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FINAL MASTER PROJECT

An academic guide for the third year of

CSE based on active

methodological contributions:

Explore the world!

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Abstract

This paper is focused around designing a didactic unit called "Explore the World", as an alternative proposition to complement or substitute a third semester unit for any 3rd CSE class at Miguel Hernández Secondary School. Throughout this project, an analysis and a constant comparison is carried out regarding methodologies, organisation, and contents. This being the key reason why it centres in the development and implementation of active methodologies such as task-based learning (TBL), Project-based learning (PBL) and communicative approach (CA) through a series of entertaining activities which also prove useful in a daily basis. The current educational system offers some resilience when dealing with newer methodologies or models, for reasons such as time management, strict objectives and an already overwhelming workload. This academic guide wishes to prove that there is a possibility to introduce certain active methodologies as short projects and alternative activities without compromising the current annual plan.

Palabras clave: Unidad didáctica, metodologías activas, competencias, TBL, evaluación, proyecto

Resumen

Este proyecto se centra en el diseño de una unidad didáctica llamada "Explore the World", como una propuesta contributiva complementando o sustituyendo un tema del tercer trimestre en una clase de 3ro ESO en el IES Miguel Hernández. A lo largo del trabajo se analizan, contrastan y ofrecen alternativas tanto en el ámbito metodológico como el organizativo y de contenidos. Por ellos, se centra en el desarrollo de actividades a través de metodologías activas como task-based learning (TBL), Project-based learning (PBL) and communicative approach (CA), implantándolas en una variedad de actividades entretenidas y enriquecedoras de cara a situaciones reales. El sistema educativo actual presenta cierta resiliencia a la hora de incorporar nuevas metodologías y modelos, por razones de tiempo, objetivos y una gran carga de trabajo. La unidad desarrollada demuestra que se puede empezar incorporar ciertas metodologías activas bajo forma de proyectos cortos y actividades alternativas sin comprometer demasiado el plan anual.

Keywords: Academic guide, active methodologies, competences, TBL, assessment, project

1. Introduction and justification

Our society is facing a change at an unprecedented rate. This inevitable social evolution needs to develop exponentially alongside our ability not to withstand, but to embrace and understand challenges as part of the process to becoming a Word Citizen.

We can see an increasing concern in the population to have access to an effective source of foreign language acquisition, a valuable skill once reserved for the higher and most elite sectors, has become a mandatory qualification in most of the basic occupations that previously did not consider it useful. Casting some sort of guidelines against some of these possible language barriers we find the Common European Framework of Reference for Language published in 2001 and its efforts to provide students with some degree of proficiency or Communicative Competence in at least one Foreign Language. The Council of Europe published the definitive English version of the Common European Framework of Reference for Languages: Learning, teaching, assessment Companion Volume which updates the CEFR 2001. The newer model presents the key aspects of the CEFR for teaching in a more user-friendly design and contains the complete set of extended CEFR descriptors, replacing the 2001 set. These now include descriptors for mediation, online interaction, plurilingual-pluricultural competence, and sign language competences.

This project will focus on developing a didactic unit for the third course of CSE integrating original activities, tasks and projects related to travelling and adventures around the globe. The lesson sequence will be based on a Unit corresponding to the third term for the bilingual modality of secondary education, introducing students to a series of abilities that will prove most useful.

Multiculturalism is the result of an ever-evolving society that struggles to break frontiers and build bridges between worlds for common benefit. Technology advances made these international connections incredibly accessible to the population by offering alternatives regarding travelling and

moving around the world. Students need to develop a set of skills related to travelling and world exploring, to equip themselves with useful tools that guarantee their success at a personal and professional level. As an answer, the didactic unit developed below is centred around simulating a variety of scenarios where students learn, develop, and acquire skills related to travelling, airports, booking a hotel or making a reservation at a restaurant. There are lessons focus on designing itineraries, such as session 3 and 4, where groups design *A Day in* a city chronologic itinerary. The Final Project extends over the las three sessions of the Unit and focuses of researching, group management and decision making when dealing with the central topic, to describe an extreme activity and an unusual tradition around the world. Most session follow a task-based learning (TBA) model, where pairs or groups end their tasks by making a presentation in front of the class, doing a role play, describing their research or giving an opinion about the topic developed during said task, promoting and motivating oral interactions between the participants.

English is undoubtedly the most popular bridge in the world when dealing with communicating in foreign language. An essential tool for modern citizens that comes with an unimaginable array of skills to benefit from during everyday life and especially in the future. Understanding other cultures, interacting and learning to accept change is primordial for a happy life and a fruitful professional career.

To sum up, teaching moderation and communicative competences, as well as useful vocabulary and conversation strategies is key to offer the new generations the best advantage before embarking into the professional market.

2. Presentation of the high school, the student profile, the English department and the academic program

The School: contextualization

      i.   Social and socioeconomic aspects

The school, IES Miguel Hernandez is located in Alhama de Murcia, inside natural down Guadalentin shire, surrounded by hot springs which gave the town a rich thermal water history. Local population surpasses 21,000 inhabitants, an area with a vast immigration appeal. Alhama is equidistant at approximately 35 km from Murcia and Lorca, the two main cities in the Region, also worth mentioning its proximity and access to the Sierra Espuña National Park. The institution is located in one of the most important seismic zones in the Region, the Guadalentín Valley and Bajo Segura, where the Guadalentín Valley fault is still one of the most active one in the Iberian Peninsula.

A sizable part of the economy is based around agriculture, where the cultivated area expands up to 17.000 hectares between irrigated and dry fields. Many farms are small in size, although larger, more advanced and highly mechanized fruit farms, such as El Ciruelo

Regarding industry, El Pozo stands out as a leading company in its field at a national level and the main engine for the local economy. Dedicated to the manufacture of meat-based products and currently in full expansion, the Fuertes Business Group offers a demand for workers in various sectors, anywhere from machinery and tools maintenance, electricians, to gardeners, chefs etc., in addition to its many jobs offers in and around the meat industry.

Alhama's Industrial Park hosts a vast number of small and medium companies contrasting with national and international giants that chose to settle in this area, primarily for geographical and economic reasons. A popular and well-known company which has grown by leaps and bounds has been PC components, an immense electronics store which is also the main supplier of our centre, started as

a small repairs shop and turned into one of the most profitable businesses in the entire South of the country. The footwear industry, formerly one of the main drivers of our local economy, continues to generate employment thanks to international exports. Seven of these footwear factories still operate today.

This industry, albeit small, offers job opportunities for many Miguel Hernandez students that peruse a training in electricity, administration and the tech world as an alternative to higher education.

ii.   Students and families

The school has 1,050 enrolled students between Secondary education, Baccalaureate and Intermediate and Higher-Level Training Cycles. It also hosts more than 150 students who study English via the Official Language School that lectures during the evening shift.

It is worth mentioning the variety of nationalities that coexist in the school. Currently, statistics estimate that approximately 15% of the enrolled students come from foreign countries, most of which from Morocco, followed by students from different Latin American countries and finally some British students, residing at the Condado de Alhama urbanization located on the outskirts of the city, not more than ten minutes driving distance from the school.

Working middle class predominates the Spaniard families in the area, despite a diverse socioeconomic background. Many foreign students and families face adversities due to a series of challenges; the most recurring ones are deriving from unprivileged cultural and socioeconomical origins, language barriers that extend far too long as a result of primarily using the "Mother tongue" outside school and at home over Spanish, and the lack of academic encouragement and support that is missing from the family who, humbly, is focused on economic goals. Understandable priorities in some situations where travelling falls behind in favour of more essential needs.

There are some cases of students facing certain learning difficulties as a consequence of being diagnosed with TDAH, Asperger, TDA etc, which the school addressed properly using dedicated reinforcement activities and personalised content to comfort each specific necessity as an inclusive school model, some of these activities can be seen later below. Similar strategies are applied to those students in need of further support when dealing not only with English, but also Spanish since none are native languages in some cases. Levels vary between sub- A1 all the way to B2, even higher in some particular situations since the school offers bilingual options, English being the second language.

The didactic unit below is centred on students of the third CSE course, with levels fluctuating between A1, A2 and even reaching B1 in some cases and specific skills, such as vocabulary or reading/writing. It is worth mentioning that these students belong to the bilingual program and show some improvements in the use of English when compared to the regular non-bilingual groups, although these defences aren't always as clear and vary from student to student.

iii. Educational offers

Miguel Hernandez Secondary School offers a wide range of educational plans to choose from and decide which suits better the needs of every student. Despite the four CSE levels and the optional Baccalaureate, both levels having a Bilingual option that applies to any specialization: Biology, Maths, Technology & Advanced English being lectured in English.

Baccalaureate offers the following modalities:

a) Science and Technology: ordinary modality, and research

b) Humanities and Social Sciences: ordinary modality and research

c) Arts modality: ordinary modality

* Medium-grade vocational training:

a) Administrative Management

b) Electrical installations

c) Microcomputer Systems and Networks (bilingual & regular Modes)

d) Microcomputer Systems and Networks (Dual Distance Mode)

* Higher level vocational training:

a) Animation and Socio-sports Teaching

b) Administration and Finance

c) Water management

Miguel Hernández School has been gradually expanding its educational catalogue by constantly adding new medium and high-level vocational training from various fields, offering continuity to those students pursuing alternatives to the path leading to university studies. These courses have proven to be quite effective in finding local companies where students undertake temporary posts as apprentices, some of which remaining in that post after the temporary period has been completed. The bilingual CSE courses are designed to train though English means 1st year students in Biology, 2nd year in Mathematics, 3d year in Biology & Technology and advanced Mathematics & Professional Technology in the 4th of CSE. For the scientific and social studies Baccalaureate modalities, bilingual Mathematics are offered as an alternative.

iv. Annual Planning (PGA)

Compiled into the extensive PGA, details can be found about a common year planning strategy that affects all study levels which are designed to fit a trimestral method. It covers specific objectives to tackle during each academic year, competence and ability acquisitions, lesson development planning, as well as the different methodologies and resources needed and specific adaptations for special needs students, transversal activities and projects and evaluations. There are also entire parts of the PGA dedicated to school organization NOF ("Normas de Organización y Funcionamiento"), detailing the

personal involved and their specific function. It also dives into what competences should be fulfilled and what objectives are to be targeted by the members of the different departments during the scholar year. These responsibilities are individually crafted to suit each department or coordinator in the best form possible to maximize proficiency in every post, to name a few examples, teachers are given manager roles to supervise and develop areas such as (RMI) Computer Science, Audio-Visual Media, Library, Prevention of occupational hazards, Bilingual Program, Environmental Projects to name a few. There are also details and rules dedicated to parents and Parental associations, Student Union, class representatives and class assistants. It goes on detailing many general organization rules, functioning and conduct aspects, such as schedules, punctuality, students' access to and out of the compound, dangerous objects and substances, dress codes, hygiene, alimentation, mobile phones and other electronic devices, plagiarism, medical aspects, mediation and many more. Following the previously stated guides, the PGA includes directions for all sort of activities both during class time and after, excursions, filed trips, cultural visits etc. There are also entire chapters dedicated to evaluation, which it'll be detailed later on, extracurricular activities, family communication, individual learning planning, failed subjects and second opportunity, complaints, remote education, correct use of the facilities, economical administration, data protection, book bank rules etc.

There is also a section designed for the newly COVID-19 contingency plan that updated and altered the normal plan especially during last year's confinement period. Here there is information about the modifications implemented during remote class period and the newly strict back to class protocol to ensure and minimize COVID impact.

v.   School Facilities

There are three main buildings housing the different departments and the administration office, surrounding the exterior sports court within the compound. In addition, the school has five computer rooms apart from the individual class equipment (digital board, computer, etc). During lectures,

students and teachers have the option to access the labs, technology workshops or the arts classrooms. There is also a small conference hall that doubles down as the library, next to the photocopy room.

Students also have access to the local indoors swimming pool, one of the top regional facilities, a small gym, dance floor and also an indoor sport centre, offering a football field, basketball court, bolly, tennis, etc.

The number of new departments has increased lately, and with the school adding new formative cycles to its already extensive catalogue, these facilities cannot hold the numbers; There already are some issues managing courses that have to access a certain classroom or workshop at the same time, which is a topic that will be discussed later on.

vi.   School organisation and regulations

The Educational department is formed by School's office consists of the school principal, the vice principal and the three head teachers. The rest of the staff is formed by a City Council representative who must be residing in the same municipality to the centre, a number of teachers, elected by the Senate, which may not be less than one third of the total number of members of the Council, a number of parents and students, chosen respectively, the administration office representative, orientation department, the SEN department (Special Education Needs) and the academic office, all of which are tied to the local and regional government reciprocally through a representative of the Municipal Corporation appointed by the mayor. Following the Decree 16/2016 of the Region of Murcia government, the school must follow, establish and guarantee the CSE standards and implement them for a rightful purpose affecting teachers, students and their families.

 The chart below simplifies the school organisation.

Graph 10

School Organisation
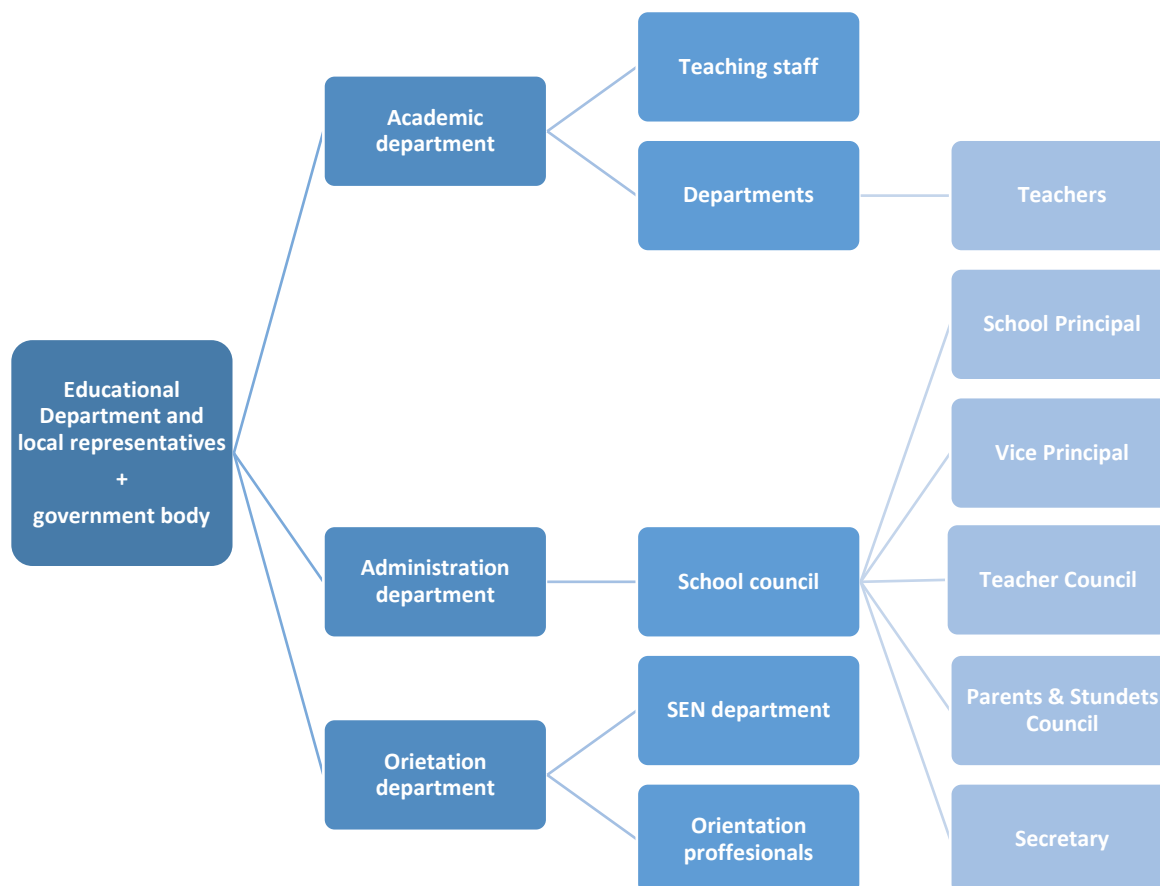
Note. Author based on the center's documentation.

vii.   Evaluation criterion (English Department)

Based on the main elements of the curriculum, and following the Regional Decree 220/15, the evaluation will be carried out differently according to not only every department, but every teacher. This evaluation freedom enables lecturers to decide which criteria is the most suitable when dealing with a wide spectrum of second language levels and situations.

