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Facultad de Formación del Profesorado y Educación

**Máster en Formación del Profesorado de Educación
Secundaria Obligatoria, Bachillerato y Formación
Profesional**

Growing into a (green-thumbed) English speaker.
**Reflexión, programación docente y propuesta de
innovación para Inglés como Lengua Extranjera en
1º de ESO**

**Critical Thoughts, Teaching Programme and
Innovation Project for English as foreign Language,
Year 1, CSE**

TRABAJO FIN DE MÁSTER

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1. Abstract/ resumen

The fundamental contents seen during the Master's Degree in Initial Teacher Training for Secondary Education and the practical experience gained during my internship are reflected in this Master's thesis, which is divided into three parts. In the first one, it aims to review my academic and professional experience throughout these two academic years. In the second one, a long-term plan for English as Foreign Language in Year 1 CSE composed of 15 Teaching Units (TUs) is presented. In the third and last one, an innovation project and its corresponding activities are described. At the end of the thesis, works are cited, conclusions are presented, and a specific TU from the long-term programme is fully developed.

Los contenidos vistos durante los dos años de Máster en Formación del Profesorado de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional por la especialidad de Inglés y la experiencia adquirida durante las prácticas externas encuentran aplicación en el presente Trabajo Fin de Máster, que está dividido en tres partes. En la primera parte se revisa mi experiencia académica y profesional a lo largo de estos dos años académicos. En la segunda, se presenta una programación didáctica para la asignatura de Inglés de un curso de 1º de la ESO compuesta de 15 unidades docentes (UD). En la tercera y última parte, se desarrolla un plan de innovación. Al final del trabajo se citan las obras consultadas, se extraen las conclusiones oportunas y se desarrolla completamente una de las unidades de la programación didáctica.

2. Introducción

En el presente trabajo se proporciona una reflexión sobre los aprendizajes y experiencias en el Máster en Formación del Profesorado de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional de la Universidad de Oviedo (en adelante, MFP) así como una programación didáctica para los alumnos de la asignatura de Inglés de 1º de la ESO y un proyecto de innovación que se intercalará esa programación didáctica. Estos tres puntos se desarrollan en tres secciones claramente diferenciadas.

En la primera se ofrece una reflexión sobre la experiencia en este máster. En ella se tratará de revisar como el denso contenido de las asignaturas del máster contribuyen a formar a futuros docentes y, asimismo, como esta formación sustenta y favorece el aprendizaje durante las prácticas externas.

En la segunda sección se presenta la programación docente para el curso de 1º de la ESO, en la que predomina un enfoque comunicativo y en la que se incluye la propuesta de innovación arriba mencionada.

Finalmente, en la tercera sección del trabajo, se describe la propuesta de innovación para la asignatura de Inglés como Lengua Extranjera de 1º de la ESO, que, como se verá más abajo, se inspiró en una salida al Jardín Botánico de Gijón durante mi periodo de prácticas y en la plantación, cuidado y administración del huerto del instituto.

3. Reflexión sobre la formación recibida y las prácticas realizadas

Aunque estudié Traducción e Interpretación en la Universidad de Salamanca, un grado muy profesionalizante, y luego el Grado en Ciencias Políticas y de la Administración en la UNED, también con el objetivo de enfocar mi carrera profesional a la traducción e interpretación en organismos públicos, la vocación de profesora siempre había estado en mí desde muy niña, por lo que decidí inscribirme en este máster.

El MFP es un programa exigente que trata de aportar una visión holística de las áreas más importantes que un docente debe conocer (más allá de los contenidos de su especialidad) como son la Didáctica, la legislación educativa, la Psicología, las TIC, etc. Tratar de si quiera revisar todas estas en cuestiones en un año académico es un objetivo ambicioso, pero muy necesario.

Dado que compagino el MFP con mi trabajo, tuve que dividirlo en dos cursos académicos: el año pasado (curso 2020/2021) realicé todas las asignaturas fundamentales en régimen de evaluación diferenciada y este año (curso 2021/2022) he realizado las prácticas externas y el presente TFM.

Empezaré con el curso académico 2020/2021, que estuvo marcado por la pandemia. Esta circunstancia me benefició personalmente, dado que las asignaturas se impartían de forma generalizada en línea, lo que me permitía acudir a muchas de ellas. De no haber sido así, habría tenido mucha menos relación con los compañeros y habría tenido que acudir presencialmente al centro en ocasiones, lo que era bastante incompatible con mi trabajo. Creo que precisamente en el MFP el intercambio con compañeros es muy enriquecedor y es algo también muy importante en la práctica profesional real.

De todas las asignaturas, la más exigente y al mismo tiempo la más importante creo que fue Procesos y Contextos Educativos, una asignatura dividida en cuatro bloques en los que se cubren los cambios legislativos en materia educativa que hubo en España desde la Ley Moyano hasta actualidad; los rasgos organizativos de cada etapa educativa; los documentos institucionales que rigen el funcionamiento de los centros; el funcionamiento de los grupos y las habilidades que el docente ha de tener para gestionar el conflicto que en ellos puede surgir; la tutoría y la orientación; y la atención a la diversidad. En mi opinión, esta es la asignatura que sienta las bases para todas las demás, que beben de ella y la complementan o desarrollan. Asimismo, durante las prácticas y para redactar la subsecuente Memoria de Prácticas, he recurrido en diversas ocasiones a los apuntes de esta asignatura para analizar los documentos del centro, para entender los temas de carácter organizativo que se tratan en reuniones de departamento y claustros, etc. Si bien se trata de una asignatura muy densa y teórica que perdería su sentido si no hubiese una práctica profesional posterior, la práctica profesional sin esos conocimientos clave que aporta Procesos y Contextos Educativos sería igualmente incompleta.

Otra de las asignaturas con más carga teórica del MFP fue Sociedad, Familia y Educación, que, por una parte, trata de explicar cómo se concretan en el aula cuestiones tan amplias como la Declaración Universal de Derechos Humanos y cómo la relación entre las familias y el centro debe dinamizarse para favorecer el desarrollo integral de los alumnos. Se trata de una de las asignaturas más interesantes de cara al ejercicio

profesional en el centro; sobre todo, si el número de alumnos en él es muy elevado y los problemas de convivencia son recurrentes.

Otra asignatura con una carga lectiva importante fue Complementos a la Formación Disciplinar, que se impartía durante dos días a la semana: en uno de los días, íbamos con los compañeros de las especialidades de Francés y Asturiano; en el otro, solo los de Inglés. En la parte general me pareció espacialmente interesante el análisis de un manual y no solo porque será algo que tengamos que hacer muy probablemente en un futuro, sino también porque aporta un poco de perspectiva al ya tan manido debate de “libros, sí; libros, no”. Analizando un manual y escuchando las intervenciones de otros compañeros pudimos ver que hay libros muy completos y otros muy mediocres, por lo que no se trata de decir sí o no a los libros, sino que dependerá de qué libro. Asimismo, en la parte específica de Inglés de esta asignatura, trabajamos con una taxonomía de errores, lo que también me parece muy necesario. Cuando evaluamos a nuestros alumnos, debemos identificar de qué tipo de error se trata para poder asesorarle lo mejor posible, y que no vuelva a cometerlo.

Otras asignaturas que se impartieron igualmente en el primer cuatrimestre pero que tenían una carga lectiva menor fueron Aprendizaje y Desarrollo de la Personalidad, Diseño y Desarrollo del Currículo y Tecnologías de la Información y la Comunicación. Mientras las tres asignaturas que ya he valorado son muy extensas y en muchos casos abordan temas relativamente abstractos, estas asignaturas son más concretas y todas ellas son indispensables para la práctica docente. Por norma general, la formación que filólogos y traductores tenemos en didáctica, psicología, etc. brilla por su ausencia y si bien la asignatura Aprendizaje y Desarrollo de la Personalidad nos da una visión general, en mi opinión no es suficiente. No se puede atender a la diversidad sin verdaderamente entender qué implica ser un alumno con altas capacidades; tener dislexia; o entender cómo aprenden los alumnos, cómo son los procesos cognitivos dependiendo de la edad, etc.

Asimismo, el profesor ya no es la gran fuente única de conocimiento que era antes, ya que en la actualidad hay muchísima información sobre casi cualquier tema de forma “gratuita” en internet. La otra cara de la moneda es que el profesor ha de enseñar al alumno a discernir entre las valiosísimas fuentes primarias accesibles en Internet y las noticias falsas, los artículos de dudosa fundamentación científica, etc. Asimismo, también

comparto el papel que el profesor desempeña en el enfoque comunicativo, que es el de un acompañante, facilitador, organizador y modelo lingüístico.

