TRABAJO FIN DE MÁSTER

Máster Universitario de Formación de Profesorado de Enseñanza Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanza de Idiomas

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Unit of work

4ºESO

LET'S DIVE INTO IRELAND

Especialidad: Lengua Extranjera (Inglés)

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En Granada, a 03 de junio de 2020.

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1. Introduction

This masters' dissertation is focused on the development of a unit of work, in this case, the unit 3 '*Let's Dive into Ireland*', and it belongs to a scheme of work which goes through other English-speaking countries such as Scotland or United States of America. This unit of work is proposed for students aged 15-16, from the fourth course of compulsory secondary education in Spain (i.e. 4º ESO), and the total duration of the unit of work is of eight sessions, the two last for evaluation. In this case, this unit of work consists of two parts, first, the theoretical framework, where the following sections may be found: *Contextualisation* (section 2), *the legal framework, objectives, key competences and contents* in section 3, *methodology* (section 4), *attention to diversity* (section 6), *evaluation* (section 7) and *a short conclusion* (section 8); the second part, the *practical section* (i.e. section 5), where all the sessions are presented in templates in order to describe them. Finally, section 10 demonstrates the *appendices*: the *appendix 1* shows the *students' work* and the *appendix 2* the *evaluation sheets*. Now, once the unit of work has been introduced, I will justify the importance of teaching English in the stage of Compulsory Secondary Education and the importance of teaching especifically this unit in the level of 4º ESO.

English is now becoming an essential tool for the students' futures. Especially, English as a foreign language is crucial for the students' development of the language and the competences in a globalised world where multiculturalism and new technologies are in trend. Then, the module 'English' in Secondary education helps the students to develop oral, written, linguistic or digital competences, and allows the students the mastering of their comprehension and expression capacities. Through the teaching of the subject, students are expected to develop fluency. However, these results will vary depending on the stage, but according to the Royal Decree 1105/2014, *by which the Compulsory and Non-Compulsory Secondary Education basic curriculum is established*, students are able to 'learn to learn' (p. 423). In this case, students not only learn the linguistic competence, but also they learn how to be autonomous on how to deal with their responsibilities, or even taking risks so that they are able to solve them effectively.

Without a doubt, the aim of English in our community, according to the Order 14th July 2016, *by which the Compulsory Secondary education basic curriculum is*

developed in the Autonomous Community of Andalusia is 'to develop oneself satisfactorily in any life communicative situation which may be familiar, academic, social and professional' (p. 211). In this way, the student will be able to integrate not only in the community, where there is more diversity due to the great number of people that choose Andalusia as place of residence or holiday, but also he/she will be able to integrate in other foreign countries if he/she decides to go living abroad, either for some time or forever. Therefore, English is essential so that students become prepared towards 'the comprehension of citizenship and others' cultures' (Order 14th of July 2016, p. 211), and then they may develop the values of civility, tolerance and respect in this globalised world.

Because of the reasons mentioned in the previous paragraphs, the teaching of the unit 3 will be justified. This unit is targeted for students aged 15-16 years old (from 4º ESO) since these years are crucial for students. In this case, there would be students who decide to go abroad in their future lives, and others who find it more challenging, but in the end, all of them will need to master a foreign language (in this case, English), since they will have to communicate with others (either in their country or abroad). Therefore, by giving them the chance to practice activities related to living abroad, to knowing about more cultures, to taking decisions by themselves, and organising their own Language Immersion Programme at the end of the Unit, students will become able to reflect on their needs and to think at what extent they will have to be mature enough about their responsibilities.

Moreover, this will be useful since students will be acquainted with a new culture which is not their own. Consequently, they will have to get used to new traditions and ways of living they have not conceived before. Thus, this is a way of broadening their minds to a wider world in which we all live in. In fact, DeLuca, Rothman, and Pliatsikas (2019) confirm that immersion is 'a valid proxy for many things such as access to high quantity of language input' (p. 1163). Therefore, this unit of work will allow students to become prepared for a future Language Immersion Programme which could be an enriching experience for them in terms of receiving loads of quality input from the second language (in this case, English) which would help them in their learning of English.

Thus, 'a significant advantage of the study abroad experience is that students have the opportunity to get outside of the formal classroom and interact with the people of any given culture' (Savage and Hughes, 2014: p. 105). This idea is crucial because students have to bear in mind that learning English is not only a compulsory module in the curriculum, but an essential tool and a means which will enable them to have more opportunities in their future lives when finding a job, travelling or getting in touch with other people from different countries, as well as knowing about a new culture, and not only respecting it, but also learning how to adopt it as though it were one's culture.

2. Contextualisation

The school that will be used for the Contextualisation section is 'San Isidoro', a school which includes Pre-School, Primary Education, Secondary Compulsory Education (Spanish 'Educación Secundaria Obligatoria') and Non-Compulsory Secondary Education (Spanish 'Bachillerato'). Therefore, this section will account, in the first place, for the environment (2.1), secondly, for the families (2.2), for the school itself in the third place (2.3), and the group of students which is 4º ESO (2.4).

2.1 Environment

The school is located in Granada, a city situated in the south of Spain in the region of Andalusia. The city possessed around 232 770 citizens in 2017. However, the school is situated in Profesor Luis Molina Gómez Street in the area of Arabial, near to the city centre and the region of La Vega, and it is located next to the beltway.

Regarding the socioeconomic situation of the areas which surround the school, the area of Arabial is full of companies, hotels, cafés and shops. The area of La Vega presents mainly harvests, and the Police Department is nearby as well. Thus, it could be stated that the school is situated within two areas which are in continuous motion. With regard to the cultural infrastructures which surround the school, there are a Sports Club (YO10) with indoors swimming pool and a gym, a park (i.e. Federico Garcia Lorca's Park), a public library (i.e. The Public Provincial Library of Granada) and there are as well many language schools within the area (e.g. Kellington School of languages).

2.2 Families

The families not only come from Arabial area, but come as well from other villages and commuter towns such as Peligros, Albolote, Armilla or Ogijares, among others. Among the families, there are mostly fathers and mothers with superior studies, such as qualification studies from the University, although there are other kinds of families with fathers and mothers lower studies, that is to say, with Secondary Compulsory Education.

The school possesses an immigration rate of 6%. The greater part is from South American countries such as Venezuela, Honduras, Cuba and Colombia. Although there are other nationalities such as Italians, Chinese, Russians and Moroccans, these are present in a smaller extent if these are compared to the South Americans. These families work and live in Spain and are totally committed with their children's education. As it has been introduced, the families who live near the school are installed in flats, but the ones whose are original from the villages and commuter towns live in houses in residential areas. Tutorials are compulsory for all families, at least once in the course.

2.3 School

'San Isidoro' School is an institution in Granada which dates from 1887. It is located in-between the areas of Arabial and La Vega, and it presents a holistic view of education because it offers all levels of education, that is to say, students can begin in Nursery School (i.e. Guardería, 0-3 years) and finish their studies steadily in Post-Compulsory Secondary Education (i.e. Bachillerato, 16-18 years). Regarding the number of groups, the school only presents one group per course, except for Bachillerato which is divided into two, i.e. 'Scientific' and 'Artistic', so there are four groups in Bachillerato. The school also caters for individual needs and diversity by presenting a specific classroom group for students with special needs.

The school presents a variety of programmes, plans and projects which are worth mentioning: Students may enjoy of the Bilingual Programme as well as the Erasmus +, which enables students to develop a more competent linguistic ability by organising foreign exchanges with other students from participating countries. These exchanges take place during the year and it is an enriching experience for students.

With regard to the Plans, the school presents the Tutorial Action Plan for Secondary Education, which will contribute to the development of the teaching-learning process, the emotional intelligence, and the proper guidance for students with special needs through specialised tutorials and support. Another plan is the Library Plan, which has received special attention lately, because it has been improved. The last Plan is the Linguistic Plan, where teachers are compromised to develop thoroughly a more-focused linguistic approach in the orthographic, reading comprehension and writing skills.

Regarding the staff, there are 25 teachers for the whole school, although they are divided depending on the stage or speciality. Then, there are 12 teachers for Secondary Education which are coordinated by a head teacher so that students may learn in a cohesive and organised environment. There are, likewise, a clerk, an administrative assistant, a secretary and two cleaners.

With respect to the students, there are a total of 360 which are distributed in the different stages. There are 120 in Compulsory Secondary Education and 43 in Non-Compulsory. These students follow a co-educative system in which both sexes are integrated from very early stages by developing pedagogic, educational, ludic or sports activities proposed by the school. Students attend to school regularly and continuously, and if they do not attend, it is justified by parents through an early written notice, through phone, and/or through **Educamos** online platform. Then, absenteeism is not contemplated. Furthermore, academic grades are satisfactory in general.

Regarding the facilities, the school presents a total of 18 classes, each room for each course, and 3 specific ones, the language lab, the computers' room, and the science lab. The school presents three different playgrounds. It also has a sports track for P.E.

2.4 The group of students

The selected group for this TFM dissertation belongs to the 4th grade of Compulsory Secondary Education (4ºESO). It contains 24 students. I teach them English as the First Foreign Language during one hour from Monday to Thursday, that is to say, four hours a week. Generally, students are dealing correctly with the subject by being their level of English acceptable with respect to the minimum required.

Therefore, it could be said that these students constitute a homogeneous group with respect to the expected progress. This is also because this group has been together from 1º ESO and this would be the fourth year they would be together. Regarding efficiency, the group demonstrates a general motivation and an acceptable performance in the subject, although it is true that each student progresses language learning differently. This means that methodology and contents will have to be adapted to each student, which will guarantee a good and under-controlled working atmosphere through which each student will be incorporating new knowledge about the foreign language.

On the other hand, it should be noted the presence of two students with specific needs. The first is a male student with attention-deficit/hyperactivity disorder (i.e. ADHD). He is diagnosed since 2014, and he is on his medication, so specialists treat him periodically. It may be said that this is not a problem for his well-being. Nonetheless, due to his condition, his learning process is affected because, in spite of the medication, he lacks of the proper attention and loses the focus easily. In this case, the school psychologist works alongside the teachers and advises on how we should act in every moment. However, it must be stated that he is a hard-working student who makes an effort to focus on the tasks, but sometimes this is affected by his condition. With regard to the second student, she is a female student with high capacities. She demonstrates a negative attitude once she finishes the tasks, because she uses to finish early and quick and then annoys her partners due to the fact that she becomes bored. Therefore, the department has decided to offer her new extra activities so that she may develop them in her extra time and so she does not interrupt the normal pace of the class.

Finally, with respect to truancy, this group presents a non-existent percentage because they come from working families who are aware of the importance of education and instruction, and therefore, they oblige their children to attend their classes. If in any case the student cannot attend the school, the father/mother/legal tutor would communicate the school the news as soon as possible so that the tutor may keep track of the student.