The English department evaluates listening, speaking, reading, and writing during each course, counting towards to 95% of the final score, including tests and exams. The remaining 5% is dedicated to homework and projects, participation, and attendance. An average course is divided into three

terms, each having its own final evaluation (30% each), and are revised during last evaluation to decide

if a student is eligible to pass the subject successfully having proved the correct acquisition of the set

of basic skills targeted during the school year.

Graph 1

Evaluation chart
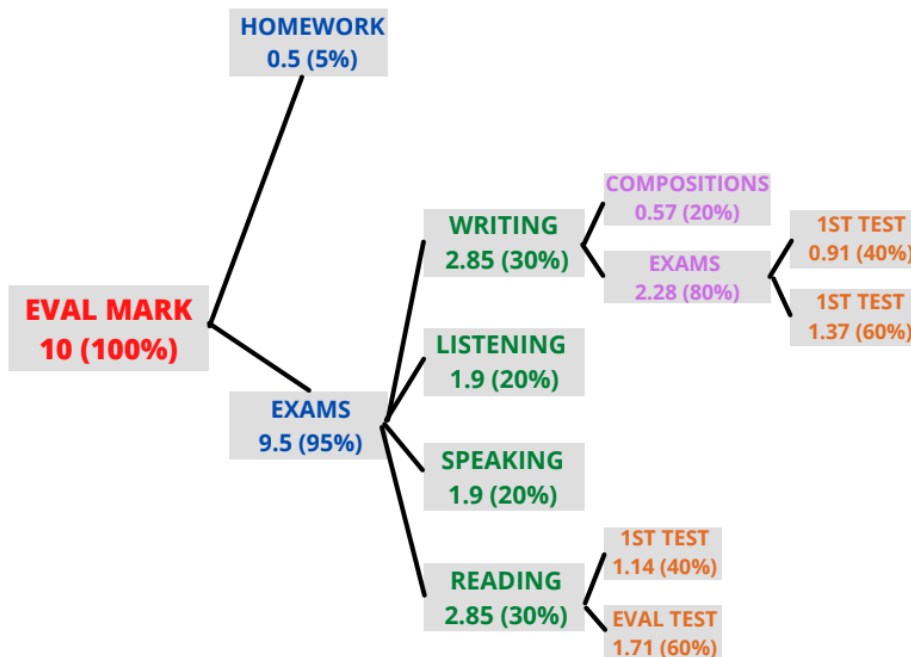
Note. Ma Soledad, IES Miguel Hernandez (2022).

    viii.   Teacher evaluation

During the last weeks of every scholar year, teachers face an evaluation following the guidelines listed

in "aNota", an online platform which has been provided by the Ministry of Education of Murcia and is

based on monitoring, activities in the classroom, diversity focused activities, different evaluations,

performance of students and didactic programming. They're also evaluated to discuss in the

implemented methodologies were efficient of if the projects developed resulted in success or failure.

Students are also given a global teacher review test to gather more information about improving areas.

    ix.   Tutorial Action Plan and Orientation Department (PAT)

The main objectives of the Tutorial Action Plan are to contribute to the development, maturation, learning, orientation and decision-making processes that the students may come across at any given time. Every class is assigned a tutor that follows the orientation department guidelines and offers students and families the support needed to ensure there is a healthy connection between the school, family and students and to answer any questions that might come up regarding education options and career alternatives. Tutors are also entrusted with the task of monitoring any students that shows signs of special needs, in order for them to be given the most suitable attention.

The objectives of the orientation department are to make students aware of the importance of knowing themselves to define their academic-professional future and to make them aware of the responsibility of decision taking regarding their lives and inform them about alternative and other career-oriented paths. There is also interest to guide students in decision-making, taking into account their personal characteristics, needs and preferences, as well as advising the family on their role in making academic and vocational decisions for their children.

x.   Diversity Attention Plan (PAD)

Primordially, the diversity plan is designed to provide the necessary tools and skills in order to overcome challenges such as the achievement of basic skills, academic success by reinforcing the integration and socialization, scholar dropouts and absenteeism or student diversity problems. It's also intended to offer any psychological support to students who are terrorism, natural disasters, mistreatment, abuse, gender violence or school violence victims, or any other circumstance that requires it, as well as carrying out preventive programs. The plan helps identifying special needs students that require personalize attention in order to ensure their academic success. The incorporation of basic skills into the annual school curriculum emphasizes the importance of inclusive learning, promoting strategies and actions that improve the results that are achieved each year,

especially in the stage of Compulsory Secondary Education for those students' facing difficulties and challenges.

The phenomenon of absenteeism and scholar dropout is rather complex because of social and economic factors. The objective is to take action in the educational field to successfully intervene and prevent school dropout of the students with a lower expectation for school success. Making teachers aware of the resources available to improve attention to student diversity by cooperating in elaborating and promoting action plans among the educational community involving existing ordinary and specific recourses and measures.

3. **Legal context on the European, National and autonomous community level:**

The annual academic planning that will be developed during this paper, follows the current legislation at three levels, the European, national and regional level. The validity of any program is characterised by its structure from a legal framework standpoint, which must be designed to match the current legislation in order to shape it accordingly.

European level:

The Common European Framework of Reference for Languages (CEFR) is the main framework used to measure and evaluate language proficiency, which is turning into a worldwide standard framework for language abilities, especially European languages, including English. The Council of Europe designed a six-level proficiency language scale that can be applied in different regions to describe and certificate students' linguistic abilities; starting with the A1 and A2 corresponding to the most basic/beginner levels, followed by B1 and B2 as intermediate/independent levels and finally C1 and C1 as advanced/proficiency levels.

Promotion from one level to another takes place through professional evaluation, ensuring the requirements and objectives that characterise a certain level have been acquired by the student through an exam that enables users to reach a different level of knowledge, a more advanced one. The diplomas are validated at a European level, allowing different countries to evaluate and certificate said framework.

On the 22nd of May 2018 the Council of the European Union adopted the new recommendations on eight key competences for lifelong learning. The guidance published in 2006 has been updated and adapted to match competences to the continuously-evolving situation of contemporary Europe. As defined by the Council, the key competences are "essential to citizens for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion ", which will be detailed in the section dedicated to competences below.

National level (Spain):

Moving on, at a national level, the State Law 3/2020, 29th December, on the Improvement of Education Standards (LOMLOE), which modifies the 8/2013, 9th December (LOMCE), setting the framework for learning on a national level and regulates final assessment at the end of Compulsory Secondary Education and Baccalaureate and it will be implemented before the initiation of the upcoming academic year.

The Spanish Educational system, by order of the European Council, and described in Order ECD/65/2015, 21st January, refers to key competences as the fusion between knowledge, set or skills, attitudes, emotions and values that are required by the population to develop in order to achieve personal, social and ethical goals at both, community and at European level. These competences aim to fulfil the needs and applications of a series of skills to excel academically, professionally and civically, reaching towards the ever-growing globalization.

Laws that are referred to and which guide the contents of this projects are as follows

- Royal Decree 217/2022, 29th March, which establishes the orientation of minimum requirements during Compulsory Secondary Education

- Law 2/2019, 7th March, for the effective equality between man and women.

- Law 8/2013, 9th December (LOMCE) where disabilities are listed that need special attention by teachers to follow the curriculum adequately

- Law 3/2020, 29th December that sets the improvement of education standard

Regional level (Region of Murcia):

Subsequently, at regional level the Decree 220/2015, 2nd September 2015, established the curriculum and general aspects of Secondary Education in the Region of Murcia. The Resolution of 15th December which issued instructions regarding evaluation and promotion in primary education, Compulsory Secondary Education, Baccalaureate, and Vocational Training, that award the graduate certification for Compulsory Secondary Education and Baccalaureate.

The previous resolution is a result of the implementation of the Real Decree 984/2021, 16th November, which addresses promotion and evaluation and dictates the objectives and instructions that educational institutions must follow and apply throughout the Region of Murcia, until the Organic Law 3/2020, 29th December implements and modifies the curriculum and sets regulations for Compulsory Secondary Education, Baccalaureate, and Vocational Training.

On July 30th, 2019, the Attention to Diversity and Educational Quality office, published a resolution to dictate instructions for identifying and applying the correct educational response according to the special needs students across institutions in the Region of Murcia.

The Order published on 22nd June, 2017, of the Ministry of Education and Universities, regulates foreign language teaching across the autonomous Region of Murcia, which has been updated by the Correction published on the 25th April, 2018. As described in the Resolution published on 22nd April, 2021, Vocational Training courses can start adapting the curriculum to include bilingual elements starting with the 2021/2022 scholar year.

There are many regulations and legal requirements that teachers need to have access to at any time during the scholar year. It is primordial that educational institutions keep up with the current legislation and apply the required modifications to correspond to the ones in the framework.

4. Identification of improvement areas of the academic guide and contributions

i.   Identification of improvement areas

The majority of teachers opt for the more common traditional strategies and methodologies that were implemented in the past, which drastically call for an update to be able to provide students with the necessary tools to succeed in the modern society and to cover new basics. Form a legal standpoint, there isn't much guidance when it comes to new active methodologies implementation and offer elusive teaching strategies that rather than clarify and define a path, they merely confuse and obstruct new creative forms of teaching. Third of ESO, which belongs to the First cycle of Secondary Education, is the core around which this Syllabus is designed and developed. During these first three years of ESO, most of the weight of the subject is carried by grammar and vocabulary in the form of writings, many reading comprehension exercises contrasting with fewer listening activities and even less frequent speaking-oriented ones. The same pattern repeats all the way through Baccalaureate, leaving behind grammatically savvy and capable students that, in most cases, find difficulties facing some of the most basic day-to-day tasks when challenged in English because their lack of fluency and conversation skills.

These issues urge to be addressed and re-approached differently by the educational system, both at national and regional level, to accomplish a much-needed reform. As a consequence, teachers are trapped between the rigid frames of the PGA, forged with Royal Decree 1105/2014 as a guideline for every lesson plan corresponding to each level, and a vast amount of obligatory content to cover on an already tight schedule.

In essence, the Third of ESO didactic program that is currently enacted is based on following the book (Spectrum 3. Student's Book, Paul Kelly and Dan Morris, 2015) which covers the entire course, but some teachers manage to break the routine sacrificing some lessons in favour of trimestral projects and more entertaining tasks. While following the boog, methodologies are mainly opening in-class debates to try and promote speaking over a certain topic with varied results. During projects however, there are some active methodologies involved such as project-based learning, CLIL elements, gamification to name a few.

Creating a NOISE (needs, strengths, improvements, opportunities and exceptions) chart to better highlight the areas that require attention and those that are already in progress of change, provides the sufficient data to paint a mental picture about the annual program for the Third of ESO in the English subject:

Graph 4

NOISE

STRENGHTS	NEEDS
1. Well trained teachers, able to adapt and face methodological challenges to break the routine. 2. English is the main spoken language during sessions. 3. The school offers the possibility apply for the biligual courses, extracurricular activities such as abroad trips, laguage exchange, guided cultural visits etc 4. The initiative to use of active methodologies such as PBL, CLIL, critical thinking, problem solving and others over the ones in the book. 5. ICT initiative.	1. Implemetation of more active methodologies. 2. Legal refroms at national and regional level. 3. Reinforce the use of projects and activities targeting Speaking. 4. Less objectives, more practice 5. Pursue topics that engage and motive students 6. More gamification.

EXCEPTIONS

The Bilingual Program favouring Speaking and CLIL elements

(Biology & Technology)

OPPORTUNITIES	IMPROVEMENTS
1. Possibility to participate in ERASMUS+ and other exchange programs. 2. International projects colaborating with Denmark, Turkey, Greece and Lithuania. 3. Offers inclusive opportunities and dedicated material to special needs students. 4. The COVID-19 pandemic offered the perfect scenario to improve and develop ICT skills in both students and teachers .	1. Vast amount of content to cover, leaving little time for newer alternative methodologies. 2. Students' book being core in the PGA 3. Managing students with a substantial level gap diferences without disruptions. 4. Not every teacher is in favour of collaborating in newer methodologies and cross-curricual elements. 5. Facilities

Note. Author.

As seen in the NOISE analysis above, there is a considerable number of elements or strengths that positively impact the annual program fulfilment. Having well trained teachers involves offering students better quality lessons and a greater proficiency in second language acquisition, on top of having the ability to decide which methodology to apply, when possible, to certain unit in order to find the better option when dealing with a topic or situation. The staff insists on exclusively using English during classes, with minor exceptions, to try and expose students to as much input as possible which exponentially affects the output of the entire class. The goal is to achieve one project per trimester in which teachers decide the topic and the methodologies involved during its development. As

mentioned earlier, the academic guide is heavily reliant on the book, but despite compiling a wide array of content, it does it right. There are modern topics and reading pieces, multimedia, cultural and social aspects that include as much CLIL as possible on an all well round-up design.

The school collaborates with other foreign institutions to offer the possibility of exchange programs and other activities such as organised visits or class travelling to visit different countries and cultures. These initiatives end up being end-of-year trips rather than a recurrent learning experience primarily for economic reasons, and secondly because the lack of flexibility in the educational system.

What the school, and the entire second language curricula for that matter, need are to impermeant better and more frequent speaking activities and use of active methodologies during everyday session and not exclusively during projects. Perusing topics that motivate and engage students to participate freely should not rely solely on the book, but on the actual needs and interest of the class through games and fun tasks. Sadly, the legislation dulls most attempts of breaking the boundaries of what is traditional teaching, especially in the public education sphere.

On the other hand, the recent bilingual and plurilingual plans prove to be surprisingly effective when comparing results and proficiency from students that undergo bilingual courses vs those following the regular plan. Language dexterity of the bilingual students excel in every single skill, proving that the more a student is exposed to quality input (English in this case), the better it performs in both production and comprehension activities. As mentioned before, while studying entire subjects in a second language, students are opening to a copious flow of new information in the form of Content and Language Integrated Learning.

