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Language Teaching

Final Project

Course Syllabus for Fourth Year of Compulsory
Secondary Education

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This master's thesis is dedicated to my loving and supportive husband, David Rodríguez and to my incredible parents whose constant encouragement and guidance have been a blessing.

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1 Abstract

This Master's Thesis is an annual programming that is designed for the fourth year of Compulsory Secondary Education according to the Spanish legislation and aims to provide students with a culturally enriching educational experience through didactic units that deal with interesting aspects and common topics students live and deal with in their daily lives. Its goal is to provide a learning experience from the practical point of view in applying as many skills as possible to create a learning environment in which students are exposed to methodologies that best suit their needs and help them to flourish.

The two Didactic Units shown reflect the interests and curiosities of the students. Unit 5 is about movie stars and famous people, dealing with pop culture, while Unit 6 is about Canada, as it is a country that has much to offer in the enrichment of students' education with regards to another country and all that it has to offer.

Key words: Legislation, Didactic Unit, Eclectic Approach, Mixed-Ability, Competences

Resumen

Este trabajo fin de máster tiene por objeto proveer a los alumnos de cuarto de la ESO de una programación didáctica según marca la legislación española. Sus objetivos incluyen proporcionar a los alumnos de esta etapa una programación completa y enriquecedora, tratando con temas de su vida diaria y contemplando aspectos culturales interesantes. Su meta es dar a los alumnos una experiencia de aprendizaje desde el punto de vista práctico, aplicando la máxima cantidad de destrezas posibles y usando las metodologías que mejor se adaptan a las necesidades de los alumnos.

Las dos unidades didácticas tratadas en este trabajo hablan de aspectos de cultura populares, como en la Unidad 5, que trata de la fama, actores famosos y cantantes, siendo éstos aspectos de la cultura que atraen la atención de los alumnos. En el caso de la siguiente unidad, se trata de una unidad que habla de Canadá y todos los aspectos culturales de este interesante país.

Palabras claves: Legislación, Unidad didáctica, Enfoque ecléctico, Habilidades mixtas, Competencias

2 Introduction

The school where I have been carrying out my practicum hours is called *Colegio Patrocinio San José*. My practicum hours were divided between first of ESO (*Educación Secundaria Obligatoria*, or Compulsory Secondary Education), and fourth of ESO. I have decided to write my master's thesis about my experience with fourth of ESO as I have spent most of my practicum hours with this level and my experience has been a positive one. In continuation, I will explain the reason for my being at this school as a Language Assistant and why I chose to carry out my practicum hours there as well.

This syllabus will consist of nine Didactic Units and three projects that students will have to carry out, applying what they have learned each semester on these projects. The projects will be done before the end of each term, and students will be able to dedicate classroom time to work on them. This syllabus in itself aims to provide a well-rounded range of topics which students are interested in. Students will also have access to a blog that will be part of the framework of one of the units and will include 6 different tasks to reinforce that unit's main grammar points.

Students will also start reading a book by a Canadian author in October and one session a month will be dedicated to discussing the book. At the end, students will be required to write an essay about the book. The goal is to raise students' cultural awareness when relating to historic aspects and broadening their horizons with reading material based on factual events.

This master's thesis is written based on the school *Patrocinio San José* which is the school I have had the pleasure of working at for the last year and half. All the aspects discussed in this course syllabus have been planned based on the system followed by the school regarding Methodology, Evaluation Criteria and Attention to Diversity. The aim has been to create a course syllabus that shows interesting cultural aspects and exposing students to a realistic variety of topics.

2.1 My Journey

My journey began the year before at *Patrocinio San José*, or PSJ, in January 2019. I was hired to substitute a Language Assistant's maternity leave from January until the end of the academic year. I noticed that the school took pride in its English level, and

quite frankly, it was impressive. Perhaps I had been so disconnected from the education world too long, as I had spent the past six months working in the admissions department of a local university, but when I began working at *Patrocinio San José*, one of my duties was to teach Phonics and Literacy classes to children between first grade and fourth grade. I was amazed at how children so young, as young as first of primary, were able to produce aspects of the English language that seemed complex for someone learning the language at an older age. It seemed incredible, as well as logical, to teach English with this focus on emphasizing pronunciation and the study of phonetics at an early age in order to better capture the language in the future. In fact, this year, children in the third level of preschool have started studying Phonics, as the approach has been successful for primary levels, and the sooner they start, the better their language acquisition process.

It could be said that this approach taken by the school is based on the Critical Period Hypothesis. According to the British Council website, “[t]he critical period hypothesis says that there is a period of growth in which full native competence is possible when acquiring a language. This period is from early childhood to adolescence. ... it is not universally accepted (British Council, n.d.). Despite this hypothesis not being accepted in all academic settings, it can be said that students are taught English from an early age, as the school gives it a great deal of priority, providing students as much exposure as possible. This can be seen with the Language Assistants’ schedule being divided between *Infantil*, primary, and secondary levels.

What can be truly kept in mind is that how we teach our students is determined by age. A teacher must choose age-appropriate activities to meet the needs of students. As J. Harmer states, “[p]eople of different ages have different needs, competences and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect a great use of abstract thought” (Harmer, 2014, page 80). As teachers, it is important that no matter the theory on language acquisition, the necessity to adapt to the needs of the students comes first.

As the year went on, I felt I wanted to continue at this school and that I could possibly have a future there. Their approach to English impressed me and I felt it was necessary to speak with the school’s director, Isabel Guillen, about the possibility of carrying out my practicum here while I did the Masters in Secondary Education at

Comillas University. Ms. Guillen was more than happy with this proposition and I was hired on this year to work with both primary and high school levels as a Literacy, Reading and Writing instructor with primary education and as an Oral English Instructor with the *ESO* levels.

I work twenty hours in total at the school, twelve of which are dedicated to primary levels, with the remaining eight hours working with third and fourth of *ESO* students. I teach one hour a week to each of the two levels of *ESO*. Both these levels receive four hours of English instruction per week, one of which is dedicated to the language assistant, the hours which I carry out. I therefore decided to plan my Didactic Units and this syllabus based on fourth of *ESO*. As mentioned, I felt it was necessary as I spent most of my practicum hours working with this age group, aside from imparting conversation classes with.

2.2 Contextualization of the school

2.2.1 Location

Patrocinio San José is a school located in the neighborhood of Tetuán, Madrid, Spain. It is a semi-private school, which means that the school follows an educational style rooted in the Catholic religion. The academic year is inaugurated with a mass, and special days such as Saint Joseph (San José) are also celebrated with events such as the *pregón*, a massive celebration where 4th *ESO* students prepare performances and dances and there is a mass that is attended by the entire school community. As recognized in the *BOCM* of the 14th of May, 2015, this legislation states that students along with parents or guardians are able to decide whether or not a student receives a religious education. At Patrocinio San José, students are not offered other options as the law stipulates, however, despite it being a school that promotes the Catholic religion, the attitude is more relaxed and open towards other religions. Students in primary learn about other religions in the world for example (*Enseñanzas de Religión, BOCM, Decreto 48/2015*).

2.2.2 The School's Mission

As stated in the school's mission, it seeks to educate individuals who know how to evangelically carry out their lives in order to build a fair and fraternal world as translated from the *Colegio Patrocinio San José Website (Pastoral, 2020)*. The

philosophy behind this is that the students are being educated to make the world a better place. The school's main slogan on the *Colegio Patrocinio San José* Website under the *Bilingüismo* section states that "students have to be prepared to conquer the world" (PSJ *Bilingüismo*, 2020). It is interesting to note that in the school's website where this slogan can be found in the bilingual section, the importance of the English language is emphasized with the use of SWRL (Speaking, Writing, Reading and Listening) methodology. The CLIL (Content and Language Integrated Learning) methodology is also used, as the focus is that students are able to communicate in English in the most natural way possible in real world situations. It is also important to note that the primary section of the school is currently part of the Community of Madrid's bilingual program until fifth year of Primary. This of course has no impact on the Secondary section other than that students reach it with a higher English level.

Perhaps this could mean students in the future will require a higher levelled English textbook to accommodate their improvement in English level. However, for now, this level of bilingualism reached in the fifth grade does not impact this syllabus. It is merely a commentary towards the standard the school is held by and its ambition to consistently increment the criteria for the level of English held by the school as a whole. This means that students in fifth grade receive certain subjects in English, such as Physical Education, Sciences, Arts and Crafts and of course English and Literacy as part of English. Through the BEDA (Bilingual English Development and Assessment) program, the school has reached the level of bilingualism as per BEDA standards at the level of sixth of Primary. This will be explained below.

2.2.3 BEDA Program

The school is part of the BEDA program. According to its website, BEDA is directed by two entities, the *Escuelas Católicas* Madrid and by Cambridge English Language Assessment (*Escuelas Católicas* Madrid, 2020). The objective of the BEDA program is the introduction of a bilingual educational program through a progressive and gradual process, as seen in Patrocinio San José. Through BEDA, an educational institution passes through various levels which a school can reach. These levels are marked by colors: blue being the most basic level, red being an intermediate level and yellow, which is the current level Patrocinio San José has attained.

The yellow model refers to the Bilingual Excellence Model, and it implies the following characteristics: an integrated bilingual environment, innovative methodologies, highly qualified teaching staff, a high level of Cambridge certifications, participation in exchanges within Europe, educational courses, etc as translated from the *Escuelas Católicas* Madrid page (2020). To supplement the high level of English at the school it also offers English academy classes through an academy operated by the school itself known as School of English. These classes offer English classes to students from the second year of preschool until high school. Classes usually include a minimum of seven to a maximum of twelve students per group and students can take Cambridge exam certifications according to the *Extraescolares* section of the school's website (*Extraescolares*, 2020). Many of the English teachers themselves work in the School of English section, as many of them themselves have taken these same Cambridge certifications or studied English abroad in the past.

2.2.4 Human Resources

The school is composed of 95 teaching staff that cater to 1491 students, apart from the extensive support staff that makes up the entire community such as an Administrative Assistant, the cleaning staff and the cafeteria staff. The English department receives the support of two language assistants from the BEDA program, along with the two assistants that are hired externally by the school. The BEDA assistants help not only with the English classes, but also with Social Science and Natural Science classes as well. The assistants hired externally such as myself are responsible for Literacy in the primary levels and Oral English in the secondary levels.

2.2.5 Tetuán

As the report titled "*Informe sobre la educación no universitaria en el distrito de Tetuán*" states, a semi-private school is privately owned, even though the majority of its financing is public, and therefore it must follow current laws such as those limiting the number of students in the classroom, dates, admissions, etc. These schools do however possess a greater liberty in the management of the school itself (*Comisión de Educación del Proceso de Desarrollo Comunitario*, 2018). A clear example would be the school's schedule where primary and first and second ESO students go to school from 9 to 5 pm while third and fourth of ESO students have classes until 5:20 in the afternoon Mondays,

Tuesdays, and Thursdays. On Wednesdays and Fridays, they have class until 2 pm. The school is one of the three bilingual schools of the district as part of the bilingual program followed by the Community of Madrid (*Comisión de Educación del Proceso de Desarrollo Comunitario*, 2018). It is therefore safe to assume that PSJ is one of the few schools in the district that offers a bilingual program to students in primary levels and therefore the reason for it having such a large student population.

The area of Tetuán is the third area of Madrid with the highest number of immigrant population after the Central district and Usera (*Comisión de Educación del Proceso de Desarrollo Comunitario*, 2018). Interestingly enough though, there are six neighborhoods where the distribution is seen to be quite uneven. At Patrocinio San José, the student population contains a very small number of immigrant students. This could be due to the fact that Tetuán district also has other schools in the region, two public ones, seven semi-private ones of which PSJ is part of and one private school. People in the district have the option of sending their children to ten different schools where they are able to study the compulsory secondary education levels.

Meanwhile, students wishing to take *Bachillerato* levels have a total of eight options available in this district, with PSJ as one of the private options available to students (*Comisión de Educación del Proceso de Desarrollo Comunitario*, 2018). There is also the fact that this being a semi-private school, primary and *ESO* students are required to pay a monthly quota, unlike in a public school where students study for free due to government funding. This would explain the reason why the school has such a low immigrant population.

As there are many options to carry out the compulsory portion of secondary education, many students are enrolled in one of the ten options, and logically speaking, the public and free option would be considered a more attractive choice. It is also important to note the socioeconomic level of the school is quite high, with the average annual salary being approximately 57,150 Euros, the highest as part of the neighborhood of *Cuatro Caminos*, one of the neighborhoods of *Tetuán*, according to an article in the *El Confidencial* newspaper (Varela, 2017).

2.2.6 Division of the levels at the school

Patrocinio San José provides education for students starting with the second stage of *Infantil* or preschool, the entire primary cycle, *ESO* and *Bachillerato* levels. Both *Infantil* and *Bachillerato* are considered part of the private section of the school, while the primary and compulsory secondary levels are part of the semi-private section (*Comisión de Educación del Proceso de Desarrollo Comunitario*, 2018).

2.2.7 *Bachillerato Dual*

The school also provides the opportunity for students between second and fourth of *ESO* the chance to participate in a new initiative, known as *Bachillerato Dual Americano*. Students can graduate from high school with an American High School Diploma along with the Spanish high school diploma. This thus gives them a more competitive edge in the future. It is run by Ms. Fatima Redondo who is also in charge of *Ampliación de inglés*, where students in *Bachillerato* receive extra hours of English, apart from the four hours they receive on a weekly basis.

2.2.8 Level of English in fourth of *ESO*

In general, fourth of *ESO* students have about a B1 or B2 level of English. The English book “Succeed in English” which is utilized for all ESO levels is at a B2 plus level. Interestingly, the level of spoken English is high among these students. Many of them have been exposed to the language most of their academic careers with the help of language assistants, the School of English academy and through exchange opportunities. It must not be forgotten that the school is also part of the BEDA program, with the push for English as a constant goal.

Further to this, the school promotes that its students spend time abroad. This could be either a semester or an academic year in Bournemouth, England through the school’s *Proyecto de Internacionalización*, in which emphasis on language learning is not only key, but exposure to other cultures as well (*Departamento de internacionalización*, 2020). Summer courses of about three or four weeks are also offered for students between sixth grade and fourth of *ESO*, allowing them the opportunity to improve their English level. They can also live with a family to receive the maximum immersion in an English-speaking culture. A few students have also even opted to spend an academic year in the

United States or Canada. This is normally carried out by the student externally. Evidently, not all students can choose this option, yet the English level seen is quite high as the number of English hours per week is also high with it being four, one of which is allotted to the language assistant.

2.2.9 The School Grounds

The school grounds are composed of several buildings and are big enough to house the student body of approximately 1491 students and 95 teachers, along with 2 members of maintenance staff, cleaning staff, and other auxiliary positions. The classes are large, equipped with chalkboards and projectors, for the *ESO* and *Bachillerato* classes, meanwhile primary and preschool classes have Smartboards. There is also an *Aula Idea* which is a technology classroom with a meeting space for students to discuss ideas and work on projects. This classroom has three laptop carts available, two of which can be taken out and used in regular classrooms for classroom projects, thus meeting the growing need of teachers to use technology more and more in the classroom. There is also a small computer room available to students which is mostly used for technology classes. The school also has a cafeteria, three indoor gyms, a music room, two laboratories, a small chapel, an outdoor playground for primary and high school students and one small playground for preschool students.

2.2.10 Yearly objective of the school

As mentioned earlier, the school has a slogan by which it bases its main teaching approach which states: “Our students have to be prepared to conquer the world”. Yet, it is also interesting to note that the school has a yearly slogan to support its annual mission: This year’s slogan is “Yo quiero, yo puedo y yo voy a lograrlo”. The educational community, teachers and students base their objectives on this slogan. It is used as a motivator during the year to help promote a positive message for students in the school reinforcing the values of working hard and effort. The slogan can be found in the entrance of the school, and in every classroom.

It can also be found on the school’s website, promoting the school’s annual educational goals to help students become better future citizens. According to the *Proyecto General de Aula (PGA)* or the General Classroom Project, for secondary levels,

values such as those relating to effort, responsibility, generosity towards others are part of the general objectives of the school (translated from the PGA of the Department of Languages).

3 The Laws and Statutes of Spain pertaining to education in fourth *ESO*

According to the Eurydice, or the Official Website for the European Union, when referring to the education system in Spain: “[t]he 1978 Spanish Constitution recognizes the right to education as one of the essential rights.” (Eurydice, 2020). Furthermore, as of 2007 the Constitutional Court established that both Spanish and foreign citizens alike, despite their legal status, possessed the right to an education which in itself is compulsory and also free (Eurydice, 2020). *ESO* is “the second and last compulsory stage, for students aged 12-16” (Eurydice, 2020), of course after primary. There are three main laws that this syllabus will discuss in detail. These laws affect the syllabus for fourth of *ESO* and impact the academic programming and planning that will be further detailed. The academic planning is based on the contents, objectives and learning standards mandated by the Spanish legislation. These three pieces of legislation involve the following:

The state level laws, the *Boletín Oficial del Estado*, or *BOE*. These laws are state-wide mandated for the quality of education in Spain at a state level. It is divided into national laws, Royal Decrees and orders that are published and necessary at state level. The *BOE* involves the following three aspects that will be seen in this syllabus and that will affect the planning of said syllabus:

1. Royal Decree 1105/2014 from December 26th, which involves the state mandated laws for Spain through the Ministry of Education, Culture and Sport. This decree establishes the basic curriculum for *ESO* and *Bachillerato* in Spain. It includes important aspects such as objectives, content, and evaluation. It defines the academic curriculum as a regulation of elements that determine the processes of teaching and learning for each and every academic subject. The curriculum will be integrated in the objectives of each academic subject taught, as per the Spanish legislation.
2. The *LOMCE*, or the Organic Law for the improvement of Educational Quality. This is the law that applies to the entire country of Spain. It regulates the Spanish academic system, providing the basic laws and mandates, giving it structure and the bases for the organization and division of the various aspects of the Spanish educational system.
3. The order of *ECD/65/2015* from January 21st which describes the relations between the key competences, content and evaluation. These are the competences

as mandated by the European Union and adapted to the Spanish educational system.

At the Autonomous Community level, there is the BOCM, or *Boletín Oficial de la Comunidad de Madrid*, which is the legislation of the Community of Madrid. It is a different publication from the *BOE*, and therefore the laws for education are specific to Madrid itself. Here, all legislation regarding education at this Autonomous Community's level are present. It takes into consideration the division of academic subjects and their division according to level, with the specific objectives of each level, the evaluation criteria and standards and the academic content to be imparted. This syllabus will follow the stipulations mandated as per this Decree 48/2015 from May 12th, 2015 of the *BOCM*.

3.1 Objectives According to Law

Below are the objectives of the Compulsory Secondary Education stage, of Article 3 of the Royal Decree number 48 from the 14th of May, 2015 of the Official Law Bulletin of the Community of Madrid.

Objetivos de la etapa

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

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

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

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

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

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

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

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

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

3.1.1 Objectives for this syllabus

3.1.1.1 Yearly Objectives

The teacher's goal is to inculcate in students the values based on those which coincide with those of the school. Students are expected to exercise effort in what they learn, responsibility for their actions and generosity towards others. The well-being of students comes before everything else, as students need to be well emotionally in order to be able to learn. Values such as those relating to effort, responsibility, generosity towards others are emphasized.

The objective of this academic course also works within the limits and the marks of the Spanish legal framework, with the established academic content marked by the law as the learning objectives dictated by the Student's Book.

The most important thing for a student when learning a language is the ability to communicate. Grammar is important, as is working other skills, yet the most important thing that requires focus is the ability to relay a message, and not be nervous nor afraid to do so. The main objective for this syllabus is to increment students' confidence, motivating them to learn English to be able to communicate and foment in them a desire to work hard.

Goals for this syllabus:

- ✓ Learn a variety of new vocabulary
- ✓ Motivation of the students
- ✓ Be able to discuss day to day topics with fluency
- ✓ Reinforce grammar skills in preparation for the *Bachillerato* phase
- ✓ Implementing a learning system that foment respect and honesty among students
- ✓ Teaching collaboration and cooperation among students
- ✓ Exposing students to a variety of skills and topics at once, to best engage them

As per Spanish legislation, below are the learning objectives for the English language based on the Royal Decree number 48 from the 14th of May 2015 established by the government for the Community of Madrid for Compulsory Secondary Education.

Specific Objectives for fourth year of ESO based on the content and Evaluation Criteria:

1. Oral Comprehension:

Students will be able to interpret linguistic content that is recorded or in person. They will be able to understand conversation, instructions, or directions. Students will be able to identify and discern main ideas of oral texts, dialogues, or exchanges.

Students will be able to understand verbal exchanges, justifications and opinions relating to popular topics of personal interest, and hypotheses. They will be able to identify and understand televised news reports when there is visual support that complements the

verbal aspect. They will also be able to discern commercials, series, and films that are structured and articulated with clarity.

Students will be capable of understanding the context of a formal conversation such as an interview, relevant information relating to details about subjects that are practical and relating to academic activities or of an occupational nature always and when they can. They will be able to ask for clarification or elaboration something that has been communicated to them.

2. Oral expression and interaction:

Students will be able to express opinions and preferences. They will be able to communicate in different types of situations, relating to travel, living in another country, education and work related.

They will be able to do brief presentations about academic topics or topics of their interest. They will be able to organize what they would like to say or express themselves. Students will be able to communicate in everyday or in less frequent types of situations, ask for help. They will be able to employ model verbs, use present, past and future tenses, etc. They will also be able to express themselves in more formal type situations, such as interviews, meetings, or debates. They will be able to employ hypothetical type thinking and express their thoughts and opinions.

Students will be able to understand the main idea of fictional, journalistic, or literary texts. Students will be able to understand specific information using online sources and other reference material. They will be able to consult and decipher academic texts using dictionaries, encyclopedias, etc.

3. Reading Comprehension:

Students will be able to identify relevant information through detailed instructions which relate to the use of technological devices, rules or laws. They will also be able to interpret information relating to personal correspondence such as email.

Students will be able to discern the general meaning and the main ideas of all types of written communications. These could be public, institutional, academic, or occupational.

Students will be able to interpret journalistic texts in the English language. They will be capable of drawing conclusions and interpreting meaning. Students will understand and will be able to interpret meaning, context and relevance of texts and be able to understand ideas and based on grammatic structures learned throughout the syllabus.

4. Written expression:

Students will be able to express themselves in writing using the applied grammatic structures found in the syllabus. They will be able to complete surveys, applications, forms, and questionnaires. They will be able to write a Curriculum Vitae in English.

Students will be capable of taking notes and messages with simple and relevant information. Students will be able to write informational texts with brief descriptions; they will also be able to write formal correspondence.

Students will be capable of writing letters and emails, blogs, forums, and chats which describe experiences, impressions, and sentiments. They can narrate events and facts that interest them or have to do with previous experiences.

3.2 English Contents

Below are the contents for the First Foreign language for fourth of *ESO* as observed in the *BOCM* number 118, Royal Decree number 48, 2015. It is divided into four blocks

3.2.1 4º *ESO*

Bloque 1. Comprensión de textos orales

Estrategias de comprensión

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

Aspectos socioculturales y sociolingüísticos:

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

Funciones comunicativas

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

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

Estructuras sintáctico discursivas

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

CONTENIDOS ESPECÍFICOS

- Comprensión del significado general y específico de entrevistas sobre temas conocidos presentados de forma clara y organizada.
- Comprensión de la comunicación interpersonal, con el fin de contestar de forma inmediata.
- Comprensión general y de detalles más relevantes de programas emitidos por los medios audiovisuales con lenguaje claro y sencillo.

Bloque 2. Producción de textos orales: expresión e interacción

Estrategias de producción:

Planificación

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

Ejecución

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

Lingüísticos:

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

Paralingüísticos y paratextuales

- Pedir ayuda.
- Señalar objetos, usar deícticos o realizar acciones que aclaran el significado.
- Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica).
- Usar sonidos extralingüísticos y cualidades prosódicas convencionales.

Aspectos socioculturales y sociolingüísticos:

- Convenciones sociales, normas de cortesía y registros;
- Costumbres, valores, creencias y actitudes; lenguaje no verbal.
- Valoración del enriquecimiento personal que supone la relación con personas pertenecientes a otras culturas.
- Respeto a las diferencias de opinión sobre temas de interés y comprensión de distintas perspectivas socioculturales.

Funciones comunicativas:

- Iniciación y mantenimiento de relaciones personales y sociales.

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

Estructuras sintáctico-discursivas.

-Léxico oral de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno;

actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades

comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y tecnologías de la información y la comunicación.

-Patrones sonoros, acentuales, rítmicos y de entonación.

CONTENIDOS ESPECÍFICOS

- Participación en conversaciones y simulaciones sobre temas cotidianos y de interés personal con diversos fines comunicativos, mostrando respeto hacia los errores y dificultades que puedan tener los demás.
- Empleo de respuestas espontáneas y precisas a situaciones de comunicación en el aula.
- Comprensión de la comunicación interpersonal, con el fin de contestar de forma inmediata.
- Uso de convenciones propias de la conversación en actividades de comunicación reales y simuladas: turno de palabra, cambio de tema, etc.

- Uso autónomo de estrategias de comunicación para iniciar, mantener y terminar la interacción.
- Posibilidad de representación de una obra dramática.
- Producción oral de descripciones, narraciones y explicaciones sobre experiencias, acontecimientos y contenidos diversos, teniendo en cuenta los elementos de cohesión y coherencia.
- Valoración de la corrección formal en la producción de mensajes orales.
- Interés e iniciativa en la realización de intercambios comunicativos con hablantes o aprendices de la lengua extranjera, utilizando medios digitales.
- Uso apropiado de fórmulas lingüísticas asociadas a situaciones concretas de comunicación: cortesía, acuerdo, discrepancia, etc.

Bloque 3: Comprensión de textos escritos

Estrategias de comprensión

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

Aspectos socioculturales y sociolingüísticos:

- Convenciones sociales, normas de cortesía y registros;
- Costumbres, valores, creencias y actitudes; lenguaje no verbal.
- Identificación, conocimiento y valoración crítica de las costumbres, normas, actitudes y valores de la sociedad cuya lengua se estudia, y respeto a patrones culturales distintos a los propios.

-Profundización en el conocimiento de los elementos culturales más relevantes de los países donde se habla la lengua extranjera, obteniendo la información por diferentes medios.

Funciones comunicativas

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

Estructuras sintáctico-discursivas.

-Léxico escrito de uso común (producción) relativo a identificación personal; vivienda, hogar y

entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades

comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y tecnologías de la información y la comunicación.

- Patrones gráficos y convenciones ortográficas.

CONTENIDOS ESPECÍFICOS

- Identificación del tema de un texto escrito con el apoyo contextual que éste contenga.
- Identificación de la intención del autor.

- Inferencia de significados e informaciones desconocidas, mediante la interpretación de elementos lingüísticos y no lingüísticos.
- Comprensión general y específica de diversos textos, en soporte papel y digital, de interés general o referidos a contenidos de otras materias del currículo.
- Obtención de información a partir de distintas fuentes, en soporte papel, digital o multimedia, para la realización de tareas específicas.
- Lectura comentada y dramatizada de obras teatrales breves o de fragmentos de alguno de los períodos indicados, reconociendo la estructura y componentes del texto teatral.
- Lectura autónoma de textos más extensos relacionados con sus intereses.
- Acercamiento a algunos autores relevantes de las literaturas de otros países.
- Consolidación en la utilización de la biblioteca del centro y de bibliotecas virtuales como fuente de obtención de información y de modelos de producción escrita.
- Desarrollo de la autonomía lectora, y aprecio por la literatura de otros países como fuente de placer y de conocimiento de otros tiempos y culturas para buscar conexiones con la cultura propia y trazar comparaciones entre ellos y los propios de la lengua castellana.
- Reconocimiento y valoración de los grandes temas y comparación en su tratamiento en textos de la literatura en lengua castellana.

Bloque 4: Producción de textos escritos: expresiones e interacción.

Estrategias de producción:

Planificación

- Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar

eficazmente la tarea (repasar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.).

- Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, obtención de ayuda, etc).
- Utilización de estrategias en el proceso de composición escrita (planificación, textualización y revisión).

Ejecución

- Expresar el mensaje con claridad, coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto.

- Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles.

- Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje ‘prefabricado’, etc.).

Aspectos socioculturales y sociolingüísticos:

- Convenciones sociales, normas de cortesía y registros;

- Costumbres, valores, creencias y actitudes; lenguaje no verbal.

Funciones comunicativas:

- Iniciación y mantenimiento de relaciones personales y sociales.

- Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.

- Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.

- Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.

- Expresión del conocimiento, la certeza, la duda y la conjetura.

- Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.

- Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.

- Formulación de sugerencias, deseos, condiciones e hipótesis.

- Establecimiento y mantenimiento de la comunicación y organización del discurso.

Estructuras sintáctico-discursivas.

-Léxico escrito de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y

deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y tecnologías de la información y la comunicación.

-Patrones gráficos y convenciones ortográficas.

CONTENIDOS ESPECÍFICOS

- Composición de textos diversos, con léxico adecuado al tema y al contexto, con los elementos

necesarios de cohesión para marcar con claridad la relación entre ideas, utilizando el proceso de composición escrita (planificación, textualización y revisión).

- Uso con cierta autonomía del registro apropiado al lector al que va dirigido el texto (formal e informal)

- Comunicación personal con hablantes de la lengua extranjera a través de correspondencia postal o utilizando medios informáticos.

- Uso correcto de la ortografía y de los diferentes signos de puntuación.

- Interés por la presentación cuidada de los textos escritos, en soporte papel y digital.

What follows are the Specific Linguistic contents that are to be taught in fourth of ESO according to the *Boletín Oficial de la Comunidad de Madrid, decreto 48/2015*, pages 161 to 162, from the 14th of May 2015

4º ESO CONTENIDOS LINGÜÍSTICOS ESPECÍFICOS DE INGLÉS

A) Funciones del lenguaje y gramática. - Consolidación y uso de estructuras y funciones asociadas a diferentes situaciones de comunicación.

- Describir y comparar hábitos y estilos de vida con acciones en curso. Presente simple y continuo. Used to + infinitivo. Pronombres interrogativos.

- Expresar hechos pasados vinculados con el presente o con un pasado anterior. Pasado simple y continuo. Presente perfecto: for, since, already, yet, etc. Preguntas sujeto y objeto. Marcadores del discurso.

- Hacer predicciones y expresar intenciones. Expresar certeza y probabilidad. Will. Be going to/Presente continuo. Oraciones temporales y condicionales (tipo I). May/might/can/can't, etc.

- Expresar preferencias y opiniones. Hacer invitaciones y responder a las mismas. I love/like/enjoy/don't like/hate/It's too ..., etc. Conectores: and, because, but, so, such, both, etc. Adjetivos en grado comparativo y superlativo.

- Expresar hipótesis y dar consejos. Oraciones condicionales (tipo II). Should/ Shouldn't.

- Transmitir las opiniones e ideas de otros. Estilo indirecto. Expresiones temporales.

- Expresar procesos y cambios. Voz pasiva.

- Describir e identificar cosas, lugares y personas. Pronombres relativos. Oraciones de relativo especificativas. Compuestos de some/any.
- Relaciones temporales, afirmación, exclamación, negación, interrogación, expresión del tiempo pasado, expresión del aspecto.
- Expresión de la modalidad: factualidad, necesidad, obligación, permiso, intención.
- Expresión de la cantidad, espacio, tiempo, modo.

B) Léxico.

- Uso de expresiones comunes, frases hechas y léxico sobre temas de interés personal y general, temas cotidianos y temas relacionados con contenidos de otras materias del currículo.
- Reconocimiento de sinónimos, antónimos, “false friends” y formación de palabras a partir de prefijos y sufijos

C) Fonética.

- Reconocimiento progresivo de los símbolos fonéticos y pronunciación de fonemas de especial dificultad. Pronunciación de formas contractas. Pronunciación de la terminación en formas de tiempos verbales. Formas débiles.
- Reconocimiento y producción autónoma de diferentes patrones de ritmo, entonación y acentuación de palabras y frases.

4 Key Competences

The Seven Key Competences elaborated by the European Union need to be acquired by students for them to become citizens that are fully developed personally, socially and professionally and adjusted to the demands of a globalized and everchanging world. These competences seek to acquire capabilities for “lifelong learning” (Publications Office of the European Union, 2019). Each competence involves the concept of students being able to know (*saber*), that students know how to act and do (*saber hacer*) and to know to be (*saber ser*) (*Ministerio de Educación y Formación Profesional*). It is of great importance to note that these competences have been adapted from the European Union’s Competences to the Spanish curricular system and context. They have been adapted to Spain’s educational context and necessities.

The *Boletín Oficial del Estado, Orden ECD/65/2015*, from January 21st, 2015 goes into detail with regards to each competence. Below is this syllabus’ interpretation of each competence regarding its planning. These interpretations have been translated from the *Ministerio de Educación y Formación Profesional* and adapted to this syllabus.

4.1 The Seven Key Competences

1. Competence in Linguistic Communication

The Competence in Linguistic Communication includes several aspects, the lexical, the grammatic, the semantic, the phonological and the orthographic. It also includes that of orthoepy understood as correct sound articulation aside from the graphic representation of a language. Through this syllabus, students will be required to communicate and learn English through varied contexts and in varied formats, applying the skills of reading, writing, speaking and listening. This syllabus will help students to improve their linguistic skills through real life situations that can be faced by students, whether it be solving a speaking problem in a social situation, to interpreting a listening exercise, or to reading texts in different formats.

2. Mathematical Competence and Competence in Science, Technology and Engineering

The Mathematical Competence involves the application of mathematical and numerical reasoning to the use of the English language. It furthermore relates to the description, interpretation, and prediction of various concepts within a mathematical concept that can be found within a language. It is the use and application of mathematical principles in various linguistic contexts. In this syllabus, students will apply the concepts of numbers within the classroom setting whether it be through speaking, reading, writing or listening exercises. Students will utilize numbers to express important and significant figures such as years, dates, and statistics.

The Competence in Science, Technology and Engineering is that which involves the development of scientific thought when relating to the English language. These competences aide in the development of scientific thought and the application of technological skills that drive the acquisition of knowledge, the contrast of ideas, and the application of discoveries that help with the general well-being in society. The idea is that this type of thinking can be applied in another language. Additionally, these competences involve attitudes and values that are related to the acceptance of ethical criteria associated with Science and Technology, and the interest in Science with the valuing of critical thinking.

It deals with the importance of responsibility in relation to the conservation of natural resources and environmental issues and the adoption of appropriate attitudes to achieve a physical and mental life which is healthy within one's context. In accordance with this syllabus, these competences will deal with scientific concepts as applied to the English language at a fourth of *ESO* level. Students will deal with subjects such as health and environment as part of the academic content, while applying aspects of these three competences.

3. Learning to Learn

This competence relates to the importance of the concept of lifelong learning that students go through. It can take place in a variety of contexts, being formal and informal, which means the ability of a student to initiate, organize and persist in the learning process. The learning process is initiated in the classroom

setting and encouraged through the use of technological applications and resources available to the student.

In accordance with this syllabus, students will be able to take control of learning the English language. During certain classroom exercises, students will be given the opportunity to make their own choices and decide which activities they will carry out. This will empower them, and they will learn to be autonomous. It is a competence which allows students to be conscious of learning habits, as students must develop and foment said habits for themselves.

Students develop language study skills through this competence, learning to be more independent learners able to make choices when it comes to their academic achievements. They will be encouraged to investigate certain aspects taught to them, thus initiating their learning process and fomenting it for themselves. They will be given the opportunity to decide how they will carry out classroom exercises and be evaluated to the same standards.

This competence deals with a student's knowledge from what they have in their surroundings and what they do not know and what they are able to learn, relating to what interests them. It also involves knowledge of the English discipline in which the learning task and the concrete content of the demands of the task itself. Students are able to attain knowledge of the possible different strategies to approach a task in English.

4. Digital Competence

In this constantly changing world and within the context which students live in, this competence is one that students must learn and manage well. The Digital Competences implies teaching students how to properly and safely work with digital applications and resources, research of information and the proper and safe use of digital content.

Within this syllabus, there will be a constant need to utilize technological sources to carry out didactic activities to enhance learning. Students will also be taught to properly research information, learning to decipher between digital sources correctly and filtering out unnecessary ones. Students will be able to create digital content guided by their teacher.

5. Social and Civic Competence

This competence is of utmost importance when relating to this syllabus as it deals with teaching students how to be fair and well-informed citizens of the world who value social equality, gender equality and respect for other cultures. This syllabus will seek to enrich students' knowledge when it comes to cultural diversity and deepen their knowledge of other cultures and customs from around the world. Students will study units based on Canada, they will also carry out a research project that involves the investigation of other cultures. Part of the curriculum will involve increasing students' knowledge towards other cultures, through music, film, and student-led research. It will also deal with important socially relevant topics of debate such as gender, social acceptance, and politics.

6. Sense of Initiative and Entrepreneurship Competence

This competence deals with students working on their creativity and the use of imagination when it comes to creating and inventing. It is a competence that deals with the business aspect through the subject of English, with students truly understanding the meaning and value of creating one's business for example. In this syllabus, students will contemplate creating their own business and the ramifications that come with this thus applying this competence and gaining an appreciating for the business world, money, financial planning, and structuring and organizing a business. Students also learn how to write a cover letter and to create a Curriculum Vitae.

7. Cultural Awareness and Expression Competence

This competence is important for language learning as it applies various ideas that relate to enhancing students' knowledge and recognition towards other cultures. Students also learn how to express themselves and the importance of freedom of expression. Through this syllabus, cultural diversity will be a main topic of discussion with an emphasis on art and its relevance in culture. Through this syllabus, students will carry out a research project of different countries. This will involve students investigating deeply into details relating to the culture, language, and cultural aspects of their country. Students will create a travel plan through their research to be able to properly learn about a new culture.

5 Yearly Planning

The yearly planning has been based on the Community of Madrid’s academic calendar, of *Orden* 2042, of June 25th, 2019 as per the *Conejería de Educación e Investigación*. It will be the basis of this syllabus’ yearly planning.

Calendario escolar 2019-2020

Septiembre 2019							Octubre 2019							Noviembre 2019						
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
30																				

Diciembre 2019							Enero 2020							Febrero 2020						
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D
						1			1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	
30	31																			

Marzo 2020							Abril 2020							Mayo 2020						
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

Junio 2020							Julio 2020						
L	M	X	J	V	S	D	L	M	X	J	V	S	D
1	2	3	4	5	6	7			1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30						27	28	29	30	31		

A efectos académicos:

- Inicio periodo lectivo
- Día lectivo
- Día lectivo E.Infant/Casas Niños
- Día no lectivo, excepto junio en EEI
- Jornada INTENSIVA
- Día festivo/vacacional
- Otros días no lectivos
- Fiesta Madrid/Capital
- Último día lectivo
- Inicio de act. apoyo, refuerzo...
- Finalización eval. final ordinaria.

Below are the dates from the current academic year which will be used in reference for planning for the following academic year. It marks all the festive days in the school calendar and serves as a framework to how a course syllabus can be planned for future reference:

September 6th: New Infantil students begin classes.
September 9th : Infantil and Primary students start school year.
September 10th: ESO and Bachillerato students begin the academic year.
September 11th: ESO and Bachillerato students commence classes.
Friday, November the 1st: All Saint's Day
December the 6th: Constitution Day
December the 9th: Day off, for Immaculate Conception Day
Friday December the 20th -January 8th : Christmas break
February the 28th : Day off
March 2nd Festive day carried over from February 28th
March 6th, marks for second evaluation are given to students
March 9th-March 20th Celebration of the school's Patron Saint José
April 3rd -April 13th, Easter week
May 1st : Labor Day
May 2nd: Day of the Community of Madrid
May 15th: Saint Isidro, Patron Saint of Madrid
June 5th: Last day of school in the afternoon for all ESO students
June 9th: First of Bachillerato receives their marks.
June 19th Primary classes end. June 23rd : Classes in ESO and Bachillerato end

Days of English per Week: 3 English sessions a week as well as 1 hour which is dedicated to the Language Assistant. Students receive a total of four hours of English per week.

Term Division: The school year is divided into 3 terms as shown below:

Terms	Units
Term 1: Starts 11 th -September-29 th November	1,2,3
Term 2: Starts 2 nd December-13 th March	4,5,6
Term 3: 14 th March- June 23 rd	7,8,9

Fourth of *ESO* officially start classes on September 11th, 2019 this year. Students meet their homeroom teacher on September 10th for a few hours at noon. They then officially begin classes on the 11th of September. The official start of the academic year for *ESO* is the 27th of September.

Students have English classes three sessions a week, on Mondays, Tuesdays, and Thursdays. The hour dedicated to the Language Assistant will be on Fridays. This means

that some months have more English sessions than others, yet, this is not a hindrance for the teacher to be able to carry out their didactic units. There is a total of nine didactic units, divided during the academic year taking into consideration holidays, complimentary activities organized by the school and English Department and projects. The planning for this syllabus will discuss the teacher's hours; of course, the teacher will plan for the Language Assistant's hours.

In theory, the nine units are to be completed, however the teacher must keep in mind the importance of adapting to the needs of the students when necessary and possible. It is important to keep in mind that students may need more time for certain grammatical concepts, or that they may need an extra session or two for a project they are elaborating. During the first two sessions, September 12th and 16th, there will be classes that involve ice breaker activities and getting to know one another. September will involve starting Unit 1, from September 17th until October 1st, with the evaluation happening on Thursday, October 3rd.

Unit 2 will last from October 7th until October 21st. This unit will be about Halloween and Canadian Thanksgiving. The unit exam will take place October 22nd. On October 24th, students will then be introduced to the book they will be assigned for the year which is titled *The Sky is Falling* by Kit Pearson. This will be a reading assignment to which the teacher will dedicate a certain number of sessions per month. The next two sessions will be dedicated to pre-teaching the book, context and setting. Students will be assigned to research the author and context of the book. They will also be given time to start reading the book in class.

Unit 3 will span from November 4th until November 19th. November 21st will be dedicated to discussing the assigned chapters of the book. Students will be given the next 3 sessions to work on the unit project. Term 1 ends November 29th. December marks the beginning of term 2 and it has a total of 8 sessions. The first 2 sessions, December 2nd and 3rd, will be dedicated to the project presentations. December 5th will be dedicated to discussing the assigned chapters of the book. Unit 4 will take place from December 10th to January 14th. The unit is about Christmas holidays and Christmas in Canada and Spain and the celebration of New Year's Eve. During this time, students prepare a fundraiser breakfast for the student body. There will also be a "pregón" on December 19th, where first of *Bachillerato* organizes dance performances for the school.

January has a total of ten sessions, and this is where Unit 4 will be completed and dedicated a total of 3 sessions from January 9th till the 14th. The 30th will be dedicated to review the assigned book chapters and then unit 5 will be given a total of 6 sessions, beginning January 16th until January 28th and an evaluation session on February 3rd. Unit 6 will be taught from February 6th until February 18th with the evaluation held on the 20th. The session of the 24th will be dedicated to the discussion of the assigned chapter of the book.

February 25th will be allotted for a trip to the theatre. February 27th until March 5th students will be assigned a group project and allotted 3 sessions to prepare it. Project presentations will take place March 9th and 10th, and the 12th will be dedicated to discussing the assigned book. Term 2 will end and as of March 14th, term 3 begins. March 16th and 17th will be dedicated to Saint Patrick's Day. March 19th will be dedicated to the school's patron saint, Saint Joseph. During these dates, students may miss some days of class to rehearsals of their dances for the school's festival. It could be during English class or during other sessions. This would be tentative during the week of March 16th to the 20th.

March 23rd until April 2nd will be dedicated to Unit 7. Students may have mass during the classroom session that week before Easter. April 14th will be dedicated to discussing the book, and April 16th will be dedicated to the unit exam. April 20th until April 30th will be dedicated to Unit 8. May 4th will be dedicated to the unit exam. May has a total of 12 sessions, May 5th will be dedicated to discussing the book and Unit 9 will be started from May 7th until the 14th. The unit exam will take place May 19th. May 21st will be dedicated to finishing the book and discussing it. Students will be assigned an essay to write about the book and given 2 classroom sessions (May 25th and 26th). May 28th till June 4th will be dedicated to the final project work time. Students will present their final project from June 8th until the 18th. June has a total of 11 sessions. Students will be given their final term marks. The rest of the month will be dedicated to closing sessions, games, and discussions of summer. Students will be asked to reflect upon the year. Students also miss four days of classes for their end of year trip in June. Below is a table reflecting these dates. These dates may be tentative and subject to possible changes in the syllabus and planning based on circumstances that may arise during the academic year.

September 12th -19th	Ice Breakers and welcome activities
September 23rd -October 3rd	Unit 1
October 7th – October 21st	Unit 2
October 24th – October 29th	Introduction to book and context, reading time in class
November 4th -November 19th	Unit 3
November 21st	Book discussion
November 25th – Dec 3rd	Project work and presentation
November 29th	Term 1 ends
December 5th	Book discussion
December 10th -January 14th	Unit 4
December 18th	Fundraiser breakfast organized by 4 th ESO Christmas holidays
December 20th -January 7th	
January 16th -January 28th	Unit 5
January 30th	Book discussion
February 6th - February 18th	Unit 6
February 24th	Book discussion
February 25th	School trip to the theatre
February 27th -March 5th	Group project
March 9th -10th	Project presentations
March 12th	Book discussion

March 14th	Term 2 ends
March 16th – 20th (tentative)	Week of celebrations and <i>pregón</i> prepared by fourth ESO
March 16th-17th (tentative)	Saint Patrick's Day
March 23rd -April 2nd	Unit 7
April 3rd – 13th	Easter vacation
April 14th	Book discussion
April 20th- 30th	Unit 8
May 5th	Book discussion
May 7th -14th	Unit 9
May 19th – 26th	Concluding activities for book and essay
May 28th – June 4th	Final project class time
June 8th -18th	Presentations
June 22nd -June 24th	Class trip

Term	Unit	Vocabulary	Reading	Writing	Grammar	Speaking & Listening
1	Unit 1 Come fly with me! Travelling the world and learning about other countries	Travelling Airports Cities and other cultures	Where did you go this summer?	Write a review about an airline	Present Simple Present Continuous Present perfect Present Perfect continuous Review of narrative tenses	<u>Speaking:</u> Airport interactions Listening: Different accents, and travel horror stories!
	Unit 2 Halloween, urban legends and stories Literature: Edgar Allan Poe Canadian Thanksgiving	Halloween around the world The history of Halloween Superstitions and urban legends	Poetry: Edgar Allan Poe	Writing a Poem Writing recommendations	Modal verbs (advice, obligation, permission, ability, deduction, possibility) Perfect modals	Speaking: Halloween around the world Listening: Urban legends
	Unit 3 Our planet! What a calamity!	Environment Recycling Climate change	How is the world changing?	Write an editorial for a newsletter about an environmental magazine Or Write an opinion essay	Conditionals 0 to 3 rd I wish/If only Use of if, when, as soon as..., unless with 0 and 1 st conditional	Speaking: How to debate Listening: Ted Talks about the environment and saving the Earth

	<p>Project: Let's help our environment! Contents and competences: Students will be encouraged to think of the collective and the community. They will work together to create a positive impact on the environment and being aware that there are problems that need attention relating to climate change. Students will need to be creative. Students will practice the Learning to learn Competence and the Social and Civic Competence. Students will work in pairs to design a community project that has an environmental benefit. Students must completely design this from their imaginations. They will be assessed on creativity, cooperation, and ingenuity. They must design the project which involves an action, movement or product which can help the planet within their local community.</p>					
2	Unit 4 Christmas and New Year's	Christmas traditions around the world. Christmas Day Boxing Day New Years	My New Year's Resolution	New Year's Resolutions Write an article about New Year's traditions around the world or write an article about Christmas traditions around the world	Future tenses: Be going to and will The use of the Present Simple and Present Continuous Future continuous	Does everyone celebrate Christmas? Talking about other cultures. Language Assistant shares Christmas traditions
	Unit 5 Fame, lights camera and action!	Compound Adjectives Actors Singers Careers and professions	Who is that actor?	Write a formal email to apply for a job. Optional: Write a Curriculum Vitae	Reported Statements, questions, requests and orders Reported speech: time and place expressions Reported transformations	Speaking: Creating a comic Listening: Actors' experiences

	Unit 6 Canada! A multicultural country!	Canada, facts, famous people, delicious food.	Terry Fox, a Canadian hero	How to write a biography	Defining relative clauses Defining vs. non- defining relative clauses Gerund vs. infinitive (review)	<u>Speaking</u> : Talking about yourself and where you are from <u>Listening</u> : Terry Fox videos
	<p>Project: Where will we go? Contents: Students will be required to take initiative in this project and be creative. They will need organize the research process themselves and divide the work among one another. The project will involve students researching a country in order for them to learn the how and what of that country. They have to design a travel itinerary with flights, places to stay and transport. Students will be given a budget they must stick to. This project will work the Key Competences. In particular, it will help apply the Cultural Awareness and Expression Competence as it will help students learn about other countries and cultures, appreciating new languages and customs. They will also exercise the Digital Competence as they will need carry out research. They will also apply the Learning to Learn Competence as they will need to manage aspects of the project themselves. This project will be in groups. Students will be permitted to create groups as they choose, and groups will be composed of a maximum of three students. Students will be required to present this project to their colleagues. The best presentation will win a prize.</p>					
3	Unit 7 Who did it? Mysteries and the likes Clue or Sherlock Holmes	Mysteries and crimes	Sherlock Holmes	Writing a fake news article	Passives: statements, transformations, questions and short answers' Have/get something done	<u>Speaking</u> : What's the scariest thing that's happened to you? <u>Listening</u> : Who did it? Documentary about some of the most famous

						criminals around the world
Unit 8 The Business World	Business, the stock market, working two jobs as a teen	What's it like to work two jobs as a teen in Canada?	Write a discussion essay: What is the business world like	Articles Emphasis: too, enough, very; so, such (...that) Used to Used to vs. Past Simple Be/get used to	Speaking: Job interviews Listening: Working around the world, different businesses around the world	
Unit 9 Summertime!	Summer vacation	Summer camp in Canada	Writing an informal email to your friend from summer camp	Review of tenses and verb forms, time expressions, pronouns, linkers, question forms, transformations	Speaking: What are your plans for the summer? Listening: My best summer!	
<p>Project: Let's create a summer camp: Students will be required to work in groups of 3 or 4. They will exercise the Learning to learn competence as they will need to organize themselves. They will need to work as a team and exercise the Digital Competence to research information. Students will need to justify their research and it will need to be coherent and relevant. Students will carry out the final school project where they will be asked to create a summer camp program directed at other teens. This project will be based on something that interests them, while at the same time requiring them to research a location, type of camp, costs and relevant data.</p>						

6 Methodology

Often, as language teachers, there is a constant process of adaptation to the needs of language learners as those needs are constantly evolving. Learners themselves have progressed and changed to adapt to the digital world in which they live in today, and to these constant changes, there has been a necessity in the advancement of teaching. More than anything, what C. A. Tomlinson and J. Harmer suggest is that teachers need to really know their students in order to best adapt how they will teach the English language best. Furthermore, the methodologies to be applied in any classroom setting will also depend on a teacher and their style of teaching and personality (Harmer, 2014). There may be moments where a teacher connects well with a class, and others where they do not. Unfortunately, this may happen, yet the best thing a teacher is able to do is, as mentioned, know their students well.

It started with the Grammar Translation Method for example, and though it may have its benefits, students require a little more interaction, as according to Diane Larsen-Freeman, in this method, “[v]ocabulary and grammar are emphasized. Reading and writing are the primary skills that the students work on. There is much less attention given to speaking and listening. Pronunciation receives little, if any, attention” (Larsen-Freeman, 2003, p. 19). Characteristics of this method can be used in a classroom setting, where it may be helpful to draw a learner’s attention to “similarities between the target language and the native language” (Larsen-Freeman, 2003, p 17), allowing students to compare what they already know with what they are learning, and thus causing them to draw from their native language.

However, as the name itself states, this method involves translation and as mentioned, it does not really focus on speaking skills nor listening skills and therefore does not seem like a realistic method to use. It is almost archaic, ignoring key features that are necessary to practice when learning a language. Aspects of this method can be useful for pointing out differences to a learner, which can help them commit to memory the vocabulary of the new language. Yet, it cannot be the only method to use, hence the way in which a language is taught has had to change and develop, keeping the learner and their needs in mind.

Another method to consider is the Direct Method, in contrast to the Grammar-Translation Method, it is a method in which “[t]he purpose of language learning is communication” (Larsen-Freeman, 2003, p. 27). Based on this project’s author’s personal experience as a Language Assistant in the past, this is a method that seems to be utilized frequently in classrooms in Spain. Language Assistants are asked to focus solely on the communicative aspect. As it states, the teacher has the task of directly acting out and demonstrating the language, instead of translating and using the learner’s native language.

From this, students are able to make a connection between the meaning of what is trying to be said and the target language (Larsen-Freeman, 2003). Language Assistants are asked to only communicate in English, yet at times depending on the level of the learner, it can prove to be almost impossible to communicate succinctly. It is also a method that requires a great deal of patience and often, from personal experience, students need to be able to have tools to use dictionaries or online translators, or the teacher needs to use mimes or gestures in order to help them. This of course helps them to strengthen their communicative strategies.

In general, it is also important to note the fact that these approaches and methods have developed over time and evolved. From using a method such as the Grammar-Translation Method to using the Community Language Learning Method, in which a “teacher should be sensitive to students’ level of confidence and give them just what they need to be successful” (Larsen-Freeman, 2003, p. 95) there is an extreme difference.

There is an evolution from solely focusing on the content being taught to the needs of the learner, with the teacher’s role also evolving and changing to consider students’ feelings in the teaching process. It is notable that the element of psychology enters here, as with the Silent Way, which in itself shares characteristics of the Cognitive Approach and where students use what they already know converting it into their own knowledge. Students use the teacher’s silent guidance to help them independently learn and discover for themselves their mistakes and what to study and reinforce.

Features of the Silent Way can indeed be applied to today’s classroom setting. The teacher’s silence can be a valuable instrument in guiding the students to make their own decisions and promoting their autonomy. The idea as well is that the learning process involves the student being in the center with the teacher helping that student become

aware of what they can learn based on their prior knowledge (Larsen-Freeman, 2003). However, this approach and other methods, each have their faults. As they are presented according to their evolution in D. Larsen-Freeman's *Techniques and Principles in Language Teaching*, these methods, approaches and techniques have evolved to better suit the necessities of learning a language.

In order to learn a language, there is not just one methodology or approach that can be used. Another method whose aspects are interesting is the Total Physical Response, as it involves movement and demonstration from the teacher and later volunteers. This method is not perfect, as perhaps teaching a language through commands may not be completely possible (Larsen-Freeman, 2003). Nevertheless, movement in language learning can be effective. It gives students the opportunity to move around a classroom and be active while learning English. This makes the classroom dynamic more enjoyable, as students are not static. As J. Gonzalez states on her website, *Cult of Pedagogy*, movement is helpful for students to be able to commit to memory a concept being learned. She furthermore points out that as learners are unique, having more than one form of assimilating information, the use of various techniques is an asset, thus accommodating their varied styles of learning better (Gonzalez, 2019).

In his paper titled *Movement in Learning: Revitalizing the Classroom* M. Van argues that “the stationary rote system harms student learning, causes boredom, increases teacher lecture time, and decreases student involvement ... [he'd found] evidence from leading research that showed how movement in learning enhances brain function and physical health, stimulates multiple senses, and quells boredom.” (Van, 2012, p. 54). Movement, it seems is a necessity to help learners integrate information, as their brains do this in more than one way, thus stimulating it in order for it to internalize information and knowledge, such as language, is important.