Lo mismo puedo decir de la asignatura Tecnologías de la Información y la Comunicación. Los recursos de que disponemos para crear materiales son abrumadores, y necesitamos una formación más detallada sobre las herramientas que tenemos a nuestra disposición, sobre cómo utilizarlas, etc. Durante la pandemia del Covid-19 se comenzaron a usar con mucha más asiduidad aplicaciones como Teams, YouTube, etc., que, además, gustan mucho a los alumnos. La tecnología avanza a tal velocidad que creo que los profesores necesitaríamos un poco más de formación de base para mantenernos al día y no quedarnos descolgados.

La asignatura Diseño y Desarrollo del Currículo tuvo también poca carga lectiva, pero creo que no se necesita mucho más. Gran parte de lo que se enseña en esta asignatura se puede consultar en los textos legales correspondientes y, además, se aprende haciendo.

En el segundo cuatrimestre se cursan tres asignaturas, así como el TFM y las prácticas externas. La asignatura Aprendizaje y Enseñanza de Inglés me resultó muy necesaria: en una primera parte revisamos los diferentes enfoques de enseñanza de Inglés, lo que ayuda al docente a ser consciente de lo que hace y lo que podría hacer. En mi opinión, el enfoque nocio-funcional y comunicativo son los más apropiados y, por ese motivo, han sido en los que me he basado para formular mi programación didáctica. Creo que al enseñar una lengua extranjera debemos transmitir al alumno que es una herramienta, un medio para que en determinado *contexto*, se pueda cumplir una *función* comunicativa sirviéndose de *nociones* y de *exponentes lingüísticos*. El alumno debe experimentar los beneficios que el aprendizaje de una lengua extranjera puede tener para su vida cotidiana, como se refleja en el proyecto de innovación que se expone en el presente trabajo. Asimismo, también creo que el aprendizaje correcto de la gramática ha de ser inductivo, debe inferirse de esas situaciones comunicativas.

Sin embargo, considerando las horas de clase de lengua extranjera de los institutos públicos, he podido comprobar empíricamente que sería muy iluso creer que los alumnos interiorizarían ciertos exponentes lingüísticos solo mediante la exposición a ciertas situaciones comunicativas, por lo que es indispensable que los aprendizajes sean significativos y que la práctica de estos exponentes lingüísticos se desarrolle dentro de un

contexto y con el objetivo cumplir una función comunicativa. Asimismo, creo que el aprendizaje de una lengua es un proceso tanto sintético como analítico y que la clase de lengua extranjera ha de organizarse teniendo en cuenta sendos planteamientos.

Otra asignatura que se imparte en el segundo cuatrimestre es Innovación Docente e Iniciación a la Investigación Educativa, en la que hicimos tres proyectos: un análisis de investigación educativa, un análisis de un proyecto de innovación y una propuesta original de innovación educativa. En la asignatura nos enseñan que el punto de partida de un proyecto de innovación es la detección de una situación susceptible de mejora. Si bien es cierto que ante un problema siempre sería recomendable aportar una solución innovadora, en mi opinión la innovación debe estar en todas las clases y no debe ser algo extraordinario o especialmente significativo. Creo que la mera adaptación de los materiales, la aportación de un punto de vista diferente, la inclusión de una referencia cultural o elementos audiovisuales ya es un ejercicio innovador por sí mismo.

Finalmente, la asignatura optativa Taller de Teatro como Optativa también se impartió también. Creo que es una asignatura interesantísima, que permite especialmente en las clases de lengua extranjera poner en práctica casi todas las competencias. Aunque las clases pudieron desarrollarse sorprendentemente bien a través de Teams, la falta de presencialidad mermó la calidad de los ejercicios psicomotrices y de expresión corporal dado que no se podía tocar o interactuar con los compañeros de forma improvisada, cara a cara.

4. Long-term plan for English, Year 1 CSE

4.1 Contribution to the achievement of the key competences in Year 1 CSE

Both the Organic Act 3/2020 of 29 de December¹ on the amendment of the Act 2/2006 of 3 May on Education and the Organic Act 8/2013 of 9 December on the Improvement of the Quality of Education adopt a competence-based approach.

Considering that competence-based learning is characterised by its transversality, its dynamism and its comprehensive nature, the competence-based teaching-learning process is to be approached from all areas of knowledge. That means that even if the Competence in Linguistic Communication will be the predominant one in the subject English as a Second Language, the other competences will be included, even briefly, in the teaching units (TUs) as well.

1. Competence in Linguistic Communication (C1): it is the basic competence within the TUs as it refers to the use of written and spoken language as well as to the ability to understand and interact in different situations under consideration of cultural items.
2. Competence in Mathematics, Science and Technology (C2): it implies the ability to apply mathematical reasoning and its tools to describe, interpret and predict different phenomena in their context. This competence will be implemented mainly throughout the innovation project, but also when going through specific texts in which figures, percentages and scientific facts are likely to come up.
3. Digital Competence (C3): It involves the use of information and communication technologies to achieve different objectives. In the TU we will enhance a creative, critical and safe use of IT devices.
4. Learning to Learn Competence (C4): it refers to the ability to initiate, organise and persist in learning. In Year 1 SCE students must adapt to new teachers and classmates as well as to new subjects and teaching techniques. For this reason, one of the main goals of my teaching programme will be to provide students with quality resources to organise and reinforce their learning strategies.

¹ The translation of the mentioned laws in this paper has been taken from the webpage of Eurydice, a project carried out by the European Education and Culture Executive Agency (EACEA).

5. Social and Civic Competence (C5): it entails the ability to use knowledge and attitudes about society in its dynamic, changing and complex conception, to interpret social phenomena and problems and act accordingly. Students will have the opportunity to practise this competence within the innovative project - during the school trip to a botanical garden and through the different TUs in which we will talk about natural cycles, extensive farming and agriculture, healthy habits, etc.
6. Sense of Initiative and Entrepreneurship (C6): among the different skills covered by this competence, one is the ability to recognise existing opportunities for personal, professional and business activities. This competence will be developed through activities requiring a high level of initiative, commitment and organisation.
7. Cultural Awareness and Expression (C7): ability to recognise, appreciate and critically value, with an open and respectful attitude, the different cultural and artistic expressions and to use them as a source of enrichment and personal enjoyment. Together with the linguistic competence, this one will be key in the long-term programme.

4.2 Objectives of Year 1, CSE

The objectives for Compulsory Secondary Education are included in the Article 11 of the Royal Decree 1105/2014 of 26th December. Students who have finished the Compulsory Secondary Education stage are supposed to be able to:

a) Assume their duties, know and exercise their rights with respect for others, to practise tolerance, cooperation and solidarity among groups to be prepared to live in a plural society and exercise their citizenship.

b) Develop and consolidate habits of discipline and study as well as to get used to working individually and in teams.

c) Reject discrimination against people based on sex or any other personal or social condition or circumstance. Reject stereotypes that discriminate between men and women, as well as any manifestation of violence.

d) Strengthen their affective abilities in all areas of the personality and in their relationships with others, as well as reject violence, prejudice, sexism and resolve conflict peacefully.

e) Develop basic skills in information sources to acquire new knowledge.

f) Conceive scientific knowledge as an integrated knowledge, which is structured in different disciplines, as well as know and apply the methods to identify problems in the various fields of knowledge and experience.

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

h) Understand and express themselves in English correctly.

i) Know, value and respect the basic aspects of their own culture and history and those of others, as well as the artistic and cultural heritage.

j) Know and accept the functioning of one's own body and that of others, respect differences, strengthen body care and health habits and incorporate physical education and the practise of sports to enhance personal and social development. Know and value the human dimension of sexuality in all its diversity. Critically assess social habits related to health, consumption, care of living beings and the environment, contributing to its conservation and improvement.

k) Appreciate artistic creation and understand the language of the different artistic manifestations, using different means of expression and representation.

4.3 Methodology

Coletes (2008) notes that many new approaches have arisen since the 1970s but unfortunately making very little success. An exception to that is the functional-notional approach.

According to the Organic Act 8/2013 of 9 December on the Improvement of the Quality of Education, the Competence in Linguistic Communication refers to the ability to understand and interact *in different situations*. Despite this statement, a clear distinction between “knowledge” (grammar, vocabulary...) and “know-how” (understand texts,

express oneself...) is to be inferred from the legal text. This means that our governing law still stems from Chomsky's distinction between competence and performance and for assessment purposes, between the degree of acceptability and grammaticalness, which do not coincide according to Chomsky (1967).

