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Let's plan a trip to the UK: The use of authentic materials in task-based learning

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ABSTRACT

As language teaching methodologies continue to evolve with time, there has been a shift from the traditional, teacher-centred approaches to a student-based perspective. With these new methodologies, new resources such as authentic materials play an important role in English as a Foreign Language instruction. These materials, which reflect real-world situations, serve to immerse students in meaningful language experiences and foster acquisition and fluency in the classroom. This MA thesis aims to design an innovative, motivating didactic proposal which integrates authentic materials using a task-based learning approach. This proposal has as a goal to put students in a real life-like situation, to develop fluency through communication and interactions between students, and to raise cultural awareness, introducing students to basic aspects of the United Kingdom through the design of a trip.

Keywords: Authentic materials, Communicative Language Teaching, Task-based Language Teaching, English as a Foreign Language, Didactic Proposal.

RESUMEN

A medida que las metodologías de enseñanza de idiomas evolucionan con el tiempo, se ha pasado de métodos tradicionales centrados en el profesor, a perspectivas centradas en los alumnos. Con estas nuevas metodologías, los nuevos recursos como el material auténtico desempeñan un papel relevante en la enseñanza del inglés como lengua extranjera. Estos materiales, que reflejan experiencias del mundo real, permiten involucrar a los estudiantes en situaciones lingüísticas significativas y desarrollar la adquisición y la fluidez en el aula. Este trabajo de fin de máster se propone diseñar una propuesta didáctica innovadora y motivadora que integre materiales auténticos en un enfoque de aprendizaje basado en tareas. La propuesta tiene como objetivo poner a los estudiantes en una situación real, desarrollar la fluidez a través de la comunicación y las interacciones entre compañeros y fomentar la conciencia cultural mediante la introducción a aspectos básicos del Reino Unido y el diseño de un viaje.

Palabras clave: Materiales auténticos, Enfoque comunicativo, Enfoque basado en tareas, Inglés como lengua extranjera, Propuesta didáctica.

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INTRODUCTION

Throughout time, language teaching methodologies have evolved. Traditional methods, which centred around the teacher and assigned students a passive role, have given way to new, dynamic approaches. During these last decades, approaches such as Communicative Language Teaching and Task-based Language Teaching have gained popularity, as they emphasize communication and meaning over accuracy and form, and help students develop fluency and acquire the target language. Alongside these new developments, authentic materials have also been a matter of discussion among some scholars.

Authentic materials, which are instances of real-world language and have been created for native speakers, close the gap between students and the target culture, as they expose learners to genuine, meaningful communicative situations. Studies have also shown that this exposure to real bits of the language appears to foster fluency, acquisition and motivation in students, as the contents may feel more relatable for them. Despite these potential benefits, authentic materials are sometimes considered too complex, and finding suitable material according to the students' proficiency level is often seen as a challenge. Although teachers recognize both the benefits and drawbacks of using authentic materials, they are not commonly used in Compulsory Secondary Education English classes.

The object of this MA thesis is to design a motivating and engaging didactic proposal for a 4th of Compulsory Secondary Education English class, utilizing authentic materials to immerse students in a real life scenario. Our chosen topic for the situation is a trip to the United Kingdom, which provides an opportunity to incorporate available authentic materials that may resonate with students and feel relatable and useful for their futures. In this didactic proposal, students will design their own trip to the United Kingdom, using multiple real resources and websites, while following a task-based approach, so that students acquire the language while using in a meaningful situation.

In order to create this didactic proposal, we will establish a theoretical framework to explain the principles of Communicative Language Teaching, define what a task is, and explore the use of authentic materials in the foreign language classroom. This framework will serve as the background for our nine-session didactic proposal, which we will present in the subsequent sections and appendixes.

I. THEORETICAL FRAMEWORK

1. COMMUNICATIVE LANGUAGE TEACHING

The process of teaching implies the use of a method. Throughout history, the way of teaching English as a foreign language has been shaped by the needs of the time, the shortcomings of previously used methods and the developments in disciplines such as linguistics, psychology or education (Knight, 2000). Multiple scholars, psychologists and educators have worked to create and develop methodologies which may be helpful and efficient for the teaching of a foreign language. According to Richards (2006), the first phase of trends in language teaching involved the traditional approaches, which included the grammar-translation method, the direct method and the audiolingual method.

- The **grammar-translation method** emerged in the 19th century, single-handedly developed by an American professor named Sears. This method represented the first approach to language teaching, was used for Latin as a learned language and was the dominant method in the beginning of the century. It considered languages as a set of rules which must be analysed (Martín, 2009). Texts in the foreign language were translated in order to focus on learning grammar in a completely deductive way.

- As a response to the shortcomings of the grammar-translation method, the **direct method** was created. It focuses on oral production and communication in the foreign language, rather than the teaching of grammar and written comprehension. According to this method, the only language which must be used in the classroom is the target language, working on pronunciation and self-correction mainly. The situations presented lacked realism, since the aim is for the learner to process their thoughts in the foreign language, and not to internalise and acquire the vocabulary worked on in class.

- The **audiolingual method** emerged in the Second World War, with the aim of having learners memorise structures of the foreign language in order to repeat them, since language was seen as a series of limited structures. This method contributes mainly to the development of listening comprehension and oral production, but neglects other language skills completely, as learners are expected to automate memorised responses rather than learn to communicate properly. This contributed to the fossilisation of grammar mistakes which were difficult to be removed.

To sum up, most of the traditional approaches focused mainly in the repetition and memorisation of structures, rather than creating real communication situations. The student assumed a very passive role as a recipient of knowledge, as their participation in the classroom was very limited. On the other hand, the teacher was an authoritative provider of immediate knowledge and was the centre of the whole teaching process. In most instances, the process of learning was not taken into account while evaluating, since more traditional approaches focus on the results of the learning rather than on the process itself (Richards and Rodgers 2014, as cited in Freire and Barral, 2020).

In response to the traditional methods used for language teaching and learning, new innovative methods emerged, with the aim of addressing the limitations of behaviourism and previously implemented methods. Among these new approaches, **Suggestopedia**, the **Silent Way** and **Total Physical Response** can be highlighted.

- **Suggestopedia** was developed by the Bulgarian psychiatrist Lozanov, who noticed that many problems in learning a foreign language were rooted in anxiety and learning difficulties (Martín, 2009). This method used relaxation techniques, such as the creation of a good atmosphere or the use of soft, filtered lighting in the classroom to keep the learners' mind at ease and be able to accelerate the process of teaching. Dramatization plays a big role in the Suggestopedia, introducing activities such as roleplaying to the lesson.
- The **Silent Way** appeared in 1972, proposed by Caleb Gattengo, and has the self-expression in the target language as its main goal (Knight, 2000). The distinctive feature of this method is the relative restraint of the teacher, who expects the student to take an active ownership of what they say (Scrivener, 2011).
- **Total Physical Response (TPR)** was developed in the 70s by the psychologist specialized in foreign language methodology Asher, based on Piaget's constructivist theory. The process of learning in this method follows a stimulus-response model in which the teacher does an action or speaks out loud and the learners react to it, responding with a non-verbal action.

These alternative approaches and methods helped shape and influence the field, as some of the activities which emerged from these are still used nowadays in the language classroom, such as roleplaying or TPR activities.

As timed passed, the centrality of grammar in language teaching and learning was being questioned, and dissatisfaction with preceding methods kept growing (Littlewood, 2011). At the end of the 1960s, the importance of language's functional and communicative potential was discovered and the first ever definition of communicative competence appeared, which would later become the centre of today's dominant teaching method. In the early 1970s, Wilkins produced "notional syllabuses", which also defied the traditional concepts of grammar and vocabulary, and led to the development of the Communicative Language Approach (Richards & Rodgers 2002, as cited in Akkas & Coker 2016), an approach that prioritises real communication between learners. The Communicative Language Teaching approach, which is currently the dominant approach used in language teaching, has been evolving throughout time with the arrival of new, different curricular and cultural contexts, and new information and communication technologies (Duff, 2014).

Communicative language teaching (CLT) "is an approach to language teaching that emphasises learning a language for the purpose of communicating with others" (Duff, 2014 p.15), developing the students' fluency, learning strategies, skills and autonomy in the target language. Learners convey and interpret messages and meanings, in situations in which language is contextualized, relevant and appropriate to the curriculum.

As it has been mentioned previously, CLT aims to make communicative competence the goal of language teaching, using a methodology based on everyday contexts (Richards and Rogers 1986, Freire and Barral, 2020). Brandl (2020) defines communicative competence as the ability to interpret and enact appropriate social behaviours, which requires the learner to be actively involved in the production of the target language. According to scholars such as Brandl (2020) or Hymes (1996, as cited in Dos Santos, 2020), the communicative competence involves the following range of abilities:

- **Linguistic competence.** It could be described as the language skill, that is to say, the knowledge of grammar, vocabulary, multiple language symbols, word formation rules or syntax.
- **Sociolinguistic competence.** It consists in the ability to adapt a message and the language appropriately depending on the social situation and setting, handling the four skills in the daily life environment.

- **Discourse competence.** This skill means knowing how to start, maintain and end conversations coherently, producing and understanding texts in the desired language in a meaningful way.
- **Strategic competence.** It involves the ability to communicate effectively, to avoid any possible mistakes and to solve problems caused by linguistic limitations both in verbal and non-verbal areas.

CLT is a communication-centred approach, as Richard and Rodgers (1986, as cited in Liao, 2000) explain that "language is a system for the expression of meaning", with interaction and communication as its primary function. Language is not just a set of grammar rules or structures, but categories of functional and communicative meaning which "reflect its functional and communicative use". To understand communicative practice, advocates of CLT propose the distinction between mechanical, meaningful and communicative practice, as listed by Richards (2006).

- **Mechanical practice** refers to activities where there is a complete control of the response, leaving no room for creativity, and can be carried out without understanding of the language as there is only one correct response (Paulston, 1970).
- **Meaningful practice** refers to activities which make the student understand structurally and semantically their production, contributing to meaningful choices even though language control is still provided.
- **Communicative practice** refers to activities in which there is no control of the student's response, as they have a free choice of answer and the exchange of information in a real communicative situation is the priority.

Although there is not a single development of a model of CLT or a fixed syllabus model that has been universally accepted (Richards, 2006), CLT has a set of fundamental underlying principles that are agreed on and must be followed when implementing this approach in the classroom. Liao (2000) compiles the following set of principles for this teaching approach.

Firstly, **language is learned when it is used to communicate** as it would be used in a real situation. Learners learn how to use the target language appropriately when they face different real life scenarios in which they have to perform a specific role, create a simulation or interact with their classmates. This approach proposes activities such as collecting information,

completing tasks, sharing opinions or roleplaying (Richards, 2006) to create meaningful and purposeful communication in real situations.

These real communication situations CLT creates involve an **information gap**, as speakers are expected to communicate in order to obtain information they do not possess (Richards, 2006). Classroom situations are often unrealistic, since the receiver often already knows the information in the sender's message (Liao, 2000), and many questions are asked expecting a specific answer from the students. This scenario lacks an information gap and makes the communication feel unauthentic.

Two-way communication is stressed, as information has to be exchanged in order to have a real interaction. Traditionally, the teacher was an authoritative figure in the classroom who led the sessions and spoke most of the time. However, in CLT, students must become active agents in their language learning process, instead of assuming a passive role as a constant information recipient. The teacher becomes a guide, leaving the floor to the learners and helping them develop fluency.

CLT **exposes students to the target language**, providing them with opportunities for language acquisition to occur naturally. According to Krashen's Acquisition-Learning theory (1982), there is a distinction between the processes of language learning and language acquisition. Learning is an intentional, conscious process in which the student memorises limited structures, lists of vocabulary and a set of rules. On the other hand, acquisition is a natural, unconscious process in which the learners internalize the language through exposition and interacting, as a child would acquire their mother language. To encourage language acquisition, Doughty and Long (2003, as cited in Brandl, 2020) explain the importance of a rich input that allows the learner to store language patterns, chunks and expressions so that they can be retrieved and accessed later as whole chunks.

CLT **embraces the four language skills** (reading, speaking, listening, writing) and acknowledges the inadequacy of the four-skill model, as they are interrelated in both written and oral communication. As CLT promotes meaningful and real communication, these traditional skills are combined, instead of working on a single specific skill as it had been studied in other traditional methods (Savignon, 2001).

Richards (2006) adds that one of the main goals of CLT is the **development of fluency**, as opposed to the traditional focus on accuracy. Even though the focus used to be on the formation of correct small samples of the language taken out of context, nowadays, CLT develops fluency through meaningful communication that reflects a natural use of language and links it to a real context. Fluency-based activities are also found to be more motivating than accuracy-based activities, as they feel more relatable for the students and are less predictable. Fluency is also developed through the constant exchange of information between the teacher and the learners, or among the learners themselves (Freire & Barral, 2020).

As teachers are expected to facilitate language learning in meaningful ways, CLT often makes use of **authentic materials** within the classroom (Sreehari, 2012), as it promotes language acquisition, serves as an example of how language is used in a real communicative context and reflects real-life situations and demands. Brandl (2020) adds that authentic materials support a more creative approach to teaching and students are trained to use learning strategies early on, developing their essential skills.

Richards (2006) elaborates a list of communicative activities and tasks that develop the learners' communicative competence and follow the fundamental principles of CLT established in this document. The two main types of activities which are associated with this approach are information-gap activities and jigsaw activities, which encourage the learner to communicate in order to achieve a goal. In the former, students communicate in order to obtain information they do not possess, whereas in the latter, they work in bigger groups to fit the fragments of a text together appropriately. Role plays are also a representative of the approach, as students are assigned roles and communicate in order to create a script, which is later performed in a brief play.

Among other CLT activities he lists information-gathering activities, which consist in the collection of information using the linguistic resources the student possesses; reasoning-gap activities in which learners are asked to reason in order to create new information; opinion-sharing activities to explain and elaborate on personal opinions or beliefs; and information transfer activities, in which students take information presented in a specific form and present it themselves in a different form.

Finally, Richards suggests task-completion activities, in which students are asked to use different resources in order to complete a task. Doughty and Long (2003, as cited in Brandl,

2020) also recommend the use of a task-based instruction when implementing CLT, as it "provides learners a purpose to use the grammar in a meaningful context", promoting acquisition in the classroom and making students focus on the meaning, since the outcome in tasks is not always limited to learning a language (Richards, 2006). This is directly related to task-based language teaching, which, according to Duff (2014) is a curricular program type compatible with CLT as it focuses on collaborative work that involves many subtasks during an extended curricular period.

2. TASK-BASED LEARNING

CLT gained relevance during the 1970s, as the need to focus on receiving and conveying information between speakers was emphasised in language teaching and learning. As Skehan (2003) states, expressing meaning became a concern and these new developments in language teaching influenced syllabus design, methodology and assessment, creating an early proposal for a task-based language teaching approach. Researchers also developed second language acquisition theories, creating the term "communicative activity", which would lately evolve and be replaced by "tasks".

Over the years, these "tasks" have become an important element in syllabus design, language teaching and assessment, as the task-based approach emerged and gained importance in pedagogy and teachers left more traditional methods behind. However, some teachers and scholars still struggle with the definition of the concept, as a task can be understood and defined in various ways.

Nunan (2006) defines tasks as a "piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning". In these pieces of classroom work, the objective is not to manipulate form or learn the rules of the language, but to convey meaning and complete a task, standing alone as a communicative act. Oxford (2006) adds that "task is now often viewed as an outcome-oriented instructional segment or as a behavioural framework for research or classroom learning".

Taking these definitions into account, the Task-based Language Teaching Approach (TBLT) can be defined as an analytical approach to language pedagogy which is closely related to communicative language teaching. The main three approaches to TBLT were elaborated by

Long (1985), Skehan (1998) and Ellis (2006), although they present some differences and divergence of views when it comes to the core principles of this methodology (Hismanoglu & Hismanoglu, 2011). However, authors such as Swan (2005) find that there is a general agreement in some key characteristics of the approach.

In first place, most scholars such as Skehan (1998) agree that **meaning is primary** and **language becomes a tool to achieve an outcome**, instead of a goal. In the task-based approach, learners are expected to focus on the meaning of the task and communication between peers, using the knowledge and linguistic resources they possess. Hismanoglu & Hismanoglu (2011) add that communicative tasks are especially suitable for this approach, as acquisition happens when interacting in the target language. Ellis (2003, as cited in Oxford, 2006) distinguishes between unfocused tasks and focused tasks in order to understand what the place of grammar would be in TBLT.

- **Unfocused tasks** are those in which the learner is able to use whatever linguistic resources they dispose of, without having to focus on any specific item.
- **Focused tasks** are those which expect to stimulate communication and practice a specific linguistic feature, putting a bigger focus on the language and the accuracy.

In this approach, **students assume the role of task performers and active participants** in their learning process, as they engage in meaningful tasks and use language in order to achieve the task goals. The teacher acts as a guide and as a facilitator, providing support and monitoring the learners while they perform the task. The teacher is expected to provide feedback to the students and make suggestions, without interrupting the students to correct accuracy-related mistakes, unless they have been asked to.

Task completion assumes priority (Skehan, 1998) and is a fundamental principle in this approach. Since completing the task is the goal for learners, their communication is meaningful, rather than focused on the linguistic performance; and all of the language skills are integrated within a single task. Tasks also contain some specific goals or outcomes, and the completion of a task means the achievement of those goals and outcomes. As for assessment, students are evaluated in terms of outcome, ensuring that learners benefit from both formative and summative assessment.

Different types of tasks can be found in TBLT, as listed by Willis (1996 as cited in Murad & Smadi, 2009) and explained by Murad & Smadi (2009).

- **Listing tasks.** They contribute to the development of the learners' comprehension and induction ability. Making a list of objects needed for a vacation would be an example of a listing task.
- **Sorting and ordering.** These tasks foster comprehension, logic and reasoning, as students are asked to create a set on information sorted according to some specific criteria.
- **Comparing.** Learners are asked to find similarities or differences, so that their ability of differentiation is enhanced.
- **Problem-solving.** This type of tasks develops the learners' reasoning and decision-making skills, as they have to analyse a specific situation and come up with decisions, solutions, advice or suggestions. The solutions provided by the students can later be evaluated by the teacher as well.
- **Sharing personal experience.** It contributes to the enhancement of story-telling and descriptions, as students are asked to explain and exchange personal experiences.
- **Creative tasks.** This type includes a bigger range of tasks which involve the use of creativity during the performance.

This approach is structured, as it is pre-planned and guided (Long & Crookes, 1992), and the design of a task-based lesson often involves the use of different stages. Willis (1996) suggests the division of the lesson in the following phases: the pre-task stage, in which students can undertake activities before they start the task or plan their performance; the during task phase, in which the students do the task, and can include a planning phase, in which they prepare a report about the task performance and then a report, in which the findings of the task are shared. Finally, for the post-task phase, Willis recommends a focus on form, in order to develop awareness of the concepts used during the task preparation and performance and new features of language.

