



Universidad de Valladolid

Facultad de Educación y Trabajo Social

**Master oficial en Profesor de Educación Secundaria
Obligatoria y Bachillerato, Formación profesional y
Enseñanzas de idiomas**

**EL ENFOQUE POR TAREAS: UN MODELO DE
PROGRAMA.**

**TASK BASED LANGUAGE LEARNING: A
PROGRAM MODEL.**

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Task Based Language Learning: A Program Model.

“Children are born with the capacity of learning languages; the key factor is to provide them with opportunities to use them.”

D. Marsh (2003)

Acknowledgements

I would like to thank Ana Isabel Alario, for her time, availability and dedication over the last months. After this, she has won salvation.

I would also like to thank Alejandro Barrecheguren, for his tireless patience, encouragement and help.

I must say thanks to Fareehah Ramtoola too, for the dozens of times she has proofread my assignments since I know her and for making this project “legible.”

And finally, I cannot forget Marina Martínez, for sharing part of her wisdom with me and always being willing to help me without having to beg for it.

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1. INTRODUCTION.

During my years as student, I have always been taught by teachers who mostly applied the traditional way of teaching theory and later proposing exercises, ignoring completely the communicative aspect of the language. That is why I was so impressed when I knew about the Task Based Learning approach (TBL).

Task Based Learning approach suggests a different way of teaching languages, focussing on the learner as an individual. It offers learners the possibility to learn English to communicate properly.

This paper first attempts to describe the characteristics of Task Based Learning (TBL), its stages, conditions and constraints. Then, it introduces a possible example of a didactic programming based on TBL method.

Didactic programming attempts to rationalize teaching practice so that teaching is not carried out in an arbitrary way but rather as a plan: the design of the programming cannot be understood as a mechanical matter or a concrete formula. It systematizes, arranges and specifies the teaching learning process, with enough flexibility to allow space for creativity.

Moreover, this didactic program is designed in accordance to what is stated by the Common European Framework of Reference for Languages, which sets the standards that students have to achieve in the different stages; the Organic Law of Education (LOE), which establishes the guidelines of the educational system in Spain; and the R.D. 1631/2006, 29th of December, which establishes the Minimum Teaching Requirements for Secondary Education.

This document includes the objectives, contents, basic competences and evaluation criteria stated by the law. There is also a methodology designed in accordance with the Task Based Learning approach. Given that students have different

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needs and interests and there is not a homogeneous group, it is also included a section for attention to diversity.

Finally, there is a proposal of fifteen didactic units addressed to a group of students of the first grade of Compulsory Secondary Education. The paper concludes with some attachments with TBL activities.

2. THEORETICAL JUSTIFICATION.

2.1 Task Based Learning overview.

In recent years, the need to change the education in Spain, and specially the way of teaching languages, has become more evident than ever. TBL approach may be an alternative way to improve foreign language teaching.

Long (1085) and Prabhu (1987), “supported an approach to language education in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real-world, non-linguistic purposes.” (qtd. in Van den Branden 1)

This topic covers the role of tasks in foreign language teaching, including their description and performance. Hymes’ concept of communicative competence encouraged the development of approaches which tried to provide students with opportunities to use the foreign language in the classroom, not as a mechanical way, but using real examples. Language is used to achieve a communicative purpose in interaction with other people, and students learn a language by using it.

This approach instead on focussing on the grammatical aspect of structures, focuses on the use of pedagogic procedures to communicate. Van den Branden maintains that people do not learn isolated items in the target language one at a time, in a linear way, but rather as parts of complex relationships (2006:5). The best way to do this is by carrying out specific tasks and by introducing language into a concrete context and situation.

Nonetheless, the choice of tasks needs to be done by taking into account the analysis of specific students’ needs, interests and learning styles. Thus, students are more motivated to participate in classroom activities and are interested in learning. In fact, functioning efficiently in daily social situations, such as filling in official documents or communicating with bank managers is frequently one of the biggest

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worries of second language learners (De Groof, 2000; Schuurmans, 1994; Wijnants, 2000; qtd. in Van Avermaet and Gysen 20).

In order to get students involved in the learning process with an enthusiastic attitude, teachers must find the way to motivate them. Reaching motivation should be a main goal for them, since as Willis (1996:11 qtd. in Van Gorp and Bogaert 81) suggests, motivation to listen, speak and write the language is one of the three essential conditions to learn it, together with the use of the language and the exposure to a varied but clear input. According to Krashen, acquisition occurs only when the learner receives a comprehensible input; that is, language which is a bit higher than the actual level of competence of the learner. Indeed, the input should be meaningful, interesting and motivating for the students.

Moreover, regarding to motivation Van Lier (1996:98, qtd. in Van Gorp and Bogaert 81) adds that both experts and amateurs agree that motivation is one of the most important points in language learning.

Dörnyei suggests a process oriented approach that focused on the dynamic motivational processes that occurs during task completion. This process would be divided into three different steps: the preactional stage, in which motivation needs to be generated and learners must set clear goals; the actional stage, in which the motivation previously generated has to be maintained; and the postactional stage, when learners evaluate their previous experiences to consider their future actions. (2001a, b, 2002; qtd. in Van Gorp and Bogaert 81).

Teachers are those in charge of creating this motivation. Nonetheless, it is not their only function. Indeed, according to Van Avermaet et al. (2006:195) a high percentage of the success of this approach depends on:

- Teacher's *expectations* of the students' capacities to carry out the task successfully.
- "Teacher's *willingness* to share responsibility for task performance with the students."

- Teacher's *empathy* for students' learning needs and problems.
- Teacher's *flexibility* in adapting his/her aid to the different needs that students may present in a heterogeneous group.
- "Teacher's tolerance of interlingua errors, disparate opinions, diversity in task performance conditions and use of languages other than the language of instruction if the students prefer to do so or find that helpful."
- Teacher's enthusiasm with his/her students' ideas and achievements.

However, motivating students is not an easy task. Teachers have to find the way to achieve it and, at the same time, they have to cover the contents of the curriculum. This may be carried out by proposing interesting texts for them. According to Van Gorp and Bogaert, these are called pedagogical tasks. They also point out that even though pedagogical tasks may be easier than target tasks, there should still be a gap between the students' current knowledge and the language proficiency necessary to carry out the task. Tasks should address the 'zone of next potential (Tharp and Gallimore, 1998; Williams and Burden; 1997) or the 'zone of proximal development' (Vygotsky, 1978)" (2006:89). Students need to overcome challenges, in order to learn. If the task is too easy, there will be no place for new learning.

This gap cannot be previously determined, but it will depend on the characteristics of each learner. That is why meaningful tasks are extremely useful in heterogeneous groups, as they allow to adapt activities to different levels at different moments.

2.2 Task description.

Over the years, many authors have attempted to define what a task is. Here are some of them:

Breen (1985):

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A task is a structures plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication". Breen specifically states that a "task" can be" a brief practice exercise" or "a more complex work plan that requires spontaneous communication of meaning".

Long (1985):

A task is "a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, and so on.

What is a task?

In other words, by "task" is meant the hundred and one things people do in everyday life, at work, at play, and in between. "Tasks are the things people will tell you they do if you ask them and they are not applied linguists".

Crookes (1986):

A task is "a piece of work or an activity usually with a specified objective, undertaken as part of an educational course, at work or used to elicit data for research".

Prabhu (1987):

A task is "an activity which required learners to arrive to an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process".

Carroll (1993):

A task is "any activity in which a person engages, given an appropriate setting, in order to achieve a specifiable class of objectives".

Bachman and Palmer (1996):

A task is “an activity that involves individuals in using language for the purpose of achieving a particular goal or objective in a particular situation”.

Skeham (1996):

A task is “an activity in which meaning is primary; there is some sort of relationship to the real world; task completion has some priority; and the assessment of a task performance is in terms of task outcome”.

Bygate et al. (2001):

A task is “an activity which requires learners to use language with emphasis on meaning, to attain an objective”.

According to the Cambridge Guide to teaching English to Speakers of Other Languages, a task is an activity which involves a language use to achieve a communicative purpose. Examples of tasks are presentations and role plays.

Therefore, tasks can be extremely varied in nature. These language activities engage the participants in interaction, production, reception or mediation. For instance: buying tickets for a concert, for the underground, etc.

Tasks can be divided into two categories:

- Communicative tasks: those based on students’ likely needs outside the classroom. They consist on recreating those situations in the classroom.
- Metacommunicative learning tasks: those tasks which focus on how the language works.. For instance, analyzing how a report or narrative is structured.

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A further criterion to classify tasks take into account the cognitive aspects involved in the task and divides them into three board categories: information gap, reasoning gap and solving gap. Stern and Willis classify them into:

- Creative: writing a story, a poem, drawing...
- Skills based: assembling something.
- Problem solving: jigsaw.
- Routine: buying a ticket, going to a restaurant...
- Social interactions: meeting new people.
- Taking part in discussions.
- Presentations.
- Planning a course of action.
- Replying to a message, e-mail...

2.3 Stages of task performance.

According to Pools there are three stages in the performance of tasks (2009:6):

1. Pre-task: Introductory explanation to the subject by the teacher, using photos, posters, etc. This stage can also be used as a strategy to focus their attention on and introduce them to the task, as well as drawing on the prior knowledge of the students.

Moreover, Van Gorp and Bogaert suggest that it is the best moment to motivate learners and organize the following phase, by providing clear instructions about the performance and the goal of the task. (2006:98).

2. Task Performance: “Working with and using the target language. Carrying out activities in pairs or groups. Gradual increase in the importance of Planning, Report, Presentation.”

During this stage, positive feedback is one of the best instruments can use to encourage their students (Van Avermaet et al. 178)

3. Post Task: Selecting, identifying and ordering common words and phrases. Practice usual expressions in classroom. Creating personal glossaries. Also analysing the problems they have had in the process and their possible solutions. The focus here is on error-analysis and on awareness-raising techniques which encourage learners to reflect on the language required in a given context for a specific situation.

“The post-task discussion may have much to offer in terms of strategic communicative competence and general learning strategies, for it may offer students valuable insights into how tasks can be tackled, what may be the possible effects of certain procedures or strategies, and what may be learnt in terms of efficiently and effectively performing similar tasks in the future,” as Van Gorp and Bogaert say (2006:104).

2.4 Conditions and constraints.

- In general: A further factor to consider when designing or choosing tasks is the conditions and constraints inherent to their performance. The two major ones are physical and human:

Regarding to the physical ones:

- Whether the layout of the classroom and desks allow for the group work.
- Technical aspects such as the possibility of using computers in the classroom or if it has to be in the computer room. In the latter case, certain organizational issues would have to be addressed.
- Interferentes: If there is some type of background noise, for instance, when carrying out a listening task, this will put some constraints on the performance of the task.

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Human conditions and constraints have to do with the teacher and the students. In the vast majority of the groups, the level of students' competences varies greatly from one student to another, giving rise to mixed ability classes. Consequently, it cannot be expected that all the students will produce the same outcome. Possible solutions to this are:

- Setting tasks at individual, pair or group level with different stages where a minimum is to be accomplished by all the students, allowing the more competent students to go beyond the minimum and as far as possible.

- Tasks involving reception are affected by three factors:
 - The support provided: In the preparatory stage students can have a variety of visual support and teachers can guide them. A key factor is to give the students clear and simple instructions on the task they have to develop.
 - Characteristics of the text: The level of complexity of the text; the type of text and its discourse structure, familiarity will help students to anticipate the text and understand its structure and content.
 - Physical presentation: it divides texts according to their transmission medium. Thus spoken texts require that the information is processed in real time. The number of speakers will also be of relevance, as greater the number more difficult is to identify voices.
Regarding written texts, the more visual they are the easier is to understand them.
 - Length of the text: Apparently, the shorter the text is the easier is to understand it. However, long texts may contain redundancies making easier to understand them.

- Tasks involving interaction and production usually require:
 - Information regarding contextual features, appropriate strategies and language to use in the performance of the task. In addition, when tasks

involve interaction and oral production, students should be given time to plan. On the other hand if the task involves written production it is important that they have access to dictionaries, Internet, etc.

- Time allocated: Task preparation time will depend on the type of task.
- Goals, predictability and participants: Another important point to bear in mind is setting clear goals: what exactly the task is for, how many groups there are and the number of participants, etc.

If they have to produce something that has been prepared in advance, it will help them to feel more confident when using the language.

➤ Other facts about interaction:

As it has been previously mentioned, interaction is an essential element in Task Based Learning approach, as interaction with other peers enriches the learning process of individuals. In accordance with Doughty and Williams, 1998; Ellis, 1999; Gass and Varonis; 1994; Lantolf, 2000; Long, 1983b, 1996; Lyster and Ranta, 1997; Ortega, forthcoming; Pica, 1994; Swain, 1986,1995; and Vygostky, 1978 (qtd. in Van Gorp and Bogaert 93-94):

- The interlocutor may add motivation to the learner when difficulties arise.
- The interlocutor can stimulate the learner to express his/her opinions.
- The interlocutor may provide feedback to the learner and encourage him/her to provide a more accurate output.
- The interlocutor may explain meanings and help the learner with difficulties.

In relation to the last idea, Van den Branden (2000a, 436; qtd. in Van Gorp and Bogaert) also adds that students with a lower level of language knowledge may learn from their more proficient classmates, since sometimes, their explanations are better understood than those of the teacher. This also represents an advantage for the proficient student, given that while explaining concepts to his/her partner, (s)he reinforces his/her own knowledge. At the same time, it encourages (s)he to make an extra effort to understand the input, since there is another student that depends on him/her.

On the other hand, it must be also pointed out, that there may arise problems during interaction among peers. These problems are usually related with non-participation or domination, among others (2006:96). It may also depend on the role of the pupil in the group

All the characteristics mentioned before are some of the aspects that a teacher has to consider when designing a syllabus or a curriculum taking Task Based Learning approach as reference.

3. CHARACTERISTICS OF THE STAGE.

The Stage of Compulsory Secondary Education includes four academic years that will usually be studied between the ages of twelve to sixteen. The first cycle includes the first two years, from the ages of twelve to fourteen. Nevertheless, students have the right to remain in ordinary schooling until they complete the academic year they are in when they reach the age of eighteen.

The aim of this stage is to transmit basic cultural elements to students, especially in scientific, technological and humanistic aspects, as well as with habits favouring learning and development of their capacities. Another important aspect is to train them to assume obligations and use their rights as responsible citizens. Some of the aims of this stage are to prepare students for higher studies or for their incorporation to working life adequately.

Through Compulsory Secondary Education, students will have different subjects, among them English as a Foreign Language.

4. CHARACTERISTICS OF THE STUDENTS.

The educational processes are narrowly related to development processes. These processes are described in a particular social and cultural context. In the first grade of Compulsory Secondary Education, students are between 12 and 13 years old. Here are some of the characteristics of this period of life:

- **Psychomotor development:** The development of the physical potential culminates. The increase in muscular power, resistance and agility will be features of the development of psychomotricity in these ages.
- **Cognitive development:** During adolescence, the transition to the period of formal operations takes place: the abilities for abstract way of thinking start being applied. They are able to restructure already possessed knowledge. Finally, students work with logical connections and categories.

There exists a relation between this characteristic and the learning to learn competence.

- **Affective social development:** Teenagers consolidate their identity perceiving their situation in the social environment.

The interaction during this period is a source for development and a stimulus for learning: cooperation is a motivating factor towards the high school and a positive climate for personal development.

This characteristic can be related to the knowledge about and interaction with the natural world and social and citizenship competences.

- **Moral development:** The adolescent moves towards more autonomous and responsible positions. They want to feel freedom in everything they do.

This characteristic is related to personal initiative and autonomy competence, as well as with the learning to learn one, as this competence encourages the autonomy of the student in learning processes.

5. CONTEXTUALIZATION.

5.1 Location and population.

My educational centre (which offers a bilingual education in some of the subjects) was inaugurated 40 years ago. Initially, it was called “Mixto número 2” (Mixed number 2), but finally the name has been High School Alonso Berruguete, in memory of the famous sculptor. It is located in the centre of Palencia, an 82000 inhabitant city. The number of students is around 600 and they come mainly from nearby primary schools (CP Ave María, CP Blas Sierra, CP Jorge Manrique, CP Juan Mena, CP Sofía Tartilán, CP Tello Téllez, CP Conde Vallellano (Ampudia)). As it is a relatively big city, there are several services that students can use to improve both their physical and intellectual learning outside the school. For instance, there is a public library with Internet connection available, cinemas, covered pavilions to practice sports, etc.

A high percentage of the families of our students are middle class. Its economy depends mainly on industrial and commercial sectors. Foreign population has been increasing in the last few years, mostly from Morocco, South American and Eastern countries. The majority of this population works as waiters and in building or agriculture jobs.

5.2 Students.

The group which this program is addressed to is one of the four classes of the first grade of Compulsory Secondary Education period. They are generally aged 12-13

and occasionally 13-14. The current number of students in the class is 19. However, some students might join the class after the official starting date so there may be 21 or 22 students in total.

There are two from South America. They do not have any problem with the Spanish language or with the English one. There is also one student from Morocco and one from Romania. They have been living in Spain for many years, so they do not need special attention in the language although the one from Morocco has a limited knowledge of the foreign language although he can work with the contents of the course. They are all well integrated in the group, though it is a heterogeneous group.

6. PLANNING PROPOSAL.

6.1 Objectives.

Objectives fulfil two essential functions:

- a.** Serving as a guide of the contents and learning activities.
- b.** Supplying criteria to control these activities.

For the elaboration of the objectives different criteria must be considered:

- Types of capacity expected of the students.
- Flexibility in adapting them to individual aspects of learning.

Due to the level of its contents in the first grade of Compulsory Secondary Education, English as a Foreign Language will develop some objectives more deeply than others. However, given the need to include all the objectives as part of the curriculum, and bearing in mind their interdisciplinary nature or value, relations can be established in my syllabus design

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The objectives for **Compulsory Secondary Education** will aim to develop the following capacities:

1. Listen and understand general and specific information of oral texts in different communicative situations adopting a respectful and cooperative attitude.
2. Express themselves orally and interact effectively and adequately in common communicative situations and with some level of autonomy within and outside the classroom.
3. Read and understand various texts of an appropriate level taking into account the capacities and interests of the students in order to extract general and specific information and use reading as a source of pleasure and personal enrichment.
4. Write simple texts for different purposes, about different issues, using appropriate resources of cohesion and coherence.
5. Use with correction the basic phonetic, lexical, structural and functional components of the foreign language in different communicative contexts.
6. Develop autonomy in learning, reflect on the own learning process and on the functioning of the language and transfer communicative skills and strategies acquired in other languages to the foreign language.
7. Use learning strategies and all the teaching resources at their disposal including information and communication technologies to obtain, select and present information orally and in a written way.
8. Appreciate the foreign language as a mean of access to information as a means of access to information and a tool for learning diverse contents.
9. Value the foreign language as a means of communication and understanding among people of different backgrounds, languages and cultures to avoid any type of discrimination.
10. Gain confidence and self-confidence in learning ability and foreign language use, making improvements that lead to success in achieving the set tasks.

These objectives are the same during the whole period of Compulsory Secondary Education and students should achieve them at the end of the stage.

These objectives can also be grouped. The purpose is that with most of the objectives, students acquire the five macro skills, namely, listening, speaking, reading, writing and interaction. The aim of the objective 1 is that students express themselves orally in a correct way. The objective 2 attempts to achieve that students understand oral texts. Objectives 4 and 5 aim students can understand written documents. The aim of the objective 3 is that students can write correctly in the foreign language. There is an interaction of the five macro skills in the objective 6.

Objective 5 and 7 could be grouped given that both of them emphasize some of the main tasks of the current legislation. Those tasks are Reading for pleasure, learning to learn, and using Information and Communication Technologies.

Finally, objectives 8 and 9 could be grouped together since they are related to values, as respect to other cultures or respect the opinion of other people.

6.2 Contents.

The term “contents” refers to teaching and learning objectives, that society considers useful and necessary for promoting personal and social development of all individuals. This acceptance of the concept of “content” has two essential dimensions that stand out in the contents:

- The role that it plays on the definition of what needs to be learnt.
- The instrumental nature of those learning objects in the general development of students.

What today’s society considers as objects for learning, overflows in a way the framework of what has traditionally been considered school contents.

Moreover, the instrumental nature of the contents makes obvious the close relationship that must exist among the different capacities that the objectives attempt to develop and the concrete contents that are to be used in order to achieve this aim.

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Hence, contents stop being ends in themselves and turn into means for achieving the proposed goals.

COMPULSORY SECONDARY EDUCATION. FIRST COURSE.

Block 1. Listening, speaking and conversation.

- Listening to and understanding brief oral messages, related to classroom activities: instructions, questions, comments, dialogues.
- Anticipation the general content of what you heard supported by verbal and nonverbal elements
- Obtaining global information in different oral texts.
- Obtaining specific information in oral texts about daily and predictable situations such as numbers, prices, names or locations presented in different media.
- Use of basic strategies of comprehension of spoken messages: use of verbal and nonverbal context and prior knowledge on the situation.
- Production of short, understandable and effective oral texts with a logical structure and a correct pronunciation.
- Participation in short simple conversations in the classroom and in simulations related to personal interests and experiences.
- Use of appropriate responses to the information required by the teacher and peers in classroom activities.
- Development of strategies to overcome the interruptions in the communication using verbal and nonverbal elements to express themselves orally in partner activities and in group: demand for repetition or clarification among others.
- Accepting mistakes as something natural.

Block 2. Reading and writing.

- Understanding of basic instructions for the correct resolutions of activities.

- General understanding and identification of specific information of simple texts (adapted or authentic) on various topics appropriate to their age or related with contents of other subjects in the curriculum.
- Initiative to read with some autonomy texts appropriate to their age, interests and skill level.
- Use of basic strategies of reading comprehension: identification of the topic of text using textual and non-textual elements, use of prior knowledge, inferring meanings by the context, visual elements, by comparison of similar words or phrases in the languages they know.
- Recognition of some of the features and convention of the written language and recognition of its difference with the oral language.
- Practice of the guided written expression, completing simple sentences, sentences and paragraphs.
- Composition of short texts with basic elements of cohesion, with various communicative intentions, using models and the most basic strategies in the process of composition (planning, contextualization and revision).