3. Legal framework

This section covers the legislation that will support authentically this unit of work. In this case, the section will be introduced by presenting a summary of the legal documents that will be used. Then, the *objectives* will be included in section 3.1 and these will be presented attending the *stage* (3.1.1), *area* (3.1.2) and *didactic objectives* (3.1.3). Next section (3.2) will cover the *key competences* which students will have to acquire through this unit of work, and finally, section 3.3 will go through the *contents*, which will be divided on *foreign language contents* (3.3.1) and *cross-curricular contents* (3.3.2).

<u>From the European point of view</u>

The entity which regulates the Teaching and Learning of Languages in a European level is the ***Common European Framework of Languages*** (CEFR), which describes 'what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively' (CEFR, 2001, p. 1). Then, the CEFR proposes to do so by developing competences, which are *general* and *communicative*:

- **General competences**:
    o Knowledge (*savoir*): The knowledge that results from empirical and academic theory that is needed to communicate.
    o Skills (*savoir-faire*): The knowledge of 'doing'
    o Existential (*savoir-être*): The knowledge about individuals' values.
    o Ability to learn (*savoir-apprendre*): The capacity of the student to be able to learn by him/herself.
- **Communicative competences**:
    o *Linguistic:* Related to the lexis, grammar, semantics, phonology and orthography of a language.
    o *Sociolinguistic:* Related to the usage of a language in context.
    o *Pragmatic:* Related to the functions of language.

What is more, the ***CEFR Companion Volume*** (2018, p. 30) establishes new descriptors which are four language activities so that the language learner may activate his/her communicative competence: *reception, production, interaction and mediation*. As it will be seen, these four do not correspond to the skills that the Spanish and Andalusian legislation propose (i.e. *listening, reading, speaking, and writing*), but in this unit of

work, there will be activities that integrate both the national and regional curricula skills, and the European language activities.

<u>From the national point of view: Spanish legislation</u>

In Spain, the legal documents in which this unit of work is based are the Royal Decree 1105/2014, 26th of December, through which the ***basic curricula*** of *Compulsory and Non-Compulsory Secondary Education is established*, although here it will only be addressed the Non-Compulsory Secondary Education curriculum (ESO). This curriculum is integrated by the ***objectives*** for each **stage**, in the case of this unit of work, for the second stage of Compulsory Secondary Education (4º ESO), the ***contents*** for each stage, the ***sets of knowledge***, ***skills***, and ***attitudes*** for each subject and for the acquisition of competences. In the case of the First Foreign Language English these are ***listening, reading, speaking and writing***. Also, the ***methodology***, including the teaching practice, or the organisation of the teachers' work is presented. The ***assessable learning standards*** and the ***evaluation criteria*** of the acquisition of competences and the achievement of objectives according to the stage are also included in this document.

Moreover, the second document is the Order ECD/65/2015, 21st of January, through which the ***competences***, ***contents*** and ***evaluation criteria*** of Non-Compulsory Secondary Education (ESO) are described.

<u>From the regional point of view: Andalusian legislation</u>

The Decree 111/2016, 14th of July, establishes that the elements integrating the Compulsory Secondary Education curriculum in Andalusia will be regulated by the Order 14th of July 2016. Then, the article 4 regulates the elements that will be included in the curriculum, which are: ***objectives, contents, evaluation criteria, learning assessable standards,*** and ***didactic methodology***, all are addressed from the point of view of the **area**, in this case, from the First Foreign Language area (i.e. English).

In this case, the Order 14th of July 2016, accepting the article 149.1.30 of the Spanish Constitution, as the Statue of Autonomy of Andalusia dictates in the article 52.2, develops consequently the basic curriculum for Compulsory Secondary Education. Moreover, it regulates some aspects for ***attending to diversity*** as well.

3.1 Objectives

In this unit of work I establish three types of objectives: *the stage objectives* from the Royal Decree 1105/2014 (3.2.1), *the area objectives* (3.2.2) from the Order 14th of July 2016, and *the didactic objectives* (3.2.3), which will be the ones exclusively applied to this unit of work, and which will be classified in *knowledge, procedural* and *attitudinal* objectives.

3.1.1 Stage Objectives (4º ESO)

The Article 11 from the Royal Decree 1105/2014, of 26th December, *by which the Compulsory (ESO) and Non-Compulsory Secondary Education (Bachillerato) basic curriculum is established,* presents the objectives of the stage of ESO:

3.1.1.1 To assume responsibly his/her duties, to know and to exercise their rights in respecting the other, to practise tolerance, cooperation, and solidarity among people and groups, exercising in dialogue by establishing human rights and the treatment and opportunities equality between men and women, such as the common values of a plural society and to prepare themselves for the exercise of democratic citizenship.

3.1.1.2 To develop and to consolidate individual and team discipline, academic and work habits as a necessary condition to the effective realisation of the learning tasks as a medium for the personal development.

3.1.1.3 To value and to respect the differences among sexes and the rights and opportunities equality among them. To reject discrimination of people because of sex or any other condition or personal or social condition. To reject stereotypes entailing discrimination among men and women, as well as any violent manifestation against women.

3.1.1.4 To strengthen their affective capacities in all fields of personality and in their relationships with others, as well as rejecting violence, any type of prejudices, sexual behaviours, and to resolve pacifically conflicts.

3.1.1.5 To develop basic skills when using information sources so that, with critical thinking, new knowledge may be acquired. To acquire a basic preparation in the field of technologies, especially in those of ICT.

3.1.1.6 To conceive the scientific knowledge as an integrative knowledge, which is structured in different disciplines, as well as to know and to apply the methods to identify the problems in the different fields of knowledge and experience.

3.1.1.7 To develop the entrepreneur spirit and trust in oneself, participation, critical thinking, personal initiative and learn to learn capacity, planning, taking decisions and take on responsibilities.

3.1.1.8 To comprehend and to express with correction, orally and in writing, in Spanish language, and if there were, in the co-official language of the autonomous community, texts and complex messages, and to initiate in knowledge, reading and literature study.

3.1.1.9 To comprehend and express oneself in one or more foreign languages appropriately.

3.1.1.10 To know, value and respect the own and others' basic cultural and historical aspects, as well as the artistic and cultural patrimony.

3.1.1.11 To know and to accept how the own and others' body works, to respect the differences, to establish the body health and care habits and to incorporate physical education and the sport practise to favour the personal and social development. To know and to value the human dimension of sexuality in all its diversity. To value critically the social habits related with health, consumption, the care of living beings and the environment, by helping to their conservation and improvement.

3.1.1.12 To appreciate the artistic creation and to comprehend the language of the different artistic manifestations, by using different expression and representation mediums.

3.1.2 <u>Area Objectives: First Foreign Language (English)</u>

The Order 14th of July 2016, by which the correspondent curriculum of Compulsory Secondary Education (ESO) is developed in the Autonomous Community of Andalusia:

The teaching of the First Foreign Language in Compulsory Secondary Education (ESO) will have as its aim the development of the following capabilities:

3.1.2.1 To listen and to comprehend specific information of oral texts in diverse communicative situations, by adopting a respectful, tolerant and cooperative attitude.

3.1.2.2 To express oneself and to interact orally in communicative habitual situations in a comprehensible and appropriate manner, by exercising the dialogue as a medium to solve pacifically the conflicts.

3.1.2.3 To read and comprehend diverse text of a suitable level to the capacities and interests of the students, with the objective of extracting general and specific information, by complementing this information with other sources so that, with a critical sense, acquiring new knowledge.

3.1.2.4 To use reading in different formats as a source of personal pleasure and enrichment.

3.1.2.5 To write simple texts with different aims about different topics by using suitable cohesive and cohesion resources.

3.1.2.6 To use with correction the basic phonetic, lexical, syntactic-discursive and functional components of the foreign language in real communicative contexts.

3.1.2.7 To develop the learning autonomy, discipline habits, study and work, the reflection about the own learning process and transferring knowledge and communicative strategies acquired in other languages to the foreign language

3.1.2.8 To develop the work capacity in team, rejecting the discrimination of people because of sex or any other condition or personal or social circumstance, by strengthening social abilities and affective capacities needed to solve pacifically the conflicts, and rejecting stereotypes and prejudices of any kind.

3.1.2.9 To use adequately learning strategies and all the media, including the information and communication technologies and audiovisual media to obtain, select and present information orally and in writing in the foreign language.

3.1.2.10 To value and appreciate the foreign language as a communication, cooperation and understanding medium between people from different origins and cultures, by encouraging solidarity and respect to human rights, in the democratic exercise of citizenship.

3.1.2.11 To appreciate the foreign language as an access instrument to information and as a learning tool of different contents, as an artistic expression medium and for the development of the capacity learning to learn.

3.1.2.12 To manifest a receptive and trustful attitude to oneself in the learning capacity and the use of the foreign language in a creative manner, to take the initiative and to participate with critic sense in communicative situations in the foreign language.

3.1.2.13 To know and to appreciate the specific elements of the Andalusian culture so that this may be valued and respected by other countries' citizens.

3.1.2.14 To recognise the importance of the touristic section in Andalusia and to develop the entrepreneurship spirit by knowing, respecting and transmitting the basic aspects of the own culture and history, as well as the artistic and cultural patrimony by using as a medium the foreign language.

3.1.3 <u>Didactic objectives</u>

The objectives for the unit of work '*Let's Dive into Ireland'* are the following ones:

Knowledge objectives	Procedural/Skill objectives	Attitudinal objectives
3.1.2.3	3.1.1.5	3.1.1.1
3.1.2.9	3.1.1.7	3.1.1.10
3.1.1.9	3.1.1.9	3.1.2.10
3.1.2.12	3.1.2.8	To value and learn the importance of Language Immersion Programmes by using them as a medium for learning.
To recognise and to know about common oral lexicon related to Linguistic Immersion Programmes and to talk about the future.	To use oral lexicon of common use related to Linguistic Immersion Programmes and to talk about the future.	To **respect** the peers when speaking and **turn-taking** and to respect their opinions and beliefs.
To know, comprehend and distinguish the different uses of the forms of future tense: '*will'*, '*going to', 'present continuous and simple'.*	To use and distinguish orally the different uses of the forms of future tense: '*will', 'going to', 'present continuous and simple'* to speak about future plans related to LIP.	To work **cooperatively** with the peers in order to solve problems.
To listen and comprehend oral texts such as songs, interpersonal exchanges of information, including asking for help/directions, or organising future plans related to LIP.	To use in contextual situations polite expressions/formulae to ask for information (e.g. requesting, repeating, clarifying, etc.).	
To read and comprehend written texts such as touristic brochures, formal e-mails and reviews.	To write formal e-mails and reviews.	
To assimilate the *order of adjectives*.		

