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Sense of Initiative and Entrepreneurship Competence in English Learning

Máster en Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas

TRABAJO DE FIN DE MÁSTER

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Resumen

La legislación educativa española vigente, la LOMCE, establece un total de siete competencias clave, que deben ser incluidas en cada una de las asignaturas del currículo.

La competencia "Sentido de la iniciativa y Espíritu emprendedor" es una competencia multidisciplinar y aúna cualidades como la planificación, toma de decisiones, liderazgo, trabajo en equipo, pensamiento crítico y autoconfianza entre otras. Las cuales son totalmente necesarias para nuestros alumnos en cualquier situación, tanto dentro como fuera del instituto y a lo largo de toda su vida.

Esta competencia a primera vista parece que tiene poco que ver con la asignatura de inglés pero estas cualidades son clave para una buena comunicación y relación con otras personas en la lengua meta.

Para implementar esta competencia en el aula, las metodologías activas como el trabajo cooperativo, el aprendizaje basado en proyectos y la simulación y el juego son las herramientas idóneas.

Este trabajo propone una idea para trabajar estas metodologías activas en el aula que frecuentemente por la falta de tiempo no es posible implementarlas correctamente.

Palabras clave: LOMCE, competencias clave, Sentido de la iniciativa y Espíritu emprendedor, metodologías activas, aprendizaje basado en proyectos, trabajo cooperativo, simulación y el juego.

Abstract

The current Spanish educational legislation, the LOMCE, establishes a total of seven key competences, which must be included in each of the subjects in the curriculum.

The competence "Sense of initiative and entrepreneurship" is a multidisciplinary competence and combines qualities such as planning, decision-making, leadership, teamwork, critical thinking and self-confidence among others. These skills are absolutely necessary for our students in any situation, both inside and outside the school and along their whole life.

This competence at first sight seems to have little to do with the subject of English language but these qualities are key to successful communication and relationships with others in the target language.

To implement this competence in the classroom, active methodologies such as cooperative work, project based learning and simulation and games are the ideal tools.

This work proposes an approach to work on these active methodologies in the classroom that often due to lack of time is not possible to implement correctly.

Key words: LOMCE, key competences, Sense of the initiative and Entrepreneurship, active methodologies, project based learning, cooperative learning, simulation and game.

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1. Introduction

The present dissertation analyses the importance of sense of initiative and entrepreneurship competence. The aim is to find a means of implementing this competence in our English classes. Something that at first sight might seem complex because it may appear that this competence has little in common with the learning of a language but in truth it promotes personal qualities such as group work, cooperation, dialogue, leadership, critical thinking and effective communication among others.

Thus, it is necessary to create new contexts and scenarios that allow our students to develop these personal skills so important for their present and future life, which are present in our educational system through the introduction of the basic competences and more specifically of Sense of Initiative and Entrepreneurship competence.

In our educational system, the teacher is often the focus of attention while the students have a passive role. Through active methodologies, students acquire more relevance and easiness to develop these skills. The teacher becomes a mere guide and facilitator of information while the student will have to plan, think, organize, reflect ... that is, the student acquires autonomy and independence in their learning.

Project based learning, cooperative learning and simulation and games are three active methodologies very useful for the implementation of this competence in the English classes.

This B.A. Thesis is structured in two different sections, the theoretical framework about the competences and the most relevant active methodologies both for the English subject and for the sense of initiative and entrepreneurship competence, and a didactic proposal for the application of these methodologies and competences in a secondary school classroom.

2. Theoretical Framework

2.1 Competences in Europe and Spain

The European Union upholds the importance of the acquisition of key competences by citizens as an indispensable condition for their full personal, social and professional development, adapted to the demands of a globalised world and allowing economic development, linked to knowledge.

According to the Organization for Cooperation and Economic Development,

> A competence is more than knowledge and skills. It involves the ability to cope with complex demands, relying on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competence that can be supported by an individual's knowledge of language, practical information and technology skills, and attitudes towards people who communicate. (OECD, 2005)

Competences are therefore conceptualized as "know-how" that applies to a variety of academic, social and professional contexts. In order for transfer to different contexts to be possible, it is essential to understand the knowledge present in the competences and to link it to the practical skills or abilities that integrate them.

In accordance with The Definition and Selection of Competencies of the OECD each key competence should contribute to valuable outcomes for societies and individuals; help individuals to cope with important demands in a wide variety of contexts; and be relevant to both specialists and individuals.

The basic competences are determined in the Ley Orgánica 2/2006, of 3rd May (LOE) as "one of the basic elements of the curriculum and a reference for evaluation". The law also establishes them as a reference for the promotion of the cycle in Primary Education and for the qualification at the end of Compulsory Secondary Education. The diagnostic evaluations foreseen in the fourth year of Primary Education and in the second year of Obligatory Secondary Education will also have them as a reference. The competences are therefore "capacities to apply in an integrated way the contents specific to each teaching and educational stage, in order to achieve the adequate implementation of activities and the effective resolution of complex problems".

The Ley Orgánica 8/2013, of 9th December, for the improvement of educational quality (LOMCE) defines competences as "the abilities to apply in an integrated manner the content specific to each teaching and educational stage, in order to ensure the proper conduct of activities and the effective resolution of complex problems". It modifies the eight basic competences established in the LOE to seven and to be called key competences.

In agreement with the Orden ECD/65/2015, of 21st January, which describes the relationship between competences, content and evaluation criteria of the primary, compulsory secondary education and secondary education. Competences are applied to a myriad of academic, social and professional contexts. The understanding of the knowledge embedded in the competences and their connection with the skills or abilities that integrate them makes the transfer to different contexts possible.

The teaching-learning process must be approached from all areas of knowledge. Since it is a dynamic process, competences are not acquired at a given time and remain unaltered, but rather they imply a process of progressive development. This learning implies a comprehensive training of people who, in the future, should be able to transfer the knowledge acquired to their new situations, promoting a lifelong learning.

The competences included in Orden ECD/2015 are the following:

- Competence in linguistic communication

- Mathematical competence and basic competence in science and technology

- Digital Competence

- Learning to learn competence

- Sense of initiative and entrepreneurship

- Cultural Awareness and Expressions

- Social and civic competences

Europe (2003)	LOE (2006)	LOMCE (2013)
COMPETENCES	BASIC COMPETENCES	KEY COMPETENCES
1. Communication in the mother tongue 2. Communication in foreign languages	1. Competence in linguistic communication	1. Competence in linguistic Communication
3. Mathematical competence and basic competences in science and technology	2. Mathematical competence 3. Competence in knowledge of and interaction with the physical world	2. Competence in mathematics, science and technology
4. Digital competence	4. Competence in processing information and use of ICT	3. Digital competence
5. Learning to learn	5. Learning to learn	4. Learning to learn
6. Social and civic competences	6. Competence in social skills and citizenship	5. Social and civic competences
7. Sense of initiative and entrepeneurship	7. Autonomy and personal initiative	6. Sense of initiative and entrepreneurship
8. Cultural awareness and expression	8. Cultural and artistic competence	7. Cultural awareness and expression

Table 1. Evolution of the designation of competences in European and Spanish education law.

2.2 The seven competences

In accordance with current Spanish education law, all subjects taught must include the seven competences in their teaching programmes and curricula. With regards to the subject of English, these seven competences must be taken into account and adapted to the curriculum and educational programmes in agreement with Gutiérrez Becerril (2012):

1. Competence in linguistic communication

> The term linguistic competence refers to the unconscious knowledge of grammar that allows a speaker to use and understand a language. […] It is not an evaluative term. Rather, it refers to the innate linguistic knowledge that allows a person to match sounds and meanings. Linguistic competence constitutes knowledge of language, but that knowledge is tacit, implicit. This means that people do not have conscious access to the principles and rules that govern the combination of sounds, words, and sentences; however, they do recognize when those rules and principles have been violated. (Nordquist, 2020)

This competence is the basis of the foreign language, the English language aims to prepare the students to deal with everyday situations and solve problems successfully. Therefore, the English language subject must help the students to communicate, converse and interact properly in English, providing them with the necessary attitudes, skills and knowledge.

In conclusion, the English language through communication creates relationships and encourages socio-cultural exchange between speakers of different cultures and backgrounds. Thanks to this cultural component, it encourages thinking away from prejudices and stereotypes while promoting critical thinking and respect among people. Therefore, in addition to language, cultural conventions, speaker intentionality, registration and other non-linguistic elements acquire special relevance in the subject.

2. Mathematical competence and basic competence in science and technology

> Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge […] Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions […] Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. (Official Journal of the European Union, 2006)

The English language enables the student to solve problems of everyday life; the logic developed in the English classroom enables the student to face problems, even if they are not closely related to the area of mathematics, and to solve them effectively. However, numerical elements are analysed in the foreign language: ordinal and cardinal numbers, currencies, statistics, measurements, etc. in order to be able to handle them habitually in real life.

3. Digital competence

> Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the internet. (Official Journal of the European Union, 2006)

Students must search, obtain, select, process and organize information, to later transform it into knowledge and communicate it to other partners during English language classes. The English area promotes the search, selection, processing and analysis of information in order to improve the students' global understanding, by means of any type of medium or support, whether written, oral or digital, with special emphasis on the latter.

4. Learning to learn competence

'Learning to learn' is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. (Official Journal of the European Union, 2006)

The aim of this competence is to promote activities that encourage autonomy and individual work in the student's learning. In the case of English, these would be activities in which the student is the one who does the work and the teacher is a monitor and a guide. Project based activities or task-based activities are a clear example of this, since through one's own experience, significant learning is created within the classroom, which through exploration, investigation and understanding of concepts achieves the use and production of the target language.