Block 3. Knowledge of the language.

➤ Language skills.

A. *Language functions and grammar.*

- Identification of basic morphological elements: article, noun, verb, adjective, adverb, preposition, etc.
- Use of structures related to daily and predictable situations:

1. Greeting. Give, ask for and understanding personal information.

- Formulas and greetings
- Personal, demonstrative and interrogative pronouns.
- Articles.
- Singular and plural of the noun.
- Order of words: adjective + noun.

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- Adjectives in predicative position.
- Possessive. Genitive case
- Verbs to be and to have got.
- Prepositions: on, in from, at, etc.
- Telephone numbers.
- Cardinal numbers.
- Formation of words.

2. Giving and asking for and understating instructions and directions.

- Imperatives.
- Formulas: *How can I get to the Post Office?*
- Ordinal numbers.

3. Describing and comparing people, places and things, asking and giving information about them.

- Present simple.
- There is/There are.
- Adjectives.
- Prepositions of place.
- Countable/ uncountable nouns.

4. Expressing habits, tastes, skills, knowledge and physical and emotional states.

- Present simple with frequency adverbs.
- Can
- Like/ love/ dislike/ don't like/ hate + nouns.
- Prepositions of place and time.
- Adverbs of manner.
- Connectors.
- Expressions that denote hours, day and date.

**5. Giving, asking for and understanding information about current actions
contrasting them with the usual ones.**

- Present continuous in contrast to the present simple.
- Temporal expression: now, today, etc.
- Indefinite articles.

6. Describing and narrating past events.

- Past simple of the verb to be.
- There was/ were.
- Past simple: regular and irregular verbs.
- Adverbs and adverbial phrases: *yesterday, last week*, etc.

7. Expressing plans and intentions for the future.

- Present continuous with value of future.
- Be going to.
- Adverbs and adverbial phrases: *tomorrow, next week*, etc.

8. Making suggestions and answering them.

- Let's.
- Why don't we...?.
- Shall we+ infinitive.
- Acceptance or Rejection Answers: *Great!, That's a good idea. Oh no!*

9. Expressing obligation.

- Must/ Mustn't.

B. Lexicon.

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- Identification and use of common expressions, simple phrases and vocabulary related to everyday contexts and to specific contents of other subjects of the curriculum.
- The date. The days of the week. The seasons and months of the year. The weather. Countries and nationalities. The classroom. The parts of the body. The family and school environment. The buildings and places of a city. The colours.
- Formulas and expressions.

C. Phonetics.

- Identification of some phonetic symbols with the pronunciation of frequent phonemes: pronunciation of the termination /s/, /z/, /iz/ in the simple present, pronunciation of the ending –ing, of the ending –ed in the simple past forms. Weak forms.
- Recognition and production of basic patterns of intonation and accentuation of words and phrases.

➤ 3.2 Reflection on learning.

- Application of basic strategies to organize, acquire, remember and use lexicon.
- Progressive use of learning resources such as dictionaries, reference books, the library and ICT.
- Guided reflection on the use of the appropriate grammatical forms in different communicative intentions.
- Initiation of self-assessment strategies and self correction of the oral and written productions.
- Acceptance of the error as part of the learning process and positive attitude to overcome it.
- Organization of personal work as a strategy to progress in learning.
- Interest by the learning opportunities created inside and outside the classroom.
- Active participation in activities and group work.
- Confidence to speak in public and in writing.

Block 4. Socio-cultural aspects and intercultural awareness.

- Recognition and valuation of the foreign language as an instrument of communication in the classroom and with people from other cultures.
- Identification and interpretation of socio-cultural aspects of other countries and cultures that speak the target language
- Comparison between social and cultural elements transmitted by the foreign language and its own culture.
- Adequacy of cultural uses of the foreign language when communicating with this is the means of communication among speakers whose mother languages are different.
- Knowledge of some historical and geographical features of the foreign language speaking countries.
- Differentiation of formal and informal uses of the foreign language.
- Use of appropriate formulas in social relations: greetings, letters, etc.
- Open attitude to other ways of thinking and organizing reality.
- Respect for different traditions.
- Valuation of our own culture in contrast to the foreign language culture.

6.3 Basic competences.

The new Law of Education includes the concept of competences in the article 6 within the concept of curriculum. The Royal Decree of Education 1631/06 and the Decree of the Curriculum for Castilla y León present the basic competences as an essential element.

The basic competences identify eight areas of knowledge and experience that are functional in nature, and which at the same time, must be developed in a systematic way, in line with the specific contents of our subject. These basic competences are:

1. Linguistic.
2. Mathematical.

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3. Knowledge about and interaction with the natural world.
4. Treatment of information and digital competence.
5. Social and citizenship.
6. Cultural and artistic.
7. Learning to learn.
8. Personal initiative and autonomy.

Due to the nature of its contents, English as a Foreign Language is particularly related to the Linguistic basic competence. It is also closely related to the competences 4, 5, 6, 7 and 8. However, given the need to include all the competences as part of the curriculum, and bearing in mind their interdisciplinary nature or value, relations can be established in my syllabus design. Such relations can be expressed by means of the numbers used to identify them in the official programmes, as shown below:

- Inform others about a particular topic in English, with adequate preparation of content, structure and language (Basic competences 1, 5, 6, 8).
- Interpret texts commonly found in everyday life (graphs, tables, diagrams, maps, etc.) and be able to reproduce the most relevant information, in both, orally and in writing, using the foreign language (Basic competences 1, 2, 4, 8).
- Show awareness of the norms and conventions to be used when communicating in the foreign language (formal/informal language), both in speaking and in writing (Basic competences 1, 5, 8).
- Use competently and appropriately the different non-linguistic devices that accompany oral expression in the foreign language (gestures, intonation, etc.) (Basic competences 1, 5, 8).
- Locate relevant information in written texts in English, from varied sources. For instance, dictionaries, advertisements, etc. (Basic competences 1, 3, 4, 7, 8).
- Express oral opinions in a respectful way when engaging in oral communication in English, taking into account the reactions of the listener(s) (Basic competences 1, 5, 8).

- Demonstrate oneself to be an active reader, eager to read a variety of texts, such as literary, informative, etc., and take advantages of any opportunities to read in the foreign language. (Basic competences 1, 4, 6, 7, 8).
- Value the importance of libraries, the Internet, etc., as sources of information and opportunities to learn the foreign language (Basic competences 1, 3, 4, 6, 7, 8).
- Employ artistic or visual back-up (photos, drawings, computer based materials...) to complement the use of foreign language in expressing ideas and feelings, hence promoting more effective communication (Basic competences 1, 4, 5, 6).

In the official curriculum and in my syllabus design, all the elements are interrelated and interdependent. Thus the specific competences are linked to the objectives, the contents, the resources and the assessment criteria.

7. METHODOLOGY.

As Van den Branden claims, when designing a curriculum, there are three main questions that should be answered: “What particular learning goals need to be reached by the learner? How can educational activities be designed and organized in order to stimulate and support learners into reaching these language learning goals? How will the students’ learning processes and outcomes be assessed and followed up?” (2006:2)

Methodology in language teaching has been defined in many different ways. A classical definition of methodology is a connection between theory and practice. Nowadays most of theory statements include theories of Second Language Acquisition through different methods. In the case of Task Based Learning approach the main characteristics are:

- Consideration of the needs of the students.

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- Use of material to make students express themselves
- Group and pair work.
- Consideration of the specific individual differences in the learning process.
- Mistakes are seen as a natural phenomenon.

Apart from these features, the teacher must play different roles depending on the activity being performed and the teaching-learning moment.

The teacher should also assure a meaningful learning, which relates the previous knowledge with the new contents. The learner is the ultimate responsible to design his or her own learning process, but the teacher should also act as a guide in the process mediator. Vygotsky suggests that the teacher should help the student to reach the Zone of Proximal Development. He also emphasises the importance of the interaction between the teacher and the students, and among the students.

The contents of the foreign language area must be presented in a clear and structural way, from the most simple to the most complex and relating the contents to those of other subjects when possible.

In order to carry out this didactic program, Bruner's idea of the "spiral curriculum" has been taken into account. The "spiral curriculum" will be made up by contents more and more wide and complex, but at the same time, adapted to the capacities of the student. He also supports the idea of learning by discovering. Learning should be discovered by the student, rather than passively assimilated. Hence students should be encouraged to discover by their own and to express their own opinions.

Some of the advantages of this point of view are the self-motivation and the reinforcement of their self-esteem of the student, as well as his/her autonomy in learning.

The units of this syllabus are divided into different subtasks and a final task. Their objective is to motivate students. However, there is also space for flexibility, since one of the main principles of Task Based Learning is adapting the tasks to the students' needs and interests and to the differences that may arise in a heterogeneous group.

That is why an initial test needs to be done to determine the different levels within the same group of students and the previous knowledge they may have. It is also important to exchange information between the members of the teaching team.

On the other hand, the teaching team should bear in mind the progress of each student regarding his or her own possibilities, not according to standard criteria.

Interaction is a key point in the process, both in groups and in pairs, and also between the students and the teacher. According to TBL approach it is the best way to learn, to gain fluency and to reinforce relationships among students. Moreover, verbalizing the process is essential.

In order to get the best results, the final task is subdivided in subtasks. These subtasks provide students with the necessary skills to achieve that final task. The final task compiles the work performed in the previous subtasks.

7. 1 Types of activities

Regarding types of activities it must be highlighted the integration of the five macro-skills, namely, reading, writing, listening, speaking and interaction.

The logical order of the skills is first receptive, in which students receive input. Then productive skills will be implemented, in which students should produce their own output.

And finally, the activities should be focussed on meaningful learning and should also reflect students' reality and be implemented in four different stages.

- Warm-up activities will be implemented first in order to motivate students. From those activities the teacher will establish the previous knowledge of students.

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- Input phase will be implemented after warming up activities. During the input phase the teacher will introduce the new contents and students must acquire them, for that reason, any doubt will be clarified at this stage.
- Controlled practice activities in which students will have to do activities with a limited production. In those activities receptive and productive skills usually appear together.

Free practice activities will be implemented at the end. In order to carry out these activities students must be autonomous and productive skills should be implemented.

7. 2 Didactic Resources.

When selecting didactic resources the most frequent questions are:

- Which materials are suitable for students?
- When to use those materials?
- How to use the chosen materials?

Most of the teachers follow a text book designed for one specific level. However, sometimes the text book is not enough and additional materials are needed. Those additional materials should be elaborated in collaboration with the students regarding their age and interests.

When elaborating those materials some factors should be taken into account. The materials must be motivating for the students, which will increase their implication and participation. They must also be easy to handle and low cost.

8. CRITERIA FOR CLASSROOM ACTIVITIES.

8.1 Grouping of students.

It is also important deciding the grouping of the class for the development of the activities. Those groups should be heterogeneous in order to favour social relationships. Another factor to bear in mind is that the role of the teacher and the students should change depending on the exercise.

There are different possibilities for grouping. The Lockstep is the most traditional one, pupils are in one group and the teacher can control them easily.

Nonetheless, in the case of this specific approach it is not very useful as it allows no place for interaction and it does not represent real life communication. Then, we will distinguish two possibilities of grouping:

- Pair work: this kind of grouping is good to develop communication and dialogues. It increases practice and co-operation among students. Moreover, it improves the relationship among students. The problem is that Spanish could be used because the teacher is not able to control all the pairs at the same time.

There are three different kinds of pairs:

- o Open pairs: two students are talking and the rest of the students are listening to them.
 - o Closed pairs: all the students are working at the same time.
 - o Co-operative pairs: both students can help each other.
- Group work: one of the advantages of a group work within the class is that students have more time to develop communication and it is more dynamic because many people interact in the same conversation. In addition, students are less afraid of talking in public.

The best option to avoid the problems that may arise using this kind of grouping is creating heterogeneous groups.

8.2 Space.

To change the space of the classroom depending on the activity carried out is motivating for the students. However, it means time and energy. For that reason, if the teacher decides to change the space of the classroom, an agreement with students is important. If students decide together with the teacher to change the space they will participate in the process and will be responsible of the smooth running.

The arrangement of the classroom can take different shapes. The best option to encourage interaction and communicative learning is a distribution in which students can see all their classmates. For instance, the class in circle or diamond shape. In it the teacher would be in the middle of the class and (s)he will be seen as an equal.

8.3 Organising time

The average of time devoted to one didactic unit is usually of two weeks. Two weeks mean six periods for the development of one didactic unit. Anyway, time must be flexible and teachers should avoid routine. On the other hand, some unexpected events could happen, that is why time must be flexible.

The teacher must always do a planning of each period with some extra activities. The extra activities will be done in case students finish before the period ends. Those activities can be songs or games.

Nevertheless, there are always different levels within the same group and the teacher should be ready to meet the different needs of the students. In that respect, activities for fast finishers should be ready. As well as reinforcement activities will be given to slow students.

At the end of the period the teacher should sum up the contents already studied.

8.4 Complementary and extracurricular activities.

Lastly, complementary and extracurricular activities will complement the contents of the subject.

Complementary activities are closely related with the content of the subject and will help students to achieve the final objective of any activity. As Complementary activities students will have to carry out a Final Task at the end of each didactic unit. At that point, students should be autonomous enough to develop the proposed project.

Extracurricular activities are those kind of activities in which students spend a day of leisure, as in the beach or in a funfair. As extracurricular activities proposed for this school year we can mention that students will do an exchange with students from an English speaking country. Students from abroad will come in March and students will show how school is in Spain and will do some expositions on our culture. In April Spanish students will go to the houses of their tandem partners for ten days.

In January, a theatre company will come to the high school and will act in the play “Lady Orlando,” for Bachiller and the second cycle of Compulsory Secondary Education, and an adapted musical play, for the first cycle of Compulsory Secondary Education. This means not only a day of leisure, but also comprehensible input.

Finally in May there will be an international day, in which students will do exhibitions on some aspects of the culture of English speaking countries. They will also cook some typical dishes.

9. EVALUATION.

Evaluation is an integral part of the teaching and learning process with a formative function. It allows teacher and students to take the necessary steps to

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overcome the deficiencies detected at different moments. It should monitor not only students' intellectual development, but also the affective one.

According to Norris (2002; 2005; qtd. in Van den Branden 11), assessment attempts to establish if the goals are achieved by the learners as well as their progress in the process of achieving these goals. Norris and Long add that "assessment should be primarily concerned with evaluating learners' communicative proficiency in the target language. Rather than asking students to demonstrate knowledge of the L2, task based tests should ascertain whether learners can use the L2 to accomplish target tasks." (qtd. in Van den Branden 11).

On the other hand, the LOE (2/2006) and the R.D. 1531/2006 established that evaluation should be continuous, systematic and different depending on the different areas of the curriculum.

The teacher will evaluate students taking into account specific targets and the knowledge acquired in each one of the subjects, environments and modules according to the evaluation criteria established in the curriculum for each grade.

Moreover, (s)he should assess both his/her students progress and his/her own teaching practise. Equally, (s)he will evaluate the efficiency of didactic programming with regards to the characteristics of the educational centre and school surroundings as well as the educational needs of the students.

Students will be encouraged to participate actively not only in the evaluation of their progress, but also to monitor the entire teaching-learning process in order to provide information and feedback for subsequent modifications to the curriculum. At the end of each session, they can check their progress by doing a self and peer assessment.

Evaluation will be carried out by the evaluation team, which will be formed by the group of teachers in each student group coordinated by the tutoring teacher and will receive assessment from the Orientation department. At the end of the evaluation

process, the evaluation team will determine, in agreement with what is established in the following sections, promotion of each student to the next grade, taking into account their possibilities for recovery and progress.

9.1 Evaluation criteria.

1. Identify and understand the general idea and specific information of oral texts, emitted in oral interactions or by audiovisual means about everyday situations, if people speak slowly and clearly.
2. Participate in conversations and simulations on familiar or previously worked topics, using appropriate strategies for communication and producing an understandable speech which must be appropriate to the communicative intention.
3. Recognize the general idea and extract specific information from written texts, with aid of textual and non-textual elements, about different topics and about topics related to some subjects of the curriculum.
4. Compose short texts in different media using the appropriate structures, functions and lexicon, as well as some basic elements of cohesion, using models and respecting the basic rules of spelling and punctuation.
5. Use knowledge of some formal aspects of the foreign language code (morphology, syntax and phonology) in different contexts of communication as an instrument of self-learning and self-correction of their own productions and understand those of the others in a better way.
6. Identify, use and give examples of some strategies used to advance in learning.
7. Use in a guided way technologies of information and communication to look for and select information, to produce messages using models and to establish personal relationships showing interests in the accomplishment of tasks.
8. Identify some cultural or geographic elements of the foreign language speaking countries and demonstrate interest to know them.

9.2 Promotion.

At the end of each course of the stage and as a consequence of the evaluation process, the evaluation team will determine promotion of each student to the next grade, considering their possibilities for recovering and progress.

Students who at the end of the academic year have passed all the subjects and modules will be promoted to the next grade. Those who have obtained a negative qualification in a subject or module may carry out an extraordinary testing.

These tests will take place during the first days of September. Once these tests have been taken, if the number of subjects or modules of one or more grades that have been failed is over two, the student will have to remain in the same grade for another year.

Each grade may be repeated only once. In the case of those students who having repeating a grade, do not fulfil the requirements to pass to the next grade, the evaluation team, advised by the Orientation department, and with prior consultation of the parents, will adopt the most adequate solution.

Students who pass with pending subjects or modules will receive recovery classes.

9.3 Evaluation process.

Evaluate means measuring the progress of students. To achieve this, we will develop continuous assessment, which consists of three different types of evaluation:

- **Initial evaluation** assesses the previous knowledge of the student, motivation, etc., to adapt the teaching-learning process to their needs and level for significant learning to take place. At the beginning of all units, I may issue a task

(brainstorm or warm-up) to assess the knowledge about the topic and/or the level of language required.

- With **progress evaluation** the teaching-learning process itself i.e., activities, sub-tasks, methodology, materials... that are used in the class. I will mainly do this by using observation and note taking.

It extends throughout the educational process; supplies information about how the process is developing; includes all the factors that intervene in the process; diagnoses needs and difficulties, as well as determining their source; orients modifications to be introduced in the process to regulate the process and overcome difficulties. The didactic objectives will guide the educational intervention and constitute an immediate reference for continuous evaluation, enabling finding most suitable evaluation procedures.

- **Final evaluation** is done at the end of the process and determines if the objectives have been fulfilled. It is the final task and a synthesis of continuous evaluation and orients planning of new teaching and learning sequences.

9.4 Evaluation techniques.

Assessment will be carried out by means of observation and note taking in each unit. The teacher will register the performance of the different activities according to the following notions:

- **Direct observation.**
- **Oral participation:** considering student's oral participation and interaction with peers.
- **Tasks:** at the end of each unit and at the end of each term.
- **Students' materials:** students' notebook and daily work.

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- **Peer and Self-assessment:** students will assess both their own and their partner's progress. It will consist on an evaluation worksheet used at the end of each session with three main points: *Two things I did well toda* and *One thing to improve*.
- **Group assessment:** It consists on an evaluation sheet used at the end of each unit.

10. ATTENTION TO DIVERSITY.

In a general way, attention to diversity is necessary to compensate for different lacks that students may have. It is stated and regulated by the law and the following principles will be applied to it.

- Each student has the right to receive an education of quality and individual. For that reason, resources and actions required will be provided in order to compensate the effects of social disadvantages. The aim is that all the students achieve the general objectives stated for each level.
- The State is the organization in charge of providing the necessary resources and actions.

There are different groups of students with mixed capacities:

- **Attention for equal opportunities for a quality education:** Singular procedures will be adopted in school centres or geographic areas in which due to socio-economic and socio-cultural characteristics of the population, a differentiated educational intervention is necessary with special attention. In such cases, material resources will be supplied.
- **Attention to foreign students:** Incorporation to the educational system will favour students from other countries. For students that do not know Spanish language and culture, or those who present a serious lack in

basic knowledge, specific learning programs will be designed with the aim of facilitating integration of the students in the corresponding levels. On the other hand, those foreign students who are fifteen and have serious difficulties of integration in the Spanish system will have the possibility to participate in programmes of professional initiation. Those programmes will favour their opportunities to find a job.

Foreign students have the same rights and duties as the rest of students, and they will have to respect any plan carried out in their school.

- **Attention to intellectually gifted students:** necessary measures will be taken to identify and evaluate their needs in early stages. Rules will also be established to make the duration in each level of the education more flexible and to take into account other factors, apart from the age of the student
- **Attention for students with special education needs:** It refers to those students with physical, psychic, sense or personality disorders. They will have specialized attention, in accordance with the principles of non-discrimination and normalization of education, as well as with the aim of achieving their integration.

Homogeneity in a foreign language class does not exist. Students with different needs are going to be found and they have to be taken into account. Some principles to treat diversity are to admit its existence and to adapt pedagogic and methodological involvement to answer the needs of every student. At the same time, it is essential to develop cooperation and solidarity among the levels, considering those students complementary, and never inferiors or superiors. Negative opinions about the capacity of comprehension or production of a classmate will not be allowed, given that the educational process is based on principles of normalization, tolerance and equality.

10.1 Valuation of needs and resources

The identification and valuation of needs is carried out by a professional team. This professional team will design an action plan and will also recommend the kind of schooling depending on the characteristics of the student. The action plan must be accepted by the parents of the student and the school where it is going to be implemented.

An evaluation of the action plan is done at the end of the school year to determine the degree of achievement. This evaluation will determine if the action plan is suitable for the student or if more adaptations need to be carried out.

The schooling of students with special educational needs will start and finish with the ages established for each corresponding level. Exceptionally, the length of Compulsory Education could be flexible if the student has the possibility to obtain the certificate.

The resources needed by schools to guarantee the schooling of students with special educational needs will be provided with public funds. The school assigned to students with those characteristics will be those which best fits to their needs.

CONCLUSION.