Some other issues that need improvement are the third pavilion workshop classrooms, basic and mandatory facilities for teaching technology subjects and training cycles in electricity and electronics, which have become too crowded for the current number of students. There are other similar space problems, such as in the case of arts baccalaureate students, which have increased in number, and not

having adequate classrooms to carry out artistic and drawing activities. Temperature is also a problem in this school because of the orientation of the pavilions, their design and poor insulation, making them extremely hot in summer and cold in winter, as well as increasing electricity and heating costs.

ii. Cross curricular elements, ethical values and equality

Cross-curricular learning is a process that is carried out by establishing patterns of information and linking different subjects that are not exclusively focused on English as a foreign language. Students are offered the opportunity to creatively develop knowledge and diverse skills through being exposed to quality input from interconnected topics. Looking at Article 6 of the Royal Decree 11/05/2014, 26th December, it is stated that secondary education subjects must include a series of activities that incorporate the following cross-curricular elements:

- Oral and written expression

- Reading comprehension of texts

- Audio-visual communication

- Use of new technologies

- Civic and constitutional values education

- Entrepreneurship skills

Despite recent initiatives where educational institutions work on developing projects to promote environmental and natural resources responsibility, the general interest is still extremely relaxed and the participants see these as mere class activities with the main motivation motor being the grades and assessment involved. Reshaping the approach from which these issues are addressed would involve the collaboration of every single department and synchronize schedules to design tasks and projects that truly capture the essence of the message and its importance through a series of fun and engaging activities. Traveling and exploring the world, even if done from the class, helps widen the

horizons of what is out there and why there needs to be a protection plan to preserve natural beauties and traditions. During the last three sessions, the groups do research about different activities and traditions across the world, getting familiar with real cultures and understanding their defences.

Being able to express yourself in a language with such a global availability as English, ensures its users not only the best advantages when dealing with communication scenarios, but also establishing interpersonal, and intercultural relations at a closer level, building bridges between different worlds. Exposing students to Global English, the vastly popular and ever-growing variant, it is one of the best strategies that can be done when simulating activities that involve phone conversations, or interactions in different countries. Being familiar with accents and expressions increase the level of success when it comes to the message that it is intended to be transmitted. The different role plays re-enact real world situations where students engage in conversations with other people with a similar second language level.

Some of the tasks and the final project are oriented around task-based learning, which require the use of new technologies to develop them correctly. From research, participation, formats and even evaluation, such as in the case with individual oral presentations in session 7 where students must describe a picture in detail, ICT is a requirement that constantly need to be stimulated and updated. Chromebooks, phones, digital boards and many other devices are required in order to complete this Unit's sessions.

As to practice critical thinking, analysis and decision-making skills, students are presented with several options and situations which require the correct decision to help the protagonist of Netflix' show You vs Wild to survive his adventure. Convincing and collaborating with the rest of the class to solve the puzzles in the show also propel leadership abilities, patience, generosity, and compassion, helping the students that require some extra time or explanation.

The atmosphere in each session needs to reflect the ethical values that the curriculum is based upon. The idea on respect must be promoted and corrected when encountering conflictive situations. In order to implement ethical values, students learn about different cultures and tradition all over the word, with a wide array of religions and multiple beliefs. Teaching tolerance, patience and love are primordial to comfort every culture and religion. The final project aims at exotic traditions and festivities, each one based on peculiar origins, yet still celebrated as an event that brings people together, which should be understood as the main quality to exploit. During the first session, students attend a presentation describing a trip to Thailand, learning about the food, religion, animals and way of life. There is a major contrast between the European traditions and the South Asian ones, but there is a common ground that unites all members, which is using a common channel, using English.

As mentioned in the Law 3/2007, 22nd March, article 24, which obliges high schools to have an equality plan in place between men and women, focusing on avoiding any sort of gender discrimination, affecting teachers and students equally. Diversity plans (PAD) are developed to ensure that any student in need of specialized attention is correctly tutored and oriented, helping to overcome any barrier encountered during the scholar period. Values related to inclusion of the students with some disability must always be kept present when designing activities and tasks, to avoid isolation and alienation.

To summarise, there are so many interesting alternatives to enhance the didactic unit with activities filed with ethical values, equality and diversity and cross curricular elements, the main obstacle being time.

5. Sequence of contents, competences and evaluation (assessment)

Sequence of contents

There is an almost identical pattern when it comes to reviewing the sequence of contents implemented during the First cycle of CSE (First, Second and Third of ESO), which is mostly based on following the

standardized student's book and workbook chronology. Each course is designed with the book as the dominant source for activities and content, but slightly modified with entertaining games, online videos, better topic related listening and projects. Classes try to keep the focus on the book's timeline, which includes group projects by the end of every trimester as a strategy to break the routine and implement some extra CLIL to the curriculum in addition to targeting different active methodologies and other transversal elements, some more effectively than other. There are nine main units divided into three blocks, each including 3 units, a project and an evaluation; The didactic unit below focuses on 3rd CSE students and is developed around one of the nine previously mentioned units that form a course.

The school provides sufficient technology (white boards, chrome books, WIFI, allowing the use of student's mobile phones etc.) to integrate any external (to the book) content that teachers see fit as long as they cover all the objectives stated in the annual subject planning.

The Syllabus below fits perfectly in any of the three main units presented during the third trimester as it utilizes familiar activities that integrate all four skills, vocabulary culture and TBL, splashed with a Travel and Adventure theme.

Competences

The twenty-first century European education system is designed to transfer knowledge, skills objectives and competences to students throughout the secondary school, which are developed and implemented using a series of activities and projects in the Syllabus design below.

The European Union Council pointed out new recommendations and updates regarding key competences enforcing lifelong learning, along with initiatives such as the 2030 Agenda for Sustainable Development, modifying the plans that are included in every educational stage. As mentioned in the

third part of this Syllabus, concerning legislation, the Organic Law 3/2020, 29th December, which modifies the Organic Law 2/2006, 3rd May, has modified and upgraded the perspective from which key competences are comprehended and applied.

Rychen and Salganik (2001) define competence as "the ability to meet a complex demand successfully or carry out a complex activity or task" (p. 12) It continues mentioning, "a competence includes cognitive, emotional, motivational, social and behavioural. This is consistent with the action competence model described by Weinert combining components that together represent a complex control system and result in a person taking action" (Weinert, 2001, p. 78). These competences are a result that "derives from the structure of the demands encountered in the context of work and in everyday life" (Weinert, 2001, p. 79).

i.   *Communication competences* (CLC)

Communication and Linguistic competences are the result of the communicative actions within particular social practices, where the subject interacts with other participants orally and through texts in multiple styles and formats. In addition to the main skill dimensions of communication in the mother tongue (listening, speaking, reading and writing), mediation and intercultural understanding are both essential for the development of this competence.

Most of the sessions designed in the Syllabus detailed in this project involve oral productions where speaking is an essential part of every task. Since the entire Unit is centred around TBL, PBL and Communicative approach, this competence is constantly being stimulated during the final step of the session that involve TBL, for example session 1, 2, 3,4,5 and 6. In these sessions, students are asked to prepare several role plays depicting different scenarios such as conversations at the airport, during security or boarding a plane, as well as making a reservation or a booking. Every task-based learning lesson ends with a brief presentation on front of the class, opening small debates and interactions between students. During session 6, students collaborate in decision making regarding the multiple-

choice interactive video, developing and improving on mediation and communicative understanding to get to a common agreement. Session 7 is dedicated to individual speaking assessment, helping students acquire new vocabulary and presenting their oral video/audio presentation. For the final project, students must prepare a speaking presentation about their selected topic and present it in front of the class as part of a group.

There are many more examples of specific activities that involve this competence throughout the Unit, but it can easily be regarded as the core competence to be stimulated during sessions dealing with second language acquisition

ii.   *Competence in Mathematics, Science and Technology* (CMST)

CMST involves acquiring and using the ability to apply mathematical thinking and mathematical tools to descriptions, interpretations and predictions of different phenomena in different contexts. Aiming at understanding the impact of science and technology on the natural world, students will discuss and highlight which technological features facilitated travelling and communication in different countries.

Other topics that involving this competence are the ones in sessions 9, 10 and 11, during the development of the Final Project. Here students learn vocabulary ranted to the environment, distances, weight, time, temperatures and many other details related to the natural world and associate them to new places they've just discovered during the research about crazy traditions and activities around the word. This competence is also boosted during Bear Grylls' video in sessions 6, where decision making depends mathematical thinking to succeed in the task at hand.

iii.   *Digital competence* (DC)

It helps develop the ability to apply a critical, creative and safe use communication and information technologies in order to achieve goals and objectives related to school, work, entertainment, society etc. The ability to retrieve, assess, store, produce, present and exchange information, and

communication have never been more accessible thanks to the versatility that the Internet expansion provides over many devices. Students use the Internet on a daily basis for a plethora of reasons, but the focus here is on the three main ones, research, information filtering and entertainment. Students know how to participate, communicate and collaborate in networks across the internet, but still lack a key skill when it comes to selecting and processing information or having a critical and reflective attitude towards the information found on the web. It needs to be perfectly clear that despite the many opportunities the internet offers, there are always potential risks as well.

The tasks in sessions 9, 10 and 11 related to the Final Project aim for students to gather data related to the topic by doing research using Google as well as watching the videos required in order to fulfil the task. During this project as well as in session 7, students must create a PPT presentation including media content and share them online with the teacher. Session 6 focuses on an interactive video, where the outcome is selected every few minutes.

There are also some games designed to be played individually/collaboratively online, such as the kahoot! in session 1 their phone usage is involved. The unstoppable technological revolution surrounding the current society forcefully imposes itself over many areas that require certain knowledge or competences to thrive and isolation and support independence.

iv.   *Learning to Learn* (L2L)

The ability to start, organize and be consistent in learning is what characterizes this competence. This requires the ability to feel motivated to learn, and to develop the skills required to triumph in organization and learning management. Students need motivation to achieve this competence, which we plan on getting y allowing them to pursue the items of their choosing in order for them to engage with the topic and apply their preferred strategies and planning to complete the activity/task. Students decide which city they want to focus on based on their preference during session 3 "A Day in.." itinerary designing task, as well as having alternatives when designing role plays where there are options to

choose from, offering alternatives to maximize engagement and motivation. During the task part of every TBL, students make decisions and collaborate, in pairs or groups, to get to an agreement and achieve the final goal of the activity. Observing other peers and collaborating is key in developing this competence.

v.   *Social and Civic Competences* (SCC)

These competences involve the skills and abilities necessary to use their knowledge and attitudes in the society, to build the right responses from different points of view in order to thrive in decisions making and conflicts resolution, as well as to interact with other people and groups according to norms based on mutual respect and democratic convictions. Students are stimulated and encouraged to cooperate, work as a group, debate and constructively discuss results during the Final Project involving research about traditions and activities around the world, from different cultures and religions, learning to respect and admire newly discovered celebrations based on a wide variety of cultures.

Through the final project and TBL, students will developing important cross-curricular skills, such as communication and logic, teamwork, leadership and management skills, or to participate in democratic decision-making among other skills, especially if they are competing against different teams, such as during the presentations at the ned of every TBL sessions, re-enacting role-plays or simulating conversations at different scenarios (sessions 2,3,4 and 5).

Another instance where this particular competence is heighted is during the pre-task and warm-ups where students are opened to a debate to discuss and defend their opinions about the topic at hand. Simple questions that engage them in opinion thinking such as *Would you ravel alone, where and why?* Here the key learning target is to have students unfold their debate, conflict and resolution skills while being part of interpersonal and intercultural situations where they need to listen and respect each other's opinions, a major aspect in current day's increasingly diverse societies.

vi.   *Sense of Initiative and Entrepreneurship* (SIE)

Students need to acquire the ability to transform ideas into actions. In order to achieve the desired objectives, it requires students to engage and be aware about the situation that needs a solution, know how to choose, knowledge management and planning, and the necessary attitudes and skills to develop social, commercial or professional tasks.

During session 3, students best develop this competence by creating a to-do list of things, a travel itinerary for "A Day in…" a city they'd love to visit and explore with friends or family. Detailing and structuring their one-day excursion implies working on their ability to lead and delegate while acting as the group's "guide", taking initiative and the responsibilities to plan interesting activities to do, collaborating as a team, motivating the group and working towards checking the objectives on the list.

For the Final Project, as well as every TBL session that requires students to work in pairs or in groups, this competence is boosted and stimulated by having the participants cooperate and communicate in decision making and problem resolution. Session 6 focuses con collective decision making, allowing contradictions and opinion defence to see how students counter these opinions and if they agree on a mutual solution.

Decision making and problem solving, organization and planning, management and leadership are crucial competences not only to succeed career-wise, but to evolve and expand one's objectives and awareness of the entrepreneurial psyche.

vii.   *Cultural Awareness and Expression* (CAE)

Understating, knowing, valuing and appreciating different cultures as well as developing the awareness of keeping an open and respectful attitude towards these, are key competences to personal enrichment goals as well as being part of peoples' wealth and heritage. As DeVito (2011) stated, culture is learned from the people you interact with as one socializes and engages in interactions.

The dominant theme all through this syllabus is soaked in culture since it is on the primal reasons for travelling, to meet and interact with new cultures and experience alternative backgrounds. Understanding the cultural and linguistic diversity with English as the dominant intermediary to link opinions and experience, might be the most rewarding feeling blossoming from knowing a second language. Students share, discuss and learn to appreciate cultural, linguistic, ethnic and religious diversity during the multiple tasks related to visiting or data gathering regarding a different country or city, as seen in "A Day in…" activity or by familiarizing while reading with major cultural works and other popular foreign cultural products such as during the research about crazy festivities and traditions around the world during sessions 9, 10 and 11.

According to the Common European Framework of Reference for Language (CEFR), the minimum B1 English level needs to be ensured by the end of students' Secondary education, always targeting a B2. In this sense, DeVito (2011) states that "acculturation is the process by which you learn the rules and norms of a culture different from your native culture" (p. 89). Dominating these skills should provide the sufficient competences to start sharing, interacting and opening to new cultures all over the world.

There are different ways to implement the competences mentioned above into the didactic unit, and to offer students to opportunity to develop them directly or indirectly by completing a series of activities and tasks. Doing research and learning about multiple cultures and traditions opens students to multiculturalism and traditions sharing. Sessions 3 and 4 involve learning about a specific country and the multiple activities to do in a city, exposing cultural richness and alternatives, widening horizons and awareness.

All these key competences are interconnected and therefore multiple ones will be developed and train simultaneously, as well as being linked to transversal elements when used outside class, such as during free time or, especially relate to the main Syllabus topic, whilst travelling.

Assessment

Evaluation focusing on all areas shall be implemented complying with the guidelines of the Decree 220/2015, 2nd September that regulates secondary education assessments in the Region of Murcia, which is based on the standards of the national level the Decree 220/2015, 2nd September, assessing students for a better language acquisition process. Subsequently, this part will compare and differentiate formative and summative assessments, as well as explaining peer evaluation.

It is equally important to meticulously plan the design of the assessment methods, tasks and activities to coincide and properly evaluate the targeted objectives during the sessions of the unit, making them available to students. When introducing the didactic unit to the class, these methodologies must be presented in a clear a precise manner, as an equal tool for students and teachers to consult and help solve any doubts that might be encountered during the sessions.

Dixson and Worrell (2016) highlight that

> Two tools that teachers commonly use to assess student learning of new material and knowledge of state standards are formative and summative assessment. Formative assessment involves gathering data for improving student learning, whereas summative assessment uses data to assess about how much a student knows or has retained at the completion of a learning sequence. (p. 153)

An important aspect to comment is that despite the traditional differences between these two types of assessments, the results gathered from any of them can be interpreted and applied mutually, making them a versatile tool to compile formative data for summative purposes and vice versa.