1. **Pre-task stage.** The purpose of this stage is to introduce to topic of the task and prepare the learners so that the task promotes language acquisition, understanding the purpose and the utility of the task in a motivating way. Lee (2000, as cited in Ellis, 2006),

highlights the importance of organizing what the students will be required to do during the performance of the task and the kind of outcome they are expected to arrive at. Ellis (2006) suggests four procedures of the pre-task phase in task-based language teaching:

- Supporting the learners in a task which is similar to the one they will have to perform later.
- Presenting a model or demonstration of the task so that students can understand how to perform it.
- Engaging the learners in non-task activities which will prepare them for the task.
- Planning the task performance.

2. **Task stage.** The task is done by the learners, who can be divided into pairs or small groups, usually up to five students per group. The teacher acts as a guide, walking around the classroom and encouraging the students, using positive reinforcement to raise the students' motivation. Tasks give students the opportunity to use their knowledge of the target language to achieve a goal, in most instances, without putting the focus on specific forms. This way, communication happens spontaneously, and students are able to build their confidence in their skills. Willis (1996) explains that "success in achieving the goals of the task naturally helps raise the students' motivation".

3. **Planning stage.** After finishing the task, students can be asked to give a brief report on the task performance and the outcome. During the planning stage, the learners elaborate a draft of the report they will use later and rehearse it. The teacher is expected to walk around the classroom advising students and helping correct and polish their language.

4. **Report stage.** In this final phase, students are expected to present a report in which they explain their findings, performance and outcomes in order to compare the results and add some extra points. During these reports, the teacher can also create a purpose for the rest of the class to listen or take notes. This stage gives the students an opportunity to speak in public and increase other students' exposure to spoken or written language. The teacher can comment on the content of the learners' reports, without correcting accuracy-related issues in public, even though troublesome language items can be written down for further discussion later. The focus on the feedback is put on clarity,

organization and accuracy, so that students can be prepared for future public presentations.

5. **Post-task phase.** Hashemi et al. (2012) enumerate the reflection on the task performance, the repetition of the task and the focus on form that have been problematic or learned during the task as pedagogic goals of the post-task phase. Willis (1996) suggests an analysis of the language used through language-focused tasks based on the materials used; and some additional practice of the new items that have been learned. Willis (1996) also proposes as an optional follow-up to write down useful words, phrases or patterns noticed during the task cycle or a short discussion about how the task has made the students feel and what kind of tasks they might enjoy doing for the next time.

Many tasks are comparable to real-world activities, and classroom language teaching is linked with real language used outside of the classroom. Nunan (2004) differentiates between real-world or target tasks, which are more closely related to real situations, and pedagogical tasks, that is to say, those that occur in the classroom. According to Guariento & Morley (2001), a task can be said to be authentic when it has a relationship with real world needs, even though the identification of needs might suppose a challenge.

Authentic tasks provide learners with opportunities to develop knowledge closely linked with real situations in which that knowledge would potentially be used outside of the language classroom, and to reflect on their learning. This kind of tasks requires the students to solve a true real-world problem in depth, collaborating with their peers and producing authentic, meaningful communication in the classroom. Herrington et al. (2003, as cited in Ozverir et al., 2017) describe authentic activities and tasks as those that provide students the opportunity to examine a task using a wide variety of resources and different perspectives. Authentic tasks can be closely linked to authentic texts, which have been created without a pedagogical purpose.

3. AUTHENTIC MATERIALS IN FOREIGN LANGUAGE TEACHING

As it has been mentioned throughout the document, CLT and TBLT prioritize meaningful communication that reflects real-life situations. In order to achieve task authenticity, some scholars recommend the implementation of authentic materials in the classroom. To be able to understand the concept of an authentic material, it will be necessary

in first place to understand the difference between non-authentic materials and authentic materials.

Non-authentic materials, as defined by Sabir and Hammad (2022), are texts which are intentionally created for language learners and serve a pedagogical purpose, as opposed to authentic materials. This type of materials contains false-text indicators, which indicate that they have been created artificially or simplified for language classrooms.

Berardo (2006) notes that artificial reading materials contain certain features which make reading feel unnatural or forced, such as the repetition of perfectly formed sentences and certain structures. Even though these materials may be useful for teaching grammar and vocabulary, they lack the naturalness found in real language use. For this reason, he considers that non-authentic materials may not be ideal for improving the students' reading skills.

According to Porter and Roberts (1981, as cited in Álvarez, 2009), non-authentic listening materials feature accents which differ from those used by native speakers in their everyday life and may sound unnatural to students. These listening materials tend to have complete and accurate clauses, with repetitive grammatical structures that make the interactions feel inauthentic. For instance, speakers ask questions in fully articulated clauses and the other responds using the same exact grammar structure. There is also a lack of fillers in the communication between speakers, as the whole interaction has been planned beforehand.

In contrast, **authentic materials** are instances of real language and have been created to transmit information to the native speakers of the language, instead of being designed with a pedagogical purpose for a language classroom. Kienbaum (1986) states that authentic materials showcase authentic language usage, as it occurs in the everyday life, while artificial materials focus on specific grammar and vocabulary and have been simplified, rearranged or prepared for an easy consumption.

Jiuhan et al. (2011, as cited in Ahmed, 2017), identify five thematic categories for authentic materials: employment, technology, consumer goods, consumer-related services and citizenship and civil participation. Additionally, Cancelas (2000, as cited in Cocha & Morales, 2016), distinguishes between three different groups of authentic materials:

- **Aural media** (songs).
- **Visual media** (pictures and objects).
- **Audiovisual media** (videos and advertisements).

According to Ur (1991), everyday communication is spontaneous and informal, as opposed to non-authentic materials. Real conversations include brief chunks, which feature colloquial vocabulary, ungrammatical speech, and multiple redundancies, such as conversational fillers, self-corrections, paraphrasing or repetitions. She also highlights the difference between the phonological representation of words in the dictionaries, and the pronunciation used in authentic conversations. Real-life listening materials also often feature background noise and interruptions between speakers. These characteristics show how language would be used in a real situation.

These characteristics show that authentic materials are **instances of real-world language use**, exposing the learners to situations which serve a useful purpose. Sabir & Hammad (2022) state that these materials connect students with the daily life outside of the classroom, providing the learners with a broad range of authentic topics.

Gower (2009) explains that authentic materials also allow the learner to **acquire and pick up daily life expressions**, vocabulary and slang, fostering a closer connection between the student and the target language's culture. Interacting with authentic materials also facilitates language learning, as learners who gain confidence while dealing with real-life scenarios are later much more equipped to interact with the target culture effectively (Kienbaum, 1986).

Engaging with authentic materials **enhances learners' motivation**, as they are aware they are interacting with real-world language usage and can observe that language has a purpose. Cancelas (2000, as cited in Cocha & Morales, 2016) adds that authentic input facilitates authentic tasks, role-play scenarios, class interactions and communication between students. The interaction with authentic materials encourages student autonomy as well, since students who deal with authentic input are later more likely to interact with authentic input for pleasure, especially when it is related to their personal interests (Martínez 2002, as cited in Kilickaya, 2004).

Using authentic materials is also believed to have a positive effect on teachers, as those who regularly incorporate authentic materials into the classroom are later more likely to adopt innovative teaching methodologies and strategies. Block (1991, as cited in Sabir & Hammad, 2022) believes that students often find traditional course books dull or predictable, which may result in a lower motivation. For this reason, they may appreciate instructors who make an effort to personalize content based on their interests and use creative approaches in language classrooms. Teachers who consistently implement authentic materials in the classroom will

eventually reduce their time consumption, as finding new sources may become easier with time. Eventually, these instructors will compile a portfolio of reusable materials that remain relevant, effective and have already proven to be successful in the classroom.

In order to implement authentic materials in the foreign language classroom effectively, Nuttall (as cited in Berardo, 2006) lists suitability of content, exploitability and readability as the three main criteria to consider when choosing materials for the language classroom.

- **Suitability of content** may be considered the most crucial criterion. It consists in the selection of materials students can relate to and can find relevant, which plays a big role on student motivation, since students feel more motivated when they feel like the content is useful in their daily lives. In order to select motivating, relatable texts, Sabir & Hammad (2022) suggest using locally relevant authentic materials, such as customs, food, places, situations, holidays and traditions. Students are familiar with these topics and they engage with most of these every day, making them more relatable than a standard course book text.

- **Exploitability** influences the selection of materials for teaching as well, since texts should enhance the students' reading skills and language competences. However, scholars caution that not all texts written in the target language are suitable for classroom discussion, and texts should have a teaching purpose to be exploited.

- **Readability** involves using challenging sentence structures, complex vocabulary and new grammatical forms so as to assess the appropriate level of difficulty for the learners, making sure that the input has been selected based on the students' needs.

Berardo (2006) enumerates **variety** and **presentation** as two additional criteria that impact the selection of authentic materials. Texts that cover diverse topics are motivating for students, since textbooks often concentrate on a single theme per unit. Materials with effective visual aids are also more appealing for learners, as they are more likely to grab the students' attention from the start and enhance engagement during lessons.

In order to implement authentic materials into the foreign language classroom properly, scholars have outlined certain guidelines to ensure that students comprehend the texts and are able to interact with the materials efficiently. Firstly, Gower (2009) suggests gradually exposing students to authentic input in the classroom. This gradual exposure helps students build self-

confidence and familiarity with real-world language use. This way, rather than focusing solely on accuracy, form and grammar structures, learners engage with the context and the message of the text, showing a real use of the language. The implementation of authentic material requires careful planning, taking into account the students' proficiency level, needs and interests so that the difficulty and theme of the text are adequate. The scholar also highlights the importance of proper sequencing and timing of the lesson, to ensure that students are able to process the input.

Krashen's Input Hypothesis (1982) supports this claim, as explained by Sabir and Hammad (2022), as it affirms that language acquisition happens when learners encounter challenging input they can understand with the help of the context, content, and guidance from the teacher. When implementing authentic materials, it is crucial to ensure that learning occurs and the materials students engage with are not too difficult, as it can be demotivating; nor too easy, which can become monotonous or boring.

Nowadays, authentic materials are more accessible than in the past, as we can find many sources both online, thanks to the internet, and offline. We can categorize authentic sources into two types: printed materials and non-printed materials. In first place, printed sources, such as magazines, newspapers, articles, menus, maps, labels, instructions, brochures, advertisements, novels, pictures, posters, postcards and comics (Gonzalo, 2023) may serve as realia. Realia consists in artifacts that describe customs and traditions and act as teaching aids (Berwald 1987, as cited in Smith, 1997). While printed sources do not require an internet connection and are physical objects, they may become obsolete with time, as they cannot be modified.

Non-printed materials encompass a wide range of online media, such as e-mails, videos, podcasts, audio recordings, CDs, TV shows, movies, or videogames, for instance. Scholars often recommend using these non-printed materials because they can be regularly updated, as opposed to printed materials.

II. DIDACTIC PROPOSAL

The previous theoretical framework has served as background for this MA thesis' teaching unit, based on the use of authentic materials in task-based language teaching. This thesis aims to present an innovative didactic proposal, titled "Let's plan a trip to the United Kingdom", which introduces authentic materials as the centre of the language classroom. This way, students' intercultural and communicative competences are enhanced, as they interact with real bits of the target language and participate in authentic, student-centred tasks related to real world situations. The topic of travelling is also considered to be motivating and relatable for the students, since this is knowledge the students will apply in the future and it is deemed useful. By the end of the didactic proposal, students will have to present the work they have carried out during the teaching unit to their peers as a final task.

In order to set forth this didactic proposal, we will first deal with its contextualization, that is to say, the legal framework it has been based on, and the characteristics of the secondary school and the classroom this teaching unit was inspired in. We will follow the contextualization with the objectives of the proposal, the developed competences, the subject contents established by the law, the methodology that will be utilized, the assessment criteria and evaluation of the unit, and finally, an on-depth description of each session and activity.

4. CONTEXTUALIZATION

In order to contextualize this didactic proposal, we have to keep in mind two main elements. In first place, the legal framework that has been used for this intervention, including all the levels of curricular specification and documents that apply. Secondly, the characteristics of the school and the classroom this teaching unit has been inspired by and is meant to be implemented in. This contextualization is essential to explain the methodologies and contents chosen for this didactic proposal.

4.1 Legal framework

This proposal is based on the current Spanish educational legislation, this being the Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOMLOE). Moreover, the Spanish legal framework contains four levels of curricular organization, from state-level legislations to the regulations of the high school the

didactic proposal is to be implemented in. The first level of curricular specification contains the SUPRA, MACRO and MESO levels.

Firstly, the **SUPRA level** involves practices, recommendations and frameworks on language teaching made by international organizations, seeking to achieve better educational performance. Even though these documents are not mandatory for teachers to comply with and are not essential in the design of a didactic proposal, they can be used as a reference on how to create activities, the methodologies to implement and how to evaluate the students' performances. In the case of this didactic proposal, we used the **Common European Framework of Reference for Languages (CEFR)** as a guide to describe language ability and understand the students' level on multiple qualifications.

The **MACRO level** focuses on the legislation that is applied at a national level. The laws to be consulted in this level depend on the stage the didactic proposal will be implemented in. In this case, the law to be followed is the **Real Decreto 217/2022**, which establishes the organization and the basic knowledge required for Compulsory Secondary Education (ESO), as this proposal is to be implemented in a classroom of students from 4th Year of Secondary Education.

As for the regional level, named **MESO level**, the law to be followed is the **Decreto 39/2022**, which establishes the organization and curriculum of Compulsory Secondary Education (ESO) in the Community of Castile and Leon, since the didactic proposal has been designed for a class in a high school in a village in Soria. This document describes in more detail the specific competences and the contents to be taught in each level and the assessment criteria to be used as a reference for the can-do statements in the units. In the case of this teaching unit, we will follow the indications stated in the Foreign Language section, focusing on the fourth year segment.

The second level of curricular specification establishes the academic context and regulates teaching within the high school environment. It contains the **MICRO level**, which refers to documents such as the **Educational Project** of the high school, the **Internal Regulations**, or the **didactic curriculum** of each subject, in this case, English as a Foreign Language.

The last level of curricular specification is the **NANO level**, which involves the lesson plans of each subject and includes teaching units and planning such as this didactic proposal. The organization of the elements belonging to this curricular level relies on the teacher in charge of the subject.

The current legislation and regulations introduce new elements into the Spanish educational system, such as the key competences, the specific competences, subject contents, assessment criteria and can-do statements. These new elements are all closely related and assume an essential role in the process of teaching, learning and evaluating. Throughout this didactic proposal, we will elaborate on each element and explain their influence on this unit.

4.2 Characteristics of the centre and the classroom

We have taken as an inspiration for the didactic proposal the high school in which I completed the external practices for the Master's Degree in Teacher Training for Secondary Education, Bachillerato, Vocational Training, and Languages. This centre is a public high school located in a village close to Soria, in Castile and Leon, which has approximately 5000 inhabitants, who are mainly dedicated to the agricultural and livestock sectors. This context has served as an inspiration for contextualising this didactic proposal, using the characteristics of the centre, the socioeconomic context, the types of classrooms and the available resources and materials as a reference.

In this 23-24 year, the high school has 229 students, who come from mostly middle class socioeconomic contexts. The centre's educational offer is wide, comprising the six years of both compulsory secondary education and Bachillerato. The secondary education level has 161 students, who are divided into two different classes in each course. In the case of English as a Foreign Language, the high school offers a bilingual section, so students can attend a non-bilingual class or a bilingual class. This section aims to help students acquire the linguistic competences that are expected of bilingual students, as well as to prepare them for an increasingly globalized world. As a part of the section, bilingual classes receive one more hour of English as a Foreign Language.

This secondary school takes part in many additional projects organised by the members of the bilingual section, such as language immersion programmes. In these programmes, the students travel to countries in which the foreign languages that are taught in the high school are

spoken, in this case, English and French. As part of the language immersion programme, many students go on a trip to Bordeaux, France; and to Dublin, Ireland, every year.

Other projects that have influenced the development and design of this teaching unit are the high school's co-existence plan and their autonomy plan. The former aims to establish a collaborative and respectful environment between classmates, using mediation as a resource to solve conflicts; while the latter aims to develop the autonomy, self-discipline and independent learning of their students.

The classrooms in this high school are equipped with touch screens and computers, allowing teachers to make use of ICTs during the classes. Students also have a personal electronic device provided by the school, in order to develop their digital competence. The high school also has a virtual campus, using Moodle; and many teams for each subject on Microsoft Teams.

The sessions in this didactic proposal would take place in the school's language classroom, which offers multiple digital and analogue resources to learn a language, such as laptops, small whiteboards, foreign language books or a touch screen and a computer for the teacher. The tables in this classroom are put together in groups of four, facing each other, so that the spatial disposition facilitates collaboration, teamwork and gives students the opportunity to carry out tasks and projects in groups comfortably.

The class this teaching unit has been designed to be implemented in is a bilingual class of 4th year of compulsory secondary education, as it will be explained throughout the document. This classroom has 24 students with a heterogeneous level of English proficiency, ranging from an A1.2 level to a B1.1 level, following the levels established by the CEFR.

However, this didactic proposal may be modified and adjusted depending on the level of the students and the characteristics of the classroom. We have also paid special attention to the diversity outreach of the proposal, making the input clear and offering multiple resources such as visual aids to facilitate understanding of the content and make the unit as inclusive as possible. The approach followed in this unit allows for each student to work at their own pace. Further changes can be made to this proposal according to the students' needs.

5. JUSTIFICATION

Let's plan a trip to the United Kingdom is an innovative didactic proposal consisting of nine sessions of 50 minutes aimed at a bilingual class of 4th year of compulsory secondary education (ESO) in a high school in Soria, Castile and Leon. It is to be implemented at the beginning of the second term in the subject English as a Foreign Language, as most trips during the academic year take place in the third term.

This didactic proposal consists in the elaboration of a trip plan to a city of the United Kingdom in small groups which have been designed by the teacher. This proposal is aimed to be similar to a real-life situation, so the groups will have a choice in the city they will make the trip plan for, and they will be assigned a budget for the plan. Throughout the course of the teaching unit, students will be introduced to the basics of the country and will get to know the history, culture and climate of each region. After learning about the UK, they will start working on their planning, booking flights, finding accommodation options or selecting landmarks they would be interested in visiting. As the final task, they will put all of their findings together, presenting their whole plan to the rest of the classroom in a short presentation, in which students will vote for their favourite travel plan. Their final choice will be suggested to the centre's administration as an option for their end of the year school trip.

As it has been explained throughout the document's theoretical framework, the centre of the teaching unit is the interaction of **authentic materials** and the **immersion of students in real life-like situations**, in which they have to perform authentic tasks. The objective of these tasks is to arise cultural sensitivity, develop the students' linguistic competences and prepare them for future situations in which they will have to use the target language, such as the planning of a trip to an English-speaking country. In the case of this high school, this unit is closely related to the language immersion programme to Ireland the students will be a part of in the third term of the year.

