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ICTs in EFL Remote-Learning: A Didactic Proposal.

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Abstract

The pandemic arrived in 2020 and it affected all the fields, but also education. The educational atmosphere changed a lot and the members of the educative community had to adapt in a matter of days to remote learning, a method of education that was unknown by many of the members of the community. Bearing this in mind, the main aim of this paper is to show that the use of ICTs in an emergency remote learning situation is the perfect tool to keep the teaching-learning process in a similar road as in the traditional face-to-face education. Moreover, we want to show some digital tools that can be used for remote learning but also for traditional education. Our didactic proposal is directed to be applied in a real situation for a Secondary Education course in an EFL class. Besides, we are looking forward to making teachers aware of these tools and showing their utility.

Keywords

Remote learning, ICTs, digital tools, emergency education, Nearpod, Microsoft Teams

Resumen

Con la llegada de la pandemia en 2020, pudimos observar su impacto en todos los campos incluida la educación. La atmósfera educativa cambió y los miembros de la comunidad educativa se tuvieron que adaptar en cuestión de días a un nuevo método de educación, la educación remota, desconocida por muchos de ellos. El objetivo de este trabajo de fin de máster es demostrar que una herramienta fantástica para esta situación de emergencia educativa es el uso de las TIC para conseguir mantener el proceso de enseñanza aprendizaje en un nivel similar al de la educación tradicional. También queremos mostrar la variedad de herramientas digitales que hay para la educación remota que también se pueden aplicar a la educación tradicional. La propuesta didáctica está dirigida a una clase de Secundaria de Inglés como primera lengua extranjera. Por último, se intentará mostrar a los profesores la utilidad de estas herramientas.

Palabras clave

Educación remota, TICs, educación en pandemia, Nearpod, Micrososft Teams

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Introduction

With the arrival of the pandemic of Covid-19 arrived in 2020, huge problems regarding education flourished in Spain (among other countries) due to the lack of preparation of the teachers, resources to implement new methods or both, to introduce ICTs as the basic element for carrying out their educational purposes. For this reason, in the majority of the cases, remote learning was a disastrous experience for teachers, students and the rest of elements of the communicative situation. In the last months, there have been much interest in the concept of remote-learning due to its relevance as showed during the pandemic, and how we can solve the problem of preparation and resources to facilitate the teachers' work.

Although we are going to address the concept of remote learning later on the paper, we can say that this type of education takes place in emergency situations and the main thing is that both teachers and students are physically separated so they have to communicate by means of ICTs. Some researches have have tried to analyse this fact. Sears (2020), Serhan (2020) or Shisley (2020) have analysed the problems of the remote learning environment during the pandemic, the differences between remote learning and long-distance learning (that is usually confused), and how it should be improved in order to be ready if there is another emergency situation coming in the next years.

However, most of the scholars that have analysed the topic, have done it in a superficial way, speaking about advantages or disadvantages, but not proposing real solutions to the problem. For this reason, in this paper we will try to make a realistic proposal for a remote-learning situation which has been adapted from a face-to-face traditional education method, with free online resources and trying to show that a remote learning situation when there is an emergency could have a lot of opportunities to show different tools and make the lessons interesting and funny for the students that are the ones who suffer the most the consequences of these situations.

In our proposal, we will start introducing the theoretical framework, defining how technologies affect education, how can be used for teaching and defining clearly what is remote learning and in what situations this type of education has to be used. Then, we will introduce some tools that could be interesting to be used in a remote learning situation

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and that we have used for our proposal due to their applicability to the activities we are proposing on our unit.

After this, we will introduce the contextualization of the proposal, starting with the main characteristics of the center and the group for which the proposal is directed to and the legal framework, that is to say, the legal documents from which the proposal has ben designed according to the Spanish educational law. Once introduced this, we will show the elements of the didactic proposal, starting with the methodological method, assessment, evaluation, competences, etc, finishing with the activities description. After this, we will reach some conclusions after the development of the whole work.

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1. Theoretical Framework

1.1. New technologies in education

The use of technologies in education has increased in the last decades because of the continuous and non-stoppable development of new technologies in general life. There is a great debate between the ones who defend the use of technology for the educational process and the ones who do not agree to use these gadgets for education. There are a lot of arguments for both sides. At this point, we are going to analyse these arguments for and against technology, trying to show why technologies should be used in education.

First, we are going to discuss some of the arguments which are against the use of technology in education focusing them, when possible, on secondary education, at which this proposal is aimed, although many of them could be applied to every or the majority of the educational levels.

The first argument is born from the idea of human interaction, and obviously, the lack of human interaction when we are using technology in education. In one of the conversations analysed in Kemp et al. (2014), one of the teachers says that for him technology is an essential tool in education but understanding it as an extension of the person, never replacing the teacher. Besides, he goes deeper and affirms that "there is nothing in the electronic world that replaces the facial recognition, the tone of voice, the furled brow that a classroom can create" (p. 5). The main idea is that all the virtual scenarios created without face-to-face teaching and learning processes generate a distance between student and teacher that cannot be solved.

Following this abovementioned dissertation by Kemp et al. (2014), another teacher meditates on the same topic, and also agrees with the others who are interviewed on the idea of using technology as a tool. In this conversation, the teacher, called Joseph, says that when face-to-face education disappears,

> Gone are the spur of the moment interactions when running into students-- or teachers-- while walking across campus. Gone are the real-life lessons of how to engage in challenging conversations with divergent opinions. Gone are the moments when students must look at each other and hold one another accountable for completing group projects. (p. 6)

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Another drawback commented on in this study by Kemp et al. (2014) is the one produced by the waiting response times. Another teacher, Andrew, comments on a situation in which students were given a task and some doubts were solved in class. However, students sent him around 70 emails asking some questions. The fact is that some of them could not continue with the work if those doubts were not solved by the teacher, which in face-to-face education would be solved at that moment.

To finish with the negative side of the use of technology for teaching, Walter (2020) mentions that "technology sometimes fails," something that is a reality that is not taken into account most of the times. As we have mentioned before, during the pandemic teachers and students were forced to use all these technological gadgets to keep the teaching-learning process going. However, many of the times that students wanted to access the online platforms (in all the stages of education), they got collapsed because of the huge number of requests to the server. This is just a simple example of the problems that technology can have in the educational process, but there are some others like for instance the internet server crashing down, electricity going out in the houses, gadgets breaking, etc.

Moving on to the advantages of using technology in education, we can start by pointing out that by using technology and especially the Internet, students are allowed to access a huge quantity of information just by clicking. This saves a lot of time compared with traditional education, in which students had to look for information in books or encyclopedias, which was a very hard-working process.

Another important feature that should be discussed in this part, is the one that technology brings a factor of fun to the students in the development of the lessons. It is clear that using games or interactive content is funnier for the students, and it is also a fact that the use of traditional methodologies without technology is very hard to implement. Nowadays, there are a lot of free online tools that give the teacher a great variety of options to create this interactive environment in the classes and make the students have fun while they are learning.

We want also to highlight another of the conversations in Kemp et al. (2014), in this case, the one with teacher Jon. This teacher focuses on two main advantages: the problem with sick students (that we have discussed in the previous section which could be applied in

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the back-to-school program after the pandemic); and also the issue of continuous contact between teachers and students by emails or other platforms, which can facilitate the solving doubts process a lot while the students are working in their houses because the teacher can give them quick feedback to their problems.

To conclude, we have seen different advantages and disadvantages of using technology in classrooms. As we have mentioned before, in this dissertation we are going to be on the side which supports the use of technology in the classrooms for the main reason that this use has many benefits. However, it has to be controlled. A no-limited use of technology can cause several problems for the teacher and the students. Anyways, since we are working with a remote learning didactic proposal, we are going to use ICTs in its design.

1.2. Remote Learning

Our proposal was firstly designed for a traditional face-to-face situation. However, in this paper we are adapting it to an emergency situation in which we are going to use remote learning to implement it. Firstly, we should differentiate between remote learning and distance education before going further into the subject so, a brief definition of distance education could be introduced:

> Distance learning, also called distance education, e-learning, and online learning, is [sic] form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. (Simmonson and Berg, 2016)

However, as we said in the first paragraph of this section, we are dealing with remote learning and not with long-distance education since our proposal is not oriented to a "fixed" distance-education environment but toward one whose characteristics are because of an emergency situation. For this reason, we should define this type of education. In general terms, remote learning can be defined as the means of teaching when the learner and teacher are separated (in time or space) and for this reason, they cannot meet in their traditional classroom or educational environment (Sears, 2020.) For some scholars, the term *emergency remote learning* has been increasingly used in the last months because of the pandemic of Covid-19. Shisley (2000) suggests that "what educators are doing right

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now is an alternative and unplanned method for delivering instruction from a distance because they are simply not able to be physically located in a classroom with their students" (p. 2). From the previous citation, we want to focus the importance of the word "unplanned", and we want to take this word to the opposite side in this proposal. The pandemic indeed took all of us by surprise, and none of us knew the duration of that situation. However, after this period, we can conclude that we can prepare the materials for an emergency situation.

Continuing with the remote-learning definition, as the term itself proposes, it should be only used for emergency or not normal periods because it is not planned to be out of the usual classrooms. Now it is time for teachers to plan their lessons with an adaptation, and it is also important to say that nowadays, with the use of technology, many activities could be done both for remote learning or a normal lesson in the usual classrooms.

However, the results of remote learning are not the same as of traditional learning in students. Knipe and Lee study (2002) resulted in an experience of less quality for the students with remote-learning methods than the students with traditional education methods. In general, these studies, carried out by different specialists, calculated the result in education with traditional methods and with video-conferencing methods as the basis for remote learning. In a study carried out by Candarli and Yuksel (2012), students were asked to summarize their perceptions of video-conference classes. The results of this study showed a negative attitude (as cited in Serhan, 2020, p. 1).

However, after the pandemic, other studies have shown the contrary. Demuyakor (2020) conducted a survey with Ghanaian students studying in China. They moved from face-to-face lessons to online lessons because of the pandemic, and the results were that they were satisfied with online learning and the lessons were more effective according to their opinions. Notwithstanding, some of the students who were out of China during this period presented some problems with internet connection; sometimes they could not connect, and sometimes the connection was very slow (as cited in Serhan, 2020, p. 2).

Shisley (2020) argues that "there is a great diversity in the demographics of students. Educators may notice a lack of maturity and self-discipline in students not prepared for online learning." This is important because age is an important factor for online learning

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but also the materials used by the teacher, which have to be adapted to the target course and depend a lot on the age and the situation of the students.

In any case, the participants of the before-mentioned studies were all of them high-level students (most of them in University). For our purpose, we want to analyze secondary education students and the impact of remote-learning education on their lives during and after the pandemic. Cossi et al. (2021) carried out a study in Brazil with secondary students that were forced to use remote learning in their lessons during the pandemic. The first result of their study is that dropout risk increased almost 4 times during the pandemic because of remote-learning techniques. Furthermore, the study also shows that the attendance at face-to-face lessons after the pandemic was higher than at remote-learning lessons during the pandemic. For this reason, Cossi et al. (2020) conclude that remote learning was a big issue for Brazilian students and they were seriously damaged because of this environment.

After the analysis of remote learning, in Shisley (2020) we can observe a clear contrast between remote learning (called "emergency remote learning" in the paper) and online learning. For our purposes, we can extract some important pieces of information regarding remote learning, especially the main problems that the implantation of this type of learning in education after the Covid-19 pandemic have caused. Although in the next section we are going to analyse some drawbacks of technology in education, we have seen in this section the main problems of remote learning that have caused difficulties in the teaching-learning process during the pandemic.

1.3. Technology for L2 Learning

It is important, now, to explain the different stages in the learning process of students in Spain. In the Spanish educational system, we have 2 compulsory stages, which are primary and secondary education, and then non-compulsory secondary education (*Bachillerato* and *Ciclos Formativos de grado medio y/o superior*). From this perspective, we have to take into account that the age of the students plays a really important role in the planificaion of the lesson as it is well-known, but also in the use of technologies since it is not the same to play a game in the first stage of compulsory secondary education as to play the same game in non-compulsory secondary education. For this reason, in this

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section, we are discussing the applicability of these technologies in compulsory secondary education, which is where the stage we have selected for the proposal belongs to.

For this question, we should first point out that students in secondary education are aged between 12 and 18 years, so this is a critical stage in their personal development, and technologies are taking a very important role, not only in their education but also in their everyday lives. Everyone can notice that the use of technologies, especially mobile phones and video games, is increasing among teenagers. For this reason, apart from using technologies in the didactic process, it is important to introduce the students to the limits, risks, etc. of the use of these devices.

Taking the abovementioned into account, we can assume that the majority of the students in these stages are familiar with the use of technological devices, so it is easier for the teacher to use them in the classes.

Moving on to language teaching, we are dealing with English as an L2 language, so now we are going to discuss how we can apply this "technological methodology" for English teaching in these circumstances. The fact that in Spain English is taught as an L2 could imply that most of the students do not dominate the language at a very high proficiency level, so the teaching program has to be adapted to the level of the students. Another noticeable fact is the differences in the students' levels even in the same group, adding also other difficulties that could emerge like diversity. All these possibilities are contemplated in the proposal.

Moreover, and going deeper into the topic, there are a lot of possibilities for the use of technology in the design of didactic units tasks. The majority of the didactic proposals that use technology (in a significant way) share some common elements. For instance, looking for information; nowadays, everyone looks for information on the Internet forgetting most of the times books or written texts. Nonetheless, the use of technology in group work is gaining huge importance since the appearance of tools that allow students to work collaboratively from the place they want to be. In other words, each of the students can be in their house and they are working on the same document, presentation, video, etc.

We also want to mention the importance of technology in education in the sense of making the lessons funnier for the students. Gamification is acquiring great importance

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in education because it is one of the easiest ways to teach the content that has to be taught but in such a way that the student is having fun so they want to keep on with the learning process. One of the most important weak points of traditional education is that some of the topics were explained from a boring (from the students' opinion) point of view and this sometimes produced a lack in the information students obtained from the teacher's explanation.