All the stated above can be summarised by saying that the actual paper aims to organize the teaching practice and the corresponding activities within one school year applying the Task Based Learning approach. TBL supports that learning is more effective when it is related to real life situations and considering students' needs and interests. It also emphasises the importance of the communicative aspect of the language. These are some of the advantages of the TBL proposed along this document.

The didactic units proposed in it have been designed according to this approach. It has been considered too the ideas of some of the most important authors in education, like Krashen, Vygotsky or Bruner, among others.

Finally, it may be said that this paper attempts to show an alternative more effective way of teaching languages. Indeed, one of the units proposed below has already been applied during my teaching practice. As this approach focusses on autonomous learning as well as on responsibility, there is place to significative learning. Moreover, it also emphasizes the importance of using new materials and ICT. Thanks to the combination of all these characteristics, students have been extremely motivated and the result has been outstanding.

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1ST GRADE CSE		DIDACTIC UNIT 1: HERE WE GO AGAIN!			
TEMPORALIZATION		1st Term		TIMING 6 Sessions (50')	
G O A L S	LEARNING OBJECTIVES			GENERAL OBJECTIVES	
	To be able to: - introduce themselves in a normal communicative situation. - know ordinal numbers and use them in a correct context - talk about countries and give personal information.			1, 2, 4, 5, 7, 8	
1ST SUB-TASK: Compile information about classmates regarding their families. 2ND SUB-TASK: Compile information about classmates regarding their hobbies. FINAL TASK: Create a report with the information of your partners and present it orally.					
FINAL TASK OF THE TERM: Individual presentation about themselves, including information about their daily routines family and habits.					
C O N T E N T S	BLOCK 1: LISTEN, SPEAK & TALK			BLOCK 2: READ & WRITE	
	- Giving personal information - Listening about daily routines			- Reading about nationalities	
	BLOCK 3: KNOWLEDGE OF THE LANGUAGE			BLOCK 4: SOCIOC. ASPECTS & INTERC. AWARENESS	
	- Giving personal information - Verb to be: all forms - Numbers - Countries and nationalities			- Life in other countries	
INTERDISCIPLINARY CONNECTIONS				REFLECTION ON LEARNING	
<ul style="list-style-type: none"> • Mathematics • Spanish Language • Geography 				<ul style="list-style-type: none"> • Self-assessment and peer assessment • Oral presentation • Final task 	
OUTLINE OF ACTIVITIES					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
- Initial evaluation - Who is who?	- Tom's daily routine - Which is your daily routine?	- Which is your phone number? - "The Boy Does Nothing"	- We are the world - This is Europe!	- "You've Got a Friend in Me" - Role play	- Presentations and feedback
KEY COMPETENCES			MATERIALS		
1, 2, 4, 5, 7, 8			Maps		
EVALUATION CRITERIA:					
All the students will be able to: Identify and understand the general idea and specific information of oral texts.		Most of the students will be able to: Identify some cultural or geographic elements of the foreign language speaking countries and demonstrate interest to know them.		Some of the students will be able to: Compose short texts using the appropriate structures, using models and respecting the basic rules of spelling and punctuation, participate in conversations and simulations on familiar or previously worked topics	

1 ST GRADE CSE		DIDACTIC UNIT 2: MY FAMILY AND OTHER ANIMALS					
TEMPORALIZATION		1 ST Term			TIMING	8 Sessions (50')	
G O A L S	LEARNING OBJECTIVES				GENERAL OBJECTIVES		
	To be able to: - use with correction the basic lexical components of the foreign language when talking about theirs and others' family in a normal communicative situation - understand how to do a recipe				1, 2, 4, 5, 6, 7, 9		
1ST SUB-TASK	Finding information about a famous family.						
2ND SUB-TASK	Describing members of the famous family they have chosen.						
3RD SUB-TASK	Family tree of the famous family they have chosen.						
FINAL TASK	Oral presentation showing the information from previous subtasks.						
FINAL TASK OF THE TERM: Individual presentation about themselves, including information about their daily routines family and habits.							
C O N T E N T S	BLOCK 1: LISTEN, SPEAK & TALK				BLOCK 2: READ & WRITE		
	- Speaking about families - Speaking about countable and uncountable nouns				- Reading about families - Writing about families		
	BLOCK 3: KNOWLEDGE OF THE LANGUAGE				BLOCK 4: SOCIOC. ASPECTS & INTERC. AWARENESS		
	- Plurals - Some/ any - Countable/ uncountable - Possessives's - Family - Time				- Royal British Family		
INTERDISCIPLINARY CONNECTIONS					REFLECTION ON LEARNING		
<ul style="list-style-type: none"> Mathematics Spanish Language Geography 					<ul style="list-style-type: none"> Self/peer assessment Oral presentation Final task 		
ACTIVITIES							
<i>Session 1</i>	<i>Session 2</i>	<i>Session 3</i>	<i>Session 4</i>	<i>Session 5</i>	<i>Session 6</i>	<i>Session 7</i>	<i>Session 8</i>
- Initial test - My Hat	- The Simpsons' family - Family tree	- What time is it in...? - At seven I...	- In the market	- Royal Wedding - My Family	- What does a family mean?	- My recipe	-Presentations and feedback
KEY COMPETENCES		1, 2, 5, 6, 7, 9		MATERIALS		Attachments	
EVALUATION CRITERIA							
All the students will be able to: Identify and understand the general idea and specific information of oral texts.		Most of the students will be able to: Identify some cultural or geographic elements of the foreign language speaking countries and demonstrate interest to know them. Recognize the general idea and extract specific information from written texts, with aid of textual and non-textual elements			Some of the students will be able to: Compose short texts using the appropriate structures, using models and respecting the basic rules of spelling and punctuation. Participate in conversations and simulations on familiar or previously worked topics		

1ST GRADE CSE		DIDACTIC UNIT 3: TRICK OR TREAT?			
TEMPORALIZATION		1st Term		TIMING	6 Sessions (50')
G O A L S	LEARNING OBJECTIVES			GENERAL OBJECTIVES	
	To be able to: - use with correction the basic lexical components of the foreign language when talking about their daily routines in a normal communicative situation - know days of the week and use them in a correct context			1, 2, 3, 4, 6, 7, 9, 10	
1ST SUB-TASK: Finding other countries in which there are similar celebrations to Halloween. 2ND SUB-TASK: Finding information about the ways of celebrating Halloween in other countries (Día de todos los Santos in Spain, Día de los Muertos in Mexico, etc.) FINAL TASK: Doing a power points about “Other ways of celebrating Halloween around the world.” FINAL TASK OF THE TERM: Individual presentation about themselves, including information about their daily routines family and habits.					
C O N T E N T S	BLOCK 1: LISTEN, SPEAK & TALK		BLOCK 2: READ & WRITE		
	- Talking about your day		- Reading about Halloween		
	BLOCK 3: KNOWLEDGE OF THE LANGUAGE		BLOCK 4: SOCIOC. ASPECTS & INTERC. AWARENESS		
- Present simple - Word order - Days of the week - Story - Pronunciation final –s of the 3 rd person singular		- Traditions in other countries. - History of Halloween.			
INTERDISCIPLINARY CONNECTIONS			REFLECTION ON LEARNING		
<ul style="list-style-type: none"> History Spanish Language Geography 			<ul style="list-style-type: none"> Self-assessment and peer assessment Oral presentation Final task 		
OUTLINE OF ACTIVITIES					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
- Initial evaluation - Routines game	- History of Halloween	- Days of the week - Bingo	- Online game	- Domino. - What is the Simpson’s daily routine?	- Presentations and feedback
KEY COMPETENCES		1, 2, 3, 4, 6, 7, 9, 10	MATERIALS		Attachments, flashcards, computers
EVALUATION CRITERIA:					
All the students will be able to: Identify and understand the general idea and specific information of oral texts. Use in a guided way technologies of information and communication to look for and select information		Most of the students will be able to: Identify some cultural or geographic elements of the foreign language speaking countries and demonstrate interest to know them. Participate in conversations and simulations on familiar or previously worked topics, using appropriate strategies for communication.		Some of the students will be able to: Compose short texts using the appropriate structures, using models and respecting the basic rules of spelling and punctuation.	

1ST GRADE CSE		DIDACTIC UNIT 4: THANKSGIVING DAY.					
TEMPORALIZATION		1st Term			TIMING 8 Sessions (50')		
G O A L S	LEARNING OBJECTIVES				GENERAL OBJECTIVES		
	To be able to: - know how to give and ask for directions - use with correction the basic lexical components of the foreign language when asking for information - express themselves using appropriate time expressions				1, 2, 3, 4, 7, 8		
1ST SUB-TASK	Finding information about the most characteristic aspects of a state of the U.S.A						
2ND SUB-TASK	Finding information about famous people of the state.						
3RD SUB-TASK	preparation of a recipe of Thanksgiving Day						
FINAL TASK	Present orally all the information compiled in a poster.						
FINAL TASK OF THE TERM: Individual presentation about themselves, including information about their daily routines family and habits.							
C O N T E N T S	BLOCK 1: LISTEN, SPEAK & TALK				BLOCK 2: READ & WRITE		
	- Question-answer with How many...? - Giving directions				- Reading circle - Reading a map		
	BLOCK 3: KNOWLEDGE OF THE LANGUAGE				BLOCK 4: SOCIOC. ASPECTS & INTERC. AWARENESS		
	- Prepositions of place - Story - There is/ are - How many...? - Pronunciation of how				- Life in the United States. - American traditions.		
INTERDISCIPLINARY CONNECTIONS					REFLECTION ON LEARNING		
<ul style="list-style-type: none"> History Spanish Language Geography 					<ul style="list-style-type: none"> Self-assessment and peer assessment Oral presentation Final task 		
ACTIVITIES							
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8
Initial evaluation Brief history of the USA	- Where is...?	- Thanksgiving Day history. - Quiz.	- Game of Achi.	- "Sweet Home Alabama" - Debate.	- How much does it cost?	- Reading circle.	-Presentations and feedback
KEY COMPETENCES 1, 2, 3, 4, 7, 8			MATERIALS		Maps, attachments		
EVALUATION CRITERIA							
All the students will be able to: Identify and understand the general idea and specific information of oral texts. Participate in conversations and simulations on familiar or previously worked topics, using appropriate strategies.			Most of the students will be able to: Identify some cultural or geographic elements of the foreign language speaking countries and demonstrate interest to know them. Recognize the general idea and extract specific information from written texts, with aid of textual and non-textual elements			Some of the students will be able to: Compose short texts using the appropriate structures, using models and respecting the basic rules of spelling and punctuation.	

1 ST GRADE CSE		DIDACTIC UNIT 5: I'M DREAMING OF A WHITE CHRISTMAS.					
TEMPORALIZATION		1 st Term			TIMING	8 Sessions (50')	
G O A L S	LEARNING OBJECTIVES			GENERAL OBJECTIVES			
	To be able to: - review contents learnt during the term - understand oral information about Saint Nicolas - talk about celebrations			1, 2, 4, 7, 9			
1ST SUB-TASK	Singing a carol and finding information about its country of origin						
2ND SUB-TASK	Finding information about other ways of celebrating New Year's Eve.						
3RD SUB-TASK	Finding information about Christmas food in other countries.						
FINAL TASK	Doing a mini Christmas party: present orally all the information collected and singing the carols.						
FINAL TASK OF THE TERM: Individual presentation about themselves, including information about their daily routines family and habits.							
C O N T E N T S	BLOCK 1: LISTEN, SPEAK & TALK			BLOCK 2: READ & WRITE			
	- Listening about Saint Nicolas - Listening "All I Want For Christmas" - Speaking about themselves.			- Writing a comic - Reading questions of the games			
	BLOCK 3: KNOWLEDGE OF THE LANGUAGE			BLOCK 4: SOCIOC. ASPECTS & INTERC. AWARENESS			
	- Reviewing present simple - Vocabulary about Christmas. - Reviewing numbers			- Christmas in other countries. - Traditions.			
INTERDISCIPLINARY CONNECTIONS					REFLECTION ON LEARNING		
<ul style="list-style-type: none"> History Music Geography 					<ul style="list-style-type: none"> Self-assessment and peer assessment Oral presentation Final task 		
ACTIVITIES							
<i>Session 1</i>	<i>Session 2</i>	<i>Session 3</i>	<i>Session 4</i>	<i>Session 5</i>	<i>Session 6</i>	<i>Session 7</i>	<i>Session 8</i>
- Initial evaluation - Love Actually	- Christmas Comic	- How do you celebrate Christmas?	- How much do you bet?	- "All I want for Christmas is you" - Hexagons	- Ask and tell. - Saint Nicolas tradition	- Reading circle.	- Presentations and feedback
KEY COMPETENCES		1, 2, 4, 7, 9		MATERIALS		Attachments	
EVALUATION CRITERIA							
All the students will be able to: Identify and understand the general idea and specific information of oral texts. Participate in conversations and simulations on familiar or previously worked topics, using appropriate strategies.			Most will be able to: Identify some cultural or geographic elements of the foreign language speaking countries and demonstrate interest to know them.			Some of the students will be able to: Compose short texts using the appropriate structures, using models and respecting the basic rules of spelling and punctuation.	

1 ST GRADE CSE		DIDACTIC UNIT 6: OLYMPIC GAMES.			
TEMPORALIZATION		1 st Term		TIMING	6 Sessions (50')
G O A L	LEARNING OBJECTIVES			GENERAL OBJECTIVES	
	To be able to: - use with correction the basic lexical components of the foreign language when expressing their interest and talking about their hobbies and abilities			1,2, 3, 4, 7, 9	
1 ST SUB-TASK: Finding information about the history of the Olympic Games.					
2 ND SUB-TASK: Finding information about which are the countries with more olympic medals.					
FINAL TASK: Create a poster with the information on the Olympic Games from previous sub-tasks and present it orally.					
FINAL TASK OF THE TERM: Individual presentation about their favourite sports and hobbies.					
C O N T E N T S	BLOCK 1: LISTEN, SPEAK & TALK			BLOCK 2: READ & WRITE	
	- Giving information about hobbies and abilities - Listening about the Olympic Games - Listening about can/can't			- Reading about sports - Writing about sports	
	BLOCK 3: KNOWLEDGE OF THE LANGUAGE			BLOCK 4: SOCIOC. ASPECTS & INTERC. AWARENESS	
	- Giving information about their hobbies - Can, can't, like, love, hate - Hobbies - Sports - Abilities			- Paralympic Games - Olympic Games	
INTERDISCIPLINARY CONNECTIONS				REFLECTION ON LEARNING	
<ul style="list-style-type: none"> Physical Education Geography History 				<ul style="list-style-type: none"> Self-assessment and peer assessment Oral presentation Final task 	
OUTLINE OF ACTIVITIES					
<i>Session 1</i>	<i>Session 2</i>	<i>Session 3</i>	<i>Session 4</i>	<i>Session 5</i>	<i>Session 6</i>
- Initial evaluation - London 2012	- Pumpkins' video - What can you do?	- "I love the way you lie" - Do you like...?	- Tabú - Benefits of doing sport	- Bowling - Flashcards	- Presentations and feedback
KEY COMPETENCES			1,2, 3, 4, 7, 9		MATERIALS
Attachments					
EVALUATION CRITERIA:					
All the students will be able to: Identify and understand the general idea and specific information of oral texts, emitted in oral interactions or by audiovisual means about everyday situations, if people speak slowly and clearly. Participate in conversations and simulations on familiar or previously worked topics, using appropriate strategies for communication.		Most of the students will be able to: Recognize the general idea and extract specific information from written texts, with aid of textual and non-textual elements.		Some of the students will be able to: Compose short texts using the appropriate structures, using models and respecting the basic rules of spelling and punctuation.	

1 ST GRADE CSE		DIDACTIC UNIT 7: EDITORIAL BOARD					
TEMPORALIZATION		2 nd Term			TIMING 6 Sessions (50')		
G O A L S	LEARNING OBJECTIVES				GENERAL OBJECTIVES		
	To be able to: - listen and understand information about the basic lexical components of the foreign language - communicate effectively in writing, writing a letter - talk about jobs - use all the teaching resources at their disposal to create a magazine				1, 2, 4, 7, 8, 9, 10		
1 ST SUB-TASK: Identifying the different sections of a magazine/newspaper.							
2 ND SUB-TASK: Looking for information to create their section.							
FINAL TASK: Creating a magazine and present sections.							
FINAL TASK OF THE TERM: Individual presentation about their favourite sports and hobbies.							
C O N T E N T S	BLOCK 1: LISTEN, SPEAK & TALK			BLOCK 2: READ & WRITE			
	- Listening to present continuous - Speaking about jobs - Listening to British English and American English			- Reading about magazines - Writing a letter			
	BLOCK 3: KNOWLEDGE OF THE LANGUAGE			BLOCK 4: SOCIOC. ASPECTS & INTERC. AWARENESS			
	- Present continuous and present simple - Structure of a letter - Vocabulary about jobs			- British English and American English			
INTERDISCIPLINARY CONNECTIONS					REFLECTION ON LEARNING		
<ul style="list-style-type: none"> Spanish language Music 					<ul style="list-style-type: none"> Self-assessment and peer assessment Oral presentation Final task 		
OUTLINE OF ACTIVITIES							
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8
- Initial evaluation - "It's raining men"	- Jobs - Hot seats	- "Breathing" - "Teeth"	- British and American English	- Formal letter	- Freeze	- Reading circle	- Presentations and feedback
BASIC COMPETENCES		1, 2, 4, 7, 8, 9, 10		MATERIALS		Attachments.	
EVALUATION CRITERIA:							
<p>All the students will be able to: Identify and understand the general idea and specific information of oral texts. Use in a guided way technologies of information and communication to look for and select information, to produce messages using models and to establish personal relationships showing interests in the accomplishment of tasks</p>		<p>Most of the students will be able to: Participate in conversations and simulations on familiar or previously worked topics, using appropriate strategies for communication and producing an understandable speech which must be appropriate to the communicative intention Identify some cultural or geographic elements of the foreign language speaking countries and demonstrate interest to know them</p>			<p>Some of the students will be able to: Compose short texts using the appropriate structures, using models and respecting the basic rules of spelling and punctuation. Use knowledge of some formal aspects of the foreign language code (morphology, syntax and phonology) in different contexts of communication as an instrument of self-learning and self-correction of their own productions and understand those of the others in a better way.</p>		

1 ST GRADE CSE		DIDACTIC UNIT 7: “ELEMENTARY, MY DEAR WATSON”			
TEMPORALIZATION		2 nd Term		TIMING	6 Sessions (50’)
G O A L S	LEARNING OBJECTIVES			GENERAL OBJECTIVES	
	To be able to: <ul style="list-style-type: none"> - know dates and pronouns and use them in a correct context. - talk about past events in a normal communicative situation. - use with correction the basic lexical components of the foreign language when giving directions. 			1, 2, 3, 4, 7, 10	
1ST SUB-TASK: Finding information about the life of Sir Arthur Conan Doyle. 2ND SUB-TASK: Finding information about a work of Sir Arthur Conan Doyle and explain it. FINAL TASK: Creating a biography of Sir Arthur Conan Doyle and present it orally.					
FINAL TASK OF THE TERM: Individual presentation about their favourite sports and hobbies.					
C O N T E N T S	BLOCK 1: LISTEN, SPEAK & TALK		BLOCK 2: READ & WRITE		
	<ul style="list-style-type: none"> - Talking about past. - Listening a video of Sherlock Holmes 		<ul style="list-style-type: none"> - Reading about Arthur Conan Doyle - Writing a biography. 		
	BLOCK 3: KNOWLEDGE OF THE LANGUAGE		BLOCK 4: SOCIOC. ASPECTS & INTERC. AWARENESS		
	<ul style="list-style-type: none"> - Was/were. - Dates: prepositions. - When/where/who. - Pronunciation was/were 		<ul style="list-style-type: none"> - Famous places in London. - Famous English writers 		
INTERDISPLINARY CONNECTIONS				REFLECTION ON LEARNING	
<ul style="list-style-type: none"> • Literature • Geography 				<ul style="list-style-type: none"> • Self-assessment and peer assessment • Oral presentation • Final task 	
OUTLINE OF ACTIVITIES					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<ul style="list-style-type: none"> - Initial evaluation - Brain storming - “Sherlock Holmes’ adventures” 	<ul style="list-style-type: none"> - “Who stole the diamond?” - Frist sub-task 	<ul style="list-style-type: none"> - Guess what! 	<ul style="list-style-type: none"> - Its time to see Sherlock in action! - Second sub-task 	<ul style="list-style-type: none"> - Discover London, the city of Sherlock Holmes! - London places 	<ul style="list-style-type: none"> - Presentations and feedback
BASIC COMPETENCES		1, 2, 3, 4, 7, 10		MATERIALS	
				Attachments.	
EVALUATION CRITERIA:					
All the students will be able to: Identify and understand the general idea and specific information of oral texts.		Most of the students will be able to: Participate in conversations and simulations on familiar or previously worked topics, using appropriate strategies for communication and producing an understandable speech which must be appropriate to the communicative intention		Some of the students will be able to: Compose short texts using the appropriate structures, using models and respecting the basic rules of spelling and punctuation, participate in conversations and simulations on familiar or previously worked topics	

1 ST GRADE CSE		DIDACTIC UNIT 9: AND THE OSCAR GOES TO...					
TEMPORALIZATION		2 nd Term			TIMING	8 Sessions (50')	
G O A L	LEARNING OBJECTIVES				GENERAL OBJECTIVES		
	To be able to: - talk about their favourite food - use with correction the basic lexical components of the foreign language when expressing themselves in a restaurant - make a recipe				1, 2, 4, 5, 9, 10		
1ST SUB-TASK		Creating the menu of their own restaurant.					
2ND SUB-TASK		Deciding prices of the foods of their menu and to assign roles.					
3RD SUB-TASK		Rehearsing the usual conversations of a restaurant to do a role play in the final task					
FINAL TASK		Role play: in a restaurant.					
FINAL TASK OF THE TERM: Individual presentation about how they see themselves in the future.							
C O N T E N T S	BLOCK 1: LISTEN, SPEAK & TALK			BLOCK 2: READ & WRITE			
	- Listening the history of the Oscars - Talking about food - Talking about clothes			- Writing a menu - Reading about food			
	BLOCK 3: KNOWLEDGE OF THE LANGUAGE			BLOCK 4: SOCIOC. ASPECTS & INTERC. AWARENESS			
	- Reviewing present continuous - Vocabulary about food. - Vocabulary about clothes			- Oscars. - Foods from the world			
INTERDISCIPLINARY CONNECTIONS					REFLECTION ON LEARNING		
<ul style="list-style-type: none"> History Maths 					<ul style="list-style-type: none"> Self-assessment and peer assessment Oral presentation Final task 		
ACTIVITIES							
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8
- Initial evaluation - Oscars best moments	- What's your favourite food? - Shopping role play	- Where does this food actually come from?	- History of the Oscars - How much do you know about cinema?	- What is Lady Gaga wearing? - Catwalk	- What am I wearing today?	- Reading circle.	-Presentations and feedback
KEY COMPETENCES		1, 2, 4, 5, 9, 10		MATERIALS		Attachments	
EVALUATION CRITERIA							
All the students will be able to: Identify and understand the general idea and specific information of oral texts. Participate in conversations and simulations on familiar or previously worked topics, using appropriate strategies.		Most of the students will be able to: Compose short texts in different media using the appropriate structures, functions and lexicon, as well as some basic elements of cohesion, using models and respecting the basic rules of spelling and punctuation.			Some of the students will be able to: Use knowledge of some formal aspects of the foreign language code (morphology, syntax and phonology) in different contexts of communication as an instrument of self-learning and self-correction of their own productions and understand those of the others in a better way.		

