. Therefore, every content, specific/key competence, and stage objectives established on table 12 will be covered throughout the lessons, which last 60 minutes each one. Moreover, the evaluation criteria that correspond to each lesson are indicated in section 9. “Evaluation” of the index. Furthermore, each lesson will incorporate the specific objectives for that class, the procedures and the materials needed for the activities. Lastly, this specific unit is based on the game “Hitster”, where students will create new cards for the game including songs from other countries.


DIDACTIC OBJETIVES	Students (Ss) will be able to: <ul style="list-style-type: none">- Present information about music from different continents and nationalities- Identify specific information in written reports about countries and singers.- Compare information from different countries using the zero conditional (If + simple present, simple present).- Write reports about different topics using connectors (additionally, moreover, more specifically, for example, lastly, to conclude, which)- Respect different cultures and appreciate the importance of language to communicate with others.- Use technologies to create QR codes which are linked to songs.
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LESSON 1 – INTERNATIONAL AND NATIONAL MUSICIANS

Learning outcomes	Ss will be able to:		
	<ul style="list-style-type: none"> - Listen for specific information in speaking activities. - Distinguish between nationalities and countries to adequately use them in conversations. - Create a location map cooperatively reflecting about the number of Ss and family members are from other places and speak different languages. - Give spoken feedback to other Ss and themselves about their participation in class. 		
PROCEDURES			
TIMING	STAGE/SUBSTAGE	ACTIVITIES	GROUPING
5 MINUTES	LEAD-IN	The language assistant (LA), who is from Canada, comes to class with earphones dancing. She asks Ss if they want to listen to the song she is listening to and dance with her too. Ss will have to try to guess where the song is from.	Whole class
10 MINUTES	INITIAL EXPOSURE	Teacher (T) will open google maps with the following places marked on the global map: Asian (Japanese, Indonesian, Vietnamese, Indian), European (Spanish, English, Italian, French), African (Mauritanian, Moroccan, Nigerian, Namibian), American (Mexican, Canadian, American, Brazilian). LA will present an specific continent and four countries that are part of that specific continent as well as the nationality that correspond to each one of them. At the same time, T will be showing in the map those countries and the photos that google maps provides.	Whole class and in pairs (drilling)
10 MINUTES	CHECKING UNDERSTANDING	Ss will play a bingo to check if they understood the relation between country and nationality.	Individually/Whole class

		<p>*Bingo: their bingo cards will have written the nationalities and</p> <p>Two more songs will be played and in pairs they will have to tell where they think it is from.</p>	
15 MINUTES	PRACTICE	<p>Now Ss will play another bingo. This time the bingo cards will have information about the Ss, in other words, they will have to find whose ... is from ...</p> <p>The bingo card will have the structure of the question (Are you from ...? ...? My home town is ...</p> <p>Or, Is your ... from ...? My mom's home town is ...)</p> <p>Short reflection about how many people from different countries they know. How many speak their language? How many speak a different language? How do they communicate with them?</p>	In pairs/Whole class
15 MINUTES	PRODUCE	<p>Create a map in which Ss will place themselves (red pins) in the map depending on their nationalities and they will also add their parents (yellow pins) and grandparents (blue pins) nationalities. They will have to say out loud where every person they put in the map is from to their group, using the sentence structure given in the practice activity with the preposition "from".</p> <p>There will be two maps, one of the world and one of Spain, so Ss can also refer to the specific place they are from in their own country.</p> <p>Both the T and the LA will participate too.</p>	Groups (5 Ss per group)/Whole class

5 MINUTES	FEEDBACK	<p>In pairs Ss will give a short spoken feedback to their partner and to themselves, following two simple questions:</p> <ul style="list-style-type: none"> - Did you actively participate in the lesson? - What did you learn today? 	In pairs
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MATERIALS LESSON 1	
INITIAL SONG	https://www.youtube.com/watch?v=eFjjO_lhf9c Summer of 69' – Bryan Adams
COUNTRIES AND CONTINENTS GOOGLE MAPS	https://maps.app.goo.gl/Sb7P9mtrEeAgM4cS6
BINGO 1	<p>EXAMPLE:</p>  <p>https://mfbc.us/m/x2senh7/1 https://mfbc.us/m/x2senh7/2</p>
BINGO 2	EXAMPLE:

	<p style="text-align: center;">Exmaple: MARTA'S PARENTS ARE JAPANESE</p> <table border="1" style="margin: auto;"> <tr> <td>JAPANESE</td> <td>INDONESIAN</td> <td>VIETNAMESE</td> </tr> <tr> <td>INDIAN</td> <td>SPANISH</td> <td>ENGLISH</td> </tr> <tr> <td>ITALIAN</td> <td>FRENCH</td> <td>MAURITANIAN</td> </tr> </table> <p style="text-align: right; font-size: small;">myfreebingocards.com</p> <p style="text-align: center;"> https://mfbc.us/m/qy9f4gz/1 https://mfbc.us/m/qy9f4gz/15 </p>	JAPANESE	INDONESIAN	VIETNAMESE	INDIAN	SPANISH	ENGLISH	ITALIAN	FRENCH	MAURITANIAN
JAPANESE	INDONESIAN	VIETNAMESE								
INDIAN	SPANISH	ENGLISH								
ITALIAN	FRENCH	MAURITANIAN								