From these ideas that we have mentioned in the previous paragraphs, we are showing that the use of technology applies to education. Now, we want to go further and answer the question "*Is technology useful for teaching English as an L2?*"

If we take a look at the historical background of English teaching (now focusing on Spain), we can reach the conclusion that it is one of the subjects in which technology has been used in the country from its beginnings. The use of CDs for listening practice, the use of interactive videos for practising listening and pronunciation skills, etc. But at the same time, those technological advances lead us to the fact that now there are a huge number of different tools that are available for us, and these tools should also be applied to English teaching programs. Interactive boards, interactive books, tablets, computers, etc, are substituting traditional boards, books, and notebooks.

Furthermore, as we have mentioned before, after the Covid-19 pandemic, remote learning had to be applied in almost all the schools and high schools in Spain. At that time, applications such as Microsoft Teams or Zoom acquired enormous importance in the Spanish educational system and it seems that this importance is going to remain for the future. In this proposal, we are going to use Microsoft Teams as the base tool for development, but we are going to support ourselves with Padlet, Nearpod, Quizizz and Kahoot. In the next section, we will explain the use of these tools.

To finish with this section, we can say that technological tools are here to be used by all the members of the educative community, and it is clear that most of the books used in secondary schools include technological resources which are acquiring an important role during the teaching and learning process since they are giving another perspective in the lessons. Nevertheless, it is possible to go further, and apart from the materials available with the books, teachers could introduce other technological and online resources to make their classes better.

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1.4. Technological tools for remote learning

In this section, we are going to make a brief account of some of the technological tools that can be used for remote learning and have been used in some of the activities described in our proposal.

1.4.1. Microsoft Teams

Microsoft Teams is a platform for collaboration and communication created by Microsoft in 2017. We can say that Microsoft Teams is a tool of tools because we can use many different applications inside the global one. Furthermore, it is interesting to mention that this tool has been used in educational environments for the last years because of its multidisciplinary elements, which can help a lot in the teaching-learning process both for teachers and students.

In a study carried out by Diviapriya (2020), students were asked for their personal opinions about the use of Microsoft Teams in their lessons during thepandemic of Covid-19. The results of the study suggested that the platform was supportive and comfortable for them, with some points to improve like the user-friendliness of the application (p. 493). The main problems that students found when using Microsoft Teams were the theory papers and the internet connectivity (something we mentioned in the previous sections).

In our proposal, we are going to use Microsoft Teams as the basis for the lessons since it can incorporate many other tools that we will use. Besides, we will use other tools that cannot be incorporated into Microsoft Teams but that will be interesting and useful for the students, such as Padlet. Moreover, this application includes video calls, which implies that the connection between teacher-students is easier but also group work since they can connect with their group mates during the sessions. This is the main reason for using this tool in a remote-learning proposal like ours.

In the Microsoft Teams application, students will be divided into classes and groups for their autonomous work. It is interesting since many of the projects and works they do during the lessons are work-group orientated, so by using Teams they will be able to speak with the other groups' members without mixing information with other classmates. In the development of the proposal, we will discuss this more deeply when explaining the activities and the students' distribution management.

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1.4.2. Nearpod

Nearpod emerges in 2012 as an online tool for presentations but especially it is born as an online learning tool. If we do an attempt to be more accurate when defining Nearpod, we can go through the words of Edwards (2021), who describes it as "an online tool that allows teachers to use slide-based teaching both in the classroom and remotely thanks to a hybrid layout." From this assertion we can highlight the importance of the fact that it can be used both in the classroom and remotely, so for us, it is important since we are working with remote learning.

In general, we can say that Nearpod is a very interesting tool for lessons in which the teacher is going to present different contents to the students. It is interesting because this tool makes the explanations very collaborative since the students can take part in them by answering questions, completing tasks, etc.

Sarginson and McPherson (2021) defend that "Nearpod is well-suited to adaptions needed in nursing education due to the COVID-19 pandemic." This affirmation is reached after carrying out a study in which students that were using Nearpod in their online lessons during the pandemic were asked different questions. Also in this study, it is proved that Nearpod is a really good tool to engage students in the learning environment since there are many teaching techniques like quizzing, fill-in-the-blank games, notes… (p. 1).

1.4.3. Padlet

Padlet is another collaborative online platform in which students can be easily engaged due to its multiple tools. Warwick (2017) states that "Padlet is an extremely easy-to-use tool that allows learners to collaborate online by posting text, images, links, documents, videos and voice recordings"

This tool is very useful when dealing with group-work tasks because all the ideas, materials or things the students want to have in their work process can be easily uploaded and they will be seen on the screen as if it was a big panel. Moreover, it is a very user-friendly platform that can work as a very good tool when dealing with brainstorming because, with only a link or a code, everyone can have access to the panel and give their ideas, which is very interesting for improving the writing skill.

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Furthermore, this tool can develop different skills apart from writing. For instance, students and teachers can record voice messagesthat can be uploaded to the platform. By doing this, teachers can listen to their students and assess them, while students can listen to their teachers and learn how to improve their pronunciation or whatever skill they are working on.

1.4.4. Quizizz

In the words of Edwards (2021), Quizizz "uses gamification of quiz-based learning for a simple yet powerful experience for teachers and students." Quizizz is a very useful tool for English teaching since quiz-based learning is engaging for students as it is competitive, which means that students compete with their classmates and this makes them enjoy the lessons while they learn the contents.

This tool can develop several skills since the quiz mode permits the teacher to work on different things. In our proposal, it will be used to make a review of the conditional sentences, which is clearly useful for all the skills but especially for oral and written production in which they will use these structures.

Likewise, it is important to mention that the interface of the platform is very user-friendly both for students and teachers. With a simple code, it will let the students access the quiz very easily. Moreover, the results of the competition appear while the students are answering the questions, which includes another competitive feature of the tool, which makes it very interesting to be used in the classrooms.

1.4.5. Kahoot

As Edwards (2021) points out, "Kahoot! is a digital learning platform that uses quiz-style games to help students learn by making the information engaging in a fun way." In this article, it is also mentioned that this platform is very interesting to be taken into account since it is free-to-use and it permits the educational community to use it without economical problems.

Kahoot is very similar to Quizizz, but it has a disadvantage in relation to the former (that does not influence our proposal), which is that in Quizizz the questions appear on the computer or technological device that students are using to answer the questions, while

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in Kahoot we need to have a central computer (with a projector in face-to-face education) to have the questions available for the participants.

It has to be highlighted that although the use of Kahoot for educative purposes is widespread and it is a very well-known tool, the newness we are offering in our proposal is that Kahoot will not be used in class time, meaning the normal sessions; Kahoot in our proposal will be used as a new type of homework since the quizzes can be done both live or with an access code with which the students can access it. By doing this, we want to show that homework can be done in a funny way and, what is more important, in this proposal, Kahoot is going to function as a very valuable review tool since students will be able to repeat the quiz as many times as they need to improve their performances.

2. Didactic Proposal

2.1. Ccontextualization

First of all, we have mentioned before that this didactic proposal has been adapted from a real proposal of a traditional face-to-face situation. This proposal was used during my internship period in *Colegio Lope de Vega* in Medina del Campo, and it was taken from the book *Think Ahead 4* from *Burlington Books.* However, the teacher's plan was not the same as the book's, so the only thing that she followed was the grammatical theory. For this reason, in Appendix 3 we will include the book pages in which conditional sentences are explained, while the rest of the didactic unit was personally created by the teacher, so the adaptation was from the teacher's proposal.

2.1.1. Characteristics of the center and group

This proposal has been designed to be applied in *Colegio Lope de Vega* in Medina del Campo, Valladolid, the high school that I attended during my internship period. However, this proposal could be applied to any other center in compulsory secondary education in Spain, since the materials, contents, and the design of the activities are really easy to apply in other contexts, even in other courses, always with some adaptations to the level of difficulty required for the students.

The main reason for the selection of this center is that, since the original proposal was directed to a course from this center, the adaptation is easier taking into account that the

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level of the students and the resources in the center are the same as in the first proposal. Moreover, it is important to state that for the design of the adaptation, We have also taken into account that all students have internet connection and devices for the application of this proposal if it was necessary.

Lope de Vega is a private school that has primary and secondary education in its educational offer, but this school does not have *Bachillerato* in its offer. It is also important to mention that the school has only one line per course, and the number of students per classroom is about 20-25 students each line. In the case of our target course, which is 4º of ESO, the number of students is 24.

The school is located, as said in the first paragraph, in Medina del Campo, a village in the province of Valladolid. This village has a population of around 20,000 people. In general, there are not so many differences between the neighborhoods in the village regarding social classes, but we could say that this school has a wide variety of social classes, especially low and middle ones, something not so common for a private school.

If we look at the materials and resources of the center, we can say that all the classrooms have digital boards and internet connections. Moreover, a computing classroom with 30 computers is available if needed. Although the students do not have computers or technological devices in the normal lessons, all of them have a computer or tablet in their homes because homework, presentations, and notes are given using the online platform and, also, they have to complete some activities in each unit that are taken into account for the final evaluation of the subjects. This is important since our didactic proposal has been designed in an environment in which all the students have technological devices and access to internet connection to follow the lessons remotely. The last thing to add is the duration of the lessons. As prescribed by the Spanish regulation with regard to the fourth year of compulsory secondary education, the duration of the lessons must be 50 minutes. In this center, apart from the 50 minutes of the lesson, they have 5 minutes between lessons to have a small break, and then 30 minutes (after the fourth lesson of the day) for a longer break. On a normal they, students are taught 6 lessons, and none of them is repeated on the same day.

The target group for the application of the proposal, as we stated before, is 4º of ESO. There are 24 students, and it is important to say that there are big differences in the level

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of English proficiency among them. Moreover, there is a student who came from Senegal in the previous course and he does not speak Spanish very well, so he has more difficulties when developing social relationships with their classmates. The level of English of this student is not so good, but it is better than his Spanish.

For this reason, this student requires some special attention during the lessons to try to equalize his level with the other students as soon as possible. In this case, there is an added problem since he is in the last year of compulsory secondary education, so this attention must be even bigger than in other cases.

Moreover, there is a student in class with a stuttering disruption, which has not been diagnosed by a doctor, but which implies some difficulties in his learning process. This student has some difficulties when he has to speak in public. For this reason, the majority of the activities have been designed to be done in groups, where he feels more comfortable, and the teacher will give him special attention when he has to speak to make him feel more confident, giving him positive feedback. In any case, diversity will be discussed later on in the section "Catering for mixed abilities".

2.1.2. Legal Framework

In this paper, the didactic proposal has been designed according to the European and Spanish legal frameworks for educational purposes. In this respect, we are going to mention in this section the documents we have used and followed for the design of the didactic unit put forward in this paper.

First of all, this proposal has been designed according to the *Common European Framework of Reference for Languages* of the European Union, which differentiates 3 different levels, with 2 sub-levels in each of them. The first level is A, basic user; the second level is B, independent user; the third and last level is C, proficient user. Each of them is divided into two sub-levels as follows: A1, A2; B1, B2; C1, C2, understanding C2 as the highest proficiency stage in a language that users can acquire. It is also important to mention that proficiency in the language is measured by evaluating the five main oral and written competences: Spoken Interaction, Spoken Production, Listening, Reading, and Writing. These competences are also evaluated in this proposal.

Moreover, as we are oriented towards the second stage of compulsory secondary education (since our didactic unit is created for 4º ESO), we have to take into account that

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in this stage, a second language is used as a vehicle or instrument for bilingual education. Furthermore, according to the *Common European Framework of Reference for Languages* (CEFRL from now on), by the end of 4º ESO students should have acquired an A2 level.

The didactic unit presented and discussed in this dissertation has been designed according to **the following regulations:**

- *Key Competences for lifelong learning, by the European Commission, 2019.*
- *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. (BOE núm. 340, de 30 de diciembre de 2020)* and
- *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria.*

As has been mentioned above, the course selected for this didactic unit is 4º ESO. This course is the last of the Spanish compulsory secondary education courses, and as in the other stages of ESO, the subject of First Foreign Language is mandatory. According to the regulations, this subject must have three sessions per week and each session must have a duration of 50 minutes, so we have used this basic scheme for the design of the didactic unit.

2.2. Key Competences

First of all, we should introduce the term key competence to the reader. In this case, as we are in a European and Spanish normative frame, we have the definition from the Official Journal of the European Union. Key competences are:

> "…which all individuals need for personal fulfillment and development, employablity, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management, and active citizenship." (2018, p. 189/8)

Since we are developing our didactic proposal in the Spanish normative frame and we are dealing with the fourth course of secondary education, when we are talking about key competences, we have to appeal to *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria.* So, according to this normative framework, the key competences for Spanish education are the following:

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a) Literacy Competence.

b) Multilingual competence.

c) Mathematical, science, technology and engineering competence.

d) Digital competence.

e) Personal, social and learning to learn competence.

f) Citizenship competence..

g) Entrepeneurship competence..

h) Cultural awareness and expresión competence.

These competences have to be developed by L2 teachers together with other subjects' teachers. For this reason, in our proposal, we are not developing all of them (at least directly, since most of them are developed in every single subject during the course). Now, we are going to explain how these competences are going to be applied in the proposal.

First, we want to focus on Literacy competence. This competence deals with the ability of the students to communicate and interact in different modes, oral or written. Moreover, this competence shows that this communication has to be done respectfully and ethically to be fully effective. This competence is basic for our proposal since we are dealing with Communicative Language Teaching as our methodological approach and students have to communicate in the target language promoting these values that this competence suggests.

Continuing with the description, now we have to stop at the Multilingual competence. This competence implies the use of different languages in an effective way for the efficient learning and communication process. This is basic in our proposal since students should be working in all the activities in the target language, in this case, English, which is not their mother tongue. Through the development of this competence, they will acquire fluency in the second language while using it, avoiding traditional techniques when learning the second language.

If we look at the operative descriptors of the competence, we can read the following:

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Usa eficazmente una o más lenguas, además de la lengua o lenguas
familiares, para responder a sus necesidades comunicativas, de manera
apropiada y adecuada tanto a su desarrollo e intereses como a diferentes
situaciones y contextos de los ámbitos personal, social, educativo y
profesional. (2022, p. 27)

From this, we can extract that by the successful development of this compentece, students
at the end of this stage will acquire the needed fluency and efficiency in the second
language and they will be able to communicate in this language in different contexts. For
this reason, this competence is acquiring a huge relevance since globalization is taking an
important role in the lives of the people, especially when we are dealing with English as
an L2 in our environment because it is used more frequently in our daily lives in
comparison with some years ago.