This didactic proposal has been designed to be engaging and motivating for the students, as they are working in a **real-world context** and can observe how the contents of the unit are closely related to the outside world. This proposal also offers a very **personalized learning experience**, since the content created by each group will be unique and meaningful, and each group will be able to work at their own pace. Students create their own learning experience and process according to their personal taste and interests, which can be considered challenging, yet

motivating. This didactic proposal allows the student to play **an active role** in their process of acquisition of the language, while the teacher acts as a facilitator and as a guide.

Integrating **ICTs** in order to prepare students for the use of online resources in the classroom is also an important part of this didactic proposal. We wanted this unit to feel as a real situation, including the interaction with official websites such as Ryanair, Booking.com or Airbnb, which were used to develop the students' digital literacy competence.

Interdisciplinary elements are also integrated into this didactic proposal, following the recommendations made by the Decreto 39/2022. The document defines this term as pedagogical strategies which involve the interaction of several disciplines, utilizing skills from other subjects in a meaningful context. It also suggests the use of language in order to transmit information related to the rest of subjects in the curriculum. In the case of this teaching unit, various interdisciplinary elements such as geography, history, economics or maths have been integrated, since students will learn about the history and location of the United Kingdom and adjust to a certain budget when it comes to the planning of the trip. Finally, the unit also considers and includes cross-curricular contents, as stipulated in the article 6.5 of the Real Decreto 217/2022.

In summary, this teaching unit focuses on immersing the students in a real life-like situation, in which they will have to collaborate with their peers and develop fluency to create a creative, fun trip plan through the participation in tasks and present that final product to the rest of the classroom.

6. OBJECTIVES

In order to establish the objectives for this didactic proposal, we have consulted the stage objectives outlined in Article 7 of the Real Decreto 217/2022, which we have extracted and translated. These stage objectives are closely related to the key competences students must develop, and explain specific goals learners are expected to achieve throughout their compulsory secondary education period. In the case of this didactic proposal, the following stage objectives are developed:

b) To develop and consolidate habits of discipline, studying, and individual and team work as a necessary condition for an effective completion of learning tasks and as a means of personal development.

d) To strengthen the affective capacities in all areas of the personality and in the relationships with other people, as well as to reject violence, prejudices of any kind and sexist behaviour, solving conflicts peacefully.

e) To develop basic skills in the use of information sources in order to acquire new knowledge with a critical sense. To develop basic technological competencies and to advance in an ethical reflection on their operation and use.

g) To develop an entrepreneurial spirit and self-confidence, participation, critical sense, personal initiative and the ability to learn to learn, plan, make decisions and assume responsibilities.

i) To understand and express themselves in one or more foreign languages in an appropriate manner.

j) To know, value and respect the basic aspects of one's own and other people's culture and history, as well as artistic and cultural heritage.

These stage objectives have served as a reference to create objectives that are more specific for this didactic proposal, relating the contents of the unit to the required knowledge in the Spanish legislation. Firstly, we have established a main objective, which is the immersion of students in a motivating and innovative real life-like situation in which students interact with authentic materials, instead of the usual pedagogic materials they are accustomed to during their learning. In order to achieve this main objective, we have formulated a set of secondary objectives:

- To adopt a collaborative approach in the classroom, encouraging the participation of students and the development of fluency through communication and interactions.
- To deal with a relatable, motivating and interesting theme for students, as the planning of trips is a situation they will face in the future and it is related to their secondary school's curriculum.

- To develop students' autonomy and self-regulation, fostering their critical thinking and problem-solving skills.
- To raise cultural sensitivity and learn about the United Kingdom's history and artistic heritage.

7. COMPETENCES

The LOMLOE stipulates eight key competences students must develop throughout Compulsory Secondary Education, which are essential for the students in order to progress, attain the objectives we have established and encourage a meaningful learning. This didactic proposal focuses on the development of the following key competences:

Firstly, this teaching unit deals with the **linguistic communication competence**, which involves the understanding and production of oral, written and multimodal texts, using the current knowledge to communicate with peers in a respectful and creative manner. This unit's activities aim to develop the fluency and language acquisition of the students, who will be divided into small groups and will take part in many communicative activities, debating, sharing opinions and producing different types of texts. Furthermore, the final task involves a short presentation along with their group in which they will explain the trip they have created, developing their linguistic and communicative competences.

Culture plays a big role in the process of learning a language, as students are expected to comprehend and respect multiple cultures and their artistic and cultural manifestations, so the **cultural awareness and expression competence** is very relevant to this teaching unit. In the case of this didactic proposal, students will be introduced to cultural aspects of the United Kingdom, and will recognize the main landmarks and monuments of their cities of choice. Students are also expected to appreciate and reflect on the diversity of cultures and manifestations this unit includes with an appropriate, open and respectful attitude.

The next competence this teaching unit aims to develop is the **digital competence**. This competence involves an appropriate use of digital technologies in order to learn and collaborate. It involves aspects such as the creation of digital content or problem-solving situations. Throughout the sessions, students will often use the electronic devices and tools available in the classroom in order to look for information online or use specific websites recommended by

the teacher to book hotels and flights, so that they become familiar with useful websites for their future.

Finally, we consider the **personal, social and learning to learn competence** to be crucial in the process of learning a language, as being able to collaborate with their classmates and develop social skills is one of the most important parts of the process of acquiring a language. Understanding how to take part in problem-solving situations, accepting constructive criticism and sharing opinions are some of the skills students are expected to acquire through this competence. The collaborative tasks this didactic proposal offers will allow the students to communicate with their peers and develop this competence, while also reflecting on their own performance and learning to learn.

Apart from the key competences, the Spanish law also contains specific competences, which are specific to every subject and can be found in the Decreto 39/2022. These competences are more closely related to each of the subjects in the curriculum, and are applied in practical and meaningful ways. In the case of this teaching unit, four specific competences from the Foreign Language section are developed:

Specific competence 1:

1. Understanding and interpreting the general meaning and the most relevant details of texts expressed clearly and in the standard language, looking for reliable sources and making use of strategies such as the inference of meanings, in order to respond to specific communicative needs.

Specific competence 2:

2. Producing original texts, of medium length, with a simple and clear organization, using strategies such as planning, compensation or self-corrections, to express relevant messages in a creative, adequate and coherent way and to respond to specific communicative purposes.

Specific competence 3:

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

Specific competence 6:

6. Critically evaluating and adapting to linguistic, cultural and artistic diversity from the foreign language, identifying and sharing similarities and differences between languages and cultures, to act in an empathetic and respectful way in intercultural situations.

These specific competences are related to the contents of each subject, and are utilized to create the assessment criteria, which will be explained in the assessment criteria and evaluation section of this document. This proposal has aimed to encompass as many key and specific competences as possible, as they are essential for the learners' development and evaluation.

8. CONTENTS

Subject contents, as explained in the Article 9 of the Decreto 39/2022, state the learning skills students need for the acquisition of specific competences. In the case of foreign languages, these are divided into three different groups: communication (A), plurilingualism (B) and interculturality (C). Communication-related contents deal with the comprehension and production in the foreign language, plurilingualism-related contents deal with the connection between the foreign language and the mother tongue, and, finally, interculturality-related contents involve the immersion in culture and the appreciation of artistic manifestations. The subject contents integrated in this didactic proposal are the following:

A. Communication

- **A1.** Commonly used strategies for planning, executing, monitoring, and repairing comprehension, production, and co-production of oral, written, and multimodal texts.

- **A6.** Commonly used vocabulary of interest to students related to personal identification, interpersonal relationships, places and environments, leisure and free time, health and physical activity, daily life, housing and home, climate and natural environment, ecology and sustainability, information and communication technologies and training.

- **A10.** Self-confidence and initiative. Error as an integral part of the learning process.

B. Plurilingualism

- **B1.** Strategies and techniques used to respond effectively and with increasing levels of fluency, adequacy and accuracy to a specific communicative need despite the limitations derived from the level of proficiency in the foreign language and in the other languages of one's own linguistic range.

C. Interculturality

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

- **C3.** Sociocultural and sociolinguistic aspects of everyday life, living conditions and interpersonal relationships; commonly used social conventions; non-verbal language, linguistic politeness and digital etiquette; culture, norms, attitudes, customs and values of the countries where the foreign language is spoken.

The Decreto 39/2022 also stipulates the syntantic-discursive elements which must be taught in each foreign language in the compulsory secondary education years. In our case, the **syntactic-discursive elements** to be practiced and developed throughout the unit are:

- **2.** To describe people, objects, places, facts and events, using present simple and continuous, demonstratives, determinatives, possessive pronouns, prepositions, adverbs of place, distance, movement and direction, and defining and non-defining relative clauses.
- **13.** To express intention, predictions and plans in the future, using expressions such as the future simple, be going to and the present continuous to express a future meaning, and expressions to indicate actions and events which will occur in the future.

Nevertheless, as the activities of this proposal aim to develop fluency in the foreign language, students will be allowed to use any other syntactic-discursive elements during the development of the unit, fostering the natural usage of the foreign language.

The article 6.5 of the Real Decreto 217/2022 and the article 10 of the Decreto 39/2022 stipulate cross-curricular contents, which further develop the students' competences. Many of

these contents have been considered during the design of the teaching unit and are integrated into it.

- Firstly, the unit aims to develop **written comprehension** and **oral** and **written expression**, as well as other linguistic communication competences.
- The **digital competence** also plays a big role in this teaching unit, since students will interact with electronic devices during many sessions.
- **Creativity** is developed through the creation of the travel plan since learners will be given freedom on how to organize their travel plan design.
- Finally, **mutual respect** and **cooperation between peers** are present in this didactic proposal, as students will work in groups and are expected to collaborate and communicate within the group.

9. METHODOLOGY

As it has been stated before, one of the main objectives of this teaching unit is to help students develop competence in linguistic communication and to promote acquisition in the classroom. To achieve this aim, the two main approaches that have been implemented are **Communicative Language Teaching (CLT)** and **Task Based Language Teaching (TBLT)**, so as to offer a broad view of the chosen theme and develop multiple competences and skills.

As it has been explained throughout the theoretical framework of this thesis, both approaches are closely related and allow students to focus on **fluency**, **communication** and the **development of social skills**. Students work together to complete a task, listening to their peers' contributions and negotiating to reach an agreement. The activities and tasks in this didactic proposal are primarily communicative and interactive, in order to give importance to fluency and production in the foreign language over grammatical accuracy.

Since fluency is promoted over accuracy, students will be able to participate in the classroom and produce texts in English without worrying about the possible mistakes they may make. This way, not only motivation is increased, but the **affective filter is** also **lowered**. The affective filter, according to Krashen's hypothesis (1982), is a set of affective and attitudinal factors that relate directly to acquisition and complicate the process of understanding input in a foreign language. This teaching unit seeks to lower and weaken this affective filter, to foster participation in the classroom, improve the students' motivation and self-confidence, and

finally, reduce their anxieties to establish a collaborative and comfortable environment in the classroom. To achieve this, the input produced by the teacher will focus on the tolerance towards the mistakes produced by the students, and the use of mistakes an integral part of the learning process, as stated in the subject contents.

Krashen (1982) also distinguishes between acquisition and learning, as it has been described in the theoretical framework. Language acquisition is a subconscious process that occurs in a natural way through exposure to the foreign language and compares it to the process in which children acquire their native languages; while language learning is a conscious process in which students learn the rules of grammar of the language in a formal process. This teaching unit supports both acquisition and learning, yet prioritises **acquisition** through the exposure to **authentic materials**, thus promoting fluency.

Fluency and acquisition are also promoted taking into consideration Krashen's (1982) **i+1 input hypothesis**, exposing students to a challenging input, so that learning and acquisition can take place during the unit. In order to make this input understandable yet challenging, some of the strategies that will be used are paraphrasing concepts, repeating instructions and providing positive reinforcement in order to lower the affective filter and create a positive rapport between the teacher and the students. Moreover, we will also use visual support resources, tone modulation, long pauses between sentences and exaggerated body language and gestures in order to facilitate understanding.

Students will be divided into **groups** to encourage **collaboration** and **cooperation**, having an active role in their own language acquisition process. This way, their social learning strategies are promoted. Working together towards the same goal also allows students to work in an equal environment, in which students collaborate. As it has been explained before, this didactic proposal would take place in the high school's language classroom, which is ideal for encouraging group work, as tables are facing each other rather than being distributed in rows, as it is traditionally done. This **spatial organization** has facilitated collaboration and teamwork.

While the student is an active participant in their process of acquisition, the teacher acts as a guide and a facilitator, offering help only when students request it, in order to develop **student autonomy**. All the feedback given by the teacher is constructive so that errors can be learnt from, and the learners are not interrupted when they make mistakes during their oral production, so that self-correction is fostered and the affective filter is lowered.

10. EVALUATION CRITERIA AND ASSESSMENT

This didactic proposal employs both formative and summative assessment. **Formative assessment** allows the teacher to evaluate and monitor the students' performance in real time, providing feedback in order to improve their performance, using rubrics and checks to make sure everyone is participating within the group, and guiding the students towards the unit's goal. On the other hand, **summative assessment** occurs in the final task evaluation, and is utilized to observe whether the objectives of the teaching unit have been met, and the general outcome of the unit. Both of these evaluation techniques allow the teacher to assist students during their learning process, developing their competences, and obtain a final numeric grade.

For both types of assessment, we have used rubrics as evaluation tools, since they are objective. The percentages for the evaluation will be 40 % for the process and 60 % for the final assignment, giving both the process and the outcome a similar importance, since one of the basics in CLT and TBLT is giving the process more importance than the outcome, so that students develop fluency. These rubrics have four categories: "needs improvement", "sufficient", "good" and "excellent".

The rubrics for the continuous and final assessment have been created using can-do statements, which are specific statements that express what a student is able to do in terms of language skills and competences, setting goals for students. These can-do statements are created using the assessment criteria included in the Decreto 39/2022, in the third year section. Assessment criteria are references that are used to evaluate students and observe whether the specific competences and basic knowledge have been obtained and developed.

The final assessment is divided into two: a 20 % of the final grade will be the elaboration of the presentation, the materials used and the trip poster itself; while the 40 % will be the presentation itself, evaluating their linguistic and communicative competences.

Throughout the teaching unit, students will also take part in peer evaluation and self-evaluation, in order to promote learning from mistakes and self-criticism. Students will also participate in a final assessment of the didactic proposal, in which they will be able to provide feedback on the unit and express how they felt throughout the different activities and tasks, so as to assess the difficulty of the proposal and analyse how to modify it according to the students' needs and comments.

The assessment criteria that have been selected, extracted and translated for this didactic proposal involve a wide range of learning objectives and contribute to the learning outcomes, promoting active learning. These assessment criteria are related to the comprehension of oral and written texts, oral and written production and co-production, the intervention and collaboration within groups and the classroom, and finally, the respect for interculturality.

Specific competence 1**: assessment criterion 1.1**

1.1 To extract and analyse the overall meaning and main ideas, and select information from oral, written and multimodal texts on everyday topics of personal relevance close to the student's experience expressed clearly and in the standard language through different media.

Specific competence 2: **assessment criterion 2.3**

2.3 To select, organize and apply knowledge and strategies to plan, produce, revise and cooperate in the elaboration of coherent, cohesive and appropriate texts according to the communicative intentions, contextual characteristics, sociocultural 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.

Specific competence 3: **assessment criteria 3.1 and 3.3**

3.1 To participate and collaborate actively, through various media, in interactive situations on everyday topics of personal relevance close to the student'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.

3.3 To make oneself understood in simple interventions, even if pauses or repetitions are necessary, correcting what one wants to express and showing a cooperative and respectful attitude.

Specific competence 6: **assessment criteria 6.1**

6.1 To act appropriately, empathetically and respectfully in intercultural situations, building links between different languages and cultures, rejecting any kind of discrimination, prejudice and stereotyping in everyday communicative contexts.

11. DIDACTIC PROPOSAL: LET'S PLAN A TRIP TO THE UK!

This didactic proposal has been created for a bilingual group of 4th year students in secondary education (ESO), with proficiency levels ranging from A2.2 to B1.1. However, this proposal can be adapted and adjusted based on the learners' proficiency and English language level. In order to achieve this teaching unit's main objective and immerse students in a real life situation by creating a trip to the United Kingdom and interacting with authentic materials and language, this proposal has been structured into two different learning situations. The general table of contents for this didactic proposal can be found in Appendix I.

The first learning situation includes the first three sessions of the teaching unit and deals with fundamental knowledge related to the United Kingdom, such as brief historical, geographical and cultural aspects of the country. This approach ensures that students acquire a solid understanding of the United Kingdom before they start designing their trip. The selected activities for these sessions focus on culture-related issues that may be close to the students or useful for their future, such as the use of slang or common culture shocks.

The second learning situation, which consists of the fourth, fifth, sixth and seventh sessions, focuses on starting the trip creation process, in which they will note down their progress on a poster. The teacher will guide groups through various authentic tasks in which they will simulate the process of booking a flight and accommodation for the trip, and will elaborate an itinerary of monuments and landmarks which they will visit during their journey.

The two final sessions will be dedicated to finishing the final product, which will be a presentation in which students explain the trip they have designed to their peers, following the choices and options they have outlined on their posters. Furthermore, students will participate in a voting to determine the best trip and will finish the last session with an evaluation of the didactic proposal.

11.1. Session 1

The first session is centred on the basic history and geographic notions of the United Kingdom, with the aim of establishing a basic understanding foundation for the students. This session also serves as an introduction to the first learning situation, in which students will learn about the United Kingdom before starting planning their trips. Firstly, students will be divided into six groups they will work with throughout the unit, in order to promote collaborative

learning and a communicative approach in the classroom. These groups will have been created by the teacher beforehand, considering the level of English language proficiency of each student, the relationships between peers and who students will feel most comfortable and confident working with. This group organisation aims to encourage participation within the groups and reduce the students' affective filter.

As a warm-up activity, students will be asked what countries the United Kingdom comprises and to situate them in a map, so that they are aware of basic geographical notions before starting with the rest of activities. After learning where each country is located, each group will be given a blank map of the United Kingdom and small cards with brief descriptions of eight popular cities. Students will have to guess where these cities are situated in the map, using the cards provided as an aid. These cards include a paragraph that describes the city, a picture of its landscape and a "best for" line, so that students familiarise themselves with the cities that have been included in the didactic proposal. They will be given 15 minutes to complete the task and afterwards, the maps will be corrected with the rest of the class so that the groups will have the opportunity to correct their own work.

Once they have learned basic geographical notions of the United Kingdom, the focus will be put on the main points of the country's history, with a 25-minute activity. Each group will receive a paper with a description of an era of history in the United Kingdom, taken from the official website of National Geographic Kids. The members of the groups will work together to create a summary of the era they have been assigned and will present it to the rest of the class. This summary will have to be very brief, promoting summarising texts and paraphrasing.

After listening to each group's products, they will put the eras in the correct order, creating a timeline of the main events in the United Kingdom. This final part of the activity will be carried out with the whole class and will wrap up the first session of the didactic proposal.