When thinking of the assimilation of information, J. Harmer, (2015), argues the fact that the use of more than one skill when teaching, that is to say reading, writing, listening and speaking, the better a student learns that language. Harmer further discusses the Inductive and Deductive Approach, with the Deductive Approach referring to students receiving an explanation and then applying it. The Inductive Approach means that students are exposed to an aspect of the language and must understand its construction for themselves, thus inducing the meaning as the name implies. Both approaches are

useful in a classroom setting but can best be applied as the teacher sees fit. Harmer also discusses the fact that the more students are actively involved in their learning process, the more they will assimilate information and maintain it in their minds.

A teacher today can use the Eclectic Approach. This approach is a combination of various methods and approaches that a teacher has at their fingertips. The idea is that a teacher will take whatever aspect of other methodologies and approaches such as those mentioned to help with teaching their lesson in the best format possible to meet the needs of the student (British Council, 2020). According to Dr. D. Sani Mwanza, this

“approach is holistic. It does not just consider the theoretical aspects of teaching and learning, but also links teaching and learning to real life experiences of the learners while the teacher enjoys maximum freedom in using what works best in his teaching context. It also presents language holistically. ... it integrates all the four language skills of listening, speaking, reading and writing (Sani Mwanza, 2017).

This of course coincides with the SWRL (Speaking, Writing, Reading and Listening) methodology that will be discussed in the methodologies to be followed in this syllabus.

6.1 Methodologies applied in this syllabus

This syllabus will mainly utilize the Eclectic Approach, which, as mentioned, combines various approaches at once. It creates the possibility for students to benefit from learning in a more dynamic classroom setting where they are moving, listening, reading speaking and writing as much as possible in any given moment. The teacher must be conscious of their feelings and attitude in order to best motivate them. This syllabus will also use SWRL as much as possible, and finally, it will take advantage of the most powerful tool in a classroom, the Language Assistant which will be discussed later.

The Eclectic Approach will be the main approach utilized as it will combine the best of each methodology and approach around. As this approach works in an all-inclusive manner, incorporating more than one skill at once, it best represents the approach of teaching language needed by learners in order to for them to improve and to assimilate it well. This syllabus aspires to depict the teaching of the English language through the Eclectic Approach and the combination of as many skills as possible in each lesson. It is important that students are also given the chance to take control of their learning, as Harmer (2014), states, they will, if given the possibility to choose, take

control of their learning and be more involved in the process, thus truly committing it to memory.

It will also be necessary to use aspects of the Total Physical Response, as movement is a must in an English language classroom to activate students' minds. An interactive classroom is key for students. It is also very important to keep students' feelings in mind, to help build their confidence with language learning as the Community Language Learning Method suggests, this does not mean that this method is to be used, but the psychology behind it is logical. Students will learn when motivated and feeling confident.

The SWRL method will also be a method to be used for this thesis. It is an effective one and combines the use of all the skills in one setting. As U. Hasan (2019) discusses with regards to ESL classrooms,

The domains of language acquisition, Speaking, Writing, Reading and Listening need to be equally exercised across content areas on a daily basis. This will ensure that students are practicing and using all the areas of language acquisition to support their English Language Learning. There are several ways to create an atmosphere in the classroom which is conducive to learning English. For example, if activities are structured to support student-to-student or group interaction, then students will be required to use English to explain concepts and contribute to the work. Practicing the four skills through activities in the language classroom serves many valuable purposes: it gives learners scaffold support, opportunities to create contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important confidence (p. 3).

Within the Eclectic Approach, this syllabus will utilize SWRL to help students learn in the most effective way possible. As it applies more than one skill at once, it helps students to strengthen what they are learning. The application of more than one skill strengthens the possibility of a student gaining fluency, as they are using and applying the language in more than one way. This method will be applied in each lesson as much as possible. The goal is to expose students to as many of the skills at once in one given moment. For example, in the second Didactic Unit that is explained in this syllabus, students will have a lesson where they are presented with a PowerPoint Activity that also has an audio explanation.

Students will also be exposed to activities with online trivia and game formats such as Baamboozle and Quizziz. They will also learn through EdPuzzle videos created

by the teacher, and then these types of activities will later be discussed in the class as a whole. Through these different types of activities, students will be able to apply more than one skill at once. With reading exercises, the teacher will either play an audio of the reading for students or do the reading themselves. Students will also be able to carry out activities through movement, needing to read, write and listen all at once as shown in Unit 6. These would be some examples of the activities done to apply as many skills as possible in the classroom setting.

Another method this syllabus will utilize is the CLIL method. This is the Content and Language Integrated Learning method. As observed by K. Bentley, “CLIL is an approach or method which integrates the teaching of content from the curriculum with the teaching of non-native language” (Bentley, 2010, p. 5). It is a method that combines the English language with another curricular subject. In the nine didactic units presented in this syllabus, students will discuss in detail topics such as economics and business, travel, Canadian culture, movies, and climate change. By using these everyday subjects, CLIL is applied and students learn English through more engaging topics. In this syllabus, students will also be required to carry out investigation and research in order to further their knowledge. Students will be provided with the tools to do so, such as the school’s laptop cart, and will be guided in the research process by the teacher when needed.

For these reasons, it is impossible to use just one method. In the end, this syllabus will try and put the needs of students first, utilizing every tool possible to promote an effective and productive classroom environment.

6.2 Language Assistant

As mentioned in this syllabus’ Context Analysis, fourth ESO students are exposed to one hour a week with the language assistant as part of their formal education. This hour is part of their four hours a week and is necessary for their exposure to a native English speaker. The Language Assistant’s role involves a more relaxed learning environment, where students are exposed to the English language first-hand. The Language Assistant’s role is a supportive one, as they are directed to provide more ludic type activities.

Through the Language Assistant, students are exposed to a native-speaker and are able to practice their spoken skills during the academic year. For this position, the school

either receives an assistant through BEDA or the assistant is hired by the school itself. This syllabus will provide a brief framework for the Language Assistant's hour. It is necessary that these hours be supervised by a qualified teacher in the classroom, providing support for the assistant and resources when needed. Activities carried are research projects, debates, texts, and any type of activity related to English-speaking culture such as Saint Patrick's Day or Boxing Day. Students are exposed to these cultural elements during the assistant's hour.

7 Evaluation Criteria

The evaluation criteria for the school year is based on the Article 10 of the **Decree 48/2015** as explained in the *BOCM*. It explains that students will be evaluated in a fair manner and equally. The evaluation process will be a summative and continuous assessment process, inclusive to the needs of students and fair in the manner that they will be assessed based on their performance during the school year. Rubrics and unit tests will be the main format to evaluate students' performance. These two tools will be used to evaluate students fairly and objectively.

Below are the guidelines stipulated by the law for the evaluation criteria for the *ESO* levels according to Article 10 of the *BOCM* of Decree 48/2015 of the 14th of May to be followed by the Criteria for Evaluation for fourth *ESO* as stipulated by the same Decree 48/2015:

Evaluaciones

1. Los referentes para la comprobación del grado de adquisición de las competencias y el logro de los objetivos de la etapa en las evaluaciones continua y final de las materias de los bloques de asignaturas troncales, específicas y de libre configuración autonómica serán los criterios de evaluación y estándares de aprendizaje evaluables que figuran en los anexos I, II y III de este Decreto, o los que incluyan las materias del bloque de asignaturas de libre configuración autonómica que, en su caso, apruebe la Consejería con competencias en materia de educación, a las que se refieren los artículos 6.4.j) y 7.5.

2. La evaluación del proceso de aprendizaje de los alumnos de la Educación Secundaria Obligatoria será continua, formativa e integradora.

En el proceso de evaluación continua, cuando el progreso de un alumno no sea el adecuado, se establecerán medidas de refuerzo educativo. Estas medidas se adoptarán en cualquier momento del curso, tan pronto como se detecten las dificultades y estarán dirigidas a garantizar la adquisición de las competencias imprescindibles para continuar el proceso educativo.

La evaluación de los aprendizajes de los alumnos tendrá un carácter formativo y será un instrumento para la mejora tanto de los procesos de enseñanza como de los procesos de aprendizaje.

La evaluación del proceso de aprendizaje de los alumnos deberá ser integradora, debiendo tenerse en cuenta desde todas y cada una de las asignaturas la consecución de los objetivos establecidos para la etapa y del desarrollo de las competencias correspondientes. El carácter integrador de la evaluación no impedirá que el profesorado realice de manera diferenciada la evaluación de cada asignatura teniendo en cuenta los criterios de evaluación y los estándares de aprendizajes evaluables de cada una de ellas.

3. Se establecerán las medidas más adecuadas para que las condiciones de realización de las evaluaciones, incluida la evaluación final de etapa, se adapten a las necesidades de los alumnos con necesidades educativas especiales. Estas adaptaciones, en ningún caso, se tendrán en cuenta para minorar las calificaciones obtenidas.

4. Los profesores evaluarán tanto los aprendizajes de los alumnos como los procesos de enseñanza y su propia práctica docente, para lo que establecerán indicadores de logro en las programaciones didácticas.

5. Se garantizará el derecho de los alumnos a una evaluación objetiva y a que su dedicación, esfuerzo y rendimiento sean valorados y reconocidos con objetividad, para lo que establecerán los oportunos procedimientos.

6. El equipo docente, constituido en cada caso por los profesores del estudiante, coordinado por el tutor, actuará de manera colegiada a lo largo del proceso de evaluación y en la adopción de las decisiones resultantes del mismo, en el marco de lo que establezca la Consejería con competencias en materia de educación.

7. Con el fin de facilitar a los alumnos la recuperación de las materias con evaluación negativa, la Consejería con competencias en materia de educación regulará las condiciones para que los centros organicen las oportunas pruebas extraordinarias y programas individualizados.

7.1 Evaluation Criteria for fourth ESO

Bloque 1. Comprensión de textos orales

Estrategias de comprensión

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

Aspectos socioculturales y sociolingüísticos:

- Convenciones sociales, normas de cortesía y registros;

- Costumbres, valores, creencias y actitudes; lenguaje no verbal.

Funciones comunicativas

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

Estructuras sintáctico discursivas

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

CONTENIDOS ESPECÍFICOS

- Comprensión del significado general y específico de entrevistas sobre temas conocidos presentados de forma clara y organizada.
- Comprensión de la comunicación interpersonal, con el fin de contestar de forma inmediata.

- Comprensión general y de detalles más relevantes de programas emitidos por los medios audiovisuales con lenguaje claro y sencillo.

Bloque 2. Producción de textos orales: expresión e interacción

Estrategias de producción:

Planificación

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

Ejecución

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

Lingüísticos:

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

Paralingüísticos y paratextuales

- Pedir ayuda.
- Señalar objetos, usar deícticos o realizar acciones que aclaran el significado.
- Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica).
- Usar sonidos extralingüísticos y cualidades prosódicas convencionales.

Aspectos socioculturales y sociolingüísticos:

- Convenciones sociales, normas de cortesía y registros;
- Costumbres, valores, creencias y actitudes; lenguaje no verbal.
- Valoración del enriquecimiento personal que supone la relación con personas pertenecientes a otras culturas.
- Respeto a las diferencias de opinión sobre temas de interés y comprensión de distintas perspectivas socioculturales.

Funciones comunicativas:

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

Estructuras sintáctico-discursivas.

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

y entorno natural; y tecnologías de la información y la comunicación.

-Patrones sonoros, acentuales, rítmicos y de entonación.

CONTENIDOS ESPECÍFICOS

- Participación en conversaciones y simulaciones sobre temas cotidianos y de interés personal con diversos fines comunicativos, mostrando respeto hacia los errores y dificultades que puedan tener los demás.

- Empleo de respuestas espontáneas y precisas a situaciones de comunicación en el aula.

- Comprensión de la comunicación interpersonal, con el fin de contestar de forma inmediata.

- Uso de convenciones propias de la conversación en actividades de comunicación reales y simuladas: turno de palabra, cambio de tema, etc.

- Uso autónomo de estrategias de comunicación para iniciar, mantener y terminar la interacción.

- Posibilidad de representación de una obra dramática.

- Producción oral de descripciones, narraciones y explicaciones sobre experiencias, acontecimientos y contenidos diversos, teniendo en cuenta los elementos de cohesión y coherencia.

- Valoración de la corrección formal en la producción de mensajes orales.

- Interés e iniciativa en la realización de intercambios comunicativos con hablantes o aprendices de la lengua extranjera, utilizando medios digitales.

- Uso apropiado de fórmulas lingüísticas asociadas a situaciones concretas de comunicación: cortesía, acuerdo, discrepancia, etc.

Bloque 3: Comprensión de textos escritos

Estrategias de comprensión

- Movilización de información previa sobre tipo de tarea y tema.

- Identificación del tipo textual, adaptando la comprensión al mismo.

- Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes).

- Formulación de hipótesis sobre contenido y contexto.

- Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.

- Reformulación de hipótesis a partir de la comprensión de nuevos elementos.
- Consolidación de estrategias de lectura ya utilizadas.

Aspectos socioculturales y sociolingüísticos:

- Convenciones sociales, normas de cortesía y registros;
- Costumbres, valores, creencias y actitudes; lenguaje no verbal.
- Identificación, conocimiento y valoración crítica de las costumbres, normas, actitudes y valores de la sociedad cuya lengua se estudia, y respeto a patrones culturales distintos a los propios.
- Profundización en el conocimiento de los elementos culturales más relevantes de los países donde se habla la lengua extranjera, obteniendo la información por diferentes medios.

Funciones comunicativas

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

Estructuras sintáctico-discursivas.

-Léxico escrito de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte;

lengua y comunicación; medio ambiente, clima y entorno natural; y tecnologías de la información y la comunicación.

- Patrones gráficos y convenciones ortográficas.

CONTENIDOS ESPECÍFICOS

- Identificación del tema de un texto escrito con el apoyo contextual que éste contenga.
- Identificación de la intención del autor.
- Inferencia de significados e informaciones desconocidas, mediante la interpretación de elementos lingüísticos y no lingüísticos.
- Comprensión general y específica de diversos textos, en soporte papel y digital, de interés general o referidos a contenidos de otras materias del currículo.
- Obtención de información a partir de distintas fuentes, en soporte papel, digital o multimedia, para la realización de tareas específicas.
- Lectura comentada y dramatizada de obras teatrales breves o de fragmentos de alguno de los períodos indicados, reconociendo la estructura y componentes del texto teatral.
- Lectura autónoma de textos más extensos relacionados con sus intereses.
- Acercamiento a algunos autores relevantes de las literaturas de otros países.
- Consolidación en la utilización de la biblioteca del centro y de bibliotecas virtuales como fuente de obtención de información y de modelos de producción escrita.
- Desarrollo de la autonomía lectora, y aprecio por la literatura de otros países como fuente de placer y de conocimiento de otros tiempos y culturas para buscar conexiones con la cultura propia y trazar comparaciones entre ellos y los propios de la lengua castellana.
- Reconocimiento y valoración de los grandes temas y comparación en su tratamiento en textos de la literatura en lengua castellana.

Bloque 4: Producción de textos escritos: expresiones e interacción.

Estrategias de producción:

Planificación

- Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (reparar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.).
- Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, obtención de ayuda, etc).

- Utilización de estrategias en el proceso de composición escrita (planificación, textualización y revisión).

Ejecución

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

Aspectos socioculturales y sociolingüísticos:

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

Funciones comunicativas:

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

Estructuras sintáctico-discursivas.

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

-Patrones gráficos y convenciones ortográficas.

CONTENIDOS ESPECÍFICOS

- Composición de textos diversos, con léxico adecuado al tema y al contexto, con los elementos necesarios de cohesión para marcar con claridad la relación entre ideas, utilizando el proceso de composición escrita (planificación, textualización y revisión).

- Uso con cierta autonomía del registro apropiado al lector al que va dirigido el texto (formal e informal)

Comunicación personal con hablantes de la lengua extranjera a través de correspondencia postal o utilizando medios informáticos.

- Uso correcto de la ortografía y de los diferentes signos de puntuación.

- Interés por la presentación cuidada de los textos escritos, en soporte papel y digital.

Below are the Evaluation Criteria and Learning Standards as marked by the Community of Madrid in Decree 48/2015 of the *BOCM*:

Criterios de evaluación y estándares de aprendizaje evaluables

Bloque 1. Comprensión de textos orales

Criterios de evaluación:

Identificar el sentido general, la información esencial, los puntos principales y los detalles más relevantes en textos orales breves o de longitud media, claramente estructurados, y transmitidos de viva voz o por medios técnicos y articulados a una velocidad media, en un registro formal, informal o neutro, y que traten de aspectos concretos o abstractos de temas generales, sobre asuntos cotidianos en situaciones corrientes o menos habituales, o sobre los propios intereses en los ámbitos personal, público, educativo y ocupacional/laboral, siempre que las condiciones acústicas no distorsionen el mensaje y se pueda volver a escuchar lo dicho.

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

Conocer y utilizar para la comprensión del texto los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana (hábitos y actividades de estudio, trabajo y ocio), condiciones de vida (hábitat, estructura socio-económica), relaciones interpersonales (generacionales, entre hombres y mujeres, en el ámbito educativo,

ocupacional e institucional), comportamiento (posturas, expresiones faciales, uso de la voz, contacto visual, proxémica), y convenciones sociales (actitudes, valores).

Distinguir la función o funciones comunicativas más relevantes del texto y un repertorio de sus exponentes más comunes, así como patrones discursivos de uso frecuente relativos a la organización y ampliación o restructuración de la información (p. e. nueva frente a conocida; ejemplificación; resumen). Aplicar a la comprensión del texto los conocimientos sobre los constituyentes y la organización de patrones sintácticos y discursivos de uso frecuente en la comunicación oral, así como sus significados asociados (p. e. una estructura interrogativa para expresar sorpresa).

Reconocer léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, y un repertorio limitado de expresiones y modismos de uso frecuente cuando el contexto o el apoyo visual facilitan la comprensión.

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

Estándares de aprendizaje evaluables:

1. Capta los puntos principales y detalles relevantes de mensajes grabados o de viva voz, claramente articulados, que contengan instrucciones, indicaciones u otra información, incluso de tipo técnico (p. e. en contestadores automáticos, o sobre cómo realizar un experimento en clase o cómo utilizar una máquina o dispositivo en el ámbito ocupacional).

2. Entiende lo que se le dice en transacciones y gestiones cotidianas y estructuradas (p. e. en bancos, tiendas, hoteles, restaurantes, transportes, centros educativos, lugares de trabajo), o menos habituales (p. e. en una farmacia, un hospital, en una comisaría o un organismo público), si puede pedir confirmación de algunos detalles.

3. Identifica las ideas principales y detalles relevantes de una conversación formal o informal de cierta duración entre dos o más interlocutores que tiene lugar en su presencia y en la que se tratan temas conocidos o de carácter general o cotidiano, cuando el discurso está articulado con claridad y en una variedad estándar de la lengua.

4. Comprende, en una conversación informal en la que participa, explicaciones o justificaciones de puntos de vista y opiniones sobre diversos asuntos de interés personal, cotidianos o menos habituales, así como la formulación de hipótesis, la expresión de sentimientos y la descripción de aspectos abstractos de temas como, p. e., la música, el cine, la literatura o los temas de actualidad.

5. Comprende, en una conversación formal, o entrevista en la que participa (p. e. en centros de estudios o de trabajo), información relevante y detalles sobre asuntos prácticos relativos a actividades académicas u ocupacionales de carácter habitual y predecible, siempre que pueda pedir que se le repita, o que se reformule, aclare o elabore, algo de lo que se le ha dicho.

6. Distingue, con apoyo visual o escrito, las ideas principales e información relevante en presentaciones o charlas bien estructuradas y de exposición clara sobre temas conocidos o de su interés relacionados con el ámbito educativo u ocupacional (p. e., sobre un tema académico o de divulgación científica, o una charla sobre la formación profesional en otros países).

7. Identifica la idea principal y aspectos significativos de noticias de televisión claramente articuladas cuando hay apoyo visual que complementa el discurso, así como lo esencial de anuncios publicitarios, series y películas bien estructurados y articulados con claridad, en una variedad estándar de la lengua, y cuando las imágenes facilitan la comprensión.

Bloque 2. Producción de textos orales: expresión e interacción

Criterios de evaluación

Producir textos breves o de longitud media, tanto en conversación cara a cara como por teléfono u otros medios técnicos, en un registro formal, neutro o informal, en los que se intercambian información, ideas y opiniones, se justifican de manera simple pero suficiente los motivos de acciones y planes, y se formulan hipótesis, aunque a veces haya titubeos para buscar expresiones, pausas para reformular y organizar el discurso y sea necesario repetir lo dicho para ayudar al interlocutor a comprender algunos detalles.

Conocer y saber aplicar las estrategias más adecuadas para producir textos orales monológicos o dialógicos breves o de longitud media, y de estructura simple y clara, explotando los recursos de los que se dispone y limitando la expresión a los mismos; recurriendo, entre otros, a procedimientos como la definición simple de elementos para los que no se tienen las palabras precisas, o comenzando de nuevo con una nueva estrategia cuando falla la comunicación.

Incorporar a la producción del texto oral monológico o dialógico los conocimientos socioculturales y sociolingüísticos adquiridos relativos a relaciones interpersonales y convenciones sociales en los ámbitos personal, público, educativo y ocupacional/laboral, seleccionando y aportando información necesaria y pertinente, ajustando de manera adecuada la expresión al destinatario, al propósito comunicativo, al tema tratado y al canal de comunicación, y expresando opiniones y puntos de vista con la cortesía necesaria.

Llevar a cabo las funciones requeridas por el propósito comunicativo, utilizando un repertorio de exponentes comunes de dichas funciones y los patrones discursivos habituales para iniciar y concluir el texto adecuadamente, organizar la información de manera clara, ampliarla con ejemplos o resumirla.

Mostrar un buen control, aunque con alguna influencia de la primera lengua u otras, sobre un amplio repertorio de estructuras sintácticas comunes, y seleccionar los elementos adecuados de coherencia y de cohesión textual para organizar el discurso de manera sencilla pero eficaz.

Conocer y utilizar léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, y un repertorio limitado de expresiones y modismos de uso frecuente.

Pronunciar y entonar los enunciados de manera clara y comprensible, si bien los interlocutores pueden necesitar repeticiones si se trata de palabras y estructuras poco frecuentes, en cuya articulación pueden cometerse errores que no interrumpen la comunicación.

Mantener el ritmo del discurso con la fluidez suficiente para hacer comprensible el mensaje cuando las intervenciones son breves o de longitud media, aunque puedan producirse pausas, vacilaciones ocasionales o reformulaciones de lo que se quiere expresar en situaciones menos habituales o en intervenciones más largas.

Interactuar de manera sencilla pero efectiva en intercambios claramente estructurados, utilizando fórmulas o indicaciones habituales para tomar o ceder el turno de palabra, aunque se pueda necesitar la ayuda del interlocutor.

Estándares de aprendizaje evaluables

1. Hace presentaciones breves, bien estructuradas, ensayadas previamente y con apoyo visual (p.e. PowerPoint), sobre aspectos concretos de temas académicos u ocupacionales de su interés, organizando la información básica de manera coherente, explicando las ideas principales brevemente y con claridad y respondiendo a preguntas sencillas de los oyentes articuladas de manera clara y a velocidad media.

2. Se desenvuelve adecuadamente en situaciones cotidianas y menos habituales que pueden surgir durante un viaje o estancia en otros países por motivos personales, educativos u ocupacionales (transporte, alojamiento, comidas, compras, estudios, trabajo, relaciones con las autoridades, salud, ocio), y sabe solicitar atención, información, ayuda o explicaciones, y hacer una reclamación o una gestión formal de manera sencilla pero correcta y adecuada al contexto.

3. Participa adecuadamente en conversaciones informales cara a cara o por teléfono u otros medios técnicos, sobre asuntos cotidianos o menos habituales, en las que intercambia información y expresa y justifica brevemente opiniones y puntos de vista; narra y describe de forma coherente hechos ocurridos en el pasado o planes de futuro reales o inventados; formula hipótesis; hace sugerencias; pide y da indicaciones o instrucciones con cierto detalle; expresa y justifica sentimientos, y describe aspectos concretos y abstractos de temas como, por ejemplo, la música, el cine, la literatura o los temas de actualidad.

4. Toma parte en conversaciones formales, entrevistas y reuniones de carácter académico u ocupacional, sobre temas habituales en estos contextos, intercambiando información pertinente sobre hechos concretos, pidiendo y dando instrucciones o soluciones a problemas prácticos, planteando sus puntos de vista de manera sencilla y con claridad, y razonando y explicando brevemente y de manera coherente sus acciones, opiniones y planes.

Bloque 3. Comprensión de textos escritos

Criterios de evaluación

Identificarla información esencial, los puntos más relevantes y detalles importantes en textos, tanto en formato impreso como en soporte digital, breves o de longitud media y bien estructurados, escritos en un registro formal, informal o neutro, que traten de asuntos cotidianos o menos habituales, de temas de interés o relevantes para los propios estudios, ocupación o trabajo y que contengan estructuras y un léxico de uso común, tanto de carácter general como más específico.

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

Conocer, y utilizar para la comprensión del texto, los aspectos sociolingüísticos relativos a la vida cotidiana (hábitos y actividades de estudio, trabajo y ocio), condiciones de vida (hábitat, estructura socio-económica), relaciones interpersonales (generacionales, o en el ámbito educativo, ocupacional e institucional), y convenciones sociales (actitudes, valores), así como los aspectos culturales generales que permitan comprender información e ideas presentes en el texto (p. e. de carácter histórico o literario).

Distinguir la función o funciones comunicativas más relevantes del texto y un repertorio de sus exponentes más comunes, así como patrones discursivos de uso frecuente relativos a la organización y ampliación o reestructuración de la información (p. e. nueva frente a conocida; ejemplificación; resumen).

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

Reconocer léxico escrito de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, y un repertorio limitado de expresiones y modismos de uso frecuente cuando el contexto o el apoyo visual facilitan la comprensión.

Reconocer las principales convenciones de formato, tipográficas, ortográficas y de puntuación, así como abreviaturas y símbolos de uso común y más específico (p. e. &, ¥), y sus significados asociados.

Estándares de aprendizaje evaluables

1. Identifica información relevante en instrucciones detalladas sobre el uso de aparatos, dispositivos o programas informáticos, y sobre la realización de actividades y normas de seguridad o de convivencia (p. e. en un evento cultural, en una residencia de estudiantes o en un contexto ocupacional).

2. Entiende el sentido general, los puntos principales e información relevante de anuncios y comunicaciones de carácter público, institucional o corporativo y claramente estructurados, relacionados con asuntos de su interés personal, académico u ocupacional (p. e. sobre ocio, cursos, becas, ofertas de trabajo).

3. Comprende correspondencia personal, en cualquier soporte incluyendo foros online o blogs, en la que se describen con cierto detalle hechos y experiencias, impresiones y

sentimientos; se narran hechos y experiencias, reales o imaginarios, y se intercambian información, ideas y opiniones sobre aspectos tanto abstractos como concretos de temas generales, conocidos o de su interés.

4. Entiende lo suficiente de cartas, faxes o correos electrónicos de carácter formal, oficial o institucional como para poder reaccionar en consecuencia (p. e. si se le solicitan documentos para una estancia de estudios en el extranjero).

5. Localiza con facilidad información específica de carácter concreto en textos periodísticos en cualquier soporte, bien estructurados y de extensión media, tales como noticias glosadas; reconoce ideas significativas de artículos divulgativos sencillos, e identifica las conclusiones principales en textos de carácter claramente argumentativo, siempre que pueda releer las secciones difíciles.

6. Entiende información específica de carácter concreto en páginas Web y otros materiales de referencia o consulta claramente estructurados (p. e. enciclopedias, diccionarios, monografías, presentaciones) sobre temas relativos a materias académicas o asuntos ocupacionales relacionados con su especialidad o con sus intereses.

7. Comprende los aspectos generales y los detalles más relevantes de textos de ficción y textos literarios contemporáneos breves, bien estructurados y en una variante estándar de la lengua, en los que el argumento es lineal y puede seguirse sin dificultad, y los personajes y sus relaciones se describen de manera clara y sencilla.