Continuing with this dissertation on the competences, we have to make a stop at one of
the most important competences that we are trying to develop in this didactic proposal:
the Digital compentece. Considering our proposal is designed for a remote-learning
situation, digital tools have acquired the main role in this process of teaching-learning.
Without it, it will be impossible to reach the development of any of the competences we
are showing in this section. In this proposal, the use of ICTs is unavoidable.

The third operative descriptor of the digital competence says as follows:

Se comunica, participa, colabora e interactúa compartiendo contenidos,
datos e información mediante herramientas o plataformas virtuales, y
gestiona de manera responsable sus acciones, presencia y visibilidad en la
red, para ejercer una ciudadanía digital activa, cívica y reflexive (2022, p.
29)

So, for this competence, as we have already mentioned, students will use digital tools for
the development of the classes, but it is also important to remark that the teachers should
make them aware of the risks of the Internet so they can act in a responsible way when
using it, not only for their classes but also in their daily lives.

The first step is to connect to their computers to follow up the classes profitably. Then,
all the activities that are proposed in the unit are intended to be solved by the use of ICTs,
taking into account that students cannot also have face-to-face communication among

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themselves. Besides, all the activities have been designed trying to innovate in the use of ICTs, with the main goal, apart from the resolution of the activities, of teaching them how to use different tools that can be helpful for their future presentations, activities, etc.

The next competence we propose for the didactic unit is Social, Personal, and Learn-to-Learn competence. This competence acquires a more challenging level since we are avoiding face-to-face communication (for emergency reasons) and we are dealing with remote-learning education. However, this competence could be fulfilled in another sense when we are using this type of teaching-learning process. Collaboration is the main obstacle we find because it is obvious that is not the same to collaborate in a face-to-face environment as in a remote-learning situation. Nevertheless, students, as we have mentioned before, are directed to work in small groups, respecting others' opinions and trying to solve a different situation in an effective but always collaborative way. By this, we try to improve their collaborative skills while they also develop personal relationships with their classmates.

Moreover, in all the activities we propose, personal knowledge and acceptance have a big role. In some of the activities (we will explain later), students have to speak about themselves and their insecurities among other things. This is aimed to make them aware of this and effectively accept it and avoid insecurities that could cause several problems in their lives.

Besides, this competence tries to develop a very important skill, which is that students are able to auto-evaluate themselves and improve their learning process. We can see this in the operative descriptor 4: "Realiza autoevaluaciones sobre su proceso de aprendizaje, buscando fuentes fiables para validar, sustentar y contrastar la información y para obtener conclusiones relevantes" (2022, p. 30).

This descriptor acquires big importance for our proposal in all the activities since the teacher asks students to get feedback about how they feel during the activity, if the difficulty was very high or not, among others, always in an informal way but taking notes about all these possible problems to improve the quality of the activities and to achieve a correct adaptation to the level of the students. Moreover, in the final presentation, students will be asked to complete a self-assessment rubric (which will be figurative) together with

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a peer-assessment one that will be taken into account in the final grade of each group in the mentioned task.

The last competence that we can highlight for our proposal is Cultural Awareness and Expression competence. This competence is usually present in the second language teaching-learning processes because it is clear that the culture of the second language countries should be introduced in the lessons for the students to be familiar with. From this competence, we think it is important to mention the next operative descriptor:

> Disfruta, reconoce y analiza con autonomía las especificidades e intencionalidades de las manifestaciones artísticas y culturales más destacadas del patrimonio, distinguiendo los medios y soportes, así como los lenguajes y elementos técnicos que las caracterizan. (2022, p. 32)

Looking at the previous citation, we can see that this competence wants to focus on the artistic and cultural heritage of different cultures, which is an important feature in our proposal since we are dealing with different topics about Anglo-Saxon countries' cultures in our activities. Moreover, it is also important to mention that this respect for the different cultures should be also shown in the interculturality that could happen in a class since it is quite frequent that in the same class there are students from different countries, different religions, and different languages. In our proposal, we also want to encourage the students to respect all the differences between cultures and, which is also important, to learn different things from the others that could enrich themselves.

2.3. Specific competences

After defining key competences, we now have to put the spotlight on the specific competences. As opposed to key competences, these competences belong to each subject; in other words, each subject can have different specific competences.

According to Solbes (2021), specific competences "Son los desempeños que el alumnado debe poder desplegar en actividades o en situaciones cuyo abordaje requiere de los saberes básicos de cada materia, área o ámbito." In this definition, the author mentions the basic knowledge, which is going to be developed in deep in the next section. However, in this definition, we can see that these specific competences require that students know specific features or areas of the subject in question. In this case, we are going to focus only on the specific competences of the subject *Lengua Extranjera.* For this subject, we

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can find 6 different specific competences. However, in our didactic proposal, we are not working on all of them, so in this section, we are going to mention the ones we try to develop in the proposal and why they have been chosen.

1. To understand and interpret the general meaning and most relevant details of text expressed clearly and in the standard language, looking for reliable sources and making use of strategies such as inferring meaning, to be able to respond to specific communicative needs.

This specific competence will be developed in our didactic proposal since students will be asked to read some texts in the target language and then they will have to answer different questions to see if they have understood the meaning and the main features of the text or not. Moreover, they will have to look for reliable sources for their final presentation, choosing what the correct materials are and are not. This is interesting since it can serve as the basis for future presentations and research work.

2.To produce original, medium-length, simple and clearly organised texts, using strategies such as planning, compensation or self-repair, to express relevant messages creatively, appropriately and coherently and to respond to specific communicative purposes.

This specific competence will be developed in our didactic proposal since students will be asked to write different texts in the target language during the different activities. This competence is interesting to highlight since the production of these texts should be in a clear, coherent, and cohesive way, and this will be taken into account for the final evaluation of the subject. Moreover, this specific competence will be also shown in the final presentation because students have to create a speech to explain their contents to their classmates and this speech has to be organised clearly and coherently. Students could ask for some help from the teacher to improve their speeches or help them to be understood by their classmates.

3. To interact with others with increasing autonomy, using cooperative strategies and employing analogue and digital resources, to respond to specific communicative purposes exchanges respectful of the rules of politeness.

Although this specific competence is present in the majority of the didactic proposals of EFL, this acquires special importance in the design of ours because it is dedicated to

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remote learning, so interaction takes the main role during the lessons. In our plan, the activities will be done by video-call between teacher and students but also among students in groups. The interaction during the lessons must be in the target language, but they can use the resources they need to improve this interaction and cooperation among them. But it is clear that at the same time our proposal lacks autonomous work for obvious reasons; it has a lot of interactive work together with group work, so this competence is really important.

4. To mediate in everyday situations with different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to transmit information effectively, clearly and responsibly.

This specific compentece has a lot of connections with the previous one if we look at our didactic proposal, but this is even more important if we look at our final presentation because students are asked to present the contents clearly, summarizing all the information they have found in their research process trying to transmit it as clearly and efficiently as possible. This will also be shown in their research process since the final presentation will be done in groups because they have to summarize the contents they find about the topic to their group mates and they will have to choose the things they think are important to be explained and discard the others.

2.4. Basic Knowledge

The term basic knowledge emerged with the new Spanish legal framework after the appearance of LOMLOE. The term can be defined as the knowledge, attitudes, and skills that define an area or field which is necessary to be learned for the specific competences (Solbes, 2021).

If we take a look at the definition from the previous paragraph, we see that basic knowledge belongs to each subject individually. In other words, the basic knowledge changes for each subject. Moreover, this basic knowledge also changes according to the stage; nonetheless, for our purposes, we are going to focus on the second stage since our proposal is designed for 4th of ESO.

In this stage, we have three main groups of basic knowledge which comprise different components that have to be developed during the whole course. In this section, we are going to mention the three main groups and then, inside each group, the elements that we

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are developing in our didactic proposal, and explain why we are developing this basic knowledge.

Firstly, we want to mention the three groups of basic knowledge for *Lengua Extranjera* which are published in *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria.* The three main groups are Communication, Plurilinguism, and Interculturality.

In our proposal, we have chosen some of the basic knowledge that the *Real Decreto* suggests to be developed along with the six sessions that will be carried out in this didactic unit. The activities (that will be explained later) of the proposal will develop basic knowledge belonging to the three main groups.

These are the basic knowledge of our proposal:A. Communication

A1 Self-confidence and initiative. Error is an integral part of the learning process.

A3 Knowledge, skills and attitudes that enable them to carry out mediation activities in everyday situations.

A4 Communicative functions of common use suitable to the field and communicative context: greetings, farewells, and introductions; description and characterization of people, objects, places, phenomena, and events; situate events in time; petition and exchange of information about everyday issues; instructions and orders; offer, accept and reject help, proposals or suggestions; express partially the taste or interests and emotions; narration of past events, description of present events and expression of future events; express opinion and possibility; simple arguments; make hypothesis and suppositions; express possibility, uncertainty and doubt; formulate and summarise.

A7 Vocabulary of common use and interesting for the students, related to personal identification, interpersonal relations, places and environment, leisure and free time, health and physical activity, housing and home, weather and natural environment, information technology and communication, education system and general education.

A10 Conversational conventions and strategies of common use, in synchronous and asynchronous format, to initiate, maintain, and terminate communication, take and give the floor, ask for and give clarifications and explanations, reformulate, compare and contrast, summarise, collaborate, debate, etc.

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A11 Learning resources and commonly used information search and selection strategies: dictionaries, reference books, libraries, digital resources on the computers, etc.

A13 Commonly used analogue and digital tools for oral, written and multimodal comprehension, production and co-production; and virtual platforms for educational interaction and collaboration (virtual classrooms, videoconferences, collaborative digital tools...) for learning, communication and development of projects with speakers or learners of the foreign language.

- B. Plurilinguism

B1 Strategies and techniques to efficiently respond and together with increasing levels of fluency, adequacy and correctness to a specific communicative necessity despite their limitations regarding their second language level and other known languages.

B3 Commonly used strategies and tools for self-assessment, co-assessment and self-repair, analogue and digital, individual and cooperative.

- C. Interculturarity

C1 The foreign language as interpersonal and international means of communication, source of information, and as a social participation and personal enrichment tool.

C4 Commonly used strategies for understanding and appreciating linguistic, cultural and artistic diversity, taking into account eco-social and democratic values.

2.5. Assessment Criteria and Specific Assessment Criteria

According to Solbes, assessment criteria: "Son los referentes que indican los niveles de desempeño esperados en el alumnado en las situaciones o actividades a las que se refieren las competencias específicas de cada área en un momento determinado de su proceso de aprendizaje" (2021).

Thus, we can extract that from the assessment criteria, we have to set the minimum standards that students have to accomplish to pass the subject and the courses. These assessment criteria are divided depending on the different specific competences. From the assessment criteria we can create specific assessment criteria, which can be defined as the previous ones but in this case, these minimum standards are applied to the activities.

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For this reason, these specific assessment criteria are designed individually and they are not given by the normative frame.

Now, we are going to comment on the assessment criteria focusing on each specific competence. As we mentioned in the Specific Competences' section, we have selected four of them for the design and development of this didactic proposal. From these specific competences, we have selected also some assessment criteria from which we have designed some specific assessment criteria as follows:

- **Specific competence 1**

1.1 Extract and analyse the overall meaning and main ideas, and select relevant information from oral, written and multimodal texts on everyday topics, of personal relevance or of public interest close to the learner's experience, expressed clearly and in the standard language through a variety of media.

1.1.1. Students will be able to understand the contents of the final task of the unit and what they are asked to do in this final task.

1.1.2. Students will be able to interpret the reading proposed by the teacher about murder stories, obtaining the main ideas of the texts.

1.1.3. Students will be able to extract and understand the main information of the stories written by their classmates about murder stories.

1.1.4. Students will be able to perceive how the activity will work and what they are asked to do in the Kahoot that will be completed as homework.

1.1.5. Students will be able to listen and comprehend the main elements of the listening activity to be able to complete the activities on the topic.

1.1.6. Students will be able to understand the questions they are asked regarding different famous people.

1.1.7. Students will be able to excerpt the main elements of the presentations of their classmates to be able to evaluate them and also their presentations with the same goal.

1.3 Select, organise and apply the most appropriate strategies and knowledge in each communicative situation to understand the general meaning, the essential information

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and the most relevant details of texts; infer meanings and interpret non-verbal elements; and search for, select and manage truthful information.

1.3.1. Students will be able to recognize the main elements of the presentation given by the teacher about the conditional sentences, acquiring these elements for further usage.

1.3.2. Students will be able to embrace the structure of the conditionals sentences and apply it in their daily lives for oral or written productions.

1.3.3. Students will be able to create links between the stories and extract the writing method of the authors to apply them in their further activities.

1.3.4. Students will be able to extort the main elements of the presentation, understanding the main characteristics of the famous British people explained in the presentation and appreciating the cultural diversity.

1.3.5. Students will be able to infer the meanings of the expressions the speakers use in the listening activity and adapt it to their culture to be able to understand them.

1.3.6. Students will be able to understand how the game works and the questions regarding tips about writing a biography that they have received in previous sessions.

1.3.7. Students will be able to extract the main features of the tips given by the teacher about how to make an oral presentation of a biography like the one they have to do in the final session.

- **Specific competence 2**

2.1 Express orally simple, structured, comprehensible and coherent texts, appropriate to the communicative situation on everyday matters, of personal relevance or of public interest close to the learner's experience, in order to describe, narrate, argue and inform, in different media, using verbal and non-verbal resources, as well as planning, control, compensation and cooperation strategies.

2.1.1. Students will be able to produce short paragraphs about murder stories, using the correct vocabulary and the correct words regarding this genre.

2.1.2. Students will be able to create their responses to the questions they are asked in the game.

2.1.3. Students will be able to provide correct answers regarding what they have acquired about conditionals during the previous sessions and helped by their previous knowledge.

2.1.4. Students will be able to express orally the ideas they have prepared about the biography of a famous person in a clear and organized way.