11.2. Session 2

Since the first session had geography and history of the United Kingdom as its theme, this second class will be focused on learning basic aspects about culture that might be useful for the students. At the beginning of the session, they will be asked about what they associate with the culture of the country, so that they give examples of the assumptions they make about British culture. However, this session deals with smaller cultural differences the students will have to keep in mind in real life situations. In order to raise awareness of these cultural aspects,

four TikTok videos extracted from the app will be shown about culture shocks foreigners and Spaniards experienced when they moved or travelled to the United Kingdom as a 5-minute warm-up activity.

Each TikTok video will be played twice. Firstly, they will be played focusing on the comprehension of each video and solving any doubt the students may have. Afterwards, in the second viewing, students will be assigned a task in which they will have to take notes of the most important points of each video and elaborate a list of the culture shocks and cultural aspects that are mentioned. The note-taking phase can be done either individually or in groups, depending on the students' preferences. On the other hand, the final list will be elaborated in groups, so as to foster collaboration and debate within classmates. They will be given 15 minutes to compare the notes they have taken and create a final list with their peers.

The lists will be corrected through peer evaluation, as the students will be asked to exchange them in order to find any missing information or possible mistakes. The correct version will be shown on the screen, and students will have to underline any mistakes they may find and write, in a different colour from the one used in the original list, the culture shocks the other group might have forgotten. Ticking the correct answers is also encouraged to improve the learners' motivation. After correcting the lists, they will be returned to the original groups, revised and edited.

Lastly, students will create a role-play situation similar to one of the TikTok videos they have watched. Firstly, the teacher will play the TikTok video used as a model again, so that students observe the format and style their role-play must follow. Afterwards, each group will be given another curious fact about the United Kingdom, which they will have to explain through a dialogue. Since TikTok videos are very brief, these role-plays will be around one to two minutes, to ensure that there is enough time for all groups to perform their dialogues. Students will have some minutes to prepare their role-play, and then they will perform it in front of the class. The class will be allowed to give feedback on the role-play. Finally, they will be asked whether they knew these culture shocks. All the steps in this final activity will take 25 minutes.

11.3. Session 3

The third session of the didactic proposal marks the end of the first learning situation. Its main objective is to prepare students for potential real-life situations they might encounter

when travelling to the United Kingdom. In first place, they will observe the currency used in the United Kingdom, its usage and the difference in the prices. Furthermore, they will learn common slang, expressions and colloquial language, to familiarize students with authentic language used by native speakers.

The session will start with a 5-minute warm-up activity focused on the comparison between pounds and euros, so that students comprehend the physical distinctions between the two. In order to achieve this, they will be given a bag with pounds and euros and will separate the pound coins from the euro coins. Afterwards, the teacher will explain the difference between pounds and euros, and students will be given examples of prices and situations they might encounter when travelling. Finally, they will play a 10-minute game in which they will be shown a typical object from the United Kingdom and its price in pounds. Groups will have to debate and decide how much they cost in euros, writing their answers in whiteboards provided by the teacher. This way, the game raises awareness about spending money wisely and cultural shocks through a small, motivating competition.

The second main focus of the session is British slang which is commonly used by native speakers. In first place, students will be given two packs of cards of different colours to distinguish them properly. One of the packs contains cards with common British slang and expressions, and the other pack contains synonyms and definitions. Groups will have to work together to match each slang expression with their meaning, debating with their peers. The teacher will provide feedback throughout the activity, and it will be corrected with the whole class after a group gets all of the cards right. The teacher will also provide examples of how to use the slang words and expressions in sentences to show the context they can be used in.

As a wrap-up activity, students will engage in a vocabulary bingo game to reinforce the acquired slang and expressions. In this 15-minute game, the teacher will read out the definition or synonym of the word, and students will have to remember or guess the slang word related to that definition. This way, the vocabulary will be reinforced with a game in which students will have to reflect on the vocabulary learnt.

11.4. Session 4

In this initial session of the second learning situation, students will begin planning their trip, along with their groups. In order to balance guidance and student autonomy during the didactic proposal, each group will receive a poster to fill progressively in with details about the

trip throughout the sessions of the lesson plan. The poster the students will use during the didactic proposal can be found in Materials in Appendixes.

The main objective of this session is to familiarize students with the methodology they will adopt in the following lessons and enable them to get used to looking for information using the resources at their disposal, such as two laptops per group, online websites or physical brochures that will be printed to encourage interaction with authentic materials and realia. In this session, students will have to choose the city for which they want to plan their trip and the season and time of the year they deem most suitable for their trip. They will also be introduced to the budget they will be working with throughout the teaching unit. This way, they begin working with a simple autonomous task, and as the sessions progress, the task becomes increasingly complex.

Students will be given 25 minutes to choose the city and the season or date for the trip. In the last 10 minutes of the class, each group will have to present a short oral report on the choices they have made and the reason they have made those decisions. Furthermore, they will have to complete the information in their posters, which the teacher will collect by the end of the lesson in order to observe the students' progress and assess the continuous work.

11.5. Session 5

Booking and securing a flight reservation is often one of the most complicated and crucial parts of trip planning, and it is very common for young students to lack knowledge about how to use flight reservation websites for the first time. The aim of this session is to create an authentic situation in which students will learn how to book a flight, thereby simulating a real-life situation and interacting with authentic language. The websites chosen for this session are Easyjet (https://www.easyjet.com/en) and Ryanair (https://www.ryanair.com/gb/en), as they are renowned budget airlines that allow customers to select flights and choose booking fares without the necessity of creating an account or introducing any personal information. In the first part of the session, students will receive guidance, while in the latter half of the session they will work autonomously.

The teacher will provide students with a step-by-step tutorial on how to book a flight on the website Ryanair, acting as a model for students to follow. This approach will familiarize students with the website's interface and the real process of online flight booking. Afterwards, students will be tasked to find the same flight on Easyjet, assessing their understanding of these

websites and the contents. This first half of the class will be around 20 minutes long, allowing students to become acquainted with booking flights.

After following the tutorial and understanding the websites' interface, students will be given 20 minutes to look for flights for their trips, fostering student autonomy. The teacher will upload a tutorial on Microsoft Teams as an additional resource to ensure that students can execute the task correctly and can use the document as an aid throughout the task. The teacher will walk around the classroom to resolve any doubts and make sure all the students have an opportunity to participate within their groups.

As a wrap-up activity, students will update their trip poster with the information they have gathered during the session, such as the flight they chose, the airline it belongs to, the cost of the flight and the remaining budget. During this final activity, students will be handed real Ryanair and Easyjet tickets so that they have an opportunity to manipulate realia and observe what the final product of a booking would look like.

11.6. Session 6

This session follows a similar structure as the previous one, as it also involves a guided tutorial to navigate a website in first place, and a subsequent autonomous task in which students continue to design their trip. In the case of this lesson, students will find accommodation to stay in during their trip using websites such as Booking.com (https://www.booking.com/index.en-gb.html) and Airbnb (https://www.airbnb.co.uk/).

The importance of reading reviews is also highlighted in this session, in order to emphasize their significant impact when making a decision for accommodation. This way, students will learn a way to ensure quality in the accommodation they will stay in and will prevent fraud. In the 5-minute activity, students will be asked to find a positive review for a specific hotel and flat, evaluating the quality of the establishment and assessing whether they would choose that location.

The rest of the session follows the same procedure as the previous one. Firstly, they will follow a step-by-step tutorial on how to book accommodation and afterwards work autonomously. During the last five minutes of the class, they will fill in the poster with the new information related to the trip and calculate the budget they have left. Students will also be shown what the final reservation in both sites looks like.

11.7. Session 7

The warm-up activity will consist in a 5-minute game in which students have to choose the correct answer in a maze to continue advancing. If they choose the wrong answer, they are taken back to the beginning of the maze and have to remember all the choices they had made up to the point where they lost. In the case of this didactic proposal, the maze game would be used to reinforce all the contents students have learnt until this session, such as aspects related to British culture, history or geography.

After the warm-up activity, the teacher will focus on the theme of this session, which is the design of an itinerary when planning a trip. They will start with the creation of an itinerary for Madrid in a 10-minute activity in which groups will be given the top attractions of the city and will have to order them, debating with their peers, and justify why they have chosen to visit them in that specific order. The results will be discussed with the rest of the class, and the teacher will compare what each group has done, offering some opinions or feedback.

Once they have created an itinerary for a city they were already familiar with, they will have to design one for the city of their choice in the United Kingdom. They will have 25 minutes to observe and choose attractions, landmarks and monuments from the city and organize them in an itinerary plan that is included in the poster they have to fill in. The groups will be given brochures to take inspiration from, and will be allowed to use up to two computers per group to search for information autonomously.

Lastly, they will have 5 minutes to calculate the money they have left, and finish decorating and adding details to the group's poster.

11.8. Sessions 8 and 9

The final two sessions of the didactic proposal will focus on the student presentations. During the eighth session, students will develop their script and create materials and visual aids for their oral presentation. Finally, in the last session of the didactic proposal they will perform the presentations, participate in a class vote to select their favourite trip and complete a self-evaluation questionnaire.

In the first 10 minutes of the eighth session, the teacher will introduce a model presentation to guide students and help them understand how to create and organise their own

expositions. The teacher will carry out a presentation of their own trip in order to help students understand the expectations and objectives for their presentations. Afterwards, students will receive a summary of what will be evaluated during the elaboration of the script and the presentation. This will ensure that students are aware of what to include and what criteria will be considered in the evaluation. The remaining class time will be dedicated to elaborating the scripts and visual aids. If necessary, an extra session can be scheduled for students to finish their work, adding an extra session to the didactic proposal. Students can also be tasked to work on the script independently at home.

In the last session of the teaching unit, students will present the final products to their peers. To ensure that the order of the presentations is completely random, the teacher will use a random wheel of names online to decide the presentation order. Each group will perform their presentation, followed by a session of questions and answers about the trip they have created in which the students will be allowed to ask their own questions. After the presentations, students will vote for their favourite trip in an anonymous voting, and will explain the reason behind their choice.

The last five minutes of the session will be dedicated to a self-evaluation questionnaire in which students will reflect on their learning experience throughout the teaching unit and whether the unit has helped them interact with authentic language and learn new contents. They will elaborate on how they have felt during the proposal's activities, providing valuable feedback for potential adjustments and improvements thanks to the students' feedback and reflections.

CONCLUSIONS

The main object of this MA thesis was to explore the potential of integrating authentic materials into English as a Foreign Language classrooms, considering their benefits and following the guidelines established by scholars on how to effectively implement them in the classroom. To achieve this goal, we employed Communicative Language Teaching (CLT) and Task-based Language Teaching (TBLT) approaches to create a didactic proposal, as they promote communication, fluency, and ensure that all students can actively participate and comprehend the content. The combination of authentic materials and these two approaches allows the teacher to create a real life-like situation in which students have to use the language in a meaningful context to complete a series of tasks.

The didactic proposal outlined in this paper aims to immerse students in a real situation through the creation of a trip to the United Kingdom in small groups, facilitated through the integration of authentic tasks and materials. The direct exposure to the target language allows students to develop cultural awareness and observe real-world instances of language use. The task-based approach was ideal to ensure that students use the language in a meaningful context while interacting with the authentic materials, and to allow students work at their own pace during the tasks and the trip creation, encouraging both communication and student autonomy.

Nevertheless, it must be noted that this didactic proposal has not yet been implemented in a classroom. There is room for potential improvements to enhance its effectiveness and identify the strengths and weaknesses of the proposal through its implementation and the evaluation of the final questionnaire in which students provide feedback on the activities. It would be valuable to examine the proposal's success with this questionnaire and make adjustments if necessary according to the students' needs and proficiency levels.

Future research may explore the use of authentic materials in the classroom further, given their significant value in connecting the students with the target culture and real-world language. While this proposal focuses on specific aspects related to the preparation of a trip, it has the potential for expansion, as the context of travel is vast, relatable and motivating. The task-based approach, which encourages student interaction with authentic materials, can be very valuable to use language purposefully in meaningful contexts. This didactic proposal serves as an example on how we could use these authentic materials within an English as a Foreign Language classroom.

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APPENDIXES

I. GENERAL CHART OF THE DIDACTIC PROPOSAL

Stage: Compulsory Secondary Education (ESO)			Level/Course: B1/4th of ESO		Time: 9 sessions – Second term			
Stage objectives: b), d), e), g), i), j)								
Key competences CCL, CCEC, CD, CPSAA			**Specific competences** 1, 2, 3, 6					
Contents A1, A6, A10 / B1 / C1, C3 **Syntactic-discursive elements** 2, 3			**Assessment criteria** 1.1 / 2.1 / 3.1, 3.3 / 6.1					
Activities per session								
Learning situation 1: The basics of the UK			Learning situation 2: How to organize a trip				Session 8	Session 9
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**	**Session 7**	**1.** Let's create a presentation. **2.** It's your turn: let's create a presentation	**1.** The floor is yours **2.** And the Oscar goes to… **3.** Final evaluation
1. What do you know about the United Kingdom? **2.** Map Quest **3.** History Jigsaw	**1.** TikTok scrolling **2.** Culture shocks in the U.K. **3.** Peer evaluation **4.** It's your turn: Culture shocks in the U.K.	**1.** Find the pounds **2.** Guess the Price! **3.** British Slang: What do these mean? **4.** British slang bingo	**1.** Let's create a trip **2.** The basics **3.** Final report: How did it go?	**1.** Let's book together **2.** What flight are we taking? **3.** Final details	**1.** Booking accommodation **2.** Reviewing! **3.** It's your turn: booking accommodation **4.** Final details	**1.** Memory maze **2.** Creating an itinerary **3.** It's your turn: creating an itinerary **4.** Final details		
Diversity outreach								
This didactic unit has been created so that students are able to work on their own pace, disposing of many different aids and resources to use during their tasks, so that the unit is as inclusive as possible. However, many further changes may be introduced to the unit if deemed necessary to adapt to the students' needs.								

II. SESSIONS CHART

Session 1	
Specific competences	**Can-do statements**
1. 2. 3.	**1.1.1.** The student extracts and analyses the main ideas of a written or oral text. **1.1.2.** The student selects and uses information relevant to the activity extracted from an oral or written text. **2.3.1.** The student elaborates an appropriate oral text following the teacher's instructions. **3.3.1.** The student interacts with their peers effectively, taking turns when speaking and sharing information respectfully.
Subject contents A1, A10 / B1 / C1	**Cross-curricular contents** • Written comprehension • Mutual respect and cooperation between peers

Activities / Tasks	Specific competences	Contents	Can-do statement
What do you know about the United Kingdom?	2, 3	A1, B1	2.3.1 / 3.3.1
Map Quest	3	A1, A10, B1, C1	1.1.2 / 3.3.1
History Jigsaw	1, 2	A1, B1, C1	1.1.1 / 2.3.1 / 3.3.1

Session 2	
Specific competences	**Can-do statements**
1. 2. 6.	**1.1.1.** The student extracts and analyses the main ideas of a written or oral text. **1.1.2.** The student selects and uses information relevant to the activity extracted from an oral or written text. **2.3.1.** The student elaborates an appropriate oral or written text following the teacher's instructions. **3.1.1.** The student interacts with their peers effectively, taking turns when speaking and sharing information respectfully. **6.1.1** The student interacts respectfully in intercultural situations, proposing solutions to any sociocultural aspect that may hinder communication.
Subject contents	**Cross-curricular contents**
A1, A10 / B1 / C1, C3	• Oral comprehension • Creativity • Mutual respect and cooperation between peers

Activities / Tasks	Specific competences	Contents	Can-do statement
TikTok scrolling	1	A1, B1, C3	1.1.1 / 6.1.1
Culture shocks in the United Kingdom	1, 2, 6	A1, B1, C3	1.1.1 / 2.3.1 / 6.1.1
Peer evaluation	3, 6	A1, A10, B1, C3	3.1.1 / 6.1.1
It's your turn: culture shocks in the United Kingdom	2, 6	A1, B1, C1, C3	1.1.2 / 2.3.1 / 6.1.1

Session 3	
Specific competences	**Can-do statements**
2. 3. 6.	**2.3.2.** The student expresses themselves in a clear way and responds to the context appropriately. **3.1.1.** The student interacts with their peers effectively, taking turns when speaking and sharing information respectfully. **3.3.1.** The student employs strategies to clarify and ask for clarifications for any misunderstanding and correct their own mistakes in a respectful manner. **6.1.1.** The student interacts respectfully in intercultural situations, proposing solutions to any sociocultural aspect that may hinder communication.
Subject contents	**Cross-curricular contents**
A1 / B1 / C1, C3	• Mutual respect and cooperation between peers • Creativity

Activities / Tasks	Specific competences	Contents	Can-do statement
Find the pounds	3, 6	B1 / C1	3.1.1 / 3.3.1
Guess the price!	3, 6	A1 / B1 / C1	2.3.2 / 3.3.1 / 3.3.1 / 6.1.1
British Slang: What do these mean?	3, 6	A1 / B1 / C3	2.3.2 / 3.3.1 / 3.3.1 / 6.1.1
British slang bingo	3, 6	A1 / B1 / C3	3.3.1 / 3.3.1 / 6.1.1

Session 4	
Specific competences	**Can-do statements**
1. 3. 6.	**1.1.2.** The student selects and uses information relevant to the activity extracted from an oral or written text. **3.1.1.** The student interacts with their peers effectively, taking turns when speaking and sharing information respectfully. **3.1.2.** The student collaborates with their group in order to find information and resources for their trip. **3.3.1** The student employs strategies to clarify and ask for clarifications for any misunderstanding and correct their own mistakes in a respectful manner. **6.1.1.** The student interacts respectfully in intercultural situations, proposing solutions to any sociocultural aspect that may hinder communication. **6.1.2.** The student actively searches for information and participates within the group in order to learn about British culture.
Subject contents	**Cross-curricular contents**
A1, A6 / B1 / C1	- Digital competence - Creativity - Mutual respect and cooperation between peers

Activities / Tasks	Specific competences	Contents	Can-do statement
Let's create a trip!	1, 6	B1	3.1.1 / 6.1.1 / 6.1.2
The basics	1, 3, 6	A6, B1, C1	1.1.2 / 3.1.1 / 3.1.2 / 6.1.2
Final report: how did it go?	3, 6	A1, B1	3.1.1 / 3.1.2 / 3.3. 1 / 6.1.1

Session 5	

Specific competences	Can-do statements
1. 3. 6.	**1.1.2.** The student selects and uses information relevant to the activity extracted from an oral or written text. **3.1.1.** The student interacts with their peers effectively, taking turns when speaking and sharing information respectfully. **3.1.2.** The student collaborates with their group in order to find information and resources for their trip. **3.3.1.** The student employs strategies to clarify and ask for clarifications for any misunderstanding and correct their own mistakes in a respectful manner. **6.1.1.** The student interacts respectfully in intercultural situations, proposing solutions to any sociocultural aspect that may hinder communication. **6.1.2.** The student actively searches for information and participates within the group in order to learn about British culture.