3.2 Key Competences

The definition of *competence* in the Merriam-Webster dictionary (2020) states that it is 'the quality or state of having sufficient knowledge, judgment, skill, or strength (as for a particular duty or in a particular respect)'. This means that in the case of learning a second language, students will have to acquire a set of competences which will consequently justify their learning of the language. Therefore, this requires a change in the way of teaching a language, which traditionally has been done through more elementary methods which were based on translation or pure grammatical learning.

However, the Common European Framework of Languages (2001) established a new way of teaching and assessing languages, as it 'provides […] a breakdown of language use and language competences which will make it easier for practitioners to specify objectives and describe achievements of the most diverse kinds in accordance with the varying needs, characteristics and resources of learners' (p. 5).

Then, students are required to perform new and innovative tasks with communicative outcomes which may evolve in developing a set of competences for their social, personal, and academic aspects of their lives. As the CEFR (2018) in their *new Companion Volume with new descriptors* indicates that 'the development of language competences is essential for social inclusion, mutual understanding and professional development' (p. 21), it is justified that by developing the competences, students are not only acquiring new skills and knowledge of the language (e.g. ***general competences***, i.e. knowledge (*savoir*), skills (*savoir-faire*), existential (*savoir-être*), the ability to learn (*savoir-apprendre*) and ***linguistic competences***, i.e. linguistic, sociolinguistic and pragmatic), but also they are acquiring a set of values and attitudes which will make of them better citizens.

Moreover, from the point of view of our current legislation, the Order ECD/65/2015, of 21st January, *by which the relationship among the competences, the contents and the evaluation criteria of primary education and compulsory secondary education are described*, also establishes that the key competences are an 'indispensable condition to achieve that the individuals reach a complete personal, social and professional development' (2015, p. 6986). Thus, by applying this model in the teaching and learning of a foreign language, in this case, of English, students will have to integrate knowledge, skills and attitudes in a practical way all throughout the tasks they will be asked to do in their education, so that they may become prepared to solve problems and react appropriately in a different set of contexts and situations which will be as realistic as possible. In this way, this unit of work will include the following key competences:

1. Linguistic and communicative competence (LCC): It is based on the development of the linguistic knowledge in different communicative situations within the same context through the interaction of the different skills or linguistic, social or cultural abilities. In the case of this unit of work, students will be able to not only produce their language, but also to interact with their peers in order for them to get ready for a language immersion programme in Ireland where they will have to live among real people, so the more realistic the formal instruction becomes, the readier students are for real life. In this case, spoken, interactional (e.g. role plays, dialogues, or debates) and written activities (e.g. formal e-mails, brochures and reviews) will help the students to acquire this competence.

2. Mathematical competence and basic competences in science and technology (MCSTC): It is defined by the idea of knowing how to manage conceptual and procedural mathematical knowledge through some of the skills or basic abilities which characterise them so that these may be applied to daily situations in our lives in order to solve problems. In this unit of work, even though it is not easy to find a way to include this competence, students will have to do some activities where it is included, since they will have to calculate in a webquest how much money they need to organise a trip, or to calculate how much their final language immersion programme will cost.

3. Digital competence (DC): It is characterised by the way in which students have to adapt to the new technological and globalised world so that they may be able to use skillfully the technologies through the basic abilities that are related to the information processing or the knowledge of technical terms. This unit of work prepares for realistic contexts where they will have to cope with technology. Students will use ICT because they will have to listen to an oral text and songs from speakers, they will have to write a formal e-mail or a review for the app TripAdvisor, or they will have to prepare their oral presentations with a powerpoint, and present it through the projector.

4. Learn to learn competence (LLC): It is based on the idea that students become aware of the importance that learning has, as well as the development of their skills so that they may be acquiring the forms and tools in order for them to expand their knowledge and abilities, in this case, of English as a second language. Then, this unit of work helps the students to develop this competence because they will have to do some autonomous work during the sessions, which will enable them to reflect critically on their work and learning, as well as they will have the chance not only to give feedback to their peers in some activities, but also to evaluate themselves in the final task they are commanded to do.

5. Social and civic competences (SCC): These may be defined as those which guarantee that the student become able to acquire the values and attitudes which help them to live within a society which is more and more globalised, as well as the fact that the student feels comfortable within this society. In this unit of work, students will not only acquire grammatical structures or fluency in the language, but also they will be acquiring attitudes and values which will help them through their lives (e.g. asking politely for directions, respecting each other, or learning about civic responsibility and

traditions in other countries) especially if they choose to go to a language immersion programme.

6. **Initiative and entrepreneurship competence (IEC):** It is characterised by the idea that the student is able to transform his/her thoughts or ideas into actions, projects or tangible elements which allow that he/she may develop in the long run some abilities such as creativity, initiative or self-assessment. Then by implying that students have to become initiative and creative when it comes to dealing with real life situations, especially when living in a globalised world, this unit of work prepares students for this, as they are expected to be able to organise their own language immersion programme and to deal with responsibilities they will have to take care of in the future.

7. **Cultural awareness and expression competence (CAEC):** This is a competence students will easily acquire when learning a foreign language, in this case English. This is because students will learn to value not only different artistic manifestations but also cultural ones from the English language. This will guarantee that students become enriched and motivated in order for them to 'go into linguistic and cultural immersion programmes which are far from our frontiers' (p. 122). Even the Order 14th of July 2016 justifies that students should go into linguistic and cultural immersion programmes. This way, this unit of work will help them to value and respect new cultures from their own, which will widen their minds because not only the British or the American cultures are the only ones for the learning of English.

3.3 Contents

This section is devoted to the description of the contents. First, the **Foreign Language Contents** for the 4th course for Compulsory Secondary Education (4º ESO) will be included by being extracted from the Order 14th of July 2016, and then, the contents will be presented as *learning outcomes* for this unit of work: *to know, to know how to apply, and to know how to behave* (or *knowledge, skill and attitude*). To the same token, the **Cross-curricular Contents** will be presented (extracted from the Article 3 in the Order 14th of July 2016).

3.3.1 Foreign Language Contents

- **Set 1. Comprehension of oral texts (Listening)**

Comprehension strategies:

- Mobilisation of previous information on a type of task and its topic.
- Listening and comprehension of short oral texts, related to the activities in the classroom: instructions, questions, comments, dialogues.
- Distinction and comprehension of basic information of oral texts, both transmitted orally or through audio-visual media about daily concrete issues (instructions, indications, petitions, warnings, daily arrangements, informal dialogues).
- Textual identification, by adapting the comprehension to the same text.
- Distinction of comprehension types (general sense, essential information, main points, relevant details).
- Hypotheses formulations about content and context.
- Acknowledgment, identification and comprehension of meaningful, linguistic and paralinguistic elements (gestures, facial expression, visual contact and images).
- Hypotheses reformulation from the comprehension of new elements.

Sociocultural and sociolinguistic aspects: Social conventions, courtesy and register norms, traditions, values, beliefs and attitudes, acknowledgment, identification and comprehension of meaningful, linguistic and paralinguistic elements (gestures, facial expression, visual contact and images), knowledge of some historical and geographical features of the countries where the foreign language is spoken, by getting the information by different media, among them the Internet, and other ICT, no verbal language, assessment of the foreign language as an instrument for communication, enriching personally, and make the Andalusia culture known.

Communicative functions:

- Initiation and maintenance of personal and social relationships (greetings and farewells, presentations, invitations, apologies and appreciations, agreement and disagreement).
- Simple description of physical and abstract qualities of people, daily use objects, places and activities.
- Narration of precise and daily past events, description of states and present situations and future events expressions.
- Help petition and offer, information, indications, permission, opinions and points of view, advice, and warnings.
- Habits expressions
- Expression of willingness, intention, decision, promise, order, authorisation and prohibition.
- Expression of interest, liking and surprise, capacity, feeling, approval, regard, friendliness, hope, trust, surprise and their antonyms.

- Establishment and maintenance of communication and organisation of the discourse.
- Expression of knowledge, conviction, doubt and guess.
- Formulation of suggestions, desires, conditions and hypotheses.

Linguistic and discursive structures

Lexis: Personal identification, accommodation, home and environment, daily life activities: family and friends, work and jobs, free time, entertainment, travels and holidays, education and learning, shopping and commercial activities, feeding and catering, transport, language and communication, weather, climate and environment, ICT.

Phonological patterns: Loud, stressed, rhythmical and intonation patterns.

- **Set 2. Oral texts production: Expression and interaction**

Production strategies

Planning strategies:

- Understanding of the message with clarity, by distinguishing its idea or main ideas and its basic structure.
- Text adaptation to the addressee, context and channel by applying the register and discourse structure which are suitable for each case.

Execution strategies:

- Message expression with the required clarity and coherence, by structuring it adequately and adapting it to the models and formulae of each text type, by using phrases and expressions of frequent use.
- Readjustment of the task (the most basic version) or the message (granting in what wants to be expressed), after valuing the difficulties and the available resources.
- Support and making the most of the previous knowledge (using chunks of language, etc.).

Compensation strategies:

- **Linguistic**: Search for words with similar meanings.

- **Paralinguistic and paratextual**: Asking for help, objects assignation, using deictics or actions which make the meaning clearer, using pertinent of cultural body language (gestures, facial expressions, visual or corporal contact, proxemics) of extralinguistc sounds and prosodic conventional qualities.

Sociocultural and sociolinguistic aspects: Social conventions, traditions, use of courtesy formulae which are suitable in social exchanges, use of appropriate register in

the communicative situation, no verbal language, interest and initiative in the realisation of communicative exchanges with speakers or learners of the foreign language, participation in short and simple conversations within the classroom and in the simulations related to personal experiences and interests, knowledge of some historic and geographical features from the countries where the foreign language is spoken, by obtaining the information from different media, among them Internet and other ICT, by valuing the foreign language as a tool to communicate, to enrich oneself and to make the Andalusian culture known, actively participating in representations, songs, poems, drama, paying special attention to those related to the Andalusian culture.

Communicative functions:

- Initiation and maintenance of personal and social relationships (greetings and farewells, presentations, invitations, apologies and appreciations, agreement and disagreement).
- Simple description of physical and abstract qualities of people, daily use objects, places and activities.
- Narration of precise and daily past events, description of states and present situations and future events expressions.
- Help petition and offer, information, indications, permission, opinions and points of view, advice, and warnings.
- Habits expressions
- Expression of interest, liking and surprise, capacity, feeling and intention.
- Establishment and maintenance of communication and organisation of the discourse.
- Expression of knowledge, conviction, doubt and guess.
- Formulation of suggestions, desires, conditions and hypotheses.