2.2 Write and spread medium-length texts with acceptable clarity, coherence, cohesion, correctness and appropriateness to the proposed communicative situation, to the textual typology and to the analogue and digital tools used on everyday matters, of personal relevance or of public interest close to the student's experience, respecting intellectual property and avoiding plagiarism.

2.2.1. Students will be able to compile different coherent answers and ideas to the imaginary situations provided by the activity explaining their personal opinion.

2.2.2. Students will be able to produce murder stories coherently and cohesively, respecting the structure of the genre and applying the knowledge obtained in the readings.

2.2.3. Students will be able to create a text of a considerable length speaking about a person in a biographical mode.

2.2.4. Students will be able to provide correct answers to the questions provided by the game about writing a biography.

2.3 Select, organise and apply knowledge and strategies to plan, produce, revise and cooperate in the elaboration of coherent, cohesive and appropriate texts according to communicative intentions, contextual characteristics, socio-cultural aspects and textual typology, using the most appropriate physical or digital resources depending on the task and the needs of the potential interlocutor to whom the text is addressed.

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2.3.1. Students will be able to select and organize the elements given by the teacher for the biographical writings to apply them in their final presentation task.

2.3.2. Students will be able to expose the contents of the presentation coherently and cohesively, making a clear speech that is easy to understand for their classmates.

- **Specific competence 3**

3.1 Plan, participate and collaborate actively, through different media, in interactive situations on everyday topics of personal relevance or public interest close to the learner's experience, showing initiative, empathy and respect for linguistic courtesy and digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of the interlocutors.

3.1.1 Students will be able to collaborate and interact during the revision of the activity, giving their responses and correcting their answers.

3.1.2. Students will be able to work in teams during the game, reaching common points to get a final answer cooperatively.

3.2 Select, organise and use appropriate strategies for initiating, maintaining and terminating communication, taking and giving the floor, requesting and formulating clarifications and explanations, reformulating, comparing and contrasting, summarising, collaborating, debating, problem solving and managing challenging situations.

3.2.1. Students will be able to expose their contents respectfully, with a clear order and respecting word turns in their group's presentation.

- **Specific competence 4**

4.1 Infer and explain texts, concepts and short, simple communications in situations in which diversity is catered for, showing respect and empathy for the interlocutors and for the languages used, and participating in the process of solving problems of intercomprehension and understanding in the environment, using a variety of resources and media.

4.1.1. Students will be able to interconnect ideas about different situations in their answers respectfully and ethically, respecting the opinions of their classmates and diversity

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4.1.2. Students will be able to interact in a global conversation, so as in teams' conversations attending to diversity and respecting their speaking turns and the opinions of their classmates.

4.2 Apply strategies that help to build bridges, facilitate communication and serve to explain and simplify texts, concepts and messages, and that are appropriate to the communicative intentions, contextual characteristics and textual typology, using physical or digital resources and supports according to the needs of each moment.

4.2.1. Students will be able to identify the different inputs that will appear on the screen during the game and match them with the correct option.

4.2.2. Students will be able to activate their previous knowledge and review their ideas on the previous topics to complete the task, writing different words on each category as original as possible.

4.2.3. Students will be able to create links and relationships between elements in the murder stories to make it interesting for the reader and solvable for students of their same level in English.

4.2.4. Students will be able to establish links and relationships between the elements of the stories to reach the goal of solving the mystery and guessing the real murderer.

4.2.5. Students will be able to create connections between the elements of the presentation to make it easy to understand and follow for the classmates.

2.6. Methodology

For the methodology of the proposal, our basic method will be Communicative Language Teaching (from now on in the paper CLT). It can be defined as "an approach that is used in learning the second language or foreign language that emphasizes the improvement of communicative ability" (Richard, 1997, as cited in Doddy 2012 p. 90). The communicative approach emerges in the 80s. This approach is born because of a reaction against traditional grammar learning methods (Doddy, 2012, p. 91). Richards and Rogers

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(2001) point out the importance of this learning approach since the student acquires huge importance in the process. This is because the topics and levels are adapted to the pupils, and this provokes that class development results in a much more motivating and also interesting one for both main groups, students and teachers.

According to Doddy (2012),

> The main principles of the communicative approach include: 1) goal of effective communication, 2) learning language by using it to communicate, 3) focus on meaning and appropriate usage, 4) focus both on fluency and accuracy, 5) use of authentic materials to reflect real life situation, and 6) integration of four skills (speaking, writing, reading and listening). (p. 91)

This fact is important to be mentioned if we as teachers want to focus on the teaching methods. However, in this proposal we are following the regulations from the European Framework of Reference for languages, so we are going to focus on the five skills that the section of the Legal Framework mentions, which are Spoken Interaction and Production, Writing, Reading and Listening.

In this project, we are going to apply a communicative approach since we are promoting collaborative work among students, which is going to be very important from the point of view of the development of the five main skills we discussed before. We want to show that collaborative work is possible without face-to-face communication among the students, which can sound certainly challenging but it is possible if we effectively use the technological tools. Moreover, in the sessions designed for the didactic proposal, we are forcing the students to use English in all the activities to make them familiar with the second language, and also all the instructions from the teacher are going to be given in English. This is important because as we are following a communicative approach, we should use the second language as a vehicle for effective communication in all the environments and not only in specific topics or times as it is usually used by the students of these stages. In the description of the activities, we will see how the use of English for communication in collaborative work is going to be rewarded by the teacher.

In the beforementioned background, the teacher is going to play the role of facilitator during the sessions, providing support and, if necessary, helping the students while they are on task. This support and help are also in a distance background, so it is going to be

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through the technological tools that are going to be used in the didactic unit and never in face-to-face communication. By adopting this role, the teacher is promoting independency in the students' work together with collaborative management of their tasks. The teacher is only a support for them.

Moreover, as we will see in the activities description, the course book used in their classes will be an essential key in this proposal. The main reason for this is that this book can function as a great base for the learning process, and in this case, since we are dealing with remote learning, the technological tools that textbooks include in recent years can serve an important function in reinforcement activities. Scaffolding theory plays an important role in our proposal, and these books can play an important role in this scaffolding process for the students.

2.7. Evaluation

One of the most important things for students (if not the most) is how they are going to be evaluated by their teachers. In this section, we are going to describe how the evaluation of this proposal is going to be done and what things we are going to focus on as teachers when giving a grade to the students.

The first important thing to mention in this section is that the basis for the evaluation is without any doubt the assessment criteria, both general and specific. Nevertheless, it is impossible to explain to the students how the evaluation is designed by showing them these criteria, so we have to devise some other tools for this purpose. In our case, we are going to use three main rubrics. Two of them will be used for the final presentation in Session 6 since students are going to be assessed both by the teacher and also by their classmates with a peer-assessment rubric. Moreover, there will be another rubric for the rest of the proposal. The design of the rubrics will be presented in appendix 3, but here we are going to mention the most important things that connect them.

Regarding the development of the sessions, students will be assessed according to several criteria. The first of them is their participation, that is, if they participate in the activities or not. This is important since we are dealing with remote learning and the classes will be developed by video call, so for the students is more difficult to participate in the sessions. For this, students will be motivated to participate, firstly because the activities are fully oriented to their participation, and secondly because they will know that participation will

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be taken into account in their final grade. The next criterium that will be accounted for their final grade will be the completion of the tasks they are asked to do during the sessions (writing and listening sheets, for instance). Lastly, they will be evaluated according to their group work skills. They will work in groups (in Microsoft Teams small groups) of 3 people. They will do a video call, they will prepare their final presentation, and, also, they will complete some of the activities in groups. The teacher will monitor this group work since s/he has access to all the small groups in the class and the video calls they do (during class time). For this criterium, they will be asked to help each other and to solve problems by agreement of the three members, among other things.

Regarding the final presentation, the requests will be different from the previous ones. For this final task, as we mentioned before, students will be assessed both by the teacher and their classmates. As for peer assessment, the grade will be for the group as a whole (as we have mentioned before, they are working in groups of 3 people). However, the teacher will evaluate each student individually. The students will evaluate if their classmates' presentation is clear, if they have understood all that they have presented, and if the presentation has been made originally or not. If we describe the teacher's criteria, these will be fluency and clarity in the presentations, if the content is correct regarding the topic they were assigned, and how they perform the activity taking into account this will be performed in a video call.

Now we are going to show the division of the percentages for the final grade:

- Final presentation (teacher + peer-assessment) – **60%**

- Completion of the tasks in the sessions – **20 %**

- Participation and behaviour – **20 %**

2.8. Catering for Mixed Abilities

The learning expectative is one of the most important items to take into account when designing a teaching proposal. This is because every single didactic item has to be adapted to the students at all levels, especially proficiency level, but also to other difficulties that students could show. The first thing we want to mention is that the didactic proposal has been created according to the regulations included in the Legal Framework, which means that the requirements that students will be asked to pass will be the ones that the rule says

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for this stage and this unit. However, a remarkable element is that learning expectations cannot be the same for all the students of the same level.

The beforementioned requirements will be important in the design of the didactic proposal. But there are many intangible elements that the teacher has to apply depending on the students he is working with. This belongs to the diversity plans that many governments are applying in the classrooms, and this is because each student has different capacities, different problems, and different solutions. From this perspective, teachers have a mandatory work: try to adapt the explained contents to the level of all the students of the class since the difficulties some students may face, create different learning expectatives for each of them.

So, in the proposal we are presenting in this paper, several adaptations have been designed for those students who could present more difficulties during the performance of these activities to make the development easier for them. Although some of them will be explained in the Activities Description section, the main issue regarding this topic is both to facilitate the level of difficulty in the requested tasks for these students and, besides, to prepare some extra materials for those students who finish their tasks before others do, to make them keep improving their skills and to make the class fun for all the students, the ones with difficulties and the ones with higher capacities. Moreover, in the assessment tasks, the exams will be the same but they will have some adaptations as in the tasks to make it easier for them.

Nonetheless, it is also interesting to mention that we are doing not only adaptations for these difficulties in the learning process, but we also are promoting teamwork in which students with higher capacities will help students with lower capacities. For the achievement of this, we are going to create different groups in which these abilities are mixed, so one can help the other. Moreover, these groups will change in the different activities, always taking into account that they will work in a team for the final presentation. By doing this, we assume that higher capacities will not get bored during the lessons, and the students with lower capacities will integrate successfully into the group rythm and will also develop their skills.

2.9. Activities Description

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In this section, we are going to make a description of the activities we are introducing in our didactic proposal and explain why these activities could be interesting for the development and improvement of our students' learning process. It is important to state that all the activities will be done by the use of Microsoft Teams video calls as the basic element. The general activities will be done in a video call with all the students while the groupal activities will be done with sub-groups in which students will be dividied with their groupmates. Moreover, in some of the activities, some other ICT tools are used as we are going to say in the descriptions. However, in this section, we are not going to develop all the activities, just some of the most interesting ones so that the reader can have an accurate appreciation of what is going to be done, since all the activities will be fully described in the frames of the session, which will be included in Appendix 1.

- *Making connections*

This activity will be carried out in the first session. In this activity, students will match different words with different images that belong to physical appearance, physical descriptions, etc. These words will be randomly shown on the screen (all of them) and the students will have to complete individually the pairs in the best possible time. This will make students pay attention since there is a competition between them. They can do the activity with the mobile phone or with the computer, and the platform for this activity will be **Nearpod** with the tool **Matching pairs**. The first student in finishing the game 100% correctly will have a better mark for the activity.

Through this activity, we try to make students learn vocabulary and identify the words of the unit visually without making them learn traditionally (studying hard) or memorize lists of vocabulary. Moreover, all these words could be used in further activities in the unit (and also in different activities in the future). For instance, they could use some of the words they will learn with this activity in the final presentation when they are describing their person or group of people.

- *How would you feel if…?*

This activity belongs to session 1. With this activity, students will have to answer short questions (they have to write their answers in a text format file) and then the answers will be discussed once the activity is done. The questions will be about different topics that can cause problems in society, especially in their ages (height, weight, hobbies, illnesses,

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etc.) Students will receive a sheet with the different questions and they will answer in short paragraphs how they would feel in that imaginary situation. During the discussion, students will try to solve the different insecurities of other classmates.

This activity is designed to make students aware of the differences that exist between people and that these differences do not negatively affect people's lives. This activity will try to minorize problems like bullying, mobbing, or other types of harassment. Furthermore, this activity is intended to make people with some insecurities be familiar with other people's insecurities and try to overcome their own. While students practice writing in the target language, vocabulary about physical and psychological descriptions, and so on, they will improve their social awareness.

- *Categorizing!*

This activity is the last we are going to discuss in this section belonging to session 1. In this activity, students will be given 4 categories of words: animals, countries, sports, and jobs. In each round, students will receive a letter from the teacher, and they will have 2 minutes to complete the maximum of words possible in that time (they can write more than one in each category). After this time, they will have to upload the answers to a **Nearpod** wall, everyone at the same time. They will not see their classmates' answers until they submit theirs. The more correct answers in each round, the more points for the student in the round.

After the previous activity, this is intended to lower the affective filter while they enjoy other competition with their classmates. Moreover, this activity will serve as a review of the previous lessons of the course, together with other vocabulary categories they have seen during their previous courses of EFL.

- *Murder stories and Creating my murder story*

These activities are two but we can consider them as a pack since the first activity (*Murder stories)* will serve as the basis for the second activity (*Creating my murder)*. The activities will be carried out in session 2 and if necessary, the second one will be finished in the third session (students will have some minutes to finish it if they have not). For both activities, they will be divided into groups of 4-5 people (and they will be also divided into groups in **Microsoft Teams** for their autonomous work). Each group will read an example of a murder story, and they will try to solve it by guessing who is the

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murderer of the story. This reading will serve for the second part, in which they will create their own murder story to be solved by their classmates. This will be a text of 300-500 words, and they will have to create statements that could help to solve the crime (e.g. *Josephine always has fish for dinner if Jack is not at home*). In these statements, the use of the conditionals will be compulsory.

With this activity, students first will know the structure of a story and how to write it, in this case, a murder story. Moreover, they will use what they have learned about the conditionals by writing different sentences using the different types of conditional. This activity will be done in groups, so they will have to cooperate to solve the mysteries of the stories and create a new one. This activity is designed to be fun for the students while they learn all the things beforementioned. In general, these types of stories are usually liked by the students so they can enjoy the activity while they improve different skills, especially writing and speaking interaction.