However, "there is ample evidence that suggests that success in communication tasks is not guaranteed by control of stated inventoried of linguistic features demonstrated by conventional discrete-item tests" (Savignon, 1997: 3). For this reason, and even though skills had traditionally been broken down into elements that can be assessed (like vocabulary or grammar), this long-term plan aims to consider the complexity of the communicative setting beyond the purely linguistic competence.

For this reason, and as the reader will infer from the teaching units' structure and as mentioned in previous chapters, the notio-functional approach is the one considered for this long-term plan. Each teaching unit refers to one context, which is afterwards fully developed under the categories of *function*, the uses to which language forms are put; *notions*, "the different abstract categories through which we interpret the less material aspects of the world" (Coletes, 2008: 116); and language exponents, the language utterances that stem from the function and topic.

Apart from that, the Framework of Reference for Languages (CEFR) has been considered for the preparation of this long-term plan. The students in Year 1 SCE are to achieve an A1.2 level, which implies that they can interact in a simple way, using familiar everyday expressions and very basic phrases and provided the other person talks slowly and clearly and is prepared to help.

4.4 Resources

It goes without saying that the environment in which the lessons take place has a major impact on the quality of the sessions. For this reason, and considering that the innovation project is full of activities in groups, it is a good idea to have spacious classrooms, ideally with big, round tables for students to work together.

The resources mentioned below are indispensable though:

- Students' book and Activity book.

- Additional resources specified in the teaching units (handouts, glass jar for an experiment, realia...).

- Blackboard.

- Good internet connection and a projector.

4.5 Curricular adaptation

According to Article 23 of the Royal Decree 1105/2014 of 26th December, the Government and the educational Administrations will define, within the scope of their respective competences, the conditions for the modification and adaptation of the curriculum from the third year of compulsory secondary education. This long-term plan was devised for students of Year 1 CSE and not Year 3 though. However, there are many resources to be implemented depending on the specific requirements of the students.

Those with special needs will receive further support to guarantee that they are able to follow the lesson and proactively participate in it. Some examples would be working with texts in a larger print size to help partially sighted students, focusing on giving clear and specific instructions for those suffering from ADHD, proposing time for mental breaks, extending time for tests and assignments, etc.

Should the teacher notice that these measures have no effect on the student's performance, the Orientation Department is to be addressed to eventually work on an individual curriculum accommodation plan (ACI, in its Spanish acronym).

On the other hand, students with higher capacities will be given extra work. The activities will differ from the ordinary activities though, as they will aim to enhance students' creativity, cultural immersion and critical thinking while improving their English skills.

4.6 Proposal for extra-curricular activities

Thanks to the innovation project plan, the students will have a sizeable amount of extra-curricular activities:

- Visit to the school garden: as part of the innovation programme, the students will visit the school's garden, meet students from other years and learn about vegetable gardening.

- Visit to a botanical garden: this will be a school trip organised by the English Department and ideally with help of the Natural Science Department which will take place in the last semester. The students will have the opportunity to put into practise all the contents learnt throughout the year.
- Organisation of an exhibition at the school: once the innovation project is over, the students will organise an exhibition to show pictures, tree leaves, posters and ultimately all the work done during the year. Not only will they be in charge of putting everything into place, but also of promoting the exhibition, organising the timetables, etc.

4.7 Assessment

Whereas the assessment criteria for students is described in the article 23 of the Royal Decree 1105/2014 of 26th December, the specific assessment percentages that will be applied to calculate the final mark for the subject English as Foreign Language for Year 1 CSE can be found below:

1. Assessment Tool 1 (AT1): Objective test (60%). An objective test will be carried out every two units (directly after the innovative project activity). The four skills will be assessed in these tests (listening and reading comprehension, writing and speaking) and ideally within only one communicative exercise in which the student will have to listen, understand and interact (both orally and in writing) in a specific situation. Rubrics will be used. A special rubric will be considered for those students with special needs.
2. Assessment Tool 2 (AT2): Specific objective activity (10%). After every unit, the students will take a very short test in order to assess their use of English skills. Even though, and as previously explained, we understand that the communicative competence goes far beyond memorising specific language utterances, considering that it is a programme for students aged 12-13, we understand these short tests do make sense to assess the students' study habits and the potential gaps in the teaching-learning process.
3. Assessment Tool 3 (AT3): Innovative project and attitude (30%). The proactive participation in the innovation project, their commitment to the positive

development of the lessons, the ability to work autonomously and in team as well as the effort will be also crucial to calculate their final mark.

The assessment will be both formative and summative, meaning that the teacher will try to monitor progress to spot potential difficulties throughout the year (for example by doing the specific objective activities after each unit) and at the same time, will organise formal exams now and then to evaluate the students' communicative proficiency.

4.8 Programme timing

The long-term plan presented below is to be developed throughout a full academic year. We will take the academic year 2022 to 2023 for CSE in Asturias as a reference and imagine the long-term plan is implemented in then.

The first school day would be the 12th September 2022 and the last one would be the 23rd June 2023. Altogether, there would be 177 school days divided in three trimesters with 68, 57 and 52 school days respectively, and approximately 35 school weeks.

English as First Foreign Language is taught four times a week (55 minutes/ session) in Year 1 CSE, which means that we would have approximately 140 sessions to go through the 15 TU included in this long-term teaching programme. Considering that the first trimester is the longest one and the third the shortest (in which we will also do the school trip to a botanical garden), we will adapt the amount of TU accordingly.

Teaching unit	Sessions	1 st Term	2 nd Term	3 rd Term
1. Who is who?	8	X		
2. Home is where your heart is	8	X		
Innovation project I	2	X		
3. A creature of habit	8	X		
4. Let's keep it low- key	8	X		
Innovation project II	3	X		

5. It's boiling hot!	8	X		
6. My city's landmarks	8	X		
Innovation project: III	2	X		
7. The end of the goggle box?	8	X		
8. The ball is in your court	8		X	
Innovation project: IV	3		X	
9. A picture of health	8		X	
10. A changing world	8		X	
Innovation project: V	3		X	
11. The family you choose	8		X	
12. Machines will rule the world	8		X	
Innovation project: VI	4		X	
13. All over the world	8			X
14. Running into a stone wall	8			X
Innovation project: VII	3			X
15. The lessons learnt	8			X

4.9 General table unit

In the table below, the main items for the 15 TUs (context, notion, function and language exponents) are specified. A proposal for a specific pronunciation exercise is made as well.

Nevertheless, considering that this programme is to be developed in Year 1 SCE, the students are not supposed to remember the phonetic alphabet or to completely understand the transcription of words. However, the programme aims to make students conscious of the importance of phonetics in their learning process as well as to make them aware of the sizeable amount of sounds English has compared to Spanish.

Teaching Unit	Conext	Notion	Function	Language exponent	Pronunciation
1- Who is who?	Personal information Physical appearance Personality	Time (present) Description	Introducing oneself Describing people Exchanging information	To be To have got Adjectives	Voiceless glottal fricative: /h/
2- Home is where your heart is	The house	Existence Entity Time (present)	Describing your house Advertising your house	There is/ there are Countable and uncountable	Difference between /æ/ and /ε/
Innovation Project I	Explanation of the project and the scheduled activities + vocabulary handout				
3- A creature of habit	Habits Daily life	Time (present) Frequency	Discussing habits Organising timetables	Present simple in affirmative Adverbs of frequency	3rd person singular in present simple: /s/, /z/ or /ɪz/
4- Let's keep it low-key	Hobbies Free time Likes and dislikes	Time (present) Interests	Talking about hobbies Asking about likes and dislikes	Present simple in negative and interrogative Wh-questions	Intonation in questions

Innovation Project II	Plant Life Cycle: an anchor chart				
5- It's boiling hot!	Weather	Comparison	Informing about the weather Comparing climates	Comparative of superiority and equality	- Difference between /u:/, /u/ and /ʊ/
6- My city's landmarks	The city The countryside	Comparison Instructions Possession	Describing a place Giving directions	Superlative The Saxon Genitive	- Voiced dental fricative / ð/
Innovation Project III	A virtual visit to the Buffalo Botanical Gardens in New York				
7 - The end of the goggle box?	TV and online platforms Film genre	Time (progress)	Guessing outcomes Agreeing and disagreeing	Present continuous	Ending with -ing: [ŋ]
8 – The ball is in your court	Sport Talents	Ability	Expressing ability Describing people	Modal verb: can Adverbs of manner	- Difference between /æ/ and /ʌ/