5. Sense of initiative and entrepreneurship

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. It is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. (Official Journal of the European Union, 2006)

The student's personal work and the degree of initiative shown by the student during the activities are very relevant aspects included in this competence. The effort, the continuous work and the progressive and autonomous advance of the student should be promoted. The capacity of negotiation, knowing how to reach the interlocutor or how to convince him/her in a debate are other very important skills that depend on this competence. All this together with the

promotion of planning and organization by the students is intended that they acquire more autonomy in the learning processes.

6. Cultural awareness and expressions

> Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts. (Official Journal of the European Union, 2006)

Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.

Thanks to the social and cultural context that the foreign language has, the pupils will have practical and real examples taken from this context in which the English language takes place. Due to this socio-cultural exposure of the English language, the student will know and appreciate those defining components that distinguish cultures, but at the same time enhance their awareness and cultural richness.

Literary texts and other cultural elements (cinema, art, history, etc.) help to improve the student's cognitive scheme and develop this competence. Likewise, motivating learning environments, which interest the students and result in an artistic and creative manifestation of the English language in any type of activity and/or support are also a suitable way to develop it.

7. Social and civic competence

> These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. It is linked to personal and social well-being. […] Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation. (Official Journal of the European Union, 2006)

This competence aims to promote civic communication among students, while respecting differences of opinion and solving possible conflicts that may arise in the classroom in a peaceful way, thanks to the knowledge of our culture and also that of others (present in different

English-speaking countries and also as a means of relationship and communication with other countries) so it is also somewhat linked to linguistic and cultural competence. Due to this cultural exchange based on respect and tolerance, a more stable coexistence is achieved. The foreign language is an essential and global instrument of communication and as a means of personal, academic and professional enrichment. With this competence, an education in values is promoted by encouraging peaceful and tolerant coexistence within our society and worldwide.

2.3 Importance of sense of initiative and entrepreneurship competence

Foreign language teaching is in a process of change, at least in terms of models and paradigms. Nevertheless, the evolution is much slower in the daily work of the classrooms, when it comes to practice. As mentioned above, this change affects the Spanish education system. The Spanish state, in agreement with the European and international organizations, has reformed the educational law to make a more holistic and integrating education, trying to update it to the reality in which we live.

In the current times following Julia Burillo's book *Las lenguas extranjeras en el aula: Reflexiones y propuestas*, the education's idea of the foreign language is more of a communicative nature than an informative-formative one. The aim is for learners to be more proficient in different communicative contexts and situations, and so an attempt is made to prioritise those competences which make this possible, as opposed to those which focus more on morphosyntactic aspects, vocabulary, etc. This conception mobilizes other psycho-pedagogical aspects, such as the bases of meaningful learning; that is, providing -on the part of the students- meaning and significance to what is being done. This involves the development of students' skills since the process of acquiring a foreign language involves the improvement of many skills, knowledge and attitudes not exclusively linked to linguistic competence. Therefore, the use of each and every one of the skills in the teaching of each subject and specifically in the teaching of English is compulsory.

The sense of initiative and entrepreneurship is one of the most holistic competences as it is based on the ability to turn ideas into actions, on translating theoretical frameworks and formal knowledge and projects, and we could also say that it seeks to polish individual and group work skills through self-direction and individual project setting. Furthermore, according to the Spanish Ministry of Education for the competence of the sense of initiative and entrepreneurship, the capacities involved are diverse and multiple:

> Analytical skills; planning, organisational, managerial and decision-making skills; ability to adapt to change and solve problems; effective communication, presentation, representation and negotiation; ability to work, both individually and within a team; participation, leadership and delegation skills; critical thinking and sense of responsibility; self-confidence, evaluation and self-assessment, since it is essential to determine the strengths and weaknesses of oneself and a project, as well as to assess and take risks where justified (handling uncertainty and assuming and managing risk). (Ministerio de Educación, 2010)

In his dissertation, *La Integración del Teatro como Parte de la Pedagogía Competencial en Lenguas Extranjeras* , Daniel Rodriguez defends that at the same time, we are facing one of the competences with the greatest commercial-libertarian and highly economic focus, since one of its ultimate objectives is for students to have full knowledge of the laws of the market and the fluctuations of the employment system in order to use it to their advantage, with less involvement on the part of the state. However, this competence does not apply exclusively to the student body. The role of the teacher must change paradigms, from an authority on a given subject to a guide to knowledge. The teacher is, in itself, a lifelong learner whose presence in the classroom is justified in "helping them to be self-directed, to ask themselves the relevant questions, to face complex problems, to distinguish the information that is worthwhile, to connect with strangers in virtual networks and to interact with them on the basis of a shared project or a common interest.

As specified by the education magazine of the Ministry of Education, "*La Transicion a la Vida Activa*", there are several bodies that define and limit this competence in different ways, but with the common denominator of transforming ideas into acts, keeping creativity and innovation in mind. These three bodies are the OECD report, the formulation of the European Union with the Education and Training Programme 2010 of the European Commission and finally, the formulation of the Spanish Ley Orgánica de Educación (LOE).

In accordance with the OECD (2005) report, autonomous actions are indispensable for effective participation in society and for progress in the various spheres of life. Nowadays,

social roles are not as well defined as they used to be: "It is necessary to create personal identity and meaning in life, and it is also necessary to focus on the future". In the current circumstances in which we live, there is a great need for the ability to convert needs and desires into acts of will, consisting of making decisions, choices and directing action. This report includes three key abilities:

1. Ability to act within the general framework.

Attempts to understand the patterns that lead us to take certain actions and certain decisions, to have a real idea of the system in which we live. This means knowing social structures, politics, social practices, formal and informal rules, expectations, roles, and understanding laws and regulations, knowing unwritten social norms, moral codes, manners and protocol. It also consists of identifying the direct and indirect consequences of actions and choosing between different possibilities of action, reflecting on their potential consequences in relation to individual and shared norms and objectives.

2. Ability to form and carry out personal life plans and projects.

It requires individuals to interpret life as an ordered narrative, to which they can give meaning and purpose in a changing, often fragmented, environment. It assumes an orientation towards the future that implies optimism and development of personal potential, but also a firm grounding in the realm of the viable. The concrete capabilities that make up this key ability are: defining a project and setting a goal; identifying and evaluating the resources available and those needed (time and money); setting priorities and selecting objectives; balancing the resources needed to achieve multiple goals; and learning from past actions, projecting future ones, and monitoring how our projects are progressing to make appropriate adjustments.

3. Ability to define rights, interests, limits and needs.

It is the ability to assert one's interests as an individual and as a member of a community. It requires understanding one's own interests; knowing the rules and principles that govern a situation or on which to defend a position; and building arguments to achieve recognition of needs and rights and suggesting agreements or alternative solutions.

Thus, this proposal relates autonomy as a general capacity to act responsibly, knowing what is being done and foreseeing the consequences, with the capacity to act by formulating projects and not in a casual or unpremeditated way, and finally, knowing how to choose the right goals.

Whereas the formulation of the European Union with the Education and Training Programme 2010 of the European Commission defines entrepreneurship as:

> The ability of oneself to bring about change (active component) and the ability to accept and support change brought about by external factors (passive component). It includes the acceptance of change, taking responsibility for one's own actions (positive or negative) by setting goals and achieving them and having the motivation to succeed. It involves the knowledge of existing opportunities in order to identify the most suitable ones for one's own personal, professional and/or business projects. (Education and Training Programme 2010 of the European Commission, quoted in Ministerio de Educación, 2010)

There are several skills and abilities that are characteristic of this competence and should therefore be taken into account when making the curriculum.

The abilities that integrate this competence are as follows: Skills in planning, organizing, analysing, communicating, doing, reporting, evaluating and record; also skills for project development and implementation; the ability to work cooperatively and flexibly as part of a team; the ability to identify one's strengths and weaknesses; the ability to act decisively and respond positively to change; and finally, the ability to assess risks and take them on as and when necessary.

The attitudes that are part of this competence are: Willingness to show initiative. Positive attitude to change and innovation. Willingness to identify areas in which one can demonstrate the totality of one's entrepreneurial capabilities (in family, work and community). The EU places greater emphasis on the ability to innovate and on accepting innovation and the risks of action.

Finally, the formulation of the Spanish Ley Orgánica de Educación (LOE) calls this competence "Autonomy and personal initiative", which makes it the great competence for action, be it ethical, economic, labour, political or affective. The learning experiences that must be provided to the student through the different subjects of compulsory education and the very organization of the school must favour the development of this competence.

The LOE explains in detail the contents of the competence:

> The acquisition of awareness and application of a set of interrelated personal values and attitudes, such as responsibility, perseverance, self-awareness and self-esteem, creativity, self-criticism, emotional control, the ability to choose, to calculate risks and to face problems, as well as the ability to delay the need for immediate satisfaction, to learn from mistakes and to take risks, are characteristics of this competence. (LOE, 2006)

However, there is also the capacity to choose with personal criteria, to imagine projects, and to carry out the necessary actions to develop personal options and plans, whether they are individual or collective projects, taking responsibility for them, in the personal, social and work environment.

It involves being able to transform ideas into actions; that is, to set goals and plan and carry out projects. It requires, therefore, being able to rework previous approaches or develop new ideas, find solutions and put them into practice. In addition, it also entails analysing possibilities and limitations, knowing the phases of development of a project, planning, taking decisions, acting, evaluating what has been done and to self-evaluate, extracting conclusions and valuing the possibilities of improvement.

It requires, therefore, a strategic vision of the challenges and opportunities that helps to identify and meet objectives and maintain motivation to achieve success in the tasks undertaken, with a healthy personal, academic and professional ambition. Likewise, to be able to put in relation the academic, work or leisure offer available, with the capacities, desires and personal projects.