<p>WORLD MAP</p>	
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LESSON 2 – MAPPING OUT!			
Learning outcomes	Ss will be able to: <ul style="list-style-type: none"> - Compare data from different countries using the zero conditional. - Reflect about language barriers and how to overcome them (produce activity). - Participate in group activites respecting others. 		
PROCEDURES			
TIMING	STAGE/SUBSTAGE	ACTIVITIES	GROUPING

5 MINUTES	LEAD IN	T will come to class with a giant copy of a world map. Ss will prepare the class to be able to lay down the map on the ground. That map will have data written on it about specific places.	Whole class
5 MINUTES	INITIAL EXPOSURE	<p>T and the LA will position themselves in the map and explain how can they compare data using the zero conditional.</p> <p>T (placed on Canada): If Canada has 38.93 million inhabitants, it has less inhabitants than Spain, which has 47.78 million.</p> <p>Assistant (placed on Spain): If Spain has 47.78 million inhabitants, it has more inhabitants than Canada, which has 38.93 million. *”Also use examples with When + Simple present, simple present”</p> <p>Write the sentence structure in the white board at the beginning: “If/When + simple present, simple present.”.</p> <p>The connector “which” also be written in the white board. Explain the use of this connector as well as the zero conditional sentence structure.</p>	Whole class and in pairs (drilling)
10 MINUTES	CHECKING UNDERSTANDING	<p>True or false: Ss will have to distinguish if the sentences said by T and LA are true or not based on the information given by the map.</p> <p>Example:</p> <ul style="list-style-type: none"> - If Asia has 48 countries, it has more countries than Europe, which has 44 countries. 	Whole class

		Ss will have to walk to the side of the class which has the “true” sign	
10 MINUTES	PRACTICE	Ss will research for information of different countries in pairs and create 5 sentences using the zero conditional and using the connector “which”, following the examples from the last activity.	Groups of 5 Ss.
10 MINUTES	PRACTICE	In groups of 4 Ss (2 groups from the last activity create a new group) will challenge each other to guess if the information they are giving is right or wrong. Each time a group gets it right they win a point.	Groups (4 Ss per group)/Whole class
15 minutes	PRODUCE	Information gap activity: each student has 3 minutes to complete the following sentences using the zero conditional: <ul style="list-style-type: none"> - When I get lost in another country, I... - When I travel to another country, I... - If someone doesn't understand me when I talk in another country, I... Once they have written those sentences they have to complete three tables with the answers others gave.	Individually/Whole class
5 MINUTES	COOL-DOWN ACTIVITY	In pairs, reflect on language barriers answering the following questions: <ul style="list-style-type: none"> - How would you feel if you got lost in another country and others didn't help you? 	In pairs

		- How do you feel when you don't understand someone or someone doesn't understand you?	
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MATERIALS LESSON 2

LEAD – IN MATERIALS	<p>Giant world map</p> <p>Information written on each continent:</p> <ul style="list-style-type: none"> - The American continent has 35 countries. - The European continent has 44 countries. - The African continent has 54 countries. - The Asian continent has 48 countries. <p>Information written on each country:</p> <ul style="list-style-type: none"> - Canada: Population: 38 million inhabitants 2nd largest country of the world - United States: Population: 339 million inhabitants 4th largest country of the world - Brazil: Population: 216 million inhabitants 5th largest country of the world <p>https://www.worldometers.info/geography/largest-countries-in-the-world/</p> <p>https://www.worldometers.info/world-population/population-by-country/#google_vignette</p>				
INFORMATION GAP ACTIVITY	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc;">NAME:</td> </tr> <tr> <td>If _____ gets lost in another country, _____</td> </tr> <tr> <td>If _____ travel to another country, _____</td> </tr> <tr> <td>If someone doesn't understand _____ when she/he talks in another country, _____</td> </tr> </table>	NAME:	If _____ gets lost in another country, _____	If _____ travel to another country, _____	If someone doesn't understand _____ when she/he talks in another country, _____
NAME:					
If _____ gets lost in another country, _____					
If _____ travel to another country, _____					
If someone doesn't understand _____ when she/he talks in another country, _____					