Defining formative assessment as "activities undertaken by teachers— and by their students in assessing themselves— that provide information to be used as feedback to modify teaching and learning activities" (Black & Wiliam, 2010, p. 82), with the cornerstone on efficiency and to improve

student performance since there is an ongoing stream of information that teachers use to adjust in order to maximize learning. There are two primary forms of formative assessment, spontaneous and planned. Spontaneous formative assessment is a result of an improvised quick intervention by the teacher in certain situations such as when students express doubt or confusion through body language, the teacher asking a quick question about the topic that they've just covered, or asking a student to provide an example related to the topic at hand. On the other hand, planned formative assessment is conducted through quizzes, homework and other activities (see Table 1).

Furthermore, summative assessments are understood as "cumulative assessments ... that intend to capture what a student has learned, or the quality of the learning, and judge performance against some standards" (National Research Council, p. 25). In contrast with formative assessments, summative is often used as a final assessment, almost always graded, the more traditional method of finding out both the quality and quantity of students' knowledge. Exams, tests, end-of-unit essays among others are the most frequent formats of summative assessments to provide data supporting the level of proficiency.

Table 1

Formative and Summative assessments

| Table 1 | | |
| Characteristics of Formative and Summative Assessments | | |
Characteristic	*Formative Assessment*	*Summative Assessment*
Purpose	To improve teaching and learning	Evaluation of learning outcomes
	To diagnose student difficulties	Placement, promotion decisions
Formality	Usually informal	Usually formal
Timing of administration	Ongoing, before and during instruction	Cumulative, after instruction

Developers	Classroom teachers to test publishers	Classroom teachers to test publishers
Level of stakes	Low-stakes	High-stakes
Psychometric rigor	Low to high	Moderate to High
Types of questions asked	What is working	Does student understand the material
	What needs to be improved	Is the student prepared for next level of activity
	How can it be improved	
Examples	Observations	Projects
	Homework	Performance assessment
	Question and answer session	Portfolios
	Self-evaluations	Papers
	Reflections on performance	In-class examinations
	Curriculum-based measures	State and national tests

Note. Dixson & Worrell (2016).

Translating it into practice, the many oral activities were designed to reflect a well-rounded view depicting the old and newly acquired linguistic functions. Centred on TBL, most sessions follow a similar pattern were during the third part of the approach, including post-task, students shall deliver short presentations, on many occasions spontaneous and natural, rather than focusing extensively in structures and rehearsals. For the Final project, as well as for the Oral evaluation, the model switches and adopts summative functions. In terms of reading and writing assessments, students must be able to prove that they own the needed skills to understand and produce written content, meeting unit's requirements. The grammatical content, as well as the vocabulary, are oriented to avoid following a sequential order, and rather a more natural flow of language functions development. Therefore, assessment is implicit in the rest of the skills.

During this particular unit, students will be assessed following summative and formative criteria involving individual skill specific activities, a final project and different sessions designed around TBL and CA. In session 7, the students have to describe a randomly selected adventure picture, and during the session time they must write down and complete the script, which they later must upload as a recording in order to have a summative speaking assignment. Similarly, during session 8, the lesion time is divided into two parts, each one focused on summative assessments of reading and writing skills, involving several activities selected to provide the sufficient feedback for the assessment. They'll have 25' to write a 130-word essay, following the simple instructions and complete a few short grammar activities, while for the reading part, another 25', students read and comprehend a series of short texts about adventurers and must answer the questions about them. The final project not only serves to put in practice skills and strategies that have been addressed during the unit, but also to serve as a summative model of assessment during sessions 9, 10 and 11. The rest of the sessions include many elements for a formative assessment. After session 1 for example, students play a Kahoot! game that provides comprehension feedback, attention level, attitude etc. Sessions 3, 4 and 5, all follow a similar TBL pattern, where at the end of each lesson the teacher formatively assesses the pairs/groups accordingly.

Establishing a general assessment criterion and the tools involved in data collection, not forgetting about the competences and their role throughout the unit. Being oriented at travel and adventure, the set of skills stimulated during the sessions aim at equipping students with tools to prepare them for different encounters where speaking English is key for communication. Motivating students, adapting the content to their level and needs are essential for the success of the unit. Projects and group/pair tasks always stir towards inclusive content and reinforcement for those that require it.

Table 2

General assessment tools and criteria

ASSESSMENT TOOLS	ASSESSMENT CRITERIA
Oral presentations: speaking is targeted -Quick debates during pre-tasks and warmups -Role-plays during the tasks (airport, ordering, booking) -Presentations as last step of TBL and group project -Individual oral picture descriptions **Writing**: involved in all TBL -Brief essay, design an itinerary, write the speaking presentation (picture description), and the many tasks involving writing ideas, plans and structures. **Reading:** -Final Project research about sports and traditions -Reading the short adventure texts **Listening:** -Bear Grylls Netflix show -Conversations at airports, while booking a restaurant or accommodation, teacher debates etc. **Vocabulary and grammar:** -Activities designed to have a summative weight, presentations, PPT **Group/pair presentations:** TBL and PBL -Each session end in a presentation, -Elaboration and organisation of role plays -Team work, cooperation, time management, leadership and conflict resolution. **Creativity:** -Inventing and portraying characters, PPT creation, audio recordings etc.	-Participation in oral debates, opinions and giving example -Pronunciation, body language, fluency and confidence -Team management skills -Active listening skills -Reading and writing production and comprehension during tasks, answering questions and complementing activities -Imagination, personal view, invention, interaction and other creative skills -Correct grammatical structures, old and newly acquired ones -Motivation and attitude in class -Compassion and help

Note. Author.

To assess writing, students are assessed in structure (Introduction, Body and Conclusion), spelling and

punctuation, grammar, vocabulary and content (See Annex 13 for the full rubric).

Focusing on speaking assessment, the rubric focuses on elements such as clarity, fluency, pronunciation, grammar, vocabulary and content regarding the task and unit. The presentation must include all the requirements in the statement (See the full speaking rubric in Annex 14).

Concerning the Final Project, the groups are assessed by evaluating the writing quality, speaking during the presentation, multimedia, content and group management. The following rubric contains the percentage and objectives of the mentioned items.

Table 3

Final Project Rubric

Final Project *Crazy Events!*	Excellent 2 p	Above Average 1.5 p	Average 1 p	Below Average 0.5 p	Missed Opportunity 0 p
Writing Quality 20%	-Very good organisation -Very good topic information and reflection -No grammar errors	-Well organised -Gives good info on topic - Very few grammar errors	-Little organisation -Gives some topic info -Some grammar errors	-Poorly organised -No topic info -Prominent grammar errors	-NO organisation -NO info -Impossible to understand grammar
Presentation Speaking 30%	-No spelling errors -Great Fluency -Great Pronunciation	-few spelling errors -Good Fluency -Good Pronunciation	-Dome errors -Decent Fluency -Decent Pronunciation	-Several spelling errors -Little Fluency -Struggles with Pronunciation	-Many spelling errors -No Fluency -Impossible to understand Pronunciation
Multimedia/art 10%	-Excellent multimedia quality	-Good multimedia quality	-Acceptable multimedia quality	-Low multimedia quality	-NO multimedia
Content 30%	-Contains ALL projects content	-Contains most projects content	-Contains half of projects content	-Contains little projects content	-Contains NO projects content
Group 10%	-Excellent communication and interaction -Equally distributed	-Good communication and interaction -Good distribution	-Some communication and interaction - 1 Dominant voice	-Very little communication and interaction -Little distribution	-NO communication and interaction -Poor distribution

Note. Author.

Last but not least, students also perform a team assessment with the partners they collaborated on the final project and also a self-assessment on their own learning progress, both of which can be found in Annex 15.

6. Special attention groups and reinforcement

Following the article 71 of the Organic Law 3/2020, 29 December of education, which establishes that the educational administrations bear the responsibility of addressing and assessing any student that requires special educational attention and satisfy the needs in every situation to succeed in the deferment of personal and academic areas and to achieve the maximum proficiency possible in every case, affecting all students. Furthermore, In the Region of Murcia the Decree 359/2009, 30 October, dictates that as soon as there are any indications or clues related to a special needs case, there must be an immediate response to address those students in need of special education to achieve the basic skills, competences and objectives established for each one of the educational stages.

When dealing with a particular case where a student faces serious challenges in the efforts to keep up with the content and class chronology, a special working plan (PTI) must be designed to avoid exclusion and isolation. During the Syllabus that is dedicated to a 3rd CSE class, there is a case of a student with a cognitive impediment that limits her ability to maintain the rhythm of the class and presents an extremely low performance level, but is kept in the course corresponding her age but with special material and attention in order to promote inclusion.

Focusing on an inclusive education approach, there is the desire to eliminate any existing gaps between special needs and typical development students, trying to eliminate these differences in the classroom. This way, each students' educational needs are satisfied according to their abilities, and children with special needs can maximize their potential (Marti, 2012). It is also imperative to keep in mind that the

student with special needs requires specific learning patterns based on her cognitive level, linguistic skills and social interaction abilities.

Pratiwi (2020, p. 146) summarised stating that "research suggests that positive social interactions between students with and without disabilities have the potential to contribute to social, emotional, and academic development (Brown, Odom, & McConnell, 2007; Killen & Copland, 2011) including social well-being (Prinstein & Dodge, 2008), and increase self-concept (Pijl & Frostad, 2010)", essential elements for inclusion.

As this student presents grate difficulties following the regular program, with the consent of parents and tutor as well as the approval and supervision of an internal orientation specialist, a personalised plan is built with the idea of lowering standards to a point where the student matches and achieves the objectives compiled in the PTI assessment criteria (provided by the orientation department), see ANNEX 16.

After the assessment made on the 6th of Primary school by specialists, the student started 1st CSE course working with 2nd and 3rd Primary school content as advised by former teachers and orientation department specialist, a type of content way below the typical at this age. This student's writing and reading abilities show severe weaknesses even in Spanish, a serious indicator of the situation that it is being reviewed. Since some of those standards were achieved during 1st and 2nd CSE years, the student kept working on similar material, showing improvement in some areas and keeping on receiving the type of input to better fit her needs and ensure the bare minimum acquisition.

The student shows better response during speaking and while answering direct, specific and clear questions about simple vocabulary words. This is a good indicator upon which to craft some activities that gradually introduce some grammatical structures and newer words into the content spectrum and establish a progress. Some activities in the Syllabus are redesigned in the form of simple YES/NO

questions yet related to the topic at hand, or new vocabulary added to the list. Keeping the stress on simple speaking and listening activities captivates her attention and engagement.

Since the student benefits from a personalised study plan at the school and it is closely being monitored by the orientation department in league with the teacher, the professional decides what sessions can aid the student the most and try to increase to the maximum the time spent in regular classes and not being individually tutored in a different class.

Jean Collicott suggests that the multilevel instruction is a methodology for planning training actions seeking to individualize and make teaching more flexible in order to include all students regardless of their abilities. Multilevel instruction allows the teacher to plan training actions for different students within the same lesson, avoiding parallel programs but without losing the focus on working on individual goals (Collicott, 1991). There is the key that enables multiple approaches to this particular situation that offer the possibility to include the student in every activity. Although not an easy task, it can be achieved.

There are on-going discussions at the school about what set of skills are best to be targeted in order to maximise competence development for a better social, academic and personal life of the student, and what should be a priority when prospecting her future from a realistic point of view.

7. Innovative Methodologies and criteria

While designing this didactic unit it has been taken into account which skills and strategies fit better the theme and therefore being pursued to be developed and implemented through a selection of active methodologies that best suit the task at hand.

A brilliant methodology that offers many enhancements to students' proficiency during lessons that despite being quite common, it has been proved very efficient and versatile. The **communicative**

approach (CA) or the **Communicative language teaching (CLT)** is in reality an umbrella term which rather than being a single specific methodology, it involves a bread approach in English language teaching. The main purpose behind this method is to boost confidence and prepare students to engage in different real-life situations through speaking practicing, meaningful tasks and student-student cooperation. Interaction is considered both the final goal and the method of Second Language Education.

"One can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication" (Richards, 2006, p. 32). Communication integrates the four basic skills and helps with a simultaneous development of every one of them. This approach can include a wide variety of activities and meaningful tasks that the teacher must design to encourage students to interact between themselves with role-playing and other collaborative tasks. The focus is to have students engage in role-plays that are based in real-world scenarios, for example describing a book or the plot of a film, taking about videogames, discussing hobbies, make a booking at a hostel, order food a restaurant/food stall and many other topics. Rather than having students learn grammatical rules and structures through the traditional system, the focus is on granting them access to real situations to strengthen language practicing for content and context.

For the "Make a reservation" activity, during session 4, students work together in pairs and are asked to choose between one of the two available options to perform a role-play. They can either select *"Booking a room/a table at a hotel/restaurant"* or *"Ordering Food at…"*, mimicking real-life scenarios that they might encounter while traveling. Following a simple script, students are given the liberty to choose roles and rehearse for a few minutes before performing for the rest of the class; pairs take turns to perform while listening to other classmates. There is travel-themed vocabulary and other elements that are required to be included in the scrips, such as making a special request, see ANNEX 4. These strategies help create a more relaxed class atmosphere and encourage communication

fluency, since students usually find that much needed "safe space" and confidence while practicing diverse language skills with other students and friends in the same situation and around the same level, peer learning. They lose the pressure ignited by fear and feel safe to communicate despite the mistakes or being ridiculed.

Before concluding session 4, students are asked to write a brief fictional review (positive or negative) as homework, to discuss the following session, about their experience while ordering food or booking a room. The idea behind this task is to integrate the writing skills approaches to CLT and this way include all skills while executing the activity and better optimise second language acquisition.

For a successful CLT implementation, the teacher must have in consideration some other aspects that could interfere with the process before selecting the pairs, which won't be random or the inseparable BFFs. Quoting Felder and Henriquez (1995), "the benefits of the approach are fully realized when the group work is structured to assure such features as positive interdependence, individual accountability, and appropriate uses of teamwork and interpersonal skills" (p. 25). Every student is different form one another, having different ability levels and individual needs and interests, therefore it is essential to design the tasks to mees the needs and skills of all students. Performing a quick formative assessment before realizing the activity would provide the sufficient data to decide how to pair students and what modifications need to be made to comfort those who easily feel shy and avoid participation and make sure each student is exposed to the target language, ensuring a uniform class communication competence gain.

Littlewood (2004), states that task-based learning can be seen as a development within the communicative approach where authentic communication activities or "tasks" take on a more central role, an idea that lays the foundation of the second active methodology that it is implemented in this Syllabus, the TBL.

TBL stands for **Task-Based Learning** also referred to as **Task-Based Language Teaching**. The fundamental idea behind this approach is to set a goal for students, which can be achieved by following three main steps. The goal of a task can take many different forms, and depending on the objectives, it could be a presentation, a video, a report etc. There is a motivational aspect in task achievement and activity, appealing to students' individual learning styles, and because there might be physical activity involves, as well as partnership and cooperation. One of the earliest definitions of "task" was coined back in 1987 and it underlines it as "an activity which required learners to arrive at an outcome from given information through some process of thought and which allowed teachers to control and regulate that process was regarded as a task" (Prabhu, 1987, p. 24), making the central element of TBL.

Several sessions found in this Syllabus were designed with a TBL pattern in mind, guiding students towards a final goal by completing each stage.