Innovation Project IV	Thank you, plants! An activity to recognise what plants can do for us				
9 – A picture of health	Food Healthy habits	Advice Obligation Prohibition	Giving advice Giving orders Ordering in a restaurant	Modal verbs: must / should	Intonation and stress in modals
10 – A changing world	Landscape Natural spaces	Time (past) Environment	Comparing landscape in the past and now Discussing advantages and disadvantages	To be in the past There was/ there were	Difference between /j/ and /dʒ/
Innovation Project V	A visit to the school's garden: settling and following rules				
11- The family you choose	Family Relationships	Time (past) Bonds Feelings	Comparing families in the past and now Narrating	Past simple affirmative	Ending with <i>-ed</i> : /t/, /d/ and /ɪd/
12 – Machines will rule the world	Technology	Time (past)	Comparing activities and gadgets in the past and now	Past simple negative and interrogative	Contractions

Innovation Project VI	Did your grandparents have avocado for breakfast?				
13 – Like a rolling stone	Travel Transport	Time (future)	Talking about plans	Be going to	Pronunciation of /ɹ/ and /ɻ/
14- Running into a stone wall	Environment	Time (future)	Making predictions	Will	Difference between /p/ and /b/
Innovation project VII	In context: a visit to a botanical garden				
15- The lessons learnt	Review	Review	Review	Review	Review

4.10 Teaching units timing

Unit 1: Who is who?				
Contents				Objectives
Context	Notions	Functions	Language exponent & Pronunciation	
Personal information Physical appearance Personality	Time (present) Description	Introducing oneself Describing people Exchanging information	To be To have got Adjectives Voiceless glottal fricative: /h/	- To introduce yourself. - To describe others' appearance and personality.
Skills				Resources
Reading	Listening	Speaking	Writing	
<i>You and your data</i> : reading about data privacy in the Internet	Scene from a film: Draco Malfoy introduces himself to Harry Potter.	Gathering information from your classmates. Question and answer.	Brief description of a classmate's personality by analysing his/her doodles.	- Ordinary resources: books, handouts, computer with Internet connection and projector. - Reading from the British Council: You and your data . - Listening from YouTube: Draco Malfoy introduces himself to Harry Potter . - Writing exercise from the British Council: Doodles: Psychoanalysis .

Assessment	Key competences
Assessment tools: AT2, AT3	C1, C3, C4, C5, C6, C7
Assessment outcome The student is able to: <ul style="list-style-type: none"> - Introduce himself and introduce other. - Question others about their personal data. - Describe others' appearance and personality. 	

Unit 2: Home is where your heart is				
Contents				Objectives
Context	Notions	Functions	Language exponent & Pronunciation	<ul style="list-style-type: none"> - To describe a house's furniture. - To describe a house's style. - To understand the main ideas in a description of a rental property.
The house	Existence Entity Time (present)	Describing your house Advertising your house	There is/ there are Countable and uncountable Difference between /æ/ and /ε/	
Skills				Resources
Reading	Listening	Speaking	Writing	<ul style="list-style-type: none"> - Ordinary resources: books, handouts, computer with Internet connection and projector. - Reading: rental ads in the webpage https://www.rightmove.co.uk/. - Listening from YouTube: My Home Tour 2018.
Finding your dream house in https://www.rightmove.co.uk/	A home tour	A home tour in Instagram / TikTok	Advertising a rental property	

Assessment	Key competences
Assessment tools: AT1, AT2, AT3	C1, C3, C4, C6, C7
Assessment outcome The student is able to: <ul style="list-style-type: none"> - Distinguish between countable and uncountable nouns. - Describe a house and its furniture using the proper vocabulary and language exponents. - Understand a basic description of a rental property. 	

Innovation project: Activity 1 – *The plant life around us*

Resources	Competences	Objectives
Mobile phones with Internet access	C1, C2, C3, C4, C5, C6, C7	<p>To practise the language exponents of unit 2 to describe places and situate plants in the space.</p> <p>To discover the flora around the school.</p> <p>To interact with classmates and get to know them.</p> <p>To value the time outdoors and learn how to behave.</p>

Description

This activity aims to help students practise and practise the language exponent proposed in the second unit as well as to interact with the natural world while using technology.

Students are supposed to download the App PlantSnap and take pictures of the plants and trees they find in the surroundings of the school and in the school's playground itself. After having taken some pictures outdoors and having identified some trees and plants, teacher and students are to come back to school and in teams, students must tell what plants and trees they could see and where exactly they were.

Unit 3: A creature of habit				
Contents				Objectives
Context	Notions	Functions	Language exponent & Pronunciation	<ul style="list-style-type: none"> - To describe present actions. - To talk about daily routines and habits in present simple.
Habits Daily life	Time (present)	Discussing habits	Present simple in affirmative	
	Frequency	Organising timetables	Adverbs of frequency 3rd person singular in present simple: /s/, /z/ or /ɪz/	
Skills				Resources
Reading	Listening	Speaking	Writing	<ul style="list-style-type: none"> - Ordinary resources: books, handouts, computer with Internet connection and projector. - Reading from Forbes webpage (adapted): Habit formation: the 21-Day myth. - Listening from YouTube: The daily routine of a British student.
<i>Habit formation: the 21-Day myth</i>	The daily routine of a British student	Instagram stories: preparing two stories speaking of a daily habit	<i>Todoist</i> : download the app and add tasks to your to-do list.	

Assessment	Key competences
Assessment tools: AT2, AT3	C1, C3, C4, C5, C6, C7
Assessment outcome The student is able to: <ul style="list-style-type: none"> - Talk about habits and routines using the proper vocabulary and language exponents. - Spot the differences in the daily routines of people from different countries. 	

Unit 4: <i>Let's keep it low-key</i>				
Contents				Objectives
Context	Notions	Functions	Language exponent & Pronunciation	<ul style="list-style-type: none"> - To describe present actions in negative. - To talk about hobbies, likes and dislikes. - To question others about their hobbies.
Hobbies Free time Likes and dislikes	Time (present) Interests	Talking about hobbies Asking about likes and dislikes	Present simple in negative and interrogative Wh-questions	
			Intonation in questions	
Skills				Resources
Reading	Listening	Speaking	Writing	<ul style="list-style-type: none"> - Ordinary resources: books, handouts, computer with Internet connection and projector. - Reading from the British Council: Going out. - Listening from Cambridge English webpage: An unusual hobby.
<i>Going out</i> : adverts for things to do when going out	<i>An unusual hobby: growing bonsai trees</i>	Realia: the teacher brings realia to the class and students make up a hobby in which that object can be used	To be developed within the innovation project (Activity 2)	
Assessment				Key competences
Assessment tools: AT1, AT2, AT3 Assessment outcome The student is able to: <ul style="list-style-type: none"> - Talk about hobbies, likes and dislikes. - Ask others about hobbies, likes and dislikes. - Understand advertisements of leisure activities. 				C1, C2, C4, C6

Innovation project: Activity 2 – *The plant life cycle*

Resources	Competences	Objectives
<p>Computer with Internet access and projector</p> <p>A glass jar, some cotton and some beans</p>	<p>C1, C2, C3, C4, C5, C6, C7</p>	<p>To practise the language exponent of units three and four by describing a repetitive process such as the plant life cycle.</p> <p>To understand the synergies between weather, seasons and life cycle.</p> <p>To learn to assume responsibilities and observe changes.</p>

Description

After having explained the plant life cycle ideally involving the Science Department as well, students are supposed to grow a bean seed in a glass jar and keep an eye on it until it becomes an adult plant. Both the explanation of the plant life cycle and the instructions to grow a plant will be given in English. The students must keep a record of the different stages, take pictures and describe the situation in present simple. At the end of the academic year, the students can move their plants to the school garden.

Apart from getting familiar with Botany in English and with the function “giving instructions”, this experiment will help students strengthen their patience and enhance their commitment to the natural world.