Bloque 4. Producción de textos escritos: expresión e interacción

Criterios de evaluación

Escribir, en papel o en soporte electrónico, textos breves o de longitud media, coherentes y de estructura clara, sobre temas de interés personal, o asuntos cotidianos o menos habituales, en un registro formal, neutro o informal, utilizando adecuadamente los recursos de cohesión, las convenciones ortográficas y los signos de puntuación más comunes, y mostrando un control razonable de expresiones, estructuras y un léxico de uso frecuente, tanto de carácter general como más específico dentro de la propia área de especialización o de interés.

Conocer, seleccionar y aplicar las estrategias más adecuadas para elaborar textos escritos breves o de media longitud, p. e. rephraseando estructuras a partir de otros textos de características y propósitos comunicativos similares, o redactando borradores previos.

Incorporar a la producción del texto escrito los conocimientos socioculturales y sociolingüísticos adquiridos relativos a relaciones interpersonales y convenciones sociales en los ámbitos personal, público, educativo y ocupacional/laboral, seleccionando y aportando información necesaria y pertinente, ajustando de manera adecuada la expresión al destinatario, al propósito comunicativo, al tema tratado y al soporte textual, y expresando opiniones y puntos de vista con la cortesía necesaria.

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

habituales para iniciar y concluir el texto escrito adecuadamente, organizar la información de manera clara, ampliarla con ejemplos o resumirla.

Mostrar un buen control, aunque con alguna influencia de la primera lengua u otras, sobre un amplio repertorio de estructuras sintácticas comunes, y seleccionar los elementos adecuados de coherencia y de cohesión textual para organizar el discurso de manera sencilla pero eficaz.

Conocer y utilizar léxico escrito de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, y un repertorio limitado de expresiones y modismos de uso frecuente.

Utilizar las convenciones ortográficas, de puntuación y de formato más frecuentes con razonable corrección de modo que se comprenda el mensaje, aunque puede darse alguna influencia de la primera u otras lenguas; saber manejar los recursos básicos de procesamiento de textos para corregir los errores ortográficos de los textos que se producen en formato electrónico, y adaptarse a las convenciones comunes de escritura de textos en Internet (p. e. abreviaciones u otros en chats).

Estándares de aprendizaje evaluables

1. Completa un cuestionario detallado con información personal, académica o laboral (p. e. para hacerse miembro de una asociación, o para solicitar una beca).
2. Escribe su curriculum vitae en formato electrónico, siguiendo, p. e., el modelo Europass.
3. Toma notas, mensajes y apuntes con información sencilla y relevante sobre asuntos habituales y aspectos concretos en los ámbitos personal, académico y ocupacional dentro de su especialidad o área de interés.
4. Escribe notas, anuncios, mensajes y comentarios breves, en cualquier soporte, en los que solicita y transmite información y opiniones sencillas y en los que resalta los aspectos que le resultan importantes (p. e. en una página Web o una revista juveniles, o dirigidos a un profesor o profesora o un compañero), respetando las convenciones y normas de cortesía y de la netiqueta.
5. Escribe, en un formato convencional, informes breves y sencillos en los que da información esencial sobre un tema académico, ocupacional, o menos habitual (p. e. un accidente), describiendo brevemente situaciones, personas, objetos y lugares; narrando acontecimientos en una clara secuencia lineal, y explicando de manera sencilla los motivos de ciertas acciones.
6. Escribe correspondencia personal y participa en foros, blogs y chats en los que describe experiencias, impresiones y sentimientos; narra, de forma lineal y coherente, hechos relacionados con su ámbito de interés, actividades y experiencias pasadas (p. e. sobre un viaje, sus mejores vacaciones, un acontecimiento importante, un libro, una película), o hechos imaginarios; e intercambia información e ideas sobre temas concretos, señalando los aspectos que le parecen importantes y justificando brevemente sus opiniones sobre los mismos.

7. Escribe correspondencia formal básica, dirigida a instituciones públicas o privadas o entidades comerciales, fundamentalmente destinada a pedir o dar información, solicitar un servicio o realizar una reclamación u otra gestión sencilla, observando las convenciones formales y normas de cortesía usuales en este tipo de textos.

7.2 Evaluation Process of this Syllabus

The academic year is divided into three semesters, with each term having its marks divided into five sections. The division of percentages observed by the secondary section of the school in the *Programación General de Aula* for foreign languages dictates that each semester, a student is assessed by the following criteria: Forty percent would be allotted to exams and tests, twenty five percent would be allotted to group projects, fifteen percent to self-evaluation questionnaires, ten percent would be given for the Language Assistant's sessions, and the final ten percent would be given to students' attitude and behavior in class.

Exams and tests	40%
Group projects	25%
Speaking and attitude during LA sessions	10%
Participation, attitude attendance	5%
Note-taking and Homework	5%
Self-evaluation questionnaires	15%

Forty percent would be allotted to exams, which will be evaluated based on student performance in the exam. This would be in the form of unit tests that assess students' acquisition of grammar and vocabulary content of the unit studied. These tests would usually take place at the end of the didactic units. At the end of each term, students would be given a global exam which would be worth on its own 15% of their final test mark. Regular exams would be allotted the remaining 25%.

During group projects, students will be evaluated individually and as a group. They will be asked to evaluate their effort and that of the group. The result of the project will also be assessed, and the total percentage would be worth 25% of their final mark for the term. This will be done through self-evaluation questionnaires they will answer based

on their collaboration in the group project and their assessment of the group itself. Some of the self-evaluation questions they will be assessed on will be in the following style:

Name and Surname:
Evaluate your performance by answering the following questions as honestly as possible:

How do you feel you contributed to this project?

Do you feel the work was fairly distributed?

On a scale of 1 to 5, with 1 being low and 5 being high, rate your own performance. Be honest. 1 2 3 4 5

Do you feel that your group mates did their share of the work? Why and how?

On a scale of 1 to 5, with 1 being low and 5 being high, rate your group's performance.
 1 2 3 4 5

Ten percent will be allocated to the Language Assistant's (or LA) hours. The LA will help to assess students using speaking activities with questions from the different units studied. Students will be placed in groups of 4 or in pairs and will be required to answer questions posed by the Assistant. Part of this ten percent involve students' attitude, participation and motivation during this session alone. They are assessed on how well they work in teams and as a group when in sessions with the Assistant. The Assistant will be provided with a general rubric to help evaluate students which the teacher will later consult. The final mark is allotted by the teacher. The opinion of the Assistant will be taken into account and valued as students' behavior and performance with them is just as important as it is with their teacher. These criteria of attitude and behavior will be considered separately and only allotted for the LA's sessions. Behavior and attitude during regular sessions will be evaluated separately by the teacher as well. Below is the rubric to aid the LA in their assessment of students.

1. Speaking Rubric for Language Assistant with one being the least mark and 4 being the highest mark.

Aspect to evaluate	1	2	3	4
Pronunciation	Student has a great deal of difficulty with pronunciation which impedes ability to be understood.	Student has difficulty with pronunciation, impeding their being understood when speaking.	Student has little difficulty with pronunciation. Has some fluency to express self.	Student has no difficulty with pronunciation. Student pronounces fluently and with ease when speaking
Fluency	Student has little to no fluency. Student hesitates when speaking. Lacks ability to speak in continuous sentences.	Student has some fluency. Student is able to express self but still hesitates at some points when speaking and has to stop to think	Student has moderate fluency but from time to time hesitates when speaking with few pauses.	Student has great fluency. Student barely hesitates when speaking with little to no pauses.
Grammar	Student has little control of grammatic expressions and structures when speaking	Student has some control of grammatic expressions and structures when speaking	Student has moderate control of grammatic expressions and structures when speaking	Student has great dominance of grammatic structures and expressions when speaking
Grammar and vocabulary	Student has little control of vocabulary when speaking	Student has some control of vocabulary when speaking	Student has moderate control of vocabulary when speaking	Student has great of vocabulary when speaking
Discourse coherence	Student has little coherence when speaking about a certain topic. Lacks in ability to fluently express self	Student has some coherence when speaking. Is able to express self, but pauses and what is said is not always logical	Student has moderate coherence when speaking. What is said is mostly logical and somewhat well expressed.	Student has a high level of coherence when speaking and what is said is extremely logical and well expressed.

Another ten percent represents students' attitude, behavior, motivation, adequate materials provided by the student, homework, and participation during regular classroom sessions. It is important to note that students will lose a total of 0.25 points throughout the course for not completing homework. This could imply a total loss of one point in the final mark of an evaluation as it is cumulative. This final ten percent would be divided into 5% allotted to attitude, participation, and attendance, and the other 5% is allotted to note-taking and homework. The teacher would carry out this part of the assessment by observing students when working in groups or pairs and their general attitude and demeanor in class. Their homework and note taking would be assessed with regular checkups done by the teacher a few times a semester, to ensure students are consistent with these activities.

Fifteen percent will be allotted to self-evaluation questionnaires students would answer at least ten times during each term. This would be at the end of random classroom sessions and would be in the style of the group project evaluation mentioned earlier. It would be an individual questionnaire prepared by the teacher based on the individual class given during the didactic unit or the questionnaire could be based on the entire unit. Here are two examples. The first is for one class, and the second is for a unit as a whole:

<p>Name and Surname:</p> <p>Answer these questions honestly:</p> <p>What do you feel you have learned in today's session?</p> <p>.....</p> <p>Do you think your attitude in today's session was appropriate for the classroom? Why, why not?</p> <p>.....</p> <p>Could you have participated more? Yes or No</p> <p>Reflect on the most interesting thing done in today's session and explain why you think it is the most interesting thing in your opinion:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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<p>Name and Surname:</p> <p>Answer these questions honestly:</p> <p>What do you feel you have learned in this unit?</p> <p>.....</p> <p>Do you think you will use what you learned in a future situation? How?</p> <p>.....</p> <p>Could you have participated in this unit more? Yes or No</p> <p>Reflect on the most interesting thing done in this unit and explain why you think it is the most interesting thing in your opinion:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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As the evaluation process is cumulative, students will be assessed based on the final term examination, yet their work and effort during the evaluation period itself will also be taken into consideration. As mentioned previously, each student is to be evaluated in a fair and just manner, despite students' mixed abilities within the classroom. Classroom material, resources and examinations will be adapted to the needs of the students. This will be described later in this syllabus.

If a student fails an evaluation, they can recuperate it during the following term, as all examinations include prior content. Students will recuperate the previous evaluation if they pass the current process of evaluation. If a student fails the second term, this does not imply they will fail the first one. A student must, however, have passed each of the three terms or passed the final, third semester in order to move up a grade.

In the final and third term, the final examination will include all academic content imparted during the entire academic year. If a student passes the third term, they will automatically have made up the previously failed evaluations. If they do not exceed the academic contents, the student must take the exceptional final examinations in June to be able to pass the year and move on to the next grade (translated from the *Programación General de Aula Lenguas Extranjeras ESO y Bachillerato* document).

Below are some examples of rubrics to be used in the syllabus to evaluate students' performance in a fair manner. This rubric is to assess individual student performance in project presentation with one being the lowest criteria and 4 the highest criterion:

Aspect to evaluate	1	2	3	4
Content presentation	Student hardly knows content being presented	Student somewhat knows content being presented	Student presents content well enough	Student presents content clearly?
Vocabulary	Student lacks vocabulary to express self	Student is able to present using some vocabulary	Student is able to present using correct vocabulary with moderate fluency	Student is able to present with great fluency using the correct vocabulary
Grammar	Student lacks grammar structures when presenting	Student is able to present using some grammatic structures	Student is able to present using correct grammatic structures with moderate fluency	Student is able to present with great fluency using the correct grammatic structures.
Discourse	Student lacks ability to express self when speaking	Student has ability to express moderately express self when speaking	Student has ability to express self with certain range of fluency when speaking.	Student is able to express self easily and fluently when speaking
Pronunciation and discourse	Student has difficulty in pronunciation, impeding understanding	Student has some difficulty in pronunciation, is somewhat understandable.	Student has little difficulty in pronunciation, is mostly understandable	Student pronounces with fluency is excellent. No impediment in understanding
Presentation Structure	Student's research is lacking in coherence and structure	Student's research is lacking in some coherence and some structure	Student's research is well carried out and somewhat coherent	Student's research is coherent and excellently structured
Depth of content presented	Student lacks depth in content presented	Student's content has some depth, yet still lacking key elements	Student's content has moderate elaboration but missing few elements	Student's content presented is well organised and well researched.
Student's group contribution	Student does not collaborate with group and does not do their part	Student collaborates sometimes and does some of the work	Student collaborates often and does most of the work	Student collaborates and does their part excellently

Rubric to assess group during project with one being the of the least value and 3 being the highest:

Aspects to evaluate in the group	1	2	3
Cohesion	Group is not so cohesive and does not work well together	Group is somewhat cohesive but could work better together	Group works well together and is cohesive
Division of tasks	Group does not divide tasks fairly	Group divides tasks in a somewhat fair manner	Group divides tasks in a very fair manner
Contribution to presentation	Group performance when presenting lacks cohesion and information presented is not equally distributed	Group performance could be improvable when presenting and information presented is somewhat equally distributed	Group performance was excellently done. Content is fairly distributed between members.

8 Complementary Activities

These are the activities that are organised by the school for students to complement their studies. These types of activities would be field trips to museums and plays. They would also be related to the school's celebrations for the its patron saint, Saint Joseph and other religious holidays recognizing the major holidays such as Christmas and Easter. In this syllabus, one of the Didactic Units will be solely about Christmas. With the support of their teachers, students of fourth *ESO* would be involved in all of these events and trips in one way or another. They will be detailed below:

8.1 Field trips

According to Explorable Places, an educational website which discusses this topic, it states that “a field trip is one of the best tools that we can use to provide every student with real-world experiences. ... each experience that a student participates in contributes to their understanding of the world” (2020). This philosophy coincides with the importance of maximizing a student's education based on experiences, encouraging them to investigate and learn. These experiences are necessary as they not only compliment a student's education, they help in increasing the type of exposure to different types of activities. The more varied the experiences, and the more a student enjoys them, the more they commit these experiences to memory. As mentioned by Harmer, (2014), “good teachers ... need to provide a rich diet of learning experiences which encourage their students to get information from a variety of sources” (Harmer, 2014, page 82). Taking students on a field trip creates this “rich diet of learning experiences” where students are exposed to enriching and varied situations to increase their learning and supplement it.

An example of a field trip done is going to an English play. This would be organized by the English Department and it would complement students' exposure to the language in a different environment. It would happen around mid-year during February to be exact. The objective would be to watch a play loosely based on the unit topics seen around these dates. It would be a play based on an English-speaking country if possible, as the unit studied beforehand is about Canada. The main aim here is to supplement students' cultural awareness. The objective would be for them to see a work of theatre while being exposed to a different educational format. This would be through an English-

speaking theatre company so that students would supplement their English studies and listen to different accents. Students would be required to pay a small fee to access the theatre and for the transportation which would be organised by the Department of English itself.

As the English teacher, it would be necessary to pre-teach aspects of the play which students will see for them to have some sort of exposure and a reference to its topic. As part of the pre-teaching process, students are to be assigned a KWL table, where they write what they knew about the topic, what they want to know and then what they learn from watching the play afterwards. This would make the experience more meaningful for them. Students are later assigned a writing assignment for after or a small presentation, their choice. This activity would complement Unit 6 of this syllabus, piquing their curiosity about other English-speaking countries and cultures and exposing them to as much English as possible.

8.2 Celebrations and holidays

There are days in every academic school year that are dedicated to celebrations of special festivities and saints. In *Patrocinio San José*, a day that is recognised by the school is of course the school's patron saint, Saint Joseph, as per the school's name. Annually, students of fourth of ESO prepare a sort of celebratory performance carried out by each class. It is called *pregón*, which is like an opening ceremony led and prepared by students for the rest of the student body.

This celebration is indeed special for students of the school, as each person who passes through fourth ESO recognises it as a rite of passage and a form of carrying the torch from previous years. Students work hard to prepare performances and dances that they do for the rest of the school and various types of celebrations happen during this week leading up the Saint Joseph in most grades. It is a tradition for students of fourth ESO to prepare their dances on a yearly basis. Students would be given time from all their classes to prepare these celebrations and performances, and therefore would be directly involved in the celebration of the school's saint.

Christmas is also an important celebration in the school. Students of first of *Bachillerato* prepare another *pregón* for the rest of the student body on the last day of

classes. To students, these types of celebrations are a break from the monotonous routine of their day to day and also a way of continuing the tradition of preparing performances for the rest of the student body. Christmas mass is also celebrated, and within the classroom setting, teachers plan and implement Christmas related activities. This syllabus will carry out an entire unit based on Christmas celebrations from around the world, thus fomenting students' Competence in Cultural Awareness and Expression. Other celebrations are recognised by the school, as well as special days for fundraising for charities before Christmas, Easter, and Sports and Health Week.

Students in fourth *ESO* would be directly involved in the preparation and organization of a charity breakfast in December. Later in Health and Sports Week, they participate in the sports events that are planned by the Physical Education Department. During this week, students are encouraged to bring a type of fruit per day and they can also play a variety of sports activities other than the typical ones during recess. These special days are not part of the Didactic Units of this syllabus, however as mentioned, they carry an important weight in the advancement of students' education, as they complement the 7 Key Competences that are mentioned in the Spanish legislation. Not only that, but there are moments, such as with the *pregón* and the charity breakfast, where students of fourth *ESO* are strongly involved and taking part of events that are carried out for the rest of the educational community.

9 Attention to Diversity

As observed in Articles 16 and 17 of the Royal Decree 48 from May 14th, 2015, the Community of Madrid stipulates the following legislation with regards to students with specific needs and requiring specialised educational attention. It also includes students requiring attention to their diverse needs. This syllabus will illustrate the specific plans to help aide said students with specific learning difficulties. Below is the specific legislation:

Artículo 16.- Alumnos con necesidad específica de atención educativa ([3])

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

[Por Orden 1493/2015, de 22 de mayo, de la Consejería de Educación, Juventud y Deporte, se regula la evaluación y la promoción de los alumnos con necesidad específica de apoyo educativo, que cursen segundo ciclo de Educación Infantil, Educación Primaria y Enseñanza Básica Obligatoria, así como la flexibilización de la duración de las enseñanzas de los alumnos con altas capacidades intelectuales en la Comunidad de Madrid]

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

3. Las adaptaciones significativas de los elementos del currículo que sean necesarias para atender a los alumnos con necesidades educativas especiales se harán de acuerdo con lo que la Consejería con competencias en materia de educación determine. La evaluación continua y la promoción tomarán como referente los elementos fijados en dichas adaptaciones. En cualquier caso los alumnos con adaptaciones curriculares significativas deberán superar la evaluación final para poder obtener el título correspondiente.

La escolarización de los alumnos con necesidades educativas especiales en centros ordinarios podrá prolongarse un año más, sin menoscabo de lo dispuesto en el artículo 28.5 de la Ley Orgánica 2/2006, de 3 de mayo, según el cual el alumno podrá repetir el mismo curso una sola vez y dos veces como máximo dentro de la etapa. Cuando esta segunda repetición deba producirse en tercero o cuarto curso, se prolongará un año el límite de edad al que se refiere el apartado 2 del artículo 4 de dicha ley. Excepcionalmente, un alumno podrá repetir una segunda vez en cuarto curso si no ha repetido en los cursos anteriores de la etapa.

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

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

Artículo 17.- Atención a la diversidad y la organización flexible de las enseñanzas

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

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

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

9.1 Attention to Diversity in this Syllabus

This syllabus recognises the approach taken by the school in order to modify and adapt the contents or methodology so that all students will be able to reach the established objectives. Classrooms today, as Harmer observes, are composed of “mixed ability” students (2014). Harmer states that “all classes have students with a mixture of different abilities and language levels” (Harmer, 2014, page 143). It is important to recognise these differences and as this syllabus will try to do, adapt to the needs of the students.

Some students will need activities to be amplified as they will respond better to them, and the activities in themselves will appeal to their needs. Other students will need instructions to be repeated, or perhaps written down. Each case is different, however the important thing, according to *Patricinio San José's Programación General de Aula* is

that these differences are attended to and needs are met. Sometimes, this can be done by directly approaching a student and asking them, as Harmer proposes.

According to the Didactic Programming of the school, the adaptations will revolve around:

1. Time and rhythm of teaching
2. Support within the classroom setting by specialised teachers, these could be personal, complementary, or personal
3. A more personalised methodology
4. Accessibility to curricular aspects for student with special educational needs
5. Reinforcement of learning techniques
6. Improvement of methods, habits and attitudes in order to help motivate students
7. Meaningful curricular adaptations
8. Increase in Guidance Counsellor attention carried out by the school's *Orientadora*, the school's psychologist.
9. Specialised attention for students with personalised attention, hospitalization or sickness
10. Curricular enrichment
11. Adapted evaluations to the needs of these students

The purpose of this syllabus is to best attend to the needs of students in the most comprehensive way possible. Whether it be through the use of teaching methods that help to strengthen language acquisition, or the teacher knowing their student, it is important to remember the necessity of attention to the variety of needs of students. Below is an explanation of what is to be done in said cases. Classrooms today as Harmer states are filled with mixed-abilities students, and these students need a type of teaching that at times may need to be differentiated, as it will attend to their needs in the best format possible:

9.2 Slow learners

The idea to help students with learning difficulties is by providing them with writing prompts and options to choose the type of tasks or how they will carry them out. Students will be assessed in the same manner, fairly and equally. They will be asked to

carry out similar activities, but with the ability to choose how they will carry them out which will differ. They may be given writing prompts mentioned in the didactic units and will be encouraged to create their own dictionaries or vocabulary lists. They are given a choice in how they do certain activities to suit their needs.

Placing students in pairs during the school year will appeal to the variety in their learning styles. Students with learning difficulties will have the opportunity to work with gifted students for example, and this will thus aid the gifted student to impart their knowledge and skills to the student with difficulties. These difficulties could be diagnosed, or they could simply be that a student is not as strongly abled when it comes to English. It is important to keep in mind these students need motivation and encouragement from the teacher, yet the support from their peers is also an important element to supplement their education and strengthen it. A student who is given this caretaker type role may flourish in being a supportive figure to their classmate, and the student receiving the help of their peer may feel more comfortable receiving support from someone who they feel is their equal, and thus feel less intimidated by the language being studied.

9.3 Variety in learning styles

As J. Harmer tells his readers in his book *The Practice of English Language Teaching: Fifth Edition*, “all classes have students with a mixture of different abilities and language levels” (2014). This type of diversity in the classroom is inevitable, as students come from a variety of backgrounds and situations and each has their own personalities and ways of learning things (Harmer, 2014, p. 143). Harmer discusses two ideas practiced in classroom settings around the world: Streaming and differentiation.

Streaming means, in other words, they are “regrouped for language lessons according to their abilities” (p. 143). The solution to this problem is differentiation, in which “there is a variety of learning options designed around students’ different abilities and interests” (Harmer, 2014, p, 143). This could entail more work for a teacher, yet it may be necessary in order to have a successful classroom. The idea is to have students carrying out an activity in a different fashion. Harmer suggest adapting the material, where some of it may be more intense or less, depending on the student’s level and ability. Another thing Harmer suggests is giving students autonomy in what they do in class and

allowing them to choose the type of exercise they do. Essentially, these students will learn the same content, yet the format in which they receive it will differ.

As directly quoted in Harmer, some of the actions a teacher may take are the following:

- Give different students different tasks
- Give the students different roles/levels of support
- Challenge early finishers
- Encourage different student responses
- Identify strengths (linguistic or non-linguistic) (Harmer, 2014, p. 146).

The key is that students' needs will be met, varying in level. In giving them different tasks, one student may receive a text, while another may be required to research information on the same topic. When it comes to giving them varied level of support, meaning in the case of a debate, a teacher may offer one of the teams material to help them argue their point while the other may have to research the material as they will be able to do this with more ease (Harmer, 2014). In the Student's Book, this is depicted with giving students options to choose from when carrying out certain exercises. They are given the choice to carry out certain activities in more than one way, whether it be through researching information or simply using the information available to them from the book itself.

Within this, it is necessary to keep those that finish tasks earlier than others in mind, and to keep their feelings, in mind while doing so. Harmer's suggestion involves "extension tasks to reward their efforts and challenge them" (Harmer 2014, p. 145). These types of tasks might involve the student for example choosing, as in Unit 5, to write a Curriculum Vitae and not just a cover letter. The student knows that this is something that has a personal benefit for them in the end and knows it would also be a challenge that would appeal to their interests. Another idea can be found in Unit 6 where students are given facts about Canada yet are able to also research them for themselves if they choose to do so. In doing activities such as these, where students are able to choose what they will do. When given the choice, students often feel motivated to give more, from personal experience (British Council: Extension Task).

Other suggestions by Harmer include the next two interesting ideas shown in the Student's Book, since students are given the choice to be able to carry out exercises in a different format, an idea would be allowing them to write their response in an essay, while

others are expected to write statements. These are called flexible tasks and can be helpful to accommodate the needs of students (Harmer, 2014, p. 145).

Finally, Harmer's last suggestion is giving students the opportunity to demonstrate not just linguistic capabilities in the classroom, but in reality, something they are good at, such as drawing for example. (Harmer, 2014). Allowing students to display their strengths is a great way to boost their confidence and especially in the English language. An idea can be having them be the ones to organize the division of tasks in a group project and having them be responsible for making educational posters in the classroom to promote the unit topics for example. These types of activities promote creativity and allow students to take pride in their contributions.

This syllabus presents contents in multi-modal formats. That is to say, for example in Unit 6, when students must write a biography, they are presented with a video exercise that practices their audio skills while they are answering questions relating to the video through an EdPuzzle style video created by the teacher. The idea is that students can practice the contents they are learning in as many ways as possible, appealing to the multiple intelligences present in the classroom. Some students are visual learners, with the option to study or learn a concept through a visual thinking diagram to help them learn certain concepts, some are audio learners and are exposed to videos about common topics and themes such as videos of famous pop star singers, and some are kinaesthetic learners and learn by movement type activities. The teacher would appeal to interpersonal elements such as through debates and presentations and project work. The goal of the teacher is to lead students in the process of learning with as many possibilities for them to internalize information as possible.

This can appeal to the fact that students have different ways of dealing with learning situations, yet, allowing them to respond in a way that works for them, and not only that, but that appeals to them, will help them perform better.

9.4 Dyslexia

Students with dyslexia can have either modification or accommodation when it comes to activities and exercises in a classroom setting. According to Dyslexiaida.org, accommodation means that the format of instruction is modified, in the sense that what is

taught is “made to allow a student to demonstrate knowledge, skills, and abilities without lowering learning or performance expectations and without changing what is being measured” (International Dyslexia Association, 2020). This means that the same content is taught, but the style use to teach is modified. There is then the concept of modification, which means that the format of instruction is also changed as well as expectations of the students. Between modification and accommodation, either adaptation needs to be done based on the needs of the student. Some suggestions could be “verbal instruction, larger print, repetition of instructions, highlighted text, etc (International Dyslexia Association, 2020).

In this syllabus, adjustments such as the use of repeated instructions and larger print will be utilised to help aide dyslexic students. Instructions will also be repeated verbally in order to aid them, along with exercises such as Quizziz and Kahoot! with more time given to each question. Students will also be given more time for the writing exercises for example. In the case of texts, students will be given the adjustment of a larger font with fewer items on the page and writing prompts.

9.5 Gifted Students or Fast Learners

According to the National Association for Gifted Children, it is important that lessons have elements such as curriculum compacting which means what is being taught is grouped together to help a student learn something in a quicker way. It also suggests these students be grouped together (National Association for Gifted Children, 2020). When it comes to this syllabus, it could be pairing these students during certain activities. It could also involve asking them to help teach complicated concepts to other students. The assumption is that grammar concepts taught are known and have been studied in previous years and therefore these students can lead the way in teaching. These students can also be paired with weaker students to help them feel a sense of protagonism in the classroom.