LESSON 3 – MOROCCAN TEA

Learning outcomes	Ss will be able to: <ul style="list-style-type: none"> - Identify specific information in written reports about a country. - Write reports about a country using connectors (additionally, moreover, more specifically, for example, lastly, to conclude, which) - Evaluate and value their own work. 		
PROCEDURES			
TIMING	STAGE/SUBSTAGE	ACTIVITIES	GROUPING
5 MINUTES	LEAD-IN	T: The other day I went to buy moroccan tea because I love. While I was buying it I got curious to know more about Morocco, so I need you to inform yourselves to teach me about the moroccan and other culutures because I really want to learn about them. Are you going to teach me?	Whole class
10 MINUTES	PRE	Previous knowledge: Ss already understand why it is important to use linking words in English as well as some connectors. T will ask Ss about the connectors they already know and how to use them. Then, present some sentences about Morocco and guess the meaning of the new connectors. Lastly, Ss will receive a paper that will have either the first part of a sentence, a connector, or the sencond part of a sentence related. The following connectors will be taught: <ul style="list-style-type: none"> - Additionally/moreover, - More specifically, - For example, - To conclude/lastly, 	Individually
10 MINUTES	WHILE READING	Read individually and answer to a questionnaire made with kahoot (reading for specific information).	Individually

5 MINUTES	WHILE - READING	Ss will read a report about a Morocco again in small groups and underline the connectors in the text.	EXPERT GROUPS (groups of 5 Ss)
30 MINUTES	POST	Ss will cooperatively write a report in groups of 5. Each group will be assigned a new country (Japan, Mexico, Nigeria, United Kingdom), which will be later used in the next class.	EXPERT GROUPS
5 MINUTES	FEEDBACK	Ss will complete a rubric about their participation in the class and their group report (Annex 6)	Individually

MATERIALS LESSON 3	
PRE-READING ACTIVITY	<p>Example sentences:</p> <ul style="list-style-type: none"> - I went to the store. Additionally, I bought some mint tea. - I love mint tea. Moreover, it is my favorite drink. - I love reading books. More specifically, I prefer to read about different cultures. - She loves teas, for example, mint and black tea. - I finished my homework early. Lastly, I watched some tv. - To conclude, I think mint tea is the best tea in the world. <p>Sentences divided in 3:</p> <ul style="list-style-type: none"> - Rabat is the capital of Morocco, - which - is part of the African continent. - More specifically, - it is situated in the north of Africa. - This country is bordered by the Atlantic Ocean and the Mediterranean Sea. - Additionally, - Morocco has borders with Algeria. - The most famous landscapes of Morocco are the Sahara Desert, - which - is the largest hot dessert in the world. - Moroccans have many traditions, - for example, - they eat their food using the right hand with three fingers. - Mint tea is traditionally made by the head male of the family. - Lastly, - the traditional music of Morocco is called Chaabi. - To conclude,

- Morocco is an amazing country with many different traditions, landscapes and incredible people.

WHILE READING REPORT:



MOROCCO



Morocco is a beautiful country known for its rich history, culture and landscapes. In this report I will describe some facts about this amazing place.

Rabat is the capital of Morocco, which is part of the African continent. More specifically, it is situated in the north of Africa. This country is bordered by the Atlantic Ocean and the Mediterranean Sea. Additionally, the official languages of Morocco are Arabic and Berber.



The most famous landscapes of Morocco are the Sahara Desert, which is the largest hot desert in the world, and the Atlas Mountains. And, Essaouira or Agadir, which are beautiful coastal escapes.



Moreover, the culture in Morocco is very rich and diverse. Moroccans have many traditions, for example, they eat their food using their right hand with three fingers. Mint tea is traditionally made by the head male of the family and usually they serve three glasses of tea. Lastly, the traditional music of Morocco is called Chaabi, which has influence from different ethnic groups.

To conclude, Morocco is an amazing country with many different traditions, landscapes and incredible people. If you want to live an incredible experience, you have to visit this country.

**WHILE
READING
KAHOOT**

Questions in the kahoot:

- What is the capital of Morocco?
- What seas border the country of Morocco?
- What languages are spoken in Morocco?
- What are three famous landscapes in Morocco?
- What are two traditions in Morocco?
- How is the traditional music called in Morocco?

REPORT TEMPLATE:

ADD A PICTURE OF THE FLAG:



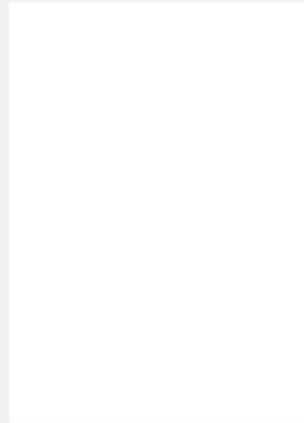
NAME OF THE COUNTRY:

REMEMBER TO USE CONNECTORS:

ADDITIONALLY,
MOREOVER,
WHICH
FOR EXMAPLE,
MORE SPECIFICALLY,
LASTLY,

SHORT INTRODUCTION - explain which country are you going to write about and why:

ADD A PICTURE OF THE MAP:



Write about the location of the country, what is next to it, and languages they speak:

Write about famous landscapes or monuments of this country:

Write about the traditions of this country:

SHORT CONCLUSION - write a short summary of what you wrote about:

TO CONCLUDE,

LESSON 4 – FAMILIAR SONGS

LESSON 4 – FAMILIAR SONGS			
Learning outcomes	Ss will be able to: <ul style="list-style-type: none"> - Listen for the specific information in an informal presentation about a country. - Respect other cultures and have interest in learning about them. - Explain their own work to another person. 		
PROCEDURES			
TIMING	STAGE/SUBSTAGE	ACTIVITIES	GROUPING
5 MINUTES	LEAD-IN	LA: Do you remember where I am from? T: Do you remember whose family is from different countries?	Whole class
30 MINUTES	LEARNING AREAS	Two parents and two grandparents who are from different continents come to class to do a “learning areas” activity. Ss will receive the task to cooperatively complete a worksheet based on the information the parents/grandparents gave them. Each group will be approximately 8 minutes in each learning area.	In groups of 5 (same continent – EXPERT GROUPS)
15 MINUTES	REVIEW	Each group will go with the parent/grandparent that corresponds to their continent. They will talk about the report they did in the last class and what information has changed from what they wrote and what the parent/grandparent told them.	EXPERT GROUPS (groups of 5 Ss)
10 MINUTES	REFLECTION	Ss will reflect in their groups about the importance of searching for reliable information in the internet. The parents/grandparents will give their own opinion. Complete questionnaire.	EXPERT GROUPS

MATERIALS LESSON 4	
PARENTS' INFORMATION WORKSHEET	<ul style="list-style-type: none"> - What is the most important landmark/monument of this country? - What holiday is important in this country? When do they celebrate it? - What are some traditions of this country? - What did you like more about the information of this country?
REFLECTION	Complete the following questionnaire in groups: https://docs.google.com/forms/d/e/1FAIpQLScjxPuoYr1oJ2-s5Ymb4FeCPUhZe817JwakS0GsV9BIpGtSpQ/viewform?usp=sf_link

LESSON 5 – J' AIME LA FRANCE			
Learning outcomes	Ss will be able to:		
	<ul style="list-style-type: none"> - Identify specific information in written reports about a country and a singer. - Write reports about music in different countries using connectors (additionally, moreover, more specifically, for example, lastly, to conclude, which) - Confirm predictions about what a report might be about. - Compare different languages by searching for the meaning of a song written in another language. - Evaluate and value their own work. 		
PROCEDURES			
TIMING	STAGE/SUBSTAGE	ACTIVITIES	GROUPING
5 MINUTES	LEAD - IN	T: my friend who lives in France has sent me a song that he loves. It is a traditional song from this country, do you want to listen to it so we can send him a video dancing?	Whole class
5 MINUTES	PRE - READING	Play the traditional song from that country and dance. Predict what the report about the song might say.	Whole class
10 MINUTES	WHILE READING	Read the report aloud in small groups and confirm if the predictions were right.	Groups of 4
15 MINUTES	WHILE READING	Running reading: Ss will be divided in 5 groups. The report will be placed in one side of the classroom and the teams will be on the other side. Ss will be given a worksheet to complete and one by one will have to run to the report and try to	In groups of 5/Whole class

		find the answer to each question, go back, tell their partners and write it down.	
20 MINUTES	POST-READING	Ss will individually choose a traditional song from any country that corresponds to their assigned continent and do a report about it. Students will have a template to follow for creating their report.	Individually (In GROUPS OF ORIGIN)
5 MINUTES	SELF-ASSESSMENT	Ss will individually complete a rubric based on the report they wrote (Annex 6)	Individually

MATERIALS LESSON 5	
LEAD - IN	La vie en rose: https://www.youtube.com/watch?v=6A_1OwSnS8c
WHILE READING	<p>Questions for running reading activity:</p> <ul style="list-style-type: none"> - Name the singer and year of publication of “La vie en rose”. - What instrument is usually used in traditional French music? - Where is France located and what is the name of the capital of this country? - What is “La vie en rose” about? <p>Name another song written by Édith Piaf.</p>
WHILE READING REPORT:	

“LA VIE EN ROSE”



Music has the power to transport us to other countries and make us feel happy, sad, amazed, etc. This report is about French music, more specifically, about “La vie en rose”.

“La vie en rose” is originally from France, which is located in the European continent. Paris is the capital of this country, known for the iconic Eiffel Tower. The official language is French. Moreover, French music is very diverse, with influences from different genres such as classical, jazz, and traditional music, which is passed down from generation to generation. Different instruments characterize traditional french music, for example, the accordion.