Unit 5: It's boiling hot!				
Contents				Objectives
Context	Notions	Functions	Language exponent & Pronunciation	<ul style="list-style-type: none"> - To describe the weather in an specific moment. - To compare the climate from different parts of the planet.
Weather	Comparison	Informing about the weather Comparing climates	Comparative of superiority and equality Difference between /u:/, /u/ and /ʊ/	
Skills				Resources
Reading	Listening	Speaking & Writing		<ul style="list-style-type: none"> - Ordinary resources: books, handouts, computer with Internet connection and projector. - Reading from the NASA Climate Kids Webpage while experimenting with the Climate Time Machine - Listening from a video in the NASA Climate Kids webpage: What's the difference between weather and climate?
Experimenting with the <i>Climate Time Machine</i>	<i>What's the difference between weather and climate?</i>	Combined activity in which the students will have to present a weather forecast, which will involve them writing the script (writing skill) and presenting it (speaking skill)		
Assessment				Key competences
Assessment tools: AT2, AT3 Assessment outcome The student is able to: <ul style="list-style-type: none"> - Describe the weather using the proper vocabulary. - Compare the climate in different zones using the comparative structure properly. 				C1, C2, C3, C4, C5, C6, C7

Unit 6: My city's landmarks				
Contents				Objectives
Context	Notions	Functions	Language exponent & Pronunciation	
The city The countryside	Comparison Instructions Possession	Describing a place Giving directions	Superlative English possessive Voiced dental fricative / ð/	- To describe a city specifying the different places that can be found. - To compare one city to another using the superlative form of the adjectives. - To use the Saxon Genitive to indicate possession.
Skills				Resources
Speaking		Listening & Reading & Writing		- Ordinary resources: books, handouts, computer with Internet connection and projector. - My personal Spotify Premium account to play <i>The Arctic Monkeys</i> ' songs and their lyrics.
To be developed within the innovation project (Activity 3)		Combined activity in which students will have to listen to different songs from <i>The Arctic Monkeys</i> , read their lyrics and use them to promote the city of Sheffield in a PPT presentation.		
Assessment				Key competences
Assessment tools: AT1, AT2, AT3 Assessment outcome The student is capable of: <ul style="list-style-type: none"> - Describe a city by naming the specific buildings and point of interests in it. - Compare cities to one another using the superlative form of the adjective. - Use the Saxon Genitive to express possession. 				C1, C2, C3, C4, C6, C7

Innovation project: Activity 3 – *A virtual visit to the Buffalo Botanical Gardens in New York*

Resources	Competences	Objectives
Computer with Internet access and projector	C1, C2, C3, C4, C5, C6, C7	<p>To practise functions of the units 5 and 6 (giving directions, describing a place, talking about the weather and comparing climates).</p> <p>To discover the resource of the virtual tours.</p> <p>To learn about synergies between climate and plants.</p>

Description

The students are divided into two or three teams and are supposed to virtually visit the Buffalo Botanical Garden in New York. A competition against each other is organised with two challenges:

1. Guide another team to somewhere in the park
2. Describe where a plant comes from (by looking it up in the Buffalo Botanical Garden's webpage) and how the climate is there.

Unit 7: The end of the goggle box?				
Contents				Objectives
Context	Notions	Functions	Language exponent & Pronunciation	
TV and online platforms Film genre	Time (progress)	Guessing outcomes Agreeing and disagreeing Describing films	Present continuous Adverbs	<ul style="list-style-type: none"> - Understand the difference between present simple and present continuous. - Use the present continuous to describe actions which are being carried out at the moment. - Get an overview of film genre and common expressions to describe films.
			Ending with -ing: [ŋ]	
Skills				Resources
Reading	Listening	Speaking	Writing	
Reading films' plots and guessing the type of films, which are being shown in an Irish cinema.	Present continuous in different TV scenes.	A documentary – turn off the volume and describe what an animal is doing.	Brief description of a scene from your favourite TV programme.	<ul style="list-style-type: none"> - Reading: reading the plot of the films available at the moment in the Light House Cinema's webpage. - Listening from YouTube in which several scenes from different TV series are shown to illustrate the use of present continuous.
Assessment				Key competences
<p>Assessment tools: AT2, AT3</p> <p>Assessment outcome</p> <p>The student is able to:</p> <ul style="list-style-type: none"> - Use the present continuous to describe film scenes or talk about actions developed at the moment. - Use basic vocabulary to describe the plot of a film and classify it in the correct film genre. 				C1, C2, C3, C4, C7

Unit 8: <i>The ball is in your court</i>				
Contents				Objectives
Context	Notions	Functions	Language exponent & Pronunciation	
Sport Talents	Ability Present (progress) Comparison	Expressing ability Describing people	Modal verb: can Adverbs of manner	<ul style="list-style-type: none"> - Talk about abilities, especially with regards to sport and exercise. - Use adverbs of manners to describe more accurately what you can do. - Understand and produce short texts about exercise routines. - Review the present continuous tense and the comparative and superlative forms.
			Difference between /æ/ and /ʌ/	
Skills				Resources
Reading	Listening	Speaking	Writing	
Sexist headlines about sportswomen from British media.	Listening comprehension about exercise routines.	Joining a gym.	A sportswoman profile	<ul style="list-style-type: none"> - Ordinary resources: books, handouts, computer with Internet connection and projector. - Specific PPT presentation. - Listening about sport routines available here.
Assessment				Key competences
<p>Assessment tools: AT1, AT2, AT3</p> <p>Assessment outcome</p> <p>The student is able to:</p> <ul style="list-style-type: none"> - Produce short oral and written texts about abilities and skills in sport - Understand short texts about exercise routines. 				C1, C2, C3, C4, C5, C6, C7

Innovation project: Activity 4 – *Thank you, plants! An activity to recognise what plants can do for us*

Resources	Competences	Objectives
Realia taken by the students	C1, C2, C3, C4, C5, C6, C7	To express ability. To track the origin of the most common objects we use on our daily lives. To learn about vegetable alternatives to plastic products.

Description

Students are supposed to bring two objects, materials, ingredients... One must be made from/ directly come from a plant. The other must be made of plastic or other non-vegetable material. They will then show it to the rest of the class, who are to say which ones might have been made out of plants. Once everyone has presented their items, the students will prepare an exhibition in which the objects will be shown together with a display or notices which reads “Thank you, plants! It’s because of you that I can...”.

Unit 9: A picture of health				
Contents				Objectives
Context	Notions	Functions	Language exponent & Pronunciation	
Food Healthy habits	Advice Obligation Prohibition	Giving advice Giving orders Ordering in a restaurant	Modal verbs: must / should	<ul style="list-style-type: none"> - Describe healthy habits and recognise healthy und unhealthy food. - Practise countable and uncountable nouns. - Give advice using the modal verb <i>should</i> - Express obligations and prohibitions using <i>must</i> and <i>mustn't</i>, respectively.
			Intonation and stress in modals	
Skills				Resources
Listening		Reading & Speaking	Writing	
Listening: <i>Healthy or unhealthy lifestyle?</i>		Combined activity in which the students will have to look for a receipt and record a video preparing the corresponding meal.	To be developed within the innovation project (Activity 5)	<ul style="list-style-type: none"> - Ordinary resources: books, handouts, computer with Internet connection and projector. - Listening from YouTube: Healthy or unhealthy lifestyle?
Assessment				Key competences
<p>Assessment tools: AT2, AT3</p> <p>Assessment outcome</p> <p>The student is able to:</p> <ul style="list-style-type: none"> - Recognise and describe healthy habits and food. - Give advice to follow a healthy lifestyle by using the modal verb <i>should</i>. - Express obligations and prohibitions by using <i>must</i> and <i>mustn't</i>, respectively. 				C1, C3, C4, C5, C6, C7

Unit 10: A changing world				
Contents				Objectives
Context	Notions	Functions	Language exponent & Pronunciation	
Landscape Natural spaces	Comparing landscape in the past and now Discussing advantages and disadvantages	Existence Entity Environment Time (past)	To be in the past There was/ there were Difference between /j/ and /dʒ/	- To describe a place in the past comparing it to the present. - To recognise different geographical features. - To learn about the geographical features of an specific English-speaking country.
Skills				Resources
Speaking	Listening	Reading & Writing		
To be developed within the innovation project (Activity 5)	<i>Nature is speaking</i>	The students must choose an English-speaking country and read about the most amazing geographical features there. Afterwards, they will prepare an interactive map using “ My Maps ” and a short description of each place.		- Ordinary resources: books, handouts, computer with Internet connection and projector. - Listening from YouTube: Nature is speaking . Several actors give voice to nature and its concerns.
Assessment				Key competences
Assessment tools: AT1, AT2, AT3 Assessment outcome The student is able to: - Describe a place using the verb to be in the past and the constructions <i>there was/ there were</i> . - Recognise different geographical features and make short descriptions about them regarding measure, shape, etc.				C1, C2, C3, C4, C5, C6, C7