According to Richards & Rodgers (2001), some of the most relevant theoretical benefits of implementing TBA are understanding the language as the fundamental channel for establishing meaning, viewing lexical units as central in language use and language learning (vocabulary to include sentence frames, phrases, collocation and prefabricated routines, despite just words), and acknowledge conversation as crucial to language acquisition and central focus of language by exchanging information.

Looking at sessions 2 and 5 from the Syllabus below, which follow a very similar pattern and consist of having students to work in pairs to deliver the final goal of the task. After a brief warm-up, students are exposed to the pre-task where they watch an example about the topic, modals verbs in session 2 and vocabulary/grammar structures in session 5, and are given the instructions about the task. During the second step of TBL, they pair-up and develop role plays simulating different scenarios such as mondain airport conversations ranging from bookings, security checks, boarding etc., or preparing a list of tips, using the asked grammatical structures, to give tips about how to travel cheap. Both

sessions end with a presentation or final report that the pairs do in from of the class. The teacher is centred around language focus, during the last moments of the class, providing feedback; a brief moment where mistakes and errors are addressed before completing the task.

The activity "A Day in…", which asks students to create an itinerary following a timeline and specific steps, it extends from session 3 to 4 because of its requirements and slightly increased complication. Students are presented with an example during the pre-task, provided with a guide, both textual and in a video (ANNEX 3) that must serve as a framework for their task, which requires them to select any city they'd love to visit and design a day in that city step by step. The class is divided into groups of three students which must do a presentation about their itinerary at the beginning of the following session, lesson 4.

During the first session, students are exposed to much more input oriented at introducing the Unit's content and dynamics. The class engages in short debates and opinion sharing, focusing on a communicative approach to prioritize linguistic interactions. The session ends with a kahoot game about a short presentation, with fun answers that give plenty of room to start debates. Basic ICT is involved as the class uses technology, but the TBL idea is still at the core when designing similar activities. During debates, mediation is also targeted and reinforced as the teacher tries to avoid interruption, leaving the class to organically engage in the conversation.

The final three sessions on the Unit, 9, 10 and 11, are dedicated to the introduction, production, and presentation of a small project about curious celebrations and peculiar sports around the world, by implementing **Project-Based Learning (PBL)**. Project-based learning is a very effective approach that enables students to create opinions about the discussed topics, formulate questions, to develop a critical view, to create theories, to employ different tools, to use the skills acquired in the context of a real and meaningful life and allows learner to solve problems and respond to situations in a creative and proficient way, both in the classroom and outside (Katz & Chard, 2000).

The *Extreme activity and crazy event* project extend over 3 sessions which are organised into a six-step design and follows Kaptan's model (Korkmaz & Kaptan, 2000). Divided in three phases, the project execution is a following:

- **Phase 1** (steps 1 & 2), corresponding to session 9, after a warm-up activity and some brainstorming related to the topic, students are introduced to the project and given detailed instructions to follow, the chronology and its evaluation. The teacher also provides an example to ensure that students understand the tasks and steps required. The class is divided into groups of 3, mixing skills and levels. After the groups are organised, they must focus on doing research and make a choice about an extreme activity and a crazy event, out of the multiple lists provided or by doing their own online research.

- **Phase 2** (steps 3 & 4), corresponding to session 10, is where the groups focus on finding information about the selected items, selecting it and preparing the presentation. These steps of production focus on goal setting, collaboration, comparation, leadership and problem resolution during the entire process of the research. The groups are provided with Chromebooks with internet connection for data gathering and PPT presentation creation which must include details such as the location of said events, description of it and other relevant aspects.

- **Phase 3** (steps 5 & 6), taking place during the last session, is dedicated to the final steps corresponding to group presentations and evaluation. With the help of their PPT presentations, the groups follow a script which must include all the details required during phase one to be orally presented in front of the class where every member of the group must contribute. By attending the presentations, the class is exposed to CLIL elements such as different, cultures, religions, and traditions, boosting general knowledge and familiarising with new ideas that contribute to shaping competences related to integration, respect and tolerance.

The teacher's assessment is based on the final project rubric in ANNEX 12, whereas peer-on-peer performance assessment is determined by the rubrics found in ANNEX 15

8. Development of an academic guide

In the following section, an academic guide containing a unit named "Explore the World", corresponding to a third semester of a 3rd CSE class will be developed in detail. The academic guide consists of 11 sessions, including assessments and lectures. Every session has a timing of 55 minutes and its own objectives and some homework. Many materials have been created by the author and consequently, they can be found in the annex of this final project. Assessment is carried out in sessions 7 and 8, as well as during the final project presentation in session 11. A series of active methodologies have been employed in order to better target certain skills and competences not only related to the topic of travelling, but also for a more rewarding student experience. Task-based learning, project-based learning and the communicate approach are key models around which sessions are built and structured. There is a general desire to develop an academic guide for a public school and encourage students to participate and engage in communicative situations to further develop knowledge and fundamental skills for second language acquisition. There has been an attempt to put further weight around oral skills and competences over more traditional ones focused on grammar, including brief presentations ad debates in every single one of sessions.

Much content acquired by the author during the course of the master combined with apprenticeship experience and personal reflections served as inspirational elements for the following guide. Aiming at activities that excess in mediation and communicative aspects is key for a successful implementation of this didactic unit.

Table 4

Didactic unit

DIDACTIC UNIT 1: **Explore the World!**

Justification:
The current didactic unit is focused around developing a series of skills, competences and communicative abilities for students to equip themselves with useful tools for a better success at a personal and professional level. Active methodologies are prioritized, such as TBL, PBL and CA, trough activities and projects that involve interactions, many oral presentations as an effort to promote speaking, as well as boosting team work and many other competences stated below.

TIMING: Third term of the academic year 2021/2022	SESSIONS: 11 (55 'each) LESSONS: 10 PROJECT ASSESSMENT:1	**3rd CSE** course 21Std.

Stage Objectives

- Use of English as the primary language during sessions
- Speaking skills: Fluency, pronunciation and intonation
- Writing skills: organization, structure…
- Reading and listening comprehension skills
- Debating and description skills
- Reaching the Unit objectives through motivation and creativity
- Intercultural abilities
- Communication skills including body language
- Presentation and exposition skills
- Learning how to learn
- Teamwork skills

Unit's Main Objectives

- To use the language according to A1/A2 level to talk about tourism, holidays and travelling activities.
- To properly revise how to use grammatical structures such as Modal verbs, Quantifiers, 1st / 2nd Conditionals, Past/Present simple & continuous, relative pronouns, passive and other structures from prev. units.
- To learn and correctly use the vocabulary in travelling related situations (airports, bookings, orders, adventure, nature)
- To reflect about the dangers and natural disasters when travelling.
- To learn about cultural aspects of diverse countries and use English as the main bridge between nations.
- To further develop communication and presentation and reading and writing skills in English
- Introducing students to the benefits of having English language as a world citizen.
- To give cohesive and well-structured short description of images
- Effectively develop a project in groups.

METHODOLOGIES AND APPROACH

Context wise, students will learn and observe examples about real life situations related to travelling and other topics that are linked to the main concept.

The Unit is designed to be fully conducted in English with a focus on communicative approach and TBL (task-based learing), dedicating a task-based approach to every session with the exception of the last 3 which are devoted to a project in groups of 3 (PBL)

Students will have to perform language presentations and work in teams (pairs or groups depending on the activity).

Gamification through activities such as online quizzes, kahoot, Netflix interactive show "You vs Wild", or online research for the project are important elements that give this Unit a more "casual" and friendly character without losing focus on the objectives.

Each session embodies one or two grammatical structures, avoiding overwhelming students with content.

At the beginning of each session, students are introduced to the task, the grammatical elements and vocabulary that is targeted during its development.

Instructions must be clear and an example is given in order for the students/groups to follow.

Some sessions are designed around a specific skill, but speaking is integrated as frequently as possible. The target is to lead the class towards debates, opinions, and subjective justifications about the decisions taken during the production of a certain task. Brief expositions at the end of the class are to be integrated as exit tickets.

MATERIALS AND RESOURCES

Internet connection, Blackboard, Projector, YouTube, Kahoot!, Mobile phones, Google applications, Laptop/Chromebook, Speakers, Netflix, Post-its, Role plays etc.

DESCRIPTION OF FINAL PROJECT

The Final session is developed during the last 3 sessions of the Unit, two of which are focused on creation and research, and the last session centred around presentations and assessment.

Session 9 focuses on dividing the class in groups of 3, topic introduction, instructions, and item selection.

Session 10 covers the research and production of a PPT for the final presentation.

The last session, lesson 11, is presentation day, where assessment is made not only by the teacher, but also by students.

More details regarding contents, chronological order and implementation below

	ASSESSMENT CRITERIA	KEY COMPETENCES	GRADING CRITERIA

1stBL. O.C	- Identify essential information, main ideas and relevant details in brief oral texts, answering questions about general content topics. - Capture the essential message of narrators, at a medium speed, in public, educational and personal levels. - Derive the meaning of less frequent words by understanding the context. - Fill-the-gap Exercises - True or false statements recognition - Pronunciation (rhythm and intonation) - Understanding formal and informal speech patterns and answering questions in the corresponding language	**CCLI** **CAA** **CSC** **CEC**	**10%**
2ndBL. O.E.I	- Deliver brief, coherent and cohesive presentations using the right connectors, and grammar structure in formal or informal contexts, despite occasional pauses, interruptions and rectifications. - Language functions: expressing opinions, doubts, concerns, requests, wishes, feelings etc and give simple instructions - Describing pictures and commenting them, experiences and events (travel, memories, parties) - Narrate and describe past, present and future short/medium events. - Asking and answering questions in a clear manner and using sound, accent and rhythm level established patterns despite errors that no not interfere with the communication. - Interactions using linguistic and paralinguistic skills in different contexts and situations	**CCLI** **CAA** **SIEE** **CSC** **CD**	**30%**
- 3rdBL.W.C	- Understanding brief/medium length texts about travel, activities, nature and other topics related to the content.	**CCLI**	

	- Identifying essential information, details and key ideas in texts to be able to summarize and express opinion - Detect implicit and explicit sociocultural aspects related to intercultural manifestations of celebrations, traditions and diversity while reading texts. - Understanding, analysing and summarising some additional information taken from online research corresponding to different tasks and final project.	**CD** **CAA** **CMC** **CSC** **CEC**	**20%**
4thBL. W.E.I	- Writing short summaries about the tasks expressing conclusions, opinions, and other relevant ideas related to the topic. - Writing an essay about 120 words about a sport or activity, following the instructions. - -Grammatical structures, vocabulary, language functions from this Unit must be used correctly. - Production of orthographic, lexical and aesthetic correct structures with help from examples and models.	**CCLI** **CMCT** **CAA** **SIEE** **CD** **CSC**	**20%**
5thBL. CC	- Correct search, select and use of information, images, texts and videos from Online sources, related to the tasks or topic. - Communicate and cooperate in the development of the final project and different activities, showing leadership, curiosity and flexibility to overcome obstacles and find alternatives. - Ability to work as a team, helping peers and showing empathy in conflict resolution and decision making. - Create, edit and share any digital content required, proving basic ICT skills	**CD** **SIEE** **CAA** **CSD**	**20%**

DIDACTIC TRANSPOSITION TASK 1

LESSON 5: Airport Check-in, Security and Boarding

Underlying Concept: Role-play designed to represent real life airport situations and protocols when travelling.

TASK CYCLE
Warm-up (5'): list every related airport work you know. **Pre-task (10'):** video about airport conversations in different situation. **Act 10 (20'):** design the role-play following 1 of the three models. **Act 11 (20'):** Presentation

LESSON 6: You vs. Wild! (Netflix interactive show)

Underlying Concept: engage students in selecting the correct options in Bear Grylls's interactive show and use 1st and 2nd Conditional constructs in the process. Students develop many linguistic and mediation skills by interacting all together to find a solution for the task

TASK CYCLE
Warm-up (10'): Ask who Bear Grylls is, what is he famous for etc. **Act 12 (45'):** Interactive show and conditionals in the different situation along the episode, including new vocabulary about items and nature.

LESSON 7: Individual Oral Assignment

Underlying Concept: Students have to describe a randomly selected adventure picture, and during the session time they must write down and complete the script. Later, they must upload a recording with the final speaking assignment.

TASK CYCLE
Warm-up and Instructions (10'): The teacher describes a picture as an example. **Act 13 (45'):** Write their description including the many structures and elements that are indicated. Remind students that they must upload the recording in order to be evaluated.

LESSON 8: Reading and Writing Activities

Underlying Concept: The session is focused on evaluating reading and writing skills through a series of activities.

TASK CYCLE
Warm-up (5'): Instructions about the activities. **Part 1 (25'), Act 14,15,16,17 and 18:** a series of short activities designed for reading. **Part 2 (25'), Act 19, 20 and 21,** focusing on writing a brief text about one of the adventure related topics and two short activities.

LESSON 9: Final Project - Extreme activity and a crazy event 1

Underlying Concept: Organize groups and choose the items to develop in the project. Students need to interact, cooperate and agree about contents and organization, promoting mediation and linguistic competences, as well as ICT, leadership and other skills involved in project-based learning.

TASK CYCLE
Warm-up (10'): quick brainstorm and a few topics related questions. Pre-Task (15'): group selection, instructions and examples about the Project. Act 22 (30'): research and selection of an extreme activity and one crazy event.

LESSON 10: Final Project - Extreme activity and a crazy event 2

Underlying Concept: Continue developing the project, same concepts as stated above. Focusing on time management and group behavior.

TASK CYCLE
Warm-up (10'): explaining the research giving examples of sources. Task, Act 23 (45'): Focus on where is it celebrated and describe the activity, as well as finding good media (images and videos). Develop the PPT Presentation for the last session.

LESSON 11: Final Project: Presentation - Extreme activity and a crazy event.

Underlying Concept: Presentation in front of the class. Students should organize their content and report, interacting, cooperating and mediating constantly to achieve the final goal of the Project, which is to encourage speaking.

TASK CYCLE
Presentation (50'): all 7 groups have more than enough time to present their Projects. + Simultaneous teacher evaluation and self/team assessment.

UDL: options for comprehension, different ways of action and expressions, different ways of participation

REINFORCEMENT   **EXTENSION**

S 1.	Repeat questions / clarifications		Non-verbal support to help understand
S. 2	individual attention if required		visual / YouTube
S. 3	textual guide complementing the video		Last 5 min for questions
S. 4	repeat listening example		basic phone call skills
S. 5	Textual script		video
S. 6	Extra time to make decisions		intuitive options
S. 7	Plenty of time to do the task in class		record at home
S. 8	Simple and clear activities		extra time (if required)
S. 9	Clear Instruction		individual assistance
S. 10	Clear Instructions		extra time (at home)

FINAL TASK

ASSESSMENT ACTIVITIES AND TOOLS (TAUGHT CURRICULUM)
INSTRUMENTS AND TECHNIQUES

ASSESSMENT:	FORMATIVE ASSESSMENT ACTIVITIES	SUMMATIVE ASSESSMENT ACTIVITIES	GRADING CRITERIA	MULTIPLE OPTIONS OF
Session 1	Kahoot	-	-	
Session 2	Report			
Session 3	Report	-	-	
Session 4	Presentation	-	-	
Session 5	Report	-	-	
Session 6	Report			
Session 7	-	30%		
Session 8	-	20% + 20%		Reading & Writing
Session 9	-			
Session 10	-	-		
Session 11	-	30%	-	

Note. Author.