Subject contents	Cross-curricular contents
A1, A6 / B1 / C1, C3	• Written comprehension • Digital competence • Creativity • Mutual respect and cooperation between peers

Activities / Tasks	Specific competences	Contents	Can-do statement
Let's book together!	1, 6	A6, B1, C1, C6	1.1.2 / 3.1.2 / 6.1.1 / 6.1.2
What flight are we taking?	1, 3, 6	A1, B1, C1, C6	1.1.2 / 3.1.1 / 3.1.2. / 6.1.1 / 6.1.2
Final details	3, 6	A1, B1, C1	3.1.1 / 3.1.2 / 3.3.1 / 6.1.1

Session 6			

Specific competences	**Can-do statements**
1. 3. 6.	**1.1.1.** The student extracts and analyses the main ideas of a written or oral text. **1.1.2.** The student selects and uses information relevant to the activity extracted from an oral or written text. **3.1.1.** The student interacts with their peers effectively, taking turns when speaking and sharing information respectfully. **3.1.2.** The student collaborates with their group in order to find information and resources for their trip. **6.1.1.** The student interacts respectfully in intercultural situations, proposing solutions to any sociocultural aspect that may hinder communication. **6.1.2.** The student actively searches for information and participates within the group in order to learn about British culture.

Subject contents	**Cross-curricular contents**
A1, A6 / B1 / C1, C3	• Written comprehension • Digital competence • Creativity • Mutual respect and cooperation between peers

Activities / Tasks	Specific competences	Contents	Can-do statement
Booking accommodation	1, 3, 6	B1, C1, C3	1.1.2 / 3.1.2 / 6.1.1 / 6.1.2
Reviewing!	1, 6	B1, C1	1.1.1 / 1.1.2 / 6.1.1
It's your turn: Booking accommodation	1, 3, 6	A6, B1, C1, C3	1.1.2 / 3.1.1 / 3.1.2. / 6.1.1 / 6.1.2
Final details	3, 6	A1, A6, B1	3.1.1 / 3.1.2 / 6.1.1

Session 7			
Specific competences		**Can-do statements**	
1. 3. 6.		**1.1.2.** The student selects and uses information relevant to the activity extracted from an oral or written text. **3.1.1.** The student interacts with their peers effectively, taking turns when speaking and sharing information respectfully. **3.1.2.** The student collaborates with their group in order to find information and resources for their trip. **6.1.1.** The student interacts respectfully in intercultural situations, proposing solutions to any sociocultural aspect that may hinder communication. **6.1.2.** The student actively searches for information and participates within the group in order to learn about British culture.	
Subject contents		**Cross-curricular contents**	
A1, A6 / B1 / C1, C3		• Written comprehension • Digital competence • Creativity • Mutual respect and cooperation between peers	
Activities / Tasks	**Specific competences**	**Contents**	**Can-do statement**
Memory maze	3, 6	A1, B1, C3	3.1.1 / 6.1.1
Creating an itinerary	1, 3	A1, A6, B1	1.1.2 / 3.1.1 / 3.1.2
It's your turn: creating an itinerary	1, 3, 6	A1, A6, B1, C1, C3	1.1.2 / 3.1.1 / 3.1.2 / 6.1.1 / 6.1.2
Final details	3, 6	A1, B1, C1	3.1.1 / 3.1.2 / 6.1.1

Session 8

Specific competences	Can-do statements
2.	**2.3.1.** The student elaborates an appropriate oral or written text following the teacher's instructions.
3.	**2.3.2.** The student expresses themselves in a clear way and responds to the context appropriately.
6.	**3.1.1.** The student interacts with their peers effectively, taking turns when speaking and sharing information respectfully.
	3.1.2. The student collaborates with their group in order to find information and resources for their trip.
	3.3.1 The student employs strategies to clarify and ask for clarifications for any misunderstanding and correct their own mistakes in a respectful manner.
	6.1.2. The student actively searches for information and participates within the group in order to learn about British culture.

Subject contents	Cross-curricular contents
A1, A6 / B1 / C1	• Written expression • Digital competence • Creativity • Mutual respect and cooperation between peers

Activities / Tasks	Specific competences	Contents	Can-do statement
Let's create a presentation!	3	A1, B1	3.1.1 / 3.1.2
It's your turn: let's create a presentation!	2, 3, 6	A1, A6, B1, C1	2.3.2 / 3.1.1 / 3.1.2 / 3.3.1 / 6.1.2

Session 9

Specific competences	Can-do statements
2. 3. 6.	**2.3.1.** The student elaborates an appropriate oral or written text following the teacher's instructions. **2.3.2.** The student expresses themselves in a clear way and responds to the context appropriately. **3.1.1.** The student interacts with their peers effectively, taking turns when speaking and sharing information respectfully. **3.3.1** The student employs strategies to clarify and ask for clarifications for any misunderstanding and correct their own mistakes in a respectful manner. **6.1.1.** The student interacts respectfully in intercultural situations, proposing solutions to any sociocultural aspect that may hinder communication.
Subject contents A1, A6, A10 / B1 / C1	**Cross-curricular contents** - Oral expression - Creativity - Mutual respect and cooperation between peers

Activities / Tasks	Specific competences	Contents	Can-do statement
The floor is yours	2, 3, 6	A1, A6, B1, C1	2.3.1 / 2.3.2 / 3.1.1 / 3.3.1 / 6.1.1
And the Oscar goes to…	2, 3	A1, A10, B1	2.3.2 / 3.1.1 / 3.3.1
Final evaluation	2, 6	A1, A6, B1, C1	2.3.2 / 6.1.1

III. ACTIVITIES CHART

Activity number 1	**- Session number 1**

Title:	**Type:**	**Timing:**
What do you know about the United Kingdom?	Warm-up activity	10 minutes

Class management:	**Resources:**
Students will be divided into groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Canva presentation used as visual aid. Available at: https://tinyurl.com/4kp3tpzz

Linguistic input:

Good morning! How are you all doing? I hope you are doing fine. Please, sit down. (*The teacher waits for the students to sit down*). Today, we are going to be starting a new teaching unit, related to topic of travelling. Have any of you ever visited another country? (*The teacher waits for an answer*). Really? Where did you go? What did you visit? (*The teacher waits for an answer*).

For this teaching unit, you will create a trip plan to a country. This one is easy, which country do you think it is? (*The teacher waits for an answer*). That's right! You will prepare a trip plan for a city in the United Kingdom, and you will be able to choose what city you will create the trip for! But first, we need to learn the basics. What do you know about the United Kingdom? I'm sure you know something! (*The teacher waits for an answer*). That's great! You already know some stuff about the United Kingdom! What about the countries that form the United Kingdom? Can you name them? (*The teacher waits for an answer and reveals the flag for each country*). And can you situate them on a map? (*The teacher shows an empty map of the United Kingdom so that the students situate each country*). Very good!

You are going to be working in groups of four students for this teaching unit. Don't worry about making the groups, because I have already made them myself! I'm going to read aloud the members in each group, so please, pay attention and move towards a table with your groupmates. Ready? (*The teacher reads the groups made*). Is everyone fine with their group? Do you all know which group you are in? Great! Then we can start with our first activity.

Activity number 2	**- Session number 1**	
Title: Map Quest	**Type:** Reinforcement activity	**Timing:** 15 minutes

Class management:	**Resources:**
Students will be divided into groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Canva presentation used as visual aid. Available at: https://tinyurl.com/4kp3tpzz Blank version of a map of the United Kingdom (see materials in Appendixes). Cards with descriptions of U.K. cities (see materials in Appendixes).

Linguistic input

Now that you know the cities in the United Kingdom, let's make it a bit more difficult. I am going to give you a blank version of a map of the United Kingdom. You can write where each country is located if it helps you remember where they are! (*The teacher gives each group the blank map*). Now, what do you think you are going to do? I'm going to give you eight cards with the cities you will be able to choose from for your trip plan. Your objective is to guess where each country is situated on the map! I'm sure you already know some! (*The teacher gives each group a pile of cards*). Debate with your group where you think these countries are. The pictures and the descriptions may help you a bit! You can also start deciding which city is your favorite! I'm going to give you some minutes to talk with your classmates and do the activity, alright? I will be walking around the classroom if you have any doubt. Don't hesitate to call me over!

How are you? Do you need more time or are you done? (*The teacher waits for an answer*). Good! Then, let's correct the maps. How many cities do you think you got right? (*The teacher waits for an answer*). Now, I'm going to reveal where each city is… Let's start by London! Where did you put it on your maps? Very good, because this is where London is! (*The teacher reveals where London is located using the presentation on a digital board. The same process is repeated for each city*). How was it? How many did you get right? (*The teacher waits for an answer*). I hope this activity helped you learn a bit about geography!

Activity number 3   - Session number 1

Title:	Type:	Timing:
History Jigsaw	Reinforcement activity	25 minutes

Class management:	Resources:
Students will be divided into groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Board and chalk. Canva presentation used as visual aid. Available at: https://tinyurl.com/4kp3tpzz Printed summaries of each history era. (see materials in Appendixes).

Linguistic input

Now that you know the basics about UK's geography, let's learn the basics about UK's history! Have you learned anything related to the United Kingdom in History? I'm sure you have to know something! (*The teacher waits for an answer*). That is great, thank you very much! The United Kingdom has a very rich history and it has been a very important country throughout time. Now, we are going to see the most important moments in British History. I am going to give each group a short description of an era in the history of the United Kingdom. You will have to make a short summary of one paragraph of the text, and then explain it to the rest of your classmates. (*The teacher gives each group the descriptions*).

Do you understand the task well? First, read the text. You can underline the most important sentences in order to see the main points of each moment. Then, you will have to write a short paragraph that summarizes the content in the text, and you will present it to the rest of the class. Have you understood what you have to do by the moment? Great! If you need any help, I will be walking around the classroom. Feel free to ask me anything!

(*The teacher walks around the classroom and helps the students with anything they may need*).

Were you able to write your summaries? Good! Okay, please, someone in the first group read the title of the era you got and the summary you have done of the text. (*As the student reads the title, the teacher writes each title of the eras on the board*). Thank you! You got all the main ideas, very good job! (*The process is repeated for each group, so that all the titles are written on the board*).

Now, we have all these eras, but I haven't written them in the correct order. Discuss with your group what you think the correct order is! I'm giving you some minutes to think about it. (*The teacher waits some minutes for the students).* Alright! What order did you choose? (*The teacher writes each group's answer).* I see some differences between the answers. Which one do you think is correct? (*The teacher waits for an answer*). I see… I'm going to reveal the correct answer now. Ready? Group 2 and group 5 were correct, congratulations! Many of you were very close, too. Good job!

Have you understood everything in this class? Do you have any doubts? (*The teacher waits for an answer*). Good! Remember the groups you have worked with today, because you will be working with them throughout this teaching unit. The next day, please, sit with your group when you enter the classroom, just as you are sitting today. Understood? Great, thank you so much!

That's all for today! I hope you all have a nice day, I will see you soon. You're free to go now. Goodbye!

Activity number 1	- Session number 2	

Title:	Type:	Timing:
TikTok scrolling	Warm-up activity	5 minutes

Class management:	Resources:
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Canva presentation used as visual aid. Available at: https://tinyurl.com/yp8v5sfa TikTok videos extracted from the app: - https://vm.tiktok.com/ZGeHjxHR7/ - https://vm.tiktok.com/ZGeHjXCKq/ - https://vm.tiktok.com/ZGeHj7xJF/ - https://vm.tiktok.com/ZGeHjCyFg/

Linguistic input

Good morning, everyone! How are you doing? How has your day been so far? (*The teacher waits for an answer*). Please, remember to sit down with your group. Do you remember more or less what we did in our last lesson? (*The teacher waits for an answer*). Now that you know the basics about geography and history, it's time to move forward and learn about culture. What do you know about British culture? When you think of the United Kingdom, what comes into your mind? (*The teacher waits for an answer*). Usually, when you think of the country, very stereotypical stuff comes into your mind. We are going to see cultural aspects of the country that may be a bit closer to us and might be useful to us. I have selected some TikToks we are going to watch for this. Do any of you have TikTok? (*The teacher waits for an answer*). Can you explain what TikTok is for? (*The teacher waits for an answer*).

I am going to play some TikToks about culture shocks Spaniards have experienced when visiting or moving to the United Kingdom. By the moment, only focus on understanding them and enjoying them, you don't have to do anything yet. (*The teacher plays the video for some seconds*). Does everyone hear the video properly? Yes? Perfect! I am going to play the videos now. (*Each video is played once*). What did you think of these videos? These are culture shocks that I experienced myself when I lived in the United Kingdom!

Activity number 2	**- Session number 2**	
Title: Culture shocks in the United Kingdom	**Type:** Reinforcement activity	**Timing:** 15 minutes

Class management:	**Resources:**
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Canva presentation used as visual aid. Available at: https://tinyurl.com/yp8v5sfa TikTok videos extracted from the app: • https://vm.tiktok.com/ZGeHjxHR7/ • https://vm.tiktok.com/ZGeHjXCKq/ • https://vm.tiktok.com/ZGeHj7xJF/ • https://vm.tiktok.com/ZGeHjCyFg/

Linguistic input

Now, you are going to work with your groups. Take out a sheet of paper. You are going to elaborate a list of the culture shocks these people have experienced in the United Kingdom. I will play the videos again, so you will have to take notes of what you see. You can take the notes by yourself, alone; and then compare it with your groupmates to create a list together. You can also write together in the same sheet of paper. You decide! As long as you are able to create a list, any method is perfect! Does everyone have the paper ready? Remember, you have to take notes on what the people say and elaborate a list of culture shocks. Has everyone understood the task? (*The teacher waits for an answer, as s/he walks around the classroom to check that everyone is ready*). Good! Now, I am going to play each video again. Is everyone ready? (*The teacher waits for an answer*). I'm going to play the TikToks now. Good luck! (*The teacher plays each TikTok again, pausing in-between videos so that students have time to finish writing down their notes*).

How was it? Were you able to take notes? Does anyone need me to play the video again? (*The teacher waits for an answer, as s/he walks around the classroom to see the results. If needed, some videos can be played again*). Are you doing good?

Activity number 3	- Session number 2	

Title:	Type:	Timing:
Peer evaluation	Reinforcement activity	5 minutes

Class management:	Resources:
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Canva presentation used as visual aid. Available at: https://tinyurl.com/yp8v5sfa

Linguistic input

Now, we are going to correct the lists you have created. However, you are going to be the teachers now! You are going to evaluate the work another group has done! Please, give your list to the group you have closest to you. (*The teacher waits for the groups to exchange lists*). Does every group have a list? (*The teacher waits for an answer*). Alright, good!

Let's see the correct answers, one by one. You will have to check together if the other group has included the culture shock in their lists. The first item would be "the driver's seat is in the right side of the car". Have the groups included anything about where is the driver's seat in the car or about driving on the other side of the road? (*The teacher waits for the students to correct their work*). Remember to add the item if they have not included it! What is the next one? (*The teacher waits for an answer*). Very good! (*The same process is repeated for each item, waiting for the students to correct their work*). Perfect! How have the other groups done? Would you give them a good grade? (*The teacher waits for an answer*). If you wouldn't, write some feedback on what you would change in the list.

Give back the corrected lists to their authors! (*The teacher waits for the groups to exchange lists again*). How have you done? Did you do well? (*The teacher waits for an answer*). I am very happy with your work so far! Now, let's move forward to the next activity.

Activity number 4	**- Session number 2**

Title:	**Type:**	**Timing:**
It's your turn: culture shocks in the United Kingdom.	Reinforcement activity	25 minutes

Class management:	**Resources:**
Students will be sitting in groups of four.	Internet connection and digital board.
Groups will be sitting in tables facing each other.	Canva presentation used as visual aid. Available at: https://tinyurl.com/yp8v5sfa
	Cards with culture shock examples for students (see materials in Appendixes).

Linguistic input

Very good! Now, it is going to be your turn to explain another culture shock to your classmates. I am going to ask each group to pick one of these pieces of paper randomly. They contain an explanation on another cultural difference between Spain and the United Kingdom. You will read it and prepare a dialogue similar to one of the TikToks we have watched during this session. I am going to play it again so you see the idea of what I want. (*The teacher plays the TikTok video again*). First, you will write a script, and then perform the role-play in front of the class. Have you understood the task? (*The teacher waits for an answer*). Do you have any doubt? (*The teacher waits for an answer*).

Then, I am going to give you the pieces of paper. I hope you pick one you like! (*The teacher walks towards each group and lets them pick a piece of paper*). Does everyone understand what their paper says? (*The teacher waits for an answer*). Very good! I'm giving you ten minutes to prepare the script. If you need anything, just call me over! (*The teacher walks around the classroom to see the students' performance*). There are only some minutes left! Do you think you need some more time? (*The teacher waits for an answer*). Alright!

Okay, time is up! Do you all have your scripts ready? (*The teacher waits for an answer*). Does anyone want to go first? (*The teacher waits for an answer*). Very good, it is your turn! (*The students perform the role-play*). Very good! That was great! Did anyone know about this? (*The teacher waits for an answer*). Can anyone explain to me in one sentence what this group talked about? (*The teacher waits for an answer*). Great! (*The same process is repeated with each group*). You have done great today, very good job! I'm letting you free now, congrats! Goodbye and have a nice day!

Activity number 1	**- Session number 3**	

Title:	**Type:**	**Timing:**
Find the pounds	Warm-up activity	5 minutes

Class management:	**Resources:**
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Bags with different euro and pound coins. Canva presentation used as visual aid. Available at: https://tinyurl.com/26h24kkx

Linguistic input

Good morning, everyone! How are you doing? How was your day so far? (*The teacher waits for an answer*). Do you remember what we did in our last class? Can anyone tell me about it? (*The teacher waits for an answer*). Very good. Today we are going to continue learning a bit about the basics of the United Kingdom. You are going to become experts! So, to start this lesson, can anyone tell me the name of the currency used in the United Kingdom? Do you know what a currency is? (*The teacher waits for an answer*). That's right, a currency is the system of money used in a country. Here, in Spain, we use euros. And in the United Kingdom? (*The teacher waits for an answer*). Very good! Have you ever seen pounds in person? (*The teacher waits for an answer*). What about the British decimal coin? Our decimal coin would be cents. Does anyone know what do they use in the United Kingdom? (*The teacher waits for an answer*). Has anyone ever paid using pounds? (*The teacher waits for an answer*).

Now, I'm going to place some small bags on your tables. Do not open them until I tell you to do so, please. (*The teacher walks around the classroom and places a small bag in each group's table*). If you have never seen pounds in person, this is going to be your chance to see them! These bags contain a bunch of euros and pounds, all mixed together. Your objective is going to be to divide the pounds and the euros, and write down on your whiteboard which coins have you found. Are you guys ready? Let's see who is the fastest! (*The teacher walks around the classroom as the students do the activity, checking their performance*).

One group has finished! Let's see what coins you have found! (*The teacher reveals the pictures of the coins in the digital board as the students answer which coins they have found*).