Innovation project: Activity 5 – *A visit to the school's garden: settling and following rules*

Resources	Competences	Objectives
<p>Cardboard and markers</p> <p>The garden's responsible person must be involved</p>	<p>C1, C2, C3, C4, C5, C6, C7</p>	<p>To practise the language exponents of unit 9 (<i>modal verbs should/must</i>).</p> <p>To understand how a private garden works.</p> <p>To get to know students from other levels.</p> <p>To value the importance of rules.</p>
<p>Description</p>		
<p>Students will visit the private garden of the school and will meet other students from different levels. The students are supposed to pose questions regarding what must or should be done to keep the garden clean and the plants alive as well as what is completely forbidden.</p> <p>Once the students have gathered all the information, they will prepare a decalogue of rules for those who want to enter the garden and another one for gardening beginners like them.</p>		

Unit 11: <i>The family you choose</i>				
Contents				Objectives
Context	Notions	Functions	Language exponent & Pronunciation	
Family Relationships	Time (past) Bonds Feelings	Comparing families in the past and now Narrating	Past simple affirmative	To review specific language exponents such as there <i>was/ there were</i> , topics like appearance and personality and notions like comparison and time (past). To learn the past form of the most common irregular verbs in the past. To talk about actions and situations in the past.
			Ending with <i>-ed</i> : /t/, /d/ and /ɪd/	
Skills				Resources
Reading	Listening	Speaking & Writing		
<i>A family castle</i>	<i>Who is the British Royal Family?</i>	Students must build a classmate's family tree using Family Echo . They have to ask other classmates not only about their relatives, but also about their relatives' likes and dislikes, his habits when they were kids and write a short sentence for each member in the past.		- Ordinary resources: books, handouts, computer with Internet connection and projector. - Necessity to go to the IT room to have one computer for each couple. - Reading Family Castle . - Listening from YouTube: The Royal Family .
Assessment				Key competences
Assessment tools: AT2, AT3 Assessment outcome The student is able to: - To describe and compare family members and friends in the past. - To talk about habits in the past using the correct forms of the past simple tense. - To talk about actions and situations in the past using the correct forms of the past simple tense.				C1, C3, C4, C5, C6, C7

Unit 12: <i>That wasn't so common very recently</i>				
Contents				Objectives
Context	Notions	Functions	Language exponent & Pronunciation	
Technology	Time (past)	Comparing activities and gadgets in the past and now	Past simple negative and interrogative	<ul style="list-style-type: none"> - To name the main IT-gadgets and devices and explain their potential use. - To use the past simple in negative to describe what couldn't be done in the past because of the lack of technology. - To ask about IT preferences, likes and dislikes.
			Contractions	
Skills				Resources
Reading	Listening	Speaking	Writing	
Information Technology	<i>What is fake news? Tips for spotting them</i>	In pairs, students describe to each other how their dream gadget or device would look like. They design the devices of one another.	First short essay: <i>Must mobile phones be forbidden at school?</i>	<ul style="list-style-type: none"> - Ordinary resources: books, handouts, computer with Internet connection and projector. - Reading about what IT refers to and its history available here. - Listening from YouTube: What is fake news? Tips for spotting them
Assessment				Key competences
<p>Assessment tools: AT1, AT2, AT3</p> <p>Assessment outcome</p> <ul style="list-style-type: none"> - The student is able to recognise and name the main technological devices and gadgets. - The student is able to describe the past of technology using past simple tense. - The student is able to understand the basic information in recordings and written texts about technology. 				C1, C2, C3, C4, C5, C6, C7

Innovation project: Activity 6 – *Did your grandparents have avocado for breakfast?*

Resources	Competences	Objectives
Internet connexion	C1, C2, C3, C4, C5, C6, C7	<p>To practise the language exponent of units 11 and 12 (<i>past simple tense</i>).</p> <p>To understand the impact of technology and globalisation on agriculture.</p>

Description

Students will do research to understand if all the fruits and vegetables available in our supermarkets now were also available in their grandparents' time. The research will have three phases:

1. Students go to the supermarket and take notes about the origin of fruits and vegetables.
2. Students conduct interviews with their grandparents or other elderly people to understand if they had avocado, mango, etc. on their tables every day.
3. Students describe what fruit and vegetables there were in the past, how their grandparents' lifestyle was and compare it to the current situation. This task will require teacher's support.

Unit 13: Like a rolling stone				
Contents				Objectives
Context	Notions	Functions	Language exponent & Pronunciation	
Travel Transport Accommodation	Time (future)	Talking about plans	Be going to	<ul style="list-style-type: none"> - To practise some topics like house and furniture, landscapes and natural spaces, cities, etc. - To make plans in the future using <i>be going to</i>. - To learn the basic vocabulary related to tourism, accommodation and means of transport
Skills				Resources
Listening	Reading & Speaking		Writing	
<i>Can you see Rome in 6 hours?</i>	<p>Option 1: Booking a hotel room. Students must use Booking to find a hotel they like and act in front of the class as if they were at the reception with their parents, who cannot speak English.</p> <p>Option 2: Booking a train ticket. Students must consult the National Rail Webpage and act in front of the class as if they were in the train station trying to buy a ticket.</p>		Decalogue of guiding principles to be a self-conscious tourist.	<ul style="list-style-type: none"> - Ordinary resources: books, handouts, computer with Internet connection and projector. - Listening from YouTube Can you see Rome in 6 hours?

Assessment	Key competences
<p>Assessment tools: AT2, AT3</p> <p>Assessment outcome</p> <p>The student is able to:</p> <ul style="list-style-type: none"> - Make plans in the future using <i>be going to</i> and with specific vocabulary related to travel and tourism. - Understand the general descriptions in tourism web pages such as Booking. - Have a basic conversation to book a room at a hotel 	<p>C1, C2, C3, C4, C5, C6, C7</p>

Unit 14: <i>Running into a stone wall</i>				
Contents				Objectives
Context	Notions	Functions	Language exponent & Pronunciation	<ul style="list-style-type: none"> - Practise topics such as landscape, nature, cities and tourism. - Make predictions using <i>will</i>. - Understand the difference in use between <i>be going to</i> and <i>will</i>.
Environment	Time (future)	Making predictions	Will Difference between /p/ and /b/	
Skills				Resources
Reading	Listening	Speaking	Writing	<ul style="list-style-type: none"> - Ordinary resources: books, handouts, computer with Internet connection and projector. - Reading: the short stories can be selected here.
Short stories are displayed and students make predictions about the end of the story.	What will happen? Several scenes from movies are played for a few seconds and students must make predictions about the outcome.	Tarot reading – students are giving cards and must make predictions about their classmates’ future.	What will the botanical garden look like? Students make predictions about their next trip.	
Assessment				Key competences
Assessment tools: AT1, AT2, AT3 Assessment outcome The student is able to: <ul style="list-style-type: none"> - Make predictions about the future using <i>will</i>. - Understand the difference in use between <i>be going to</i> and <i>will</i>. 				C1, C2, C3, C4, C5, C6, C7

Innovation project: Activity 7 – <i>In context: a visit to the Jardín Botánico in Gijón</i>		
Resources	Competences	Objectives
-	C1, C2, C3, C4, C5, C6, C7	To practise and put into practise all the contents learnt within the innovation project To use English in a real-life situation
Description		
The students will go in a school trip to the a botanical garden such as the Jardín Botánico in Gijón.		

Unit 15: <i>The lessons learnt</i>				
Contents				Objectives
Context	Notions	Functions	Language exponent & Pronunciation	- Review, extend and reinforce functions, notions and language exponents seen throughout the academic year.
Review	Review	Describing people and places Giving opinion about current problems	Lexicon review Tenses review Pronunciation review	
Skills				Resources
Reading	Listening	Speaking	Writing	<p>- Ordinary resources: books, handouts, computer with Internet connection and projector.</p> <p>- Some lessons to be given in the IT classroom for students to search information and develop the project.</p>
<p>Prepare a poster with the leaves from the different trees and plants they discovered in the botanical garden as well as with pictures from the school trip itself. Additionally, the students will record themselves giving a short description of the image / leaf which will be available by scanning a QR Code.</p>				
Assessment				Key competences
<p>Assessment tools: AT1, AT2, AT3</p> <p>Assessment outcome</p> <p>The student is able to:</p> <ul style="list-style-type: none"> - Use the language exponents seen throughout the year for specific purposes (functions). - Identify and use the lexicon learnt in the different teaching units. - Work in groups to develop a common project. 				C1, C2, C3, C4, C5, C6, C7

5. Proyecto de innovación

5.1 Diagnóstico inicial

Como se indicaba en la introducción, la propuesta de innovación se inspira en una de las salidas que hice durante mi periodo de prácticas al Jardín Botánico de Gijón. En ella pude observar cuánto necesitaban los alumnos de 1º de la ESO estar en contacto con la naturaleza y cómo las plantas y su cuidado despertaron gran interés. Asimismo, una de las actividades favoritas de los alumnos de 4º de PMAR a los que impartí clase durante mis prácticas era precisamente salir a trabajar en el huerto.