Linguistic and discursive structures

Lexis: Personal identification, accommodation, home and environment, daily life activities: family and friends, work and jobs, free time, entertainment, travels and holidays, education and learning, shopping and commercial activities, feeding and catering, transport, language and communication, weather, climate and environment, ICT.

Phonological patterns: Loud, stressed, rhythmical and intonation patterns.

- **Set 3. Written texts comprehension (Reading)**

Comprehension strategies:

- Mobilisation of previous information on a type of task and its topic.
- Instructions comprehension for the correct resolution of activities.

- Identification of the type of text and the communicative intention of the text, in digital or paper, by adopting the comprehension to the same text.
- Distinction of the comprehension types (general sense, essential information, main points), in different authentic texts about different topics suitable for their age and related with contents of other subjects in the curriculum.
- Hypotheses inference and formulation from the comprehension of relevant, linguistic and paralinguistic elements (meaning inference from context, from comparing similar words or phrases in languages they know, for example).
- Hypotheses reformulation from the comprehension of new elements.
- Reading of texts from different situations, related to their interests, experiences and needs.

Sociocultural and sociolinguistic and aspects: Social conventions, courtesy and register norms, traditions, values, beliefs and attitudes, acknowledgment, identification and comprehension of relevant basic linguistic elements, knowledge of some historic and geographical features from the countries where the foreign language is spoken, by obtaining the information from different media, among them Internet and other ICT, no verbal language, valuation of the foreign language as a tool to communicate, enriching oneself and making the Andalusian culture known.

Communicative functions:

- Initiation and maintenance of personal and social relationships (greetings and farewells, presentations, invitations, apologies and appreciations, agreement and disagreement).
- Description of physical and abstract qualities of people, daily use objects, places and activities.
- Narration of precise and daily past events, description of states and present situations and future events expressions.
- Help petition and offer, information, indications, permission, opinions and points of view, advice, and warnings.
- Habits expressions
- Expression of interest, liking and surprise, capacity, feeling and intention, approval, regard, friendliness, hope, trust, surprise and their antonyms.
- Expression of willingness, intention, decision, promise, order, authorisation and prohibition.
- Formulation of suggestions, desires, conditions and hypotheses.
- Expression of knowledge, conviction, doubt and guess.
- Establishment and maintenance of communication and organisation of the discourse.

Structures:

Lexis: Personal identification, accommodation, home and environment, daily life activities: family and friends, work and jobs, free time, entertainment, travels and

holidays, education and learning, shopping and commercial activities, feeding and catering, transport, language and communication, weather, climate and environment, ICT.

Phonological patterns: Loud, stressed, rhythmical and intonation patterns.

- **Set 4. Written texts production: expression and interaction (Writing)**

Knowledge and application of productive strategies:

Planning strategies:

- To mobilise and coordinate the general and communicative competences so that the task may be effectively made (to revise what is known about the topic, what may or want to be said, etc.)
- To locate and use adequately linguistic or thematic resources (i.e. dictionaries, grammars, etc.).

Execution strategies:

- To write written texts in both paper and digital format.
- To express the message with clarity by adjusting to the models and formulae of every type of text.
- To readjust the task (to take the most basic version of the task) or the message (to grant what we really want to express), after valuing the difficulties and the available resources.
- To rely on previous knowledge and making the most of this (using chunks of language, etc.)

Appropriate use of sociocultural and sociolinguistic aspects when elaborating daily texts: Social conventions, courtesy and register norms, traditions, values, beliefs and attitudes, acknowledgment, identification and comprehension of relevant basic linguistic elements, knowledge of some historic and geographical features from the countries where the foreign language is spoken, by obtaining the information from different media, among them Internet and other ICT, no verbal language, valuation of the foreign language as a tool to communicate, enriching oneself and making the Andalusian culture known.

Use in the production of the communicative functions:

- Initiation and maintenance of personal and social relationships.
- Description of physical and abstract qualities of people, daily use objects, places and activities.
- Narration of precise and daily past events, description of states and present situations and future events expressions.

- Help petition and offer, information, indications, permission, opinions and points of view, advice, and warnings.
- Habits expression.
- Order expression.
- Expression of interest, liking and surprise, capacity, feeling and intention, approval, regard, friendliness, hope, trust, surprise and their antonyms.
- Expression of willingness, intention, decision, promise, order, authorisation and prohibition.
- Formulation of suggestions, desires, conditions and hypotheses.
- Expression of knowledge, conviction, doubt and guess.
- Establishment and maintenance of communication and organisation of the discourse.

Use of linguistic and discursive structures for communicating in written form:

Lexis: Personal identification, accommodation, home and environment, daily life activities: family and friends, work and jobs, free time, entertainment, travels and holidays, education and learning, shopping and commercial activities, feeding and catering, transport, language and communication, weather, climate and environment, ICT.

<u>Correct use of the graphic patterns and orthographic conventions.</u>

3.3.2 Foreign Language Contents as Learning Outcomes (Didactic contents)

'To know' Knowledge	'To know how to apply' Skill	'To know how to behave' Attitude
Comprehension of the **future tense** in its forms: '*will*', '*to be going to*', and '*present continuous, and simple*' and its uses.	Oral and written form of the **future tense** in its forms: '*will*', '*to be going to*' and '*present continuous and simple*'.	**Respect** for **turn-taking** when peers are speaking.
Assimilation of lexicon of common use related to **language immersion courses**: *foreign countries cultures, traditions, food, travelling, studies and work, types of accommodation, flight information,* and *interpersonal relationships,* among others.	Oral and written use of the lexicon of common use related to **language immersion courses**: *foreign countries cultures, traditions, food, travelling, studies and work, types of accommodation, flight information,* and *interpersonal relationships,* among others.	**Appreciation** for language immersion courses as a means for learning the foreign language and getting to know new cultures, traditions, people, etc., as well as sharing one's culture (Andalusian culture, in this case).
Written comprehension of **formal e-mails, brochures** and **reviews**.	Oral and written use of **polite expressions/formulae** to ask for information (e.g. requesting, repeating, clarifying, etc.)	Cooperative work in students.
Oral comprehension of **songs, interpersonal exchanges** of information including asking for help/directions, and how to organise **future plans**.	Written composition of **formal e-mails** and **reviews.**	
Assimilation of *the order of adjectives.*	Written use of *the order of adjectives.*	

3.3.3 Cross Curricular Contents

As the Decree 111/2016 (2016, p. 31) establishes in the Article 6, these are the selected cross-curricular contents for Compulsory Secondary Education:

a) Respect for the Rule of Law and the fundamental rights included in the Spanish Constitution and in the Andalusian Statute of Autonomy.

b) Personal competences and social skills development for participating in society from the knowledge of those values which support freedom, justice, equality, political pluralism and democracy.

c) Education pursuing coexistence and respect in interpersonal relationships, emotional competence, self-concept, body image and self-esteem as necessary elements for the appropriate personal development, rejection and prevention of school bullying, discrimination and child battering and promotion of the well-being, security and protection of all the members of the educational community.

d) Development of values and the necessary measures for the promotion of real and effective equality between women and men to recognise the contribution of both sexes to the development of our society and to the knowledge that has been achieved by humankind, the analysis of the causes, situations and possible solutions to overcome gender inequalities, respect of sexual identity and orientation, rejection of sexist behaviour, content and attitudes and gender stereotypes, prevention of gender based violence and rejection of sexual exploitation and abuse.

e) Promotion of inherent values and appropriate behaviour to the principles of equal opportunities, universal accessibility and non-discrimination, as well as the prevention of violence against disabled people.

f) Promotion of tolerance and the recognition of diversity and intercultural coexistence, acquisition of knowledge about the contribution of the different societies, civilizations and cultures to the development of humankind, the acquisition of knowledge about the history and culture of gypsy people, the education for a culture of peace, the respect for the freedom of conscience, the consideration for victims of terrorism, the acquisition of knowledge about the fundamental elements of democratic memory, especially those which are part of the history of Andalusia, the rejection and prevention of terrorist violence and any other kind of violence, racism or xenophobia.

g) Improvement of skills to reach interpersonal communication, active listening, empathy, rationality and agreement through dialogue.

h) Rational use and self-control of ICT and audio-visual media, the prevention of dangerous situations derived from their inappropriate use, their contribution to the teaching and learning contexts and to the processes in which information is turned into knowledge.

i) Promotion of values and behaviour related to the coexistence in the roads, caution, and to the prevention of road accidents. Moreover, issues related to protection against emergencies and disasters will be discussed.

j) Promotion of physical exercise for the development of the motor competence, a healthy lifestyle, a responsible use of free time and leisure time, a balanced and healthy diet to achieve individual and collective well-being, including concepts related to education for consumption and occupational health.

k) Competences acquisition to work in the economic domain and to create and develop different models of companies, to contribute to economic growth by means of sustainable development and social usefulness principles and models, to foster a civic awareness which favours the proper compliance of tax liabilities and fights against fraud as a means of contributing to the payment of public services in compliance with the principles of solidarity, justice, equality and social responsibility, to promote entrepreneurship, business ethics and equal opportunities.

l) Awareness and deep analysis on issues and problems that affect the whole of the population in a globalised world such as health, poverty in the world, emigration and inequality between people and nations, as well as the basic principles that govern the way in which the physical and natural environment works and the impact of human activities on it, the depletion of natural resources, overpopulation, world pollution or global warming with the aim of encouraging active participation in the defense, preservation and improvement of our environment as an essential determinant of life quality.

Now, **the selected cross-curricular contents for this unit of work** are **c)**, **d)**, **f)** and **g)**.

4. Methodology

The Royal Decree 1105/2014, *by which the compulsory and non-compulsory secondary education basic curriculum is established*, regulates all the curricular elements in these stages, indicating thus that the didactic methodology is compulsory and 'it includes both the teaching practices and the organisation of the teachers' work' (2014, p. 169).

But nowadays, not only is needed a methodology per se. In this case, according to the Order 14th of July 2016, *by which the compulsory secondary education curriculum in the Autonomous Community of Andalusia is established*, 'it is compulsory to introduce active learning methodologies (Project-based work learning, problem-solving learning, challenges, debate groups, cooperative learning groups, etc.) instead of traditional methodological options' (2016, p. 213).

Moreover, the Order dictates that the methods that are used in the classroom 'must be focused on the realisation of tasks or problem-solving situations, which are proposed with a concrete objective which the students have to solve by using the different types of knowledge, skills, attitudes and values adequately' (p. 213). Therefore, not only are teachers obliged by legislation, but also teachers must guarantee that students acquire 'the curiosity and the need of learning the knowledge, the skills, attitudes and values in order for them to develop their competences' (2016, p. 214).