Activity number 2	**- Session number 3**	

Title:	**Type:**	**Timing:**
Guess the price!	Reinforcement activity	10 minutes

Class management:	**Resources:**
Students will be sitting groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Canva presentation used as visual aid. Available at: https://tinyurl.com/26h24kkx Whiteboards.

Linguistic input

As you have seen, the British pound is the official currency of the United Kingdom. This is the symbol (*The teacher shows the symbol on the screen).* It can also be shortened as GBP. Pence, or penny is the smaller unit of the pound, the pounds are divided into 100 pence. It doesn't have a symbol, the letter "p" is often used to abbreviate pence. Do you think pounds and euros are worth the same amount of money? (*The teacher waits for an answer*). Which is stronger? The pound or the euro? (*The teacher waits for an answer*).

The value of the pound changes every day, but, as of today, 1 pound equals to 1.16 euros (*these numbers may change depending on the day the session will be implemented on*). If you pay for something that costs 5 pounds, that will be almost 6 euros; it's 5.81 euros. When you buy things in the United Kingdom, you have to check the currency the product is in, and the difference between euros and pounds. When I was in the United Kingdom, I used to buy many things without thinking about the difference. I got surprised when I checked my bank account when I arrived home and so much money was gone! There is also a bank commission you have to pay if you use a Spanish credit card that works in euros. This commission varies depending on how much money you have spent. Did you know about this? Has this ever happened to you? (*The teacher waits for an answer*). Now, let's play a game! I'm going to show you typical purchases in the United Kingdom and their price in pounds. You will have to guess how much they cost in euros. To do this, discuss with your group how much do you think they cost, and write your answer in the whiteboard. When you have written it, put the whiteboard up. Let's see who is the closest to the actual price! I'm going to write down how many points each group gets, to make this a bit more competitive. Ready? (*The teacher writes down the teams and uses the presentation to show different products, so that students guess the price*).

Activity number 3	- Session number 3	
Title: British Slang: What do these mean?	**Type:** Reinforcement activity	**Timing:** 10 minutes

Class management:	**Resources:**
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Printed slang cards (see materials in Appendixes).

Linguistic input

Very good job! I think the difference between pounds and euros is a big culture shock sometimes. Do you know what else surprised me when I was in the United Kingdom? The British slang and the terms they use for everything. Nowadays, almost everything online is written in American English, so, British English kept surprising me. Does anyone know what slang means? (*The teacher waits for an answer*). Slang is informal language and expressions that are used in casual conversations, and they depend on the place and the context. An example for us, would be calling everyone "*tío*" or saying "*empanado*" when someone is distracted. Do you know any example of British slang? Don't worry if you don't, we are here to learn! (*The teacher waits for an answer*).

I am going to give you two groups of cards. One of them has words and expressions in British English and British slang. The other one has definitions. You are going to have to match each word and expression with the definition. When you finish, put your hand up so I can check your answers and see if you got all of them correct. If you don't, I will give you a clue and you will have to keep going. Let's see which group finishes first! (*The teacher walks around the classroom and places the cards in each group table*). When a group manages to match all definitions, we will correct them together. Are you ready? If you have any doubt, feel free to ask me. Ready, set, go! (*The teacher walks around the classroom as the students perform the activity*).

Very good, a group has finished! You were all so close! Let's see the correct answers now. (*The teacher uses the digital presentation*). What does "mate" mean? (*The teacher waits for an answer*). That's right, it's a way of saying friend! (*The process is repeated for each word*).

Activity number 4	- Session number 3	

Title:	Type:	Timing:
British Slang Bingo	Wrap-up activity	15 minutes

Class management:	Resources:
Students will work individually.	Internet connection and digital board.
Groups will be sitting in tables facing each other.	Board and chalk.
	Bingo cards (see materials in Appendixes).

Linguistic input

Do you think you are going to remember these words well? I hope you do, because now we are going to play a bingo using the slang! I am going to give you bingo cards with the slang expressions we have just learnt. Everyone knows how to play bingo, right? (*The teacher waits for an answer*). Just in case, I will explain the game. I am going to give you cards with the slang expressions we've seen. I am going to read out definitions and synonyms, but not the words themselves. For example, I will not read out the word "mate", I will read out "friend". You will have to tell me the meaning, and then check if that word is in your bingo card. If you do find it, cross the word. Whoever has crossed all the words horizontally or vertically can sing a "Line". And, finally, whoever crosses every word in the bingo can sing "Bingo" and wins the game! Have you all understood the game? (*The teacher waits for an answer*). I am going to give you the bingo cards. Let's hope luck is on your side! (*The teacher hands out bingo cards for the students*). Does everyone have any doubt? Are you all happy with your bingo cards? (*The teacher waits for an answer*). Good! Let's start the game!

Our first word is "very easy". What would this word be in British slang? (*The teacher waits for an answer*). That's correct, perfect! The correct answer is "easy-peasy"! (*The teacher writes the word on the board*). Let's see the next word… (*This process is repeated for each word*). Someone sang a line! Congratulations! Let's check it! Please, read aloud the words you crossed to check it! (*The teacher checks the words on the board. The same process is repeated when a student sings bingo*). Congratulations! Do you think you have learnt these expressions? Will you remember them? I hope this has been helpful for you. Now, you are free to go! You can keep the bingo cards. Goodbye and good luck in the rest of your classes! Bye, bye!

Activity number 1	- Session number 4	
Title: Let's create a trip!	**Type:** Warm-up activity	**Timing:** 15 minutes

Class management:	**Resources:**
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Canva presentation used as visual aid. Available at: https://tinyurl.com/5ywzy3x5 Blank posters (see materials in Appendixes).

Linguistic input

Good morning, everyone! How are you all doing? Had a good day so far? (*The teacher waits for an answer*). Can anyone tell me what we have done these last days in class? (*The teacher waits for an answer*). Perfect! Now that you know the basics about the United Kingdom and you are experts, we can start creating the trips! To do this, each day, we will focus on a specific part of the trip. I am going to give each group a blank poster, which you are going to fill in during these classes. (*The teacher walks around the classroom, giving each group a poster*).

These posters explain all the information you will take into account for this trip: the city you will travel to, the season, the flights you will choose, the accommodation, the itinerary and landmarks you will visit… (*The teacher waits a minute for each group to see the posters and its sections*). Don't feel stressed and overwhelmed! We will focus on these step by step. Does anyone remember the cities we talked about a few sessions ago? The ones we situated on the map. (*The teacher waits for an answer*). That's right! You have a very good memory! The cities are Edinburgh, London, Bath, York, Manchester, Cardiff, Belfast and Brighton. Do any of these catch your attention? Which one is your favorite? (*The teacher waits for an answer*). These cities are going to be very important in this unit!

For this trip, I am going to assign you a budget, to make this more realistic. Does anyone know what a budget is? (*The teacher waits for an answer*). A budget is the amount of money you are going to spend in a period of time. The budget for this trip is 1000 pounds. Do you think you will be able to keep the trip within the budget and not spend too much money? I'm sure you will be able to!

Let's see which parts of the poster we are going to fill in today.

Activity number 2	**- Session number 4**	

Title:	**Type:**	**Timing:**
The basics	Reinforcement activity	25 minutes

Class management:	**Resources:**
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Computers (two computers per group). Posters (see materials in Appendixes). Travel brochures. Available at: https://tinyurl.com/49yc22jh

Linguistic input

Today, you will decide the city you are going to travel to, and the season you would like to do this trip in. (*The teacher shows the posters, pointing to the sections the students have to complete*). You will have to fill in these two sections in the poster.

Firstly, the cities you will choose from are the ones we have been working with these days, so I hope you liked them! I am going to give you some travel brochures for each city, so that you are able to see the monuments, landmarks and general ideas of each city. I am also going to project a slide on the screen that shows the cities you can choose for your trip, just in case.

You will also have to choose the season and moment in the year in which you would like to do the trip. I am going to give each group two laptops. One of the laptops will be used to check the link I have posted on our Teams, which has some advice on when to travel to the United Kingdom and what the weather is like. You can use the other computer to look for more information about the cities, if you'd like to search for more. I am going to hand out the computers. (*The teacher gives the computers to each group*). As a summary of what you have to do: choose your favourite city from the options you have, and a season for the trip. When you have had some time to look for information, I will ask you to tell me your choices. Has everyone understood the task? (*The teacher waits for an answer*). Can you repeat it to me? (*The teacher waits for an answer*). I'm going to be walking around. If you have any doubt, don't be shy! You are all going to do great. (*The teacher places the travel brochures on the desk, so that each group takes some*).

Activity number 3 - Session number 4		
Title: Final report: how did it go?	**Type:** Wrap-up activity	**Timing:** 10 minutes

Class management: Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	**Resources:** Internet connection and digital board. Canva presentation used as visual aid. Available at: https://tinyurl.com/5ywzy3x5 Posters (see materials in Appendixes).

Linguistic input

How are you doing? Have you been able to make a choice? (*The teacher waits for an answer*). I'm going to give you a couple minutes to finish organizing everything, and you will have to tell me by turns the country you have chosen, the season and dates for the trip, and the reason why you have made your decisions. Understood? (*The teacher waits for an answer*). If you have finished already, please, turn off the computers and place them back. And if you have any doubt, don't hesitate to ask me! (*The teacher walks around the classroom as each group finishes the task*).

Is everyone done? (*The teacher waits for an answer*). Good! Please, the first group, tell me about your choice. (*The teacher points to a group and waits for an answer*). That's a very good choice! Why did you like this city the best? (*The teacher waits for an answer*). And what season did you choose for the trip? (*The teacher waits for an answer*). I think your trip is going to be very interesting. (*This process is repeated for each group*).

That's all for today! Please, remember to write your names on the poster and leave them on my desk, I will be taking them myself! Thanks! Have a very good day, everyone! Goodbye!

Activity number 1	- Session number 5	

Title:	Type:	Timing:
Let's book together!	Reinforcement activity	20 minutes

Class management:	Resources:
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Computers (two computers per group). Posters (see materials in Appendixes).

Linguistic input

Good morning! How are you doing? (*The teacher waits for an answer*). I hope your day was fine so far! Do you remember what we did in our last lesson? (*The teacher waits for an answer*). Good! I am going to give each group their posters, so we can continue! (*The teacher gives the posters back to each group*). What do you think we are going to do today? (*The teacher waits for an answer*). Good guess. Today, we are going to start booking our flights! I am going to give two computers to each group while I explain further, okay? (*The teacher gives two computers to each group*).

We are going to simulate that we are booking a flight together. First, we will do a booking together, and then I will give you some time so that you are able to familiarize yourselves with each website. What websites do you think we are going to learn how to use today? (*The teacher waits for an answer*). We have to keep in mind that we have a budget of 1000 pounds and we can't go over that! So, we will work with low-cost airlines. Does anyone know the names of any low-cost airline? (*The teacher waits for an answer*). Very good! Today, you will be working with Ryanair and Easyjet. They are very popular pages to book cheap flights to the United Kingdom. Let's start with Ryanair.

First, we are going to book a flight together, so that you see how this website works. Type "Ryanair" into Google's search bar, the first result will probably be the website. Click on the website. (*The teacher follows the steps as s/he explains it*). Now, if the website appears in Spanish… I'm sorry, but we will have to switch to the British version! At the top, you can see the options to log in with an account, and a tiny Spanish flag. Click on the flag, and switch the country to "Great Britain", it's on the second column, right next to the flag. (*The teacher walks around the classroom as the groups follow the steps*). We are going to book a flight from Madrid to Bristol, for a week, from the 2nd of January to the 9th of January of 2025. (*The teacher writes both dates on the board*). First, we will type "Madrid" into the

"From" section you see here. Then, you write "Bristol" here. You can see the website shows you all the places and airports you can fly from and travel to. After we have written both cities, we have to choose the date we will depart, and the return date. We look for the date we want to choose in the calendar, and click on it. You see, the date now appears right below the "Depart" section. Now, we select the return date. And it's done! Click on the search button, and let's see what flights Ryanair will suggest to us. (*The teacher gets up and walks around the classroom, to see that every student has followed through*). Okay, we are seeing the results now! Can anyone tell me the prices you are seeing on your screen? (*The teacher waits for an answer*). Very good! Are we all seeing the same prices? (*The teacher waits for an answer*). We are going to click on select for both flights. Below, you will see a section that says "Choose your fare." What options does this section have? (*The teacher waits for an answer*). That's right! Basic, Regular, Plus and Flexi Plus. These are related to the luggage you want to bring to the plane. The more luggage you bring, the more expensive it will be. As you can see, the price would be for each flight, so you will have to double the number. For these flights, let's choose the Regular one. Now, click on the cart at the top right of the screen to see the details of the flights we have booked.

How much is it in total? (*The teacher waits for an answer*). Perfect! Do we all have the same price? (*The teacher walks around the classroom to see each group's computers*). You have now learnt to use Ryanair! We are not checking out because we are not buying any tickets. No worries about real money! Have you all understood everything? Do you have any doubt? (*The teacher waits for an answer*). Now, you are going to do the same, but this time you will use a website called Easyjet! Book a flight from Madrid to Bristol, from the 2nd of January to the 9th of January of 2025!

(*The teacher walks around the classroom as the students repeat the process*). When you get to the fares section, click on the standard one. How are you all doing? (*The teacher waits some minutes for the students to finish*). Okay, how much did the trip cost in total for each group? (*The teacher waits for an answer.*) Very good! Was it cheaper on Ryanair or in Easyjet? (*The teacher waits for an answer.*) Which website did you like better? (*The teacher waits for an answer*). Do you have any doubt? (*The teacher waits for an answer*).

Activity number 2		**- Session number 5**	

Title:	**Type:**	**Timing:**
What flight are we taking?	Reinforcement activity	25 minutes

Class management:	**Resources:**
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Computers (two computers per group). Additional tutorial posted on Teams. Available at: https://tinyurl.com/yckx4mzy Posters (see materials in Appendixes).

Linguistic input

It is your turn now to look for the flights you think are the best for your trip! I'm just going to give you some advice before you start booking. Ready? (*The teacher waits for an answer*).

Be very careful to follow the steps we have followed in class and not enter any information or try to check out the tickets you have chosen. If you have any doubt or enter a page you are not familiar with, please, call me over and we will check it together. Also, remember to check the currency the pages are using! Some of them sometimes recommend the prices in euros, so, remember that your budget is 1000 pounds! You will have to convert the euros to pounds to see the real price. Finally, if the city you want to fly to has very bad flights, you can book the flight to a city nearby. Have you all understood the task? (*The teacher waits for an answer*). I have just posted a small tutorial on Teams in case you don't remember some steps or have any doubt. Still, don't hesitate to ask me! Now, good luck! I hope the flights you had in mind are very cheap! I will be walking around the classroom if you need anything. Let's go!

(*The teacher walks around the classroom while the students perform the task and solves any doubt the students may have*). How are you all doing? Are you having any issues? (*The teacher waits for an answer*). You have five minutes of the activity left. Make sure to write down your results!

Okay, is everyone done? Have you been able to find flights you liked? (*The teacher waits for an answer*).

Activity number 3		**- Session number 5**	

Title:	**Type:**	**Timing:**
Final details	Wrap-up activity	5 minutes

Class management:	**Resources:**
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Computers (two computers per group). Old printed tickets used as realia. Posters (see materials in Appendixes).

Linguistic input

To finish the class, you have to write down what you have done in the poster of the trip. You have to write down the airline you have chosen, the dates for the flights, the prices and the luggage you will be taking with you. (*The teacher walks around the classroom as the students fill in the poster*). How was the activity? Were you able to find good flights? (*The teacher waits for an answer*). What about the budget? How much money do you have left? (*The teacher waits for an answer*). That's good! Flights are always one of the most expensive parts of organizing a trip, so, don't feel stressed!

While you finish the task, I'm going to let you look at some printed flight tickets to the United Kingdom from both Easyjet and Ryanair so you are able to see what they look like. When you finish, please, give them to the next group! (*The teacher gives the tickets to a group so that they are able to look at them*).

Please, turn off the computers and give them back to me as you finish the activity, please. (*The teacher takes the computers back as groups work*). Does anyone have any doubt? Any comment you'd like to make? (*The teacher waits for an answer*).

Very good, then! Today's class is over! This one was a bit difficult, and you did a great job. Congratulations! You are free to go. Good luck with the rest of your classes!

Title:	**Type:**	**Timing:**
Booking accommodation	Reinforcement activity	15 minutes

Class management:	**Resources:**
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Computers (two computers per group). Posters (see materials in Appendixes).

Linguistic input

Good morning! How was your day so far? (*The teacher waits for an answer*). What have you done today? (*The teacher waits for an answer*). Please, while you sit down, can anyone tell me what we did in our last lesson? (*The teacher waits for an answer*). Very good! How did you feel about the websites we used? Had you ever used these websites? You can be honest, I don't bite. (*The teacher waits for an answer*). Today, we are going to do something very similar. Does anyone have any idea? (*The teacher waits for an answer*). Very good guesses! Today, we are going to keep booking stuff! We will be booking the accommodation we will stay in during the trip. And I've got good news and bad news. Which one would you like to hear first? (*The teacher waits for an answer*). The bad news is that this is usually the most expensive part of preparing a trip. The good part is that, after this session, you won't have to worry about budget that much! Unless you'd like to do something very expensive. It's up to you!

I am going to give two computers to each group again, and your posters back so you can see what you have done until now. (*The teacher gives the computers and posters to the groups as s/he continues explaining*). Are you familiar with any website to book hotels and flats? (*The teacher waits for an answer*). Very good! Avoiding their adverts is very difficult; they are everywhere, aren't they? What two websites do you think we will use this time? (*The teacher waits for an answer*). That's right, we are going to use Booking.com and Airbnb, since they are the two most popular sites. However, there's thousands and thousands of pages where you can find accommodation! Have you all turned on your computers? Are you ready? (*The teacher waits for an answer*). We are going to follow a very similar process to the process we followed in the last class. Ready for the tutorial?

On one computer, you will look for "Booking.com", and on the other one for "Airbnb UK" on the Google search bar. The first result that will pop up are the official websites, probably. Have you found

both websites? (*The teacher waits for an answer*). Make sure that the version of Airbnb you are using is the U.K. one. We are going to start with Booking.com. Can anyone tell me what would you use it for? (*The teacher waits for an answer*). Very good!

(*The teacher writes on the board*). We are going to book a hotel in Bristol, from the 2nd of January to the 9th of January. First, let's check the currency and language we are using in the website. On the top of the website, we can see the Spanish flag and our currency, which is euros. Let's click on the Spanish flag and select "United Kingdom" instead, so we can find better offers and prices! And now, let's click on "EUR" right here, and change it to pounds, "GBP". (*The teacher walks around the classroom to see that the students are following the steps*). Very good! Let's continue! First, in this search bar that has a cute tiny bed, we are going to write the name of the city we are staying in. Which, in our case is…? (*The teacher waits for an answer*). All right, very good! Now, for the pages, Booking.com will show us a calendar again. Check on the calendar and click on the dates we have planned. For the arrival date, click on the 2nd of January of 2025. For the departure date, the 9th of January of 2025. Make sure to also indicate it is for one person. Good! (*The teacher walks around the classroom to check that the students are following the steps*). What is the first option Booking.com is suggesting? (*The teacher waits for an answer*). Good! Do we all have the same result? (*The teacher waits for an answer*). And how much does it cost? (*The teacher waits for an answer*). Click on the first result, since we all have the same one. If you click on "Info and prices" right here, you'll see how much each room is. Now, let's go grab the other computer where we have Airbnb open.