- *I'm a criminologist*

This activity is also connected with the previous two activities (*Murder stories* and *Creating my murder story*) and will be also carried out in session 3. In this activity, students will try to solve the murder stories that their classmates have created but students will be mixed into different groups. As the previous activities are going to be done in groups of 4-5 people, there will be 5 groups. For the next activity, students will be mixed to solve their classmates' stories with the only requirement that all the members of the group have not read the story they have to solve. During the solving process, they will use conditional types to create different hypotheses and guess the possible murderer. At the end of the activity, each group will tell their classmates their guesses for the murder stories and the creators of the story will solve the mystery to see if the guesses were true or not.

With this activity, students will develop speaking skills while they speak with other classmates from the previous activity since they have to communicate with each other in the target language (and the teacher will be monitoring this to assure this fact). This is interesting since each group will give a personal point of view to their stories and these differences will be interesting to be discussed in the group discussions for the solving process of the stories.

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- *Getting familiar with British celebrities and Kahoot*

In this activity, students will see a Genially presentation explained by the teacher about different important British characters. They will learn what they dedicated their lives to, and why they were famous, among other things. When the presentation is finished, the teacher will explain a **Kahoot** game that will be done on their own when the class finishes. They will receive the code and students should complete it individually. The Kahoot game will have questions about the famous characters that have been explained during the session to get familiar with them. The results of the Kahoot game will be seen in the next session, comparing the results and seeing who has been the best in solving the questions. As in the other activities, the one who completes the questions correctly in the best possible time will have a better mark than the others.

With this activity, students should get more familiar with British culture at the same time that they learn how to present contents of this type, which they have to do in the last lesson of the unit. Moreover, with the Kahoot game, they put into practice the knowledge they have obtained during the session in a competitive game that could result funny for them while they learn new things.

- *Jeopardy!*

First of all, we have to say that this activity belongs to session 4. In this activity, students will compete in two teams (half of the class in each of the teams) to get as many points as possible. The questions will be trivial, but all of them will have to do with the contents seen in the unit or previous units of the course, trying to review all these contents. The questions will be divided into 6 groups, and in each group, there will be 5 different questions. These questions have different levels of difficulty, so they will be tagged according to the points they give to the team if they are correct (200, 400, 600, 800, and 1000 points). In turns, each team selects a category and a difficulty, but when the question of that difficulty is chosen, it cannot be repeated. If the answer is correct, they will get the points. If not, the other team will have a possibility to get those points from the rival. Depending on the development of the activity, it is possible to make cross-questions in which a team selects the difficulty and the category of the question for the other team or vice versa, trying to make it funnier for the students. At the end of the game, the team with the most points will be the winner of the activity.

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This activity tries to make a review of all the contents mentioned before but in a way that it is fun for the students. It is a game that emerged from a television program in the USA and it is very interesting to apply it to the lessons since the contents of the game could be academic but it makes the students get engaged with the activity. Moreover, this game is very interesting to be carried out because, during the game, the teacher can explain some contents (e.g. a category could be conditional and students will have to complete different sentences using the correct conditional form) that have been explained during the previous sessions to refresh them. Also, some of the questions could be visual, adding images and they have to guess what or who is what appears on the screen (e.g. Famous British people, in which students have to guess by looking at the image on the screen).

- *Quizizz*

This activity will be carried out in the fifth session. In this activity, students will face a quiz on the platform quizizz about the conditionals. In the questions, there will be several sentences with a blank space and the students will have to complete them with one of the four options that appear in the possible answers.

By doing this activity, students will make a review of the grammatical section of the didactic unit. In these questions, the four types of conditionals will be mixed with the only goal of seeing if the students have understood or not the contents of the presentation of the conditionals. Moreover, it is interesting to see a new platform for the students, which is quite similar to Kahoot but the punctuation is different and they will probably enjoy this new method. In the activity there is a competition between the students, so they have to answer properly but as fast as possible to reach the highest punctuation. The results are shown on the screen while students are answering the questions, so everybody knows if he is performing well the activity or not. In the end, there will be a winner of the activity who will be the one who is going to have the highest punctuation for the final mark of the subject as in the rest of the activities. Besides, this platform allows students to repeat the test on their own, so they can review this test (among others on the same topic) to ensure the contents of the lesson.

- *If I were… (famous people)*

This activity will also be carried out in session number 5. In this activity, students will receive different flashcards (as we are working with remote-learning, the flashcards will

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be virtual so each student will receive a different one) with the names of famous people (from different occupations, they can be footballers, singers, influencers, YouTubers, tv stars, actors, etc.) After receiving the flashcard, the students will write a short paragraph (2 sentences more or less) of what they would do if they were that famous person. They will have an example in the presentation of the activity to make it clear. To make it easier, the flashcards will be given in a private chat with each student so the rest doesn't know what is the person of their classmates. When everyone has finished writing the short paragraph, they will share it with the rest of the class.

By doing this activity, firstly students will work on the conditionals since the first part of the sentence has to be conjugated with a conditional form, so they practice the verbs and the structures of the conditionals. Secondly, they will have to be in the shoes of famous people, so this could result interesting and joyful for the students while they are working on their grammar and writing skills. And thirdly, when they share their paragraphs with the rest of the class, they will enjoy seeing the other classmates' characters and talking about them. In this activity, they will be asked to be original and creative, and to forget the classical answers (e.g. *I will buy an expensive house*).

- *Climbing to the biography*

This activity belongs to session 5. In this activity, we will use the tool *Time to Climb* from **Nearpod** in which students will play a game, answering questions, and the characters they choose are climbing a mountain to be the first to reach the highest point. To climb quicker, they have to answer the questions properly and fastly. The questions will be all related to the previous day's explanation about how to write a biography because, for the final presentation, they will have to write a biography of the person they are presenting (although they do not have to upload it to the teacher if they do not want to).

With this activity what we try to show is that they can funnily learn writing tips, by doing this quiz in Nearpod, but we try to make students aware of the importance of selecting what they have to write in a biography, and what they have not, and especially how the structures of their writings have to be, because in the future they will probably have to write different biographies. Also, this can serve for the students to help them prepare their

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final presentation speech with the tips they will learn from the presentation of the writing tips and the game in this activity.

- *Final presentation*

This activity will be carried out in the last session (the sixth) and it is the most important part of the unit. In this final presentation, students will be evaluated for the biggest part of the final grade. In this final presentation, they will present one or two famous people's lives. They will explain where and when they were born; why they are important and famous; and some of the important things they have reached in their lives (prizes, awards, etc.) The presentations will be done in groups of 3 people, and each of the students has to talk for a maximum of 2 minutes, so the maximum time for the presentation is 6 minutes; it is compulsory to not exceed a lot this time since there is not much time for all the classmates' presentations. The recommended time for the presentation is about 5 minutes, and questions are not allowed when they finish, so that they can complete all the presentations in the same session.

This activity is important for the students because it is not the typical exam in which they have to write the contents that the teacher has explained during the sessions, and they can work in teams, which is easy for them. In these presentations, students will use vocabulary that they have learned during the sessions, grammatical structures, and the tips they have received in previous sessions about biographies and oral presentations. Moreover, students will do peer assessment when they see their classmates' presentations, which is interesting to get engaged all the students in the session, together with a self-assessment rubric to be completed by each member of the group at the end of the presentation. At the end of the session, the teacher will give quick feedback about the presentations, telling some strong points and some weak points but always in general, without individualizing a specific member or a specific group of the class.

It is also important to mention that the topics for the final presentations can be chosen by the students but they have to ask the teacher if their choice can be used or not to avoid problems if they choose a person or group of people that can be polemical. Moreover, they cannot repeat the people of the presentations, so they should choose quickly but the decision has to be taken with the other two members of the group; it cannot be a decision of only one of the group members.

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Conclusions

To conclude, we can say that the aim of this paper was firstly to show that remote learning due to emergency situations should not be a problem in terms of preparation and resources because, luckily, nowadays we have lots of tools on the Internet that can facilitate a lot the process to the teachers and the students. In this paper, we can highlight a proposal, in which we have adapted a traditional didactic unit to a new one in which ICTs are the main element but trying to show that these tools are easy to use and that innovative methods can be carried out by teachers.

In this dissertation, one of the main aims was to show a real proposal to respond to an emergency situation, in other words, to propose tools in a practical way, not only speaking about the situation and the limitations, but giving a chance of something real to further research on this field. However, the main limitation of this paper, in our opinion, is that we are only proposing a didactic unit for a single course and for a single topic, so it can be extended to the whole course, other secondary courses (or even primary, and higher education), with other topics, and adding other tools that can be also relevant for this field.

In any case, the present paper shows that remote learning is a reality that we, as teachers, should adapt to and prepare the needed resources for whatever situation similar to the 2020 pandemic. Moreover, it is interesting to mention that all the tools that have been used during the design of the proposal are not only intended for a remote or long-distance learning situation but also for face-to-face methods since ICTs have acquired a very important role in the classrooms, and all the activities that have been proposed in this paper can be also adapted to a traditional method of learning.

To finish, we can say that further research on the topic could be conducted to look for new tools for this field, adapting them to the different levels of education and showing to all the members of the educative community that ICTs are quite interesting to be used in the teaching-learning process, always using them effectively and responsibly; and showing the students the risks and problems that a non-responsible use of technological gadgets can cause. Besides, ICTs instruction for the teacher should be a core element in the process of formation of the teaching job because the pandemic has showed the problems of this lack of formation.

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Appendixes

1. **Tables of the didactic unit**

GENERAL TABLE FOR THE DIDACTIC PROPOSAL

Stage: 2nd	
Level/Year: 4º ESO	
Timing: 6 sessions (two weeks)	

Key Competences	- Literacy - Multilingual - Digital - Social, personal and learn to learn - Cultural awareness and expression
Specific Competences	**1, 2, 3 and 4**
Basic Knowledge	**a.1, a.3, a.4, a.7, a.10, a.11, a.13, b1, b.3, c.1, c.4**
Assessment Criteria	**1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2**

Activities					
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**
1. Final task description 2. Making connections 3. How would you feel	1. Conditionals video 2. Murder stories 3. Creating my murder story	1. Creating my murder story 2. I'm a criminologist 3. Getting familiar with	1. Kahoot revision 2. Listening/video 3. Jeopardy 4. Writing a biography	1. Quizizz 2. If I were (famous) … 3. Climbing to a biography 4. Micro-tips	- Final presentation - Peer assessment

Cross-cutting elements

In this didactic unit, cross-cutting elements are present in physical descriptions since we are making a review of the parts of the human body and physical descriptions (studied in Natural Science), adjectives, etc. Moreover, we are studying some parts of the culture of the UK which could be studied in Social Sciences.

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SESSION TABLES

SESSION 1	
Specific Competences **1. 2. 4** **Basic Knowledge** **a.4, a.7, a.13, b.1, c.1**	**SPECIFIC Assessment Criteria** 1.1.1. Students will be able to understand the contents of the final task of the unit and what they are asked to do in this final task. ´ 4.2.1. Students will be able to identify the different inputs that will appear on the screen during the game and to match them with the correct option. 2.2.1. Students will be able to compile different coherent answers and ideas to the imaginary situations provided by the activity explaining their personal opinion. 4.1.1. Students will be able to interconnect ideas about different situations in their answers in a respectful and ethic way, respecting the opinions of their classmates and diversity. 4.2.2. Students will be able to activate their previous knowledge and review their ideas on the previous topics to complete the task, writing different words on each category as originally as possible.

Activities	Key. Comp.	Spec. Crit.	Basic Know.
Final task description	**1**	**1.1**	**a.4, a.13**
Making connections	**4**	**4.2**	**a.4, a.7, a.13**
How would you feel if	**2, 4**	**2.2, 4.1**	**a.4, a.13 b.1, c.1**
Categories game	**4**	**4.2**	**a.7, a.13**

SESSION 2	
	SPECIFIC Assessment Criteria
	1.3.1. Students will be able to recognize the main elements of the presentation given by the teacher about the conditional sentences, acquiring these elements for its further usage.
	1.3.2. Students will be able to embrace the structure of the conditional sentences and apply it in their daily lives for oral or written productions.
	1.1.2. Students will be able to interpret the reading proposed by the teacher about murder stories, obtaining the main ideas of the texts.
Specific Competences **1, 2, 4**	1.3.3. Students will be able to create links between the stories and extract the writing method of the authors to apply them in their activities.
	2.1.1. Students will be able to produce short paragraphs about murder stories, using the correct vocabulary and the correct words regarding this genre.
	2.2.2. Students will be able to produce murder stories in a coherent and cohesive way, respecting the structure of the genre and applying the knowledge obtained in the readings.
	4.2.3. Students will be able to create links and relationships between elements in the murder stories to make it interesting for the reader and solvable for students of their same level in English.
Basic Knowledge	**a.4, a.5, a.13, c.1**

Activities	Key. Comp.	Spec. Crit.	Basic Know.
Conditionals video	**1**	**1.3**	**a.4, a.13**
Murder stories	**1**	**1.1, 1.3**	**a.4, a.5, a.13**
Creating my murder story	**2, 4**	**2.1, 2.2, 4.2**	**a.4, a.13, c.1**

SESSION 3	
Specific Competences **1,2 and 4**	**SPECIFIC Assessment Criteria** 2.1.1. Students will be able to produce short paragraphs about murder stories, using the correct vocabulary and the correct words regarding this genre. 2.2.2. Students will be able to produce murder stories in a coherent and cohesive way, respecting the structure of the genre and applying the knowledge obtained in the readings. 4.2.3. Students will be able to create links and relationships between elements in the murder stories to make it interesting for the reader and solvable for students of their same level in English. 1.1.3. Students will be able to extract and understand the main information of the stories written by the classmates about murder stories. 4.2.4. Students will be able to establish links and relationships between the elements of the stories to reach the goal of solving the mystery and guessing the real murderer. 1.3.4. Students will be able to extort the main elements of the presentation, understanding the main characteristics of the famous British people explained in the presentation and appreciating the cultural diversity. 1.1.4. Students will be able to perceive how the activity will work and what they are asked to do in the Kahoot that will be completed as homework.
Basic Knowledge	**a.1, a.4, a.13, b.1, c.1, c.4**