Furthermore, the Order ECD/65/2015 21st of January, *by which the relationship among the competences, the contents and the evaluation criteria of primary education, compulsory and non-compulsory secondary education*, justifies that it is crucial to use 'active and contextualized methodologies […] which facilitate the students' participation and implication and the acquisition and use of knowledge in real situations' (2015, p. 7003). Also, considering the article 15 of the Royal Decree 1105/2014, *by which the basic curriculum of secondary compulsory and non-compulsory education is established,* it is compulsory to establish and include 'methods which take into account the different learning rates, which favour the students' self-learning capacity and which promote cooperative learning' (2014, p. 180).

4.1 Selected methodology: *PW, TBLT, CLT.*

This unit of work presents an active methodology based on *Project-Work, Task Based Learning Teaching and Communicative Language Teaching*.

First, this unit of work seeks for the students to become prepared for real life situations such as the one in this proposal, i.e. **organising and participating in a language immersion programme.** Thus, the *project-work* method, as Postholm (2015) claims, is 'initiated by formulating a problem or a research question' (p. 2078). In this case, students are presented from the very beginning with the *challenge* of organising their own language immersion programme in Ireland, but they do not have the tools and the knowledge to do it. Then, students will be progressively presented in each lesson with a relevant aspect/element/situation related to the language immersion programmes for them to acquire (e.g. the Irish culture and traditions, budget, types of accommodation, flights information or trips). Therefore, the way in which the lessons will be delivered and planned corresponds ***to a mixture of some aspects of the methods Task-Based Learning Teaching*** and *Communicative Language Teaching.*

With regard to TBLT, students may be presented with *tasks*, which are 'activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome' (Willis, 1996, p. 23). Consequently, students will have to speak and interact, which will also help them to get used to any realistic situation they may encounter in their lives. Thus, they may practice real language in realistic situations in the classroom. In this case, the sessions will present a TBLT structure, especially the **pre-task** and the **task-cycle** parts will be included in this unit of work. Despite this, the post-task part will not be paid much attention.

In each part, students will be presented with a series of activities which will require them to speak, interact, read, write or listen, so that all skills are covered. Moreover, they will also practice some grammar. In this case, the *pre-task* or *warm-up*, will situate, engage and motivate the students. It will be of different type. Students will be presented with some pictures related to the topic, with a short clip, or with a brainstorming. The *task-cycle* contains the *developmental* and *consolidation activities* which will be *receptive activities* with the skills of reading and listening such as the comprehension type, input enhancement, and *productive activities* with the skills of speaking and writing such as problem-solving, information-gap, oral presentations or role-play. However, there will also be a focus on form, although this will be brief. According to Larsen-Freeman and Anderson (2011), 'focusing student's attention on grammatical form can have a positive effect, provided that such attention is brief and reactive' (p. 194). In this way, and taking this into consideration, there will be some exercises in order for them to practice grammatical structures (in this case, future tenses), but these will not be included in a post-task activity per se.

Nevertheless, if students are required to communicate in realistic contexts, not only will they need 'mastering a linguistic structure' (Larsen-Freeman and Anderson, 2011, p. 152), but they will need to develop 'the communicative competence' (Hymes, 1972), which becomes the goal of language teaching according to CLT. Therefore, this unit of work also allows students to use language by performing some functions of language which may be important for them to acquire. This will be done by proposing role-plays or preparing oral presentations.

4.2 Grouping

This unit of work will cater for all types of grouping. In this case, there will be activities which will require students to be divided in *big* or *small groups* (especially of three people), other activities will be developed in *pairs*. Finally, there will be activities which are *individual*.

4.3 Methodological and teaching principles

This unit of work will be put into practice by following some of the methodological and teaching principles of Brown (2007), Jacobs and Renandya (2016), Kumaravadivelu (1994), Nugroho, Zamzami and Ukhrowiyah (2020), Ellis and Shintani (2014) and Pérez Gutierrez and Pérez Torres (2005). These authors' works have been selected and adapted as the core methodological and teaching principles for this unit of work.

- **The development of communicative competence**

Since the ultimate aim of language teaching has become that students communicate, they will have to acquire a set of functions of language which will enable them to attain the goal of 'communicating' (Brown, 2007). In this case, and all throughout the unit of work, they will be able to practice extensively in hypothetical communicative contexts so that they may develop some language functions such as reporting, denying, asking permission, apologising or asking for directions.

- **Students being risk-takers**

Students have to learn taking risks so that they may begin speaking English without feeling embarrassed. In this case, the principle shaped by Brown (2007), reflects the learner's decision to attempt language in all its forms, with especial attention to the oral form, without taking into account his or her previous weaknesses nor the possibility to make errors. Therefore, in this unit of work, students will be presented with challenging but doable speaking activities which will force them to produce language.

- **Meaningful learning**

It is essential to provide new teaching techniques which are different from the ones in the past, as Brown (2007) defends. In this case, in order to avoid 'rote learning', in this unit of work students will become able to learn new aspects of language through more

effective teaching techniques such as associating the student's interests and some existing knowledge to the content that is already explained in previous lessons so that they may relate the new knowledge to previous ones. This way, they acquire the language by associating and remembering experiences, not memorising heavy contents or chunks of language which they may forget.

- **Motivation**

'Intrinsic motivation', as Brown (2007) called it, refers to the learner's internal motivation when learning the language. In this case, this will be essential in this unit of work because 'a learner will be successful with the proper motivation' (Brown, 2007, p. 160). Then, it is the teacher's role to work on and to prepare some interesting tasks at class so that this motivation may be increased within the students, and not the contrary.

- **Students being aware of the language-culture connection**

This principle is of vital importance in this unit of work, since its core essence is based on culture. In this case, this principle established by Brown (2007) reflects the relationship between culture and language, and how students may learn from it through the proposed activities which reflect the cross-cultural differences by showing the relationship between language and culture. This unit of work will help students to acknowledge, respect and tolerate other cultures that are different of their own, as well as acknowledging the relationship that exists between English and different cultures where it is included (e.g. Irish).

- **Students and teacher as co-learners**

Jacobs and Renandya (2016) reflect that students have become the centre of the teaching and learning process. In this case, we as teachers, have to give them the main role in the classroom, and make them to be active learners, and not passive learners. Therefore, they will be able to learn more effectively, thus they participate actively during the class and do not notice their improvement. Then, this will be guaranteed in this unit of work by proposing activities which make them the protagonists, since they will be required to speak, interact and consequently, leading the role in their own learning, and even their peers' learning, if they may help each other. The role of the teacher will be merely of a monitoring guide.

- **Student-student interaction**

In this way, in the words of Jacobs and Renandya (2016), 'when students interact with peers, they become the active ones' (p. 16). Then, in this unit of work, although there will be activities which are individual, the major part of proposed activities will cater for cooperative work, as students will be required to work not only in pairs or groups, but also to praise, to ask questions and to offer suggestions to each other, which means that they will also be able to develop their cooperative skills.

- **Diversity**

In Jacobs and Renandya's view, diversity refers to differences 'that can be seen in such forms as students' races, countries of origin, religion, sex, social class, personality, interests, achievement level and intelligence profile' (2016, p. 19). In this case, this unit of work will cover all the students' needs, both learning and personal. This will be done by attending to diversity not only in the classroom practices, as *extension and reinforcement activities* will be provided, but also in the development of the class, day by day, as students will have the chance to acknowledge the diversity and benefit from it.

- **Learning environment**

Nugroho, Zamzami and Ukhrowiyah (2020) summarise that 'studies in second language acquisition indicate that a conductive learning environment has significantly affected the proficiency of EFL learners' (p. 48). In this case, it is proved that in order for students to experience productive lessons, they will have to feel comfortable, otherwise they will not be able to learn. This is also related to Krashen's Affective Filter Hypothesis (1985, p. 31), as he claims that:

> Those students whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter-even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device.

Therefore, if learners do not feel comfortable within the classroom they will feel blocked and consequently, they will not be able to receive any input information nor will they be able to produce any output, thus interrupting the acquisition process in their brains.

- **Contextualising language input**

Kumaravadivelu (1994) defends that 'linguistic input should be contextualized for learners to benefit from the interactive effects of various linguistic components' (p. 38). Then, the teacher will be responsible for creating situational contexts where input is therefore contextualised and students may learn how to perform in these situations. This will be useful because learners will acquire the skills and the knowledge on how to cope with different situations in different contexts, which will be similar to what they may find in reality. In this case, this unit of work will guarantee that students practice activities such as role-plays or simulations in different language learning scenarios, problem-solving tasks, or debates.

- **Integrating language skills**

Kumaravadivelu (1994) claims that 'all available empirical, theoretical, and pedagogical information points to the need to integrate language skills for effective language teaching' (p. 39). This is because learners are able to acquire more language if it is presented as a whole rather than presenting it through isolated elements. Then, this unit of work will present activities which integrate both productive and receptive skills, as well as it will include the interactive skill.

- **Treatment of errors**

This unit of work will take the guidelines presented by Ellis and Shintani (2014). There will be two ways in which corrective feedback will be provided to students: The first way corresponds to the skills that involve some kind of writing (i.e. especially writing, with less importance on listening and reading), and the second way to the speaking skill. In this case, corrective feedback for the writing skills will be provided with the technique of circling the mistakes and tagging them with the type of mistake (for instance, *LM* for *lexical mistake*, or *GM* for *grammatical mistake*). If this does not work because the student does not see the mistakes, I would elicit the mistaken form so that he/she may find it, and if still the student does not come up with the correct form, I will give the correction in the end. For the speaking skill, I will not stop my students to correct them, since I want them to be fluent instead of grammatically correct in these instances. Then, when they are finished, I have had noted some of the most common/repeated mistakes down and ask them about them.

- **Use of ICT**

The use of **Information and Communication Technologies** (ICT) in the language classroom is a powerful teaching technique, especially because not only makes the class innovative, but also because it arouses students' curiosity and motivation. In this case, 'both audio-visual resources and technology in the EFL classroom are a means, not an end, and these […] may ameliorate and enrich the process of teaching/learning' (Pérez Gutierrez and Pérez Torres, 2005, p. 2).

This way, the classes may be better organised, as long as the ICT resources are available and may be managed by both the teacher and the students. Then, this unit of work will create meaningful and realistic contexts through ICT for students to take part in (e.g. by Youtube videos), as well as they will be able to use PowerPoint presentations, videos, or any material from the Internet they may deem necessary for their presentations. Also, they will be able to perform a Webquest, which will require them to use the web to create their presentation. In this case, parents are asked to sign out an authorisation where they give permission to their children to bring a tablet/laptop in two sessions which require ICT.