They can also be provided with more options in class to carry out activities, perhaps at a higher level. Students will be given a chance to choose the type of activity or how they will carry out certain writing assignments for example. At some points, they will be permitted to research their activity if they choose to do so. The key is that the

teacher tries to motivate these students by using topics that interest them, as in this syllabus.

9.6 Visually Impaired Learners

These learners are able to record classes in order to take advantage of them. Depending on the level of impairment, a teacher may print worksheets or handouts in larger fonts. Mainly a teacher must have their classes well prepared, having material that is adequately printed beforehand on the right paper. In the case of blindness, material would need to be prepared in Braille format. A teacher can also ensure seating a student with visual impairment near the front of the class if necessary, to visualize the board better and be nearer to the teacher to hear them better.

9.7 Hearing-Impaired Learners

These learners may not have a complete loss of hearing, yet they may wear some sort of device that amplifies sound. According to S. Watson on the ThoughtCo. website, students can wear these devices to which a teacher will have a microphone connected. The important thing is that the teacher should not shout as students will be more sensitive.

Furthermore, students with hearing difficulty should be given the choice in where to sit, as this will allow them to choose a decent vantage point to better hear the teacher. The teacher will also need to repeat instructions or vocabulary words, and when pre-teaching or teaching new vocabulary or grammar, write things on the board to reinforce what is said and give teaching prompts.

9.8 Autistic Learners

The most important thing with an autistic student is to have established routines that they can use and go by. They may also work well with visual aids that students can utilize to mark their routines or schedules. The use of timers during activities can also be useful for them to have a sense of the time and schedule they are working in. It is important that if there is some sort of change in classroom routines that these students be told beforehand as change is difficult for them to assimilate, more often than not. At times, it may be necessary for them to take a break as overstimulation can happen. A teacher

must also be aware of any potential bullying, not allowing it to happen. The teacher in this unit will try to use visuals and keep routines well established for these students.

9.9 Learners with ADHD

Students with ADHD require a great deal of support from the teacher in the classroom. According to A. Morin, students with ADHD may need a place in the classroom that is designated to be quiet for work. Having a written schedule or a schedule of established routines is also useful, along with material for the student to keep materials organized, such as folders or organizers. These students may need help to learn study strategies, and it is important to emphasize with them writing down tasks and assignments. In this unit, the teacher will help students to keep materials organized and repeat instructions. Students will be provided support when needed.

9.10 Cultural Diversity

Students will come to a classroom setting with their mixed-abilities, and they will have, or not, the tools and means to complement their education. This could be through technology or through private lessons, which seem to be the norm in Spanish students, yet there will always be students that arrive to a classroom without having studied English in the past for whatever reason. Perhaps they have just arrived to the country from one where English is not taught until a certain level in school. Whatever it is, cultural diversity is a type of diversity that will always exist in the classroom and in our multicultural world.

As C. A. Tomlinson says, and what teachers must take into account is that it is complicated “to see life as someone who experiences the world differently than you do. We particularly fail many students whose cultural background is different from our own” (Tomlinson, 2001, p. 63). It is necessary to tend to these differences and to take them into consideration, a task that is no easy feat. As both Harmer and Tomlinson suggest, teachers must ask students for ideas and suggestions, empowering students. In this way, students will learn in the best way possible. Sometimes, it is as simple as asking a student what works best for them, as they may possibly learn vocabulary better when they hear a text, or when they write it down. The most important thing is to promote mutual respect and empathy in the classroom setting, promoting the learning of new cultures and backgrounds whenever the teacher sees fit.

10 Guidance and Tutorial Action Department (*Plan Acción Tutorial*)

Patrocinio San José's Guidance Department serves the student body with issues regarding their needs. It consists of the school psychologist. Her role is to aide students with decisions regarding the direction their academic career will take. She is also responsible for imparting psychological and standard tests the school must give students, and students with particularly sensitive issues at home or relating to discipline that need extra attention. It is the department in the school responsible for the education of individuals who will be, as the school's slogan states that "students have to be prepared to take over the world" (*Bilingüismo*, 2020). It is a department that helps in fomenting future citizens of the world who are able to be independent, responsible, empathetic, and respectful towards one another.

The school also promotes the sense of cooperative work ethic. It is important that students learn to also work in groups and collaborate with one another in order to promote the mutual respect and work ethic needed for their futures. With the help of the Guidance and Tutorial Action Department, this is achieved.

Furthermore, this department collaborates with the different teachers of the school, offering students and teachers alike a support system. The school's psychologist offers a support as needed by the student body and is often present for problematic students or students with academic issues. The school's psychologist provides a support system to students, constantly keeping track and following up on their needs.

With regards to English classes in this syllabus, the Guidance and Tutorial Action Department provides support with English in any aspect students and teachers may need, promoting the language learning process. In the academic programming found in this syllabus, the book to be read by the students has been approved by the department, to provide a basis in the promotion of respect and empathy in students. The discussions of the books will help in the promotion of students' sense of identity and their sense of emotional intelligence.

In this syllabus, the teacher would carry out Ice Breaker activities as part of an introduction to the school year and to ease the transition for students from third of ESO to fourth of ESO. There would also be video activities shown during certain sessions to

raise cultural awareness for students and to raise discussions about certain topics that students deal with on a daily basis. These videos would be relating to current events that are happening around the world for example. Series would also be used, such *Atypical*, *The Good Doctor*, as well as films such as *Tall Girl* which deal with issues teenagers their age could face. These types of activities would give students a chance to discuss certain everyday topics that may arise for them.

Other activities a homeroom teacher will carry out involve helping students with time management and note taking, providing them with a network of support to best be able to be organized and learn how to study well and efficiently. Students would be shown to use resources such as Coggle to create visual thinking diagrams and visual mind maps to help them study better. Students would also be promoted to create a word journal or their own version of a personal dictionary to add to their list of vocabulary they are learning. This could even be done digitally with Padlet, which is a digital resource that acts as a wall and can store a great quantity of information. Students would be assigned to contribute to the teacher's Padlet by adding a useful resource they would be assigned to find for example.

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12 Didactic Units 5 and 6

Unit 5: Fame, Lights, Camera and Action!

The following Didactic Unit of this Course Syllabus is Unit 5, titled: Fame, Lights, Camera and Action! This unit has six sessions and also one session dedicated to the Language Assistant. This didactic unit will have students working in pairs which will attend to the diversity in learning styles. Class sessions are a total of 55 minutes long, 5 minutes are dedicated to warm up, and then there is a variation between presentation, practice, consolidation and round up.

Contents:

-Reported Speech: Statements, questions, orders and requests.
-Compound Adjectives: Number + Noun: 400-page book, twelve-hour day (if the compound adjective refers to a time period, the noun remains singular)

- Adjective + noun: short-length hair
- Adjective + Present participle: easy-going
- Noun + Present participle: English-speaking
- Noun + Adjective: world-famous
- Noun + Past participle: middle-aged
- Adverb + Past participle: highly-respected
- Adjective + Past participle: short-lived

Explanation for Compound Adjectives has been extracted from:
<https://www.grammar.cl/english/compound-adjectives.htm>

-The lexical contents are relating to movies, fame, the singing industry, and pop culture. This unit deals with themes and topics that are of interest to students.

Objectives:

-Application of grammatic structure using reporting verbs with a focus on vocabulary related to descriptions.

-Classification of different types of Reported Speech: Reported statements, questions, requests and orders. Understanding the differences between types of speech, dialogues and reported speech.

-Use of Compound Adjectives for descriptions. Construction of formal writing piece to apply for a job.

1 Class 1

This class will introduce the Didactic Unit which deals with Compound Adjectives.

1.1 Warm up

5 minutes

Teacher: Hello everyone, how are you?

Student: Well, thanks. And you?

Teacher: I'm doing okay. I want to tell you a story. Some years ago, I met this very interesting person while on a flight back to Madrid from Toronto.

Student: Really?

Teacher: Well, this person was middle-aged and very self-confident. She was well-dressed and brown-eyed and famous! Can you believe I met someone famous??

Student: I don't believe you teacher!

Teacher: Well, here is the conversation we had! I was amazed myself that I got so lucky to meet her and she kindly obliged to give me an interview!

1.2 Presentation

15 minutes

Teacher will project the interview for the students and model it for them. Teacher will elicit from students sentences they noticed that are used to describe Penelope Cruz using compound adjectives. Compound adjectives will be explained as teacher shows the highlighted words in the interview for students. Teacher will explain that compound adjectives are composed of two words and sometimes a hyphen. As students point out the first compound adjective, teacher will write them on the board and give an example about Penelope Cruz and elicit from students the rest of the phrases with compound adjectives. Teacher will later show the 8 possible types of compound adjectives. Grammar explanation extracted from: <https://www.grammar.cl/english/compound-adjectives.htm>

Expected answers of phrases to be extracted:

- You're a well-known actress
- Being well-dressed and recognized everywhere is overrated



- normal life of a hard-working person is something...
- you're not so easy-going,

- after all, I am not just a good-looking actress

Dialogue with students explaining

Compound adjectives:

Teacher: Well, everyone, what did you think of my interview with Penelope Cruz?

Student: I thought it was interesting. She said something about superpowers. Is that true??

Teacher: I suppose we will find out soon! Have you noticed any specific words used to describe her?

Student: Yes, I remember that you said "well-known actress" for example.

Teacher: Excellent! So, this would be a compound adjective. Let's see if we can find the rest guys. What do you see in common among them?

Student: That they have more than one word?

Teacher: Yes! Like for example, Penelope Cruz is a brown-eyed person. Let's see if you can find more examples. (Teacher writes well-known and brown-eyed on the board)

Student: Well-known, well-dressed, hard-working, easy-going, and good-looking

Teacher: Very good! Okay, so compound adjectives are adjectives that are composed of two or more words. For example, when I said to Penelope: "You're a well-known actress". Here I use the compound adjective well-known to describe her as a famous actress. Compound adjectives have a hyphen in the middle if they can't be separated. If they can be separated, that means we can put the word and in the middle.

Nicole: Good morning Ms. Cruz. It's so nice to meet you.

Penelope Cruz: Good morning Nicole.

Nicole: How are you? How is your acting career going?

Penelope: Everything is going well! I am happy with the direction my career is taking.

Nicole: What are some of your future acting plans? Can you give us some clues?

Penelope: Well, there could be a role where I have some powers....

Nicole: You're a **well-known** actress, but what would you have done had you not become famous?

Penelope: Had I not become famous; I would have worked as a teacher. Being **well-dressed** and recognized everywhere is overrated sometimes. Sometimes I wish life were more relaxed. Living a normal life of a **hard-working** person is something I am curious about.

Nicole: I hear when it comes to interpreting a role, you're not so **easy-going**. Is this true?

Penelope: Well, I do take my work very seriously, after all, I am not just a **good-looking** actress. There's more to me than meets the eye, you know!

Nicole: Thank you for your time Ms. Cruz! It's been a pleasure, really.

Penelope: Thank you, Nicole.

Compound adjectives can be composed of:

- Number + Noun: 400-page book, twelve-hour day (if the compound adjective refers to a time period, the noun remains singular)
- Adjective + noun: short-length hair
- Adjective + Present participle: easy-going
- Noun + Present participle: English-speaking
- Noun + Adjective: world-famous
- Noun + Past participle: middle-aged
- Adverb + Past participle: highly-respected

Adjective + Past participle: short-lived

Explanation extracted from: <https://www.grammar.cl/english/compound-adjectives.htm>

Teacher: Have you got any questions?

Student: No!

1.3 Practice

15 minutes

Teacher: Here's the thing everyone. My niece has been asking me about Rosalía, she heard one of her songs the other day and really liked it! I don't seem to know as much as I thought. How would you describe her? Is she well-dressed? Is she hard-working? Is she middle-aged? I really don't know how to answer her questions. Could you help me?

Student: Well Rosalía is a singer from Spain who is brown-eyed.

Teacher: My niece is really interested in Spanish culture you see and she really wants to know about famous Spanish people. What else could you tell me about her? How would you describe her? Let's see if you can make me a list so I can send her. She really wants to know about Rosalía. Here is her photograph but I am sure you know her.



Image extracted from: By Pedro J Pacheco - Own work, CC BY-SA 4.0,

<https://commons.wikimedia.org/w/index.php?curid=77923633>

Teacher: In pairs, try and write me a description please. Here are some ideas to help you: (teacher provides some prompts of compound structures as well as vocabulary that was taught in a prior lesson in order to help students with difficulties). If you would like, you can also do some research about her. Let's see what you can come up with. When you finish you will compare answers with another group. You could also write about other Spanish stars and research information about them. My niece will love it!

Student: Okay! Maybe we'll write about Melendi!

Student: Or La Mala Rodríguez!

Teacher: Great! Now take a look at the compound adjectives you can use for your description.

Remember that you can use other adjectives as well.

Hard-working, well-dressed, well-known, easy-going, good-looking, record-breaking, stylish, long-lasting, world-famous, old-fashioned, open-minded, well-expressed, highly-respected, well-rounded

Here is a writing prompt in case you need it:

Melendi is a famous Spanish star who used to be a football player. He is very well-known in Latin America....

1.4 Consolidation

13 minutes

Quizlet to test their knowledge of some compound adjectives:

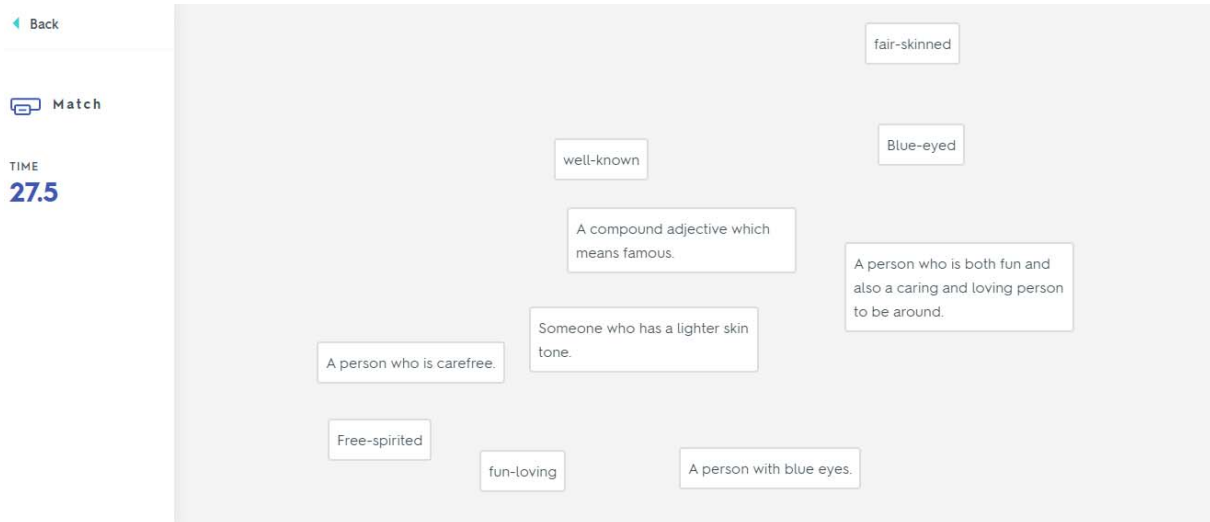
Teacher: So, everyone, here is a little Quizlet we are going to do together.

Student: Okay! This sounds like fun!

Teacher: So, you need to match the words with their definitions from the compound adjectives we have studied. You can do it in the same pairs as before. Let's see who finishes first! Here is the link!

<https://quizlet.com/497218589/match>

Student: Okay!



1.5 Round up

7 minutes

Teacher: Okay everyone, how was the Quizlet?

Student: It was easy and fun!

Teacher: Great! Right now let's watch a video I decided to send to my niece about Rosalia. It's her talking about her career in the first three minutes. <https://www.youtube.com/watch?v=v2kyxJQghTE>

Teacher: So how many Latin Grammys did she win?

Student: I think she won 5.

Teacher: Was she the most nominated female?

Student: Yes, she was.

Teacher: Great! See you next class everyone! We will continue with some vocabulary and we'll learn about writing a formal letter.

2 Class 2

This class will be dedicated to applying the Compound Adjectives a little further with students working on their writing skills and doing reading an excerpt describing a famous actress' experience. They will write a formal letter.

2.1 Warm up

5 minutes

Teacher: Hello everyone, how are you?

Student: Good, thanks. Lots of exams.

Teacher: And what movies have you seen lately?

Student: The new Thor movie was good.

Teacher: Oh really?

Student: There was a good historical one...

Teacher: Well guys, the reason I've been asking you guys about movies you've seen is because often when we see a movie, we meet new characters that we identify with, don't you think?

Student: Yes, of course.

Teacher: Imagine that I am a movie director for an acting company, and I am looking for a young actor for my next movie. What qualities would the actor have?

Student: He could be able-bodied.

Student: She could be powerful.

Teacher: Okay, so as a movie director, I would want someone with many abilities. Which actor could I choose?

Student: I suppose Brad Pitt? Or Leonardo DiCaprio!

Teacher: Well, it's interesting you say that, my company is looking for a teenager of your age! Look! (Teacher shows a job advertisement for her "acting company" to motivate students to apply for the acting job by writing a formal letter, then she shows an actress's first-hand experience with an audition to help students understand the context further).

2.2 Presentation

15 minutes



Students are to prepare a description of themselves through writing a formal letter.

Audition ad created by Nicole Chidiac using

<https://www.canva.com/>

Teacher: So, before anything, let's have a listen to this actor's audition experience. She's going to tell us how she felt to the moment leading up to it. Let's see if you can guess who she is. Here it is:



listening didactic
unit.mp3

Here is the actress's audition experience:

"I was nervous. I know I am a capable person and am completely **well-rounded** when it comes to acting. For me, one of the most interesting experiences I had had before this particular audition was working alongside Josh Hutcherson in the Hunger Games movies. He was great to work side by side with. In my opinion, he was an interesting actor who is **well-spoken** and very **open-minded**.

The audition was a bit of a mess. I thought they would tell me the name of the film I would be auditioning for, yet they didn't and it made me even more nervous. It was a bit of a **nerve-wracking** experience. I walked into the room and saw Steven Spielberg staring at me with a smile on his face. He casually asked me how I was doing and then his assistant handed me a random script telling me I had to act as if I were saving the world. I was puzzled, I didn't really know where to start. I also wasn't sure I wanted this type of acting role at this point in my career. My agent would be furious with me if I turned the role down, plus, it had piqued my curiosity. I thought to myself, well, here goes nothing..."

From an interview with one of Hollywood's famous stars. Who is she?

Teacher: Who was this actress?

Student: Could she be Charlize Theron?

Teacher: No, it isn't. Guess again.

Student: Maybe Jennifer Lawrence?

Teacher: Yes! That's it! What do you think of her experience?

Student: It seemed like she didn't want to do the audition.

Student: Yes, she was very nervous.

Teacher: Yes, she seemed it. What sort of words did she use to describe herself and the experience?

Student: Well-rounded, open-minded

Student: Well-expressed, nerve-wracking

Teacher: Well. Let's see if these vocabulary words help you with your next activity.

Student: Okay! What is it?



Imagen de [Flybynight](https://pixabay.com/es/users/Flybynight-2151489/?utm_source=link-attribution&utm_medium=referral&utm_campaign=image&utm_content=1278139) en [Pixabay](https://pixabay.com/es/?utm_source=link-attribution&utm_medium=referral&utm_campaign=image&utm_content=1278139)

2.3 Practice

15 minutes

Teacher: Okay, so now, imagine you are going to go to this audition, what sort of things would you say about yourself? You have an acting portfolio and some headshots, and you have to sell yourself.

Student: I would say I am hard-working!

Student: That I am well-spoken!

Teacher: Good, now what else would you need to do for the audition? What do you think you will need?

Student: I don't know, a CV?

Teacher: Very good, because it would be like a job. What about a formal email speaking of your abilities?

Student: Okay, how do we do that?

Teacher: Well, it is a formal email presenting yourself. You can use it for a job application. Here is an example:

(The formal letter is shown to students as an example. It includes some compound adjectives and the structure is shown along with the necessary vocabulary to write one)

Teacher: You would need to use formal language. For example, Sophie says "Dear Ms. Chidiac". Can you think of any other examples?

Student: First of all!

Student: I am writing this email to apply for...

Teacher: Very good! So here are some more examples. What else do you need to do when you apply for a job?

Student: Maybe a CV?

Teacher: Yes! That's it. Do you think you could create one of yourself?

Student: Yes, I can.

Teacher: Here are some tips and some examples of formal language to help you.

Formal language is taught here:

Dear Sir/Madam:

I am writing this email to apply for

I am writing this email in response to....

Firstly/First of all, ...

Secondly, ...

In conclusion/To sum up/Finally, ...

Please let me know... I look forward to hearing from you

(Vocabulary extracted from Succeed in English 4: Student's Book)

Tips: Make sure to have an introduction, body and conclusion in your letter. The introduction states your purpose for writing the letter, the body gives details about why you are the right person for the job and the conclusion sums up everything and ties it together.

Use the formal language recommended. Make sure to start your letter with "Dear" and to end it with "Yours sincerely". If you did not know the name of the person you were writing to, you would have had to use "Yours faithfully" at the end of the letter instead of "Yours sincerely". Use connectors to help make your letter more coherent and connected.

Sophie Adams

March 21st, 2020

Dear Ms. Chidiac,

I am writing this email to apply for an acting position as part of the company English is All That Inc.

First of all, I am a teenager who is 15 years old and feel I am **highly-qualified** due to my extensive experience with theatre. I am **hard-working** and have had the fortune to work with a **highly-respected** theatre company since I was 5 years old.

I have worked with **world-famous** actors such as Antonio Banderas and feel that I am perfect for any acting job given to me.

Finally, as I am **quick-thinking**, I am able to handle any challenge related to acting. Please let me know if there is anything else you would like to know about me.

I look forward to hearing from you in the future.

Yours sincerely,

Sophie Adams

2.4 Consolidation

15 minutes

Here students will write the formal email using the formal language taught. They will be given the writing prompt with ideas with formal language. But they will be give the option to also write a CV.

Teacher: So, now with these tools, let's see if you can write a similar email to me to apply for this acting job. You'll have two options, you can write a formal letter in application but you can also do it with a CV. Maybe you'll get an audition! Make sure it is around 200 to 250 words. You can use some of the compound adjectives we learned about the other day. Any questions?

Student: No!

Teacher: When you are finished, you will give me your writing assignment. You have 10 minutes.

2.5 Round up

5 minutes

Teacher: How do you think you would do in an audition for an acting job?

Student: I would be nervous.

Teacher: I am sure. Well, even famous actors get nervous and make mistakes too! Here is a video showing actors talking about their mistakes when auditioning.

<https://www.youtube.com/watch?v=D71oTdK8NrI>

Teacher: Do you think you could make those same mistakes in an audition?

Student: Yes! I would be so nervous!

Teacher: I imagine. Well, next day, we'll be discussing some interesting movie characters everybody!

3 Class 3

Students will learn Reported Statements in this class.

3.1 Warm up

5 minutes

Teacher: Good morning everyone! How are you?

Student: Very well thank you! How are you?

Teacher: Well I am super excited; I saw the the Joker movie the other day. It was really good. Have you seen it?

Student: I have. It's one of the best films I've seen!

Teacher: I agree with you. I thought Joaquin Phoenix did a great job. What did you think of the Joker?

Student: I thought he was a little crazy!

Teacher: I think so too! So apparently, there was a script from The Joker movie that was deleted. I got my hands on it! Would you like to see it?

Student: Yes please!

3.2 Presentation

15 minutes

Teacher will present the dialogue with the Joker and his friend.

Teacher shows dialogue between Joker and his childhood friend, Earl, on a slide and models it first. Teacher will later extract sentences from the dialogue, explaining that Robin happened to be passing by when Joker and Earl ran into each other, and he overheard the conversation. Of course, he went home to tell Batman. Teacher extracts sentences from the dialogue and has Robin quote Earl and Joker. The purpose of this activity is to have students contextualize the situation and be able to realize how to quote someone else. They will be asked to quote the Joker and Earl, after modelling the first two sentences. It is expected students will find difficulty in doing this as they need to change tenses and certain aspects of the sentence. After modelling two sentences, teacher will encourage students to help convert the rest of the sentences into Reported Speech. The task will be carried out together. Together with the students, they will create what Robin will **report** back to Batman.

Joker is walking down the street, when suddenly he bumps into a tall man.
 Earl: Oh, hello! Excuse me!
 Joker: You're excused. (he laughs uncontrollably)
 Earl: Arthur?? Arthur Fleck?
 Joker: Earl? You haven't changed one bit!
 Earl: Well, you have, I must say. How are you?
 Joker: I'm happy. I've been taking life into my own hands you see. What about you?
 Earl: I'm not doing so well; I lost my job last week. Do you know of any jobs? I am a plumber.
 Joker: I don't know any plumbing jobs, but I can help you with a different type of job....
 Earl: What do you mean by different?
 Joker: Well...it may not be legal. But you can make a lot of money! (Joker laughs hysterically)
 Earl: Hmm, I might be interested....
 Robin: Interesting, I must report back to Batman.



Image extracted from: Imagen de https://pixabay.com/es/users/WikimediaImages-1185597/?utm_source=link-attribution&utm_medium=referral&utm_campaign=image&utm_content=895269>WikimediaImages en https://pixabay.com/es/?utm_source=link-attribution&utm_medium=referral&utm_campaign=image&utm_content=895269>Pixabay

Teacher: Well everyone, this scene wasn't in the movie, but as you can see, Robin decides he has to report back to Batman and we need to help him with what he has to say. What tools do we need to give Robin so he can report back to Batman?

Student: Well he would be repeating the conversation.

Teacher: Would he have to use certain verbs to repeat the conversation?

Student: Yes, for example: Say.

Teacher: Very good! We could use the verbs say or tell or exclaim. For example, the Joker exclaims: "You're excused!". So then if Robin is quoting what the Joker says, it would go like this: He exclaimed that Earl was excused. Do you see what I mean? We have to go back a tense and change the verbs in the sentence.

Student: Yes.

Teacher: What about when the Joker says: "You haven't changed one bit!". How can we change that?

Student: The Joker said that Earl hadn't changed one bit?

Teacher: Exactly. So, let's help Robin report back what has been said. Look at these sentences:

- Joker: I'm happy.
- Joker: I've been taking life into my own hands.
- Earl: I'm not doing so well; I lost my job last week
- Joker: But you can make a lot of money!
- Earl: Hmm, I might be interested...
- I must report back to Batman.

Teacher: Now, let's change them one by one. The Joker said that he was happy. What about the next one? Keep in mind we have to go back a tense when we make this change.

Student: The Joker said that he had been taking life into his own hands.

Teacher: Excellent! So, then the present perfect continuous becomes the past perfect continuous. What would happen in the case of the present continuous, as in this sentence said by Earl: I'm not doing so well; I lost my job last week.

Student: Earl said to the Joker that he was not doing so well and that he had lost his job the week before.

Teacher: Very good. You're getting it everyone! So now what about the next one? Think that can has to change back a tense:

Student: The Joker tells Earl that he could make a lot of money.

Teacher: Very good. And what about the next one?

Student: The Joker exclaimed to Earl that he could make a lot of money.

Teacher: Very good. And in the next one, pay attention to might. Does it change?

Student: I am not sure.

Teacher: It does not. It would be: Earl said that he might be interested. So everyone, what we have been doing in helping Robin report back to Batman is called Reported Speech. We have reporting verbs such as say, tell and exclaim. An object comes after the verb tell.

From the dialogue:	Reported speech
Joker: 'You're excused.'	The Joker told Earl that he was excused.
Joker: '... You haven't changed one bit!'	The Joker said that Earl hadn't changed one bit.
Joker: 'I'm happy.'	The Joker said that he was happy.
Joker: 'I've been taking life into my own hands.'	The Joker said that he had been taking life into his own hands.
Earl: 'I'm not doing so well; I lost my job last week.'	Earl told the Joker that he was not doing so well and that he had lost his job the week before.
Joker: 'But you can make a lot of money!'	The Joker exclaimed to Earl that he could make a lot of money.
Earl: 'Hmm, I might be interested...'	Earl said he might be interested.