Furthermore, it involves a positive attitude towards change and innovation that presupposes flexibility of approach, being able to understand such changes as opportunities, to adapt critically and constructively to them, to face problems and to find solutions in each of the vital projects that are undertaken.

To the extent that autonomy and personal initiative involve other people, this competence requires social skills to relate, cooperate and work in a team: putting oneself in the other's place, valuing the ideas of others, dialoguing and negotiating, assertiveness to adequately inform others of one's decisions, and working in a cooperative and flexible manner.

Another important dimension of this competence, very much related to this more social aspect, is constituted by those skills and attitudes related to project leadership, which include confidence in oneself and ability to lead. The following skills are some of the key characteristics of the training programme: empathy, spirit of improvement, skills for dialogue and cooperation, organisation of time and tasks, ability to assert and defend rights, and risk taking. In short, sense of initiative and entrepreneurship means being able to imagine, undertake, develop and evaluate individual or collective actions or projects with creativity, confidence, responsibility and a critical sense. With this competence it is intended, on the one hand, that students make decisions with criteria and develop the option chosen assuming the consequences, acquire personal skills such as autonomy, creativity, self-esteem, self-criticism, initiative, emotional control .., so that it can deal with the implementation of different solutions in new contexts. On the other hand, the aim is to enable students to learn from their mistakes.

2.4 Methodological strategies. Active methodologies.

Due to the introduction of the competences, the curriculum must be conceived differently as it advocates a holistic education that goes beyond the simple contents of each subject. The introduction of key competences requires combining content, establishing connections between different subjects and themes, in order to achieve a meaningful integration of content for the learner. This will allow the critical and constructive interpretation of our students' environment while producing knowledge. Thus, competences must be acquired from all areas and subjects.

For the introduction of these competences, the approach must change, although no major changes must be made to the contents. Just adapt the contents using a methodology that allows the acquisition of all the competences. Teaching must be transformed into learning. Therefore, the teaching methodology is what must be changed, this way the students will acquire the competences, allowing them to integrate what they have learned. Thus, we must develop a methodology that allows the students to integrate what they have learned and put it in relation to other content. Consequently, the methodologies that encourage the effective use of these contents, allowing them to be shaped to different situations and contexts, are the methodologies to be used; hence, active methodologies, which have a creative and flexible character and the students are the protagonists of their learning, fit perfectly with the above. Finally, we have to take into account that all competences must be acquired in all subjects.

The educational centre must be involved in order to adapt to the new educational needs demanded by the competence-based system, moving from a static model to a more dynamic one. In addition, within the classroom there is a need for coordination and organization among teachers. This more dynamic model implies an important modification in the role of the teacher who goes from being a mere transmitter of knowledge to being a mediator and guide of the learning processes, through which, the teacher orients, monitors and guides the students. Thanks to this substantial change, students become protagonists of their learning.

Changes proposed by our educational system are difficult to implement in practice. The context, the families, the learners, the economy of the centre... are random factors that condition the methodologies of the teaching staff. Furthermore, we are used to a traditional educational system, where the teacher uses methodologies in which he or she is the active one, with what he or she tells and writes on the blackboard, and the student has a passive role.

The term "active methodology" implies a change in the balance of classroom teaching. The teacher's role changes considerably. Not only it is important what he or she does during the classes, but also planning and prior reflection is highly significant for the students to build their learning. It is a change of balance where the student is the one who has to achieve autonomy and independence in his or her learning. While the teacher must accompany, guide, support and evaluate him or her.

These active methodologies help students to generate their own personalized solutions, filtering the information received and creating cognitive structures to understand that information in order to use it in pursuit of an objective.

The Orden ECD/65/2015 includes the need to incorporate an "active methodology" when working by competences, as can be read in its Annex II "Guidelines to facilitate the development of methodological strategies that allow working by competences in the classroom". Where we find the following references to active methodologies:

> To enhance motivation for learning skills, active and contextualised methodologies are also required. Those that facilitate the participation and involvement of students and the acquisition and use of knowledge in real situations, will be those that generate the most transferable and lasting learning. […] Active methodologies have to be supported by cooperative learning structures, so that, through the joint resolution of tasks, group members know the strategies used by their peers and can apply them to similar situations. (Orden ECD/65/2015)

The methodological strategies proposed in the Orden ECD/65/2015 are: project work, which is a set of activities that allow students to do research and learn by themselves using their previous knowledge, skills and abilities, while the teacher is a mere guide or monitor; cooperative learning, which involves students working together as a team since they have the same goals, students help and support each other as they are motivated by sharing the goal; problem-based learning, where real-world problems are used to help students learn principles and ideas; case studies, which are complete studies of an individual, group or situation, these subjects are studied and analysed in detail and solutions or interpretations are suggested; centres of interest, which are a set of contents that are gathered according to the central theme, chosen in concordance with the needs and interests of the students and portfolio, where all the academic work is collected in order to assess the coursework, student learning and academic achievements, as well as to check that the students have fulfilled the academic requirements.

The European Union has also proposed, according to Paños Castro (2017) in her article *Educación emprendedora y metodologías activas para su fomento*, the most common methodologies for the development of sense of initiative and entrepreneurship competence in the main educational bodies in Europe and Spain. These are usually active learning, project based learning, experiential learning and activities outside the classroom. The European Union (2012), however, considers case studies, business simulations, group work and workshops to be the most effective methods. On the other hand, the Ministerio de Educación, Cultura y Deporte (2015) indicates that learning and service in solidarity or cooperative learning take centre stage in entrepreneurship programs.

Paños Castro (2017) states that there is a great variety of teaching and learning methods to work on sense of initiative and entrepreneurship competence, despite the fact that traditional methods are deeply rooted. She defends that interactive, action-oriented and unconventional methodologies are preferable. Hence, sense of initiative and entrepreneurship competence cannot be effectively taught using traditional methods since students are more passive and are prepared to be entrepreneurs (Arasti, Kiani and Imanipour, 2012) quoted in (Paños Castro, 2017). However, as of today there is not enough research describing the impact or effectiveness of each methodology for teaching entrepreneurship (Winslow, Solomon and Tarabishy, 1999) quoted in (Paños Castro, 2017). In fact, entrepreneurship being so chaotic and having different definitions, methodologies also adopt this representation (Solomon, 2007).

The following table adapted from the article by Paños Castro explains the main three active methodologies that emphasize the sense of initiative and entrepreneurship competence,

offering a theoretical reference and an analysis of the main competences developed by each method and related to this competence. These three approaches are the ones I am going to implement later in my didactic proposal.

Methodology	Description
Simulations and Games	Methodology that allows the student to approach real experiences and challenges.
Skills that are developed and are related to sense of initiative and entrepreneurship competence	
- Creativity - Initiative - Interpersonal skills	- Decision making - Autonomy
Project Based Learning	Methodology that consists of designing, elaborating and carrying out a project with the objective of solving authentic problems or dealing with a task.
- Critical Thinking - Teamwork - Oral and written communication - Creative thinking	- Decision making - Initiative - Planning - Responsibility
Cooperative Learning	Working in small groups to achieve common goals. Cooperative learning should not be mistaken for group work. The latter tends to be competitive. Cooperative learning, on the other hand, is about collaboration among equals. That is, a strategy of co-responsibility is given to achieve group goals since one achieves his objectives if, and only if, the others achieve theirs. Thanks to the zone of close development the subject can acquire new contents, solve problems and carry out tasks.
- Oral and written communication - Teamwork - Interpersonal communication: such as assertiveness, empathy, trust and mutual support. - Spirit of self-improvement	- Time management - Leadership - Decision-making - Conflict resolution - Self-confidence

Table 2. Main active methodologies that emphasize the sense of initiative and entrepreneurship competence.

I will now proceed to explain the different methodologies that appear in the table and that I will later implement in my didactic proposal.

2.4.1 **Game and simulation**

The game due to the wide range of activities that can be implemented in the classroom as well as the motivating character among students has been traditionally advocated as a fundamental teaching tool.

Furthermore, many games encourage teamwork, communication and reflection among students. When you are playing while learning, the atmosphere in the classroom is one of relaxation and enjoyment, which facilitates the learning process.

Through game playing, roles are reversed within the classroom. The teacher ceases to be the protagonist and gives the leading role to the students, who are given the possibility to make decisions, to solve problems and to interact with others. These didactic games help the cognitive development of students, since they use their knowledge and skills to try to solve problems without fear of making mistakes.

In addition, students will be much more motivated and involved than if they did ordinary activities "the classroom is impregnated with a playful environment that allows the student to develop his or her own learning strategies" (Antología de Motivación Escolar, 2016, p. 129)

Finally, according to Marrón (1996), the game can be considered as an important teaching strategy. It has a great capacity to motivate students while they learn, and this is its fundamental characteristic. The introduction of motivation in the classroom means a break with the normal functioning of classes by encouraging the student in an intrinsic way to seek objectives without having to resort to external stimuli.

Moreover, the game helps develop mental agility through a series of skills and abilities that are put into practice when playing such as: problem solving, decision making, option assessment, creativity, initiative, interpersonal skills, decision making, Autonomy... etc.

In conclusion, the game through its rules encourages students to assume following a discipline in an unconscious way. Other social characteristics and skills such as respect and teamwork are also values promoted by the games.

About **Simulation**, it is an educational game that tries to reproduce reality in order to help understanding and practicing real situations in a classroom.

It is a recreation of an event, of a real situation that is simplified to be carried out in class and

thus to be able to study it.