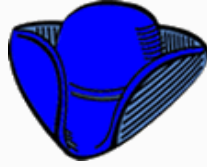
1 ST GRADE CSE		DIDACTIC UNIT 10: ONCE UPON A TIME...				
TEMPORALIZATION		2 nd Term		TIMING	6 Sessions (50')	
G O A L S	LEARNING OBJECTIVES			GENERAL OBJECTIVES		
	To be able to: - use with correction the basic lexical components of the foreign language when talking about different past events in a normal communicative situation. - create different texts in the context of biography.			1, 2, 6, 7, 9, 10		
1ST SUB-TASK: Finding information about the life of Sir Arthur Conan Doyle. 2ND SUB-TASK: Finding information about a work of Sir Arthur Conan Doyle and explain it. FINAL TASK: Creating a biography of Sir Arthur Conan Doyle and present it orally.						
FINAL TASK OF THE TERM: Individual presentation about how they see themselves in the future.						
C O N T E N T S	BLOCK 1: LISTEN, SPEAK & TALK		BLOCK 2: READ & WRITE			
	<ul style="list-style-type: none"> - Listening to and understanding brief oral messages. - Participation in short simple conversations in the classroom and in simulations 		<ul style="list-style-type: none"> - Understanding of basic instructions for the correct resolutions of activities - Writing a biography. 			
	BLOCK 3: KNOWLEDGE OF THE LANGUAGE			BLOCK 4: SOCIOC. ASPECTS & INTERC. AWARENESS		
	<ul style="list-style-type: none"> - Past simple of the verb to be. - There was/ were. - Past simple: regular and irregular verbs - Progressive use of learning resources - Initiation of self-assessment strategies 			<ul style="list-style-type: none"> - Recognition of the foreign language as an instrument of communication . - Knowledge of some historical features 		
INTERDISCIPLINARY CONNECTIONS				REFLECTION ON LEARNING		
<ul style="list-style-type: none"> • History • Geography 				<ul style="list-style-type: none"> • Self-assessment and peer assessment • Oral presentation • Final task 		
OUTLINE OF ACTIVITIES						
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	
<ul style="list-style-type: none"> - Initial evaluation - Brain storming - “Once upon a time the Inventors” 	<ul style="list-style-type: none"> - Comparatives 	<ul style="list-style-type: none"> - Major events of History - Past events. 	<ul style="list-style-type: none"> - “What doesn’t kill you makes you stronger” - Plips and plops 	<ul style="list-style-type: none"> - When was the last time...? - Where were you...? 	<ul style="list-style-type: none"> - Presentations and feedback 	
BASIC COMPETENCES		1, 2, 6, 7, 9, 10		MATERIALS	Attachments.	
EVALUATION CRITERIA:						
All the students will be able to: Identify and understand the general idea and specific information of oral texts.		Most of the students will be able to: Participate in conversations and simulations on familiar or previously worked topics, using appropriate strategies for communication. Use in a guided way technologies of information and communication to look for and select information		Some of the students will be able to: Compose short texts using the appropriate structures, using models and respecting the basic rules of spelling and punctuation, participate in conversations and simulations on familiar or previously worked topics		

1 ST GRADE CSE		DIDACTIC UNIT 11: NESSIE'S LAND					
TEMPORALIZATION		2 nd Term			TIMING	8 Sessions (50')	
G O A L S	LEARNING OBJECTIVES				GENERAL OBJECTIVES		
	To be able to: - talk about Scotland and its characteristics - know and use weather related vocabulary - use all the teaching resources at their disposal to create a Wiki space				1, 2, 3, 4, 7, 9		
1ST SUB-TASK	Looking for information about the <i>location, main characters, culture</i> of Scotland.						
2ND SUB-TASK	Uploading information about the <i>location and main characters</i> of Scotland.						
3RD SUB-TASK	Uploading information about the <i>culture</i> of Scotland.						
FINAL TASK	Creating a wiki space.						
FINAL TASK OF THE TERM: Individual presentation about how they see themselves in the future.							
C O N T E N T S	BLOCK 1: LISTEN, SPEAK & TALK				BLOCK 2: READ & WRITE		
	- Listening to and understanding brief oral messages - Obtaining global information in different oral texts - Production of short, oral texts - Participation in short simple conversations				- Understanding of basic instructions - Composition of short written texts.		
	BLOCK 3: KNOWLEDGE OF THE LANGUAGE				BLOCK 4: SOCIOC. ASPECTS & INTERC. AWARENESS		
	- Identification and use of common expressions - Progressive use of learning resources. - Initiation of self-assessment				- Characteristics of Scotland.		
INTERDISCIPLINARY CONNECTIONS					REFLECTION ON LEARNING		
<ul style="list-style-type: none"> History Geography 					<ul style="list-style-type: none"> Self-assessment and peer assessment Oral presentation Final task 		
ACTIVITIES							
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8
- Initial evaluation - Role play - Transport in Scotland	- Famous Scottish people - Scottish flag	- What's the weather like in Scotland? - Show and tell	- The weather in Scotland and in Castilla y León	- Interview - Role play	- Uploading information	- Reading circle.	- Presentations and feedback
KEY COMPETENCES			1, 2, 3, 4, 7, 9	MATERIALS		Attachments	
EVALUATION CRITERIA							
All the students will be able to: Identify and understand the general idea and specific information of oral texts. Participate in conversations and simulations on familiar or previously worked topics, using appropriate strategies.			Most of the students will be able to: Compose short texts in different media using the appropriate structures, functions and lexicon, as well as some basic elements of cohesion, using models and respecting the basic rules of spelling and punctuation.			Some of the students will be able to: Use knowledge of some formal aspects of the foreign language code (morphology, syntax and phonology) in different contexts of communication as an instrument of self-learning and self-correction of their own productions and understand those of the others in a better way.	

1 ST GRADE CSE		DIDACTIC UNIT 12: 80 DAYS AROUND THE WORLD			
TEMPORALIZATION		2 nd Term		TIMING	6 Sessions (50')
G O A L S	LEARNING OBJECTIVES			GENERAL OBJECTIVES	
	To be able to: - use with correction the basic lexical components of the foreign language when talking about future events and make plans. - understand basic information about future.			1, 2, 4, 5, 9, 10	
1 ST SUB-TASK: Organise a trip for the summer holidays: place, duration and ways of transport.					
2 ND SUB-TASK: Finding information about the place they are going to visit in their holidays.					
FINAL TASK: Oral presentation of the holidays they have designed.					
FINAL TASK OF THE TERM: Individual presentation about how they see themselves in the future.					
C O N T E N T S	BLOCK 1: LISTEN, SPEAK & TALK			BLOCK 2: READ & WRITE	
	- Listening to and understanding brief oral messages. - Participation in short simple conversations in the classroom and in simulations. - Anticipation the general content of what you heard supported by verbal and nonverbal elements			- Understanding of basic instructions for the correct resolutions of activities - Composition of short texts with basic elements of cohesion	
	BLOCK 3: KNOWLEDGE OF THE LANGUAGE			BLOCK 4: SOCIOC. ASPECTS & INTERC. AWARENESS	
	- Present continuous with value of future. - Be going to. - Adverbs and adverbial phrases: <i>tomorrow, next week, etc</i> - Progressive use of learning resources - Initiation of self-assessment strategies			- Recognition of the foreign language as an instrument of communication .	
INTERDISPLINARY CONNECTIONS				REFLECTION ON LEARNING	
<ul style="list-style-type: none"> History Geography 				<ul style="list-style-type: none"> Self-assessment and peer assessment Oral presentation Final task 	
OUTLINE OF ACTIVITIES					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
- Initial evaluation - "Around the World with Willy Fog"	- Future holidays	- "I will survive" - Plans.	- Brainstorming - Airports	- In my suitcase I will pack... - Mr. Bean	- Presentations and feedback
BASIC COMPETENCES		1, 2, 4, 5, 9, 10	MATERIALS		Attachments.
EVALUATION CRITERIA:					
All the students will be able to: Identify and understand the general idea and specific information of oral texts.		Most of the students will be able to: Participate in conversations and simulations on familiar or previously worked topics, using appropriate strategies for communication. Use in a guided way technologies of information and communication to look for and select information		Some of the students will be able to: Compose short texts using the appropriate structures, using models and respecting the basic rules of spelling and punctuation. Participate in conversations and simulations on familiar or previously worked topics	

The possessive adjectives poem

Listen and learn!



My hat, it has three corners.
Three corners has **my** hat.
And had it not three corners,
It would not be **my** hat.

Your hat, it has three corners.
Three corners has **your** hat.
And had it not three corners,
It would not be **your** hat.

His hat, it has three corners.
Three corners has **his** hat.
And had it not three corners,
It would not be **his** hat.

Her hat, it has three corners.
Three corners has **her** hat.
And had it not three corners,
It would not be **her** hat.

Our hats, they have three corners.
Three corners have **our** hats.
And had they not three corners,
They would not be **our** hats.

Your hats, they have three corners.
Three corners have **your** hats.
And had they not three corners,
They would not be **your** hats.

Their hats, they have three corners.
Three corners have **their** hats.
And had they not three corners,
They would not be **their** hats.

Halloween

Halloween (also spelled **Hallowe'en**) is an annual holiday celebrated on October 31. It has roots in the Celtic festival of Samhain and the Christian holy day of All Saints.



Halloween has origins in the ancient festival known as Samhain, which is derived from Old Irish and means roughly "summer's end". This was a Gaelic festival celebrated mainly in Ireland and Scotland. This festival celebrates the end of the "lighter half" of the year and beginning of the "darker half", and is sometimes regarded as the "Celtic New Year". The celebration has some elements of a festival of the dead. The ancient Celts believed that the border between this world and the Other world became thin on Samhain, allowing spirits (both harmless and harmful) to pass through. The family's ancestors were honoured and invited home whilst harmful spirits were warded off. It is believed that the need to ward off harmful spirits led to the wearing of costumes and masks. Their purpose was to disguise oneself as a harmful spirit and thus avoid harm.

But where does the origin of the name "halloween" come from? Well The term **Halloween**, originally spelled **Hallowe'en**, is shortened from **All Hallows' Eve** - **e'en** is a shortening of **evening**. It is now known as "Eve of" All Saints' Day, which is November 1st. As Christianity started to spread, the church tried to supplant these *pagan* festivities with the *Christian* holiday (All Saints' Day) by moving it from May 13 to November 1. Although All Saints' Day is now considered to occur one day after Halloween, the two holidays were once celebrated on the same day.

Halloween is also related to A **jack-o'-lantern** (sometimes also spelled **Jack O'Lantern**) which is typically a carved pumpkin. In a jack-o'-lantern, typically the top is cut off, and the inside flesh then scooped out; an image, usually a monstrous face, is carved onto the outside surface, and the lid replaced. At night, a light is placed inside to illuminate the effect.

Trick-or-treating is a customary celebration for children on Halloween. Children go in costume from house to house, asking for treats such as candy or sometimes money, with the question, "Trick or treat?" The word "trick" refers to a (mostly idle) threat to perform mischief on the homeowners or their property if no treat is given. In some parts of Ireland and Scotland children still go guising. In this custom the child performs some sort of show, i.e. sings a song or tells a ghost story, in order to earn their treats.

Comprehension:

1. The word Halloween means:
 - a. hallows' day
 - b. hallows' evening
2. Why did people wear masks on Halloween?
 - a. They wanted to be unrecognizable.
 - b. They wanted to frighten away evil spirits.
 - c. They wanted to frighten their friends.
3. When children ask "trick or treat?":
 - a. They want you to give them candy
 - b. They give you a treat in return of candy or money
 - c. They let you in peace in return of candy or money
4. During Samhain festivities:
 - a. only evil spirits are present
 - b. only good spirits are present
 - c. both evil and good spirits are present

Morning routine

Video-activity based on the film *Wallace & Gromit in The Wrong Trousers* (1993)

- What kinds of things does your mother do in the morning? What about your father? Tick (✓) the activities.
- Watch the scene. Which activities does Wallace do and which ones does Gromit do in the morning? Write *W* or *G*.

eats toast

checks the calendar

makes breakfast

wakes up

gets up

gets dressed

makes some toast

reads the post

collects the post

drinks tea

reads the newspaper

Attachment 3.3

Description:

Students, divided in teams, have to create a history of the daily life activity of one character. The teacher gives each team four pictures of a Simpson character. Each member of the team has a different task: analyzing the images, ordering the images and revising the story created. There will be also a time controller and a spokesperson.

1.



2.



3.



4.



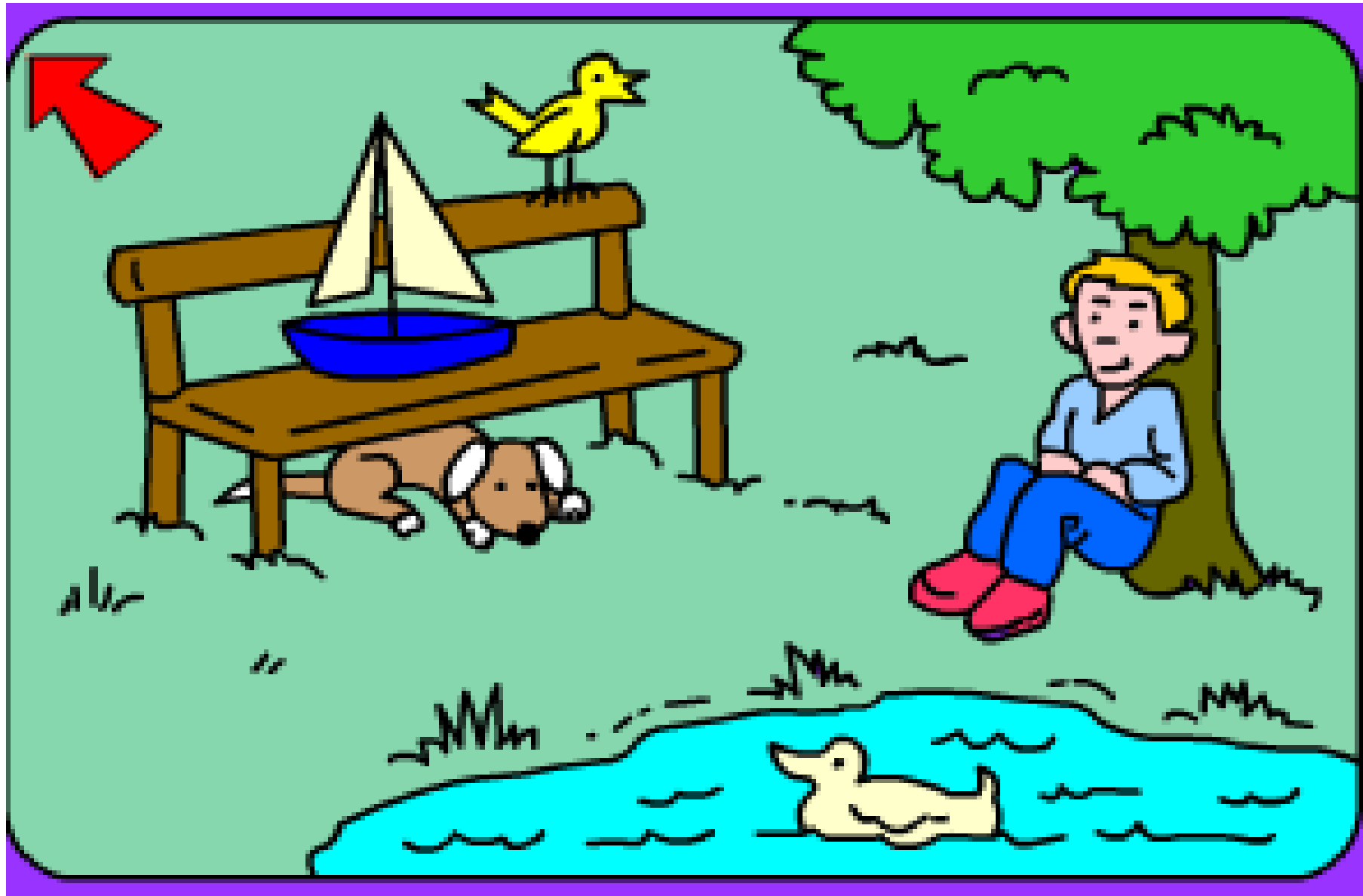


5.



6.





Attachment 3.3

1. In what year did the Pilgrims come to North America?

The pilgrims arrived in North America in December 1620.

2. What was the name of the ship the Pilgrims sailed on?

The Mayflower, but there were actually two ships! The Mayflower and the Speedwell. The Mayflower made it to North America but the Speedwell had to turn back.

3. What ocean did the Pilgrims sail across to reach North America?

Atlantic Ocean

4. Where did the Pilgrims ship land when they reached North America?

The Pilgrims landed in Plymouth - Plymouth Rock! They saw Cape Cod first but did not land there because there were too many indians among other reasons.

5. What was the Native Americans' clothing made of when the Pilgrims arrived in North America?

Their clothing was made from animal skins. Mainly deer skin because they were the easiest to find.

6. How did the Native Americans help the Pilgrims?

They taught them to hunt for food and to plant their own food from seeds the Native Americans supplied. They also helped the Pilgrims build stronger houses.

7. Did Pilgrim boys and girls go to school?

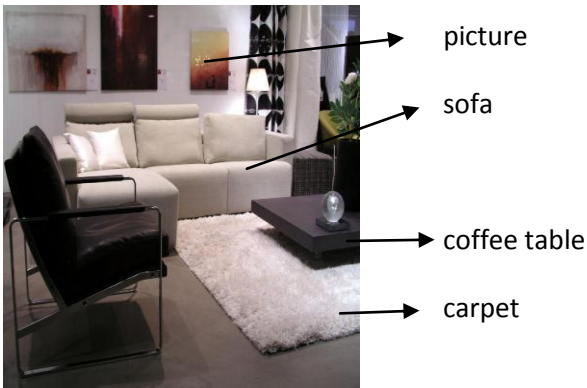
In the early years in North America, the pilgrim kids did not go to school. Parents had to teach their own children or get a neighbor to help. On another note, they only took baths a few times a year!

8. When was Thanksgiving Day named as a 'real' holiday?

George Washington proclaimed a National Day of Thanksgiving in 1789, but President Lincoln made it official by proclaiming the last Thursday in November as a national day of "Thanksgiving".

Where Are These Things?
Prepositions Of Location

Living Room



The pictures are **over** the sofa.

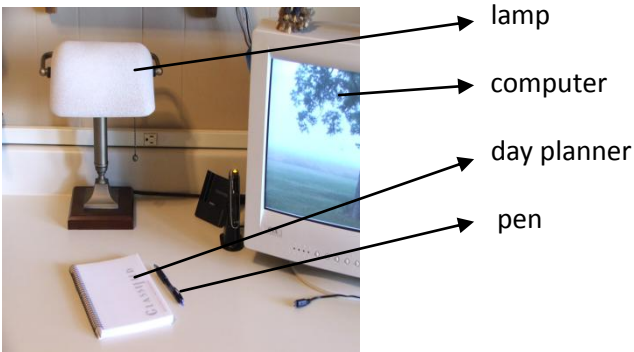
The sofa is **under** the pictures.

The coffee table is **on** the carpet.

The carpet is **under** the coffee table.

The carpet is **underneath** the coffee table.

Home Office



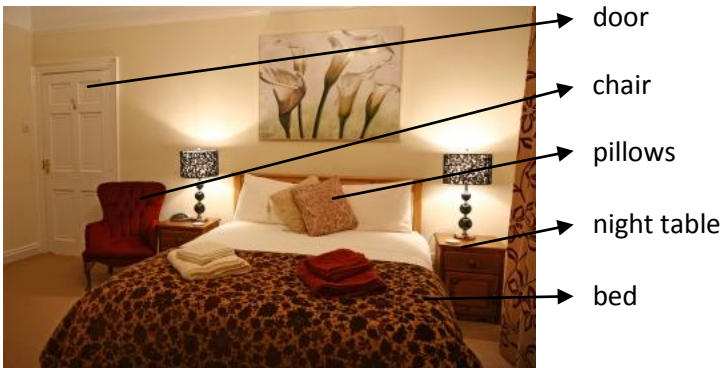
The lamp is **to the left of** the computer.

The computer is **to the right of** the lamp.

The day planner is **next to** the pen.

The pen is **next to** the day planner.

Bedroom



The door is **behind** the chair.

The chair is **in front of** the door.

The pillows are **on** the bed.

The pillows are **on top of** the bed.

The bed is **between** the night tables.

Where Are These Things?
Prepositions Of Location

Look at the pictures on page 1. Fill in the blank with the correct word from the box.

in front of behind between next to on on top of over underneath to the left of to the right of

Example:

The pictures are over the sofa.