Teacher: Take a look at these tables to help with the tense changes and time place expression changes:

Dialogue verb tenses	Reported Speech verb tenses
Present simple →	Past simple
Present Continuous →	Past Continuous

Past Simple→	Past Perfect
Present Perfect→	Past Perfect
Will/would→	would
Can/Could→	Could
Must/Have to→	Had to
May, Might, should and ought to→	May, might, should and ought to

Dialogue time and place expressions	Reported Speech time and place expressions
Here	There
This/these	That/those
Now	then
Today/tonight/this week	That day/that night/that week
Tomorrow	The following day
Next week/month/year	The following week/month/year
Yesterday	The day before
Last week/month/year	The week/month/year before

Teacher: So then, “we use reporting verbs to report what another person has said without quoting their exact words.” (*Succeed in English* page 84). Keep in mind that say and tell are the most common reporting verbs. That can be used or omitted. In formal language it is used while in informal language it is omitted. For example: when Robin speaks: Robin said that he must report back to Batman or we could also say: Robin said he must report back to Batman.

When we converted what the Joker or Earl said into Reported Speech, we changed the tense of the main verb one tense back in the past, as you can see in the table. For example: Joker: I’m happy would be: The Joker told Earl that he was happy. We also have to change pronouns and possessive adjectives when needed as you see in the previous sentence. Do you understand?

Student: Yes, so then it’s like we go one step back?

Teacher: Exactly. And what you saw in the dialogue between the Joker and Earl when the Joker says: “I’m happy”. Do you know why it has quotation marks?

Student: Because it shows that they are speaking in a dialogue.

Teacher: Exactly! When we write, quotation marks are used in order to show a dialogue being directly said. So, everyone, let’s take a look at what Robin told Batman.

Batman and Robin are standing on the balcony speaking.

Robin: Batman! I heard a conversation between the Joker and an old friend named Earl. I think they are up to no good! The Joker is up to his old tricks! Look, they were walking down the street and they bumped into each other. The Joker told Earl that he was excused. He then said that Earl hadn't changed one bit. The Joker later said that he was happy. And then the Joker said that he had been taking life into his own hands. Earl told the Joker that he was not doing so well and that he had lost his job the week before. So, the Joker exclaimed to Earl that he could make a lot of money. Earl then said he might be interested.

Batman: It seems like they will be up to no good. Thank you for telling me. Now it's time to go to get ready for our party. Cat Woman and the gang will be here any minute!

(Catwoman has overheard the conversation between Batman and Robin, she then she finds an encoded note)



Image extracted from: https://www.flickr.com/photos/jack_hargreaves_shed/45194686072

3.3 Practice

15 minutes

Teacher presents the situation to students saying there will be a party at Batman's house. Cat Woman overhears the conversation between Batman and Robin and wants to know what was said. She finds an encoded piece of paper Robin had prepared to be able to tell Batman and she tries to read it. The problem is, it is missing some words.

Teacher: So, students, according to the dialogue, there will be a party at Batman's house and Cat Woman has overheard the conversation between Batman and Robin. Not only that but she found something with vital information!

Student: What did she find??

Teacher: Well you see Robin wrote the information down to be able to tell Batman what he had heard because he has a short memory. The thing is though, the paper he wrote on is encoded. Well, it seems that Cat Woman found that paper, and she is trying to unravel the code, do you think you can help her?

Student: Okay, what do we have to do?!

Teacher: Well, here are Robin's notes about what he reported to Batman. Let's take a look and help complete them. There are some words missing. Are you ready? Here are the missing words: **him, had lost, said, could, cruel-intentioned, told, strong-willed, hadn't changed, that, green-haired, was excused, short-haired**



Student: Okay!

Teacher: Great! Let's get to work everyone and see if Cat Woman finds out all the information she can.

Robin's notes:

The Joker looked crazy-eyed, Earl looked like he was in rough shape. He was a _____ man who was living a difficult time. The Joker was a green-haired, wild-eyed man who looked like he had had a hard life. Something about him had changed in recent days. When he ran into Earl, he said that Earl _____. He then _____ Earl that he was happy. He told Earl that he _____ at all. He later told _____ that he was taking life into his own hands. Earl told the Joker _____ he was not doing so well, he said he _____ his job the week before. The Joker told Earl that he _____ make a lot of money. Earl _____ that he might be interested. The two walked off together, it seems like they will be working together. Batman and I must catch these _____ guys, or the world will be in terrible danger! The Joker is _____ and dangerous. He'd go to very far lengths to cause damage in the world.

3.4 Consolidation

15 minutes

Students will be asked to create a wanted poster of the Joker.

Teacher: So now that we know the Joker is up to no good, we are going to help Batman and Robin stop him. Do you remember what Robin said about the Joker?

Student: He said that the Joker had looked wild-eyed and is cruel-intentioned.

Teacher: Yes, that's right! Let's see if based on what Robin has said, we can create some wanted posters. What do you think? We need to help him, Batman and Cat Woman catch the Joker.

Student: Okay, how do we do that?

Teacher: Well in order to help him, we will need to make some **wanted posters**. Here is a picture of the Joker. Let's get creative and help Batman and Robin find the Joker. What words do you think we can use?

Student: Wanted?

Student: He's a criminal?

Teacher: Exactly! Wanted, he is a criminal...so do you think that the more information we put on the poster, the more helpful?

Student: Yes, teacher!

Teacher: Great, so in pairs, you can create your posters. Make sure your "Wanted" poster is detailed with information about the Joker so Batman can catch him! Make sure you put a good description of the Joker in your posters to help the police. Let's brainstorm, what can we say?

Student: He is evil!

Student: He is a criminal that hurts others!

Teacher: Very good! What if we say he is evil-minded?

Student: Yes! Evil-minded and nasty!

Teacher: So here is a picture of the Joker and an example of a poster. What can we say about him in the posters?

Wanted! Dead or Alive!

He is a green-haired, wild-eyed man. He is reported to be working with an accomplice. Help us find him! He is dangerous and cruel-intentioned! He has said that he is planning something.



If you have seen him, contact Batman, Robin, or Cat Woman. Use the Bat Symbol!

Here is an example of a poster you could make.

3.5 Round up

5 minutes

Teacher plays Batman theme song and asks students where it comes from.

Teacher: Everyone, I heard this song on the radio the other day, and I could not identify it. Would you be able to help me, please?

Batman theme song is played: <https://www.youtube.com/watch?v=VSaDPc1Cs5U>

Teacher: Would you happen to know what song it is?

Student: The Batman song!

Teacher: Good!

4 Class 4

Students will be taught reported questions.

4.1 Warm up

5 minutes

Teacher: Hello everyone! How are you?

Student: Well!

Teacher: How was your weekend?

Student: Great!

Teacher: I need your help please. Yesterday my niece was asking me about this singer, and I don't know much about her.

Student: Ok sure.

Teacher: Her name is Billie Eilish.

Student: Oh she is a great singer!

Teacher: Is she? I had no idea. I found this video about her. It seems very interesting. Let's take a look at the interview.

Student: A singer, of course!

<https://www.youtube.com/watch?v=Cm0MGnuRnH0>

4.2 Presentation

15 minutes:

Teacher: So, you've seen the interview. Let's see some of the questions Billie is asked.

Student: Okay

Teacher: So she is asked for example:

Teacher: So imagine we want to use these questions to interview someone else, the interview asked: how old she was. What else did they ask?

- How old are you?
- How many Instagram followers do you have?
- Who's the most followed person who follows you?
- Who is a famous person in your phone?
- What's the most amount of people you've performed in front of?

Student: The interviewer

asked how many Instagram followers Billie had.

Teacher: Excellent! So, when we reword a question, did you notice a change?

Student: Yes, it's like a reported speech statement.

Teacher: Indeed. It's not exactly the same, yet reporting back these questions would mean we change the order of the words being said, this means that we change the order so it's like an affirmative sentence and the subject comes first, then the verb (explanation from Succeed in English Workbook, page 84).

Let's see the rest of the examples.

Student: Okay

Teacher: They asked her: Who the most followed person that followed her was. What about the next one, let's see if you can try to change it.

Student: She was asked who a famous person in her phone was.

Teacher: Very good. So let's continue with the last question: They asked her...

Student: They asked her what the most amount of people she had performed in front of was.

Teacher: Very good! So with reported questions, have you noticed we don't use a question mark?

Student: No, we don't use a question mark.

Teacher: Okay, and what about the question word? Did we maintain it?

Student: Yes.

Teacher: So if the question word is obvious to the listener, we can omit it. Keep in mind that if a question has a yes or no answer, then we need to use either if or whether to report it. For example, the interviewer asked Billie: "Have you met Tyler?", so how can we report this question?

Student: The interviewer asked Billie if she had met Tyler.

Teacher: Excellent! Any questions?

Student: No!

How often do you talk to your family?

What's your favorite movie?

Is that chain real?

Do you feel pressure?

Are you handling it well?

Do you have a boyfriend?

What's your biggest regret?



4.3 Practice

15 minutes

Teacher: So now, everyone, imagine that Shakira heard that Billie Eilish was interviewed and wants to know the questions asked. Let's see if we can help Shakira find out what was asked. We have these questions we've already seen, but what about these:

Teacher: These are the questions. Now let's see if you can help Shakira by reporting them back to her. She seems anxious to find out what was said. I suppose Billie Eilish is her main competition.

In the case that students have difficulty with writing as a form of attention to diversity, they can be given an extra handout with references to the grammar explanation.

4.4 Consolidation

15 minutes

Teacher: So, everyone, let's play a little game to review what we have learned!

Student: Great! What game is it?

Teacher: It's going to be a Quizziz using some of the interview questions and some new questions that they could ask Billie Eilish. Are you ready? Let's see if we can remember how to report those questions.

Student: Yes!

Teacher: So you have to login into joinmyquiz.com, and insert the pin. You can use your cell phones.

The image shows a screenshot of the Quizziz interface. On the left, the 'Editor de cuestionarios' (Quiz Editor) is visible, showing a question: 'Is that chain real?' with three options: 'The interviewer asked if her chain were real.', 'The interviewer asked whether her chain was real.', and 'The interviewer asked her chain were real.' The second option is selected. On the right, the 'Reported questions' section shows three options for the same question: 'The interviewer has asked if she can speak another language.', 'The interviewer asks if she can speak another language.', and 'The interviewer asked if she could speak another language.'

Below the editor, there are four quiz questions, each with three options:

- Can you speak another language?**
 - The interviewer has asked if she can speak another language.
 - The interviewer asks if she can speak another language.
 - The interviewer asked if she could speak another language.
- Is that chain real?**
 - The interviewer asked her chain were real.
 - The interviewer asked whether her chain was real. (Selected)
 - The interviewer asked if her chain were real.
- Do you feel pressure?**
 - They asked her if she feels pressure.
 - They asked her if she feeled pressure.
 - They asked her if she felt pressure.
- Where do you live?**
 - The interviewer asks her where she lives.
 - The interview asked her where she was living.
 - The interviewer asked her where she lived.
- What music are you listening to these days?**
 - The interviewer asked her what music she was listening to those days.
 - The interviewer asked her what music she has been listening to those days.
 - The interviewer asked her which music she is listening to these days.
- Have you travelled much for concerts?**
 - The interviewer asked she whether she has travelled much for concerts.
 - The interviewer asked she if she has travelled much for concerts.
 - The interviewer asked her if she had travelled much for concerts.
- Will you release a new album next year?**
 - The interviewer asked her if she would release a new album the following year.
 - The interviewer asked her if she will release a new album in the following year.
 - The interviewer asked her if she was going to release a new album in the following year.

4.5 Round up

5 minutes

Answers from students:

Invite Avril Lavigne.

Call the catering company.

Phone Shawn Mendes.

Call the best D.J. in town.

Don't hire this restaurant for the food.

Invite Justin Bieber to the party.

Teacher: Let's see, what did you think of the Quizziz?

Were these questions you can use in an interview?

Student: Well it was fun! Yes, if you interview a singer.

Teacher: Good, do you have any questions?

Student: No, no questions!

Teacher: For next class, we'll be talking about reported requests orders. For homework, let's see if you can write 3 orders or requests Billie Eilish would ask of her staff. Let's imagine she needs help preparing a party. What would she say?

Student: To call someone?

Teacher: Exactly. So you may have to find out a little about her celebrity life. You can continue watching the video from before. Here is the link:

<https://www.youtube.com/watch?v=Cm0MGnuRnH0>

Good work today!

Student: Thanks!

5 Class 5

5.1 Warm up

5 minutes

Teacher: Hello everyone! How are you?

Student: Hi teacher! Good thanks! How are you?

Teacher: I am well! Were you able to think of some requests and orders Billie Eilish would need to have a party?

Student: Yes! I have one! "Invite Avril Lavigne."

Student: Me too! "Call the catering company."

Teacher: Great! Those are both good examples. Let's see a few more.

Student: "Phone Shawn Mendes."

Student: "Call the best D.J. in town."

Student: "Don't hire this restaurant for the food."

Student: "Invite Justin Bieber to the party."

Teacher: Great! Very creative ideas. So, we have these requests and orders. Imagine Billie's personal assistant wants to tell them to the rest of Billie's staff. How could she do it?

<https://www.ranker.com/list/famous-friends-of-billie-eilish/celebrity-lists>

5.2 Presentation

10 minutes

Teacher: So, let's take a look at these sentences you have come up with to help Billie set up her party.

Student: Okay. What do we need to do?

Teacher: Well Billie's personal assistant need to relay this information to the rest of her staff, no? How can she do it. Let us look at the first request: "Invite Avril Lavigne", how do we report it?

Student: Billie asked them to invite Avril Lavigne.

Teacher: Excellent! That's it! So let's see the next order: "Call the catering company". How can we report this one back?

Student: Billie told them to call the catering company?

Teacher: Brilliant! Do you notice that we are using the infinitive in this case and **not** going back a verb tense?

Student: Yes, you don't go back a tense.

Teacher: That's exactly it. So this is Reported requests and orders. Take a look at the structures:

Structure: use examples with that to make it clearer	Explanation
Subject + ask + object + infinitive (with to) Put actual sentences from lesson	Use of imperative and the verb ask to give direct requests and the structure to report them
Subject + tell + object + infinitive (with to)	Use of imperative and the verb tell to give a direct command and the structure to report them
Subject + ask or tell + object +not + infinitive + (with to)	Use of negative command in Reported Speech, not must be put before the infinitive

Grammar explanation extracted from Succeed in English Book

Teacher: Then, let's continue with the sentences you have created so we can report back. The next sentence is: Phone Shawn Mendes. How do we change it?

Student: Okay, Billie told them to phone Shawn Mendes.

Teacher: Very good. And what about the next one? Call the best D.J. in town.

Student: Okay, it would be: Billie asked us to call the best D.J. in town.

Teacher: Very good! And what about the next two. Try to do them on your own. You have 3 minutes. Make sure to use the structure we looked at.

Student: Okay.

Expected answers:

Don't hire this restaurant for the food.	Billie told them to not hire that restaurant for the food.
Invite Justin Bieber to the party.	Billie asked them to invite Justin Bieber to the party.

Teacher: Those are the correct answers. So that's what Billie would say! Good work!

5.3 Practice

15 minutes

In pairs, students will create a dialogue of a conversation that Justin Bieber would have with his assistant asking her to bring a present for Billie.

Teacher: Okay, imagine that Justin Bieber decides to ask his assistant to buy a gift for Billie. How would he do it? With your partner, what do you think he would ask his assistant to do?

Student: Well, he could say: "Go to the shop here."

Teacher: Very good, so in pairs imagine how this dialogue would go and write it down. What gift do you think Justin will get Billie? He is going to call his assistant telling her what to do. Let's imagine the telephone conversation.

Student: Okay.

Teacher: For example, look:

Student: Can it be any present?

Teacher: Yes, anything you want. It can be a dialogue of about 5 to 6 sentences.

When you finish, you can act out the dialogue. An idea is to create it and do some research about these famous people to see what they are like and what their interests are.

Student: Okay!

Teacher: Have you got any questions?

Student: No!

Students' expected answers:

Justin: Go to the shop on Fifth Avenue with the best records.
 Melissa: Okay. What record do I buy?
 Justin: Buy a classic one please.



Justin: Look for some funky hair dye. Justin asked me to look for some funky hair dye.	Justin: Go to the shop next to my apartment. Justin told me to go to the shop next to his flat.
Justin: Don't buy her any clothes. Justin told me not to buy her any clothes.	Justin: You can't get her a gift certificate. Justin told me we couldn't get her a gift certificate.

5.4 Consolidation

20 minutes: This consolidation will serve as an exam review for a future class.

Teacher: Okay, so let's play a trivia game! Let's split up into four teams and test our knowledge. I bet you know so much at t

Student: Okay!

GAME PREVIEW
Reported Speech Practice

Game Code: 71833
20 Public

How can we report these sentences back? Think: are they reported statements, questions, requests or orders?

Hide

Play

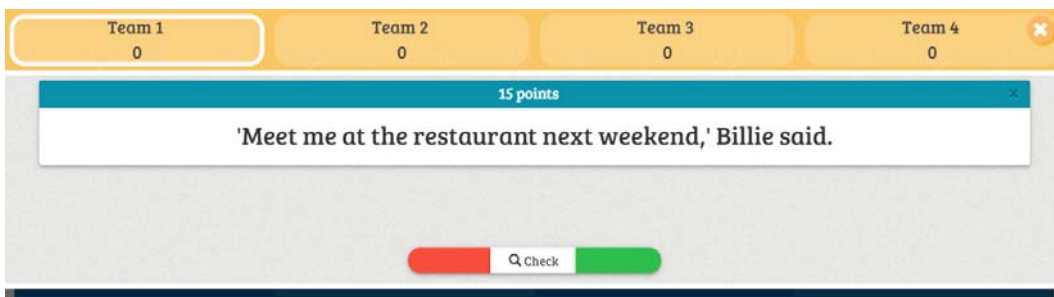
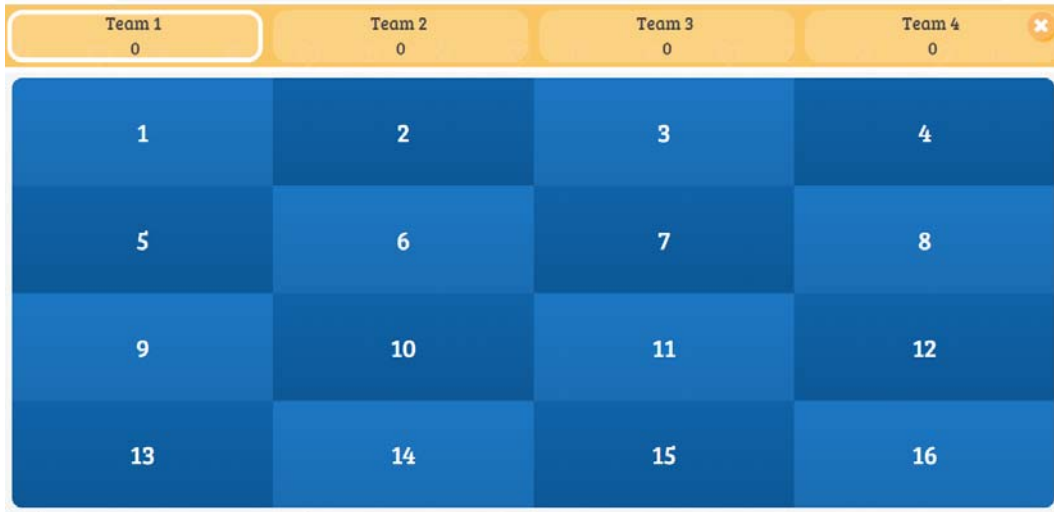
Study

Questions

1 hour ago

Invite these people next week

'Go to the shop next door,' said Justin.	'Where do you live?' She asked.	'Don't open the door for this person!' She told me.	The interviewer asked: 'Are you happy?'
'Don't hire this group,' he asked.	'He lives in Manhattan,' She told me.	'I have lived here all my life,' she claimed.	'Who is your biggest fan?' he asked.
'We are going to the concert tomorrow,' he told me.	'They must work together on the video,' his agent said.	'Where do you work?' she asked.	'Don't buy her clothes,' he said.



<https://www.baamboozle.com/classic/71833/4>

5.5 Round up

5 minutes

Teacher: Okay everyone. What do you think of the game?

Student: It was fun!

Teacher: How did your team do? Were the questions difficult?

Student: They were okay!

Teacher: Great! Next week you will have class with the Language Assistant. For now, let's look at this comic strip I used to read as a kid. This is the comic because you are going to work with the language assistant. It's a prelude for the next class. <https://bmj2k.com/tag/archie-comics/>



6 Class 6: Language Assistant's Hour

Students will be asked to create dialogues using comic websites in groups of two to three. Using the two links below, students will use their creativity to create the comic strip and invent their characters. Here are two links to be used.

<https://www.pixton.com/>

<https://www.storyboardthat.com/storyboard-creator>

7 Attention to Diversity

7.1 Dyslexia

Students with dyslexia can have either modification or accommodation when it comes to activities and exercises in a classroom setting. According to Dyslexiaida.org, accommodation means that the format of instruction is modified, in the sense that what is taught is “made to allow a student to demonstrate knowledge, skills, and abilities without lowering learning or performance expectations and without changing what is being measured” (International Dyslexia Association, 2020). This means that the same content is taught, but the style being taught are modified. There is then the concept of modification, which means that the format of instruction is also changed as well as expectations of students. Between modification and accommodation, either adaptation needs to be done based on the needs of the student. Some suggestions could be “verbal instruction, larger print, repetition of instructions, highlighted text, etc (International Dyslexia Association, 2020).

In this Didactic Unit, adjustments such as the use of repeated instructions and larger print will be used to help dyslexic students. Instructions will also be repeated verbally in order to aid them, along with

exercises such as Quizziz and Kahoot! with more time given to each question. They will also be given more time for the writing exercises for example. In the case of texts, students will be given the adjustment of a larger font with fewer items on the page.

7.2 Gifted Students of Fast Learners

According to the National Association for Gifted Children, it is important that lessons have elements such as curriculum compacting which means what is being taught is grouped together to help a student learn something in a quicker way. It also suggests these students be grouped together (National Association for Gifted Children, 2020). When it comes to this didactic unit, it could be pairing them in activities together and asking them to help teach complicated concepts with Reported Speech as students know and have studied this grammar in previous years. They can also be provided with more options in class to carry out activities, perhaps at a higher level. Students will be given a chance to choose the type of activity or how they will carry out their writing exercise in two occasions. In one, they will be permitted to research writing a description, and in another, they will be able to write a formal email and told they can create a CV if they choose to do so. The key is that the teacher tries to motivate these students by using topics that interest them, as in this unit, with the use of pop culture.

7.3 Students with learning difficulties: Slow learners

The idea to help students with learning difficulties is by giving them writing prompts and options to choose the type of tasks or how they will carry them out. Students will be assessed in the same manner, fairly and equally. They will be asked to carry out similar activities, but with the ability to choose how they will carry it out. They can be given writing prompts mentioned in the unit, and will be encouraged to create their own dictionaries or vocabulary lists.

Placing students in pairs in this unit will appeal to the variety in their learning styles. Students with learning difficulties will have the opportunity to work with gifted students for example, and this will thus aid the gifted student to impart their knowledge and skills to the student with difficulties. It is important to keep in mind these students need motivation and encouragement from the teacher.

7.4 Visually Impaired Learners

These learners are able to record classes in order to take advantage of them. Depending on the level of impairment, a teacher may print worksheets or handouts in larger fonts. Mainly a teacher must have their classes well prepared, having material that is adequately printed beforehand on the right paper. In the case of blindness, material would need to be prepared in Braille format. A teacher can also ensure seating a student with visual impairment near the front of the class if necessary, to visualize the board better and be nearer to the teacher to hear them better.

7.5 Hearing-Impaired Learners

These learners may not have a complete loss of hearing, yet they may wear some sort of device that amplifies sound. According to S. Watson on the ThoughtCo. website, students can wear these devices to which a teacher will have a microphone connected. The important thing is that the teacher should not shout as students will be more sensitive. Furthermore, students with hearing difficulty should be given the choice in where to sit, as this will allow them to choose a decent vantage point to better hear the teacher. The teacher will also need to repeat instructions or vocabulary words, and when pre-teaching or teaching new vocabulary or grammar, write things on the board to reinforce what is said and give teaching prompts.

7.6 Autistic Learners

The most important thing with an autistic student is to have established routines that they can use and go by. They may also work well with visual aids that students can use to mark their routines or schedules. The use of timers during activities can also be useful for them to have a sense of the time and schedule they are working in. It is important that if there is some sort of change in classroom routines that these students are told beforehand as change for them is difficult to assimilate, more often than not. At times, it may be necessary for them to take a break as overstimulation can happen. A teacher must also be aware of any potential bullying, not allowing it to happen. The teacher in this unit will try to use visuals and keep routines well established for these students.

7.7 Learners with ADHD

Students with ADHD require a great deal of support from the teacher in the classroom. According to A. Morin, students with ADHD may need a place in the classroom that is designated to be quiet for work. Having a written schedule or a schedule of established routines is also useful, along with material for the student to keep materials organized, such as folders or organizers. These students may need help to learn study strategies, and it is important to emphasize with them writing down tasks and assignments. In this unit, the teacher will help students to keep materials organized and repeat instructions. Students will be provided support when needed.

8 Unit Test

Unit Test

Name: _____



1. Take a look at this picture, and describe this person using some Compound Adjectives.

Write three sentences:

2. These sentences need to be converted into reported speech:

- a. "I am happy angry," said the Joker. _____
- b. "Don't hire this group," he told his assistant. _____
- c. "Where do you work?" the interviewer asked. _____
- d. "I have lived here all my life," Billie said. _____
- e. "Who is your biggest fan?" they asked her. _____

3. Fill in the blanks with the correct word:

Answered, asked, said, said to

Avril Lavigne and Shawn Mendes shared a car to Billie Eilish's party together.

Avril _____ to Billie, "You look well!" Shawn _____ Billie, "Thanks for inviting us!"

Billie answered, "You're welcome. I hope you enjoy yourselves everyone!"

Shawn and Avril started to dance, he _____ her: "Will you go on a date with me?"

Avril felt embarrassed and _____ him, "No, I am married!"

4. Convert what Jennifer Lawrence said into reported speech:

"I was nervous. I know I am a capable person and am completely **well-rounded** when it comes to acting. For me, one of the most interesting experiences I had had before this particular audition was working alongside Josh Hutcherson in the Hunger Games movies. He was great to work side by side with. In my opinion, he was an interesting actor who is **well-spoken** and very **open-minded**"

Didactic Unit 6

Didactic Unit 6

The following Didactic Unit found in this Course Syllabus is Unit 6 and it is accompanied by the framework of the Teacher's Blog. This unit is titled, All About Canada! Part of the exercises are to be accessed in the Teacher's Blog, and the other in the Student's Book. Class sessions are a total of 55 minutes long, 5 minutes are dedicated to warm up, and then there is a variation between presentation, practice, consolidation and round up. This unit is composed of six lessons. Students will be asked to fill in a rubric at the end of the unit to self-evaluate their performance. The final and seventh lesson is the Language Assistant's session. This unit will have an appendix attached with three PowerPoints used in the explanations. It will have students working in pairs and groups. This will attend to diversity in learning styles of students. Apart from the Digital Competence, the Competence in Linguistic Communication, and Learning to Learn Competence, this unit deals greatly with the Competence in Cultural Awareness and Expression as its main content relates to Canada, facts about Canada and famous Canadians.

Contents:

-Relative Clauses: Defining and Non-defining Relative Clauses

-Relative Pronouns

-Gerunds and Infinitives and their uses and combinations and structures in sentences with different verbs

-Lexical Content: The main component of this unit will be discussing Canadian culture, facts, sports, typical foods, stereotypes and the fact that it is a multicultural country.

Objectives:

-To learn about another culture and country and compare it to students' own.