We can state that simulation games are a successful strategy for the study of the English language since interaction with real situations in the target language is practiced and students are able to perform and use the language in a more real and flexible way.

Following (Marrón, 1996), simulation has many advantages in the field of teaching:

1. **It has a motivating character**. As it is a playful activity, it encourages the involvement and interest of the student.

2. **It promotes an active and meaningful learning model.** The game makes the student develop a series of strategies and abilities since he has to face different problems to which he must give a solution, producing the activation of his knowledge.

3. **The ability to make decisions** in response to the multiple options and variants that the simulation facilitates. The student must analyse the consequences and effects derived from his own decisions and from the decisions of others.

4. **To learn from their own decisions** and from the decisions of others. The simulation allows the student to guess the consequences of the decisions and paths that would be taken in real situations and act accordingly.

5. Before making a decision, the student has had to **evaluate** the different possible variants promoting a global vision.

6. As it is a simplified reproduction of reality, an abstraction of the most elemental concepts is produced, facilitating their understanding. In this way, **the understanding of complex ideas and concepts is facilitated.**

7. By presenting real situations, **learning and the study process are given meaning**. The academic world is connected to reality.

8. Being a practical activity, **it facilitates and favours long-term memorization** since putting the concepts into practice makes it easier to remember them.

9.

In conclusion, simulation and game is a very important methodology that promotes the sense of initiative and entrepreneurship competence in a motivating and encouraging way, where students learn to make decisions in real situations.

2.4.2 Project based learning

Project based learning (PBL) is a methodological realization of communicative language teaching. Pursuant to Nunan, D (2014, p. 163), "Projects are super-tasks that incorporate a number of self-contained but interrelated subsidiary tasks". These super-tasks that Nunan talks about are usually the central focus of a week, term or academic year.

Through this methodology, students become the protagonists of their own learning while the teacher is a mere guide or monitor. This method consists in the elaboration of a project related to the topic being studied and it is usually carried out in a group and in a cooperative way.

Previously, the teacher must ensure that the students have the necessary knowledge to solve the project. While carrying out the project, the student develops the skills and abilities that are intended to be promoted. Therefore, at the same time that the knowledge is acquired, this methodology also promotes the acquisition of skills and abilities. Some concepts must be previously taught by the teacher in order for the students to use them during the project. In addition, the students will learn new concepts as they solve and advance in the project.

The teacher's role is simply to facilitate knowledge, guide and control the project while the students are the total protagonists of the process. The teacher solves the doubts or gives advice but always bearing in mind that students are the ones who must finally carry out and solve the tasks.

In compliance with (Bilsborough) there are four elements which are common to all project based activities:

1. A central topic from which all the activities derive and which drives the project towards a final objective.
2. Access to means of investigation to collect, analyse and use information.
3. Interaction with other learners for sharing ideas, collaborating and communicating, which is fundamental to project based learning.
4. A final product, in the form of posters, presentations, reports, videos, webpages, etc.

The following general steps can be used for project implementation in accordance to (Pérez, 2019):

1. Speculation. Choice of project topic.
2. Designing of project activities. Formation of groups, assignation of roles, sources of information, activities that will take place, etc.
3. Conducting the project activities. Implementation of the activities by the groups. Students gather information, synthesize and process the information gathered, and display of the final outcome.
4. Evaluation. Assessment of the activities from participants and discussion whether the initial aims and goals have been achieved.

In order to explain the benefits of PBL, following the article (Aprendizaje. ¿Cómo se Lleva a Cabo?, 2018), we must first talk about how learning is acquired by humans. To do this, let's look at the work done by two very important researchers on the subject: the Bloom's taxonomy and Bales' pyramid.

In The Learning Pyramid, Bales argues that learning is like a pyramid, at the base are the activities that allow for greater retention of information and learning and at the top, the tasks that are less effective for learning. In addition, he uses a percentage for the average retention rates.

Thus, demonstration by the teacher without the student repeating the demonstration would mean 50% of retention, while if the student practices it, this retention would go up to 75%. Teaching others would increase the retention rate to 90%. Based on (Kelly, 2012).
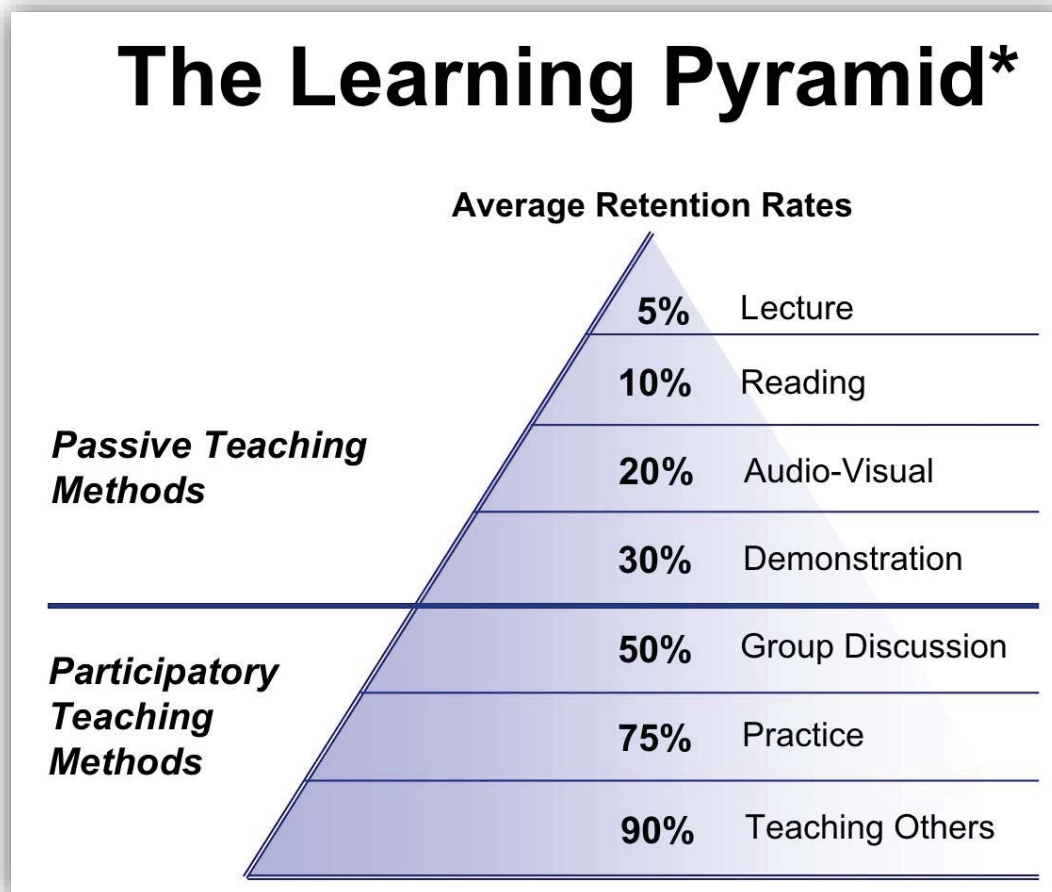
Figure 1. Learning Pyramid of Bales.

On the other hand, Bloom developed a hierarchy of educational objectives to be achieved with students, dividing them into three areas: cognitive, affective and psychomotor. It is from the first sphere, the cognitive one, that the Bloom's taxonomy table results.

Bloom's taxonomy is a table designed by Benjamin Bloom that tries to prioritize the cognitive aspect through six different levels from less to more complexity: Knowledge, understanding, application, analysis, synthesis and evaluation.

Bloom argues that in order to carry out the most complex levels of knowledge, it is necessary to have previously overcome the previous ones. The goal of education is to achieve the most complex learning possible, as these are the most valuable.

Bloom's Taxonomy is accompanied by a list of verbs that help to understand what is required to acquire each level of learning and establish a series of mechanisms to achieve them. Adapted from (Méndez Oramas, 2015).

Figure 2. Command terms examples categorized through Blooms taxonomy.

Having seen the importance of practice for the cognitive aspect, these are the main advantages of the ABP as stated by de Diego Bravo (2012).

1. **Most significant learning**: Thanks to practice, students learn the importance and relevance of the knowledge they acquire.

2. **Higher knowledge retention rates**: By facing real situations and having to discover how to solve them on their own, students acquire more significant knowledge and retain more time in their memory.

3. **Students are more motivated**: This method causes students to be involved in the realization of their project. This, together with the fact that the student remains in an active role, causes them to be more involved and therefore more motivated.

4. **Development of teamwork skills**: Most of the PBLs involve group work, which promotes socialization, coordination, agreement...

5. **More critical students**: By facing real situations, they learn to better understand the real world and have a more critical view of the society in which they live.

6. **Development of creative skills**: As they are open and more or less flexible activities, students must develop their creative capacity to carry out the project and solve problems. Moreover, students can develop creative solutions that have not been previously foreseen by the teacher.

7. **Integration of the students within a work model**: The PBL prepares them for the working world since the students must acquire the information in a very similar way as it happens in most of the companies. It promotes initiative, responsibility and planning.

2.4.3 Cooperative learning

Most authors define cooperative learning (CL) with students distributed in different groups. Johnson, Johnson, & Holubec (1999) defend that "Cooperative learning is the didactic use of small, usually heterogeneous groups, in which students work together to achieve common goals, maximizing their own learning and that of others".

Cooperative learning is a methodology that is based on teamwork and that has as its objective the construction of knowledge and the acquisition of competences and social skills. This form of learning must always conform to the following characteristics:

The organization of the class in small mixed and heterogeneous groups where students work together in a coordinated manner.

The objectives of the participants must be closely linked, so that each of them can only achieve their objectives if, and only if, the other ones manage to achieve theirs.