It's a very similar process to Booking.com, so I'm going to let you do it on your own. I'll be walking around if you have any doubt! Remember, Bristol, from the 2nd to the 9th of January 2025. (*The teacher walks around the classroom while the students work*). Very good! Are you done? What do you get as the first result? (*The teacher waits for an answer*). Do we all have the same result? (*The teacher waits for an answer*). Now, click on the result.

Activity number 2 — Session number 6

Title:	Type:	Timing:
Reviewing!	Reinforcement activity	5 minutes

Class management:	Resources:
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Computers (two computers per group). Posters (see materials in Appendixes).

Linguistic input

Now, in each computer, you have a different place open. We are going to see the quality of the place to decide whether we like them or not. How can we check the quality of the places? (*The teacher waits for an answer*). That's right! Reading reviews other people have left can be very useful to see what is good and what is bad. It also helps check that the place is real and we are not being scammed. Let's see the Booking.com hotel first. Right next to the pictures of the hotel, you can see that it has a mark and says "Good" right next to it. Click on the number. Now, you can see the review section. Is everyone in the review section? (*The teacher waits for an answer*). Good! I want you to find something positive, and something negative about the hotel. (*The teacher walks around as the students carry out the task*). What have you found about the hotel that is positive? (*The teacher waits for an answer*). What about negative aspects? What is bad about the hotel? (*The teacher waits for an answer*). Very good!

To find reviews in Airbnb, you have to scroll down until you find them, and click on "Show all reviews." (*The teacher walks around as the students follow the instructions*). Read the reviews. Do you think the flat is good or bad? (*The teacher waits for an answer*). Very good job! Has anyone found a bad review? (*The teacher waits for an answer*).

You have learnt how to find reviews in these websites. Reading reviews is always very useful when finding hotels and flats when travelling, and I recommend it very, very much.

Activity number 3	- Session number 6	

Title:	Type:	Timing:
It's your turn: Booking accommodation	Reinforcement activity	15 minutes

Class management:	Resources:
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Additional tutorial posted on Teams. Available at: https://tinyurl.com/r4dszwza Computers (two computers per group). Posters (see materials in Appendixes).

Linguistic input

Does anyone have any doubt so far? (*The teacher waits for an answer*). Any comment you would like to make? (*The teacher waits for an answer*). You are doing great so far!

It's your turn now to find any place you would like to stay in during your trips to update the poster and continue with your planning. I have posted a tutorial on how to use both websites on Microsoft Teams if anyone has any doubt or has forgotten any step. Still, I will be walking around if you have any doubt, so, don't hesitate to ask me! Remember that you don't have to introduce any personal information in the websites. If you click on any page you don't recognize or are confused, please, call me over. Good luck! (*The teacher walks around the classroom as the students perform the task*).

Remember to write down the type of accommodation you have chosen, that is to say either a flat or a hotel; the name of the place you are staying in and the amount of money it costs. Do you need me to repeat what you have to include? (*The teacher waits for an answer*). If you want to, you can also send me a picture of the place so you can include it in the poster and make it visual and eye-catching. It's up to you!

How are you all? Have you been able to finish the task? (*The teacher waits for an answer*). Have you been able to find any place you have liked? (*The teacher waits for an answer*). Very good!

Activity number 4 - Session number 6		
Title: Final details	**Type:** Wrap-up activity	**Timing:** 5 minutes

Class management:	Resources:
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Computers (two computers per group). Old printed tickets used as realia. Posters (see materials in Appendixes).

Linguistic input

Very good job you all! You have to write down what you have done in this session in the poster of the trip. Have you written it down? (*The teacher walks around the classroom and checks the students' results*). How was the task? Have you calculated how much money you have left of the budget? (*The teacher waits for an answer*). We have finished the most expensive part of organizing a trip, congratulations! How are you doing so far? (*The teacher waits for an answer*).

Just as in the last session, I have brought some old printed documents so you can see what the final reservation of a hotel looks like. Please, give it to your classmates when you finish looking at it! (*The teacher gives the students the printed tickets*).

Please, when you finish, turn off the computers and give them back to me, please. (*The teacher takes the computers back as groups work*). Does anyone have any doubt? Any comment you'd like to make? (*The teacher waits for an answer*).

Then, the class is over! Very good, everyone! You have done a very good job. Good luck with the rest of the classes and goodbye!

Activity number 1 - **Session number 7**		

Title:	**Type:**	**Timing:**
Memory maze	Warm-up activity	5 minutes

Class management:	**Resources:**
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Maze game Powerpoint. Available at: https://tinyurl.com/9wxt22be

Linguistic input

Good morning! How are you? (*The teacher waits for an answer*). Has your day been good so far? What have you done today? (*The teacher waits for an answer*). I see. Since you have a lot going on in your minds right now, we are going to start the session with a warm-up game to see how much do you remember about the United Kingdom and everything we have been talking about these days. This is a memory maze; you will have to choose the correct answer. If you choose the incorrect answer, it will take you back to the beginning of the maze, so, be careful!

I'm going to give a computer to each group so that you are able to do the activity. I have posted the game on Teams, you can find it there. (*The teacher gives a computer to each group*). Are you all ready? Let's start all at once and see who finishes first! (*The teacher waits for an answer*). You can start now! Remember, if you choose the wrong answer it will take you back to the beginning of the maze, so be mindful of what you choose. If you have any doubt, call me over and I'll be very happy to help you!

(*The teacher walks around the classroom to see the students play the game and make sure they understand*).

How are you all doing? Has anyone finished the maze? (*The teacher waits for an answer*.) Did you remember the questions in the maze and everything we had worked on the first days in class? Great!

Activity number 2	**- Session number 7**

Title:	**Type:**	**Timing:**
Creating an itinerary	Reinforcement activity	15 minutes

Class management:	**Resources:**
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Computers (two computers per group). Canva presentation used as visual aid. Available at: https://tinyurl.com/bddt9ybv

Linguistic input

Great, you all remember what we have done in these sessions very well, congratulations! Now, what do you think today's session is going to be about? (*The teacher waits for an answer*). Any more ideas? (*The teacher waits for an answer*). Very good job you all! Today, we are going to create the itinerary for your trip, which will be the final part of the trip! What do you personally do when you're going to organize an itinerary? In what order do you like to do things? (*The teacher waits for an answer*). The order when organizing a trip can be very important. So, let's practice a bit!

Have you all been to Madrid? (*The teacher waits for an answer*). If you have not, it's your lucky day, because we are going to see the top attractions of Madrid! If you have, you are already an expert, that's great! You'll have to explain all about Madrid to your groupmates! I am going to show you the top attractions of Madrid, in a random order. You are going to read them all. Then, you are going to create a 3-day itinerary. What would you visit first, and why? Discuss with your group, put these in order and justify why you would follow that order. Have you all understood the task? (*The teacher waits for an answer*). Okay! I'm going to show you the attractions! (*The teacher shows the attractions on the digital board*). Do you have any doubt? (*The teacher waits for an answer*). I will be walking around the classroom in case you need anything! (*The teacher walks around the classroom as the students carry out the task*).

Very good! Did you have enough time to finish? (*The teacher waits for an answer*). Okay! Group 1, can you tell me the itinerary you have chosen? (*The teacher waits for an answer*). I see, very well! And why have you chosen to follow this order? (*The teacher waits for an answer and provides feedback*). Very good, who is the next group? (*The process is repeated with each group*).

Activity number 3	- Session number 7	

Title:	**Type:**	**Timing:**
It's your turn: creating an itinerary.	Reinforcement activity	25 minutes

Class management:	**Resources:**
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Computers (two computers per group). Posters (see materials in Appendixes). Cards with descriptions of UK cities (see Figure 2 in Appendixes). Travel brochures. Available at: https://tinyurl.com/49yc22jh

Linguistic input

Awesome! Now, you have created and justified an itinerary for a trip to Madrid, a place we are all familiar with. Do you think you will be able to do the same with the city you have chosen? I am going to give the posters to each group. (*The teacher gives the posters back to each group*). The only section you have yet to fill in is the itinerary. I am going to give to you the travel brochures we used some days ago so that you can get some ideas of what to do in your trip. You are also allowed to use up to two computers per group! (*The teacher gives another computer to the students as s/he explains the activity*).

As you can see in the poster, the trip has to be 5 days long and include at least one attraction or plan for the morning and the afternoon. We will not count the days on which the plane arrives and leaves, since each group has probably different hours for the plane. Does anyone have any doubt? (*The teacher waits for an answer*). I'm going to show you an example of an itinerary I have created myself for Bristol so that you can see more or less what I have in mind!

When creating my itinerary, I took into account what places were close to each other. I also used some brochures and websites such as TripAdvisor to find places that would be fun to visit. It has many different ideas and tours! I'm leaving the website name here if you want to check it. I'm also going to give you the brochures of your city now. (*The teacher gives the brochures to each group*.) Is everyone okay? Have you understood the task? (*The teacher waits for an answer*). If there is anything you have not understood, I will be walking around the classroom! Don't hesitate to ask me anything.

(The teacher walks around the classroom to help the students during the task).

Activity number 4   - Session number 7

Title:	Type:	Timing:
Final details	Wrap-up activity	5 minutes

Class management:	Resources:
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Computers (two computers per group). Posters (see materials in Appendixes).

Linguistic input

Okay, have you been able to finish your itinerary? (*The teacher waits for an answer*). Very good! In these last 5 minutes of the session, you can add the final touches to your poster. At the end of the poster, you have to indicate how much money you have spent in total for the trip. This will help you see how much money you have left after preparing the itinerary! In the presentation you will be able to say this remaining money can be used for eating out, buying groceries, using public transport, getting some souvenirs, etc. You can use the calculator app in your computer if you're struggling with maths. In the presentation day, we will vote for our favourite presentation, so these small details will really make a difference.

If any of you have any picture you would like for me to add to your poster, this is the perfect chance to send me or show me the pictures, so that we decorate your poster and it looks even more beautiful. Remember that the pictures will be small so that they fit the space in the poster.

Has everyone had time to finish all the details in the poster? (*The teacher waits for an answer*). I am going to take them back. (*The teacher takes back all of the posters*). In the next session, you will finally start working on your presentations. This unit is almost over! You have done a great job so far, congratulations. You are free to go now! Have a nice day!

Activity number 1		**- Session number 8**	
Title: Let's create a presentation!	**Type:** Reinforcement activity		**Timing:** 10 minutes

Class management:	**Resources:**
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board. Computers (two computers per group). Posters (see materials in Appendixes). Printed summary of the rubrics for students (see materials in Appendixes). Teacher's poster for the model presentation.

Linguistic input

Good morning everyone! How are you doing? (*The teacher waits for an answer*). I'm glad you are doing fine! Are you ready for today? Please, sit down with your groups. (*The teacher waits for the students to sit in groups*). I'm going to give the posters back to each group. (*The teacher gives the posters back to the students as they explain*). You have fully completed the poster for this trip, congratulations! Now, it's time for the final step: you are going to present this trip to us, you have to sell it to us and show us how interesting and cool these trips are. You are going to do a presentation on your trip. You are not required to do any kind of additional presentation using PowerPoint or Canva; you can just use the poster as a visual aid. However, it would look even more impressive with a beautiful presentation behind you and I will take those details into account. It's up to you to decide what your presentation is going to be like! After the presentations, we will vote for our favourite team, so make sure to do your best to create an impressive presentation and sell your trip!

I'm going to do a short presentation of my own trip first, to show what I am expecting you to do. You can use my presentation as a model to follow. Are you all ready? (*The teacher waits for an answer.*) Great! Now please, pay attention to my presentation and take mental notes!

I have chosen to make my trip for Bristol, in the south of the United Kingdom. Bristol is a city that is often overlooked and I found to be very interesting and fun, you can see a picture of Bristol here. The trip will take place in autumn, from the 10th of September to the 17th of September, since the weather is still warm and nice, but the prices are not as high as they are during the summer holiday. The budget I had for the elaboration of the trip was 1000 pounds.

We will fly to Bristol on the 10th of September at 18:30. The airline we will take is Ryanair, as it is very low cost and comfortable. I have chosen the regular fee so that we are able to take a small suitcase with us. I have chosen the same airline and fare for the return flight, which will take off on the 17th of September at 20:10. Both flights will be 2 hours and 15 minutes long. Once we get to Bristol, I have chosen to stay in a flat in Airbnb called "entire rental unit in Bristol city". This flat is very close to the city centre and it has the perfect location, in my opinion. It is also not too expensive and the ratings were perfect. Many people had reviewed it, and the rating of the property is 5 stars!

I have also chosen many different things to do while we are in Bristol. The first day, we will visit Bristol's Museum and Art Gallery, which is free; and in the afternoon, we will walk to the Clifton Suspension bridge, which is very close to the museum and it's the perfect place to take a picture! The second day, we will take part in a guided tour around the old part of Bristol and the Cathedral. In the afternoon, we will visit St. Mary Redcliffe Church, in a guided tour as well. Since we will have a guide with us, the activities will cost 35 pounds. The third day, we will see Banksy's art in a city tour. Banksy is a very famous graffiti artist who made a lot of art in Bristol, I thought it would be interesting to get to know his art. In the afternoon, we'll enjoy a Bristol ferry boat ride, and see Bristol's river from the best place possible. For the last two days we will be very tired, so I've chosen to visit a museum in the morning of the fourth day, Brunel's SS Great Britain, and in the afternoon, we will relax in the shopping center Cabot Circus. Finally, in the fifth day, we will have a walk in the Brandon Hill Nature Park, and visit the Bristol aquarium. I have spent in total 846.46 pounds in the trip, so we can use the remaining money to buy food in some cool restaurant!

Very good, have you seen the kind of presentation I have on mind? (*The teacher waits for an answer*). You can add as many details as you want. Be creative! I'm going to give you a summary of the rubric I am going to use to correct the presentations so that you can take everything into account when preparing your presentation. (*The teacher gives the summaries of the rubrics to the students*). I think they will be very useful to help you with your planning. I'm very excited to see the presentations you are going to create!

Activity number 2 - **Session number 8**		
Title: It's your turn: let's create a presentation!	**Type:** Reinforcement activity	**Timing:** 40 minutes

Class management:	**Resources:**
Students will be sitting in groups of four. Groups will be sitting in tables facing each other.	Internet connection and digital board Computers (two computers per group) Printed summary of the rubrics for students. (see materials in Appendixes). Posters (see materials in Appendixes).

Linguistic input

Have you all understood what you have to do? (*The teacher waits for an answer*). By the moment, you have the rest of the lesson to work on your script, the presentations, any details… There are 40 minutes of the class left, so you have plenty of time to work! I am going to be walking around the classroom in case you need anything. I'll be very happy to answer to any question! (*As the students work, the teacher walks around and solves their doubts*).

You have 10 minutes left! How are you doing? (*The teacher waits for an answer*). Alright! You still have time to work on it, so don't feel stressed. If you feel like you don't have enough time to finish, I can give you another session to finish working on the presentations. So, don't feel stressed, you have all the time you need.

Okay, the time of the class is over! Since you're preparing your presentations, today, you can take the posters home. But please, make sure they come back to class alive and in one piece! The next day you will do your presentations. Do you have any final doubt on the task, the presentation, or anything at all? (*The teacher waits for an answer*). This is your last chance to ask, so don't be shy! (*The teacher waits for an answer*).

Well then, I will see you the next day! You have done a lot of work today, so make sure to rest well! Goodbye everyone!

Activity number 1	**- Session number 9**	

Title:	**Type:**	**Timing:**
The floor is yours	Reinforcement activity	40 minutes

Class management:	**Resources:**
Students will be sitting groups of four. Groups will be sitting in tables together, the chairs will be moved to face the board.	Internet connection and digital board Posters (see materials in Appendixes).

Linguistic input

Good morning! How are you all feeling? (*The teacher waits for an answer*). Today's the day for the presentations. Are you all ready? Are you feeling relaxed? (*The teacher waits for an answer*). First, we are going to see which group will do their presentation first with a wheel of names. I have put the names of the presentations in the wheel. Are you ready? (*The teacher waits for an answer*). Okay, the first group to present today is the Team Cardiff! Please, come here to the board. (*The teacher helps the students get ready and sits in the back of the classroom*). You can start now! Good luck, I'm sure you will do great! The floor is yours. (*The teacher and the students watch the presentation*).

Very good, that was great! Does anyone have any question? (*The teacher waits for an answer*). I do have one! What made you choose this city? (*The teacher waits for an answer*). And out of the places you found, which one was the most interesting to you? (*The teacher waits for an answer*). That was great, thank you so much. Everyone, let's give an applause to Team Cardiff! (*The teacher encourages the other students to clap*). I have enjoyed your presentation very much. Before you sit down, can you spin the wheel again to see which group will be next? Thank you! The next group will be Team Bath! (*The same process is repeated with each group, varying the questions depending on the students' performance*).

Everyone has done their presentations now, right? Let me congratulate you all! You have done a great job. This unit was a bit difficult, but you have done such a good job! I'm very happy with the results, I hope you feel proud of yourselves.

Activity number 2 **- Session number 9**		
Title: And the Oscar goes to…	**Type:** Reinforcement activity	**Timing:** 5 minutes

Class management:	**Resources:**
Students will be sitting groups of four. Groups will be sitting in tables together, the chairs will be moved to face the board.	Internet connection and digital board. Board and chalk.

Linguistic input

What did you think of the presentations? Have you enjoyed them as much as I have? I've loved the presentations! Do you have any favourite? Now, we are going to vote for our favourite trip. Do you remember the trips from the expositions? I'm going to read aloud the cities once again just in case. (*The teacher repeats the cities of each presentation*). Now, we are going to vote for our favourite presentation!

You are going to take a small piece of paper and write the name of the trip you liked the best. I will take all of the papers, and then we will count the votes together and select the winner! Please, write it as we speak, so I can take them as fast as possible. Remember that you can't vote for yourselves. You have done an amazing job and it's good that you know! But let's be humble. (*The teacher walks around the classroom and takes the pieces of paper*). Has everyone voted? Is anyone left? (*The teacher waits for an answer*). Then, let's start the count! Before we start, I want to remind you that all of you were great and I've enjoyed the presentations very much.

(*The teacher writes the names in the board of each trip and counts the votes. The teacher can also add a vote for every group to ensure that all groups will at least receive one point*). We have a winner! Congratulations! Your trip was very, very well-thought and you took into account a lot of details. Congrats! And to everyone else, congratulations! You can go home knowing you were someone's favourite today.

Activity number 3 - Session number 9		
Title: Final evaluation	**Type:** Wrap-up activity	**Timing:** 5 minutes

Class management:	Resources:
Students will work individually	Final evaluation sheet (see materials in Appendixes).