ÉDITH PIAF

“La vie en rose” was published in 1945, and was written by Édith Piaf. She was a French singer and songwriter as well as one of the most known performers of her time. This song is a declaration of love and describes how everything is more beautiful when she is in love. Additionally, she wrote other famous songs such as “Non, je ne regrette rien”, which is still being listened to this day.

To conclude, French music captivates listeners from all around the world, with songs like “La vie en Rose” by Édith Piaf.

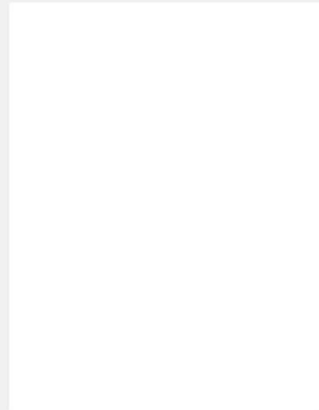
**REPORT
TEMPLATE**

NAME OF THE SONG:

REMEMBER TO USE CONNECTORS:
ADDITIONALLY,
MOREOVER,
WHICH
FOR EXMAPLE,
MORE SPECIFICALLY,
LASTLY,

SHORT INTRODUCTION - explain which song are you going to write about and why:

ADD A PICTURE OF THE SINGER:



Write about where the song is from and some information about the music in that country:

Write about the singer and the year the song was published:

SHORT CONCLUSION - write a short summary of what you wrote about:

TO CONCLUDE,

LESSON 6 –



(scanning this QR you will find the theme song of the class)

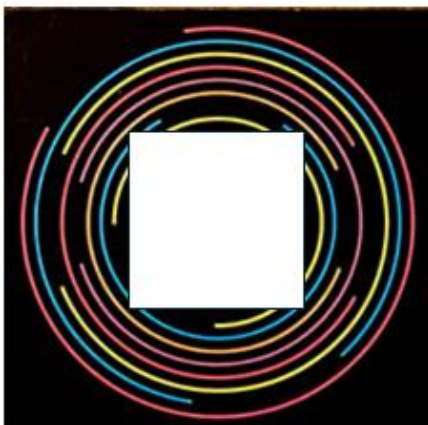
**Learning
oucomes**

- Ss will be able to:
- Give oral opinion using expressions like I strongly believe that... or I agree, but...
 - Use technologies to create QR codes which are linked to songs.
 - Recognize their mistakes and understand errors as a possibility of improvement.
 - Make decisions in groups respecting others' opinions.

PROCEDURES

TIMING	STAGE/SUBSTAGE	ACTIVITIES	GROUPING
20 MINUTES	COOPERATIVE WORK	In their expert groups Ss will revise each others reports following the same rubric of the self assesment report. They will have time to review and make changes if necessary. Lastly, Ss will create a physical poster that includes all of the song reports.	Whole class
5 MINUTES	LANGUAGE INPUT	Ss will revise how to give opinion. Moreover, T will do a drilling activity presenting two new expressions to give opinion: <ul style="list-style-type: none"> - I strongly believe that... - I agree but, 	Whole class
15 MINUTES	FEEDBACK	In their origin groups Ss will do a feedback activity for their expert group report. Ss will receive a report from another group, they will have a 5 minutes to revise it and give feedback (Annex 6). Next they receive another report with the corrections from	ORIGIN GROUPS (groups of 5 Ss)

		the person it comes from. The activity ends when all Ss have given feedback to three reports.	
10 MINUTES	REVIEW	In their expert groups Ss will read the feedback given by other groups. Moreover, they will be given feedback from T. Ss will have time to revise and change whatever is necessary based on those two feedbacks.	EXPERT GROUPS
10 MINUTES	COOPERATIVE WORK	In their ORIGIN GROUPS Ss will create game cards with the songs from their individual report. Each card will have a QR code in the front and the name of the singer, the name of the song and the year the song was published in the back.	ORIGIN GROUPS

MATERIALS LESSON 6	
QR – LA VIE EN ROSE	<p>La vie en rose: https://www.youtube.com/watch?v=6A_IOWSnS8c</p> <p>QR GENERATOR: https://qr.io/?gad_source=1&gclid=CjwKCAjww_iwBhApEiwAuG6ccO4_Ij_KRU6PwSvhkKXplhZpjNiV7jS_WNiz2oiSIES3r1OZvzJeshoCJ5EQAvD_BwE</p> <p>CARD TEMPLATE:</p> <div style="text-align: center;">  </div>

EXAMPLE:



LESSON 7 – WORLD “HITSTER I”