It must be a carefully designed system of interactions that organizes and induces reciprocal influence among the members of a team.

Pursuant to Johnson, Johnson, & Holubec (1999) the essential elements of the CA are:

1. **Positive interdependence**. Group thinking, the group comes first and the individual comes second. Everyone must work together for the success of the team. The goal should be encouraged by positive feedback or a reward that makes students strive.

2. **Individual and group responsibility**. Everyone must contribute their part to the success of the group. All members should aim to learn individually and also for other partners to learn.

3. **Heterogeneous groups**. The teacher must make sure that each group is balanced and that there is diversity of gender, academic performance, social integration, ethnicity... Thanks to this variety, students will learn to solve conflicts and develop social skills such as tolerance, respect and negotiation. Finally, the groups between 3 and 5 people are the most suitable since they allow a better cooperation and participation of its members, as well as a higher cohesion.

4. **Interpersonal and group skills**. Planning, organization, rules of coexistence, communication with others, are skills that students acquire when working in a group.

5. **Promotional interaction face to face**. For positive interdependence to occur, students must be in groups, looking at each other face to face, interacting and getting to know each other. Therefore, it takes time to achieve group cohesion.

6. **Evaluation of group processing**. The reflection of the different actions carried out by the group, the functioning and organization carried out in the activity allows to increase the efficiency of the group members and to achieve better results.

According to Díaz (2005) quoted in Santamaría Herrero (2014) there are various skills that students develop when they apply cooperative learning methods. He highlights the ones below:

1. **Intellectual skills**: Students acquire the ability to control and manage their knowledge. They develop different learning and cooperation strategies: collaboration, research and critical attitude. Creative problem solving. They learn to summarise and synthesise. They achieve a management in the search, selection, organization and evaluation of information. Deep understanding of abstract concepts essential to the subject. Adaptation and application of knowledge to real situations.

2. **Communication skills**: Pupils improve oral expression, planning and structuring of the speech, handling of assertiveness, clarity and organization in the presentation, adapt the speech according to the feedback received, express their opinions and raise questions.

3. **Interpersonal skills**: Role playing (leader, organizer, spokesperson...) and expressing agreements and disagreements, resolving conflicts, working together, showing respect, expressing support, coordination and cohesion skills, asking for clarification, mediating conflicts...

4. **Organization and personal management**: students acquire skills in time planning and task distribution. They know how to face uncertainty, reach consensus and understanding, and finally, work as a group. Students elaborate and modify their knowledge from the ideas of others. They learn how to regulate their working time, to stick to it and to focus on the task.

3. Didactic proposal

3.1 Justification

As we have seen before, the project based learning, cooperative learning and the simulation and game are innovative methodologies that allow us to encourage a lot of skills and competences, while motivating our students. These methodologies are complicated to implement in a class since we have to follow a fairly strict programming and curricula that sometimes prevent us from spending much of our time on these types of activities. Therefore, I am going to propose three projects or activities, during the last week of March, that will allow teachers to do something different, following these methodologies while also promoting the competence, sense of initiative and entrepreneurship that, as we have seen before, these methodologies encourage.

This didactic proposal will therefore be carried out taking into account the syllabus and curriculum of the first year of the ESO. Each activity will last from one to three sessions and will use one or more of the previously described methodologies.

Next, in the form of a justification, I present the sequence of laws, the context of the centre, the didactic justification and the methodology employed.

3.2 Law sequencing

In order to carry out this didactic proposal I have relied on the following legislation starting with the Common European Framework of Reference for Languages (CEFR), which is the "Supra" level of curricular concreteness. Within this framework of reference, the specification of reference levels and descriptors and the need to create multilingual and multicultural European citizens are highlighted. The LOMCE, which will be mentioned below, confirms this concern in the preamble XII.

At the state or "macro" level, I have focused on the Ley Orgánica 8/2013 of 9 December for the Improvement of Educational Quality (LOMCE); on Article 6 of Real Decreto 1105/2014 of 26th December, which establishes the basic curriculum of Compulsory Secondary Education and Baccalaureate in order to take into account transversal elements; and Orden ECD/65/2015,

of 21st January, describing the relations between competences, contents and assessment criteria for primary education, compulsory secondary education and the Baccalaureate.

At the "Meso" level, this educational proposal is based on the current legislation of Castile and Leon, Orden EDU/362/2015, of 4th May, which establishes the curriculum and regulates the implementation, evaluation and development of Compulsory Secondary Education. In the same way, and following again the Orden EDU/362/2015, I have taken into account the school documents in order to make the didactic proposal. In the first year, according to the organisation of subjects and the distribution of the weekly timetable set out in Annex 2 of Orden EDU/362/2015, we will have 4 hours a week of the core subject of First Foreign Language, in this case English.

This didactic proposal will be implemented on Tuesdays, Wednesdays and Thursdays from 17th to 20th March, since this is stipulated both in Orden EDU/362/2015 and in the Project of the Educational Centre in question (IESO Arroyo), which establishes the timetable for the subject.

3.3 Context of the centre

The IESO ARROYO is a brand new bilingual centre that is in its second year of operation. It is the only high school in town. At present, the first year of the ESO (Year 8 in UK) is taught (5 groups) and the second year of the ESO (Year 9 in UK) (4 groups and 1oPMAR). The next course will incorporate 3rd of the ESO, and so progressively until reaching the four levels of ESO in the course 2021-22. (Year 8 - Year 11).

The school timetable is during the morning, from 8:30 to 14:20. In the present school year the IESO Arroyo de la Encomienda has an enrolment of 228 students. It is a public school, dependent on the Department of Education of the Junta de Castilla y León.

Arroyo is a municipality very close to Valladolid and in constant growth. Its population has a very young average age, 20% being under 15 years old. This growth and the expected increase in population in the future have generated a great demand for school positions, which has forced the administration to create the IESO Arroyo de la Encomienda.

Its socioeconomic level is average. Many parents have an average education and quite a number of them have university studies and have been assigned to work duties in accordance with their training.

The students come from four schools in the same municipality that are affiliated with our school.

- CEIP Margarita Salas
- IEPC Kantic@
- CEIP Raimundo de Blas
- Elvira Lindo Primary School.

All of them have the bilingual program but some of them tend to abandon this path. The students are supposed to arrive with a good level of English, especially in oral and written comprehension. The coexistence among the students is good.

Despite the fact that they are in bilingual classes, some of them have low level in some aspects (grammar, making good structures…). Last year they didn't study the language properly (many of them just learnt scripts and threw them up, but without knowing what they were saying).

This year they are focusing more on grammar and structures but also producing a lot of speaking. However, they are a bit behind of what you may expect a bilingual class should perform.

Necessities with foreign languages:

- Oral production.
- Group and active work.
- Freedom and creativity while making up works.
- Tend to produce in their mother tongue.
- Basic mistakes due to their lack of attention during any exercise.

Issues: There are quite many students in class (25 pupils) and the Spanish curriculum is very restrictive. The small classes, the limited amount of time (50' each class), the organization of the room... do not allow the teacher to develop activities which require movement or moving to other places/classes more suitable for TPR activities.

3.4 Didactic proposal

This didactic proposal is part of a proposal I made in order to give ideas to English language teachers, a subject that at first sight has little to do with the sense of initiative and entrepreneurship competence, to carry out activities that include this competence and also to try to solve the problem of the terms, since the last weeks before the assessment exams, the whole material of the second term has already been taught and these weeks are often intended to review and doubts.

Therefore, this didactic proposal has the purpose of reviewing the modal verbs (can, must, should and need), countable and uncountable nouns, there is, there are, along with the vocabulary of food corresponding to unit 6 which is the last topic of the Spanish curricula of English subject of the second term. All this using the methodologies of Project Based Learning (PBL), Cooperative Learning (CL) and Simulation and Game, which are characteristic of the sense of initiative and entrepreneurship competence.

The transversal theme is "The importance of English as a vehicular language" and it also includes "cultural and artistic life in other countries", "food and healthy habits" and "travel and cultural exchange", to try to instil in students that English is not just grammar but is a very useful tool for interacting and carrying out everyday tasks such as shopping or ordering in a restaurant, and it has also been used to deal with grammatical aspects: the modal verbs, included in the Orden EDU/362/2015 and established in two points, expression of the ability, possibility, prohibition and duty (can, must); the entity (count/uncount/collective/com pound nouns).

3.5 Methodology

This didactic proposal uses the methodologies of PBL, CL and Simulation and Game exercises. These methods are intended to enable students to learn the language using it in the same way as in natural learning situations. Thus, this didactic proposal is based on a series of group and individual tasks that conclude in a final task or project.

3.6 Sessions

3.6.1 Session one

The **first session** is a project in which each group of four members must make a recipe with the ingredients they get. This project consists of several activities:

The first activity is a quiz competition by turns. Each group of four students must say whether an ingredient is countable or uncountable and say aloud a sentence with there is/there are and that ingredient, and if they get it right, they will be given that ingredient, a token (these tokens will then be used at a flea market where students can trade them in).

In the second activity, the teacher will give each group a shopping list, with the ingredients they need to make a recipe. The groups should then be divided into two pairs, one pair should "sell" the ingredients they got from the quiz and the other pair should go to other group stalls and "buy" the ingredients they need to make their recipe. To do this, they will use barter, exchanging ingredient by ingredient and they will have to use the questions of accountants and countless others learned in class as well as those of quantity and price: Are there any..., Is there any..., How much..., How many... and the answers: Yes there is..., no there isn't any... Yes there are some..., No, there aren't any...