4.4 Types of activities

This classification has been based on the **temporal criteria sequence of activities** established by Medina and Salvador (2009, p. 190). In this case, this type of activities will attempt to appeal to all needs and learning styles of the different students, as well as to their interests. Especially, if students find the activities interesting and engaging, this will increase their motivation, attention and curiosity and will lead into a better learning experience. Moreover, since the main aim of the greater part of the activities is communicative, students will be able to speak, perform and interact with their peers so that they may feel what a real situation would be like.

- **Warm-up activities**: Their main aim is to situate students in the topic. In this case, not only will these activities situate the students, but also these will engage and motivate them, since these will be mainly interactive and commonly presented with innovative materials such as *vivid photographs, short clips* or even these may be done through a *brainstorming* so that students may remember some of the previous knowledge they need to face the new lesson.

- **Developmental activities:** These activities are core for the development of the main contents of the lessons. In this case, these are used for the students to work on what it has been explained so that they may reflect on what they have learnt and put it into practice. In terms of grouping, these activities will be developed by students individually, in pairs or in groups. Some of the developmental activities which will be found in the lessons are:

- **Information-gap activities**: These activities are completed in pairs. Students will have to interact so that one may find the missing information which the other student possesses. Two examples are *Fill in the chart*, where the students in pairs will have to fill in the asked information in the correct columns, and *Guess the card*, where a student holds a flashcard with information related to the lesson which the other cannot see. Then, asking yes/no questions the other student has to guess that information.

- **Searching for information activities:** These activities will be mainly completed in small groups and they consist of looking up specific information about the lesson in the Internet. An example is a *webquest*, which is guided and students will have to create a product (i.e. an oral presentation) by searching information on the net.

- **Debating-like activities:** These will be mostly done with the whole class divided into groups, and their aim is to debate a topic which may be controversial or interesting and which is related to the real world. In this case, students will be able to share and discuss critically their views and ideas on a topic related to the lesson.

- **Simulation activities:** These activities will be performed by students in pairs or in small groups, since the main aim is for them to give a *performance* or a *role-play*. In this way, they will have to prepare a script, costumes, and realia and perform it in front of the class. These role-plays will be based on real-life situations they may encounter in their future lives.

- **Summary/Consolidation activities:** These are activities which help the students to consolidate the knowledge. These are often output activities.

- **Reinforcement and extension activities:** The first are activities which will be provided only to those learners who find difficult some of the aspects that have been explained at class so that they may practice and reinforce them. The second ones will be proposed to those students who have already acquired the essential aspects at class and who desire to expand on their knowledge, or if they finish up the task early, they may be given these activities. These will be presented in sessions 3 and 6.

5. Sessions

This section will present how the unit 3 '*Let's Dive into Ireland'* is developed through eight sessions timed 60 minutes each, and the two last sessions devoted to the final assessment, that is to say, a mini exam and the final oral presentations. Since there are four hours a week of English as a subject in 4ºESO, two weeks will be needed until the unit is finished. You may find below a *summary of the activities* developed in the eight sessions:

	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	SESSION 7	SESSION 8
Reading		Formal e-mail			Review	Touristic brochure	Mini exam	
Listening	Video: *EFL course programme in Dublin*		Song: '*Paint the town green'*	Recording: *In the airport*	Video: '*craic'*		Mini exam	
Writing		Formal e-mail			Review		Mini exam	
Speaking	1.Debate 2.InfoGap activity: *What's in my suitcase?*	Brain-Storming Discussion	1. Discussion 2. Oral presentation on *Irish cultural element*	1.Brain-Storming 2. Role-play *In the airport*		1.Touristic brochure 2. Oral presentation about trip to Cliffs of Moher		Final Project *Oral Presentation on their ideal LIP*
Grammar		*Will* as future tense	*Going to* with future aspect	*Present continuous & simple* with future aspect			Mini exam	
Integrative Skills activities			Irish cultural quiz	Functional language worksheet: *In the airport*	Map activity: *One day itinerary in Dublin*	*Webquest*		
Reinforcement			Verb future tenses			Compilation of future tenses		
Extension			*Research-it yourself!*			Treasure Hunt		

SESSION 1: WHAT IS A LANGUAGE IMMERSION PROGRAMME?

DESCRIPTION OF THE SESSION

This session begins with a **warm-up activity** which consists of a brainstorming where I would write on the board the work 'Language Immersion Programme (LIP)' and they will have to guess what it is about. As **developmental activities**, there are two. The **first** is a class debate, which will be created, and where students are divided into two groups and will have to discuss about the main elements of a LIP or how it may be developed. Then, some of the ideas will be shared aloud with the whole class so that it may be clear what it is. Then, they will be explained about the final project they will have to do by the end of the unit, as well as they have to make groups of 3. Then, the **second developmental activity** is a listening activity where they will be presented with a listening comprehension activity where they will have to watch a video about a LIP in Dublin. They will have to state if eight statements are true or false, and if false, they have to write the correct option. Finally, to **consolidate** what they have learnt so far, students have to do a **speaking activity** in pairs, more specifically, an information-gap activity where students in pairs will have to reach to an agreement so that both students may spot the differences in their related worksheets without showing the sheet to the other.

DIDACTIC OBJECTIVES

- To listen to and understand specific information and lexicon related to LIP.
- To speak and interact by using the required lexicon related to LIP.
- To respect turn-taking in the debate activity.

EVALUATION CRITERIA	EVALUATION STANDARDS	DIDACTIC EVALUATION STANDARDS (DES)	K.C.
- 7.4.1.6	- 7.5.1.6	- 1. He/she recognises, understands and assimilates specific information and lexicon related to LIP about a LIP in Dublin.	CAEC, DC, LCC
- 7.4.2.6	- 7.5.2.4	- 2. He/she speaks and interacts by using the required lexicon related to LIP to find out the required information.	LCC, LLC, CAEC
- 7.4.2.9	- 7.5.2.3	- 3. He/she respects turn-taking with his/her peers in the debate activity.	SCC, LLC

CONTENTS AS LEARNING OUTCOMES		
'TO KNOW'→KNOWLEDGE	**'TO KNOW HOW TO APPLY→SKILL**	**'TO KNOW HOW TO BEHAVE'→ATTITUDE**
Assimilation of lexicon of common use related **LIP**: *cultures, traditions, travelling, studies and work, types of accommodation, flight information,* and *interpersonal relationships,* among others.	Oral use of the lexicon of common use related **LIP**: *cultures, traditions, travelling, studies and work, types of accommodation, flight information,* and *interpersonal relationships*, among others.	Respect to turn-taking when peers' are talking**.**
Oral comprehension of specific information related to LIP.	Oral use of future tenses: *will, going to, present continuous.*	

DES	DIDACTIC EVALUATION STANDARDS AS LEARNING OUTCOMES			
	1	**2**	**3**	**4**
DES1.	He/she recognises but does not understands nor assimilates specific information and lexicon related to LIP about a LIP in Dublin	He/she recognises and understands, but does not assimilates specific information and lexicon related to LIP about a LIP in Dublin	He/she recognises, understands, and assimilates fairly well specific information and lexicon related to LIP about a LIP in Dublin	He/she recognises, understands, and assimilates perfectly well specific information and lexicon related to LIP about a LIP in Dublin.
DES2.	He/she speaks and interacts but does not use the required lexicon related to LIP.	He/she speaks but does not interact by using the required lexicon related to LIP.	He/she speaks and interacts fairly well by using the required lexicon related to LIP.	He/she speaks and interacts perfectly well by using the required lexicon related to LIP.
DES3.	He/she respects turn-taking with his/her peers but not in the debate activity.	He/she scarcely respects turn-taking with his/her peers in the debate activity.	He/she respects turn-taking fairly well with his/her peers in the debate activity.	He/she respects turn-taking perfectly well with his/her peers in the debate activity.

METHODOLOGY		
STRATEGIES	**RESOURCES**	**GROUPING**
Participative master class	Notebook/Sheets of paper and pen/pencil and whiteboard/digital projector.	Whole class divided in two groups
Cooperative learning	Worksheet for Student A and another for Student B.	Pair work
Autonomous learning	Video about a LIP in Dublin/pen/pencil/digital projector with speakers	Individually

ACTIVITIES	SPACE	RESOURCES
Warm-up activity: Brainstorming with the word 'Language Immersion Programme' on the whiteboard. (10')	Classroom	Notebook/Sheets of paper and pen/pencil and whiteboard/digital projector.
Developmental activities: 1.Debate in two groups about a LIP (15').**2. Listening comprehension activity.** Video about LIP.Seven true/false questions (15')	Classroom	Worksheet₁ for Student A and another for Student B.
Consolidation activities: Speaking activity. Information-Gap activity between St. A and St. B (20').	Classroom	Video₂ about a LIP in Dublin/pen/pencil/digital projector with speakers

1. Own elaboration. Suitcases photos retrieved from Google Photos.

2. Video retrieved from Youtube: https://www.youtube.com/watch?v=uU1lgkKgITg&vl=es-419

SESSION 2: GETTING ON BOARD!

DESCRIPTION OF THE SESSION
This session begins with a **warm-up activity** in which students are presented with nine photos which represent some crucial elements in a LIP. This will help the students to get to know which elements they need to take into account before organising it. Then, they have to discuss in pair these photos in a mosaic. The next is a **developmental reading activity** which is a formal e-mail. They will have to read it and answer three comprehensible questions. Then, they will do another **developmental activity** which integrates both grammar and speaking. In this case, they will have to discuss with a partner which decisions they will make regarding their LIP, in this way, they will have to use the form 'will'. Finally, they will **consolidate** with a **grammatical exercise** with five sentences with 'will' and a **writing**, in which they will have to write a formal e-mail with their LIP planning and decisions.

DIDACTIC OBJECTIVES
- To acquire the future tense 'will'   - To read and comprehend a formal e-mail   - To recognise, comprehend and use the future tense 'will' in its different uses.   - To write a formal e-mail.