Session 1 (55')	Session objectives: introducing the unit, leading the students into the topic with a warm-up activity related to the Travel theme. Focusing on producing much more input than output and create a mental picture about the unit.
Class contents	-Warm-up (15'): Students will receive an explanation about the objectives of the unit, the assessments and the final project. To warm up the class, the teacher asks what is the meaning of travelling and what is involved in planning a travel or adventure. The teacher initiates a debate where students answer with quick questions brainstorming with related ideas. The teacher creates a word cloud with every suggestion made and displays it in real time as it grows (Annex 1).

-Listening, reading opinions, noticing grammatical structure and language functions (30'): Students will watch a brief video on YouTube about the benefits of solo travelling and how can it have a life changing effect https://www.youtube.com/watch?v=CswvZGUUbCk. By rising some questions (below) about the benefits of travelling around the world, students already start to notice some grammatical structures and can relate their opinions and ideas with the objectives of the Unit.

-What are the places you'd like to visit someday?

-When will you travel to that country/place? Why?

-Would you dare travel alone?

-Is English useful when travelling around the world? How?

The teacher describes a trip to Thailand and asks for students to take some notes

-Kahoot about Thailand (10'): Students are asked to grab their phones and log into the Kahoot! (ANNEX 9)

https://create.kahoot.it/share/thailand-trip/1cdd2d67-8ded-4de5-bb95-6446a8a98794 |
| Homework | Students are asked to write a brief summary about a recent trip or adventure they've been part of. Following simple structures: I went to…. What I liked the most about…… etc. |
| Note | This introductory session has been entirely designed by the author of this work and has been delivered in class with 21 students. |

Session 2 (55')	Session objectives: reminding modal verbs and grammatical use. Use modal verbs to describe appropriate answers to situations.
Class contents	-Modal verbs introduction (10'): Students are reminded about the modal verbs, their forms and grammatical uses by watching part of the video https://www.youtube.com/watch?v=skqj4jOSQU4. This corresponds to the pre-task; the idea is to get the class to familiarise to the topic and grammar before proceeding with the activities. -Quick multiple-choice activity (10'): Answer to 5 questions selecting the right modal verb in each sentence (ANNEX 2) -How to travel cheap? (20'): After watching this short video with tips on how to travel cheap around EU https://www.youtube.com/watch?v=nyHcINO1-qo , students are asked to reformulate the tips using modal verbs following the examples: • Should always carry a bottle of water • Must avoid taxis • Might want to consider hostels etc They have to, in pairs, write down 4 tips to travel on budget following the examples below, and prepare a short presentation about their choices to do it before the end of the session. -Your tips (15'): This last part of the session is dedicated to the presentation/report. While the students present to the class their tips, the teacher takes notes about what areas need improvement, focusing on grammar and use of language.
Homework	-

Session 3 (55')	Session objectives: Learn to design an itinerary for a day in a city. Grammatical elements such as present/past continuous will be used throughout the task. Vocabulary practice.
Class contents	-Pre-Task (10'): The teacher asks the students if they make plans for a certain day or occasion, and if they do it when they travel. They are showed a video about tour guide that explains how to visit Rome in one day, including the timeline, the best attractions, food and other activities, as well as transport. The video uses many expressions and vocabulary related to the task, which will serve as a model for the task at hand. They will also be provided with a link to the guide detailed in text where they can see the details that might be missed in the video. Video guide: https://www.youtube.com/watch?v=Z3pTI9je2ZQ Text guide: https://theromanguy.com/italy-travel-blog/rome/how-to-see-rome-in-a-day/?utm_medium=description&utm_campaign=Rome1Day (ANNEX 3) Vocabulary and format (10'): The teacher introduce the vocabulary and grammatical structures *We´re going to* + activity + time / time + *going to* + activity models Vocabulary such as arrival, departure, landmark, square, lunch to go, statue, structure, downtown etc. Design your itinerary (30'): *A day in…,* students are divided in groups of 3 and asked to choose a city (anywhere in the world) they'd like to visit and design an itinerary containing everything they'll do from 7 am till 19 pm, following the example above. They will use Chromebook/laptops to research about their preferred city. They must include at least 2 attractions, 2 types of food and transport. They have till the end of the class to finish the task, which will be presented at the beginning of the next session. -Last 5': Any questions about the task, language feedback and notes.
Homework	Prepare the presentation about *A Day in…*

Session 4 (55')	Session objectives: Presentation of previous session task, followed by learning how to make a reservation for accommodation or at a restaurant. Focusing on vocabulary and common simple structures that help with interaction during phone calls.

Class contents	-Presentation A Day in…(20'): Students, in groups of 3, present to the class their itinerary for a day in the city of their choosing. The teacher takes notes about the structures they followed and pays attention to observe if they meet the requirements.
	
	-Pre-Task (5´): The teacher plays a brief video with several examples with conversations about making a reservation at a restaurant.
	
	-Reservation (10´): Students now have 10 min to write down a quick reservation conversation in pairs. A little role-play where one of the students makes the call, and the other acts as the restaurant or the hotel member. They are given instructions to follow the transcript (ANNEX 4), changing the hour, number of guests and names.
	
	https://www.youtube.com/watch?v=IEWwkfIJx00
	
	Vocabulary that should be included: reservation/booking, table, member/members, time, dinner, day on the week etc.
	
	   • I'd like to make a booking for tonight at 7 pm. My name is (name).
	   • I'd like to book a table for tonight at 7 pm.
	   • Do you have any tables available this afternoon?
	
	-Presentation (15'): The pairs perform their little conversation making sure to include the vocabulary and structures that were asked to in the previous step.
	
	As a post task, the last minutes of the class are dedicated to the teacher giving language feedback about the task.

Homework	- Write a brief review about the service

Session 5 (55')	Session objectives: Airport check-in and security routine. Students focus on vocabulary related to airports and security protocols when travelling. Role-play at the airport. Check-in desk, Security and Boarding.
Class contents	- Warm-up (5'): Students are asked to make a list including every airport related word they know. They only have 5 min, so they must do a brainstorming before the next activity. -Pre-task (10'): The video shows conversations at the airport that focus on English words and phrases you can use at the airport when checking in, going through security and while traveling by plane. https://www.youtube.com/watch?v=jiBHZ_rqHB8&t=189s. Here students get familiar with the vocabulary and phrases used in different phases before boarding the plane. -Task, role-play (20´): In pairs, students must choose one of the previous situations (check-in, security or boarding) and do a role-play after choosing characters. The 3 examples are given to the students as a guide (ANNEX 5). They must follow the instructions: Please remove (3 clothes pieces, any type), Ask for documents, and other similar structures to the ones given in the transcript. Students decide if they comply with the requests or decide not to. -Presentation (20'): The pairs perform their role-play in front of the class while the rest of the students make a list of the countries named, clothing items that were asked to be removed and food ordered in the plane. Teachers look at the structures used, fluency and grammar while taking notes that are going to be included in the upcoming speaking assessment.
Homework	-

Session 6 (55')	Session objectives: Watch and use the interactive Netflix show You vs Wild with Bear Grylls to learn 1st and 2nd conditionals, as well as nature related and adventure gear vocabulary.
Class contents	- Warm-up (10'): The teacher asks the class who is Bear Grylls and what do they know about him. What is he famous for? Where is he from? Fun and simple questions that get the class in the mindset of the explorer and get ready for the activity. - Watching the Episode and activities along the video (45'): "Operation Jungle Rescue, Part 1" (Netflix) Bear Grylls has proven himself to be a skilled survivalist, but as the You vs. Wild endings show, he may not fare as well when he's leaving decisions up to viewers at home. In each episode of the new, interactive Netflix series, Grylls is tasked with trying to save someone stranded in the wilderness, performing an important, high-stakes task, or just trying to navigate his way out himself. Along the way, you have to make his choices for him: should you take your chances with the snake, or the crocodile? Should you repel down the cliff, or just throw caution to the wind and jump? There are a lot of ways to fail — one wrong move, and Grylls could find himself getting chased through the dark by a wolf, or that Saint Bernard you were supposed to rescue ends up lost forever in the Swiss Alps. After a brief explanation about how the interactive show works, the teacher starts the episode and stops before every decision. Asking the class: What would have happened IF…? What do you think is going to happen IF? Students must use structures: - If + present simple/future simple, imperative, can/may/must/should + bare infinitive - if + past simple/ would/could/might + bare infinitive There are many situations that can go wrong, but the good thing is that you can go back a select the right path/option that student's and Bear Grylls to follows, enabling them to create new conditional structures. There's plenty of new vocabulary that is learnt intuitively by watching the video (for example Bear asks to choose between grappling hook or a slingshot, holding both items. **Mediation** and **Linguistic** competences are targeted and developed throughout the entire activity by having the entire class coming to an understanding, connecting ideas and information and making things more comprehensible for those that missed some details
Homework	-

Session 7 (55')	Session objectives: Individual Oral assessment Describe the picture following the instructions and upload it to be evaluated.
Class contents	-Warm-up and Instructions (10'): After randomly assigning the adventure pictures, one to every student, they are given the instructions. The teacher describes a picture as an example for the class to follow, they must take notes. -Task: (45'): Describe your picture in a natural way + Record your audio files and upload them to Aula Virtual 1. Say what you can see in the picture. Use the parts of the picture to describe the main elements in the picture. Use "There is", "There are" and "Present Simple". 2. Say what the people are doing in the picture. Use "Present Continuous". 3. Make comparisons. Compare things in the picture. Use "more ... than", "less ... than", "as ... as", "the most ...". (ONLY ONE IS ENOUGH) 4. Use a modal verb to talk about ability, obligation, advice or deduction. Use "can", "can't", "must", "mustn't", "have to", "don't have to", "should", "may", "might". (ONLY ONE IS ENOUGH) 5. Use quantifiers to talk about the amount of things you can see. Use "a lot of", "much", "many", "some", "any", "enough". Use indefinite pronouns: "someone", "something", "somewhere", "anyone", "anything", "anywhere". (ONLY ONE IS ENOUGH); the remaining options can be seen in ANNEX 6 **Grammatical structures to use**: - There is / There are- Present Simple- Present Continuous- Present Perfect- Comparative and Superlative- Modal verbs (can, can't, could, couldn't, must, mustn't, have to, should, may, might)- Quantifiers (a lot of, much, many, some, any)- Indefinites (someone, something, somewhere, anyone, anything, anywhere)- Past simple- Past continuous- Will / Be going to- 1st / 2nd Conditional- Relative pronouns- Passive voice Students have 45 min to write their script covering as many elements as possible, asking any grammatical or phonetic questions. The more option you include, the better the grade. This speaking assignment holds 20% of the final mark in the unit.
Homework	Record yourself describing the picture and upload it to Ala Virtual before the deadline.

Session 8 (55')	Session objectives: Reading and Writing activities. Evaluation
Class contents	-Warm-up and Instructions (5'): Students are given instructions about the tasks they need to perform in the session, which also serve as summative assessment activities. -Part 1, Reading (25'): In the first part, students have 25 minutes to read the text about 3 adventurers and answer the questions, testing comprehension and vocabulary. Activities vary from answering text related questions, identifying the protagonist, complete the sentence, select correct option and complete the verbs in the sentences. These are short activities but are designed to assess reading capabilities as well as vocabulary. Activities listed in ANNEX 7. -Part 2, Writing (25'): For this second part, students are asked to choose one of the sports or activities in the box and imagine they are an expert on it. Write advice about it for an online forum for beginners. Use the prompts and questions for help. Write about 130 words. The activities and sports for the writing piece are: *camping in the mountains, horse riding, exploring a city, skateboarding, walking in the forest.* There are another 2 activities in this part, one being a multiple choice, and the second one completing sentences. Writing activities are listed in ANNEX 8. Unlike traditional exams, these activities are oriented towards an evaluation that focuses on reading and writing skills, weighting 20% each of the final mark at the end of the unit
Homework	Think about a weird sport or activity around the world.

Session 9 (55') Final Project	Session objectives: First session of the Final Project. Organise groups and choose an extreme activity and a crazy event.
Class contents	-Warm-up (10'): The teacher asks students to make a quick list naming every country they know in 2 minutes and a follow-up question asking to select one country of their list and talk about a typical festivity or a national sport on said country.

-Pre-Task and group selection (15'): The teacher gives the instructions and details about the final project, making sure every student understands the task and the steps required in order to complete it. He also provides an example of an unusual festivity around the word (Cheese Rolling — Gloucestershire, England, UK) for a reference, and an extreme activity (Bike Death Road – Bolivia).

The class is divided in groups of 3, paying special attention to avoid unbalanced group levels.

-Task (30'): The rest of the session is spent doing research and choosing an extreme activity as well as a crazy event. Students are provided with a laptop/Chromebook and internet connection.

The teacher also designed a list of links to websites containing multiple articles and information about lists of activities related to the topic. These are trusted sources that students are encouraged to use, but researching different ones is also permitted.

Some of these lists are: "25 Crazy things to do around the world", "The 13 Most Unusual Festivals in The World" and many more (ANNEX 10)

By the end of this first session the groups must have selected and agreed upon 1 extreme activity/sport and 1 crazy/unusual event that they will focus on during the following session in order to complete the project. |
| Homework | Do extra research at home if needed. |

Session 10 (55') Final Project	Session objectives: Second session of the Final Project. Find information about the chosen events.
Class contents	-Warm-up and Instructions (10'): The teacher explains how this second session is organised and what research the groups must be doing for their activities.

-Task (45'): Same as in the previous session, the groups must use a laptop/Chromebook to gather and select research about their activities. They must follow 2 principal steps:

 a) Where is it celebrated?

* Locate the place in a map.

Find information about this place (country, languages that are spoken there, currency, government, most important places to visit). Add pictures

 b) Describe the activity.

Find information about how it is practised, the number of participants, equipment, the place where it is practised (mountain, lake, river...) Add pictures and a video showing the sport.

With their objective in mind, students gather and select the information needed in order to complete their project, adding images and videos. The teacher will assist any group encountering difficulties during this process.

They can also start working on their PPT presentation that will be presented during the following last session. |
| Homework | Finnish the PPT and rehearse the final presentation |

Session 11 (55') Final Project	Session objectives: Final Presentation and evaluation
Class contents	-<u>Presentation Day (50')</u>: This last lesson is dedicated to the presentations of the group projects that the class has been working on during the previous sessions. The 7 groups (of 3), must present in front of the class their crazy activity and event, explaining the details and origins of their selection. Groups were asked to create a PPT presentation containing information, pictures and videos o support their research and help them structure the parts of the presentation. While the groups take turns presenting their projects, the teacher centres on evaluating each group focusing on the targeted skills: speaking, writing structure, vocabulary and contents. See rubric 1 (ANNEX 11) If there is any spared time before the session ends, the teacher initiates a debate discussing which are the most impressive activities and events, if they'd do them, which ones seem the most dangerous ones etc. Students do a self and a team effort evaluation (ANNEX 15) With the ending of the session, the Syllabus about Adventure ad travelling is concluded.
Homework	Explore the World

Note. Author.