Linguistic input

Before you go, you will have to complete a self-evaluation checklist, to reflect on how you have worked throughout the teaching unit. You have to read the sentences in the first part, and then tick depending on how you think you have done. In the second part, you will have to say if you agree or disagree with some affirmations about the teaching unit. This is very helpful for me to see what do you like or what do you dislike in my classes. Finally, I'd like you to write what you think you have learnt during these sessions in this square here, and what you would improve in this other square. You can either write about what you would like to improve about your performance, or about the general teaching unit. Have you understood the task? Great! I'm going to give you the evaluation sheets! (*The teacher gives the final evaluation sheets to the students*).

If you have any doubt, feel free to ask! Thank you so much for answering to this final evaluation. (*The teacher walks around the classroom as the students fill in the checklist).* Are you done? Have you all finished? If you have, please, give the paper sheets to me.

Very good! We have officially finished with this teaching unit, congratulations to you all! In our next lesson, we will move forward to the next unit. You have all done a great job, so, take a very well deserved rest when you are home! Thank you so much! You are free to go now. Goodbye, and we will see each other in the next class!

IV. PRESENTATION ASSESSMENT

CAN-DO STATEMENTS	1 NEEDS TO IMPROVE	2 SUFFICIENT	3 GOOD	4 EXCELLENT
2.3.3. The student speaks fluently during the presentation, using accurate grammar and vocabulary related to the unit and appropriate to the situation.	The student struggles to speak fluently during the presentation. Their grammar and vocabulary usage is often inaccurate.	The student speaks with a bit of fluency during the presentation. They demonstrate reasonable control over grammar and vocabulary related to the unit.	The student speaks fluently during the presentation, using accurate grammar and relevant vocabulary related to the unit.	The student excels in speaking fluently during the presentation. They use grammar and a rich vocabulary, integrating it into the context of the unit.
2.3.4. The student performs with a clear intonation and pronunciation during the presentation.	The student's intonation during the presentation is inconsistent or inappropriate, and their pronunciation may disrupt the understanding.	The student generally uses appropriate intonation, and their pronunciation is clear enough for understanding.	The student consistently uses appropriate intonation, and their pronunciation is clear and natural.	The student excels in using an expressive intonation. Their pronunciation is clear and effective.
2.3.5. The group follows a specific structure during the presentation, linking the ideas coherently and following the instructions provided by the teacher.	The group struggles to follow a specific structure during the presentation, their ideas lack coherence, and they may not fully adhere to the instructions provided by the teacher.	The group generally follows a specific structure during the presentation and mostly adhere to the instructions given by the teacher.	The group mostly follows a well-defined structure during the presentation and ensure coherence, following all the instructions provided by the teacher.	The group excels in structuring their presentation, with a good coherence. They adhere to every instruction given by the teacher, resulting in a polished presentation.
2.3.6. The group creates an original trip and an appropriate presentation or poster, using visual aids to enhance the presentation.	The group's trip fails to meet the basic criteria. Their presentation or poster does not serve as a visual aid.	The group creates a basic trip, and their presentation or poster provides some relevant visual support for their topic.	The group designs a well-thought trip. Their presentation or poster is well-crafted, enhancing their message.	The group excels in creating an outstanding trip. Their presentation or poster is informative and visually captivating, enhancing their message.
2.3.7. The student responds to their peers' questions effectively and respectfully, using accurate, full sentences.	The student struggles to respond effectively to their peers' questions. Their answers lack clarity, don't consistently use complete sentences.	The student generally responds to peers' questions with reasonable effectiveness. They provide coherent answers, without always using full sentences.	The student consistently responds effectively and respectfully to peers' questions. Their answers are accurate and demonstrate good communication skills.	The student excels in responding to peers' questions. Their answers are accurate, respectful and show an advanced language proficiency.

V. POSTER AND SCRIPT ASSESSMENT

CAN-DO STATEMENTS	1 NEEDS TO IMPROVE	2 SUFFICIENT	3 GOOD	4 EXCELLENT
2.3.8. The student actively participates in the design of the poster and the presentation, collaborating with their peers.	The student does not actively participate in the design of the poster and presentation and fails to collaborate with their peers.	The student participates in the design process but lacks engagement. Their collaboration with peers is adequate.	The student contributes to the design of the poster and presentation. They collaborate with their peers, working together.	The student actively participates in the design of the poster and presentation and contributes to the group constantly, excelling in collaborating with peers.
2.3.9. The poster and the script of the presentation include all the required information.	The student's poster and presentation script lack essential information and is incomplete.	The student's poster and presentation script include the necessary information, but it is sometimes unclear or undeveloped.	The student's poster and presentation script cover all required information and are well-organized, with very few unclear parts.	The student's presentation and poster cover all the required information in a clear and well-organized way.
2.3.10. The student's script uses the vocabulary learnt throughout the teaching unit at least 5 times.	The student's script includes from 0 to 2 related to the vocabulary learnt throughout the teaching unit.	The student's script uses from 3 to 4 words related to the vocabulary learnt throughout the teaching unit.	The student's script includes 5 words related to the vocabulary learnt throughout the teaching unit.	The student's script includes 5 or more words related to the vocabulary learnt throughout the teaching unit, in creative contexts.
2.3.11. The student's script is original and has not been plagiarized or AI generated.	The student's script has been completely plagiarized or AI generated.	The student's script is similar to an already existing text or the student has relied mostly on AI tools.	The student's script has been inspired by other texts and/or AI tools have been used appropriately.	The student's script is completely original and has been created without the use of AI tools.
2.3.12. The student creates additional visual aids and resources to enhance the presentation.	The student does not create any additional visual aids or resources. Their presentation lacks supportive materials.	The student creates basic visual aids or resources, but they are minimal or fail to enhance the presentation.	The student creates visual aids and resources that enhance the presentation effectively.	The student excels in the creation of visual aids and resources, enhancing the presentation and engaging the audience.

VI. MATERIALS

- **Session 1, Activity 2.**

Blank version of a map of the United Kingdom.

- **Session 1, Activity 2.**

Cards with descriptions of UK cities. (Extracted from Moore (2024) in https://pocketwanderings.com/best-uk-cities-to-visit/).

Edinburgh

Best for: Harry Potter magic

It's a great destination for Harry Potter fans, with a number of real-life locations that sparked inspiration for the books.

Movie magic aside, Edinburgh is a place where history and Gothic architecture meets a thriving modern arts scene.

London

Best for: Cultural richness

London is a city of incredible diversity, immense history and vibrant energy. If you're after a laid-back United Kingdom city break then this might not be it – but what it lacks in calm, it more than makes up for in culture, architecture and food.

Text and pictures taken and adapted from Pocket Wanderings. Luxury Travel
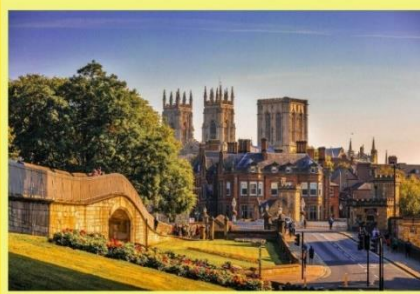*https://www.pocketwanderings.com/best-uk-cities-to-visit/*

Bath

Best for: Baths and Bridgerton

There's plenty to do in Bath too, from exploring and relaxing in its thermal baths to the impressive collection of museums around the city.

You'll also find some delightful green spaces, perfect for a picnic on a summer's day or for an afternoon stroll.

York

Best for: Historic charm

No city in the UK does mediaeval quite like York. With roots that go back to Roman and Viking times, this is a city bursting with history.

The centrepiece of the city is the spectacular York Minster, with its breathtaking Gothic architecture and intricate stained glass windows.

Text and pictures taken and adapted from Pocket Wanderings. Luxury Travel
https://www.pocketwanderings.com/best-uk-cities-to-visit/

Manchester

Best for: Art and music

Manchester may not be the prettiest of the United Kingdom cities on this list, but it is certainly one of the most vibrant.

Once the beating heart of the industrial revolution in the UK, it has since evolved into a modern metropolis with incredible art, music and foodie scenes.

Cardiff

Best for: Friendly Welsh hospitality

Cardiff often feels almost as dynamic and multicultural as London - except the people are much friendlier!

It combines its ancient roots with a modern spirit. It's this combination of the old and the new that makes it such an interesting city to explore.

Belfast

Best for: Interesting history

A city with a strong industrial background, Belfast may be a city with a troubled past and cultural interest.

One advantage of visiting Belfast is that it is one of the more affordable UK cities to visit. I wouldn't consider any UK cities to be particularly cheap, but Belfast is arguably the most budget-friendly.

Brighton

Best for: Coastal gem

Brighton, often referred to as London-by-the-sea, is a vibrant coastal city with a fantastically flamboyant personality.

Creatives and artsy types will adore Brighton, as it's known for its lively arts scene, diverse shopping areas, and inclusive atmosphere.

- **Session 1, Activity 3.**

Printed summaries of each history era. (Extracted from National Geographic Kids (n.d.) in https://kids.nationalgeographic.com/geography/countries/article/united-kingdom)

EARLY HISTORY

Among the first Britons (people who live in the United Kingdom) were the Picts, who arrived some 10,000 years ago likely from mainland Europe. In the sixth century B.C., the Celts arrived from Europe, and the Picts moved north into Scotland. In A.D. 43, the Romans invaded and ruled for nearly 400 years. They built roads, bathhouses, and sewers.

By the sixth century A.D., German people known as Angles, Jutes, and Saxons were moving into the U.K. The Angles gave their name to England, and English people became known as Anglo-Saxons. From the 900s to the 1400s, England was ruled by Viking, Danish, and Norman invaders. Many different Celtic kingdoms maintained control throughout Ireland and Wales for hundreds of years, and the ancestors of the Picts still ruled over Scotland.

UNITING THE KINGDOM

In the 13th century, England took control of Wales. About 200 years later, in 1485, Welsh noble Henry Tudor claimed the English crown and became Henry VII, the first of five Tudor monarchs. The Welsh territory was officially united with England in 1536.

After many battles to keep its independence, Scotland eventually united with England in 1707. The union of the three nations—England, Wales, and Scotland—became the kingdom of Great Britain, ruled by Queen Anne, who became the first monarch of the newly-formed Great Britain.

The Celts who ruled over Ireland also fought to remain independent from England, which had been invading the country since the late 1100s. By the late 1600s, England had gained control of all of Ireland. Ireland officially became united with England, Scotland, and Wales in 1801, forming the United Kingdom of Great Britain and Ireland.

COLONIZATION

Eager to find the wealth that Portugal and Spain had found after taking control of other lands, the U.K. began establishing colonies in what would eventually become the United States.
But in the 18th century, American colonists began to rebel against British rule. They fought for their independence during the Revolutionary War, which lasted from 1775 to 1783. The Americans won the war —and their independence.
After the loss of its American colonies, the U.K. shifted its attention to Asia. It established the East India Trading Company to trade in what's now Indonesia, India, and other parts of southeast Asia. The company's control of trade in the region eventually led to the colonization of India in 1858.
By the mid-1800s, the United Kingdom was one of the most powerful nations in the world. The country built a huge overseas empire, setting up colonies throughout Africa and even Canada in North America. These colonies were part of the British Empire, which ruled more than one-quarter of the world's people by the 1900s.

THE EARLY 20th CENTURY

In the late 19th century, Germany began competing with the U.K. and other European countries to set up colonies in Africa and Asia. These tensions led to World War I in 1914.
Many people in Ireland wanted to be independent from the U.K., which led to the Irish War of Independence.
During Ireland's ongoing fight for independence, the U.K. found itself involved in another world war when Germany's Adolf Hitler and his Nazi Party invaded Poland in 1939, starting World War II. The United Kingdom, alongside the United States and the Soviet Union, fought against Germany, Italy, and Japan (called the Axis powers). The war ended in 1945 with the Axis countries' defeat.
The United Kingdom spent a lot of money fighting and recovering from World War I and II. Unable to support and oversee its empire, it withdrew from some colonies, allowing them to become independent.
India, often referred to as "the crown jewel of the British Empire," had been pushing for independence for decades before the world wars. Indian activist Mahatma Gandhi joined the fight in 1914 by encouraging his fellow Indians to engage in nonviolent forms of protest, such as not buying U.K. goods and refusing to pay taxes, which helped India become its own country in 1947.
In 1952, Elizabeth II became queen. During her reign, more than 50 countries that were colonies of the British Empire became independent. This period of history has been called the decolonization of the British Empire.

TROUBLE IN NORTHERN IRELAND

People in Northern Ireland started fighting for independence during the 1960s. Sometimes called the Troubles, the conflict was mostly between Nationalists, who wanted to leave the United Kingdom and form a united Ireland, and Unionists, who wanted Northern Ireland to remain part of the U.K. Like most of Ireland, Nationalists were Catholic; Unionists were Protestants, like many in the U.K.

The violent conflict mostly took place in Northern Ireland, but fighting occasionally happened in England and Ireland as well. Nearly 4,000 people died during the Troubles, which lasted until the Good Friday Agreement was signed in 1988. Also called the Belfast Agreement, the peace talks formed a new government in Northern Ireland that would allow Unionists and Nationalists to share power as part of the United Kingdom.

BREXIT AND THE DEATH OF QUEEN ELIZABETH II

In 1973, the United Kingdom joined the European Union, or EU. Member countries—all from Europe—follow certain trade, security, immigration, and environmental laws. But some U.K. citizens didn't like that they had to follow these laws. The country voted to leave the EU in 2016 and officially left in January 2020. People around the world called the United Kingdom's departure "Brexit," a combination of "Britain" and "exit."

In September 2022, Queen Elizabeth II died at 96 years old after 70 years on the throne. Her son, Charles, became king. Under his reign, decolonization will likely continue—the latest country to leave the British monarchy behind was Barbados in 2021.

- **Session 2, Activity 4.**

Cards with culture shock examples for students.

Many British people don't use olive oil to cook and use butter instead. Since olive oil is not that common, the olive oil in British supermarkets has a lower quality than Spanish olive oil.

Most British houses don't use blinds. They only have curtains, so a lot of light enters the house.

Referring to teachers by their first name is considered to be rude. Students often refer to their teachers by their surname, for example, "Mr. Smith".

In Spain, people greet each other with two kisses, whereas in the UK it is more normal to greet each other with a hug, a handshake or a verbal greeting.

British people have a different schedule, and often have lunch at 12:00 and have dinner at 18:00. Many places are already closed by 17:00.

Wall sockets, which are what you use to plug in your electronic devices and charge them, are completely different from Spanish wall sockets. People use adaptors to be able to use their devices.

In the United Kingdom, you have to pay for a TV license every year if you want to watch your TV. Not paying this license can result in an expensive fine.

Homes in the United Kingdom have a carpet on the floor everywhere. It is not common to have a wooden floor.

▪ **Session 3, Activity 3.**

Printed slang cards.

MATE	LAD	DODGY	KNACKERED
ACE	GUTTED	GRUB	THE BEE'S KNEES
INNIT	GOBSMACKED	FIT	WHATEVER

EASY-PEASY	BREAK A LEG	UNI	WEE
CHEERS	BANTER	FRIEND	YOUNG MAN
CHEEKY	BONKERS	BRILLIANT, EXCELLENT	DISAPPOINTED, SAD
ISN'T IT	AMAZED	GOOD-LOOKING	I DON'T CARE
SUSPICIOUS, DANGEROUS	TIRED	VERY EASY	GOOD LUCK
FOOD	VERY GOOD	THANK YOU	FUNNY CONVERSATION
RUDE BUT FUNNY	CRAZY		
LITTLE	UNIVERSITY		

Bingo cards. (Created using www.edu-games.org)

BINGO

banter	fit	innit	🔴
cheers	easy-peasy	wee	grub
🔴	dodgy	ace	whatever
gutted	🔴	mate	gobsmacked

BINGO

bonkers	dodgy	fit	easy-peasy
banter	the bee's knees	cheeky	mate
🟢	gobsmacked	🟢	uni
grub	🟢	knackered	cheers

BINGO

🔵	dodgy	uni	bonkers
lad	🔵	🔵	gobsmacked
whatever	knackered	banter	cheers
mate	gutted	easy-peasy	ace

BINGO

easy-peasy	cheers	uni	wee
gutted	lad	knackered	🟠
gobsmacked	🟠	bonkers	grub
dodgy	fit	break a leg	🟠

BINGO

🩷	the bee's knees	cheeky	innit
cheers	dodgy	mate	🩷
fit	lad	whatever	bonkers
knackered	break a leg	🩷	grub

BINGO

🟣	fit	whatever	break a leg
dodgy	🟣	lad	gobsmacked
gutted	ace	🟣	innit
cheeky	banter	mate	cheers

Trip to the UK poster.

TRIP TO:

Members of the group: _____
Season: _____
Budget: _____
Arrival date: _____
Departure date: _____

Flights

	Time	Price	Airline	Fare
Departure flight:	_____	_____		_____
Return flight:	_____	_____		_____

Accommodation

Type of accommodation: _____
Name: _____
Rating of the property: _____
Total price: _____

Itinerary

Day 1	Day 2	Day 3	Day 4	Day 5
Morning	Morning	Morning	Morning	Morning
Afternoon	Afternoon	Afternoon	Afternoon	Afternoon
Price of the activities	Price of the activities	Price of the activities	Price of the activities	Price of the activities

Total cost of the trip:

- **Session 8.**

Summary of the assessment rubric for the students.

PRESENTATION ASSESSMENT

poster and script

The following will be taken into account when evaluating the poster and script:
- Is every gap in the poster completed?
- Have you used at least 5 words we learnt during class in the script?
- Is the presentation coherent and well-structured?
- Is the script original and not plagiarised?
- Have you actively participated in the elaboration of the poster and the script?

Presentation

The following will be taken into account when evaluating the presentation:
- Do you speak with fluency?
- Are your intonation and pronunciation good?
- Is the presentation coherent and well-structured?
- Is the trip original and well-thought?
- Have you answered the questions about the presentation appropriately?

If you have any doubt, feel free to ask! Good luck creating the presentation! :)

- **Session 9, Activity 3.**

Final evaluation sheet.

Self- Evaluation Checklist ✓

Complete the self evaluation. Tick the boxes that best match how you feel about your work and the teaching unit.

Steps	Description	Excellent	Very good	Good	Developing
Participation	I participated in the activities and collaborated with my group.				
Design of the product	I participated in the design of the poster and helped organize the information.				
Rehearsing	I elaborated a script with my groupmates and practised my presentation.				
Presentation	I presented the trip in front of the class and replied to any question related to the trip.				
Attitude	I have collaborated with my groupmates taking turns when speaking and remaining respectful.				

Tick the boxes that best match how you have felt throughout the teaching unit.

Description	Agree	Partially agree	Partially disagree	Disagree
I have found this teaching unit useful.				
I have felt motivated thorughout the teaching unit.				
I have felt comfortable in my group and in the class.				

What have I learnt in the teaching unit?	What would I change or improve?