In the final activity, each group should work cooperatively and make a recipe with the list of ingredients they have been given and write it on a piece of cardboard. It must be coherent and use the structures of the recipes that have been studied in class, the connectors and the imperative verbs. These recipes should be well presented as they will count as writing practice and will decorate the walls of the class.

3.6.2 Session two

The **second session** consists of a role play about ordering in a restaurant. It also includes cooperative work and project based learning.

In this session, students will again be divided into groups, this time in groups of 3 individuals. The final objective of this activity will be to perform a role play where a waiter and two diners should have a dialogue about ordering in a restaurant.

The first activity consists in making the menu of the restaurant. The teacher will give some cards to the students and they should think of a name of the restaurant and a menu with a first, a second, a dessert and the drinks; everything in a consensual way and with reasonable prices.

In the second activity, the students must carry out a dialogue between the waiter and the two diners ordering the food. It should be a dialogue using the vocabulary about ordering learned in class and they can use as an example the list that comes in the card given to them by the teacher. In this dialogue, all guests must participate.

Finally, the students must perform in front of the other groups the dialogue they have prepared, being one member of the group the waiter and the other two the guests. This performance will be evaluated as a speaking test.

3.6.3 Session three

In **session three** all students must put into practice all they have learned since they will have to do a market project. Each group of four individuals will receive a different topic. Fruits and vegetables, fish and meat, eggs and milk, salt and species and finally bakery and sweets.

Students should first design a dialogue between a seller and customers. The dialogues should include at least two modal verbs and vocabulary of countable and uncountable nouns. Presentations will be evaluated.

The first thing they must do is writing the presentations. They will have to work in teams taking into account the phrases and vocabulary learned during the topic.

The second part of the class will consist of learning the dialogues and tenses of each of the students. They should keep in mind that the performance should last about 5 minutes.

3.6.4 Session four

In **session four**, there will be performances at the flea market. This session will be evaluated as part of the speaking. In spite of being previously prepared, it is a project with great difficulty for the first year of the students of the ESO, who will have to learn the structures and the dialogues besides trying to have a correct pronunciation and promote their partner's participation.

As a final activity, also evaluable. After all the groups have performed. In a random way, three students of different groups should get together and make a dialogue in an improvised way, being one the seller and each one of the other two at least buying two different foods. This is an approach to real conversations, with little time to think about what is going to be said and without having a clear idea of what the interlocutor's response is going to be.

4. Conclusion

Sense of initiative and entrepreneurship is a very complete and holistic competence that allows our students to acquire skills that will be extremely useful to them throughout their lives, before and after their education.

It is true that at first glance, we do not see many links between the English subject and this competence, but the reality is that they have much in common as communication and relationships with others are key skills in both the competence and the subject. The language of a country is directly related to its culture and society, English is therefore a holistic subject, where students learn and improve their English throughout their lives.

Active methodologies are essential in the teaching of English and in the implementation of the skills of the competence as the students must be partially emancipated with respect to their teacher, because the knowledge that is best integrated is that which we discover for ourselves, since it has a previous process of investigation and satisfaction in reaching a conclusion.

Due to the problem of the curriculum that our educational system has, it is utopian to try to implement these methodologies in all our classes since there is practically no material time to prepare this kind of lessons at the same time that there is an agenda and objectives to be fulfilled. However, it is interesting to introduce these methodologies little by little in our fixed teaching system and an suitable way would be to set aside a week at the end of each term to implement these methodologies.

In summary, active methodologies are starting to flourish but there is still a long way to go. We, the youngest teachers, are the ones who have in our hands the power to foster this change of trend in education and help each other in trying to apply these methodologies in our programming.

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Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (LOMCE).

6. Annexes

6.1 General framework of the didactic proposal

	Objetivo(s) general(es)	Contenidos	Actividades
Etapa, nivel y curso Second Stage Level B1 4º ESO	According to the Article 11 of "Real Decreto 1105/2014 de 26 diciembre": - *A* - *B* - *C* - *F* - *G* - *K*	**"Oral texts comprehension"** (*1st block*): EC**:**1. ASS: 2 y 3. FC: 1,3 y 7. PSARE: 3. **"Oral texts production"** (*2nd block*): Ej: 1 y 4. PP: 2 y 3. ASS: 1, 2 y 4. FC 2, 3, 4. ESD 1. PSARE 3. **"Written texts comprehension"** (*3rd block*): EC: 1, 3, 4 y 5.FC: 2 y 3. ESD: 1 **"Written texts production"** (*4th block*): Pl: 1. Ej: 1. FC: 3 y 10. ESD: 1. (*See legend below*)	- *Quiz: Guess the ingredients.* -*Go shopping.* -*Making a recipe.* -*Create the menu.* -*Writing the dialogue.* -*Ordering in a Restaurant performance.* -*Design the dialogue* -*Practice with your team mates.* -*Flea market performance.* *Random dialogues.*

Tiempo	Criterios de evaluación	Estándares de aprendizaje evaluables
First 2 weeks of March 7 sessions	"Oral texts comprehension" (1st block): **1 & 3** "Oral texts production" (2nd block): **1, 3, 4, 5 & 8** "Written texts comprehension" (3rd block): **2** "Written texts production" (4th block): **2**	"Oral texts comprehension" (*1st block*): **1** "Oral texts production" (*2nd block*): **2,3** "Written texts comprehension" (*3rd block*): **1** "Written texts production" (*4th block*): **2**

Competencias clave Según Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (LOMCE).	- Competence in linguistic communication - Mathematical competence and basic competence in science and technology - Digital competence - Learning to learn competence - Sense of initiative and entrepreneurship - Cultural awareness and expressions - Social and civic competence
Atención a la diversidad	Most of the activities proposed in this didactic proposal are open which means that the student, with his or her level and according to his or her abilities and performance, develops them. A highly gifted student will develop the activities in a more complex way while students with special educational needs will develop them in a way that is adjusted to their abilities. This didactic proposal proposes collaborative work, in groups, which helps students to learn and develop their abilities and competences, especially to those in need.

Leyenda de contenidos:

- **ASS:** Aspectos socioculturales y sociolingüísticos.
- **EC:** Estrategias de comprensión.
- **Ej:** Ejecución
- **ESD:** Estructuras sintáctico- discursivas.
- **FC:** Funciones Comunicativas.
- **Pl:** Planificación.
- **PP:** Paralingüísticos y paratextuales,
- **PSARE:** Patrones sonoros, acentuales, rítmicos y de entonación.

6.2 Tables of the sessions
SESSION 1

Actividades	Criterios de evaluación	Estándares de aprendizaje
- Quiz: Guess the ingredients. -Go shopping. -Making a recipe.	*"The students should be able to:"* (**Bloque 1: 1 y 3**) *"Identify the main points and essential information of an oral text by using the socio-cultural aspects of interpersonal relationships for its understanding."* (**Bloque 2: 1, 3**) *"Produce short and understandable oral texts, expressing an opinion based on the acquired socio-cultural aspects."* (**Bloque 2:8**) *"Use short phrases, groups of words and formulas to get by in short exchanges in everyday situations."* (**Bloque 4:2**) *"Apply appropriate strategies to produce short, simply structured written texts."*	*"The Students can:"* (**Bloque 1: 1**) *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and main ideas presented in the exercises"* *"1.2 Summarize and learn the main ideas and phrases about recipes and exchanging products"* (**Bloque 2: 2**) *"2.1. Work correctly in basic daily management and transactions, such as the exchange of products."* (**Bloque 2: 3**) *"3.1. Take an active part in classroom activities, exchange information and express opinion."* *"3.2. Formulate and express their answers in front of both teacher and classmates."* (**Bloque 3:1**) 1.1 *"Understand the instructions given for performing the tasks"* 1.2 *"Extract the important information from the examples"* (**Bloque 4:2**) *"2.1. Write a recipe giving instructions and indications respecting the conventions."* *"2.2. Use the structures and verb tenses suitable for writing recipes."*
Tiempo	**Contenidos**	
Total 50' - Activity 1: 15' - Activity 2: 15' - Activity 3: 20'	**Bloque 1**: Estrategias de comprensión:**1** y **3**. Aspectos socioculturales y sociolingüísticos:**1**,**2** y **4**. Funciones Comunicativas: **3**. Patrones sonoros, acentuales, rítmicos y de entonación: **3**. **Bloque 2**: Ejecución: **1** y **4**. Paralingüísticos y paratextuales: **2** y **3**. Aspectos socioculturales y sociolingüísticos: **1**, **2** y **4**. Funciones comunicativas: **7**. Estructuras sintáctico-discursivas: **1**. Patrones sonoros, acentuales, rítmicos y de entonación: **3**	

SESSION 2

Actividades	Criterios de evaluación	Estándares de aprendizaje
-Create the menu. -Writing the dialogue. -Ordering in a Restaurant -Performance.	*"**The students should be able to:**"* (**Bloque 1: 1 y 3**) *"Identify the main points and essential information of an oral text by using the socio-cultural aspects of interpersonal relationships for its understanding."* (**Bloque 2: 1, 3**) *"Produce short and understandable oral texts, expressing an opinion based on the acquired socio-cultural aspects."* (**Bloque 2:8**) *"Use short phrases, groups of words and formulas to get by in short exchanges in everyday situations."* (**Bloque 3:2**) *"know and know how to apply the most appropriate strategies for the understanding of the general meaning of the dialogues"* (**Bloque 4:2**) *"Apply appropriate strategies to produce short, simply structured written texts, by using the grammar and vocabulary learned in the unit."*	*"**The Students can**:"* (**Bloque 1: 1**) *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and main ideas presented in the exercises"* *"1.2 Summarize and learn the main ideas and phrases about recipes and exchanging products"* (**Bloque 2: 2**) *"2.1. Work correctly in basic daily management and transactions, such as ordering products."* (**Bloque 2: 3**) *"3.1. Take an active part in classroom activities, exchange information and express opinion."* *"3.2. Formulate and express their answers in front of both teacher and classmates."* (**Bloque 3:1**) 1.3 *"Understand the instructions given for performing the tasks"* 1.4 *"Extract the important information from the examples"* (**Bloque 4:2**) *"2.1. Write dialogues giving instructions and indications respecting the conventions."* *"2.2. Use the structures and verb tenses suitable for ordering in a restaurant."*
Tiempo	**Contenidos**	
Total 50' - Activity 1: 10' - Activity 2: 20' - Activity 3: 20'	**Bloque 1**: Estrategias de comprensión: **1** y **3**. Aspectos socioculturales y sociolingüísticos: **1**, **2** y **4**. Funciones Comunicativas: **3**. **Bloque 2**: Ejecución: **1** y **4**. Paralingüísticos y paratextuales: **2** y **3**. Aspectos socioculturales y sociolingüísticos: **1**, **2** y **4**. Funciones comunicativas: **7**. Estructuras sintáctico- discursivas: **1**.	