9. Conclusions and final reflections

In light of this information, an academic guide has been planned and produced entirely from the first to the last session, as an alternative model for a third Compulsory Secondary Education course in the bilingual modality. Based on the multiple regulations framed by the educational law covering national and regional aspects, the contents of this project match the guidance and criteria depicted by the government. The general theme about travelling is up to date, not only because technological advancements made travelling that much easier, but because there is a growing general desire of escapism and submerge into different cultures as well as to explore new places around the globe, as stated in the introduction of this piece. The topic provided a flexibility that could improve traditional sequential class models with new methodologies acquired throughout the master and during the internship period. The sessions are designed around active methodologies, predominately task-based learning (TBL), communicate approach and a final project-based learning (PBL) element. During lessons, tools such as Kahoot, PPT and other presentation models are encouraged to be used during the multiple speaking explosions, such as TBL final report part or during the final project presentation on the last session. Regarding assessment, sessions 7 and 8 and the final project are dedicated to evaluating the knowledge and skills acquired during the Unit. The traditional final exam is substituted with a series of activities focused on specific skills, which ad up to the final mark, prioritising oral productions above all. During the last session, students perform a self and team assessment, in order to give the teacher an alternative perspective.

This program could fit perfectly into any 3rd CSE course, not only bilingual modality, but also the regular model, considering the benefits and flexibility that active methodologies offer, which can be moulded to fit lower levels with minor modifications to the content and format. The topic is extremely user friendly and generally appealing because of its implications with nature, different countries, food, cultures, sports and all types of adventures. The only inconvenience would be time management in

order to cover the overwhelming annual content plan and not affect other more traditionally sequential units or sessions. Teachers are willing to implement these newer methodologies, but they're limited by a rigid outdated framework with strong legislative implications. But not all bleak, there are new reforms on the horizon which start with a wave of new professionals eager to initiate a career in teaching.

Prioritising speaking might not be the first option for teachers, which blame on the lack of capability of students to engage in communicative processes. Not only this is a systematic misunderstanding on behalf of the educational community, but also an erroneous trend to direct students towards the next step in their education trajectory without looking back at the quality and not the quantity of the acquired knowledge and skills. The established level and content standards harm the natural development of a second language acquisition process and confuse its participants to the point of alienating them from the subject. Here is where there must be an intervention, a restructure and alternative/updated action plans. It might sound impossible at first to educate an entire educational community, but it can be done, with dedication, coordination and most importantly, communication

10. Further areas of research

As a final reflection on the didactic unit presented in this paper, methodologies should be adopted and implemented gradually to complement the current system and avoid conflicts between teaching methods that vary substantially between teachers and subjects. Besides, there is an obvious level gap between the students that initiated secondary education as part of the bilingual program and those who did not, albeit for age difference or COVID teaching methods implications, which would imply the design and creation of such vast amounts of materials that teachers literally could not produce. Realistically, active methodologies can, in fact, substitute some content and sculpt it into more engaging activities, adapting to the needs of every level and interests.

Subsequently, teachers should have an open attitude towards exploring newer possibilities and tools that active methodologies facilitate the introduction for. TBL, PBL, CLIL and multiple other alternatives provide so much more quality teaching in order to contest behaviourism and its traditional methods based on form and not on meaning. Unfortunately, since its origins, second language grammar teaching follows the same sequence focused on contents, which is not the most suitable one and undermines better, most useful skills to train students in, speaking for example.

There is a vast number of investigation projects that would result extremely beneficial to develop and research. An interesting idea would be to investigate the impact of active methodologies in students that start their secondary education with didactic units entirely around active methodologies, contrasting with students that follows a traditional behavioural model. Another curious idea would be to research why exactly do standard represent a quantity of skills and knowledge, what determines that during that specific age students must acquire certain abilities contrasting with other more useful and fun ones along the process. Many options and alternatives that should serve as starting point for an era where education matches needs, interests and provides truly useful competences.

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12. Annexes

ANNEX 1. Word Cloud (session 1, warm-up)

Figure 1

Word Cloud

Note.Author.

ANNEX 2. Modal verbs multiple choices (session 2, activity 4)

1 Do you want to win the race? Then you should / shouldn't / mustn't practise more!

2 You should / mustn't / must have your passport with you when you travel.

3 You must / should / shouldn't take an umbrella with you. It's going to rain.

4 You must / mustn't / shouldn't use your mobile phone when you drive. It's illegal!

5 'I'm tired.' 'You should / shouldn't / must go to bed so late.'

ANNEX 3. A Day in… itinerary (session 3, pre-task)

ROME IN A DAY W/ Lunch To Go
7:30a.M. – 5:00p.M.

How to see Rome in a Day

1) Vatican Museums

Arrival 8a.m. – Departure 11:30a.m.

The best way to skip the long line for the Vatican Museums is by booking an early access Vatican tour with an art history expert. That way, you can get inside the museums an entire hour before the general public and see the Sistine Chapel, St. Peter's Basilica and all the best galleries, finishing up at about 10 a.m.

Viale Vaticano, 00165 Roma RM

 Mon – Sat 9a.m. – 4p.m. & Sun Closed

2) Spanish Steps + Lunch To Go

Arrival 11:35a.m. – Departure 12a.m.

Created in the 18th century, the Spanish Steps are located in one of Rome's most most beautiful neighborhoods. The stairs sit directly in front of Via Condotti, a world renowned street for the fanciest haute couture brands. If you hate your money or have unlimited amounts of it, shop on this street. After visiting the steps, grab a quick lunch. We suggest you to take a pizza al taglio (slice of pizza) while walking in the streets. It's easy, fast and delicious.

Piazza di Spagna, 00187 Roma RM

3) Trevi Fountain

Arrival: 12:10a.m. – Departure: 12:25a.m.

A short walk from the Spanish Steps is Rome's stunning Trevi Fountain. On a hot summer's day, you may be tempted to re-create that scene from "La Dolce Vita" where Anita Eckberg waded into the water, but resist the urge. Trust us, a hefty fine will follow. The Trevi Fountain is a pop culture icon as well as, arguably, the world's most beautiful and recognizable fountain.

4) Pantheon

Arrival 12:30a.m. – **Departure** 1p.m.

Only a five minute walk from the Trevi Fountain is the Pantheon. One of Rome's greatest structures, the Pantheon dates back to the 2nd century A.D. and was commissioned by the great Emperor Hadrian. Many scholars claim the Pantheon's dome is the best-preserved structure from antiquity. The Pantheon features the tombs of iconic Italians like Raphael and King Victor Emmanuel II.

Piazza della Rotonda, 00186 Roma RM

 Mon – Sun: 9a.m.-6p.m.

5) Piazza Navona

Arrival: 1:05p.m. – **Departure:** 1:15p.m.

In the center of Piazza Navona is the Fountain of the Four Rivers, designed in 1651 by Gian Lorenzo Bernini. Also, the 17th-century Baroque church of Sant'Agnese is located here, designed under architects Girolamo and Carlo Rainaldi. Built over the 1st century Stadio di Domiziano, Piazza Navona was paved over in the 15th century and hosted the city's main market for almost 300 years.

6) Largo Argentina

Arrival 1:20p.m. – **Departure** 1:40p.m.

Largo Argentina is most commonly referred to as the place where Julius Cesar died. Although this a myth, it isn't far from the truth. He actually met his end on the steps to the Theatre of Pompey, just a few blocks away. Today, you can see the ruins of four of Rome's oldest temples here, which date back to the fourth century B.C. There are also tons of cats here, as this is a modern-day cat sanctuary.

7)Piazza Venezia

Arrival: 1:45p.m. – **Departure:** 1:50p.m.

On your way to Colosseum from Largo Argentina, stop off in Piazza Venezia. Home to Trajan's Column and the massive Il Vittoriano monument (nicknamed "The Wedding Cake'), Piazza Venezia is Rome's central hub. Built-in 1911, Il Vittoriano (Victor Emmanuel Monument) commemorates the first king who unified Italy.

ANNEX 4. Transcript reservation example (session 4, activity 8)

Staff: Hello, Mario's.

Tommy: Hi. Can I book a table for tomorrow night, please?

Staff: How many people is it for?

Tommy: Four.

Staff: And what time would you like?

Tommy: About eight, eight thirty maybe?

Staff: Let's see ... We're pretty busy tomorrow, so I can do half past seven or nine.

Tommy: Oh. OK, then. Half seven, please.

Staff: What name is it?

Toomy: Tommy.

Staff: T-O- ...?

Jamie: M-M-Y

Staff: OK, so that's a table for four at half past seven tomorrow evening.

Tommy: Great. Thanks! Bye.

Staff: Bye.

ANNEX 5. Airport check-in (session 5, activity 10)

Check-in desk:

Hello! May I see your passport, please?

Here you go.

Thank you.

And where are you flying with us today?

I'm going to London. I'll be studying there for a year.

How fun! That sounds like a great trip. I see your information right here.

Are you checking any bags today?

Yes. Just one

Perfect. If you could place it on the scale for me, that would be great.

Here you go.

Thank you.

Hmm...its appears your bag is just a bit too heavy. It is over our weight requirement. Perhaps you could take something out of your bag and put it in your carry - on bag?

Yes! I'll take this big book out of the bag. No problem

Great! Now your bag is ready to be checked. I see you've chosen a window seat, is that still okay for you?

I think so. I've never flown before so I thought it would be nice to look out at the clouds. Do you think it will be a good seat for me?

This is your first flight? Well, that's fantastic! You're goinf to love it. And yes, i think the window seat is an excellent choice for you then. Let me print your boarding pass, and you'll be ready to go.

Okay.

Here it is. You are all set.

Thanks.

You're going to depart from Terminal C Gate 54.

When do I need to be there?

You should get to your gate about one hour before departure.

And how do I get to the gate?

You will turn left at the coffee shop. Security will be directly in front of you. Once you are finished clearing security, follow the signs to Gate 54. It will be on your right

Thank you so much for your help.

You're very welcome! Enjoy your flight!

Security

Passport and boarding pass, please.

Here you go.

Thank you. You can go on through.

Sir, you need to remove your coat. And your belt.

My coat? And my belt?

Yes. And your shoes.

My shoes too?

Yes, please. You can place them in this bin. You need to empty your pockets and put those items in the bin as well. Do you have any liquids in your bag?

I do. I have a water bottle and some hand lotion.

You'll need to take those out. The water bottle is too big. You can either drink it right now or throw it away.

I'll just throw it out.

The hand lotion os fine because it is in a small container. You need to put it in a plastic bag, though.

Do you have a bag that I could use? I have never flown before, and I didn't bring one.

Sure. We have extra bags right here.

Thank you.

Do you have laptop in your bag?

I do.

I'll need you to remove it as well and place it in a bin

Okay.

Please put your bag on the conveyor belt. Now please step thourgh the scanner.

[bip bip bip bip]

What's wrong?

Please step to the side. Stretch out your arms. I'm going to scan your body.

[bip bip bip bip]

Are you wearing any jewelry?

Oh yeah, i think my necklace triggered the alarm. Sorry about that.

Allright. You're all clear. You can pick up your items from the scanner, and you can head to your gate. Have a great flight!

Thanks.

Boarding

United Airlines flight 803 to London is now boarding. Please have your boarding pass and indentification ready for boarding.

Excacuse me, miss?

Yes.

My window shade is broken, and I cannot open it to see out the window. Would it be possible to switch seats so I can have a window with a view? This is my first flight, and I want to be able to see everything.

Of course! Let's move you to Row 38 Seat B. You will be able to see out from that window.

Thank you. Could you tell me how long this flight will take?

We should be in the air for about six hours.

Okay. Thank you.

You're very welcome. Would you like something to drink?

What do you have?

We serve coffee, tea, and soda.

I'll have coffee with cream please.

Here you go. And would you like something to eat?

That would be great! What do you have?

We have a turkey sandwich, a chicken salad, or a vegetarian pasta.

I think I'll have the turkey sandwich. Thank you.

ANNEX 6. Speaking Test Steps (Full List) + Image frame (session 7)

1. Say what you can see in the picture. Use the parts of the picture to describe the main elements in the picture. Use "There is", "There are" and

"Present Simple".

2. Say what the people are doing in the picture. Use "Present Continuous".

3. Make comparisons. Compare things in the picture. Use "more ... than", "less ... than", "as ... as", "the most ...". (ONLY ONE IS ENOUGH)

4. Use a modal verb to talk about ability, obligation, advice or deduction. Use "can", "can't", "must", "mustn't", "have to", "don't have to",

"should", "may", "might". (ONLY ONE IS ENOUGH)

5. Use quantifiers to talk about the number of things you can see. Use "a lot of", "much", "many", "some", "any", "enough". Use indefinite

pronouns: "someone", "something", "somewhere", "anyone", "anything", "anywhere". (ONLY ONE IS ENOUGH)

6. Say what has happened in the picture. Use "Present Perfect"

7. Talk about what happened and what was happening before this picture was taken. Use "Past Simple" and "Past Continuous"

8. Make predictions. Talk about what you think will happened next. Use "Will" or "Be going to"

9. Make a condition. Use "if" or "unless".

10. Say a sentence in the passive voice.

11. Use a relative pronoun: "who", "which"," where" or "when"

Figure 2

Speaking
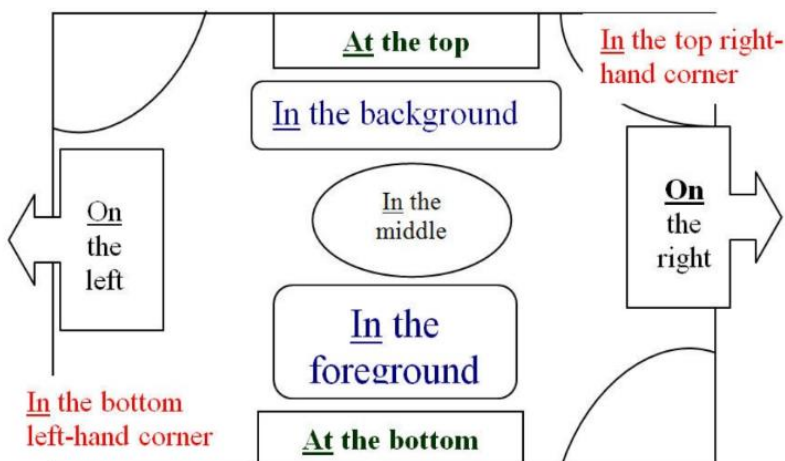
*Note.*Author.

ANNEX 7: Reading Activities (session 8)

Reading Text

www.greatoutdoors.co.gb

Jessica Watson

In 1999, eighteen-year-old Jesse Martin became the youngest person to sail around the world in a boat.Jessica heard the story and she wanted to do the same thing. Some people said she was too young for this dangerous journey, but Jessica's parents said she could go. In the Atlantic Ocean, there was a dangerous storm, but Jessica survived and arrived back home on 15 May 2010. She was sixteen.

Ed Stafford

Ed Stafford is a British explorer. He was the first person to walk along the Amazon River. He walked 4,000 miles from Peru to Brazil through the jungle. The journey was the longest jungle trek in history and it took him more than two years. Insects attacked him all the time and a giant snake almost ate him. Ed filmed his journey and a TV channel made a programme about him.

Eric Larsen

Eric is an American explorer who has spent more than fifteen years travelling to the North and South Poles. He has seen how the poles have changed because of climate change. In 2009, he began a 365-day trip to the North Pole, the South Pole and the top of Mount Everest. He survived in very cold temperatures. He became the first person to travel to all these places in one year.

1. **Read the text. What is the purpose of the text? Choose the correct option.**
   A to describe some dangerous places
   B to give advice to people who want to be explorers
   C to give information about three brave people.