EVALUATION CRITERIA	EVALUATION STANDARDS	DIDACTIC EVALUATION STANDARDS (DES)	K.C.
-	-	- 1. He/she identifies, comprehends and uses the future tense 'will'	LLC, LCC
- 7.4.3.1	- 7.5.3.4	- 2. He/she reads and understands a formal e-mail with specific information so that he/she may react as a consequence.	CAEC, DC, LCC
- 7.4.2.3	- 7.5.2.4	- 3. He/she speaks and interacts by using 'will' and the required lexicon related to LIP.	LCC, LLC, CAEC
- 7.4.4.1	- 7.5.4.7	- 4. He/she writes a formal e-mail in a basic way addressed to the organisation of the LIP by observing the formal conventions and courtesy norms.	SCC, LLC, IEC, DC

CONTENTS AS LEARNING OUTCOMES

'TO KNOW'→KNOWLEDGE	'TO KNOW HOW TO APPLY→SKILL	'TO KNOW HOW TO BEHAVE'→ATTITUDE
Assimilation of lexicon of common use related **LIP**: budget, cultures, traditions, travelling, studies and work, types of accommodation, flight information, and interpersonal relationships, among others.	Oral use of the lexicon of common use related **LIP**: budget, cultures, traditions, travelling, studies and work, types of accommodation, flight information, and interpersonal relationships, among others.	Appreciation of LIP as a means to learn English and learning about other cultures.
Written comprehension of a formal e-mail	Written production of a formal e-mail	
Assimilation of the future tense 'will'	Oral use of the future tense 'will'	

DES	DIDACTIC EVALUATION STANDARDS AS LEARNING OUTCOMES			
	1	**2**	**3**	**4**
DES1.	He/she identifies but does not comprehend nor uses the future tense 'will'.	He/she identifies, comprehends but does not use the future tense 'will'.	He/she identifies, comprehends and uses the future tense 'will' fairly well.	He/she identifies, comprehends and uses the future tense 'will' perfectly well.
DES2.	He/she reads but does not understand a formal e-mail with specific information so that he/she may react as a consequence.	He/she reads and understands a formal e-mail but does not identify the specific information so that he/she may react as a consequence.	He/she reads and understands fairly well a formal e-mail with specific information so that he/she may react as a consequence.	He/she reads and understands perfectly well a formal e-mail with specific information so that he/she may react as a consequence.
DES3.	He/she speaks and interacts but does not use 'will' nor the required lexicon related to LIP.	He/she speaks and interacts by using 'will' but does not use the required lexicon related to LIP.	He/she speaks and interacts fairly well by using 'will' and the required lexicon related to LIP.	He/she speaks and interacts perfectly well by using 'will' and the required lexicon related to LIP.
DES4.	He/she writes a formal e-mail in a basic way addressed to the organisation of the LIP but does not observe the formal conventions and courtesy norms.	He/she writes a formal e-mail in a basic way but it is not addressed to the organisation of the LIP by observing the formal conventions and courtesy norms.	He/she writes fairly well a formal e-mail in a basic way addressed to the organisation of the LIP by observing the formal conventions and courtesy norms.	He/she writes perfectly well a formal e-mail in a basic way addressed to the organisation of the LIP by observing the formal conventions and courtesy norms.

METHODOLOGY

STRATEGIES	RESOURCES	GROUPING
Autonomous learning	Notebook/Sheets of paper/Pen/pencil/highlighter	Individually
Cooperative learning	Notebook/Sheet of paper/pen/pencil	Pair work
Autonomous learning	Notebook/Sheet of paper/pen/pencil	Individually

ACTIVITIES	SPACE	RESOURCES
Warm-up activity: Discussion of photos related to LIP (money, flight, accommodation, language course, meeting new people, etc.) (10')	Classroom	Worksheet with mosaic[1] and pen/pencil and whiteboard/digital projector.
Developmental activities: 1. Reading comprehension activity. Formal e-mail (15'). They will have to answer three comprehensible questions. **2. Integrative skills act. Speaking + Grammar:** Students have to use 'will' and have to speak about which decisions they would make for their ideal LIP (10')	Classroom	Worksheet with the reading text[2] and the comprehensible questions/Sheets of paper/Notebook/Pen/pencil.
Consolidation activities: 1. Brief grammatical exercise where students have to rearrange five sentences with 'will' in all its forms (5'). **2. Written production activity** where students have to write a formal e-mail to the head of studies of the programme with their decisions about their ideal LIP. They may use the reading comprehension text as a model for them as a guide. (20')	Classroom; if no time, home.	Worksheet with the grammatical exercise[3]. Worksheet for the written text[4] Notebook/Sheets of paper and pen/pencil.

1. Own elaboration. Mosaic photos retrieved from Google Photos or Canva App.

2. Reading text retrieved from British Council https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/more-formal-email

3. Own elaboration.

4. Own elaboration.

SESSION 3: IRISH TRADITIONS? LET'S GET TO KNOW THEM!		

DESCRIPTION OF THE SESSION
This session begins with a **warm-up activity** in which students are presented with five photographs. One of hurling, another of The Script, another of a pub with a Guinness (e.g. Temple Bar), a shamrock, and the last one of the traditional Irish beef stew with Guinness sauce. They will have to discuss what they see in the images and if they know the information behind them. Then, the teacher asks for some ideas within the group. Then, the **first developmental activity** is a listening comprehension of the song *'Paint the Town Green'*, by The Script and complete the gaps with the specific words from the song. Moreover, afterwards, they will have to identify any future form and highlight it. **The second developmental activity** is a speaking activity where students choose one cultural element from the mosaic and prepare a brief presentation about it: why they like it, what it is about, etc. Then, each group will have to present it to another group in less than 3 minutes. To **consolidate**, they do a quiz. Also, **an extension and a reinforcement activity** are proposed to do at home.

DIDACTIC OBJECTIVES
- To acquire the future tense 'going to' - To listen, understand and identify Irish traditions (sport, music, culture, and food). - To identify and exchange information about Irish traditions. - To present and describe their favourite Irish tradition.

EVALUATION CRITERIA	EVALUATION STANDARDS	DIDACTIC EVALUATION STANDARDS (DES)	K.C.
-	-	- 1. He/she recognises, identifies and assimilates 'going to'.	LLC, LCC
- 7.4.1.1	- 7.5.1.4	- 2. He/she listens to, understands and identifies specific information related to Irish culture.	CAEC, DC, LCC
- 7.4.2.3	- 7.5.2.3	- 3. He/she recognises, identifies and understands Irish sociocultural elements.	LCC, SCC, CAEC
- 7.4.2.3	- 7.5.2.1	- 4. He/she identifies, presents and describes cooperatively an Irish sociocultural element.	SCC, LCC, IEC, DC

CONTENTS AS LEARNING OUTCOMES		
'TO KNOW'→KNOWLEDGE	**'TO KNOW HOW TO APPLY→SKILL**	**'TO KNOW HOW TO BEHAVE'→ATTITUDE**
Assimilation of lexicon of common use related to *Irish culture* and *interpersonal relationships*.	Oral use of the lexicon of common use related to *Irish culture* and *interpersonal relationships*.	Capacity to work cooperatively with other students.
Oral comprehension of the song 'Paint the Town Green'	Oral use of the future tense 'going to'	
Assimilation of the future tense 'going to'		

DES	DIDACTIC EVALUATION STANDARDS AS LEARNING OUTCOMES			
	1	2	3	4
DES1.	He/she recognises, but does not identify nor assimilates 'going to'.	He/she recognises and identifies but does not assimilate 'going to'.	He/she recognises, identifies and assimilates fairly well 'going to'.	He/she recognises, identifies and assimilates perfectly well 'going to'.
DES2.	He/she listens to, but does not understand nor identify specific information related to Irish culture.	He/she listens to, understands but does not identify specific information related to Irish culture.	He/she listens to, understands and identifies fairly well specific information related to Irish culture.	He/she listens to, understands and identifies perfectly well specific information related to Irish culture.
DES3.	He/she recognises, but does not identify nor understand Irish sociocultural elements.	He/she recognises, identifies and but does not understand Irish sociocultural elements.	He/she recognises, identifies and understands fairly well Irish sociocultural elements.	He/she recognises, identifies and understands perfectly well Irish sociocultural elements.
DES4.	He/she identifies, but does not present nor describe cooperatively an Irish sociocultural element.	He/she identifies, presents but does not describe cooperatively an Irish sociocultural element.	He/she identifies, presents and describes cooperatively fairly well an Irish sociocultural element.	He/she identifies, presents and describes cooperatively perfectly well an Irish sociocultural element.

METHODOLOGY		
STRATEGIES	**RESOURCES**	**GROUPING**
Autonomous learning	Notebook/Sheets of paper/Pen/pencil/Highlighter/Digital projector with speakers	Individually
Cooperative learning	Irish culture quiz/pen/pencil	Groups of three
Cooperative learning	Tablet/Laptop (previously authorised by parents and giving it back afterwards)	Groups of three

ACTIVITIES	SPACE	RESOURCES
Warm-up activity: Discussion in pairs and then whole class about the five photographs in the mosaic related to Ireland (10').	Classroom	Mosaic with five photos[1] /Notebook/Sheets of paper and pen/pencil and whiteboard/digital projector.
Developmental activities: 1. Listening comprehension of the song 'Paint the Town Green'. Students have to fill in the gaps individually with the suitable words from the song and highlighting all the forms with 'going to'. (15'). **2. Speaking activity** in which in groups of three students will have to prepare an oral presentation in PPT about their favourite Irish element and they will have to present it briefly to another group in less than 3 minutes (20').	Classroom	Song 'Paint the town green'/ Worksheet with the song lyrics[2]/Pen/pencil/Highlighter/Pen/pencil/tablet/laptop (previous authorisation by parents)/Presentation guide
Consolidation activities: Irish culture quiz in groups of three (15')	Classroom	Irish culture quiz worksheet[3] /Pen/pencil
Extension activity: Worksheet about 'Facts of Ireland'. **Reinforcement activity**: Worksheet with future tenses and vocabulary related to LIP.	Home	Facts of Ireland' extension worksheet[4] Revision worksheet[5]

1. Own elaboration

2. Own elaboration but lyrics retrieved from https://www.paroles-musique.com/eng/The_Script-Paint_The_Town_Green-lyrics,p180955

3. Adapted from https://www.gotoquiz.com/do_you_know_your_irish_culture

4. Worksheet adapted from http://www.michellehenry.fr/civireland.htm#iractpr

5. Own elaboration

SESSION 4: DON'T GET LOST!

DESCRIPTION OF THE SESSION
This session begins with a **warm-up activity** which is a brainstorming of ideas. In this case, students are asked several questions out loud e.g. 'Do you often travel by plane?', 'Are you likely to get lost in an airport/city?', 'Do you orientate well in a foreign city?', 'Do you have any hacks to not get lost?', etc. Then, the session continues with **two developmental activities**. **First**, students are told about the possibility of finding the tense '*present simple and continuous'* in future events, so they are explained why and when it happens, and are also given a brief exercise. **Second**, students will be presented with a listening activity where the tourist is lost need to get directions to reach to a destination. Students will have to circle the correct option from six statements about the oral text while listening. To **consolidate**, students will have to prepare a dialogue in pairs by completing a table with functional language from the previous listening activity so that they may end up presenting it in a role-play. One will be the student who has just arrived in Dublin, and the other one will be the person who assists. The student will have to ask about information about the city and ask for directions, if necessary.