SESSION 3

Actividades	Criterios de evaluación	Estándares de aprendizaje
-Design the dialogue of buying in the market. -Practice with your team mates.	*"**The students should be able to:**"* (**Bloque 1: 1 y 3**) *"Identify the main points and essential information of an oral text by using the socio-cultural aspects of interpersonal relationships for its understanding."* (**Bloque 2: 1, 3**) *"Produce short and understandable oral texts, expressing an opinion and ideas based on the acquired socio-cultural aspects."* (**Bloque 2:8**) *"Use short phrases, groups of words and formulas to get by in short exchanges in everyday situations."* (**Bloque 3:2**) *"know and know how to apply the most appropriate strategies for the understanding of the general meaning of the dialogues"* (**Bloque 4:2**) *"Apply appropriate strategies to produce short, simply structured written texts, by using the grammar and vocabulary learned in the unit."*	"*The Students can*:" (**Bloque 1: 1**) "*1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and main ideas presented in the exercises*" "*1.2 Summarize and learn the main ideas and phrases about recipes and exchanging products*" (**Bloque 2: 2**) "*2.1. Work correctly in basic daily management and transactions, such as the exchange of products.*" (**Bloque 2: 3**) "*3.1. Take an active part in classroom activities, exchange information and express opinion.*" "*3.2. Formulate and express their answers in front of both teacher and classmates.*" (**Bloque 4:2**) "*2.1. Write a dialogue following the instructions and indications respecting the conventions.*" "*2.2. Use the structures and verb tenses suitable for going shopping.*"
Tiempo	**Contenidos**	
Total 50' - Activity 1: 20' - Activity 2: 30'	**Bloque 1**: Estrategias de comprensión: **1** y **3**. Aspectos socioculturales y sociolingüísticos: **1**, **2** y **4**. Funciones Comunicativas: **3**. **Bloque 2**: Ejecución: **1** y **4**. Paralingüísticos y paratextuales: **2** y **3**. Aspectos socioculturales y sociolingüísticos: **1**, **2** y **4**. Funciones comunicativas: **7**. Estructuras sintáctico-discursivas: **1**.	

SESSION 4

Actividades	Criterios de evaluación	Estándares de aprendizaje
-Flea market performance. Random dialogues.	*"The students should be able to:"* (**Bloque 1: 1, 3**) *"Identify the main points and essential information of an oral text by using the socio-cultural aspects of interpersonal relationships for its understanding."* (**Bloque 2: 1, 3**) *"Produce short and understandable oral texts, expressing an opinion based on the acquired socio-cultural aspects."* (**Bloque 2:8**) *"Use short phrases, groups of words and formulas to get by in short exchanges in everyday situations."*	*"The Students can:"* (**Bloque 1: 1**) "1.1 *Understand and interpret both the meaning of the instructions articulated by the teacher and main ideas presented in the exercises*" "1.2 *Summarize and learn the main ideas and phrases about going shopping and selling products"* (**Bloque 2: 2**) "2.1. *Work correctly in basic daily management and transactions, such as the exchange of products."* (**Bloque 2: 3**) "3.1. *Take an active part in classroom activities, exchange information and express opinion."* "3.2. *Formulate and express their answers and dialogues in front of both teacher and classmates."*

Tiempo	Contenidos
Total 50' - Activity 1: 2' - Activity 2: 35' - Activity 3: 10' - Activity 4: 3'	**Bloque 1**: Estrategias de comprensión: **1** y **3**. Aspectos socioculturales y sociolingüísticos: **1**, **2** y **4**. Funciones Comunicativas: **3**. **Bloque 2**: Ejecución: **1** y **4**. Paralingüísticos y paratextuales: **2** y **3**. Aspectos socioculturales y sociolingüísticos: **1**, **2** y **4**. Funciones comunicativas: **7**. **Bloque 3:** Estrategias de comprensión: **1,3,4** y **5**. Estructuras sintáctico-discursivas: **1** **Bloque 4:** Planificación: **1**. Ejecución: **1**. Funciones Comunicativas: **3** y **10**.

6.3 Tables of the activities

SESSION 1

TASK ACTIVITY 1.1

Actividad/tarea número 1- sesión número 1		
Título: - Quiz: Guess the ingredients.	**Tipo:** Reinforcement activity	**Temporalización:** 20 minutes
Gestión del aula: Teacher in front of the class while students stay in their own desks.		**Recursos:** - Smart screen with a roulette with many ingredients and products
Estándares de aprendizaje evaluables: - "Oral texts comprehension" (1st block): **1.1 & 1.2** - "Oral texts production" (2nd block): **3.1 & 3.2**		
Input **lingüístico:** 1. Explanation 2 min Here we have this roulette with the vocabulary of the unit, I am going to spin the wheel and you have to make very quickly one sentence with it. It could be in interrogative form, in affirmative form or in negative form. Be careful because some nouns are countable and others are uncountable nouns. If you make a right sentence, I will give a token with that ingredient or product to your group. 2. Vocabulary roulette 13 min https://wheelofnames.com/hvb-fk9 *(I call the students one by one asking them to make one sentence. I correct and explain any mistakes, if they succeed, I give them a token with the product)*		

TASK ACTIVITY 2.1

Actividad/tarea número 2 - sesión número 1		
Título: Go shopping	**Tipo:** Main activity	**Temporalización:** 15 minutes

Gestión del aula: Teacher in front of the class while students are divided in groups of four.	**Recursos:** - Blackboard - List of groups, list of ingredients.

Estándares de aprendizaje evaluables:

- "Oral texts comprehension" (1st block): **1.1 & 1.2**
- "Oral texts production" (2nd block): **3.1 & 3.2**

Input **lingüístico:**

1. Explanation 3 min
    Ok, today you will have to find the ingredients of your recipe. Each group have a different recipe and several ingredients. You have the ingredients of the other groups and the other groups have your ingredients. You will have to divide your group with some people that remain in your market stall exchanging ingredients and others that have to look for the ingredients missing. Please don't make too much noise. Do you have any doubt? You will have to give some of the ingredients you won in the quiz in order to get the ingredients you need for your recipe.

2. Game 12 min
    (I write in the blackboard some phrases that may be useful for the game like Do you have…? have you got…? How much…? How many…? Are there any….?, and then I go to the different groups checking that they are using the phrases, correcting some mistakes and congratulating them if they make good sentences and using English language).

TASK ACTIVITY 3.1

Actividad/tarea número 3 - sesión número 1		
Título: Making a recipe	**Tipo:** Main activity	**Temporalización:** 20 minutes

Gestión del aula: Teacher in front of the class while students are divided in groups of four.	**Recursos:** - List of groups, list of ingredients.

Estándares de aprendizaje evaluables:

- "Oral texts comprehension" (1st block): **1.1 & 1.2**
- "Written texts production" (4th block): **2.1 & 2.2**

Input **lingüístico:**

1. Writing your recipe explanation 2 min
   As you all have the ingredients you need for your recipe, you must now go back to your group seats and write down a recipe using those ingredients. Please use the verbs we have studied and the structure of recipes. Bear in mind the verb tenses suitable to recipes and use the connectors we have learned for giving instructions. Write it clearly and adorn it because these recipes are going to decorate the walls of class.

2. Writing the recipe 18 min
   I go to the different groups checking that they are using the phrases, correcting some mistakes and congratulating them if they make good sentences and follow the tips I gave them about writing recipes.

SESSION 2

TASK ACTIVITY 1.2

Actividad/tarea número 1- **sesión número** 2		
Título: Create the menu	**Tipo:** Warm activity	**Temporalización:** 10 minutes
Gestión del aula: Teacher in front of the class while students are divided in groups of four.	**Recursos:** - At the restaurant sheets. - Blackboard.	

Estándares de aprendizaje evaluables:

- "Oral texts comprehension" (1st block): **1.1 & 1.2**
- "Oral texts production" (2nd block): **3.1 & 3.2**
- "Writing text production" (4th block): **2.1 & 2.2**

Input lingüístico:

1. Explanation 2 min
   Okay guys, so today I am going to make groups of four again. Then you will have to make a Restaurant menu with four starters, four main courses, four desserts and four drinks. You will have to think about the name of your restaurant and also stablish the prices of your courses. Here you have this sheet that you can use as a model.

2. Writing the menu 8 min

   (I walk through the tables asking them to speak in English solving doubts and answering questions, the language assistant is also helping me)

TASK ACTIVITY 2.2

Actividad/tarea número 2 - sesión número 2		
Título: -Writing the dialogues.	**Tipo:** Main	**Temporalización:** 10 minutes

Gestión del aula: Teacher in front of the class while students are divided in groups of four.	**Recursos:** - At the restaurant sheets. - Blackboard.