-Apply grammatic structure of Defining and Non-Defining Relative Clauses, Relative Pronouns and uses.

Didactic Unit 6

-Apply the grammatic structures of Gerunds and Infinitives and their combinations with other verbs

-Writing a biography

-Being able to organize one's work and create a visual thinking diagram to study and compare Spanish cultural aspects to Canadian ones.

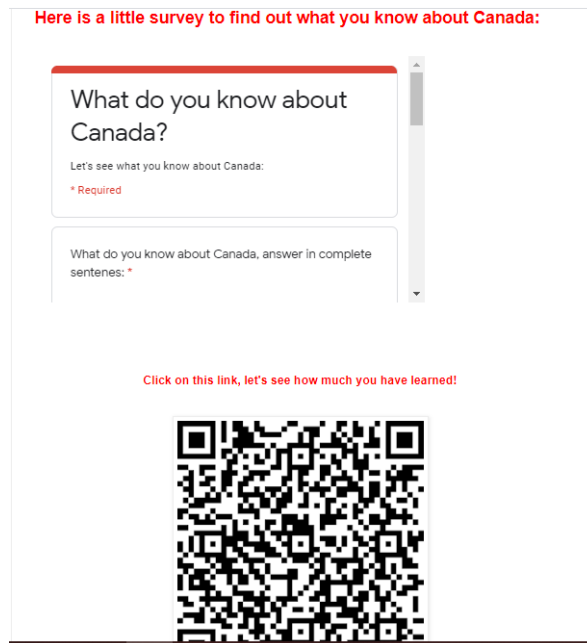
Unit 6	Canada! A multicultural country!	Lesson	1	Group	4° ESO	Time	55 min
Topic / Session Title	An Introduction to Canada: Some interesting facts			Class	English		
Focus							
Skills	Listening; Speaking; Reading						
Systems	Phonology; Lexis; Discourse						
Competences	Socio-linguistic; Discourse						
Contents	Introductory vocabulary relating to Canada, geography, bilingualism, languages, country, cultures, multiculturalism, facts about Canada Restricted exposure to relative pronouns Text vocabulary: Refugee, oath, segmentation, platform, asylum,						
Learning outcomes	Students will be able to identify important facts about Canada. Students will be able to recognize cultural aspects of Canada and its multiculturalism. Students will be able to discuss important aspects about Canada and typical stereotypes.						
Evaluation criteria	Students identify cultural aspects about Canada, such as it being a bilingual country that is multicultural Students accurately describe Canadian culture, famous people, geographical facts						
Previous knowledge	Students already know that Canada is a country in North America where English and French are spoken Students already know that Canadian Thanksgiving is celebrated in October Students already know relative pronouns from previous years of study, though they haven't seen Defining and Non-Defining Relative clauses						
Materials	Blog: https://canadianicole.blogspot.com/p/introduction.html Interactive National Geographic Map: https://mapmaker.nationalgeographic.org/ 25 things you didn't know about Canada (voiceover by teacher)				Spaces	Aula idea, the school's computer room which has a more open concept	

Didactic Unit 6

	https://edpuzzle.com/media/5ec0337060f5f03ef85c101c Dictionary Canadian stereotype comic: https://canehdiangirl.wordpress.com/2013/11/05/canadian-stereotypes-comic/ Text from Student Book: 4 copies cut up and pasted around room Questions for activity in Student Book		
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
10 minutes	Warm up	T introduces the unit about Canada to Ss, eliciting information about what they already know. T will place Ss in pairs and they will discuss what they know for 1 minute. Individually, Ss will be directed to enter the T's blog created by T to fill out a questionnaire in introduction As a group, students will respond to a word cloud through blog. Ss will scan QR code to fill in three things that they now know about Canada. T and Ss will discuss the results of the word cloud together.	Individually, in pairs and as a whole class to compare results
15 min	Presentation	-T will pre-teach important and relevant vocabulary words to students and show an interactive map of Canada and point out that Canada has 10 provinces and 3 territories. -Ss will be asked to research information about Canada together for 5 minutes -Ss asked to fill in KWL in Student Book chart they will complete at the end of the unit. This can be found in student book with what they know, what they want to know and what they learned.	Pairs Whole class
15 min	Practice	-Ss will be directed to work in pairs and use the text. The text will be placed in sections around room and Ss will work in pairs with a list of questions to answer them, applying the vocabulary words learned. -One S sits, while the other finds the answers around the class and students alternate until they have answered all the questions.	Pairs
10 min	Consolidation	T will introduce video to Ss. Ss will watch a video about Canada, 25 things you didn't know about Canada.	Pairs Whole class

Didactic Unit 6

		In pairs, Ss will be given slips of paper with different facts about Canada and asked to discuss different facts. When finished, the teacher will ask them what they thought about the video and some of the interesting facts mentioned.	
5 min	Round up	Students will be shown a comic with typical Canadian stereotypes and asked to comment about it in pairs. T will ask them what they think	Pairs



Unit 6	Canada! A multicultural country!	Lesson	2	Group	4° ESO	Time	55 min
Topic / Session Title	Talking about Canada using Defining Relative Clauses			Class	English		
Focus							
Skills	Listening; speaking; reading						
Systems	Grammar; function; discourse						
Competences	Grammatical; socio-linguistic; discourse						
Contents	Defining Relative Clauses Relative pronouns and meanings relative pronouns Vocabulary related to Canada using defining relative clauses						
Learning outcomes	Students will be able to: identify relative pronouns and learn meaning. Students will be able to discuss relevant facts about Canada using relative pronouns.						

Didactic Unit 6

	Students will be able to identify a defining relative clause and its necessity in a sentence.		
Evaluation criteria	-Students identify relative pronouns and defining relative clauses -Students effectively employ defining relative clauses to describe Canada		
Previous knowledge	Students already know important facts about Canada from the previous class and indirectly used defining and non-defining relative clauses.		
Materials	<p>Laptop cart Dictionaries Student book Baamboozle game: https://www.baamboozle.com/game/80246 Relative Clauses PowerPoint located in the Appendix Quizziz: https://quizziz.com/join?gc=1602649</p> <p>Survey asking Ss how they define things: https://www.menti.com/mfbts95hg7</p>	Spaces	Classroom
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
7 minutes	Warm up	T does survey Ss will be instructed to discuss answers in pairs for two minutes	Individual Pairs
15 minutes	Presentation	T will present sentences with Relative Clauses to demonstrate how things can be defined by giving examples about Canada. Relative pronouns will not be explained yet. (Pwpt) Then T will give three examples without relative pronouns for students to complete in pairs. Then, T will present students with relative pronouns and meanings using Pwpt and explaining their uses.	Individual Pairs
15 minutes	Practice	T will present students with exercises in student's to practice defining relative clauses 5 minutes) Ss will be divided in four groups to play a Baamboozle game. (10 minutes)	Pairs Teams of four
10 minutes	Consolidation	T will present Ss with Quizziz to practice the Relative Pronouns and consolidate what was learned.	Individually
8 minutes	Round up	Ss are shown a video about Canadian stereotypes. They will be asked to choose the strangest ones and discuss why it is strange in their opinion.	Pairs

Didactic Unit 6

Unit 6	Canada! A multicultural country!	Lesson	3	Group	4° ESO	Time	55 min
Topic / Session Title	Let's write about a famous Canadian			Class	English		
Focus							
Skills	Listening; reading ; writing						
Systems	Phonology; function; discourse						
Competences	Socio-linguistic; discourse						
Contents	Learning about famous Canadians such as Terry Fox and his relevance in Canada Writing outline Writing a biography about a famous Canadian						
Learning outcomes	Students will be expected to prepare an outline for the writing task. Students will research their famous person Students will apply relative clauses in writing						
Evaluation criteria	Students accurately produce writing piece based on lesson given by teacher.						
Previous knowledge	Relative pronouns, and defining relative clauses						
Materials	Teacher's Blog: https://canadianicole.blogspot.com/p/task-6.html Student Book Coggle: https://coggle.it/diagram/XrvjdTpyYnaW77Nh/t/write-a-biography-about-a-famous-canadian				Spaces	Classroom	
Procedures							
Timing	Stage	Activities (T / S role)				Grouping	
5 minutes	Warm up	T starts class by asking Ss if they know any famous Canadians. Based on answers, in pairs, T assigns Ss task of looking up famous Canadians.				Pairs	
20 minutes	Presentation	It is expected Ss will find Terry Fox as famous Canadian. Text in Ss book is presented and read by teacher. T asks Ss to do Edpuzzle in blog. Based on this, T will present Ss with Coggle diagram on blog and explain steps in writing and later instructions. This will contain writing prompts and resources also found in resource page of blog to help guide Ss with difficulties.				Individually	
15 minutes	Practice	Ss will be assigned to create an outline and start writing.				Individually	

Didactic Unit 6

10 minute s	Consolidation	Ss will edit each other's work Ss will be assigned to finish work for homework.	Individual ly
5 minute s	Round up	In pairs, Ss are given each a picture of famous Canadians and have to guess each other's famous person based on clues given by partner.	Pairs

T 6

Terry Fox Biography

One of the most famous Canadians to live was Terry Fox. He was a Canadian **who** initiated a marathon to run across Canada. This marathon, **which** happened many years ago, was to raise money for cancer research. It started in 1977 **when** he found out he had a tumour in his leg. Two years later, he began to train for his marathon. Today, the marathon **that was** started by Terry Fox, is still run by people in many countries around the world.

The marathon, **which** was called the Marathon of Hope, was run by Terry. He had gotten bone cancer and had to have his leg amputated. The leg **that** was amputated was his right leg. Terry, **who** died in 1981, had to quit the marathon because the cancer had gotten worse. He died just before turning 23. He passed away in a hospital **which** was in British Columbia, Canada.

He was able to raise \$1 for cancer research and awareness from every Canadian in 1981, **which** was the same year he died. Terry, **who** ran the marathon on one leg, inspired many people. All the money **which** is raised by the Terry Fox Foundation is used towards cancer research.

Now here is a video activity to learn a bit about this hero:



Unit 6	Canada! A multicultural country!	Lesson	4	Group	4° ESO	Time	55 min
Topic Session Title	Non-defining relative clauses			Class	English		
Focus							
Skills	Speaking; reading; writing						
Systems	Grammar; discourse						

Didactic Unit 6

Competencies	Grammatical; discourse; strategic		
Contents	Non-defining relative clauses. Non-defining relative clauses vs. defining relative clauses		
Learning outcomes	Students will be able to use a non-defining relative clause correctly. Students will be able to distinguish between a non-defining and a defining relative clause. Students will be able to apply the grammar rules for non-defining relative clauses: they are between commas, they aren't necessary in a sentence.		
Evaluation criteria	Students identify a non-defining relative clause and what makes it a non-defining relative clause (separation by commas, the fact that it is not necessary in a sentence). Students effectively employ a defining relative clause in a sentence. Students distinguish between the two types of relative clauses.		
Previous knowledge	Defining relative clauses and relative pronouns		
Materials	Relative Clauses PowerPoint located in the Appendix Warm up survey: https://www.menti.com/owz2sv7xu8 Blog: https://canadianicole.blogspot.com/p/introduction.html Coggle to create visual thinking Computer Cart Baamboozle: https://www.baamboozle.com/game/80273	Spaces	Classroom
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5 Minutes	Warm up	Teacher will start off with survey by saying some sentences and asking students if they are true or false: -Justin Trudeau, who is married to Sophie Trudeau, is not Canada's Prime Minister. -Canada, which is the second largest country in the world, has 10 provinces. -French and English, which are two languages spoken by many Canadians, are not the official languages. T will discuss results with students as whole group. T will ask Ss to discuss in pairs if these sentences have anything in common. Expected answers: Ss say that the sentences have commas and relative pronouns T presents to students non-defining relative clauses by discussing aspects using examples from the warmup: Can be	Whole class Pairs

Didactic Unit 6

		separated by commas, can be left out of a sentence. T shows PowerPoint and explaining different rules to them.	
10 Minutes	Presentation	T uses PowerPoint to present to students Non-Defining relative clauses. T starts off by using examples presented to Ss in survey earlier and pointing out these sentences contain non-defining relative clauses, which are clauses that can be removed from the sentence and still have meaning and also that they are separated by commas. T will elicit examples from students about Canada in pairs.	Individual ly Pairs
15 minutes	Practice	Ss will be able to access exercises in their books and will work in pairs to answer them. Ss will be assigned the exercises and T will walk around class to resolve questions.	Pairs
15 minutes	Consolidation	Baamboozle game is played in teams of 4 T and Ss discuss results of Baamboozle. T resolves students' doubts.	Teams of 4
10 minutes	Round up	T will ask students to brainstorm in pairs some typical Spanish foods and create a Visual thinking diagram based on this. This will lead in to the following class where typical Canadian foods will be discussed. Students will use Coggle application or do their diagram by hand.	Pairs

Unit 6	Canada! A multicultural country!	Lesson	5	Group	4° ESO	Time	55 min
Topic / Session Title	Canadian Food			Class	English		
Focus							
Skills	Listening; speaking; writing						
Systems	Phonology; function; discourse						
Competences	Socio-linguistic Discourse Strategic						
Contents	Review and summary of relative clauses: Defining and non-defining Talking about typical Canadian food Ordering food while travelling						

Didactic Unit 6

Learning outcomes	<p>Students will be able to identify typical Canadian food</p> <p>Students will be able to discuss typical Canadian food</p> <p>Students will be able to order food when travelling</p>		
Evaluation criteria	<p>- Students identify typical Canadian food</p> <p>- Students effectively employ vocabulary to order food</p> <p>- Students accurately describe and differentiate between Spanish and Canadian food</p>		
Previous knowledge	<p>Canadian multiculturalism, relative clauses</p>		
Materials	<p>PowerPoint video (on blog):https://drive.google.com/file/d/1wz8Ruf8QhxF9CAoC-zHTf4VYle2SrzyS/view</p> <p>PowerPoint of Canadian food located in the Appendix</p> <p>Google Forms writing assignment: https://docs.google.com/forms/d/e/1FAIpQLSfhF-PQzTCIluVvriME9X8AquNHEE3xfWEGDC09Kiaz6rPMNg/viewform?usp=sf_link</p> <p>Canadian stereotypes video: https://www.dailymail.co.uk/video/tvshowbiz/video-2022556/Video-Sandra-Oh-embraces-roots-Air-Canada-advertisement.html</p> <p>Computer cart</p> <p>Student Book</p>	Spaces	Classroom
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
10 minutes	Warm up	<p>T asks Ss to recall from the previous class the typical Spanish foods and show their diagrams</p> <p>T assigns students Google Forms in blog to write about typical Spanish food.</p> <p>Ss are asked to switch computers and read each others' writings to correct one another</p>	Pairs, individually
15 minutes	Presentation	<p>S will be asked to recall their answers for typical Spanish foods, projecting the different diagram options. Ss will be asked to choose favorite option</p> <p>T presents Ss with PowerPoint video about typical Canadian food, this will be a listening activity.</p> <p>T will present to students vocabulary to order food after eliciting from them necessary vocabulary also available in S book.</p>	Pairs Individually
20 minutes	Practice	<p>Ss shown restaurant menus from Canada in book. Ss will be asked to create a dialogue in groups of 3 or 4 of restaurant situations.</p> <p>Ss will be asked to present the dialogues.</p>	Groups of 3 or 4
10 minutes	Consolidation	<p>Ss assigned to research other typical Canadian foods based on the multiculturalism in Canada in pairs. T's job is to walk around the class and</p>	Pairs Whole group

Didactic Unit 6

		provide support and guidance. T elicits finding from pairs as a whole group.	
5 min utes	Round up	T will ask students to discuss in pairs Spanish stereotypes and the class as a whole will compare answers. Ss are shown Canadian stereotypes video of Canada and results will be discussed with the class as a whole	Pairs Whole class

Unit 6	Canada! A multicultural country!	Lesson 6	Group	4° ESO	Time	55 min
Topic / Session Title	Gerund vs. Canadian Sport	Infinitive and	Class	English		
Focus						
Skills	listening; speaking; writing					
Systems	Grammar; phonology; lexis					
Competences	Grammatical; socio-linguistic; strategic					
Contents	Gerund vs. Infinitive review Uses of gerund Uses of infinitive Canadian Sport					
Learning outcomes	Students will be able to distinguish when to use gerunds Students will be able to distinguish when to use infinitives Students will be able to discuss current sports events					
Evaluation criteria	- Students identify different uses of gerund in sentences - Students effectively employ different uses of infinitives in sentences - Students accurately understands different uses and when they can mean the same or different things					
Previous knowledge	Use of gerunds Use of infinitives Canadian multiculturalism					
Materials	PowerPoint located in the Appendix Student book Laptop cart Kahoot: https://kahoot.it/challenge/07542589?challenge-id=c8baeab2-89d1-48ca-bff1-e1bf891c51e3_1590852299960 Blog: https://canadianicole.blogspot.com/p/task-4.html Cards with verbs		Spaces	Classroom		

Didactic Unit 6

	<p>Hockey video: https://www.youtube.com/watch?v=G7DeQbTzPE8</p> <p>Lacrosse video: https://www.youtube.com/watch?v=nD2fiOmwvTA</p> <p>Question prompts and verb prompts</p> <p>Kahoot unit review through blog: https://canadianicole.blogspot.com/p/task-4.html</p>		
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
10 minutes	Warm up	<p>Ss are placed in pairs.</p> <p>T gives Ss question prompts and has them discuss them.</p> <p>Every few minutes, the students on the right move a seat back. The S in the last row goes to the front.</p> <p>S on left stays in their seat. This happens till all students on right have circulated.</p> <p>Answers are discussed with class as whole.</p>	Pairs, whole class
10 minutes	Presentation	<p>T reviews and explains to students uses of gerunds and infinitives as they were being used in prompts using PowerPoint.</p> <p>This is mainly a review, as Ss have seen this grammar topic in prior years.</p> <p>T introduces gerunds and infinitives that can be used to mean similar things</p>	Pairs Individually
15 minutes	Practice	<p>Ss are asked to research Canadian national sports and write sentences using grammar structures about them using verb prompts</p> <p>Ss are assigned exercises in Ss book. Ss then assigned to discuss answers in pairs.</p>	Individually Pairs
15 minutes	Consolidation	Ss assigned Kahoot as a unit review	Groups of 3 or 4
5 minutes	Round up	<p>T shows Ss video of Canadian Lacrosse game and hockey game.</p> <p>Ss are asked to discuss this in pairs.</p> <p>Ss assigned evaluation self-rubric to see how they performed in unit.</p>	Pairs

Didactic Unit 6

Question prompts and verb prompts:

Would you like to visit Canada in the future?
Would you like to live in Canada?
What languages do you need to speak to live in Canada?
What Canadian food do you recommend to try?
What is something you would be interested doing if you visited Canada? Why?
What does a person need to play hockey?
What are the two Canadian national sports?
Who are some famous Canadian hockey players?
When did people start playing hockey?

Like, practice,
dislike, detest,
recommend,
promise, need,
offer, plan, quit

Help, hope,
imagine,
keep, waste time,
spend time, be
fond of, deny

Help, mean, risk,
would like,
wish, don't
mind, enjoy,
keep on, finish,
choose

Unit evaluation:

Name and Surname:
Answer these questions honestly:
 What do you feel you have learned in this unit?

 Do you think you will use what you learned in a future situation? How?

 Could you have participated in this unit more? Yes or No
 Reflect on the most interesting thing done in this unit and explain why you think
 it is the most interesting thing in your opinion:

Didactic Unit 6

Language	Assistant's	Hour	
55 minutes			<p>Assistant will be asked to speak about their country of origin and typical dishes and national sports.</p> <p>They will be asked to prepare a speaking activity for students using grammatic forms learned.</p> <p>Assistant is responsible for planning the activities and will be given full liberty in the session</p>

13 Student's Book

Unit 6: All About Canada!



Let's Get Started!

Let's take a look at this survey on the teacher's blog introduction.

[BLOG](#)

When you finish, scan this QR code! Let's see what you have learned!



What do you know about Canada?

According to Encyclopaedia Britannica, Canada is a country in the world **which** occupies a great deal of land in the North American Continent. The geography of Canada is varied. It is a country **that** has many lakes.

Canada has two language **which** are official. Do you know **what** these 2 official languages are? They are English and French. If you buy any sort of product in Canada, it will have both French and English on it. Bilingualism is a known characteristic in Canada.

An interesting fact to know is **that** "Kanata" is where the word "Canada" comes from. It comes from the Huron-Iroquois people **who** live in Canada.

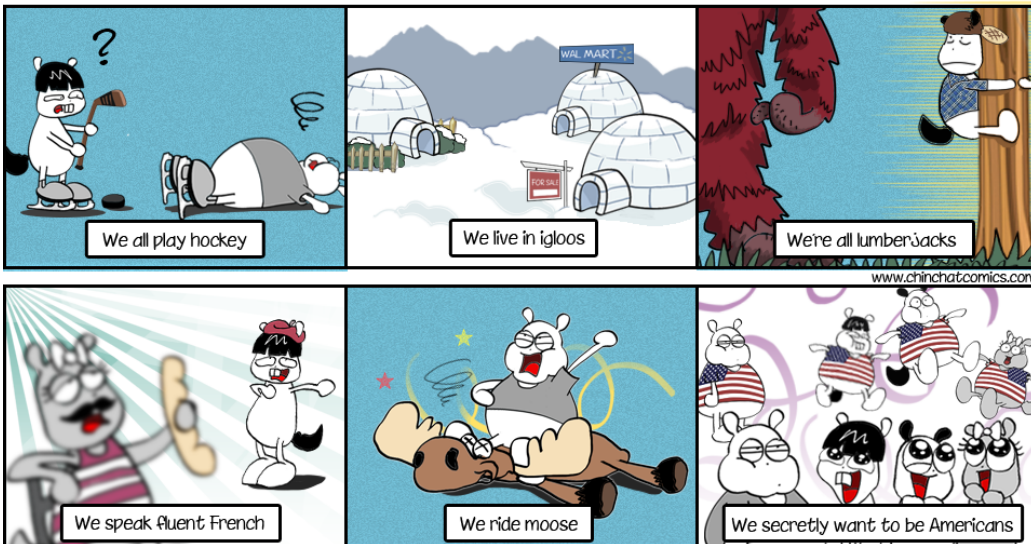
(Information about Canada has been adapted from: (Encyclopaedia Britannica Website, Bercuson, D. J. et al, 2020).

Here are some vocabulary words we will learn in this unit!

geography, bilingualism, languages, country, cultures, multiculturalism, land, hockey, lacrosse, multicultural, oath

Now, here is a comic of typical Canadian stereotypes. What is the most interesting one, in your opinion? Had you heard of any Canadian stereotypes before? Fill put the KWL chart on the next page:

CANADIAN STEREOTYPES



Take a look at this comic strip, and in pairs discuss these stereotypes. Write down some the most typical ones. You could even research some of the stereotypes. Your teacher will play a video about some things you didn't know about Canada as well. Let's see what you learn!

Know	Want to Learn	Learned

1. What are some typical Spanish stereotypes?

.....

2. Here is a fun video about Canadian **stereotypes** that you can watch to supplement what you have learned from the comic! How can you travel like a Canadian?

.....
.....

3. Do you see any characteristics of a Canadian in the video?

.....

4. Fill in the blanks with the correct words:

That, who, multicultural, Canadians, Cantonese, which, languages, French, where, 98%, which, English
--

The two _____officially spoken in Canada, which are French and English, are spoken by most of the country. Canada, _____ the population is originally from various countries, has its charm. Some parts of Canada, _____ are sparsely populated, are considered to be the colder parts of the country.

Canada is a country that is _____, and it is a fact that most _____ speak more than one language. The other language does not necessarily have to be French or English. Some of the other languages _____ are spoken in Canada are Mandarin, Cantonese, and Punjabi. Most Canadians, _____ are second generation immigrants, speak these and other languages.

It is interesting to know that approximately _____ of Canadians claim _____they are able hold a conversation in either _____ or English or the two languages. French is considered to be the second most spoken language in Canada. Mandarin, _____ and Punjabi are also commonly spoken. Furthermore, it is a fact that around 6.2% of Canadians speak a different language other than French and _____. (Information for this Cloze has been adapted

from *Office of the Commissioner of Official Languages Website* about official languages in Canada).

5. Next, take a look at these words: who, that, whom, whose, where, when, which, whose, why. In pairs, discuss what each word means and their uses. These words are relative pronouns. These relative pronouns are necessary because they let us attach a new clause to a sentence. Grammar explanations have been taken from *Succeed in English Workbook Vantage B2+*, page 86.

Who
Whose
Whom
What
When
Where
Which
That
Why

Relative pronouns: New clauses are added using relative pronouns. Here are their meanings and uses:

People	People as object sentence	Possession	Thing	Place	Time	Give reason
Who	Whom	Whose	Which	Where	When	Why
That			That			

Grammar explanations have been taken from *Succeed in English Workbook Vantage B2+*, page 86.

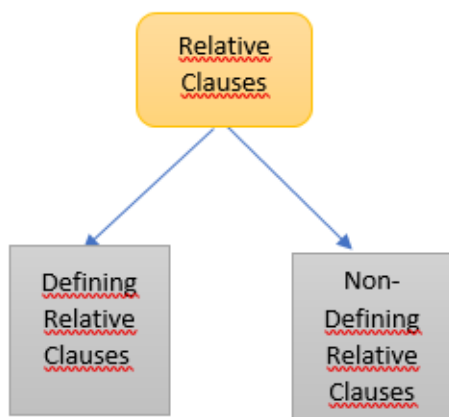
6. Fill in the blanks with the correct **Relative Pronoun**. Remember, sometimes there may be more than one option.
 - a. The Prime Minister, _____ wife is also Canadian, is called Justin Trudeau.

- b. Canada is country _____ the people live in 10 provinces and 3 territories.
- c. Canada has various time zones. It is night in Spain _____ it is daytime in some parts of Canada.
- d. That is the reason _____ Canadians are from many countries.
- e. Hockey, _____ is Canada's national winter sport, is normally played on ice.
- f. Queen Elizabeth II, _____ is English, is Canada's queen as well.

Grammar Point Review: Take a look at the Quizziz in your teacher's blog!



We use Relative Pronouns with two types of Clauses



Vocabulary you will see in the text. Look up the meaning and add these words to your word journal.

Refugee, Oath, Segmentation, Platform, Asylum, Jarring, Critique, Tended, Lead, Backlash, Xenophobic

Grammar explanations have been taken from *Succeed in English Workbook Vantage B2+*, page 86.

How did multiculturalism become so central to Canada's identity?

CBC Radio · Posted: Feb 22, 2019 5:03 PM ET | Last Updated: February 22, 2019



Bhutanese refugees Saraswoti (left) and Sarasota Baral take their public oath for Canadian citizenship during a ceremony at the Maritime Museum of the Atlantic in Halifax on Heritage Day, 2017. (THE CANADIAN PRESS)

Over five decades, multiculturalism has evolved from a feel-good ideal to official policy to a national article of faith and a defining part of Canada's national identity.

The surfacing of anti-multicultural sentiment in Canada and anxieties over immigration and asylum seekers can seem jarring in that context. There have been protests against immigration in some parts of Canada. Meanwhile, the People's Party of Canada has made its critique of "extreme multiculturalism" a central part of its platform.

It seems to contradict the Justin Trudeau government's mantra that "diversity is our strength."

But Keith Banting, a professor of political studies and policy studies at Queen's University and a leading expert on the history of Canadian multiculturalism, believes the current tensions over immigration and multiculturalism are not strange.

Maxime Bernier speaks at a People's Party of Canada rally in Gatineau, Que., Tuesday, Nov. 20, 2018. (Patrick Doyle/Canadian Press)

"If you go back and look at public opinion polls on questions of "Are we admitting too many immigrants?" or "Do immigrants too often not adopt Canadian values?" up until the mid-1990s, Canadian were not enthusiastic celebrants of immigration and diversity," Professor Banting told *Sunday Edition* guest host Peter Armstrong.

"Strong majorities opposed then-levels of immigrants. And from the mid-1990s to the early 2000s, Canadian attitudes shifted immensely, becoming much more [supportive of immigration]," he said.