Activities	Spec. Comp.	Spec. Crit.	Basic Know.
Creating my murder	**2, 4**	**2.1, 2.2, 4.2**	**a.4, a.13, c.1**
I'm a criminologist	**1, 4**	**1.1, 4.2**	**a.1, a.4, 13, b.1**
Getting familiar with British celebrities	**1**	**1.3**	**a.4, a.13, c.4**
Kahoot explanation	**1**	**1.1**	**a.4, a.13**

SESSION 4	
Specific Competences **1, 2 and 3**	**SPECIFIC Assessment Criteria** 3.1.1 Students will be able to collaborate and interact during the revision of the activity, giving their responses and correcting their answers. 1.1.5. Students will be able to listen and comprehend the main elements of the Listening activity to be able to complete the activities on the topic. 1.3.5. Students will be able to infer the meanings of the expressions the speakers use in the listening activity and adapt it to their culture to be able to understand them. 2.1.2. Students will be able to create their own responses to the questions they are asked in the game. 3.1.2. Students will be able to work in teams during the game, reaching common points to get a final answer in a cooperative way. 4.1.2. Students will be able to interact in a global conversation, so as in teams' conversations attending to diversity and respecting their speaking turns and the opinions of their classmates. 2.2.3. Students will be able to create a text of a considerable length speaking about a person in a biographical mode. 2.3.1. Students will be able to select and organize the elements given by the teacher for the biographical writings to apply them in their final presentation task.
Basic Knowledge	**a.1, a.2, a.4, a.13, c.1**

Activities	Spec. Comp.	Spec. Crit.	Basic Know.
Kahoot revision	3	3.1	a.1, a.4, a.13
Listening	1	1.1, 1.3	a.1, a.2, a.4,
Jeopardy!	2, 3, 4	2.1, 3.1, 4.1	a.1, a.4,
Writing a	2	2.2, 2.3	a.4, a.13, c.1

SESSION 5		
Specific Competences 1 and 2	**SPECIFIC Assessment Criteria** 2.1.3. Students will be able to provide correct answers regarding what they have acquired about conditionals during the previous sessions and helped by their previous knowledge. 1.1.6. Students will be able to understand the questions they are asked for regarding different famous people. 2.2.4. Students will be able to provide accurate answers, of a considerable length, showing how they would feel in different situations being famous people. 1.3.6. Students will be able to understand how the game works and the questions regarding tips about writing a biography that they have received in previous sessions. 2.2.4. Students will be able to provide correct answers to the questions provided by the game about writing a biography. 1.3.7. Students will be able to extract the main features about the tips given by the teacher about how to make an oral presentation of a biography like the one they have to do in the final session.	

Basic Knowledge	a.1, a.4, a.13, c.1		
Activities	**Spec. Comp.**	**Spec. Crit.**	**Basic Know.**
Quizizz	2	2.1	a.1, a.4, a.13
If I were…	1, 2	1.1, 2.2	a.4, a.13, c.1
Climbing to a biography	1, 2	1.3, 2.2	a.1, a.4, a.13
Micro-tips for a presentation	1	1.3	a.4, a.13

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SESSION 6	
Specific Competences 1,2,3 and 4	**SPECIFIC Assessment Criteria** 2.1.4. Students will be able to express orally the ideas they have prepared about the biography of a famous person in a clear and organized way. 2.3.2. Students will be able to expose their contents of the presentation in a coherent and cohesive way, making a clear speech that is easy to understand for their classmates. 3.2.1. Students will be able to expose their contents in a respectful way, with a clear order and respecting word turns in their group's presentation. 4.2.5. Students will be able to create connections between the elements of the presentation to make it easy to understand and follow for the classmates. 1.1.7. Students will be able to excerpt the main elements of the presentations of their classmates to be able to evaluate them
Basic Knowledge	**a.1, a.4, a.10, a.11, a.13, b.1, b.3, c.1**

Activities	Spec. Comp.	Spec. Crit.	Basic Know.
Final presentation	**2, 3, 4**	**2.1.4, 2.3.2, 3.2.1, 4.2.5**	**a.4, a.11, a.10, a.13. b.1, c.1**
Peer-assessment and self-assessment	**1**	**1.1.7**	**a.1, a.13, b.3**

ACTIVITIES TABLES

Activity number 1 - Session number 1		
Name: Final task description.	**Type**: Introductory Task.	**Time**: 5 mins.
Classroom Management: Students will do this activity individually.	**Resources**: Microsoft teams.	
Description: Students will be introduced to what they have to do in the final presentation and the items they will be evaluated for.		
Linguistic *Input*: Hello guys! Today we are going to start a new topic, in this case, topic 5 in your books. For this topic, we will not have a typical written exam because we are in our homes, so I'm going to explain to you how the evaluation of this part is going to be. You are going to do an oral presentation. I know that most of you don't like it, but I think that it is going to be funny for you. In this presentation, you are going to speak about a famous person, the one you prefer; I don't care about it. The only thing is that you have to do it in groups of 3 people, and the presentations are going to last about 5 minutes each of them. What do you think? Do you like the idea? As it is obvious, presentations will be done in Teams, and the rest of the class will evaluate how you perform it, so everyone has to be focused on the classmates' presentations. Some suggested topics that probably you will like are Freddie Mercury, Messi or Ronaldo, Rafael Nadal, Barack Obama… You can choose whoever you want but you have to tell me as soon as possible. Moreover, you should write a paper for the speech of the presentation, but you don't have to handle it, right? So, do you have any doubts? The final presentation will be the 60% of the final grade of this part, so you have to perform it well, although I know you are going to do because you are very good at presenting.		

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Activity number 2 - Session number 1		
Name: Making connections.	**Type**: Reinforcement Activity.	**Time**: 10 mins.
Classroom Management: Students will do this activity individually.	**Resources**: Microsoft Teams and Nearpod.	

Description:
Students will match different words with different images that belong to physical appearance, physical descriptions, etc. These words will be randomly shown on the screen (all of them) and the students will have to complete individually the pairs in the best possible time.

Linguistic *Input*:

Ok so now that you know the final task, let's start working with the topic. First, we are going to do a short game in which you have to make connections. You are going to see in your screen some squares and you have to connect them in couples. All of them are words and images related to physical descriptions and physical appearance in general. You are going to get points if you don't commit mistakes and if you do it faster. First, you are going to enter Nearpod, with the next code: XXXX

Once you are inside, you can start doing the task. When you finish, we will see the results.

(Students do the activity)

Have you finished? Is everyone over? So let's see the results.
(Showing the results)

Good job guys! You have done it well. The best student has been XXXX, but in general very good results.

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Activity number 3 - Session number 1		
Name: How would you feel if…	**Type:** Reinforcement activity.	**Time:** 20 mins.
Classroom Management: Students will do this activity individually.	**Resources:** Microsoft teams and Microsoft Word (or similar text processor).	

Description:

Students will have to answer short questions (they have to write their answers in a text format file) and then the answers will be discussed in a debate. The questions will be about different topics that can cause problems in society, especially at their ages (height, weight, hobbies, illnesses, etc.) Students will receive a Word file worksheet with the different questions and they will answer in short paragraphs how they would feel in that imaginary situation.

Linguistic *Input*:

Ok guys, let's move on to the next activity. For the next one, I need your support. We are going to do an activity called How would you feel if… In this activity, you are going to receive a workseet in Word format with some questions. There are different sheets. You have to answer these questions in a short paragraph. The questions are connected with physical appearance, hobbies, etc. I need you to be respectful with all the answers and with your classmates, right? Any doubt? I will be here on the video call and you can ask me. Please, try to put yourselves in the shoes of your classmates before answering the questions. It is uploaded in the folder of this topic in Teams, in the different groups sub-folders. You can download them and start now.

(Students answer)

Ok, so now we are going to discuss the answers. (Answers discussion, showing respect)

So, this is all for this activity; did you like it? I think it is very interesting to put yourselves in others' shoes and try to think how people can feel when we make jokes about this type of topics.

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Activity number 4 - Session number 1		
Name: Categorizing.	**Type:** Reinforcement Activity.	**Time:** 15 mins.
Classroom Management: Students will do this activity individually.	**Resources:** Microsoft Teams and Padlet.	

Description:

In this activity, students will be given 4 categories of words: animals, countries, sports, and jobs. In each round, students will receive a letter from the teacher, and they will have 2 minutes to complete the maximum of words possible in that time (they can write more than one in each category). After this time, they will have to upload the answers to a Padlet wall, everyone at the same time.

Linguistic *Input*:

So to finish the session, we are going to play a funny game. Do you know Scatergories? Have you ever played it? Ok, so for those of you who have not played this game ever, it is very simple. I'm going to give you 4 categories of words (for example colors, means of transport, or whatever). Then, I'm going to give you a letter, and you have 2 minutes to complete a word per category that starts with that letter. Then, you have to upload it to a Padlet wall (this is the code). When you upload your answers, you will see your classmates' answers. If the word is not repeated in the wall, you will get 3 points. If it is repeated less than 3 times, you will get 2 points, and if it is repeated more than 3 times or 3 times, you will get 1 point. At the end of the game, we will see the winners. The categories for this game are: animals, countries, sports and jobs. Remember that we have seen a lot of vocabulary of these categories in the previous sessions, so you will do it very well.

Is everything clear? Any doubt? So let's start. Get ready…
First letter is … LETTER () 2 minutes from now.

(Students answer) (The process is repeated)

Ok, good job. These are the results. The winner is…

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Activity number 1 - Session number 2		
Name: Conditionals video.	**Type**: Introductory task.	**Time:** 10 mins.
Classroom Management: Students will do this task individually.	**Resources**: Microsoft Teams.	
Description: In this activity, students will see a video with a clear and easy explanation of the four types of conditionals. After it, we will see the doubts that they have about the topic and try to solve them.		
Linguistic *Input*: Hi guys! How are you today? Ready for another English lesson? So let's start with a short video. We are going to watch a video from an English teacher (4-5 minutes) in which you will see a summary of the conditionals. Remember you have seen it last year, but don't worry, we are going to work a lot on them. Once the video is watched, we will see if you have any doubt. Let's play the video. (Video playing) Ok, so any doubt? Remember when we use one or another, the probabilities of the condition you are putting and the verb tense we have to use. This is the basic thing to understand conditionals. (Doubts)		

Activity number 2	- Session number 2	
Name: Murder stories.	**Type**: Reinforcement activity.	**Time:** 20 mins.
Classroom Management: The students will do this task in groups of 4-5 people.	**Resources:** Microsoft Teams and Word.	

Description: In this activity, each group will read an example of a murder story, and they will try to solve it by guessing who the murderer of the story is. They have to discuss in small groups how to solve the story and they have to focus on the structure and the expressions they use to lately create their own murder story.

Linguistic *Input*:

Let's move to the next activity. We are going to practice conditionals with a topic I think that you are going to like… murder stories. Have you ever read an example of this genre? I think they are really exciting, especially when you have to solve them as a real detective, which is what you are going to do. In groups, I'm going to give you a document with a murder story that you have to solve. You have to discuss and, very important, you have to reach an agreement in your group about who the real murderer is. Please focus on the structure and how the text is written, verbs, expressions, etc, because you will need it later on. All right? Any doubt?

So, I give you the documents in each group chat, and you start.

(Groups doing the activity)

Any doubt? Did you like it? Ok, very good. You are very good detectives.

Activity number 3   - Session number 2

Name: Creating my murder story.	Type: Reinforcement activity.	Time: 20 mins.

Classroom Management: Students will do this activity in groups of 4-5 people.	Resources: Microsoft Teams and Word.

Description: In this activity, students will create their own stories following the patrons from the previous activity. Each group will create a murder story with the same structure as the one they have read, and putting some hypotheses using the conditional sentences.

Linguistic *Input*:

Ok, let's put in practice what you have learned in the previous activity. Now, you are writers… and you have to create a murder story like the ones you have read, with a similar structure and using conditional sentences to put some hypotheses. I want you to write a short story, about 70-100 words, with some clues like *Josephine always has fish for dinner if Jack is not at home*). Take into account that your stories will be solved tomorrow by your classmates, so they have to be solvable and not very difficult. I hope it is easy for you, so in the same groups of the previous activity, let's be writers!!! Any doubt or comment, I will be monitoring all the groups, ok? So let's go

(Students work in groups)

Ok, let's leave it for today and tomorrow we continue. You'll have 10 more minutes to finish the stories and then, we will solve them. Thank you and see you tomorrow!

Activity number 1 - Session number 3		
Name: Creating my murder story.	**Type:** Reinforcement Activity.	**Time:** 10 mins.
Classroom Management: Students will do this activity in groups of 4-5 people.	**Resources:** Microsoft Teams and Word.	
Description: In this activity, students will create their own stories following the patrons from the previous activity. Each group will create a murder story with the same structure of the one they have read, and putting some hypotheses using the conditional sentences.		
Linguistic *Input*: Hello guys. Today we will start with the murder stories we left yesterday. You have to finish them in 10 minutes and then we will solve them. As yesterday, if you have any doubt please ask me. (Students work in groups)		

Activity number 2   - Session number 3

Name: I'm a criminologist.	**Type:** Reinforcement activity.	**Time:** 25 mins.

Classroom Management: Students will be divided into groups of 4-5 students.	**Resources:** Microsoft Teams and Word.

Description: In this activity, students will try to solve the murder stories that their classmates have created but students will be mixed into different groups. They will read the stories and with the clues, they will solve the mysteries.

Linguistic *Input*:

Now guys, you are real detectives… The first step, is to mix the groups. We will mix the groups with the only condition that if you have created the story of your new group, you have to join another group, so to say: you cannot be in the group that have to solve the story you have written in the previous activity, right? So let's make the groups. I will give you the stories before you join your groups.

(groups formation)

Once the groups are done, let's start. Please read carefully the stories and the clues, and discussing in groups, you have to reach an agreement about who is guilty and is the real murderer. I will be monitoring the different groups. Let's be detectives!

(students work in groups)

Ok, so let's see the stories. First story, group 1. Who is the murderer for you?
(Students answer)

So, the members of the group that wrote that story, is that true?