Learning outcomes	Ss will be able to: <ul style="list-style-type: none"> - Listen for the gist of a youtube video. - Design an evaluation rubric cooperatively to asses their presentations. - Apply what they have learnt in the video to create a presentation about their reports. 		
PROCEDURES			
TIMING	STAGE/SUBSTAGE	ACTIVITIES	GROUPING
10 MINUTES	LEAD-IN	Start the class playing a mashup of the songs from the cards Ss created. Dance and enjoy the song from the different countries.	Whole class
10 MINUTES	PRE	Watch a video of an example of tips on how to do a good presentation. Ask Ss what things do they like about how the children explain themselves.	Whole class
10 MINUTES	WHILE	Whatch the video again and listen for the gist of the presentation. Complete a worksheet related with the video.	Individually
10 MINUTES	POST	Ss will establish along with T and LA the assesment criteria for their presentation.	Whole class
15 MINUTES	POST	Ss will prepare a presentation of their report that will be about 5 minutes long, taking into account the tips from the video.	ORIGIN GROUPS

MATERIALS LESSON 7

PRE


How to be a good presenter: <https://www.youtube.com/watch?v=8IbheB2-ixM>

WHILE





WRITE 4 PREDICTIONS ABOUT WHAT YOU THINK THE VIDEO IS GOING TO BE ABOUT:


1



CHOOSE THE PICTURE THAT BEST DESCRIBES THE VIDEO:

A 

B 

C 

2

WRITE A TITLE FOR THIS VIDEO:

3

CHOOSE THE RIGHT ANSWERS:

Body language is essential for doing a presentation

Body language is NOT essential for doing a presentation

The video gives tips for doing a good presentation

The video gives tips for doing a horrible presentation

4

LESSON 8 – WORLD “HITSTER II”			
Learning outcomes	Ss will be able to: <ul style="list-style-type: none"> - Present information about music from different continents and nationalities - Identify traditional songs from different countries playing Hitster. - Reflect on what they have learnt and give recommendations to improve the teaching process. 		
PROCEDURES			
TIMING	STAGE/SUBSTAGE	ACTIVITIES	GROUPING
5 MINUTES	LEAD-IN	Parents are invited to the class to watch Ss present their reports and to play “Hitster” with them.	Whole class + parents
20 MINUTES	PRODUCTION	Ss will present their reports in groups. The others will cooperatively evaluate the group that is presenting.	ORIGIN GROUPS
25 MINUTES	PRODUCTION	Ss will play “Hitster” in groups. For this activity the teacher will have brought a giant “Hitster”, with giant music cards.	ORIGIN GROUPS/Whole class + parents
5 MINUTES	FEEDBACK	To finish the unit Ss will do a self evaluation and an evaluation of the unit (Annex 6). They will have to write what they have learnt and make recommendations to improve the unit.	Individually

Annex 5. Evaluation rubric (teacher)

Evaluation rubric example: Lesson 5. Song report evaluation rubric

SONG REPORT RUBRIC

CATEGORY	4	3	2	1
Amount of Information	All topics are addressed, information is clear and correct. There are at least two sentences per topic.	All topics are addressed, information is mostly clear and correct. There are at least two sentences per topic.	Not all topics are addressed, information is partially clear and correct. There are at least two sentences per topic.	One or more topics were not addressed. Information is mostly not clear. There are generally not enough sentences per topic.
Quality of Information	The main characteristics of every topic are covered. Sentences are well structured and connectors are used adequately.	The main characteristics of each topic are mostly covered. Sentences are well structured and connectors are used adequately.	Some main characteristics are covered. Sentences are sometimes well structured and some connectors are well used.	Information has little or nothing to do with the main topic. Connectors are not used in any part of the report.
Structure of the report	The report has an introduction, paragraphs that cover different topics, a conclusion, a title and a picture of the singer.	The report has one of the sections of the structure missing.	The report has 2 of the sections of the structure missing.	The report has more than 2 of the sections of the structure missing.
Behavior	The student shows interest on writing a good report, asks questions, participates and tries to help others.	The student shows interest on writing a good report, asks questions and participates.	The student shows some interest on writing a good report. The student participates sometimes.	The student shows little interest in the task and does not usually participate.
Improvement	The current report shows clear progress from the last report. The student shows more facilities to write and has more confidence.	There is some progress in the report. However, the student has more confidence in his/her writing skills.	There is some progress in the report. The student does not have more confidence in her/his writing skills.	There is no clear progress in the report or in the students' confidence.

Annex 6. Evaluation rubrics (students)

Lesson 3. Self and group assessment:

name:

MY EVALUATION



Report

Our report follows the template's structure. Moreover, we used all the connectors given in the template

Our report follows the template's structure. Moreover, we used some connectors

Our report does not follow the template's structure. We only used one or two connectors

My group

We cooperated and respected each other. Every member of the group worked and gave ideas.