1. The chair is _____ the door.
2. The bed is _____ the night tables.
3. The day planner is _____ the pen.
4. The computer is _____ the lamp.
5. The coffee table is _____ the carpet.
6. The pillows are _____ the bed.
7. The carpet is _____ the coffee table.
8. The lamp is _____ the computer.
9. The door is _____ the chair.

Answer the questions with a complete sentence.

Example:

Where are the pictures?

The pictures are over the sofa.

- 1 Where is the pen?

- 2 Where is the lamp?

- 3 Where is the door?

- 4 Where is the carpet?

- 5 Where are the pillows?

Where Are These Things?
Prepositions Of Location

Play a game of Achi.

The board game and counters are on pages 4 and 5.

The photos for the game are below.

Directions: The objective of the game is to align the one's counters in a horizontal, vertical, or diagonal row of three. Each student receives 4 colored counters. Cut them out at the bottom of pages 4 and 5. Student B chooses a square where he/she would like to place a counter. Student A asks the question in the square. The questions are about the photos on this page. Student B looks at the photos and then answers the question. If student B answers the question correctly, he/she places a counter in the square. The students take turns doing this until one of them has formed a row of three, or until all of the counters have been placed on the board. If all of the counters are on the board and no one has formed a row of three, the students can move their counters along the lines into an empty spot to continue the game.

Living Room



Home Office

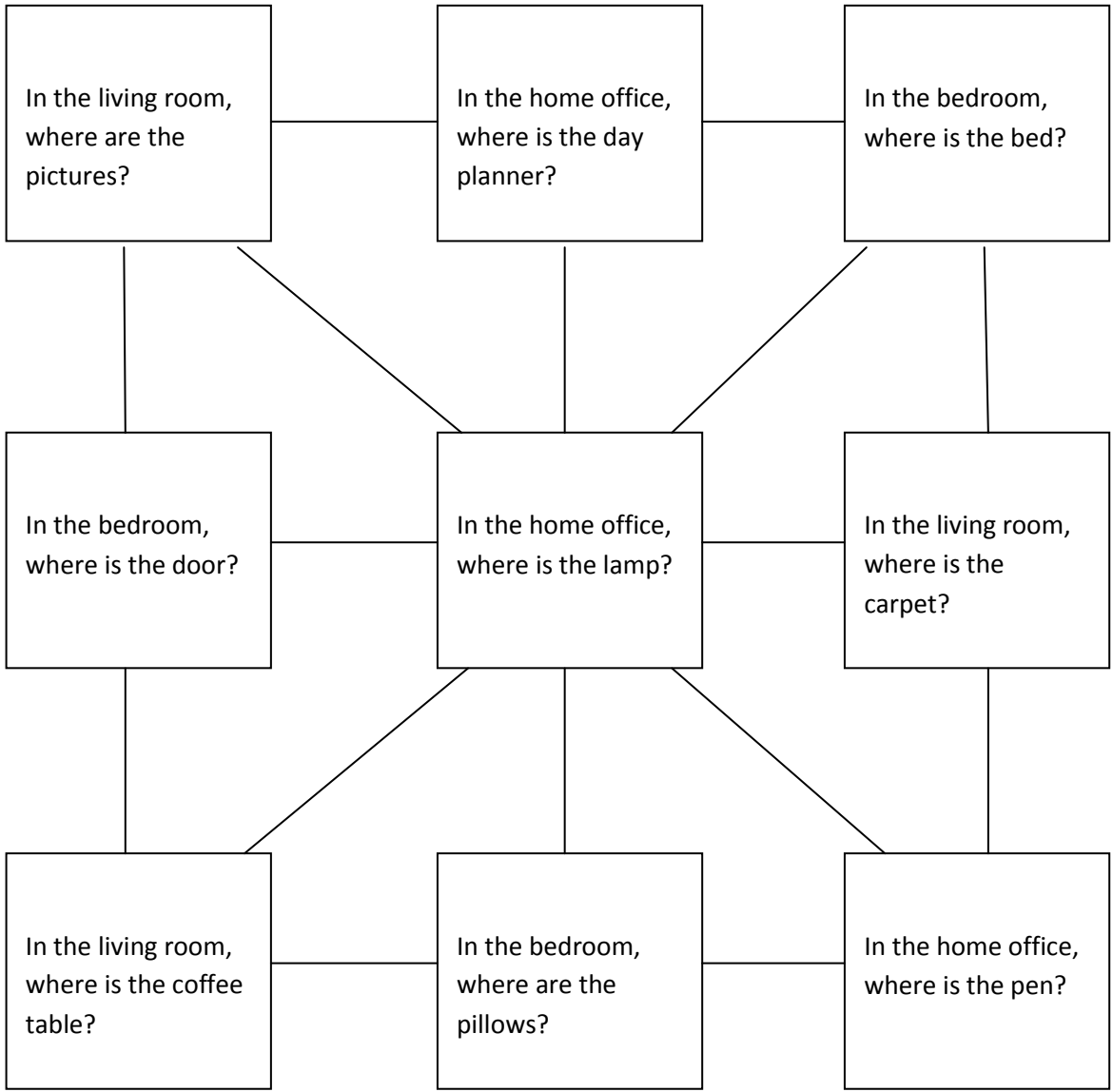


Bedroom



Where Are These Things?
Prepositions Of Location

Look at the photos on page 3 to answer the questions.



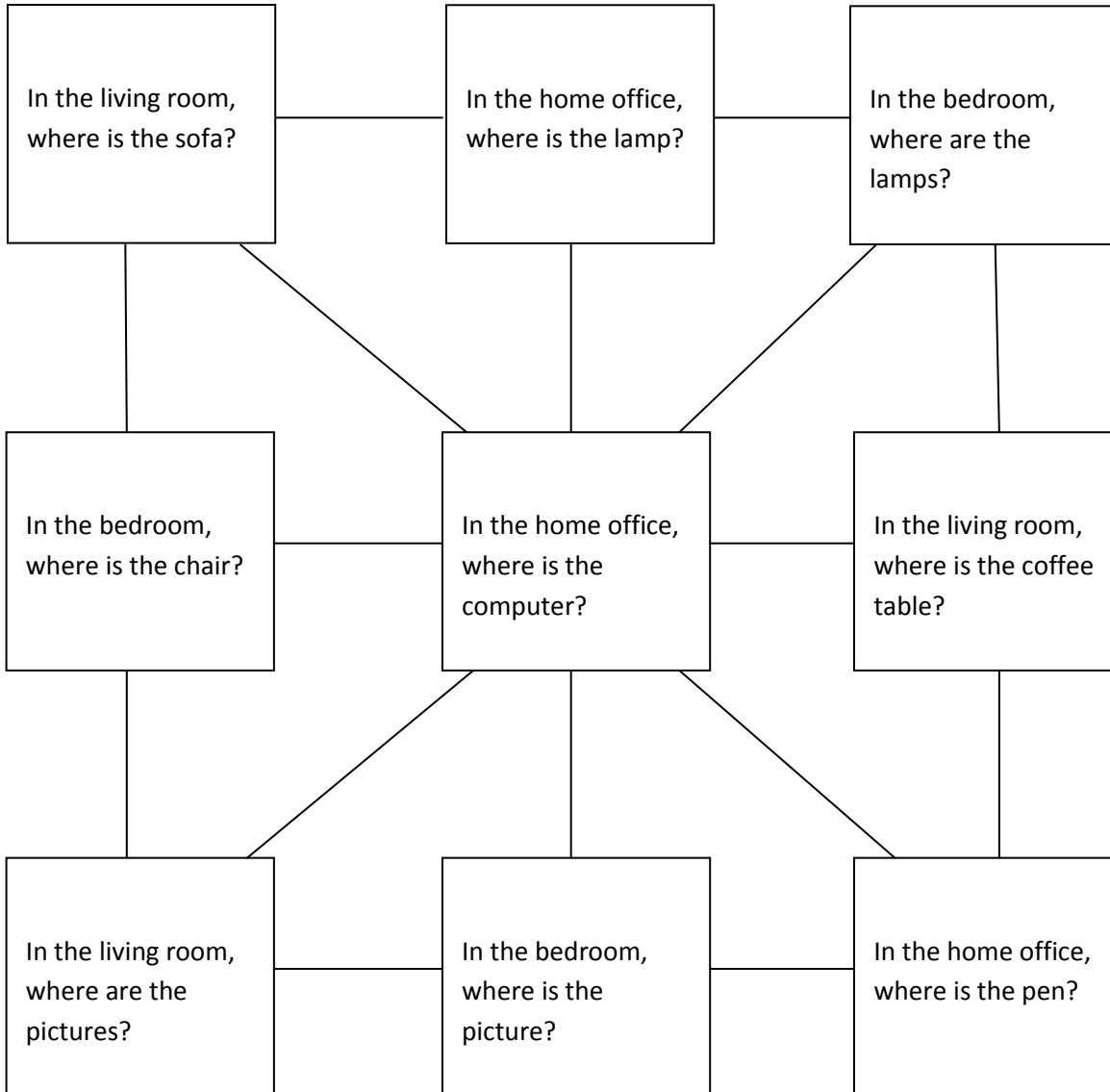
Counters



Where Are These Things?
Prepositions Of Location

Here is a second version of the Achi board game with a few different questions.

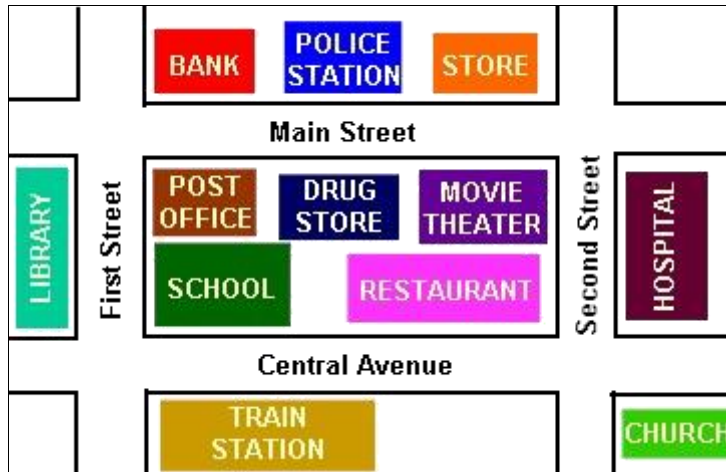
Look at the photos on page 3 to answer the questions.



Counters



Practice the dialogue and write the correct answers



Example:

- **Excuse me, Sir/Madam, can you tell me where is the... post office, please?**
- **Of course!...** The post office is behind the school.
- **Thank you.**

1. Where is the police station?

2. Where is the movie theater?

3. Where is the drug store?

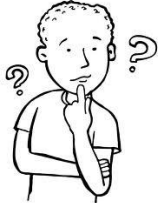
I don't want a lot for Christmas
There's just one thing I need
I don't care about presents



Underneath the Christmas tree



I just want you for my own
More than you could ever know



Make my wish come true...



All I want for Christmas
Is you...

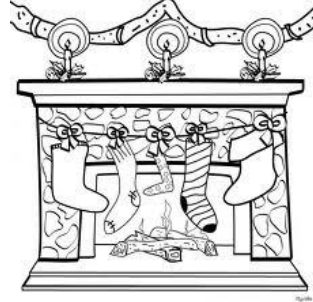


I don't want a lot for Christmas
There is just one thing I need
I don't care about presents
Underneath the Christmas tree
I don't need to hang my stocking



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There upon the fireplace



Santa Claus won't make me happy



With a toy on Christmas day
I just want you for my own
More than you could ever know
Make my wish come true
All I want for Christmas is you...

You baby

I won't ask for much this Christmas
I won't even wish for snow



I'm just gonna keep on waiting
Underneath the mistletoe



I won't make a list and send it

To the North Pole for Saint Nick



I won't even stay awake to



Hear those magic reindeer click



'Cause I just want you here tonight
Holding on to me so tight



What more can I do
Baby all I want for Christmas is you
You...

All the lights are shining



So brightly everywhere
And the sound of children's

Laughter fills the air
And everyone is singing



I hear those sleigh bells ringing



Santa won't you bring me the one I
really need
Won't you please bring my baby
tome...

Oh I don't want a lot for Christmas
This is all I'm asking for
I just want to see baby
Standing right outside my door
Oh I just want him for my own
More than you could ever know
Make my wish come true
Baby all I want for Christmas is
You...

All I want for Christmas is you
baby...[Repeat]

Attachment 6.3

<http://www.lingolex.com/howmbins.htm>

HOW TO PLAY

Divide the class into two teams. Cut the bet cards up and put them at the front of the class. You will need some "money" to play this game. If you have a lot of time you could make some fake money, however lines made on the blackboard are just as good.

The object of the game is to win bets by completing tasks in English. Team A turn over the first card. It says "say the alphabet backwards. 1 mistake permitted". Team A must decide how much they will bet that they can do the task. They must bet a minimum of 1 and a maximum of 5. If they bet 5 they must do it straight away but if for example team A bet 2 team B have the opportunity to raise the stakes.

If they do raise the stakes they must do what it says on the card straight away. If a team does the task correctly they win their stake back and the other team must give them the same amount as the stake. If they don't manage to do it they must give their stake to the other team. The team with most money at the end wins.

COMMENTS

Some of the cards say "Guess something" This normally means that one team knows the answer and the other team must ask them questions to find the answer. The team who knows can only say "yes" "no" or "not important"

Try to involve both teams in the tasks as much as possible with the teacher just acting as a referee.

<p>Sing a Christmas Carrol in English for 20s (No hesitation)</p>	<p>Say the alphabet backwards. 1 mistake permitted.</p>	<p>Mime an abstract noun related to Christmas to your partner in 30 s.</p>
<p>Tell a joke in English.</p>	<p>Guess a famous person in 1 minute.</p>	<p>Guess an ocupation in 1 minute.</p>
<p>Say five European capitals in one minute.</p>	<p>Say four Christmas traditions in 1 minute.</p>	<p>Communicate a word related to Christmas to your team “pictionary style” in 1 minute.</p>
<p>Say four English speaking countries.</p>	<p>Think of four Christmas films in 1 minute</p>	<p>Say five foods typical from Christmas.</p>
<p>Guess an animal in 45 seconds.</p>	<p>Say the birthdays of 5 classmates.</p>	<p>Answer questions for 2 minutes without saying “Yes” or “No”.</p>
<p>Talk about football without repetition or hesitation.</p>	<p>Say 10 famous British or American people in 1 minute.</p>	<p>Say: red lorry yellow lorry ten times. You must be correct at the end.</p>

TABÚ (Attachment 5.4)

Sport:
Football

Forbidden words:
Ball
Foot
Goalkeeper

Sport:
Ski

Forbidden words:
Skis
Snow
Slalom
Jump

Sport:
Basketball

Forbidden words:
Angeles Lakers
Ball
NBA
Michael Jordan

Sport:
Swimming

Forbidden words:
Swimming pool
Ian Thorpe
Swimsuit
Chlorine

Sport:

Baseball

Forbidden words:

Baseball bat

Ball

Base

Batter

Sport:

Rugby

Forbidden words:

Touch down

Super Bowl

New England Patriots

American football

Sport:

Tennis

Forbidden words:

Ball

Racket

Rafael Nadal

Wimbledon

Sport:

Horse riding

Forbidden words:

Horse

Horseman

Saddle

Stirrup

HEXAGONS QUESTIONS (Beginners level)

J&S TEFL PITSTOP <http://www.lingolex.com/jstefl.htm>

A

Means the same as "over"
Means the same as "scared"
The capital of this country is Canberra
The first man
What comes after morning
The eighth month of the year
The fourth month
A part of the body
Past participle of "eat"
Mountains in France near Mont Blanc

B

A very young child
The opposite of good
Someone with no hair
A room in the house where you wash
Opposite of after
Transport with 2 wheels and no engine
An animal which flies
The opposite of interesting
The past participle of break
A shop where you buy meat
The past participle of buy

C

Transport with 4 wheels and an engine
Where you leave your car
Domestic animal - a white one is lucky
Furniture in the kitchen where you put things
Opposite of expensive
Food made from milk - Roquefort, Brie
Festival in December - Jesus was born
It tells you the time
Asia, Europe, Africa are them
Past participle of cost
Your mother's brother's daughter
The opposite of dirty

D

The opposite of light
You start a letter with this word
Copenhagen is the capital of this
Past participle of do things
The opposite of shallow
You do this in bed
This is where you look up words
The opposite of life
The twelfth month of the year
Past participle of drive
You go to him when you are ill
Room in the house where you eat
The people of Holland

E

You have 2 on the sides of your head
Opposite of late
What chickens produce
Opposite of full
London is the capital of this country
You put a letter in this before you
Opposite of beginning
The language you are studying now
A big grey animal from Africa or India
Opposite of west
You eat it

F

Fifth day of the week
Isabel's husband (Spanish history)
Oranges, pears, apples etc.
They swim in the sea and rivers
Method of cooking
Animal similar to a dog
Musical instrument
Part of the body - we have 10
Opposite of slow
Where Peugeot are made

HEXAGONS QUESTIONS (Beginners level)

J&S TEFL PITSTOP <http://www.lingolex.com/jstefl.htm>

G

H

<p>Wine is made from them Animal with a long neck Your father's father A colour made from blue and yellow An alcoholic drink - Beefeater, Larios Your daughter's daughter A colour made from black and white Shop where you buy vegetables and fruit A musical instrument played by Andres Segovia A type of animal like a monkey Athens is the capital of this country Bottles are made of this Past participle of give The opposite of boy A very expensive material</p>	<p>What you wear on your head You have two, each with 5 fingers Opposite of sad You are this when you haven't eaten Opposite of cold Opposite of low A type of animal with 4 legs you can ride A place where you go to exercise A building with rooms and a garden Opposite of goodbye If you go on holiday you may stay in one Opposite of love</p>
I	J
<p>Opposite of possible Opposite of out The Taj Mahal is in this country Violin, piano, flute are musical _____ A very, very small animal - eg. fly, spider You give this to someone if you want them to come to your party Frozen water Dublin is the capital of this country Opposite of out of The building where eskimos live You are this if you have got a cold: opposite of well</p>	<p>The first month Type of trousers - Levi's A sweet food you have on bread If you work you have one of these A type of martial arts The sixth month Another word for sweater The seventh month A short coat Where snakes etc. live A type of music Tokyo is the capital of this country</p>
K	L
<p>An animal that lives in Australia Assassinate One thousand grammes What you open a door with What Japanese people wear Don Juan Carlos is this person in Spain Past participle of know The middle part of your leg A room where you cook What you cut things with Past participle of keep One thousand metres</p>	<p>Meat from sheep Opposite of first Opposite of early An old language that no one speaks. Past participle of lose Someone who doesn't work hard is this Opposite of right If you didn't have these you couldn't walk Opposite of dark Where you can borrow books from French, Spanish, Esperanto etc. Opposite of "a lot"</p>

HEXAGONS QUESTIONS (Beginners level)

J&S TEFL PITSTOP <http://www.lingolex.com/jstefl.htm>

M	N
Female pop singer She is your father's wife A very long running race The third month You do it in church Big city in the south of France You light cigarettes with them The fifth month Chicken, pork, lamb, vela etc. It comes from cows You can see yourself in it Not less	Not wide Between the head and shoulders Three times three Oslo is the capital The eleventh month Opposite of always Religious woman You smell with it 6,7,2,9,13 etc. They work in hospitals A type of synthetic fibre John, Peter, Susan, Mary etc.
O	P
Capital of Norway Opposite of under Opposite of in The first Heart, liver, lungs, kidneys Big-small, rich-poor, cheap-expensive Not closed Vegetable The smallest number Opposite of young Place where a secretary works It's black and petrol is made from it	You wear them in bed Opposite of pull Young dog The sex pistols, the damned, stiff little fingers. Mr. Clinton is one. Someone who is never late is this Opposite of push To distribute a book Place where you drink alcohol You put your food on it Eastern European country Leader of the Catholic church
Q	R
Not slow Opposite of answer Elizabeth the Second To divide into 4 equal parts Four footed animal Amount You find this mineral in watches Shaped like a circle Not noisy General knowledge test Protagonist in Cervantes novel	A flower It heats the house You listen to it The colour of blood To save someone from danger A place where someone cooks for you Food - small white grains Not common Moscow is its capital To say again A shape

HEXAGONS QUESTIONS (Beginners level)