"[But] when we saw the big shift in that a solid majority of Canadians were now comfortable with immigration levels, we tended to forget that about a third or maybe as high as 40 per cent of Canadians were uncomfortable with the new Canada. If you look at the long-term trends, it's not the case that Canadians' fundamental attitudes toward immigration have shifted, but our politics have shifted in ways that are now mobilizing the 30-40 per cent of Canadians who have always had reservations about the new Canada."

Banting believes that while Canada is not immune to the kinds of xenophobic nationalism that have gripped European countries, the Canadian philosophy and practice of multiculturalism is unlikely to lead to the same kind of backlash against immigrants, refugees and multiculturalism.

"In Canada, multiculturalism was always seen as a form of integration. It was always seen as having a more diverse approach to how we would integrate people. In the European context, they had always basically ignored their minorities. They developed this idea that for some reason, multiculturalism meant segmentation, and they wanted something completely different."

Article is adapted from CBC Radio website, by Keith Banting

<https://www.cbc.ca/radio/thesundayedition/the-sunday-edition-for-february-24-2019-1.5029453/how-did-multiculturalism-become-so-central-to-canada-s-identity-1.5029456>

1. In pairs, discuss these questions:

- a. What are the refugees in the photo doing?

.....
.....

- b. How did multiculturalism evolve in Canada?

.....
.....

- c. What is Justin Trudeau's mantra about multiculturalism?

.....
.....

- d. Are all Canadians comfortable with immigration? Why?

.....
.....

- e. How does the writer compare Europe and Canada?

.....
.....

2. Now, individually, what do you think of this article?

.....
.....

3. Reflect on multiculturalism in Canada. Do you think it is an example that should be followed by other countries? Why? Why not?.....
.....
.....

Vocabulary words : Write down the words you have learned from the text below. You could write sentences about each one
OR write a short paragraph using them.

Defining Relative Clauses

A defining relative clause is used to explain who or what we are talking about. A relative clause completes a sentence and a sentence cannot make sense without it.

Defining relative clauses are a necessary part of a sentence. They are not separated by commas. Remember, we need the relative pronouns to add a new clause to a sentence. For example:

- Canada is a country **that** is located in North America.
- Canada has two official languages **which** are English and French.



Information about Canada has been adapted from: (Encyclopeadia Britannica Website, Bercuson, D. J. et al, 2020)

Grammar explanations have been taken from *Succeed in English Workbook Vantage B2+*, page 86

1. Fill in the blanks with the correct clause:

The word Canada comes from the Huron-Iroquois people who;
which occupies a great deal of land in the North American Continent;
which are official; It is a country, when it is cold outside in
Canada; Something interesting that; which has 10 provinces and 3
territories; Canada is a country where

- a. Canada is a country
- b.live in Canada.
- c. People use toques
- d.has more than one time zone.
- e.I didn't know was that "Kanata" is the origin of the word "Canada".
- f.people speak many languages.
- g. Canada is a country in the world
- h. Canada has two languages

Now, let's review! Take a look at the teacher's blog, task 2, for a Baamboozle game.

2. Complete these sentences as you see fit. You need to add a defining relative clause:

- a. The capital of Canada is
- b. The languages are spoken throughout the country.
- c. It's 8 am in Calgary in Halifax.
- d. Canada is a country
- e. Justin Trudeau is a person.....
- f. The Queen of England is a person

Let's learn about a famous Canadian!

Terry Fox Biography

One of the most famous Canadians to live was Terry Fox. He was a Canadian **who** initiated a marathon to run across Canada. This marathon, **which** happened many years ago, was to raise money for cancer research. It started in 1977 **when** he found out he had a tumour in his leg. Two years later, he began to train for his marathon. Today, the marathon **that was** started by Terry Fox, is still run by people in many countries around the world.

The marathon, **which** was called the Marathon of Hope, was run by Terry. He had gotten bone cancer and had to have his leg amputated. The leg **that** was amputated was his right leg. Terry, **who** died in 1981, had to quit the marathon because the cancer had gotten worse. He died just before turning 23. He passed away in a hospital **which** was in British Columbia, Canada.

He was able to raise \$1 for cancer research and awareness from every Canadian in 1981, **which** was the same year he died. Terry, **who** ran the marathon on one leg, inspired many people. All the money **which** is raised by the Terry Fox Foundation is used towards cancer research.

Now take a look at the listening and video activity in the teacher's blog about Terry Fox. Let's reinforce what we have learned about him! (Information has been adapted from *The Terry Fox Foundation Website*).

Let's write about a famous Canadian!

Now you will learn how to write a biography about a famous Canadian. Below is a guide to help you.

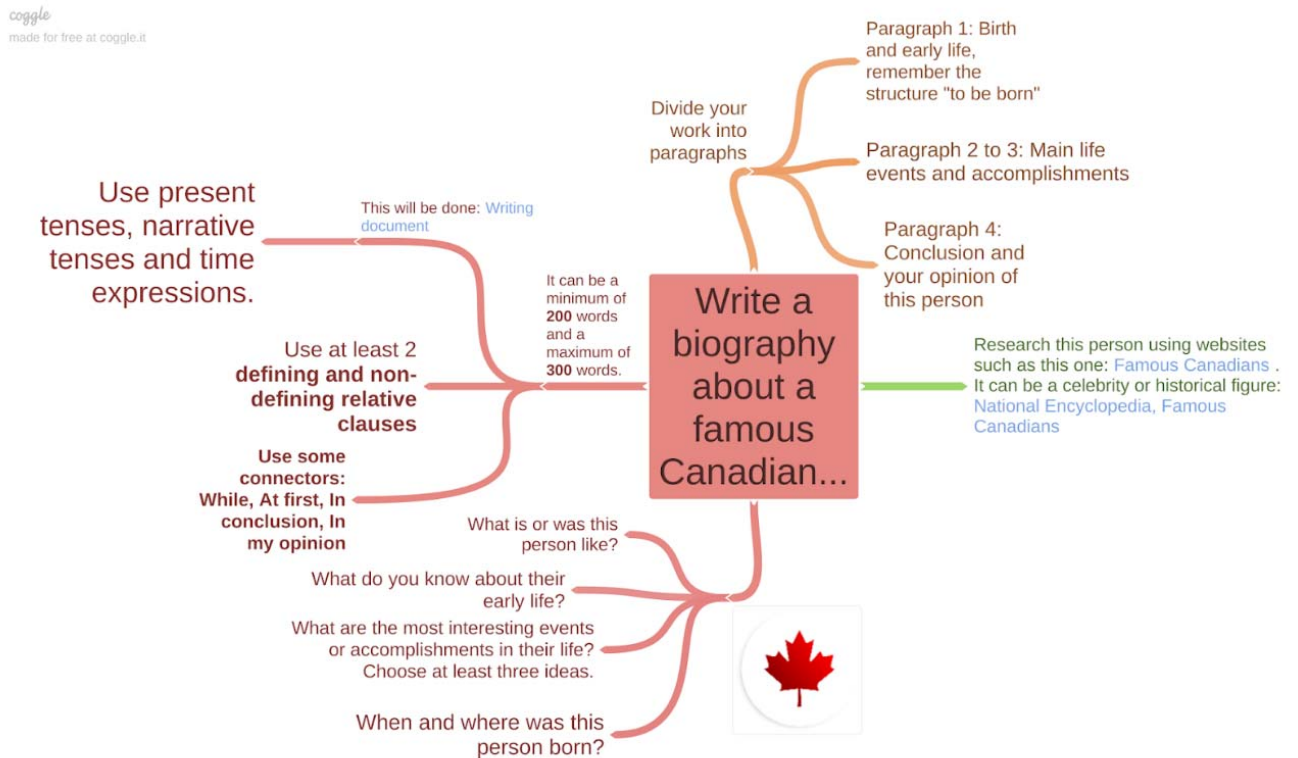


First, make sure to **brainstorm** and **research** the following points:

1. What this person is or what this person was like.
2. Any information about their early life.
3. What are the most interesting events or accomplishments in their life: think of three ideas.
4. When and where was this person born?

Your biography needs to be at least 4 paragraphs.
Paragraph 1: Birth and early life
Paragraph 2-3: Main life events and accomplishments
Paragraph 4: Conclusion and your opinion of this person

Take a look at the diagram below to give you some extra pointers. You'll also find this diagram in the teacher's blog.



Create your outline here:

Non-Defining Relative Clauses

A non-defining relative clause is a clause which gives information that is not essential. In other words, it gives other information about a person, thing or place.

A sentence can make sense if we take out a non-defining relative clause.

For example:

Canada, which is on the continent of North America, is located in North America.

Justin Trudeau, who is Canada's Prime Minister, lives in Ottawa.



Grammar explanations have been taken from *Succeed in English Workbook Vantage B2+*, page 86

1. Fill in the blanks with the correct relative pronoun:

where, who, where, which, which, who

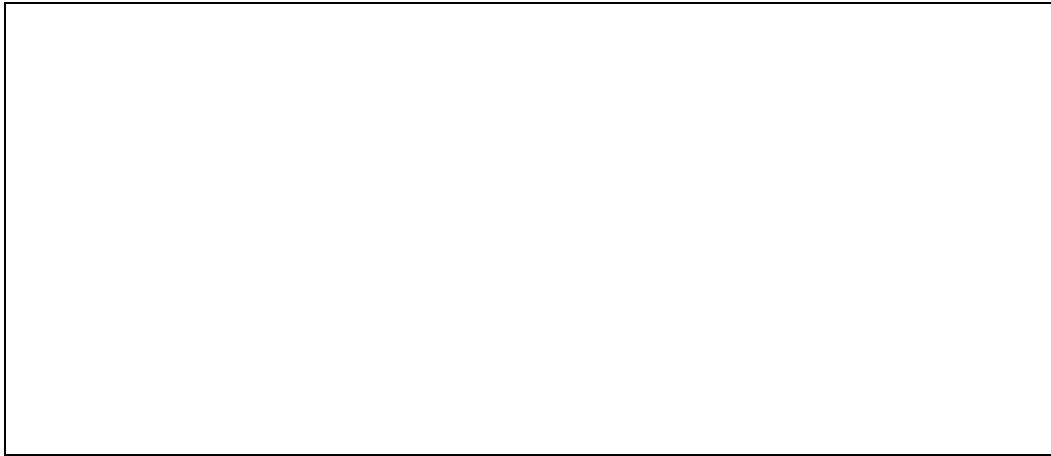
- a. Justin Trudeau, is Canada's Prime Minister, has three children.
- b. Sophie Trudeau, is Justin Trudeau's wife, has been married to him for several years.
- c. Hockey, is Canada's national winter sport, is a rough sport sometimes.
- d. Montreal Canadians, is a well known hockey team from Canada, is from the city of Montreal.
- e. In Halifax Nova Scotia, lobster fishing is a typical trade, many restaurants serve seafood.
- f. Prince Edward Island, Anne of Green Gables is from, is also famous for its potatoes.

2. Complete the sentences with the correct clause so that the sentence makes sense:

- a. Canada,, is a great country.
- b. Ottawa,, is located in Ontario.
- c. The Queen of England,, is also Canada's queen.
- d. Canada,, has a varied cuisine.
- e. French,, is spoken all over the country.



- Now, in pairs, discuss some typical Spanish foods and create a diagram of your through process.



- Now, let's review our Grammar point by taking a look at task 3 of the Teacher's **blog!**
- Now, write a little text about typical Spanish food. Access the document you need through the teacher's blog. Make sure to follow the instructions carefully.



Canadian Food

- What are some typical Spanish foods that you discussed in the previous exercise?



- Here are some Canadian restaurant menu options, you will need to create a dialogue based on the menus. Be sure to choose one and use some relative clauses.



Appetizers	Dan's Diner	Drinks	
Poutine	\$ 3.00	Soda \$ 2.00	
Fries and gravy	\$ 2.50	Water \$ 1.00	
Onion Rings	\$ 2.50	Coffee \$ 1.00	
Main dishes		Tea \$1.00	
Burger	\$ 4.50		
Bacon burger	\$ 5.00		
Cheeseburger	\$ 5.50		
Desserts			
Nanaimo bars	\$2.00		
Beaver tails	\$2.50		

Didactic Unit 6

Cayla's Canadian Cuisine

Appetizers

Poutine \$4.50

Sweet potato fries \$ 4.40

Hummus \$ 4.00

Main dishes

Tourtière \$ 5.00

Lobster \$ 15.00

Clubhouse sandwich \$ 5.50



Canadian bacon sandwich \$ 5.00



Desserts Ice cream sundae \$ 2.00

Nanaimo 1

Brownies \$ 2.00



https://upload.wikimedia.org/wikipedia/commons/0/04/Food_Poutine_Closeup.JPG

By Victoriaedwards - Own work, CC BY-SA 3.0,
<https://commons.wikimedia.org/w/index.php?curid=23671157>

Some vocabulary to help you:

What would you like to eat/drink?

Have you got any allergies?

Would you like anything else?

To order food: I would like to order; I'll have;

May I have;

How much does..... cost?

Can I add to my order?

Would I be able to get to drink?

What are the ingredients in this dish?



Would you like to order take away?

Would you like to eat in?

What would you recommend?

Let's take a look at some typical Canadian foods:



Poutine is a meal that is made with fries, cheese curds and gravy.



Tourtière, which is not vegetarian, is a Canadian meat pie.



Beaver tails, which are a delicious sweet treat, are made with fried dough and sugar.



Nanaimo bars are sweets that are typical in Nanaimo, British Columbia.



Butter tarts are sweets that are like little pies.

3. Now, in pairs, you will research typical Canadian foods based on the fact that Canada is a multicultural country. Let's see what you can find. Write sentences or a short paragraph to show your findings.

Research tips

When doing research, make sure to use trustworthy sources. Official websites are always a good option. For example, when researching Canada, looking websites that are official Canadian ones is helpful. Check out the teacher's blog for some reliable sources.



4. Guess the name of the food based on the description:

- a. It is a food which is made with meat and is round shaped.
.....
- b. It is dish that is made with French fries, gravy, and cheese curds.
.....
- c. These bars are named after a place in British Columbia.
.....
- d. This typical seafood, which is a delicacy in Canada, turns red when cooked.
.....
- e. This sweet can be bought where the ships come in in some cities.
.....

Gerund or infinitive? Grammar Review

Gerunds

Can be used a noun

After prepositions

After certain verbs such as admit, avoid, can't help, delay, deny, don't mind, finish, imagine, keep, miss, practise, quit, recall, recommend, risk, spend (time), suggest, waste (time); expressing likes and dislikes, enjoy, be fond of, be keen on, hate, loathe, detest, can't bear, can't stand are followed by a gerund.

Grammar explanations have been taken from *Succeed in English Workbook Vantage B2+*, page 86.



Infinitives can be used with to and the base form of a verb:

After an adjective

After some nouns

To explain the reason for an action

After certain verbs, including agree, aim, arrange, be able, choose, decide, expect, help, hope, learn, mean, need, offer, plan, promise, refuse, threaten, try, want, would like, wish.

Grammar explanations have been taken from *Succeed in English Workbook Vantage B2+*, page 86.

Verbs+ gerund or infinitive

Sometimes a verb can be followed by a gerund or an infinitive with little or no difference in meaning. These verbs are: start, begin, continue, like, love, hate.

Sometimes a gerund or an infinitive can come after certain verbs. The meaning can change.

For example: go on, forget, regret, remember, stop, try.

Grammar explanations have been taken from *Succeed in English Workbook Vantage B2+*, page 86

1. Fill in the blanks with the correct version of the verb:

working, to study, to watch, visiting, eating, to learn, living

- a. I love..... in Canada.
- b. HisCanada's Wonderland was a great idea.
- c. He remembered for the Canadian government many years ago.
- d. It's greatdifferent Canadian foods.
- e. Let's turn the T.V. on to watch the hockey game today.
- f. She hopeshow to speak another language.
- g. She began Punjabi two years ago.

2. Gerund or infinitive: Choose the correct version of the verb:

eat, live, go, visit, learn, be, clean up

- a. Canadians enjoy.....poutine.
- b. Most Canadians hopeto learn more than one language.
- c. He stopped Niagara Falls.
- d. Canadians spend a lot of time snow.
- e. It's great in Canada.
- f. He can't bear mistaken for an Australian.
- g. They stopped to Toronto last year.



3. Here is a fun game to practice these **Grammar** points!

4. Complementary activity of the unit:



Take a look at the [*Canadian Encyclopaedia Website*](#).

Now, in pairs, find the most interesting sports in Canada's history and write 5 sentences **OR** a short paragraph using Relative Clauses about the most interesting facts.

5. Now, take a look at this Canadian Heritage Minute [*video*](#). What part of the sport was invented in Canada? How?

.....

.....

.....

.....

.....

.....

.....

.....

@ A little **extra!** Look up more Canadian Heritage Minute videos. Write a small summary of one that you like! Explain why you like it and try to use some Relative Clauses.



14 Appendix

Defining and Non-Defining Relative Clauses

Nicole D. Chidiac

HERE ARE SOME SENTENCES:

- Canada is a country that is located in North America.
- Canada has two official languages which are English and French.
- Canada is a country where many time zones exist at once.

To Start:

IN PAIRS, COMPLETE THE FOLLOWING SENTENCES:

- It is a countryhas more than one time zone.
- The word comes from the Huron-Iroquois people live in Canada.
- Canada has two language are official.

Relative Pronouns

THERE ARE SEVERAL:

- Who and that
- Where
- When
- Which and that

AND THESE SPECIAL ONES

- Whose
- Whom
- Why

Defining Relative Clauses

DEFINING RELATIVE CLAUSE

- A defining relative clause is used to explain who or what we are talking about.
- A relative clause completes a sentence and a sentence cannot make sense without it.

RELATIVE PRONOUNS

- Remember, we use them with relative pronouns: who, whom, which, that, which, where, when, whose.

Examples:

- Canada is a country **which** has ten provinces.
- Justin Trudeau is a man **who** has three children.
- It's six am in Halifax **when** it's 11 am in Madrid.

Non-Defining Relative Clauses

- A non-defining relative clause is a clause which gives information that is not essential.
- In other words, it gives other information about a person, thing or place.
- A sentence can make sense if we take out a non-defining relative clause.
- It is separated by commas.
- Remember, we use them with relative pronouns: who, whom, which, that, which, where, when, whose.



Examples:

- Justin Trudeau, **whose** father was a Prime Minister in the past, has three children.
- Canada, **which** is the second largest country in the world in area, has many time zones.
- Trudeau, **whose** wife is called Sophie, speaks english and French.
- Canada, **where** it can snow even in May, has very cold winters.




To sum up:

WHAT WE HAVE LEARNED IN THIS BLOG:

- Defining relative clauses have the job of explaining something in a sentence.
- For example: Canada is a country that is the second largest in the world.

AND ALSO...

- Non-defining relative clauses are clauses that give us extra information.
- For example: Canada, which is a huge country, is located in North America.



Grammar
Explanations have
been taken from:

- Wood, P., & Tabor, C. (2019). *Succeed in English: Workbook: Vantage B2+*. Oxford, United Kingdom: Oxford University Press.



Typical Canadian foods and drinks

Nicole Chidiac



Poutine is a meal that is made with fries, cheese curds and gravy.



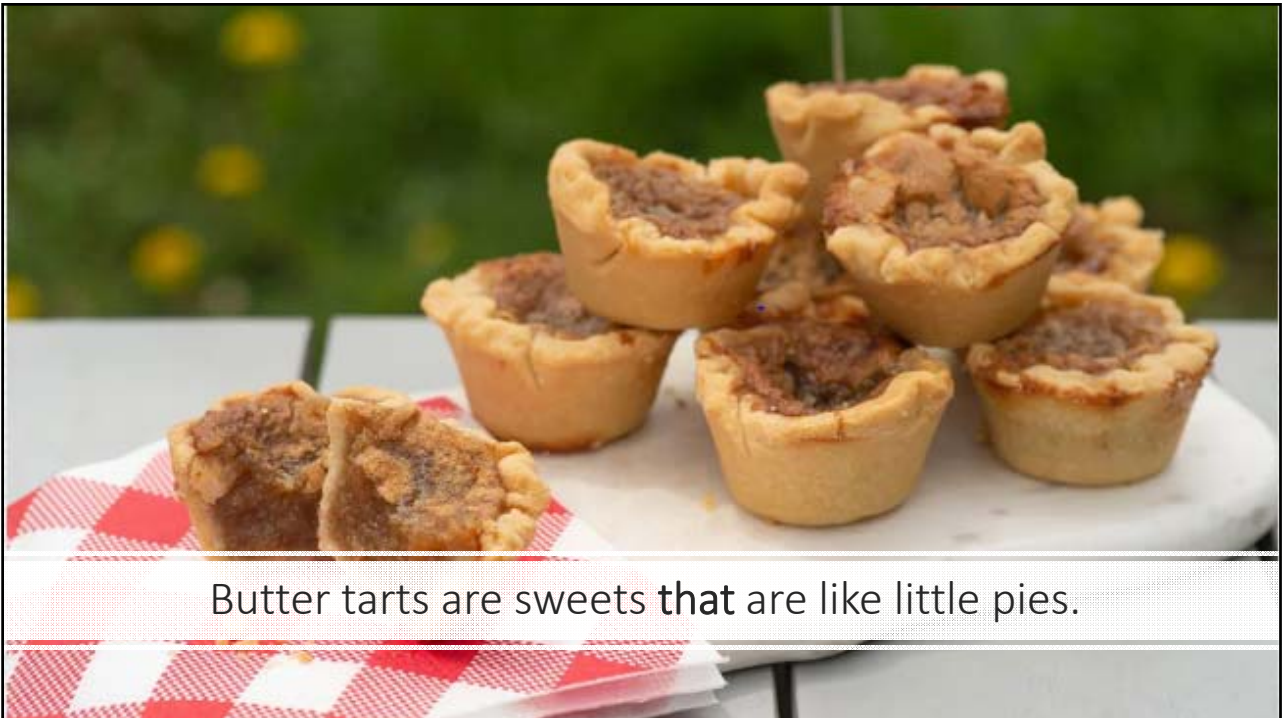
Beaver tails, which are a delicious sweet treat, are made with fried dough and sugar.

Canadian Bacon,
which is typical
in Canada, is
really tasty.





Nanaimo bars are sweets **that** are typical in Nanaimo,
British Columbia.



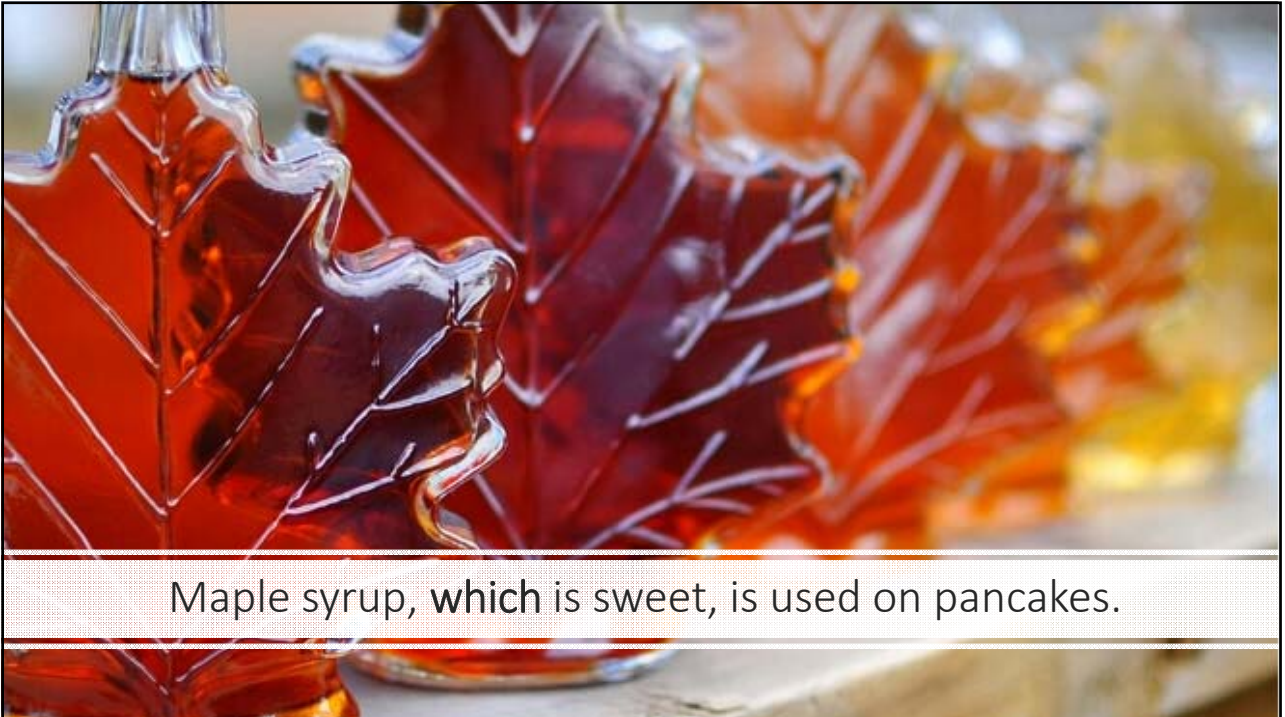
Butter tarts are sweets **that** are like little pies.



Tourtière, which is not vegetarian, is a Canadian meat pie.



This is a warm Canadian dish which is called split pea soup.



Maple syrup, which is sweet, is used on pancakes.

—
Tim Hortons coffee,
which is now a
franchise around
the world, is a
coffee chain that
started in Canada.





Coffee crisp are delicious chocolate bars that are coffee flavoured.

Bibliography of pictures:

Costa, A. (2019, August 6). 10 Must-Try Canadian Dishes (and the Best Places to Find Them). Retrieved May 7, 2020, from <https://www.readersdigest.ca/travel/canada/10-must-try-canadian-dishes/>

Eden Ashley. (2019, November 20). The 15 Best Canadian Foods You Need To Try. Retrieved May 7, 2020, from <https://www.mintnotion.com/travel/the-best-15-canadian-foods-you-need-to-try/>

GERUND VS. INFINITIVE

Nicole D. Chidiac



GERUND REVIEW

Gerund forms are used with

nouns

Living in Canada is considered to be a privilege.

After a preposition

She is interested in working in Canada.

After these verbs:

Admit, avoid, can't help, delay, deny, don't mind, finish, imagine, keep, miss, practice, quit, recall, recommend, risk, spend time, suggest, waste time:
Canadians spend time **visiting** different parts of the country during the summer.

Verbs that express likes or dislikes

Like, dislike, enjoy, be fond of, be keen on, hate, loathe, detest, can't bear, can't stand;
Canadians enjoy **working** from home.



INFINITIVE REVIEW

Infinitive forms are used after:

An adjective

It's great to live in Canada.

After some nouns

Canada's effort to help immigrants is very significant.

To explain the reason for an action

Canada chose him as a Prime Minister to have a better situation.

After certain verbs

Agree, aim, arrange, be able, choose, decide, expect, help, hope, learn, mean, need offer, plan, promise, refuse, threaten, try, want, would like, wish;
He would like to live in Canada.



GERUND OR INFINITIVE:

❑ With these verbs, we can use the gerund or infinitive and the meaning is similar:

➤ Start, begin, continue, like, love, hate:

- I love living in Canada. Or I love to live in Canada.

❑ However, there are some verbs that can be followed by both and their meaning changes:

➤ Go on, forget, regret, remember, stop, try

- She went on to live in Toronto later in her life. (She moved from living somewhere else to Toronto).
- She went on living in Toronto many more years. (She continued living in Toronto).
- He stopped visiting the Toronto zoo. (He isn't visiting it anymore).
- He stopped to visit the Toronto zoo. (He stopped on his way from visiting something else to visit the zoo).



BIBLIOPGRAPHY:

- Grammar explanation has been taken from:
 - Wood, P., & Tabor, C. (2019). *Succeed in English: Workbook: Vantage B2+*. Oxford, United Kingdom: Oxford University Press.