We cooperated and respected each other. Although, some members of the group worked more than others

We did not respect each other and we did not cooperate. Moreover, some members of the group worked more than others

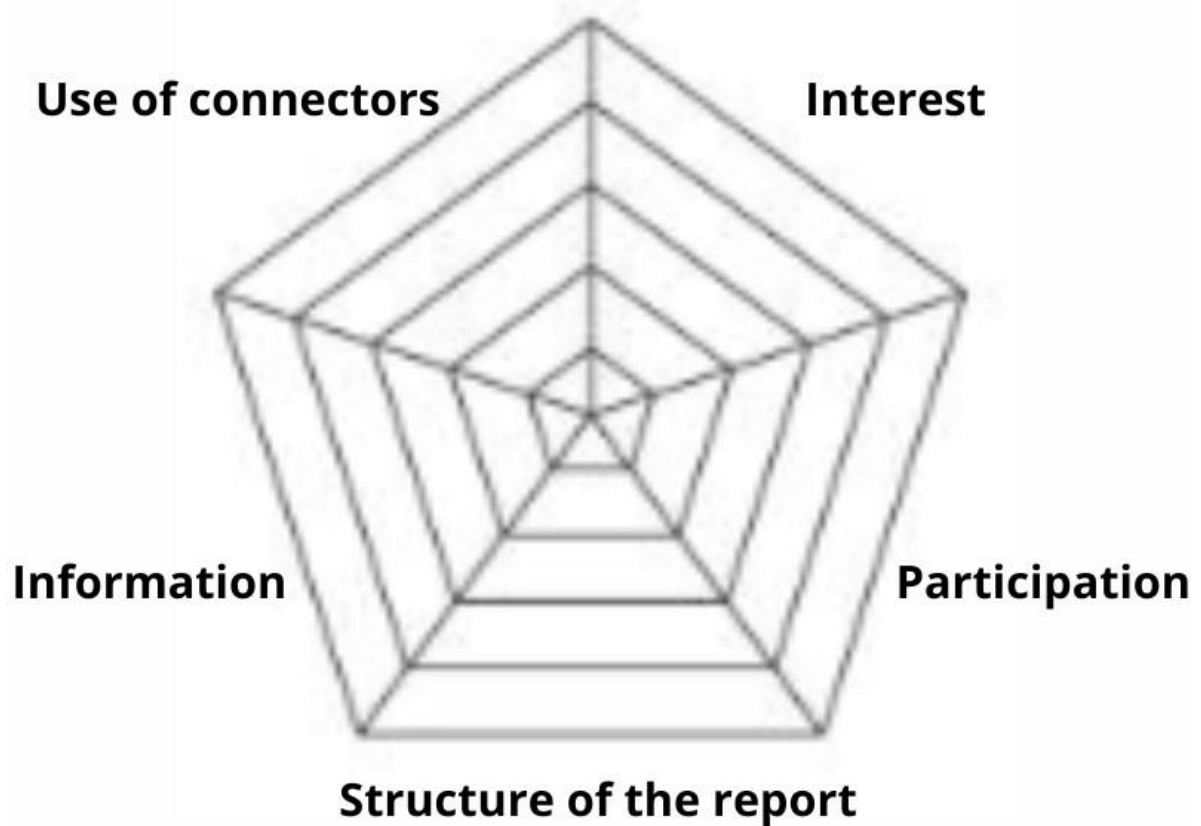
My participation

I did my best. I gave ideas, tried to solve problems, worked cooperatively and helped others.

I gave some ideas and did my part of the report.

I did not participate. I did not give ideas and I did not do the work I was assigned.

SPIDER WEB SELF EVALUATION



name: _____

GROUP: _____



Report

Our report follows the template's structure. Moreover, we used all the connectors given in the template

Our report follows the template's structure. Moreover, we used some connectors

Our report does not follow the template's structure. We only used one or two connectors

Information

The information in this report is very interesting. Moreover, this report has enough information, not more not less

The information in this report is very interesting. However, this report has too much information or not enough information

The information in this report is not super interesting. However, this report has too much information or not enough information

Groups' attitude

This group was respectful to other groups. They helped others if they had doubts and were interested on others' work.

This group was respectful to other groups. However, they didn't help other groups and were not interested on other's work

This group was not respectful to other groups. They didn't help others and were not interested on other's work

GENERAL OPINION (write a short comment about what you think of the report in general):

Lesson 8. Self evaluation

SELF-ASSESSMENT

NAME:

I AM ABLE TO ...	YES	I STILL HAVE TO WORK ON IT	NOT YET
WRITE A REPORT ABOUT A COUNTRY			
WRITE A REPORT ABOUT A SINGER			
DO A PRESENTATION USING BODY LANGUAGE CORRECTLY			
REFLECT ON LANGUAGE BARRIERS IN OTHER COUNTRIES			
USE THE ZERO CONDITIONAL TO COMPARE DATA			
USE CONNECTORS WHEN I WRITE REPORTS			
RECOGNIZE MUSIC FROM DIFFERENT COUNTRIES			
RESPECT OTHER CULTURES AND TRADITIONS			
VALUE OTHERS TRADITIONS AND I AM INTERESTED ON LEARNING MORE ABOUT OTHER COUNTRIES			
PLAY HITSTER WITH MY PEERS AND FAMILIES			

What are other things you learnt in this unit that make you proud?