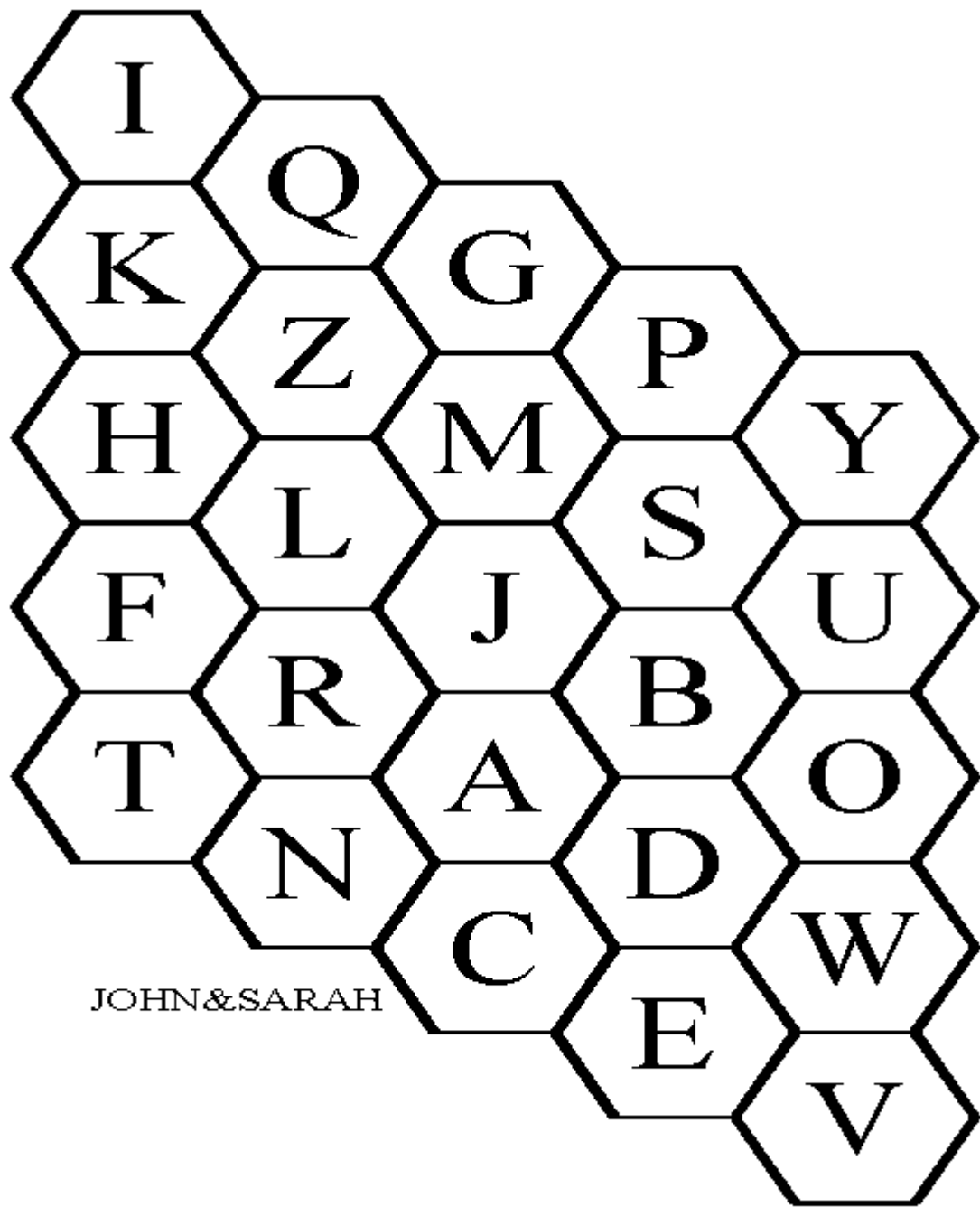
J&S TEFL PITSTOP <http://www.lingolex.com/jstefl.htm>

S	T
---	---

<p>Sixth day of the week You put it on your food Type of fish you can buy in a tin There is a lot of it at the beach Musical instrument Denmark, Norway, Sweden etc. Where you go to learn Country in Britain After the first Small unit of time The sun does it Big boat It's white and cold</p>	<p>Animal of the cat family Person who makes clothes Opposite of short Water comes out of them You do it with the tongue A car that takes you where you want Hammer, saw, spanner etc. A popular English drink You use them to eat with A game played with 2 people and a ball A finger Part of the leg A big number</p>
U	V
<p>Country in South America Opposite of over The name of the metro in London Take your clothes off Without a job Opposite of down Perfect state Place where you learn You use it when it's raining Opposite of beautiful Not organised</p>	<p>You do this at an election Country in South America A planet Fear of heights Musical instruments Sixth sign of the zodiac Strong alcoholic drink Hot geological phenomena Unit of electrical force Way of copying T.V. programmes Words Onion, carrot, potato etc. Give, take, walk, speak, drink etc.</p>
W	Y
<p>When 2 countries fight each other You look at it when you want to know the time Ceremony when a man and a woman get married Country in Britain Seven days A bicycle has got 2 Strong alcoholic drink Movement of air Cold season Past participle of write Opposite of lose Not cold</p>	<p>A colour 365 days Opposite of no Opposite of old Second person pronoun The day before A food made with milk A young person who is very rich The money in Japan Hindu system of meditation</p>
Z	
<p>Place where you see animals Nothing or nought A type of Buddhism</p>	<p>Black and white animal Every pair of trousers has one The last letter of the alphabet</p>

A tribe from South Africa

When the sun is at the highest point in the sky



JOHN&SARAH

Ask Card

Following the examples, select one topic from the list below and ask the people in your group questions about Christmas in their countries. You may select the topics more than once if you wish.

- Food: Example: Is there any typical food for Christmas Eve?
- New Year's Eve
- Presents
- Family meetings
- Holidays
- Wether in Christmas
- Decoration
- Traditions
- Santa Clauss/Three Wise Men, etc.
- Special dates


Tell Card

Follow the examples. Select one topic from the list below and give the people in your group some personal information about you. You may select the topics more than once if you wish.

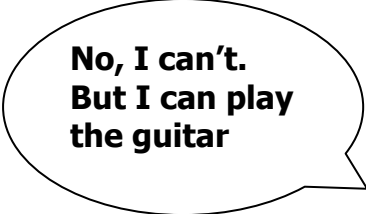
- Reasons for learning English Example: I want to learn English to go to University. Or I'd like to travel the world.
- Your favourite type of book
- Your favourite place for a holiday
- What you hope to learn on this course
- How you spend your free time
- What type of job you would like to have
- Something about the place where you are living in Australia
- Jobs which carry most prestige in your country
- Good points and bad points about yourself
- Music you like and dislike
- What you find difficult to learn in English
- Something about the city/town/village where you were born
- One or two things you are quite good at

1 Talk with your partner and find ...

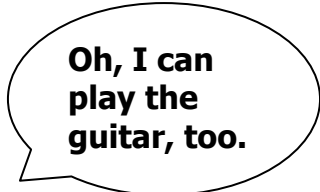
1. one thing you both can do
2. one thing you both can't do
3. one thing you both can do at home
4. one thing you can't do at home



**I can play
the violin.
Can you?**



**No, I can't.
But I can play
the guitar**



**Oh, I can
play the
guitar, too.**

Ask your classmates and find five people who can do all these things.
(Attachment 5.2)

	NAME
Can you count down from ten to one?	
Can you tell me the names of three members of the British Royal Family?	
Can you tell me three European capital cities?	
Can you tell me the title of an English song?	
Can you repeat this sentence: "Minnie Mouse makes many marshmallows for Mickey Mouse to munch on."	

I LOVE THE WAY YOU LIE (Attachment 5.3)

[Eminem]

I can't tell you what it really is
I can only tell you what it feels like
And right now there's a steel knife in my windpipe
I can't breathe but I still fight while I can fight
As long as the wrong feels right it's like I'm in flight
High off of love, drunk from my hate
Its like I'm huffing paint
And I love it the more that I suffer, I suffocate
And right before I'm about to drown she resuscitates me
She fucking hates me and I love it, wait
Where you going, I'm leaving you
No you ain't, come back
We're running right back
Here we go again, it's so insane
Cause when it's going good it's going great
I'm superman with the wind at his back, she's Lois Lane
But when it's bad it's awful I feel so ashamed, I snapped
Who's that dude I don't even know his name
I laid hands on her, I'll never stoop so low again
I guess I don't know my own strength

Just gonna stand there and watch me burn
Well that's alright because I like the way it hurts
Just gonna stand there and hear me cry
Well that's alright because I love the way you lie
I love the way you lie, I love the way you lie

You ever love somebody so much
You can barely breathe when you're with 'em
You meet and neither one of you even know what hit 'em
Got that warm fuzzy feeling
Yeah them chills used to get 'em
Now you're getting fucking sick at looking at 'em
You swore you'd never hit 'em
Never do nothing to hurt 'em
Now you're in each others face
Spewing venom in your words when you spit 'em
You push, pull each other's hair, scratch, claw
Bit 'em, throw 'em down, pin 'em
So lost in the moments when you're in them
It's the craze that the corporate controls you both
So they say it's best to go your separate ways
Guess they don't know you
Cause today, that was yesterday
Yesterday is over, it's a different day
Silent broken records playing over
But you promised her next time you'll show restraint
You don't get another chance
Life is no Nintendo game, but you lied again
Now you get to watch her leave out the window
I guess that's why they call it window pane

[Rihanna]

Just gonna stand there and watch me burn
Well that's alright because I like the way it hurts
Just gonna stand there and hear me cry

Well that's alright because I love the way you lie
I love the way you lie, I love the way you lie

[Eminem]

Now I know we said things
Did things that we didn't mean
And we fall back into the same patterns, same routine
But your temper is just as bad as mine is
You're the same as me
When it comes to love you're just as blinded
Baby, please come back it wasn't you maybe it was me
Maybe our relationship isn't as crazy as it seems
Maybe that's what happens when a tornado meets a volcano
All I know is I love you too much to walk away though
Come inside, pick up your bags off the sidewalk
Don't you hear sincerity in my voice when I talk?
Told you this is my fault, look in the eyeball
Next time I'm pissed I'll aim my fist at the drywall
Next time, there won't be no next time
I apologize even though I know it's lies
I'm tired of the games I just want her back
I know I'm a liar if she ever tries to fucking leave again
I'mma tie her to the bed and set this house on fire

[Rihanna]

Just gonna stand there and watch me burn
Well that's alright because I like the way it hurts
Just gonna stand there and hear me cry
Well that's alright because I love the way you lie
I love the way you lie, I love the way you lie.

Create your own quiz (Attachment 5.6)

<http://www.teachingenglish.org.uk/sites/teacheng/files/Olympic-quiz-WORKSHEET-B.pdf>

Write five true statements and five false statements about Olympic and Paralympic Games (i.e. 10 statements in all). Exchange your statements with another group. They must decide which ones are true and which are false.

e.g.

1. Usain Bolt has never won a gold medal. TRUE/ FALSE

Create your own quiz (Attachment 5.6)

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e.g.

1. Usain Bolt has never won a gold medal. TRUE/ FALSE

Attachment 7.1



WHO STOLE THE DIAMOND?

-How Could the thief get in without being seen? - asked Watson.

The case didn't seem to be easy. There was a Victorian style huge room that had only two doors: one, which accessed to the corridor and was closed from the inside; and the other, which was the one of the toilet where the duchesse got ready for the party. The diamond was on the table in the centre of the room.

Apart from that, there were two big closed windows.

- The gardener could use the ladder to reach the window... – suggested Watson.

- But he would have broke the glass and it is not broken. – Said Sherlock Holmes.

- The Butler could silently come upstairs and force the lock.-

- The duchesse would had heard that. I'm sure the lock nor the windows were forced.

-Then, how could the thief get in the room? There is no answer to it!

-Maybe not-. Said Sherlock Holmes while smiling-.

Sherlock Holmes already solved the mistery, what about you?

Answer for the teacher:

Nobody got in the room because the thief was already inside. The housekeeper.

Attachment 7.2

What grows when it eats but dies when it drinks?.

Solution: **The fire**

The one who made it didn't want it, the one who bought it didn't need it, the one who used it didn't see it.

Solution: **The coffin**

What has four fingers and one thumb but is not alive?

Solution: **A glove**

What force and streng cannot get through I with a gentle touch can do and many in the streets would stand were I not as a friend in hand

Solution: **The key**

What kind of food can make us smile?

Solution: **Cheese**

What gets bigger and bigger as you get more away from it?

Solution: **The shadow**

Which letter is a part of the body?

Solution: **The letter "i" (eye)**

What belongs to you but others use it more than you do?

Solution: **Your name**



Attachment 9.1

<http://learnenglish.britishcouncil.org/en/how/how-understand-differences-between-british-and-american-english>

Man: Hey! Nice pants!

Woman: Excuse me?

Man: I said nice pants.

Woman: You can't see my pants, can you?

Man: Of course I can.

Woman: How can you see my pants?

Man: They're on your legs!

Woman: Ha. You haven't been to America recently, have you?

Man: Oh I er ...I er actually just got back from LA! That's "Los Angeles" by the way....

Woman: I know.

Man: Yeah, I picked up some of the American words, and now I forget which ones to use! So confusing!

Woman: We call these "trousers" in Britain.

Man: Of course we do...you know there are so many things ...that's it's exactly a completely different language sometimes!

Woman: Really?

Man: Yeah!

Woman: Would you like a crisp?

Man: Crisps? In the States, they're "chips"!

Woman: Oh. So if I want to order our chips in America, what do I ask for?

Man: French fries!

Woman: I see.

Man: And you know what that is, don't you?

Woman: A fizzy drink.

Man: That's a "soda"!

Woman: Hmm...

Man: You know the lift over there?

Woman: Yeah?

Man: That's an elevator.

Woman: Oh really?

Man: You know in the States, you don't go to watch a film...

Woman: You "watch a movie"!

Man: Exactly! And you don't walk on the pavement...

Woman: You walk on the "sidewalk"!

Man: You got it!

Woman: I've watched a lot of films...oops...movies!

Attachment 10.1

The last time

1. When was the last time you did something new?
2. When was the last time you had fun?
3. When was the last time you were really sad?
4. When was the last time you went on holiday?
5. When was the last time you did something you really didn't want to do?
6. When was the last time you took a photograph?
7. When was the last time you were in a photograph?
8. When was the last time you did something that made you feel ashamed?
9. When was the last time you did your homework?
10. When was the last time you ate chocolate?
11. When was the last time you
12. When was the last time you

What doesn't kill you makes you stronger – Kelly Clarkson

Attachment 10.2

You know the bed feels warmer
Sleeping here alone
You know I dream in colour
And do the things I want

You think you got the best of me
Think you had the last laugh
Bet you think that everything good is gone
Think you left me broken down
Think that I'd come running back
Baby you don't know me, cause you're dead wrong

What doesn't kill you makes you stronger
Stand a little taller
Doesn't mean I'm lonely when I'm alone
What doesn't kill you makes a fighter
Footsteps even lighter
Doesn't mean I'm over cause you're gone

What doesn't kill you makes you stronger, stronger
Just me, myself and I
What doesn't kill you makes you stronger
Stand a little taller
Doesn't mean I'm lonely when I'm alone

You heard that I was starting over with someone new
They told you I was moving on over you

You didn't think that I'd come back
I'd come back swinging
You tried to break me, but you see

What doesn't kill you makes you stronger
Stand a little taller
Doesn't mean I'm lonely when I'm alone
What doesn't kill you makes a fighter
Footsteps even lighter
Doesn't mean I'm over cause you're gone

What doesn't kill you makes you stronger, stronger
Just me, myself and I
What doesn't kill you makes you stronger

Stand a little taller
Doesn't mean I'm lonely when I'm alone

Thanks to you I got a new thing started
Thanks to you I'm not the broken hearted
Thanks to you I'm finally thinking bout me
You know in the end the day you left was just my beginning
In the end...

What doesn't kill you makes you stronger
Stand a little taller
Doesn't mean I'm lonely when I'm alone
What doesn't kill you makes a fighter
Footsteps even lighter
Doesn't mean I'm over cause you're gone

What doesn't kill you makes you stronger, stronger
Just me, myself and I
What doesn't kill you makes you stronger
Stand a little taller
Doesn't mean I'm lonely when I'm alone

Attachment 10.3

A plip compared to a plop

Group A

Prepare some comparisons of the following pairs of things. When you are ready, tell the other groups your comparisons and they must try and guess what the 'plip' is, and what the 'plop' is.

plips

a cat and
a computer and
a pencil and
running and

plops

a dog
a calculator
a pen
walking

A plip compared to a plop

Group B

Prepare some comparisons of the following pairs of things. When you are ready, tell the other groups your comparisons and they must try and guess what the 'plip' is, and what the 'plop' is.

plips

speaking English and
a friend and
London and
a snake and

plops

speaking your language
an enemy
New York
a cockroach

A plip compared to a plop

Group C

Prepare some comparisons of the following pairs of things. When you are ready, tell the other groups your comparisons and they must try and guess what the 'plip' is, and what the 'plop' is.

plips

a giraffe and

a blackberry and

Brad Pitt and

A Rolls Royce and

plops

a mouse

an iphone

Tom cruise

a Toyota

A plip compared to a plop

Group D

Prepare some comparisons of the following pairs of things. When you are ready, tell the other groups your comparisons and they must try and guess what the 'plip' is, and what the 'plop' is.

plips

a day at work and

a massage and

a curry and

travelling by motorbike and

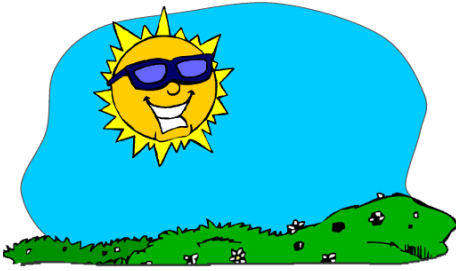
plops

a day off

a marathon

a sandwich

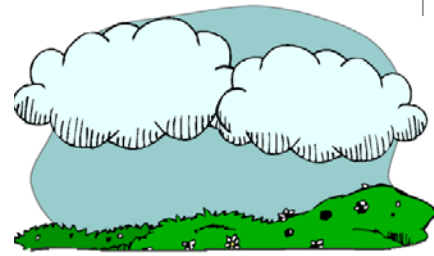
travelling by car



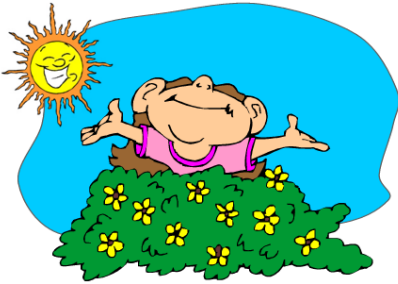
sunny
It's sunny.



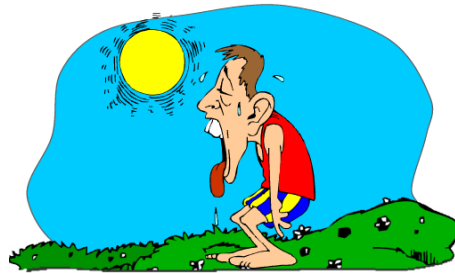
partly cloudy
It's partly cloudy.



cloudy
It's cloudy.



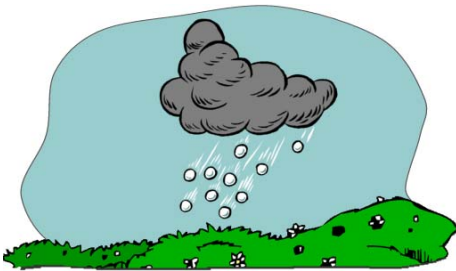
perfect/beautiful
It's beautiful.



hot
It's hot.



cold
It's cold.



hailing
It's hailing.



rainy
It's raining.



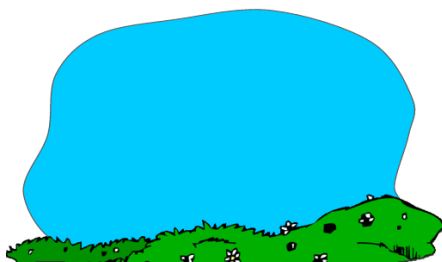
snowy
It's snowing.



windy
It's windy.



stormy
It's stormy.



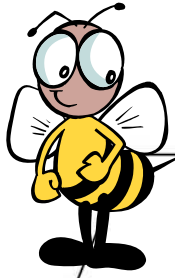
clear
It's clear.



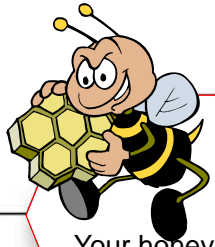
foggy
It's foggy.

Be the first to the goal
and win the honey!
Name or talk about items
as you go. Good luck!

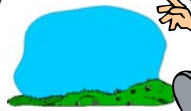
THE HONEY COMB CHALLENGE



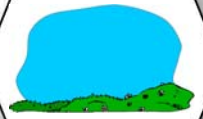
START



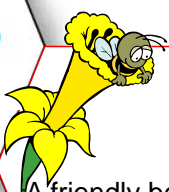
Your honey was stolen!
Go back 3.



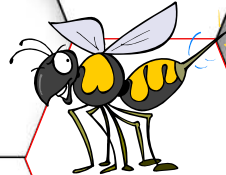
Ouch! You got stung.
Go back 3.



A friendly bee helps you.
Go ahead 3.

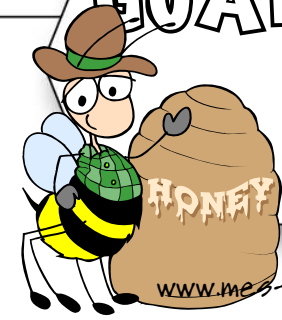


A friendly bee helps you.
Go ahead 3



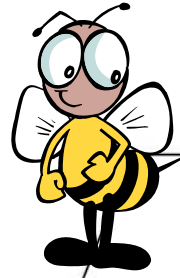
Ouch! You got stung.
Go back 3.

GOAL

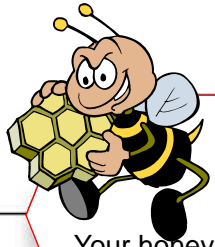


Be the first to the goal
and win the honey!
Read and talk about items
as you go. Good luck!

THE HONEY COMB CHALLENGE



START



Your honey was stolen!
Go back 3.

windy

rainy

perfect

windy



Ouch! You got stung.
Go back 3.

sunny

perfect



A friendly bee helps you.
Go ahead 3.

snowy

cloudy

cloudy

hot

hailing

clear

stormy

partly cloudy



A friendly bee helps you.
Go ahead 3

cold

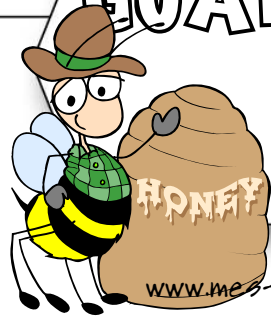
foggy

stormy



Ouch! You got stung.
Go back 3.

GOAL



www.mes-english.com

Attachment 4.1.

What's the weather like in Scotland and Castilla y León?

Questions.

- Does it rain a lot in Scotland/Castilla y León?
- Is it very cold in Scotland/Castilla y León?
- Does it snow a lot in Scotland/Castilla y León?
- Is Scottish/Castilian weather very windy?
- Is there a big difference between temperatures in Summer and Winter?

Student 1:

Weather in Scotland:

1. The weather in Scotland is rainy during almost all the year.
2. Scotland isn't very mountainous, but it is a quite cold area.
3. In Scotland it doesn't snow a lot.
4. Scottish weather is a bit windy and cloudy sometimes, so visibility might be difficult
5. Temperatures in Scotland don't vary widely along the year.