(Students answer)
(Process repeated with all the stories)

Ok guys, very good job. Let's move to the next task.

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Activity number 3 - Session number 3		
Name: Getting familiar with British celebrities.	**Type:** Reinforcement activity.	**Time**: 15 mins.
Classroom Management: Students will do this activity individually.	**Resources:** Microsoft Teams and Genially.	

Description: In this activity, students will see a Genially presentation explained by the teacher about different important British characters. They will learn what they dedicated their lives to, and why they were famous, among other things. Then the teacher will explain the Kahoot game that they will do after the lessons.

Linguistic *Input*:

Well guys, let's start the last part of the class. Now you are going to get familiar with some British celebrities. Can you tell me any British celebrities that you know? It could be sport players, singers, actors, whatever…
(Students answer)

Ok, very good. So now, with this presentation, you can see how you can present your contents in the last session in the final presentation. You can get some tips about what is relevant and what is not relevant of famous people. Let's start.

(Presentation)

Now that you have seen the presentation, after the lessons, you have to complete a Kahoot on your own. The questions will be about the characters you have seen in this presentation, so don't worry about it; it will be very easy. But you have to be quick and smart. Can anyone explain to us how Kahoot works?

(Students answer)

Yes, that's right. You have to answer the question with the correct option from 4 different possible answers. If you are quicker, you get more points, but the most important thing is to get the right answer. So this is all for today; if you have any doubts you can send me an email and if not, we see each other next day for further questions.
See you, have a nice day!

Activity number 1 - Session number 4		
Name: Kahoot revisión.	**Type:** Reinforcement activity.	**Time:** 5 mins.
Classroom Management: Students will do this activity individually.	**Resources:** Microsoft Teams and Kahoot.	
Description: In this activity, students will see the answers of the Kahoot that they did after the last session and they also will see the winners and the best results, reviewing the questions.		
Linguistic *Input*: Hello guys. How are you? Today we are going to start with the revision of the Kahoot you played yesterday. I think it was easy but, in any case, let's review the questions. Here we have the results of all of you; then we will see the winner. (revision) Ok, so very good job in general. The best three are… (Results in the screen) Congratulations! Fantastic job.		

Activity number 2 - Session number 4		
Name: Listening.	**Type:** Reinforcement activity.	**Time:** 12 mins.
Classroom Management: Students will do this activity individually.	**Resources:** Listening material and Microsoft Teams.	
Description: In this activity students will complete a listening test by listening to a conversation about animals and answering some questions.		

Linguistic *Input*:

Well guys, now it's time to practice a bit the listening skill. We are going to listen to a dialogue in which they are describing people. You have the questions you have to answer in the folder of the topic in Teams, so please download them. Once you have downloaded them, we will listen to the audio twice, and then we will see if your answers are correct or not. Everything right?

(Students download the content)

Ok so let's start. I'm gonna play the audio.

(Audio playing)

How is it? It is very easy, right? Let's listen to it again and then we correct.

(Audio playing)

Ok, so let's see the answers.

(Answers correction)

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Activity number 3	- Session number 4	

Name: Jeopardy.	**Type:** Reinforcement and gaming activity.	**Time:** 25 mins.

Classroom Management: Students will be divided in two teams (half of the students each group).	**Resources:** Micrososft Teams and Jeopardy game.

Description: In this activity, students will compete in two teams (half of the class in each of the teams) to get as many points as possible. The questions will be trivial, but all of them will have to do with the contents seen in the unit or previous units of the course, trying to review all these contents. The questions will be divided into 6 groups, and in each group, there will be 5 different questions. These questions have different levels of difficulty, so they will be tagged according to the points they give to the team, if they are correct (200, 400, 600, 800, and 1000 points). In turns, each team selects a category and a difficulty, but when the question of that difficulty is chosen, it cannot be repeated. If the answer is correct, they will get the points. If not, the other team will have a possibility to get those points from the rival. Depending on the development of the activity, it is possible to make cross-questions in which a team selects the difficulty and the category of the question for the other team or vice versa, trying to make it funnier for the students. At the end of the game, the team with the most points will be the winner of the activity.

Linguistic *Input*:

Well guys, we are going to play a game that I think you will love. We are going to play Jeopardy. Anyone knows it? No? Ok, so let me explain it to you. You will be divided in two teams, half of the class in each team. So first of all, let's do the teams.

(Creation of teams)

Now, I'll explain you the game. There will be 6 categories with 5 question each category. The questions are from 200 to 1000 points, and the more points, the more difficulty of the question. The categories are connected with the topic of these sessions: conditionals, famous British people, adjectives for physical description, hobbies, murder stories vocabulary and verbs formation. If you are correct, you will get the points but if you are incorrect, the other team will have an opportunity to answer the question and get your points. Everything clear? Any doubt? Remember that the answers have to be reached in group, not individually, so you have to select a speaker. So let's start!

(Game)

Very good job guys. The winner team is team… X. Congratulations!

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Activity number 4 - Session number 4		
Name: Writing a biography.	**Type:** Reinforcement activity.	**Time:** 13 mins.
Classroom Management: Students will do this activity individually	**Resources:** Microsoft Teams, Word and PowerPoint.	
Description: In this activity, the teacher will explain to the students with a PowerPoint presentation how to write a biography, with some tips, and students will write short paragraphs about a biography that they want to write.		

Linguistic *Input*:

To finish the lesson, we are going to learn how to write a biography (short biographies, obviously). First, I'm going to show you some tips and structures, and then you will write short paragraphs about the famous person you like following these tips.

(Presentation).

Ok, now individually please write two paragraphs of the person you want, following the tips I gave you in the presentation. Then you upload it to Teams

(Students do the task)

This is all for today guys, time's up. See you tomorrow.

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Activity number 1	- Session number 5	

Name: Quizizz.	Type: Reinforcement activity.	Time: 10 mins.

Classroom Management: Students will do this activity individually.	Resources: Microsoft Teams and Quizizz.

Description: In this activity, students will face a quiz on the platform quizizz about the conditionals. In the questions, there will be several sentences with a blank space and the students will have to complete them with one of the four options that appear in the possible answers.

Linguistic *Input*:

Hello guys! How are you? Today we are going to start the lesson practicing a bit the conditionals. Can you remember them? I hope yes. We are going to play a quiz in the platform quizizz. This is going to be individual, but I think it is going to be very easy for you. In the quiz you are going to see uncompleted sentences and you have to complete them with the correct verb tense, ok? You have to keep in mind the type of conditional we are dealing with and why to use one or another.

Please enter the quizizz web and introduce this code: XXXX.

Once you are inside, you can start. It's really interesting!

(Students do the quiz).

How was it? Was it ok? I think you performed it well because you are so good at conditionals. Let's see the results and who has been the winner!

(Results on the screen).

Really, really amazing! Congrats XXXX, you have been the best! Very good job guys!

Activity number 2 - <u>Session number 5</u>		
Name: If I were… (a famous person).	**Type:** Reinforcement activity.	**Time:** 15 mins.
Classroom Management: Students will do this activity individually.	**Resources:** Microsoft Teams and Word.	

Description: In this activity, students will receive different flashcards (as we are working with remote-learning, the flashcards will be virtual so each student will receive a different one) with the names of famous people (from different occupations; they can be footballers, singers, influencers, YouTubers, tv stars, actors, etc.) After receiving the flashcard, the students will write a short paragraph (2 sentences more or less) of what they would do if they were that famous person. They will have an example in the presentation of the activity to make it clear. To make it easier, the flashcards will be given in a private chat with each student so the rest doesn't know who is the person of their classmates. When everyone has finished writing the short paragraph, they will share it with the rest of the class.

Linguistic *Input*:

Well, guys, we are going to do the next activity. Now I want you to imagine you are a famous person, with lots of money and lots of fans. Would you like it? Let's imagine it with real famous people. In this activity, I'm going to give you flashcards with the name of a famous person. When you have it, you have to write two sentences with the things you think you would do if you were them. So, for instance: *If I were King Philip the Sixth, I would try to avoid gender inequality because women do the same work as men, and I would give some money to charity organizations to help poor people.* It's easy, but you have to be imaginative and as usual, you have to be respectful.

Are you ready? I'm going to give you the flashcards in a private chat and you can start. You are going to receive two different flashcards, and then we will read your answers to share them with your classmates.

(Students do the activity).

Ok so now, let's share your answers. Who wants to start?

(Astudent reads the answer).

Ok, any other opinion? So let's move on to the next famous character.

(Process repeated).

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Activity number 3   - Session number 5

Name: Climbing to a biography.	**Type:** Reinforcement activity.	**Time:** 15 mins.

Classroom Management: Students will do this activity individually.	**Resources:** Microsoft Teams and Nearpod.

Description:

In this activity, we will use the tool *Time to Climb* from Nearpod in which students will play a game, answering questions, and the characters they choose are climbing a mountain to be the first to reach the highest point. To climb quicker, they have to answer the questions properly and fast. The questions will be all related to the previous day's explanation about how to write a biography because, for the final presentation, they will have to write a biography of the person they are presenting (although they do not have to upload it to the teacher if they do not want to).

Linguistic *Input*:

Ok, let's do the next activity. Now we are going to climb a mountain. Are you ready? Yes, I'm kidding. We are going to play Time to Climb, a game in which the faster you answer the questions correctly, the faster you will climb the mountain and reach the highest peak. The questions have only two possible answers, but you have to focus because if you fail, you will not climb the mountain. It is very easy. The questions will be connected to the topic of biographies since today is the last day before the presentation and I would like to remember the contents we have seen in yesterday's presentation about how to write a biography. All right?

So please connect to Time to Climb with this code. Select a character, and when everyone is ready, we will start. (Students enter the platform).

is Iveryone ready? So let's start!

(Students play the game).

Ok, really good. Let's see the results and each question to review the contents.

(Review of the questions).

Good job guys. The winner of this game is… and this is the podium. Congratulations!

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Activity number 4   - Session number 5

Name: Micro-tips for a presentation.	**Type:** Reinforcement activity.	**Time:** 10 mins.

Classroom Management: Students will do this activity individually.	**Resources:** Microsoft Teams.

Description:

In this activity, the teacher will explain some tips for the final presentation. How to look at the webcam, how to work in groups in a video call, etc, since it is probably the first time that these students present a work by a video call.

Linguistic *Input*:

To finish today, we are going to practice the presentations a bit. I'm going to give you some tips about how you have to perform the presentation of the next session because I know that the majority of you have never done a presentation by a video call and it is very different compared to traditional presentations.

(Presentation).

Any doubt? Do you think this is very difficult?

(Doubts and questions).

Ok, so see you next day, work hard for the final presentation and don't feel nervous because you are going to do it very well. Bye!

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Activity number 1 - Session number 6		
Name: Final presentation and peer-assessment.	**Type:** Assessment activity.	**Time:** 50 mins.
Classroom Management: Students will do this activity in groups of 3 people.	**Resources:** Microsoft Teams and the platform they decide for the presentation. Rubric for the peer-assessment.	

Description:

In this activity, students will present one or two famous people's lives. They will explain where and when they were born; why they are important and famous; and some of the important things they have reached in their lives (achievements, awards, etc.) The presentations will be done in groups of 3 people, and each of the students has to talk for a maximum of 2 minutes, so the maximum time for the presentation is 6 minutes; it is compulsory to not exceed a lot this time since there is not much time for all the classmates' presentations. The recommended time for the presentation is about 5 minutes, and questions are not allowed when they finish so that they can complete all the presentations in the same session.

Also, in the peer-assessment part, they will evaluate their classmates' presentations as well as their presentations individually.

Linguistic *Input*:

Hi guys! How are you? Today is the day of the presentations as you know. Don't panic because it is going to be fine. I'm going to give you the table for the peer assessment because remember, you have to evaluate your classmates' presentations as well as your own one (once you finish it). So this is the basic table.

So, everything is ready; so, who wants to start?

(Presentations).

Excellent job, guys! You are really good at presenting. I'm going to mark your presentations, and with the other marks I have from the sessions, I'll give you your final grade the next week. Thank you guys.
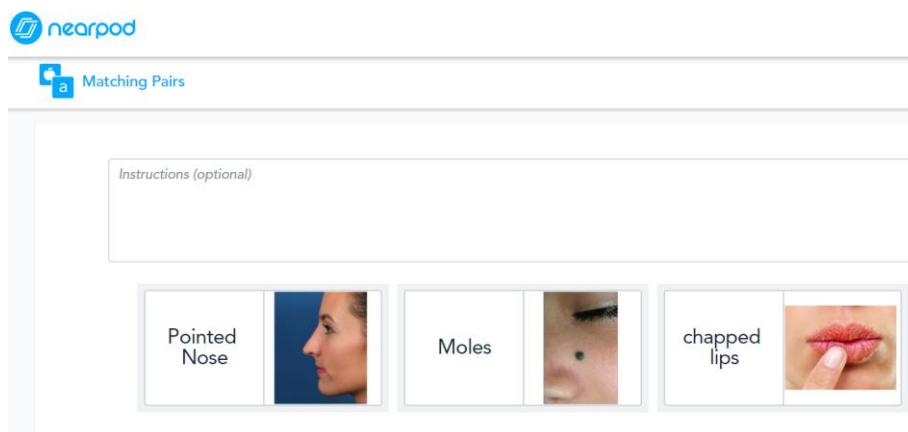
See you next week.