En relación con la docencia de la asignatura de Inglés y su subsecuente aprendizaje, una de las cuestiones de las que me percaté fue de que los alumnos entendían el Inglés como algo aislado, como una asignatura más que en absoluto tiene relación con el entorno u otras asignaturas. En definitiva, la mayoría de los alumnos desconocían las oportunidades de aprendizaje, ocio e interacción que permite el conocimiento de una lengua como el inglés.

Aunando estas dos cuestiones, decidí desarrollar un proyecto que implicase la relación con el medio ambiente y el entorno tras dos años de aislamiento por la pandemia y que fuese, en la medida de lo posible, interdisciplinar e interdepartamental.

Se entiende, por lo tanto, que el contexto en que se llevará a cabo la innovación será en un contexto pospandémico en el que se permitan las salidas al exterior y la docencia presencial.

5.2 Justificación y objetivos

Con la finalidad de que los alumnos utilicen el inglés más allá del aula, en asignaturas diferentes y en contextos de interacción con la naturaleza y el medio ambiente, los objetivos que persigue el presente proyecto de innovación son los siguientes:

Objetivos generales

1. Mejorar el nivel de inglés de los alumnos de 1º ESO.
2. Promover el uso del inglés como herramienta en asignaturas diversas, salidas fuera del aula e interacción con el medio.

Objetivos específicos

1. Aprender vocabulario relacionado con el medio ambiente, la botánica y la agricultura.
2. Fortalecer la confianza de los alumnos en sí mismos para usar el inglés como lengua vehicular en sus interacciones.
3. Capacitar a los alumnos para la búsqueda de información científica en inglés a través de Internet.

5.3 Desarrollo del proyecto de innovación

Agentes implicados

Los principales agentes implicados en esta actividad serán el docente, que preparará las actividades correspondientes para cada unidad docente, y los alumnos, a los que se les requerirá una actitud de cooperación y proactividad para llevarlas a cabo.

Sin embargo, y considerando que se prevé una salida al Jardín Botánico, será necesario involucrar al Departamento de Biología y Geología, al Departamento de Extraescolares y al Equipo Directivo. Asimismo, teniendo en cuenta que se plantearán salidas puntuales al huerto del instituto, la persona responsable de él en ese momento también tendrá que estar al tanto.

Materiales y recursos

Se usarán los materiales y recursos básicos para impartir docencia de inglés, por lo que será necesaria un aula con ordenador, conexión a Internet y proyector. Asimismo, se espera que el docente prepare fotocopias (por ejemplo, para la salida al jardín botánico) que refuercen las actividades.

Cronograma y plan de actividades

Las actividades relativas al proyecto, tal y como se detalla en los apartados 4.8 y 4.9 del presente trabajo, se realizarán cada dos unidades didácticas y se desarrollarán en de dos a cuatro sesiones. Las descripciones de cada actividad pueden encontrarse en el apartado 4.9.

5.4 Evaluación de resultados

Considerando los objetivos del proyecto de innovación arriba mencionados, es necesario asegurarnos de que estos se cumplen y de que el proyecto ha servido para algo. Por este motivo, se usarán tres herramientas para evaluar la conveniencia y los resultados de este proyecto. Por una parte, las evaluaciones ordinarias y continuas al alumnado permitirán comprobar si los conocimientos y habilidades se están adquiriendo; por otra parte, se realizará una encuesta a final de curso a los alumnos para que señalen posibilidades de mejora; y, finalmente, los departamentos implicados se reunirán para hacer una valoración global y señalar si es pertinente volver a realizar el proyecto, qué se puede mejorar, qué se debería reforzar, etc.

6. Conclusiones

Los contenidos vistos durante el Master en Formación del Profesorado así como la experiencia obtenida durante las prácticas externas me han dado los recursos necesarios para elaborar una programación didáctica realista para un grupo de alumnos de 1º de la ESO, que se caracteriza por explotar al máximo los recursos tecnológicos disponibles en el instituto para crear un entorno de aprendizaje significativo (con visitas virtuales, visualización de películas, uso de aplicaciones, etc.). Asimismo, para compensar esa parte menos en contacto con el mundo “real”, se ha propuesto un proyecto de innovación que queda perfectamente imbricado con los contenidos lingüísticos de la asignatura y, al mismo tiempo, abre la puerta a una colaboración interdepartamental en el centro.

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Apéndice

Unit 8: *The ball is in your court*, fully developed

Timing: 8 sessions of 55 minutes

Session 1

Timing

0-5: time for the teacher to arrive and for the students to get all the materials on the desk and be quiet

5-15: review of contents from previous lessons / presentation of the new unit and its scheduled activities

15-35: vocabulary review through Power Point presentation (sports and verbs *go*, *play*, *can*)

35-45: short speaking exercise

45-55: specific vocabulary exercises (*play*, *go*, *do* + *sports*)

Description

All the sessions start with a 10-minutes review of the contents seen in the previous session. Considering that this is the first session of a new unit, it is unlikely that students pose specific questions from the previous unit, the beginning of the session is used to present the new teaching unit and the activities to be done throughout the eight sessions.

The students are asked about the title of the unit's meaning and afterwards the different types of sports locations (*pitch*, *course*, *track*, *court*, *ring*). Having done this, students are taken through the Power Point presentation to practise other vocabulary related to sport such as the sports themselves and what rules are to be considered when deciding whether to write *go*, *play* or *do* before the sport.

Afterwards, pictures of famous sportsmen and women are displayed. Students have to say which sport these people practise. Considering that most of the sportsmen will be recognise and very few sportswomen will, this activity can be used as an introduction to the reading comprehension activity to be carried out the next day.

The last minutes are to be used by the students to start and finalize specific vocabulary exercises and pose questions related to the contents seen in this first session. If the exercises are not finalised, they must be finished at home for the next day.

Session 2

Timing

0-5: time for the teacher to arrive and for the students to get all the materials on the desk and be quiet

5-15: review of contents from previous lessons / presentation of scheduled activities

15-35: explanation of the modal verb *can* to express ability

35-55: reading comprehension: sexist headlines in British newspapers, difference between *free papers* and *paying papers*.

Description

As always, the lesson starts with a short review of the points explained in the previous lesson and, if necessary, the resolution of students' doubts and inquiries. Once done that, the use of the modal verb *can* to express ability is explain. The topic is to be introduced asking the students to build a sentence using this modal verb. Most likely, students will come up with the question *Can I go to the bathroom?* and the teacher is to answer *I don't know! Can you still feel your legs?* With this example, the teacher shows the students that the modal verb *can* can also be used to express ability.

Right afterwards the structure to build an affirmative, negative and interrogative sentences is to be written on the blackboard. This exercise is to be considered as an opportunity to include irregular adverbs of manner, so that the students can get familiar with them for the next session.

Finally, the last 20 minutes of the session are to be used to carry out the reading exercise, in which sexist headlines from different British spreadsheets and tabloids are display. Not only is the Linguistic Competence practise across this exercise, but also the Competence in Mathematics, Science and Technology (by explaining the different percentages and figures in the text), the Social and Civic Competence (by analysing the text from a gender perspective) and the Cultural Awareness and Expression Competence (by discovering different British media).

Session 3

Timing

0-5: time for the teacher to arrive and for the students to get all the materials on the desk and be quiet

5-15: review of contents from previous lessons / presentation of scheduled activities

15-30: individual work: grammar exercises (*can*) and vocabulary exercises (*sport*)

30-45: explanation of the adverbs of manners 45-55: Speaking activity: *You can! But how?*

Description

The first two sessions start with cooperative work and end with autonomous work. In order to confront students to different activities and timings, the first half of the third session is thought for students to work on their own. At this moment of the unit, most of the grammar and vocabulary points have been explained and it is time for the students to practise the theory on their own and face exercises to understand to what extent they have understood and studied so far.