2. **Read the text again. Then read the sentences and write: JW for Jessica Watson, ES for Ed Stafford and EL for Eric Larsen**
   1 This person has travelled in very cold places. _____
   2 This person sailed around the world in a boat. _____
   3 This person walked along a river. _____
   4 This person was a teenager when they had their adventure. _____
   5 This person's story was on television. _____
   6 Some people said this person shouldn't go on the journey. _____
   7 This person travelled to three different places. _____
   8 This person was in the jungle. _____

3. **Complete the sentences with the words in the box.**
   (Attacked, damaged, died, kicked, pushed)

   1 Dad _____ his car badly in the accident, but he wasn't hurt.
   2 The car didn't start, so we _____ it.
   3 Many animals _____ because there was no water in the rivers for them to drink.
   4 The crocodiles _____ the man while he was swimming.
   5 The horse _____ me hard with its back legs.

4. **Choose the correct option.**
   1 Please put the milk in the bath / pillow / fridge.
   2 Rob looked at his face in the mirror / microwave / hairdryer.
   3 I need some soap / sink / shower. My hands are dirty and I want to wash them.
   4 The old house is very cold because it hasn't got central cooker / heating / charger.
   5 I need a(n) pillow / duvet / air conditioning on my bed in the winter when it's cold.

5. **Complete the verbs in the sentences.**
   1 I'm going to s_____ this postcard to my grandparents.
   2 George and Fiona want to g_____ married in September.
   3 We always b_____ souvenirs for our friends when we go on holiday.
   4 I started a club to b_____ people together.
   5 It's very hot today. I'm going to d_____ into the pool.
   6 I want to s_____ time with my friends.
   7 We're going to m_____ house at the end of the month.
   8 I d_____ well at maths and science, but I need help with English.
   9 Dave will m_____ a lot of new people at university.
   10 I can't p_____ for these expensive shoes. I haven't enough money.

   Ma Soledad. IES Miguel Hernández

ANNEX 8: Writing activities (session 8)

1. **Choose one of the sports or activities in the box and imagine you are an expert on it. Write advice about it for an online forum for beginners. Use the prompts and questions to help you.** Write about 130 words.

   camping in the mountains, horse riding, exploring a city, skateboarding, walking in the forest

Paragraph 1

Say something positive about the sport or activity and describe your own experience.

Where did you do it?

What is your opinion of it?

Should beginners try it?

Paragraph 2

Give advice on what to wear and what to take or not to take with you. Use should / shouldn't /

must / mustn't / have to / don't have to

Paragraph 3

Give advice on what to do or not to do, and say why. Use should / shouldn't / must / mustn't /

have to / don't have to

2. **Choose the correct option.**

   1 Do you want to win the race? Then you should / shouldn't / mustn't practise more!
   2 You should / mustn't / must have your passport with you when you travel.
   3 You must / should / shouldn't take an umbrella with you. It's going to rain.
   4 You must / mustn't / shouldn't use your mobile phone when you drive. It's illegal!
   5 'I'm tired.' 'You should / shouldn't / must go to bed so late.'

3. **Complete the sentences and questions with the words in the box.**
   (Do - don't - got - has - have)
   1 He _____ to walk to school today. His mum can't drive him there.
   2 You _____ have to finish the work today. Finish it tomorrow.
   3 _____ they got to wear a harness when they go rock climbing?
   4 You have _____ to remember to take your medicine!
   5 _____ you have to do that now?

   Ma Soledad. IES Miguel Hernández

ANNEX 9

Kahoot! Thailand Trip (session 1)

Figure 3

Kahoot Thailand

How do you say "mochilero" in English?

13

▲ PackBacker ◆ BackPacker
● BagPacker ■ BangBanger

Note. Author.

Figure 4

Kahoot Thailand

What did the Monkey steal from me?

13

▲ Wallet ◆ Coconut
● Backpack ■ Ice Cream
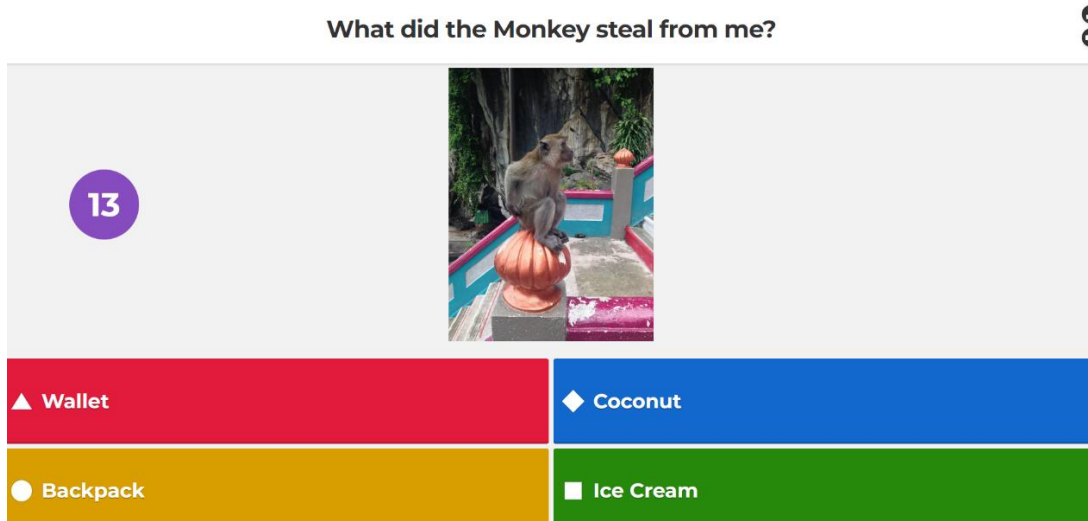
Note.Author.

Figure 5

Kahoot Thailand
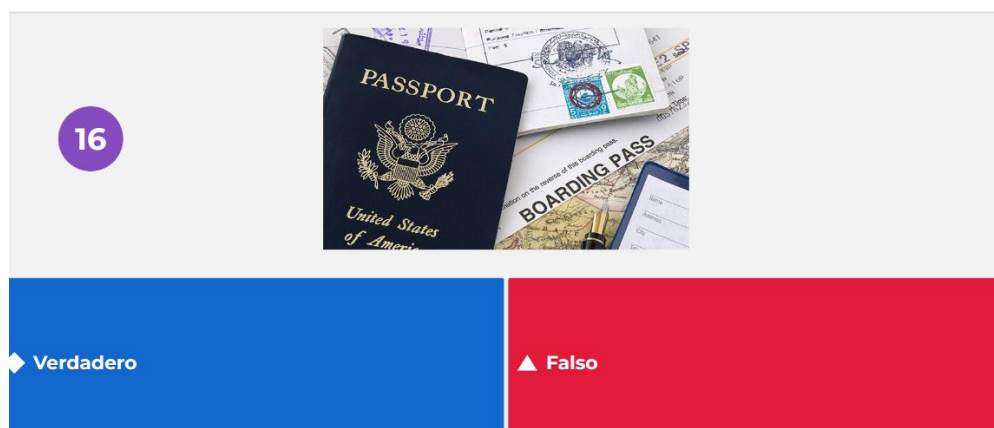
Note.Author.

ANNEX 10. Crazy Activities and events around the World List (session 9, final project)

25 amazing and crazy things to do around the world

https://theplanetd.com/5-awesome-thrill-seeking-things-to-do-around-the-world/

10 of the best extreme travel adventures in the world

https://www.hostelworld.com/blog/10-of-the-best-extreme-travel-adventures-in-the-world/

25 adventure activities around the world

https://www.huffpost.com/entry/top-25-adventure-activities_b_2403593

Top 10 weird activities around the world

http://www.stuff.co.nz/travel/international/503119/Top-10-weird-activities-around-the-world

12 crazy activities for your adventure travel bucket list

https://www.travelocity.com/inspire/12-crazy-activities-for-your-adventure-travel-bucket-list/

The 13 most unusual festivals in the world

https://theculturetrip.com/europe/united-kingdom/articles/the-13-most-unusual-festivals-in-the-world/

The most weird and bizarre festivals in the world

https://www.hostelworld.com/blog/24-weird-and-wonderful-festivals-from-around-

the-world/

20 most unusual festivals in the world

https://www.headout.com/blog/unusual-festivals-in-the-world/

109 of the craziest festivals around the world that bring people together

https://www.boredpanda.com/unique-festivals-around-the-

world/?utm_source=google&utm_medium=organic&utm_campaign=organic

ANNEX 12

Final Project Rubric (session 11)

Final Project *Crazy Events!*	Excellent 2 p	Above Average 1.5 p	Average 1 p	Below Average 0.5 p	Missed Opportunity 0 p
Writing Quality 20%	-Very good organisation -Very good topic information and reflection -No grammar errors	-Well organised -Gives good info on topic - Very few grammar errors	-Little organisation -Gives some topic info -Some grammar errors	-Poorly organised -No topic info -Prominent grammar errors	-NO organisation -NO info -Impossible to understand grammar
Presentation Speaking 30%	-No spelling errors -Great Fluency -Great Pronunciation	-few spelling errors -Good Fluency -Good Pronunciation	-Dome errors -Decent Fluency -Decent Pronunciation	-Several spelling errors -Little Fluency -Struggles with Pronunciation	-Many spelling errors -No Fluency -Impossible to understand Pronunciation
Multimedia/art 10%	-Excellent multimedia quality	-Good multimedia quality	-Acceptable multimedia quality	-Low multimedia quality	-NO multimedia
Content 30%	-Contains ALL projects content	-Contains most projects content	-Contains half of projects content	-Contains little projects content	-Contains NO projects content
Group 10%	-Excellent communication and interaction -Equally distributed	-Good communication and interaction -Good distribution	-Some communication and interaction - 1 Dominant voice	-Very little communication and interaction -Little distribution	-NO communication and interaction -Poor distribution

Note. Author.

ANNEX 13. The rubric used for the speaking assessment in session 7 will be as follows:

Graph 6

Speaking Rubric

	Poor 0 p	**Fair 1 p**	**Good 3 p**	**Excellent 5 p**
Clarity	Incomprehensible and awkward answers	Incomprehensible and awkward answers at times	Always understandable, despite being awkward at times	Clear and comprehensible answers
Fluency	Student was unable to do the presentation	Student took a long time do the presentation	Student was able to do the presentation with a little difficulty	Student was able to do the presentation with no difficulty
Pronunciation	Incomprehensible pronunciation	Difficult to understand pronunciation	Understandable pronunciation with some errors	Great pronunciation
Grammar	Non-existent grammatical structure and verbs are not conjugated correctly	Errors in grammatical structure and errors in verbs conjugation	Errors in some grammatical structure and some errors in verbs conjugation	Great grammatical structure and uses tenses adequately
Vocabulary	Insufficient or unrelated to the Unit	Doesn't use the topic vocabulary properly	Adequately use of topic vocabulary	Correct use of all the vocabulary in the Unit
Content	Inappropriate quantity and quality of content	Errors in the interpretation of content	Few errors in the interpretation of content	No errors related to content and requirements.

Note. Author.

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ANNEX 14. Writing assessment in session 8 it is done following the rubric below:

Graph 7

Writing Rubric

ITEM	Poor 0 p	Fair 1 p	Good 3 p	Excellent 5 p
Structure (Intro, Body and Conclusion)	Does not follow any structure	Little structure, one of the parts	Follows a structure, but there are missing parts	Follows a structure perfectly including every part
Spelling & Punctuation	Wrong spelling and no punctuation	Awkward spelling and some punctuation	Few spelling errors and decent punctuation	No spelling errors and correct punctuation
Grammar	Non-existent grammatical structure and verbs are not conjugated correctly	Errors in grammatical structure and errors in verbs conjugation	Errors in some grammatical structure and some errors in verbs conjugation	Great grammatical structure and uses tenses adequately
Vocabulary	Insufficient or unrelated to the Unit	Doesn't use the topic vocabulary properly	Adequately use of topic vocabulary	Correct use of all the vocabulary in the Unit
Content	Inappropriate quantity and quality of content	Errors in the interpretation of content	Few errors in the interpretation of content	No errors related to content and requirements.

Note. Author.

ANNEX 15

Self and Team Evaluation rubrics (session 11)

Graph 8

Self-Evaluation

Grading Myself	Unsatisfactory Effort 0 p	Effort Needs Improvement 1 p	Satisfactory Effort 2 p	Outstanding Effort 3 p
I contributed to the tam work				
I exhibited creative thinking				
I maintained a positive attitude				
I completed the task				
I reflected on my work				

Note. Author.

Graph 9

Team Evaluation

Grading My Team	Unsatisfactory Effort 0 p	Effort Needs Improvement 1 p	Satisfactory Effort 2 p	Outstanding Effort 3 p
My team worked well together				
My team proved problem-solving skills				

My team had a positive attitude				
My team completed the task				
My team discussed and reflected on our task				

Note. Author.

ANNEX 16. Special needs rubric model

ADAPTACIÓN CURRICULAR INDIVIDUALIZADA

ALUMNO/A: **CURSO**:   2021/22   **NCC**[1]:

ÁREA: Inglés   **EVALUACIÓN**:   3ª evaluación

SELECCIÓN DE ESTÁNDARES/RESULTADOS DE APRENDIZAJE[5] A TRABAJAR			PROFESIONALES QUE INTERVIENEN[2]				DESARROLLO[3]		
ESTÁNDAR/RESULTADOS DE APRENDIZAJE		CURSO[4]	Maestro del área	PT	AL	Compensatoria	NT	EP	C
1.3.3.	Entiende la información esencial cuando participa en una conversación sencilla sobre temas familiares.	2	X	X					
1.5.5.	Capta la idea general al visionar programas infantiles.	2	X	X					
2.2.2.	Participa en conversaciones cara a cara en las que saluda, se presenta, pide algo prestado, expresa sus necesidades, da las gracias y se despide, facilitadas por rutinas de comunicación.	2	X	X					
2.6.6.	Participa activamente y de manera espontánea, en actividades de aula, usando la lengua extranjera como instrumento para comunicarse.	2	X	X					

3.2.2.	Lee y comprende palabras y frases muy sencillas, previamente trabajadas en interacciones orales reales o simuladas.	2	X	X					
3.4.4.	Comprende la idea esencial de historias breves y sencillas e identifica los principales personajes, con ayuda de apoyo visual.	2	X	X					
4.3.3.	Utiliza información específica para rellenar un breve formulario.	2	X	X					
4.4.4.	Escribe palabras (léxico de alta frecuencia) y frases sencillas, relacionándolas con su imagen, pudiendo utilizar las tecnologías de la información y comunicación.	2	X	X					

En   Alhama de Murcia   ,   de   de   2022

EL MAESTRO DEL ÁREA EL MAESTRO DE PEDAGOGÍA TERAPÉUTICA   EL MAESTRO DE AUDICIÓN Y LENGUAJE EL MAESTRO DE COMPENSATORIA EL MAESTRO DE REFUERZO

Fdo: Fdo: Fdo: Fdo:

[1] *Nivel de competencia curricular del alumno en el área.*
[2] Señalar con "X" los profesionales que van a intervenir en el proceso de enseñanza
[3] *Señalar según el desarrollo de cada estándar a lo largo del trimestre: no trabajado (NT); en proceso (EP); o conseguido (C).*
[4] *Indicar el curso de la etapa al que corresponde el estándar.*
[5] *Los resultados de aprendizaje corresponden al segundo ciclo de Educación Infantil.*

Source. IES Miguel Hernández.