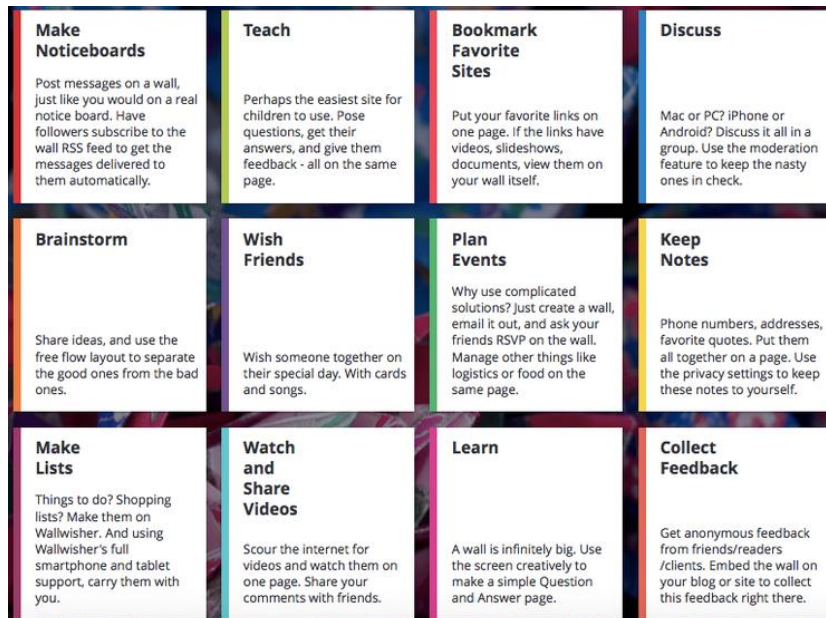## 2. Materials

▪ Nearpod examples:

Climbing to a biography
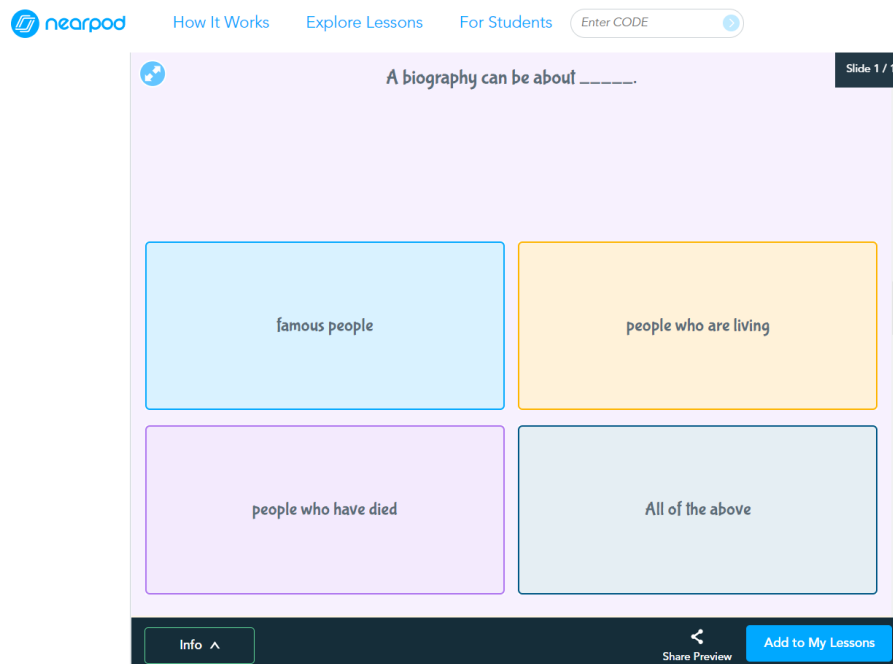
Making connections

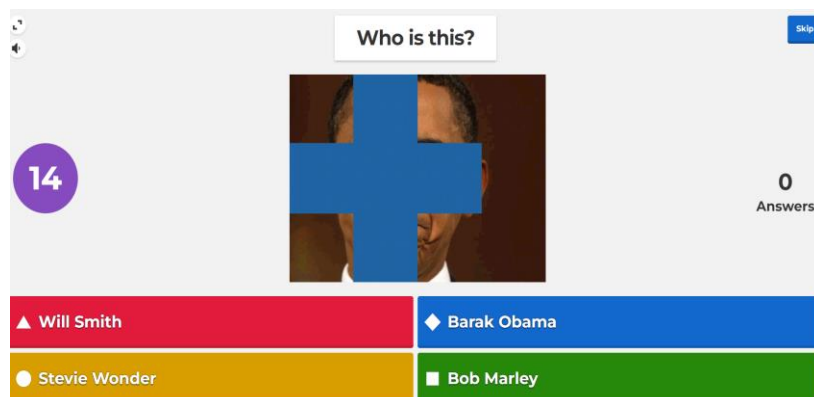**Padlet**

Padlet wall example

Kahoot

Famous people Kahoot

Youtube

Conditionals video

https://www.youtube.com/watch?v=PiBLQfNb8RQ&ab_channel=OxfordEnglishNow

Murder stories

https://www.shortstoryguide.com/short-stories-about-murder/

Quizizz

Conditionals Quiz

3. Rubrics

- **General rubric (all the sessions)**

Element to be evaluated	Yes	No
The student participates actively during the sessions		
The student works in groups and individually respectfully		
The student understands the contents and if not, s/he asks for the doubts		
The student completes the activities that s/he is asked to complete		
The student does the tasks s/he is asked to complete after the sessions		
The student's behavior during the sessions is correct with the teacher and the classmates		

- **Peer-assessment rubric**

Items	Grade (from 1 to 5)
The group present their character following the biographies' instructions	
The group uses conditional sentences	
The group uses body language	
The group shows fluency when speaking	
The group presents their character/s visually and is easy to follow	

- **Rubric of the final presentation**

Assessed Item	5 – Excellent (E)	4 – Very Good (VG)	3 – Good (G)	2 – Acceptable (A)	1 – Insufficient (I)	0 – Not presented (NP)
Presentation of a British or American character life (or more than one).	Students present their character or characters with the correct elements and plentiful vocabulary connected to the topic.	Students present their character or characters with the correct elements and vocabulary connected to the topic.	Students present their character or characters with some of the correct elements and vocabulary connected to the topic.	Students present their character or characters with some of the correct elements.	Students present their character or characters with the wrong elements.	Students do not present their final project.
Use of intercultural items from the British and American culture.	Students use varied and logical elements of British and American culture in the presentation.	Students use varied elements of British and American culture in the presentation.	Students use elements of British and American culture, even if they do not make it in a logical sense.	Students use any of the elements of British and American culture.	Students do not use any elements of British and American culture.	Students do not present their final project.
Use of grammatical structures studied in the unit (Conditional sentences).	Students use all grammatical structures studied in the unit, alternating them in the narrative correctly.	Students use all the grammatical structures studied in the unit.	Students use at least two of the grammatical structures studied in the unit, alternating them correctly in the narrative.	Students use at least two of the grammatical structures studied in the unit.	Students use none of the grammatical structures studied in the unit.	Students do not present their final project.
Organisation and sequencing of the ideas they want to present during the discourse.	Students do not make any jumps unless strictly necessary while keeping the order of the narrative correctly.	Students make some jumps during the narration, but they keep the basic thread well.	Students make jumps, but not constantly in the narrative and they keep following a basic thread.	Students make continuous jumps in the narrative despite they are following a basic thread.	Students narrate events in a disorganised way without any logical order.	Students do not present their final project.

Fluency and correct body expression use during the presentation.	Students are fluent and also use oral and body language correctly during speech.	Students are fluent in speech acceptably and also use body language correctly during speech.	Students are fluent in speech, but do not use body language during speech.	Students use body language but are not fluent in speech.	Students are not fluent and do not use body language during speech.	Students do not present their final project.
Use of visual and digital elements during the presentation (PowerPoint, final project webpage, etc.)	Students use visual aids, showing their character clearly and they do not exceed visual effects in the presentation.	Students use visual aids and also show their character clearly in the presentation.	Students show their character clearly in the presentation.	Students use visual aids in the presentation but they do not show their character.	Students neither use visual aids nor show their character in their presentation.	Students do not present their final project.

- In the case that there is any problem regarding digital devices during the presentation, it will be evaluated and if the problem is unconnected to the student in question, this student can repeat the presentation in other session.

4. Textbook

MODULE

5 Mother Nature

Section A: Plant Power
In this section, you will:
• learn vocabulary: nature
• use the Zero and First Conditional and Time Clauses
• practise speculating about a picture
In order to:

Speculate about a picture.

Section B: The Animal World
In this section, you will:
• learn vocabulary: animals
• use the Second and Third Conditional
• practise asking and answering questions
In order to:

Make a poster.

Section C: Extreme Weather
In this section, you will:
• learn vocabulary: weather
• use Conditionals and Time Clauses
• practise discussing the weather
In order to:

Write a news report.

Collaborative Project: A Brochure

EXTRA
Life Skills: Agreeing and Disagreeing
Culture Magazine: A Day at the Museum

The Camping Trip, page 87 | Climate Quiz, page 92 | Quiz Time!, page 96 | Wikipedia, page 140

Zero and First Conditional, Time Clauses

Gr V □ □

[IS] FLIPPED CLASSROOM   [IC] GRAMMAR PRESENTATION

6 We use the Zero Conditional to describe general truths. Look at the chart.

Zero Conditional

If you **heat** water to 100°C, it **boils**.
I always **wear** a hat **if** I **go** hiking on a hot day.

→ GRAMMAR APPENDIX, WORKBOOK, page 100

We use the First Conditional to talk about a result that will or won't occur if a condition takes place. **Look at the chart.**

First Conditional

If the plant **is** healthy, it **will grow** quickly.
Unless the weather **turns** bad, they **will sleep** in the woods.

→ GRAMMAR APPENDIX, WORKBOOK, page 101

We use time clauses for general statements and future events. In time clauses, we use words such as *when, as soon as, before, after, once* and *the moment (that)*. **Look at the chart.**

Time Clauses

Plants **need** extra water **when** it **doesn't rain**.
We **will head for** the beach **before** it **gets** too hot.

→ GRAMMAR APPENDIX, WORKBOOK, page 102

7 Match the sentence beginnings in A to the endings in B. Then complete them using the Zero Conditional.

A	B
1. Bees don't make honey	a. if an insect … (bite) it.
2. If you want your garden to grow,	b. unless people … (be) careless.
3. Forest fires don't usually start	c. it … (feel) pain.
4. A cabbage produces toxins	d. you … (have to) work hard.
5. If it rains just a little,	e. unless flowers … (produce) pollen.
6. If you pick a plant,	f. the river … (not flood).

Copy and complete the sentences with the correct verb in brackets. Use the First Conditional.

1. If the farmer … that fruit too early, it … sweet. (pick, not taste)
2. You … the sunrise unless you … at dawn. (get up, not see)
3. My grandfather … soon if he … in the shade. (not rest, get tired)
4. You … the peak of the mountain if you … for about three hours. (reach, climb)
5. We … unless the lake … . (freeze, not go skating)

9 Copy and complete the sentences with the correct form of the verbs in list A. Then find the correct word or number in list B to make each sentence true.

A pull • freeze • pass • turn on • reach • feel

B tides • cave • shade • 0° • trunk • leaf

1. We won't see anything in this … before you … your torch.
2. When each year … , a ring grows inside the … of a tree.
3. Photosynthesis begins the moment that sunlight … a … .
4. We … cooler as soon as we rest in the … .
5. When the moon's gravity … the ocean, the … go in or out.
6. Rivers and lakes … once the temperature gets colder than … .

10 Complete the text with the verbs in brackets. Use the Zero or First Conditional or time clauses.

HEALING FORESTS

If you [1] … (want) to relax next weekend, you [2] … (probably / listen) to music or play computer games. However, there might be better ways to rest.

We know that people [3] … (feel) tranquil when they [4] … (walk) in a forest. But now research has proved that being in nature has a real physical effect, reducing stress by changing your brain activity and slowing your body rhythms.

In South Korea, stress has become a national health problem. The government there has realised that the problem [5] … (not improve) unless they [6] … (do) something about it. That's why they've created "Healing Forests" all over the country. These are green places where people [7] … (go) when they [8] … (want) to get away from it all. If anyone [9] … (need) help relaxing and letting nature heal them, specially trained Forest Healing instructors [10] … (show) them how to do it.

As for me, I don't live near a Healing Forest. But I know that as soon as I [11] … (finish) my next exam, I [12] … (head) for the woods near my house!

🔆 **THINK TANK**

How do you relax when you're stressed? Do you think being in nature helps people relax?

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Zero and First Conditional, Time Clauses

Gr | V | 🗎 | 🖵

[IS] FLIPPED CLASSROOM   [IC] GRAMMAR PRESENTATION

6 Tell the students to read the text in blue about the Zero Conditional and the example sentences in the grammar charts. Remind them that a conditional sentence has got two parts – the condition and the result. Point out that in a Zero Conditional, we use *if* and the Present Simple in the condition and the Present Simple in the result. Tell the students to read the information in blue about the First Conditional and time clauses and the example sentences in the grammar charts. Point out that either clause in a conditional sentence can come first. Remind the students to add a comma after the condition when it comes first in the sentence. Refer the students to the <mark>Grammar Appendix on pages 100-102 of the Workbook</mark> for a full explanation in their own language.

7 Tell the students to match the sentence beginnings in A to the sentence endings in B. Then tell them to complete the sentences using the Zero Conditional. You may wish to check that students understand the meaning of the following words: *honey, cabbage, bite, flood*.

Answers
1. e   2. d   3. b   4. a   5. f   6. c

1. produce	4. bites
2. have to	5. doesn't flood
3. are	6. feels

8 Tell the students to copy and complete the sentences with the correct verbs in brackets using the First Conditional.

Answers
1. picks, won't taste
2. won't see, get up
3. will get tired, doesn't rest
4. will reach, climb
5. won't go skating, freezes

9 Tell the students to copy and complete the sentences with the correct form of the verbs in list A. Then tell them to find the word or number in list B to make each sentence true.

Answers

1. cave, turn on	4. will feel, shade
2. passes, trunk	5. pulls, tides
3. reaches, leaf	6. freeze, 0°

10 Tell the students to complete the text with the verbs in brackets using the Zero Conditional, First Conditional or time clauses.

Answers

1. want	7. go
2. will probably listen	8. want
3. feel	9. needs
4. walk	10. will show
5. won't improve	11. finish
6. do	12. will head

Tell the students to answer the questions in the **THINK TANK**.

Background Information

Forests can reduce stress, lower blood pressure and heart rate and boost one's mood. It has been scientifically proven that when people spend time in nature, the brain behaves differently. Being in nature affects how people feel and think, which has a direct impact on their immunity and healing powers. Many studies show that after stressful or concentration-demanding situations, people recover faster and better in a natural environment than in an urban setting. Depression, anger and aggressiveness are reduced in green environments, and ADHD symptoms in children are reduced when they play in green settings. South Korea, India, Japan, Britain, the US and Canada have established healing forests for de-stressing.