After correcting the exercises and answering the potential doubts, the adverbs of manners are explained using the Power Point presentation. The topic is introduced by going back to the example sentences seen the previous day and asking what *high*, *fast* and *well* mean. Then the difference between adjectives and adverbs is explained and the general rule of adding *-ly* to the adjectives to form an adverb is also put into words.

The session will finish with an exercise in which students are given cards with verbs and card with adverbs and they must build coherent sentences.

Session 4

Timing

0-5: time for the teacher to arrive and for the students to get all the materials on the desk and be quiet

5-15: review of contents from previous lessons / presentation of scheduled activities

15- 55: listening comprehension

Description

In this session, the students are already familiar with the topic and the language exponents of the unit, so this lesson will focus on the oral skills, and more specifically on the listening comprehension.

In this listening exercise, the students will have to listen to different people talking about sport and choose among several images. Apart from that, I will ask the students to describe what the people are doing in the images and compare them to one another. This speaking exercise will help them review the present continuous, the physical appearance adjectives and their comparative and superlative forms.

Session 5

Timing

0-5: time for the teacher to arrive and for the students to get all the materials on the desk and be quiet

5-15: review of contents from previous lessons / presentation of scheduled activities

15-55: writing exercise

Description

Having practised the passive skills (listening and reading comprehension), this lesson will focus on the writing task –a sportswoman’s profile.

First, the teacher will explain how to write a profile using the handout included below. Then, the students will draft their texts.

I learnt from my internship experience that students at the age of 12-13 are not really used to writing long texts, so I think it is highly recommendable to do the writing exercises in class to support them if necessary. At least in Year 1 CSE.

Should the students do the writing exercise alone at home, they could erroneously use many resources, such as Google Translator. Writing the texts in class allow the teacher to have control of the resources the students are using as well as to teach them how to properly use some indispensable resources for English learners, such as monolingual dictionaries. Additionally, students must be taught how to find reliable information, like by going to primary sources, searching on Google Scholar or directly doing a quick evaluation of the webpage before trusting what you are reading.

If the teacher has time, it is also advisable to write one of the profiles using Word and project the whole process, so that they can learn how to use this application as well.

Session 6

Timing

0-5: time for the teacher to arrive and for the students to get all the materials on the desk and be quiet

5-15: review of contents from previous lessons / presentation of scheduled activities

15-30: preparation of the speaking exercise

30-55: presentation of the speaking exercise

Description

The last session before the exam will be used to do a speaking exercise in pairs.

One student will play the role of a person who wants to join a gym in England; the other one will play the role of the gym's receptionist. The first one will ask for information regarding the activities offered at the gym and the receptionist will have to advise him. At the end of the conversation, the customer will have to fill a registration form with help of the receptionist.

Each student will be given a handout with some instructions, and they will be given time to rehearse the scene. At the end of the lesson, each pair will act in front of the class.

Session 7

Timing

0-5: time for the teacher to arrive and for the students to get all the materials on the desk and be quiet

5-20: review of contents from previous lessons for the use of English test

20-35: revision of the most common mistakes in the writing exercise

35-55: test and correction of the test

Description






In this last session the teacher is supposed to mainly practise the contents seen during the unit as well as to return the writing exercises to the students. The teacher is supposed to prepare a short presentation with the most common errors in the writing exercise so that everyone can learn from the mistakes of others and solve potential doubts they may have.

Finally, the students will take the use of English exam and we will correct it all together in class. As it can be seen in the specific document below, it is a very straight-forward test exam, which aims to help the teacher spot potential difficulties, misunderstandings and gaps, and mitigate them.

Additionally, the exam already includes specific accommodations for the potential students with special needs. For the students with dyslexia, the exam has been already written using larger letters in Arial (a dyslexic-friendly font) and having 1,5 spacing. Furthermore, short and simple sentences are used and blocks of texts are avoided in case there are students suffering from ADHD.

Unit 8: *The ball is in your court*, resources

Session 2: structure to be written in the blackboard

	+ CAN + VERB IN INFINITIVE + COMPLEMENTS
	<i>Superman can fly very high.</i>
	+ CANNOT / CAN'T + VERB IN INFINITIVE + COMPLEMENTS
	<i>The toddler cannot / can't crawl fast.</i>
	+ CAN + VERB IN INFINITIVE + COMPLEMENTS ?
	<i>Can the woman paint well?</i>
YES,	 CAN
	<i>Yes, she can.</i>
NO,	 CAN'T
	<i>No, she can't.</i>

Session 5: handout for the writing exercise

Writing a sportswoman profile

1. Read the profile below and answer the questions.



Sara Bahmanyar is a Persian karateka. She is 23 years old. She is **passionate about** sports. She likes going snowboarding and, obviously, doing karate.

In the picture, she is smiling and holding a gold medal. She usually participates in many karate championships and leagues all over the world.

She **seems** funny and very responsible because she trains every day, but she likes hanging out with friends too.

1. How many paragraphs are there?
2. Can you find two connectors in the third paragraph?
3. What is the meaning of the words in bold?

Tips to write your profile

Paragraph 1

- Name
- Age
- Sports she practises
- Hobbies

Paragraph 2: Description of what she is doing in the picture

Paragraph 3: Daily habits / Interesting facts

Session 6: handouts for the speaking exercise

TEAM A: EMPLOYEES OF THE GYM

Hour	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
16:00	Swimming	Tennis	Swimming	Tennis	Swimming	
17:30	Climbing	Karate	Climbing	Karate	Climbing	Skiing
19:00	Dancing	Football	Dancing	Football		snowboarding
20:30	Judo	Football	Judo	Football		

1. PRICE

Activities with **two sessions/week: 30 EUR/month**

Activities with **three sessions/week: 40 EUR/month**

Weekend activities: 50 EUR/day

2. HELP THE CUSTOMER

Ask what he/she can do → *can you swim? Can you go skiing?*

Ask her/him what he/she likes → *do you like martial arts? Do you like the snow?*

3. OFFER AN ACTIVITY

We have + ACTIVITY + FROM... TO... (SCHEDULE) → *We have a swimming course on Monday, Wednesday and Friday from 16:00 to 17:00.*

You can try + ACTIVITY + FROM... TO... (SCHEDULE) → *You can try our swimming course on Monday, Wednesday and Friday from 16:00 to 17:00.*

4. CONVINCING THE CUSTOMER

You will like it! / It is very fun!

You will get in good shape very quickly!

5. HELP THE CUSTOMER FILL THE REGISTRATION FORM

TEAM B: POTENTIAL CUSTOMER OF THE GYM

1. Introduce yourself

Say your name, your age and what you like doing.

Good morning! I am Adam and I am 14 years old. I like water and snow.

2. ACTIVITIES

Ask about the activities available at the gym

Do you have martial arts? Do you offer a swimming course?

3. PRICE

Ask about the price of the activities you are interested in

How much does ... cost?

4. ASK ABOUT THE ACTIVITY

Is it fun?

Are there other people?

Will I like it?

5. FILL IN THE REGISTRATION FORM

Fitness Gym Class Registration Form

NAME _____

SURNAME _____

AGE _____

BIRTHDATE _____

ADDRESS _____

SEX _____

TELEPHONE NUMBER _____

EMAIL _____

1ST ACTIVITY _____ DAY _____ TIME _____

2ND ACTIVITY _____ DAY _____ TIME _____

*We will call you *only* if your first class choice is not available.

EMERGENCY CONTACT _____

TELEPHONE NUMBER _____

HOW DID YOU HEAR ABOUT US?

-Stardust Gym reserves the right to cancel any class where enrolment is less than six children.

-15% discounts are offered to siblings in the same program.

-10% discounts are offered for same child taking additional classes in the same program.

-Refunds of tuition will be granted within the first two (2) weeks of a session *only*.

Name

Surname

1. Choose the correct answer (4 points → 0,5 each correct question)

1. Andy and Ben are going... in winter.

- a. snowboarding
- b. swimming
- c. surfing

2. In good weather, we go... in the lake.

- a. dancing
- b. dycling
- c. swimming

3. You kick the ball in...

- a. basketball
- b. tennis
- c. football

4. Mike can ... the ball really far.

- a. catch
- b. kick
- c. throw

5. Mike is a good runner. ... run fast.

- a. He can
- b. He can't
- c. Can he

6. Dan's brother can rollerblade...

- a. goodly
- b. good
- c. well

7. In the summer, people play... in the beach.

- a. volleyball
- b. surfing
- c. karate

8. ... practise in the gym today?

- a. We can't
- b. Can we
- c. I can