Student 2:

Weather in Castilla y León:

1. The weather in Castilla y León is rainy in Autumn and sunny in Spring and Summer.
2. Castilla y León isn't mountainous, but it is cold in winter and hot in Summer.
3. In the North of Castilla y León snows heavily in Winter.
4. Castilian weather is very dry in Summer.
5. Temperatures in Castilla vary a lot from Winter to Summer.

Tourists at the capital.

AUDIO FILE from : <http://www.onestopenglish.com/skills/listening/live-from-authentic-interviews/pdf-content/live-from-edinburgh-tourists-listening-activities-and-transcript/156485.article>

- **A different point of view at the countryside.**

Scottish playing

Interview and role playing transcription :

Interviewer: can you just tell me something about the part of the UK that you come from?

Angelia Grieve (Scottish countryside girl): OK, I come from a small fishing village on the east coast of Scotland. It is ten miles from the English border and it is a really beautiful place, very picturesque .

Interviewer: What's the name of the nearest big town and what do people does?

Angelia Grieve: The nearest big town is Berwick-upon-Tweed, which is actually in England and the nearest city is Edinburgh. Knitwear factories and the fishing industry's not as good as it used to be. There are small boats that come into the fishing village. But prawns and shellfish are taken on the bigger boats land in Aberdeen, which is the capital and has most part of the job.

Interviewer: Can you tell me - is your region famous for anything?

Angelia Grieve: The village that I'm from is well known for lots of fish and chip shops or haggis I suppose is the national dish and I don't think they've got particularly healthy food.

Interviewer: What is haggis?

Angelia Grieve: Well, haggis is a mixture of offal and oatmeal and spices. And it's traditionally eaten on Burns Night in January. And traditionally, it get's piped in at the big ceremony for supper.

Interviewer: Piped in, with?

Angelia Grieve: A piper – somebody playing the bagpipes would traditionally walk before the haggis and then somebody would say a verse to it before it was opened up.

Read and check which of these things are mentioned. (Terms mentioned)
What can you tell me about them?:

1. Edinburgh Castle (No)
2. The kilt (No)
3. Haggis (Yes)
4. Fish and chip shops (Yes)
5. Scotch Whisky (No)
6. Burns Night (Yes)
7. Bagpipes (Yes)
8. Aberdeen (Yes)

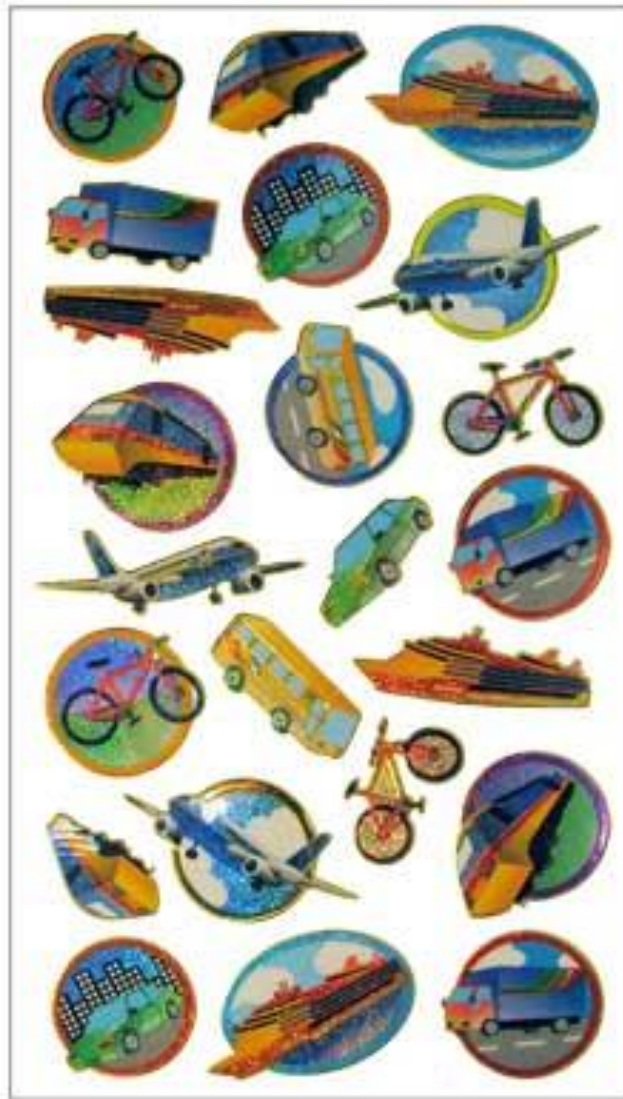
Students compare before getting feedback and select the information they can tell you about each of the things mentioned above ,so as to add it to the wikispace.

Adapted and modified text from :

http://www.teachingenglish.org.uk/sites/teacheng/files/scotland_plan_1.pdf.

- **Travelling around Scotland:**

Students must make up sentences, sticking the following pictures in the Scotland's map:



For instance: *-I'm going to Edinburgh on foot.*
by ship.

-I'm travelling to Glasgow

The group decides whether the chosen mode of transport is possible or impossible. The teacher adds appropriate interjections to make the exchanges

more fun and encourage to the students. They must agree or disagree and support the student's choice.

“ Ooops That's impossible! You can travel by car”

“ Aha, that's possible!” “ come on!!!It's better by plane”



Attachment 4.2.

Description:

Students in groups have to guess the answers of some questions about Scotland. The teacher reads the clues, one by one to each team. When one team does not know an answer, she asks the next team. If the answer is right, the team will gain:

- 5 points if the answer is guessed in the first clue
- 4 points if it is guessed in the second clue
- 3 points if it is guessed in the third clue
- 2 points if it is guessed in the fourth clue
- 1 point if it is guessed in the fifth clue

The team with more points wins the game

Words:

Loch Ness Monster (Nessie)

- 1- It is an animal
- 2- It can swim
- 3- It is difficult to see it
- 4- It lives in Scotland
- 5- Its house is in a lake

Glasgow

- 1-It is a city
- 2-It is placed in the United Kingdom
- 3-Its Scottish name is Glesca.
- 4-Its football team is called Rangers.
- 5-It is the largest city in Scotland

Whisky

- 1- It is a drink
- 2- It can be found in all countries
- 3- The best ones are drunk alone, but many people drink it with Coke.
- 4- In the USA it is called "Scotch".
- 4- In Scotland it is known as the 'national drink'

Kilt

- 1- It is an article of clothing.
- 2- Men wear it.
- 3- It is often made in a tartan pattern.
- 4- It is typical in Scotland.
- 5- It is similar to a skirt.

The flag of the Republic of Ireland

- 1- It is an object
- 2- It is composed of three colours
- 3- It is usually rectangular and used as a symbol
- 4- It is blue and white.
- 5- The capital of the area it represents is Edinburgh.

Two Stars and a Wish

Name: _____

Subject: _____



Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

Two Stars and a Wish

Name: _____

Subject: _____



Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

DESCRIPTION OF SESSIONS**UNIT 1: HERE WE GO AGAIN!***Session 1*

Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
20'	Individual	The teacher gives a test with general contents in order to know the previous knowledge of the students	
15'	Individual	Students talk about them, from which school they come, which are their interests, hobbies, favourite subjects, names, where do they live...	
5'	Individual	The teacher asks students about important information.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

Session 2

Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
13'	Whole class	The teacher shows a Power Point about the daily routine of Tom using all the forms of the verb To Be.	http://www.youtube.com/watch?v=K3GMiFc-gLs
14'	Whole class	Students watch the video twice and the teacher will explain them any doubts regarding to it.	
13'	Pairs	Students speak with their partners about their daily routines and hobbies.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

Session 3

Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
7'	Whole class	The teacher reviews briefly numbers from 1 to 100.	
13'	Whole class	Students go around the class asking the telephone number to their partners until they get five.	
12'	Whole class	Students listen to the song "The Boy Does Nothing" and the teacher explains them any doubts about it.	http://www.youtube.com/watch?v=Dg8yqQwiCNQ&feature=fvsrc
13'	Pairs	Students dialogue with their partners about the song giving their opinion about the topic.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

Session 4

Time	Grouping	Description of activities	Sources
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2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Whole class	The teacher shows a map and explain countries and nationalities	http://www.ibge.gov.br/paisesat/main.php
10'	Whole class	Students have to complete a map of the European countries	http://www.bpb.de/fsd/europapuzzle/puzzle_flash1.html
15'	Pairs	Students have time to ask their partners about personal information to include in the final task (hobbies, favourite sports, etc.)	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 5			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Whole class	The teacher explains the use of has/have got.	http://www.anglomania.cy.pl/grammar7flashcards.pdf
10'	Whole class	Students listen to the song “You’ve Got a Friend in Me”	http://www.youtube.com/watch?v=zB2gPZRsz0Q
15'	Whole class	Role play. A student will have a post-it on his/her front face with the name of a famous character. (S)he will have to ask questions (using has/have got, to be, etc. to the other students in order to guess who (s)he is.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 6			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Whole class	Students have some time to finish their reports about their partners.	
15'	Whole class	Students do a brief oral presentation showing their reports.	
10'	Individual	The teacher gives to each student a short feedback about their performances.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

DESCRIPTION OF SESSIONS**UNIT 2: MY FAMILY AND OTHER ANIMALS.****Session 1**

Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
20'	Individual	The teacher gives a test with general contents in order to know the previous knowledge of the students.	
10'	Whole class	The teacher gives students input on possessives.	
10'	Groups	Students listen a poem with possessives. Then, in groups of four will learn a strophe and say it aloud in front of their classmates.	http://www.myenglishpages.com/site_php_files/listening-possessive-adjectives-poem.php Attachment 2.2
8'	Individual/Pairs	Self/peer evaluation	Attachment I

Session 2

Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Whole class	Students watch a video about The Simpsons and will speak about the family members.	http://www.youtube.com/watch?v=J_x-u-VIJzs
13'	Whole class	Students complete a family tree with The Simpsons' family	Attachment 2.3
12'	Groups	Students start looking for information about the family they will present in the final task.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

Session 3

Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Whole class	Students watch a video to review the times and the teacher will explain any doubts.	http://www.youtube.com/watch?v=biann2PWqIA&feature=related
10'	Whole class	The teacher show the students the time in different cities of the world.	
10'	Pairs	Students talk with their partners about their daily routines using the time.	
10'	Pairs	Students present briefly the daily routines of their partners.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

Session 4

Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Whole class	The teacher gives the students input on some and any use, as well as about countable and uncountable nouns. Providing also different examples.	
15'	Whole class	The teacher brings to class different objects (pencils, notebooks, fruits, etc.) and students will practice as if they were in a market.	
10'	Pairs	Students have time to do the second sub-task: describing members of the famous family they have chosen	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 5			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Whole class	Teacher shows the students a picture of a family without telling them who is each person. Then, students will have to guess who is who.	
10'	Whole class	Students watch a video of the Royal Wedding.	http://www.youtube.com/watch?v=Kav0FEhtLug
10'	Whole class	After watching the video, students will answer some questions related to it: Can you recognize any of these characters? In your opinion, which one will be the heir of the crown? Can you tell some relationships between the characters? Can you guess in which church did the wedding take place?	
10'	Whole class	Students speak with their partners about their own families.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 6			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Groups	Students express their opinions about <i>"What does a family mean?"</i>	
10'	Whole class	Students do a dialogue using countable and uncountable nouns. Then, they will represent it	
15'	Individual	Students have time to do the third sub-task: drawing a family tree of the famous family they have chosen.	
8'	Individual/Pairs	Self/Peer evaluation	Attachment I
Session 7			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	

10'	Whole class	Students watch a video about countable and uncountable nouns.	http://www.youtube.com/watch?v=TuxgpgYOwak&feature=related
15'	Groups	Students choose a recipe and think about the ingredients they need to do it.	
13'	Groups	Then they do a short presentation in front of the class telling how to do it (using countable and uncountable nouns, some and any).	
12'	Whole class	Students vote which is the best recipe.	
8'	Individual/Pairs	Self/Peer evaluation	Attachment I
Session 8			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Groups	Students have some time to finish their presentations about a famous family.	
15'	Groups	Students do a brief oral presentation showing their reports and will put their works on the wall of the class.	
10'	Groups	The teacher gives to each group a short feedback about their performances.	
8'	Individual/Pairs	Self/Peer evaluation	Attachment I

DESCRIPTION OF SESSIONS			
UNIT 3: TRICK OR TREAT?			
<i>Session 1</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
20'	Individual	The teacher gives a test with general contents in order to know the previous knowledge of the students	
10'	Whole class	The teacher shows a power point on daily routines.	Attachment 3.1
10'	Groups	Students play a game about daily routines.	http://www.letshavefunwithenglish.com/games/routine/index.html
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 2</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
13'	Whole class	Students watch a video about Halloween origins.	http://www.youtube.com/watch?v=Xt8KqQOyk7k&feature=related
14'	Groups	Each group of students has part of a text. They work with it and find out the meaning of unknown words and do a brief oral presentation about their part of the text.	Attachment 3.2
13'	Groups	Students have time to carry out the first sub-task: Finding other countries in which there are similar celebrations to Halloween.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 3</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
12'	Whole class	The teacher reviews the days of the week with the aid of some flashcards.	http://www.mes-english.com/flashcards/files/days_flash.pdf
13'	Pairs	Students do a dialogue about their daily routines.	
15'	Whole class	Students play Halloween bingo.	http://www.toolsforeducators.com/bingo/halloween.php
8'	Individual/Pairs	Self/peer evaluation	Attachment I

Session 4			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Whole class	Students guess what is the girl of the video doing (use of third person singular)	http://www.youtube.com/watch?v=NYvLAevXKzM&feature=related
10'	Pairs	Students play an online game about daily routines.	http://www.mes-games.com/dailyroutines.php
15'	Pairs	Students have time to do the second sub-task: finding information about the ways of celebrating Halloween in other countries (Spain, Mexico, etc.)	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 5			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Whole class	Students play domino about daily routines.	http://www.toolsforeducators.com/dominoes/dailyroutines.php
15'	Groups	Students, divided in teams, have to create a story about the daily life of one of the characters of the Simpsons Family. Each member has a different task: ordering the images, revising the story... There will also be a time controller and a spokesperson.	Attachment 3.3
10'	Groups	Each group presents their stories about The Simpsons daily life.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 6			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Groups	Students have some time to finish their.	
15'	Groups	Students do a brief oral presentation showing their power points about "Other ways of celebrating Halloween around the world."	
10'	Individual	The teacher gives to each student a short feedback about their performances.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

DESCRIPTION OF SESSIONS			
UNIT 4: THANKSGIVING DAY			
<i>Session 1</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
20'	Individual	The teacher gives a test with general contents in order to know the previous knowledge of the students	
10'	Whole class	The teacher shows a map of the United States and explains the main characteristics of this country. Students will be required to participate by adding any information they already know.	Attachment 4.1
10'	Whole class	Students watch a video about the history of the United States. The teacher will stop it during the recording to explain any doubts.	http://www.youtube.com/watch?v=zEVPSfJIQ84
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 2</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
13'	Whole class	The teacher explains prepositions of place with the help of a puppy felt.	Attachment 4.2
14'	Pairs	Students do a dialogue describing where is each thing in the photo.	Attachment 4.3
13'	Groups	Students start doing the first sub-task: looking for information about the state of the United States they choose.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 3</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
20'	Whole class	Students watch a video about "Thanksgiving Day". The teacher will stop it to clarify difficult parts.	http://www.scholastic.com/scholastic/thanksgiving/webcast.htm
15'	Groups	Quiz: The teacher asks the students some questions about Thanksgiving Day related to the video they have watched. The team which answers more questions wins.	Attachment 4.4
5'	Whole class	Students complete their own Thanksgiving list.	

8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 4			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Whole class	Game: the teacher starts saying "in my classroom there is a door" and students have to continue adding furniture of the classroom and repeating the previous ones.	
15'	Pairs	Game: students have to align the one's counters in a horizontal, vertical, or diagonal row of three. Student B chooses a square where (s)he would like to place a counter. Student A asks the question in the square. Student B looks at the photos and then answers the question. If student B answers the question correctly, (s)he places a counter in the square.	Attachment 4.5
15'	Pairs	Students have time to carry out the second sub-task: looking for information about famous people from their state.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 5			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Pairs	Students do a dialogue asking instructions about directions.	Attachment 4.6
15'	Groups	Students listen "Sweet home Alabama." Each group has to learn a part of the song and then, sing it all together	http://www.youtube.com/watch?v=-Du-CWASm20
15'	Groups	Debate: The teacher shows a map with proslavery states and states against slavery and tells the story of Rosa Parks. The class is divided in two groups: one "against" and one "for" black people's rights. They have to give two reasons supporting their opinions.	http://www.luventicus.org/estadosunidos/estadosnoesclavistasdelaguerradesecesion/mapa.html
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 6			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Whole class	The teacher explains the use of how much and how many.	
10'	Whole class	The teacher brings some stuff to do a market in class. Students go around the class to buy things and practice the previous structures.	

15'	Individual	Students have time to do the third sub-task: preparation of a recipe of Thanksgiving Day	
8'	Individual/Pairs	Self/Peer evaluation	Attachment I
<i>Session 7</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
13'	Whole class	Reading circle: All the students have previously read the same story. One student does a summary of the story and will answer any doubt.	
13'	Whole class	Reading circle: The second student selects the most important words and passages of the story and explains their importance.	
14'	Whole class	Reading circle: The third student establishes any connection of the story with our own culture.	
8'	Individual/Pairs	Self/Peer evaluation	Attachment I
<i>Session 8</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Groups	Students have some time to finish their posters about their State.	
15'	Groups	Students do a brief oral presentation showing their posters.	
10'	Individual	The teacher gives to each student a short feedback about their performances.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

DESCRIPTION OF SESSIONS			
UNIT 5: I'M DREAMING OF A WHITE CHRISTMAS.			
<i>Session 1</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
20'	Individual	The teacher gives a test with general contents in order to know the previous knowledge of the students	
5'	Whole class	Students watch a clip of the film "Love Actually." The teacher asks some questions about the video.	http://www.youtube.com/watch?v=B7u6bMBICXw&feature=related
15'	Whole class	Students play Christmas Bingo	Attachment 6.1
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 2</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
25'	Groups	Students create a short comic with simple draws about Christmas. Then, they present briefly to the rest of the class.	Attachment 6.2
13'	Groups	Students have time to do the first subtask: each group a carol and find out where is it from.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 3</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Whole class	Students watch the video "How to celebrate Christmas with Lexie" about a girl who explains how does she celebrate Christmas. The teacher stops it whenever there is need of clarification.	http://www.youtube.com/watch?v=N71JoCVSVzs
15'	Whole class	Round table: Students and teacher talk about how do they celebrate Christmas	
20'	Groups	The teacher has a list of subjects to talk about. e.g. Football, Justin Bieber, cooking. etc. S(he) chooses one group to start talking about the subject. If the spokesperson of the group repeats a word, hesitates or makes a gramatical error, another person in other group can take over by saying error, hesitation or repetition. It is the teacher job to decide quickly if it is valid. The person who interrupts must continue. The winner is the person talking at the end of the minute.	http://www.lingolex.com/speak.htm
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 4</i>			

Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Whole class	Students think about the most important facts and events of the year and about what have they learned.	
20'	Groups	The object of the game is to win bets by completing tasks. Team A turns over the first card. It says "say the alphabet backwards. 1 mistake permitted". Team A must decide how much they will bet that they can do the task. They must bet a minimum of 1 and a maximum of 5. If they bet 5 they must do it straight away but if, for example, team A bets 2 team B has the opportunity to raise the stakes. If they do raise the stakes they must do what it says on the card. If a team does the task correctly they win their stake back.	Attachment 6.3
15'	Groups	Students have some time to do the second sub-task: each group has to find information about the way of celebrating New Year's Eve in a given country.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 5			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
5'	Pairs	Students listen and watch the video of "All I want for Christmas is you"	http://www.youtube.com/watch?v=azcimpWgCT0
10'	Groups	Each group learns a strophe of the carol "All I want for Christmas is you" and sing it all together.	
25'	Two groups	In the Attachment 6.4 there is a block of hexagons with a letter in each hexagon. In order to win, each team has to make an unbroken line from either the top to the bottom or from one side to the other without being blocked by the other team. The first letter to all the answers starts with the letter in each hexagon. Eg. The yellow team choose to go from top to bottom. They choose the letter "m". The teacher says "we drink it and it comes from cows". The red team is the first to say milk and to do a sentence with this word, so the teacher colours the "M" in red.	Attachment 6.4 Attachment 6.5
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 6			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Whole class	Students play ladders and snakes game. They throw the dice and move their counter the appropriate number of squares. If the counter lands on an Ask square, the learner must pick up the Ask card and select one question to interview as many people as (s)he likes. Alternatively,	http://www.teachingenglish.org.uk/sites/teacheng/files/snakes.pdf - Attachment 6.6

		if the counter lands on a Tell square, the learner selects one topic from the Tell card and talk about it for approx. 1 min. The game goes on in this manner until someone reaches the Finish square. If a counter lands at a snake's mouth, the learner must move his/her counter over the snake's body to its tail and follow the new instruction, which will be either Ask or Tell.	
15'	Whole class	Students watch part of a video about Saint Nicolas. The teacher makes them questions about Saint Nicolas, his family, etc. Then, (s)he asks students about themselves: do they used to ask for their presents to Santa Claus or the Three Wise Men?	http://www.youtube.com/watch?v=Zm5AzCIT-J0
10'	Individual	Students have some time to do the third sub-task: each group has to find out a menu of Christmas in a given country.	
8'	Individual/Pairs	Self/Peer evaluation	Attachment I
Session 7			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
13'	Whole class	Reading circle: All the students have previously read the same story. One student does a summary of the story and answers any doubt.	
13'	Whole class	Reading circle: The second student selects the most important words and passages of the story and explains their importance.	
14'	Whole class	Reading circle: The third student establishes any connection of the story with our own culture.	
8'	Individual/Pairs	Self/Peer evaluation	Attachment I
Session 8			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Groups	The teacher brings some food to do a mini Christmas party at the end of this session. Students have some time to finish their tasks.	
15'	Groups	Students sing their carols and present their menus and their information about New Year's Eve	
15'	Individual	The teacher gives to each student a short feedback about their performances and all the class celebrate a mini Christmas party.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