Estándares de aprendizaje evaluables:

- "Oral texts comprehension" (1st block): **1.1 & 1.2**
- "Oral texts production" (2nd block): **3.1 & 3.2**
- "Writing text production" (4th block): **2.1 & 2.2**

Input lingüístico:

1. Writing the dialogues explanation 3 min

   Ok. Once you have finished, you will have to write a dialogue between a waiter and the customers, it is group work but you all must write the same dialogue and then you will represent it in front of the class. Here there is an example of how your dialogue could be. *(I give the last sheet)*
   One member of the group would be the waiter and the other members are the costumers. Please use the sentences and structures we have learned in class and also try to use some modal verbs as well.

2. Writing the dialogues 17 min

(I go to the different groups checking that they are using the phrases, correcting some mistakes, solving any doubts and congratulating them if they make good sentences and using English language)

TASK ACTIVITY 3.2

Actividad/tarea número 3- sesión número 2		
Título: Performance	**Tipo:** Main activity	**Temporalización:** 20 minutes

Gestión del aula:	Recursos:
One group in the stage ready to perform and the others in their seats. The teacher is in the back of the classroom taking some notes.	The stage close to the blackboard.

Estándares de aprendizaje evaluables:

- "Oral texts production" (2nd block): **3.1 & 3.2**

Input **lingüístico:**

1. Representation 20 min

   Alright, group one, come here and perform your dialogue. Who is the waiter? Ok, the waiter comes here and the customers go there. Let's start. Action!

SESSION 3

TASK ACTIVITY 1.3

Actividad/tarea número 1 - sesión número 3		
Título: -Design the dialogue of buying in a market	**Tipo:** Main activity	**Temporalización:** 25 minutes
Gestión del aula: Teacher in front of the class while students are divided in groups of four.	**Recursos:** - Blackboard.	
Estándares de aprendizaje evaluables: - "Oral texts comprehension" (1st block): **1.1 & 1.2** - "Oral texts production" (2nd block): **3.1 & 3.2** - "Writing text production" (4th block): **2.1 & 2.2**		
Input **lingüístico:** 1. Writing the dialogues explanation 5 min Ok. Today you will need to write another dialogues about buying products in a market. You will work in groups of four and it is very important that you cooperate in order to make good and remarkable dialogues. First, I will give a topic to each group: fruits and vegetables, fish and meat, eggs and milk, salt and species and finally bakery and sweets. Each group must make a dialogue about buying and selling the topic I gave to them. The dialogue would be about a seller and customers. The dialogues should include at least two modal verbs and vocabulary of countable and uncountable nouns. The final presentations will be evaluated. The performances must length around 5 minutes. 2. Writing the dialogues 20 min *(I go to the different groups checking that they are using the phrases, correcting some mistakes, solving any doubts and congratulating them if they make good sentences and using English language)*		

TASK ACTIVITY 2.3

Actividad/tarea número 2 - sesión número 3		
Título: -Practice with your team mates.	**Tipo:** Recap activity	**Temporalización:** 25 minutes
Gestión del aula: Teacher in front of the class while students are divided in groups of four.	**Recursos:**	

Estándares de aprendizaje evaluables:

- "Oral texts comprehension" (1st block): **1.1 & 1.2**
- "Oral texts production" (2nd block): **3.1 & 3.2**
- "Writing test comprehension" (3rd block) **1.1 & 1.2**

Input **lingüístico:**

1. <u>Practice with your team mates explanation</u> 5 min

Ok guys, now it is time to practice and learn the dialogues. I will go to your groups and try to help you about any doubts you may have, pronunciation and I will try to solve any question since tomorrow you will have to represent them in front of the class.

2. <u>Practice with your team mates</u> 20 min

(I go to the different groups checking that they are using the phrases, correcting some mistakes, solving any doubts and congratulating them if they make good sentences and using English language)

SESSION 4

TASK ACTIVITY 1.4

Actividad/tarea número 1- **sesión número** 4		
Título: Flea market performance.	**Tipo:** Main activity	**Temporalización:** 25 minutes
Gestión del aula: One group in the stage ready to perform and the others in their seats. The teacher is in the back of the classroom taking some notes.		**Recursos:** The stage close to the blackboard.
Estándares de aprendizaje evaluables: - "Oral texts production" (2nd block): **3.1 & 3.2**		
Input **lingüístico:** 1. Representation 25 min Alright, group one, come here and perform your dialogue. Who is the seller? Who are the costumers? Ok, the seller comes here and the customers go there. Let's start. Action!		

TASK ACTIVITY 2.4

Actividad/tarea número 2- **sesión número** 4		
Título: Random dialogues	**Tipo:** Reinforcement activity	**Temporalización:** 25 minutes

Gestión del aula:	**Recursos:**
Three people in the stage ready to perform and the others in their seats. The teacher is in the back of the classroom taking some notes.	The stage close to the blackboard.

Estándares de aprendizaje evaluables: - "Oral texts production" (2nd block): **3.1** & **3.2**

Input **lingüístico:** 1. Random dialogues 25 minutes: Ok, now I want three volunteers of three different groups. Alright, you are the seller and you two are costumers. You will have to improvise a dialogue using some sentences and phrases you have learned and others that you make up. I give you thirty seconds to think. Let's start!

6.4 Rubric

Name: _____**Date:** _____**Total Score:** _____ / 20   **Total Score:** _____ / 10

Evaluation criteria	4 Excellent	3 Good job	2 Ok	1 Need to improve	Marks
Fluency	Talks and expresses correctly with ease and spontaneity	Talks and expresses correctly with ease and spontaneity. The pauses he/she makes when talking do not distort the clarity of the message.	Talks and expresses with difficulty. The message is not fully understood.	Doesn't talk and express properly. There's no spontaneity. The pauses he or she makes in conversation distort the clarity of the message.	
Content and Vocabualry	Talks about the right subject. Gives new ideas and promotes the participation of his or her partner. Uses correctly the vocabulary studied in class.	Although he or she talks about the subject, does not bring new ideas. Usually uses the vocabulary studied in a correct way.	Only talks about his or her partner's contribution. He or she doesn't promote spontaneous participation. The use of the vocabulary studied in class indicates that he or she doesn't know the meaning of some terms	The contribution is not related to the topic indicated. The use of the vocabulary studied in class indicates that he or she doesn't know its meaning.	
Grammar	Uses the grammatical structures studied in class without mistakes. Dares to use structures not studied in class.	Often uses the grammatical structures studied in class, with some mistakes that do not affect the message.	Almost always uses grammatical structures studied in class, mistakes affect the message.	The use of the structures studied in class indicates that he or she doesn't know their correct application.	
Pronunciation	Talks clearly. Makes almost no mistakes in pronunciation. Applies the rules of pronunciation studied in class.	Talks clearly. Makes pronunciation mistakes that do not affect the clarity of the message.	Talks clearly most of the time. Makes some pronunciation mistakes that have little effect on the clarity of the message.	Doesn't talk clearly and makes pronunciation errors that affect the clarity of the message	
Communication skills	Formulates at least four questions on the topic indicated to his/her partner. The conversation is 100% natural.	Formulates at least three questions on the topic indicated to his/her partner. Hesitates to give his or her answer, but this does not affect the naturalness of the conversation.	Formulates at least one questions on the topic indicated to his/her partner. The doubts in the participation show that the conversation is not natural.	Doesn't ask his or her partner any questions. He or she just answers. He or she is hesitant to answer. The waiting time for participation reflects that the conversation is not natural.	

Based on Gática and Uribarren (2013)

6.5 Activities material

Unit 6 Street life ⓘ Warm-up video: L.A. food trucks	🗩 👥 📶 71 ❤ ⛰	• Food 72 • At the market 74		• *can, can't, must and mustn't* for permission, obligation and prohibition 73 • Countable and uncountable nouns *some, any, much, many, a lot of* 75 ⓘ **Grammar animations**	• **Learn it!**: False friends 72 • **Discussion forum**: Street food 72
Unit 6 Street life ⓘ Warm-up video: L.A. food trucks	🗩 👥 📶 71 ❤ ⛰		• Shopping at a market 74	• Ordering in a restaurant 78 • **Say it!**: /ʃ/ 79 ⓘ **Interactive video:** **Riverpark mystery**	• Writing a recipe 80 • **Look at language**: Sequencing words 80

1 Index of unit 6 of the class book Mosaic 1. Student's Book.

2 Quiz game roulette

3 Ingredients for the groups

4 Sheet for the menus

Use the numbered prompts to write a restaurant dialogue between two customers and a waiter.

Customers	Waiter
1. Tell the waiter you would like a table for two.	2. Welcome the customers, sit them down and give them the menu. Ask what drinks the customers would like.
3. Look at the menu and order some drinks.	4. Serve the drinks and ask what starter and main course each customer would like.
5. Order starters and main courses.	6. Take the customers' order and repeat it back to the customer. Then, get the food and bring it to the table.
7. Thank the waiter.	8. Check the customers are happy with their food.
9. Comment on the food.	10. Ask if the customers would like dessert.
11. Order desserts.	12. Confirm the order and bring the desserts.
13. Ask for the bill.	14. Calculate the bill and give it to the customers. Then, thank the customers.
15. Pay the bill and thank the waiter.	

C: _____

W: _____

C: _____

W: _____

C: _____

W: _____

C: _____

W: _____

C: _____

W: _____

C: _____

W: _____

C: _____

W: _____

C: _____

5 Sheet for the dialogues