WORLD MUSICIANS



WHAT DID YOU LIKE ABOUT THIS UNIT?:

DID YOU HAVE TROUBLE UNDERSTANDING
THE TEACHER?:

MAKE A DRAWING ABOUT HOW YOU
FELT DURING THIS UNIT:

WHAT WOULD YOU CHANGE? *Make recommendations to improve the unit :*

Annex 7. Adapted materials.

Example of adapted material for student A:

Communication cues:

WHAT CAN I SAY?

WHEN YOU WANT TO START A CONVERSATION:
HELLO, HOW ARE YOU? 1

WHEN YOU NEED TO EXPRESS HOW YOU FEEL:
I FEEL... 2

WHEN YOU WANT TO EXPRESS AN OPINION:
I THINK YOU SHOULD... 3

CAN I HELP YOU WITH SOMETHING? 4

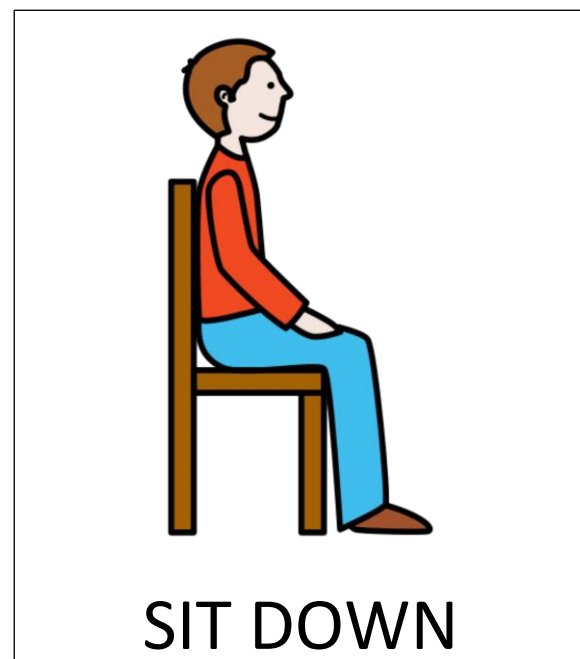
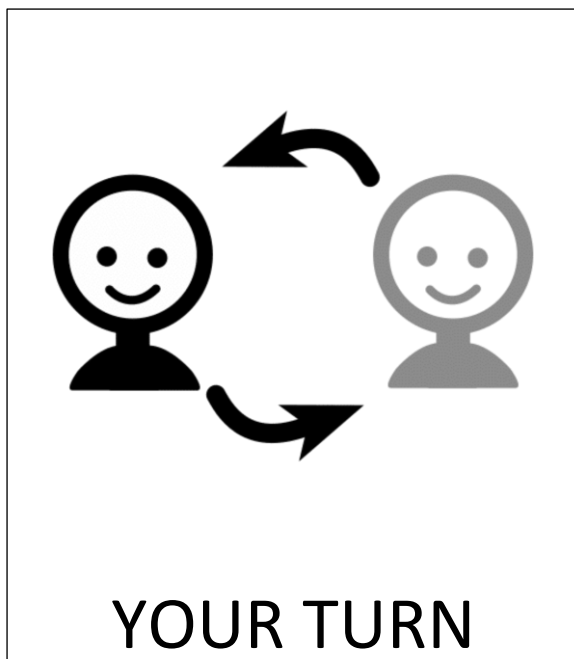
WHEN YOU WANT TO TELL SOMEONE ITS THEIR TURN TO PLAY:
(NAME OF THE PERSON), IT'S YOUR TURN 5

WHEN YOU ARE FEELING OVERWHELMED:
I NEED SOME SPACE 6

WHEN SOMEONE HELPS YOU:
THANK YOU! 5

Example of adapted material for student B:

Communication Keychain (pictograms):



Example of adapted material for student C and D:

NAME OF THE SONG:

REMEMBER TO USE CONNECTORS:

ADDITIONALLY,
MOREOVER,
WHICH
FOR EXMAPLE,
MORE SPECIFICALLY,
LASTLY,

INTRODUCTION - explain which song are you going to write about and why:

Write about where the song is from and some information about the music in that country:

ADD A PICTURE OF THE SINGER:

Write about the singer and the year the song was published:

SHORT CONCLUSION - write a short summary of what you wrote about:

TO CONCLUDE,

*CUT THIS PAPER THROUGH THE DOTTED LINE. STUDENTS COMPLETE ONE TASK AT A TIME, CHECKING WITH THE TEACHER EACH TIME THE FINISH ONE. PRIN THE CONNECTORS BOX AN STICK IT ON THEIR TABLE.