DESCRIPTION OF SESSIONS			
UNIT 6: OLYMPIC GAMES.			
<i>Session 1</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
20'	Individual	The teacher gives a test with general contents in order to know the previous knowledge of the students	
10'	Pairs/Whole class	The teacher asks students in pairs to think of famous athletes from various Olympic Games and where are they from. After a few minutes, ask them to share their answers with the class. Then, students will watch the promotional video of London 2012.	http://www.youtube.com/watch?v=QcwiGIGMjSg&feature=related
10'	Groups	Students comment different points of the video: the sports that appear on it, famous people that they have recognised, touristic places shown on the video.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 2</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
13'	Whole class	Students watch a video about can and can't	http://www.youtube.com/watch?v=a91oTyA0Oq8
14'	Pairs	Students do a dialogue about what they can do.	Attachment 5.1
13'	Groups	Students have some time to carry out the first sub-task: finding information about the history of the Olympic Games.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 3</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Whole class	Students go around the class asking classmates what can they do until they find five people who can do the proposed activities	Attachment 5.2
17'	Whole class	The teacher gives input about like, love and hate verbs. Then, students listen and watch the video of "I love the way you lie"	http://www.youtube.com/watch?v=uelHwf8o7

			<u>U&ob=av3e</u>
13'	Pairs	Students talk to their partner about their hobbies and what they like and hate.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 4			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Two groups	Students play <i>Tabú</i> with sports: teacher gives each team a card with a sport and the forbidden words. A person of each group has to explain the others what is the sport without saying the forbidden words	Attachment 5.4
10'	Groups	Students think about three benefits of doing sport and explain them briefly to their classmates.	
15'	Pairs	Students have time to do the second sub-task: finding information about which are the countries with more olympic medals.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 5			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Groups	Students work with a text about bowling.	Attachment 5.5
15'	Groups	Students prepare a flashcard about their favourite sport, including rules and present it orally.	Attachment 5.5
15'	Groups	Students create their own quiz about Olympic and Paralympic Games and exchange with other groups.	Attachment 5.6
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 6			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard.	
15'	Groups	Students have some time to finish their presentations about the Olympic Games.	
15'	Groups	Students do a brief oral presentation showing their posters with the information on the Olympic games and put them on the walls of the class.	
10'	Individual	The teacher gives to each student a short feedback about their performances.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

DESCRIPTION OF SESSIONS**UNIT 7: EDITORIAL BOARD***Session 1*

Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
20'	Individual	The teacher gives a test with general contents in order to know the previous knowledge of the students.	
10'	Whole class	The teacher explains present continuous with the aid of a video.	http://www.youtube.com/watch?v=a6Eozn55Lqs&feature=relmfu
10'	Whole class	Students listen to "It's raining men" and identify present continuous tenses. (S)he will stop it for students to explain what is happening on it.	http://www.youtube.com/watch?v=qqXUpe3jlkA&ob=av2e
8'	Individual/Pairs	Self/peer evaluation	Attachment I

Session 2

Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Whole class	The teacher gives input about jobs and occupations with the aid of a video and some flashcards.	http://www.youtube.com/watch?v=2oy7IfICtQE&feature=related
15'	Two groups	The teacher splits the class in two groups. A member of each group sits in front of the class back to the board. The teacher writes the name of a job on the board and each group has to give clues to its player in order to guess the job.	
15'	Whole class	Students have time to do the first subtask: the teacher brings several magazines/newspapers about varied topics. They all identify the different sections of a magazine: horoscope, puzzles, wether prediction, TV programming, etc. Each group will have to choose a section to work on it in the following sub-task in order to do the final task: a magazine/newspaper.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

Session 3

Time	Grouping	Description of activities	Sources
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2'	Individual	One of the students writes the date on the black/whiteboard	
20'	Whole class	Students listen to the song "Breathing" and the teacher stops it when necessary to explain differences between present simple and present continuous.	http://www.youtube.com/watch?v=hWCJetVSLYQ
20'	Groups	Students listen to a video without seeing it. They have to answer how many people are there in the scene, what sounds can they hear and where is the scene set, and describe what is happening at each moment. Then, they have to compare their answers with their partners and the teacher will collect as many different questions as possible. Finally, the teacher will play the video and students will see what happens actually.	http://www.teachingenglish.org.uk/activities/visio-%E2%80%93-youtube-technique
8'	Individual/Pairs	Self/peer evaluation	Attachment I

Session 4

Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Whole class	Students do a pre-listening activity about British English and American English differences.	
10'	Groups	Students listen to a video about British English and American English differences. Then, the teacher asks them any other differences between British English and American English.	Attachment 9.1 http://learnenglish.britishcouncil.org/en/how/how-understand-differences-between-british-and-american-english
15'	Groups	Students have time to do the second sub-task: students look for information to create their sections.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

Session 5

Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Whole class	The teacher explains the structure of a formal letter. Then, she asks students which kind of jobs would they like to apply for and she writes them on one column on the blackboard.	
10'	Whole class	The teacher asks students what characteristics do they need to apply for each job and writes	

		them down on other column on the blackboard	
15'	Groups	Students write in groups a formal letter using the ideas previously suggested.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 6</i>			
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Whole class	The teacher explains the structure of an informal letter.	
10'	Whole class.	Students have to write their address and the heading of a letter on a piece of paper. Then, they have to write whatever they want. When the teacher says “freeze” they have to pass their piece of paper to the next group, who will have to keep on writing the letter and so on.	
5'	Whole class	Students will read the final result of their letters.	
15'	Groups	Students carry out the third sub-task: to put together the information collected about each section and choose the format, length and style.	
8'	Individual/Pairs	Self/Peer evaluation	Attachment I
<i>Session 7</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
13'	Whole class	Reading circle: All the students have previously read the same story. One student does a summary of the story and will answer any doubt.	
13'	Whole class	Reading circle: The second student selects the most important words and passages of the story and explains their importance.	
14'	Whole class	Reading circle: The third student establishes any connection of the story with our own culture.	
8'	Individual/Pairs	Self/Peer evaluation	Attachment I
<i>Session 8</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Whole class	Students put all their sections together to create a magazine/newspaper of the class.	
20'	Groups	Students do an oral presentation about the contents of their sections.	
10'	Individual	The teacher gives to each student a short feedback about their performances.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

DESCRIPTION OF SESSIONS			
UNIT 8: “ELEMENTARY, MY DEAR WATSON”			
<i>Session 1</i>			
Time	Grouping	Description of activities	Sources
2’	Individual	One of the students writes the date on the black/whiteboard	
20’	Individual	The teacher gives a test with general contents in order to know the previous knowledge of the students	
10’	Whole class	Brain storming: Does anyone know about this detective? The teacher ask the students about Sherlock Holmes.	
10’	Whole class	The teacher tells the students the story of “Sherlock Holmes adventures”	
8’	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 2</i>			
Time	Grouping	Description of activities	Sources
2’	Individual	One of the students writes the date on the black/whiteboard	
10’	Groups of four	Students will read the story: “ <i>Who stole the diamond?</i> ” and find out the solution.	Attachment 7.1
20’	Groups of four	The teacher shares a bag to each group with four unrelated objects. Then, (s)he makes up a crime that has been committed, for example; ' <i>Professor Whatsit found dead under a picnic table, Lady Wigglebiggle's diamonds stolen from her bedroom drawer</i> '.The groups are then told that the items in their bags are clues to the crime collected by a detective. Students have to invent the details of the crime using the objects of their bags. They do not have to write anything, just present it orally.	http://www.teachingenglish.org.uk/activities/story-a-bag
10’	Whole class	Students have time to do the first subtask: finding information about the life of the life of the British or American writer they choose.	
8’	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 3</i>			
Time	Grouping	Description of activities	Sources
2’	Individual	One of the students writes the date on the black/whiteboard	
15’	Whole class	The teacher says some famous historical events to teach how to say dates in English.	
10’	Pairs	Students do a dialogue with the most important moments of their lives.	
15’	Groups	The teacher tells some riddles to the students and they will have to guess the answers. The group which guesses more riddles wins.	
8’	Individual/Pairs	Self/peer evaluation	Attachment I

<i>Session 4</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
20'	Whole class	Students watch a video of Sherlock Holmes. The teacher will stop the cartoon clip to explain any difficult part.	http://www.youtube.com/watch?v=S2yG_brnsKw
10'	Groups	Students have to carry out a show and tell explaining what happened in the video and describing briefly the main characters.	
10'	Groups	Students have time to do the second sub-task: finding information about the work of the British or American writer they choose.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 5</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Groups	Students have to give directions to their partner to reach with the help of a map a specific place in London.	Anexo 7.2
10'	Groups	Students identify on the map the most important places in London.	
15'	Groups	Students have to describe their favourite place in the city.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 6</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Whole class	Are you ready to be a detective? Let's see	
20'	Groups	Students do an oral presentation with the information about their writer, life and works and they will put them on the wall of the classroom.	
10'	Individual	The teacher gives to each student a short feedback about their performances.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

DESCRIPTION OF SESSIONS			
UNIT 9: AND THE OSCAR GOES TO...			
<i>Session 1</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
20'	Individual	The teacher gives a test with general contents in order to know the previous knowledge of the students	
10'	Whole class	Brainstorming about cinema and famous awards.	
10'	Whole class	Students watch two videos about the Oscars. The teacher asks them about who did they recognise and what were the funny anecdotes about.	http://www.youtube.com/watch?v=wOGAwv-_PIk&feature=related http://www.youtube.com/watch?v=wOGAwv-_PIk&feature=related
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 2</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Whole class	The teacher shows some flashcards to explain vocabulary related to foods. Then, students talk about their favourite foods.	Attachment 9.1
15'	Groups	Shopping role play: The teacher will be the shop assistant. (S)he has a mini-market and she does not have change of 10 pounds. Each group has to cook a dish and is provided with a list of ingredients to prepare it. They will have certain amount of money which may be not enough to buy everything. In such case they will have to ask other groups for a loan. They may also have only 10 pounds notes, so they will have to try to get change from other groups, as the shop assistant has no change. The aim is to get all the ingredients to cook their dish.	
15'	Groups	Students have time to carry out the first sub-task: creating the menu of their own restaurant.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 3</i>			
Time	Grouping	Description of activities	Sources

2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Whole class	The teacher asks students which are the most typical and representative foods from their countries or from the different regions of Spain and writes them down on the blackboard. Then, she asks what are those foods made of (i.e: paella: rice, vegetables, rabbit, etc).	
20'	Groups	Each group will be in charge of looking for information about the ingredients of a typical food: where are they from, when were they brought to Spain for the first time, etc. The aim is that students see that probably those dishes actually are not so "autoctonous", since they are made of ingredients from different places.	
10	Groups	Students share their information with the rest of the class.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 4			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Whole class	Students watch a video about the history of the Oscars. The teacher stops it from time to time to clarify difficult parts.	http://www.youtube.com/watch?v=aHCr8cZW9Sc
15	Groups	The teacher asks students what they know about awarded films (i.e: do you know which film whose main character is Frodo received 14 Oscars? or: which film played by Kate Winslet and Leonardo Di Caprio is the most awarded?	
15'	Groups	Students have time to carry out the second sub-task: to decide prices of the foods of their menu and to assign roles to each member of the group: who is going to be the waiter and who will be the clients.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 5			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Whole class	The teacher shows a flashcard with clothes and explains the names as well as the materials of different clothes.	Attachment 9.2
15'	Whole class	The teacher shows some pictures of Lady Gaga and students describe them.	Attachment 9.3
15'	Groups	The teacher brings some clothes to class and students wear them to do their own catwalk. One member of each group will be the host and explain the clothes of their classmates.	

8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 6			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Four groups	Each group is a season of the year. Students of each group have to think about clothes for their season. Then, they will say it aloud and the teacher will write them down on the blackboard. The group with more clothes will be the winner.	
15'	Whole class	Students do a dialogue about "what am I wearing today?" and which are their favourite garments.	
15'	Groups	Students have some time to do the third sub-task: each group has to prepare the usual conversations of a restaurant to do a role play in the final task.	
8'	Individual/Pairs	Self/Peer evaluation	Attachment I
Session 7			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
13'	Whole class	Reading circle: All the students have previously read the same story. One student does a summary of the story and will answer any doubt.	
13'	Whole class	Reading circle: The second student selects the most important words and passages of the story and explains their importance.	
14'	Whole class	Reading circle: The third student establishes any connection of the story with our own culture.	
8'	Individual/Pairs	Self/Peer evaluation	Attachment I
Session 8			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Groups	Students have some time to finish the sub-tasks.	
15'	Groups	Students represent a dialogue as if they were in a restaurant: ordering food, paying, etc.	
15'	Individual	The teacher gives to each student a short feedback about their performances and their menus.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

DESCRIPTION OF SESSIONS			
UNIT 10: ONCE UPON A TIME...			
<i>Session 1</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
20'	Individual	The teacher gives a test with general contents in order to know the previous knowledge of the students	
15'	Whole class	Students watch a video about the inventors. The teacher will stop it when there is need to clarify any part.	http://www.youtube.com/watch?v=NSuVwmEX17Y
5'	Whole class	Students think about other famous inventors and their inventions.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 2</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Whole class	The teacher asks students for drawing a star or a heart on a piece of paper. Then she asks students for showing their draws and orders them depending on the size of their stars. Then the student with the biggest star will be on the left hand side of the classroom and the one with the smallest star on the right side. Hence, she will explain comparatives and superlatives.	
10'	Pairs.	Students are required to draw a house with a door and some windows. Once they have finished their draw, they have to compare it with their partner using comparatives.	
15'	Groups	Students have some time to do the first subtask: they have to choose 5 important events of the History and look for information about them: date, causes and consequences.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 3</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Individual	The teacher explains the use of past tense. Then, students will watch a video about some of the most important events of History. The teacher will stop the video to ask them about those events.	http://www.youtube.com/watch?v=MxC5a7Qrstk&feature=related
15'	Pairs	Students ask and answer some questions about past.	Attachment 10.1
10'	Whole class	Students tell to the rest of the class the answers of their classmates.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

Session 4			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Whole class	Students listen to the song "What doesn't kill you makes you stronger". Once they have listened to it, the teacher asks them which adjectives can they recognise in the song and writes them down on the blackboard. Then she asks the students for saying other comparative adjectives following the examples of the song.	Attachment 10.2
15'	Groups	Students play plips and plops: they have two words, for example "day" and "night". They have to describe their classmates which words they have, using comparatives without saying the words, but saying instead "plip" and "plop". For instance: plip (night) is darker than plop (day)	Attachment 10.3
15'	Whole class	Students have some time to do the first subtask: they have to choose 5 important events of the History and look for information about them: date, causes and consequences.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 5			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Pairs.	The teacher asks students when was the last time they went to the cinema and writes down some questions like with whom did they go, if they bought pop corns, which film did they watch, and also asks students for suggestions. Students ask those questions to their classmates.	
15'	Groups	The teacher asks students about famous past events like the 11S Attacks, the World Cup, etc. Then, students have to ask their classmates what were they doing at those moments, where were they, how did they feel and what did they do after.	
10'	Pairs	Students talk about the most important moments of their lives.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 6			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Groups	Students have some time to finish the sub-tasks.	
15'	Groups	Students represent the events they have chosen in chronological order.	
15'	Individual	The teacher gives to each student a short feedback about their performances and their menus.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

DESCRIPTION OF SESSIONS			
UNIT 11: NESSIE'S LAND.			
<i>Session 1</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
20'	Individual	The teacher gives a test with general contents in order to know the previous knowledge of the students	
2'	Whole class	The teacher asks students what they know about Scotland.	
3'	Whole class	Students sum up the reasons of the popularity of Edinburgh according to the listening.	Audio file (2:26) from the website
5'	Whole class	Students read an interview and select some specific facts to be included in the final wikispace.	Attachment 11.2
5'	Groups	Students perform the role play based on the transcription of the interview given by the teacher. The rest of the students record it to include it on the wikispace.	http://soundbible.com/527-Bagpipes.html
5'	Groups	Students have to relate transport pictures into a map of Scotland and they must show agreement or disagreement to the student's choice and support their own choice.	Attachment 11.3 Attachment 11.4
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 2</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Whole class	Students extract the required specific facts about the famous character they chose from the information provided by the teacher.	Attachment 11.5
15'	Groups	Students answer some questions about the Scottish flag and share their ideas with the rest of the class.	http://www.youtube.com/watch?v=6H5MMaf8N6o
15'	Groups	Students have some time to do the first sub-task: to fill in a sheet with information about the area of Scotland which will be included in the final wikispace. In order to achieve this objective, students will follow the following criteria: <i>location, main characters, culture</i> .	Attachment 11.6
8'	Individual/Pairs	Self/peer evaluation	Attachment I
<i>Session 3</i>			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	

5'	Whole class	Students listen and watch the information about the weather to get new knowledge to apply it in the following activities.	http://www.youtube.com/watch?v=cwsrnbdyIYc&feature=related
5'	Whole class	The teacher shows the students more information about weather with the aid of some flashcards. They have to identify the different types of weather with pictures.	Attachment 11.7
10'	Groups	Students play in groups and have to guess the right answer about weather in each square. The winner group will be that who get the square goal earlier.	Attachment 11.8
10'	Whole class	Students distinguish among several types of wind, precipitation, visibility and temperature for doing their own forecast about Scotland forward.	http://www.bbc.co.uk/schools/whatisweather/aboutweather/precipitation.shtml
10'	Pairs	Students carry out a <i>show and tell</i> about the weather of a city from Scotland. They will show the knowledge acquired in the previous activities.	Attachment 11.9
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 4			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Pairs	Each student has a worksheet with some facts about the weather in Scotland and the weather in Castilla y León. Students in pairs have to ask their partner.	Attachment 11.10
10'	Pairs	Students have to do a short oral presentation comparing the weather of both areas taking scheme as an starting point.	
15'	Groups	Students have time to do the second sub-task: to start to upload the information from the previous subtasks (location, main characters and culture)	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 5			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
15'	Whole class	Students have to read an interview and select some specific facts to be included in the final wikispace.	Attachment 11.12
10'	Groups	Students must perform the role play based on the transcription of the interview given by the teacher. The rest of the students record it to include it on the wikispace.	http://soundbible.com/527-Bagpipes.html
15'	Groups	Students in groups have to guess the answers of some questions about Scotland. The teacher	Attachment 11.13

		reads the clues, one by one to each team. When one team does not know an answer, she asks the next team. If the answer is right, the team will gain.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 6			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Groups	Students upload the information: <i>day, weather, maximum, minimum, wind (mph), humidity, etc.</i>	
15'	Groups	Students continue to upload information in the wikispace including: <i>location, culture, etc..</i>	
15'	Groups	Students finish to upload the information from the previous subtasks (location, main characters and culture)	
8'	Individual/Pairs	Self/Peer evaluation	Attachment I
Session 7			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
13'	Whole class	Reading circle: All the students have previously read the same story. One student does a summary of the story and will answer any doubt.	
13'	Whole class	Reading circle: The second student selects the most important words and passages of the story and explains their importance.	
14'	Whole class	Reading circle: The third student establishes any connection of the story with our own culture.	
8'	Individual/Pairs	Self/Peer evaluation	Attachment I
Session 8			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
5'	Groups	Students have some time to finish the sub-tasks.	
20'	Groups	Students represent present their wiki spaces orally.	
15'	Individual	The teacher gives to each student a short feedback about their performances and their menus.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

DESCRIPTION OF SESSIONS**UNIT 12: 80 DAYS AROUND THE WORLD***Session 1*

Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
20'	Individual	The teacher gives a test with general contents in order to know the previous knowledge of the students	
20'	Whole class	Students watch part of a video of the cartoons "Around the World with Willy Fog". The teacher will stop it to make the necessary clarifications.	http://www.youtube.com/watch?v=OcQ7bYWpH9k
8'	Individual/Pairs	Self/peer evaluation	Attachment I

Session 2

Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Whole class	The teacher gives input and examples about future tense.	
10'	Pairs.	The teacher asks students what do they need to organise their holidays.	
15'	Groups	Students have some time to do the first subtask: students organise a trip for the summer holidays. They have to think about a place, duration and ways of transport.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

Session 3

Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Individual	Students listen to the song "I will survive". The teacher will stop it to explain short form of the future (will- 'll)	http://www.youtube.com/watch?v=gJC081LCHA&feature=related
15'	Pairs	Students ask their partners about their plans for the summer.	
10'	Whole class	Students tell to the rest of the class the answers of their classmates.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I

Session 4

Time	Grouping	Description of activities	Sources
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2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Whole class	Brainstorming: The teacher asks the students about the characteristics of an airport and writes down on the left hand side of the blackboard what students say. Then, she asks about what do students need to take a plane and also writes down what students say.	
15'	Groups	Students do a dialogue about the instructions to take a plane to go on holidays.	
15'	Groups	Students have some time to do the first subtask: they have to find information about the place they are going to visit in their holidays.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 5			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
13'	Whole class	The teacher says to the students that they are going to do a trip to Ireland but they can only bring a small suitcase and (s)he asks the students what would they pack. Then, she writes down on the blackboard students' ideas.	
10'	Whole class	The teacher starts saying "I will go on holiday and I will pack my sun glasses". Then, the next student has to repeat what the teacher say and add another thing the rest of the students keep on repeating what has been said and adding more things.	
17'	Pairs	Students watch a video of Mr. Bean. At some point, the teacher stops the video and asks the students for writing down what they think it is going to happen after. Then, the teacher will play again the video. Once they have seen it, they will say their options and compare it with those of the video.	http://www.youtube.com/watch?v=6r0dr_juOiI
8'	Individual/Pairs	Self/peer evaluation	Attachment I
Session 6			
Time	Grouping	Description of activities	Sources
2'	Individual	One of the students writes the date on the black/whiteboard	
10'	Groups	Students have some time to finish the sub-tasks.	
15'	Groups	Students do an oral presentation of the planning of the holidays they have designed including information about the place they are going to visit	
15'	Individual	The teacher gives to each student a short feedback about their performances.	
8'	Individual/Pairs	Self/peer evaluation	Attachment I