DIDACTIC OBJECTIVES
-   To listen and comprehend specific information about giving/receiving directions.
-   To recognise, comprehend and use functional language to ask for help.
-   To perform in pairs a role-play.
-   To acquire the future uses of present continuous and present simple.

EVALUATION CRITERIA	EVALUATION STANDARDS	DIDACTIC EVALUATION STANDARDS (DES)	K.C.
- 7.4.1.1	- 7.5.1.1/7.5.1.2	- 1. He/she listens, understands and identifies specific information about giving/receiving directions.	DC, LCC, LLC, SCC
- 7.4.2.2	- 7.5.2.3	- 2. He/she recognises, comprehends and uses functional language to ask for help.	SCC, LCC, LLC
- 7.4.2.8	- 7.5.2.2	- 3. He/she performs in pairs a role-play about exchanging travel information with the correct functional language.	SCC, LLC, IEC, DC
-	-	- 4. He/she recognises, and assimilates the future uses of present continuous and simple, both orally and written.	LLC, LLC

CONTENTS AS LEARNING OUTCOMES

'TO KNOW'→KNOWLEDGE	'TO KNOW HOW TO APPLY→SKILL	'TO KNOW HOW TO BEHAVE'→ATTITUDE
Assimilation of lexicon of common use related to LIP: *asking/giving directions, cultures, travelling and interpersonal relationships.*	Oral use of lexicon of common use related to LIP: *suitable formulae for asking/giving directions, cultures, travelling and interpersonal relationships.*	Appreciation of LIP as a means to learn English and learning about other cultures.
Assimilation of the future uses of *present continuous* and *present simple*.	Oral use of *present continuous* and *present simple* in their future senses.	Cooperation of students
Oral comprehension of the dialogue 'In the Airport'	Oral production of the role-play 'In the Airport'	

DIDACTIC EVALUATION STANDARDS AS LEARNING OUTCOMES

DES	1	2	3	4
DES1.	He/she listens, but does not understand nor identify specific information about giving/receiving directions.	He/she listens, understands but does not identify specific information about giving/receiving directions.	He/she listens, understands and identifies fairly well specific information about giving/receiving directions.	He/she listens, understands and identifies perfectly well specific information about giving/receiving directions.
DES2.	He/she recognises, but does not comprehend nor use functional language to ask for help.	He/she recognises, comprehends but does not use functional language to ask for help.	He/she recognises, comprehends and uses fairly well functional language to ask for help.	He/she recognises, comprehends and uses perfectly well functional language to ask for help.
DES3.	He/she performs in pairs a role-play but it is not about exchanging travel information nor does he/she use the correct functional language.	He/she performs in pairs a role-play about exchanging travel information but does not use the correct functional language.	He/she performs in pairs a role-play about exchanging travel information with the correct functional language fairly well.	He/she performs in pairs a role-play about exchanging travel information with the correct functional language perfectly well.
DES4.	He/she recognises, but does not assimilate the future uses of present continuous and simple, both orally and written.	He/she recognises, and assimilates the future uses of present continuous and simple, but just orally.	He/she recognises, and assimilates fairly well the future uses of present continuous and simple, both orally and written.	He/she recognises, and assimilates perfectly well the future uses of present continuous and simple, both orally and written.

METHODOLOGY

STRATEGIES	RESOURCES	GROUPING
Autonomous learning	Notebook/Sheets of paper/Pen/pencil/Digital projector with speakers	Individually
Autonomous learning	Grammar worksheet/Listening worksheet /pen/pencil	Pair work
Cooperative learning	Notebook/Sheet of paper/pen/pencil/Realia (costumes, objects, etc.)	Pair work

ACTIVITIES	SPACE	RESOURCES
Warm-up activity: Brainstorming. Whole class is asked questions related to asking for help, orientating in a foreign city, etc. (5').	Classroom	Notebook/Sheets of paper and pen/pencil and whiteboard/digital projector.
Developmental activities: 1. Grammar. Present continuous and simple exercise: Students have to determine which sentences have future aspect and which not (5') **2. Listening comprehension activity**: Students have to listen to the recording and circle the correct option (15')	Classroom	Grammar worksheet[1]/Listening worksheet[2] /pen/pencil
Consolidation activities: 1. Integrative skill activity. Speaking+Writing: Students in pairs are presented with a table which they will have to complete in pairs with functional language from the previous listening activity so that they may prepare themselves for the role-play (5'). **2. Speaking activity. Role-play:** Students have to perform in front of the class a situation where one will be the student who has just arrived in Dublin, and the other one will be the tourist assistant. The student will have to ask about information about the city and ask for directions, and the assistant has to help him/her until the information has been successfully transmitted to the student (30').	Classroom	Worksheet with table with preparatory functional language[3] Notebook/Sheets of paper and pen/pencil. Realia (costumes, objects; this is up to the students' creativity, since they are told beforehand they will have to perform a role-play, so they may prepare anything).

1. Own elaboration.

2. Own elaboration, but oral text is retrieved from https://www.oxfordonlineenglish.com/giving-directions

3. Adapted from https://www.english-at-home.com/phrases-for-giving-directions/

SESSION 5: TIME FOR CRAIC IN DUBLIN

DESCRIPTION OF THE SESSION
This session begins with a **warm-up video** which explains which the word 'craic' means. Then, students in groups of three will have to complete a Pictionary worksheet with some of the most famous places in Dublin. The **first developmental activity** is that in groups of three, students are given a map of the city of Dublin and they will have to discuss and agree on planning a sightseeing itinerary of the city in one day. So, they will decide which places to visit and which ones to omit. Then, the **second developmental activity** consists of a reading comprehension activity of a review so that students may see the structure they have to follow and they may finish up the session by **consolidating** what they have learnt by writing their own review about a place they hypothetically have visited or a restaurant they have eaten in Dublin.

DIDACTIC OBJECTIVES
- To know about and position the touristic places in Dublin. - To interact, organise and agree on a day itinerary of sightseeing cooperatively. - To read and comprehend a review. - To assimilate the order of the adjectives - To plan and write a review.

EVALUATION CRITERIA	EVALUATION STANDARDS	DIDACTIC EVALUATION STANDARDS (DES)	K.C.
- 7.4.2.3	- 7.5.2.4	- 1. He/she interacts, organises and agrees on a day itinerary of sightseeing in Dublin cooperatively.	CAEC, LCC, LLC, IEC, SCC
- 7.4.3.1	- 7.5.3.5	- 2. He/she reads, comprehends and identifies the parts of a review.	LCC, LLC, CAEC
- 7.4.4.1	- 7.5.4.4	- 3. He/she plans and writes a review with the suitable structure and appropriate courtesy formulae.	SCC, LLC, DC, IEC
- 7.4.3.6	- 7.5.3.5	- 4. He/she recognises, identifies and knows how to order the adjectives.	LCC, LLC

CONTENTS AS LEARNING OUTCOMES		
'TO KNOW'→KNOWLEDGE	'TO KNOW HOW TO APPLY→SKILL	'TO KNOW HOW TO BEHAVE'→ATTITUDE
Assimilation of lexicon of common use related to **LIP**: *culture, traditions, sightseeing, places, and interpersonal relationships.*	Oral use of lexicon of common use related to **LIP**: *culture, traditions, sightseeing, places, and interpersonal relationships.*	Cooperative work of students
Written comprehension of a review.	Written production of a review.	
Assimilation of the specific order of adjectives.		

DES	DIDACTIC EVALUATION STANDARDS AS LEARNING OUTCOMES			
	1	**2**	**3**	**4**
DES1.	He/she interacts, but does not organise nor agree on a day itinerary of sightseeing in Dublin cooperatively.	He/she interacts, organises but does not agree on a day itinerary of sightseeing in Dublin cooperatively.	He/she interacts, organises and agrees on fairly well a day itinerary of sightseeing in Dublin cooperatively.	He/she interacts, organises and agrees on perfectly well a day itinerary of sightseeing in Dublin cooperatively.
DES2.	He/she reads, but does not comprehend nor identify the parts of a review.	He/she reads, comprehends but does not identify the parts of a review.	He/she reads, comprehends and identifies fairly well the parts of a review.	He/she reads, comprehends and identifies perfectly well the parts of a review.
DES3.	He/she plans and but does not write a review with the suitable structure and appropriate courtesy formulae	He/she plans and writes a review but does not use the suitable structure nor appropriate courtesy formulae.	He/she plans and writes fairly well a review with the suitable structure and appropriate courtesy formulae.	He/she plans and writes perfectly well a review with the suitable structure and appropriate courtesy formulae.
DES4.	He/she recognises, but does not identify nor know how to order the adjectives.	He/she recognises, identifies but does not know how to order the adjectives.	He/she recognises, identifies and knows how to order the adjectives fairly well.	He/she recognises, identifies and knows how to order the adjectives perfectly well.

METHODOLOGY

STRATEGIES	RESOURCES	GROUPING
Participative master class	Whiteboard/digital projector.	Whole class
Cooperative learning	Dublin worksheet with most famous places and pen/pencil	In groups of three
Cooperative learning	Map of the city center of Dublin and guidelines/Pen/pencil/Notebook/Sheets of paper	In groups of three
Autonomous learning	Worksheet with reading text and exercise/Adjective chart/pen/pencil	Individually
Autonomous learning	Worksheet for the written review/pen/pencil	Individually

ACTIVITIES	SPACE	RESOURCES
Warm-up activity: 1. Video about the meaning of 'craic'. **Whole class debate** about the meaning and how they could have fun in LIP. (5') **2. Integrative skill activity. Pictionary worksheet** with the most famous places in Dublin. Students in pairs have to complete the worksheet by interacting. (10').	Classroom	'Craic' clip$_1$/Whiteboard/digital projector screen Dublin worksheet$_2$/pen/pencil
Developmental activities: 1. Integrative skill activity. Speaking + Writing: Organisation of a day sightseeing itinerary: Students in groups of three have to plan the itinerary with the map they are given. Then, they have to describe the itinerary in a sheet of paper which will be handed in to the teacher. (20') **2. Reading activity: Review**. Students have to read a review and have to identify the main parts by rearranging them in an exercise (10').	Classroom	Map of Dublin and guidelines$_3$/ pen/pencil Worksheet with reading text and the exercise$_4$/Adjective chart$_5$
Consolidation activity: Writing. Students have to write their own review by following the previous reading structure (15'). If they do not have time to finish, they may finish it at home as **homework**.	Classroom	Worksheet for the review$_6$/pen/pencil

1. 'Craic' clip retrieved from Youtube https://www.youtube.com/watch?v=Qz24Q1QUxCw   6. Review writing worksheet of own elaboration

2. Retrieved and adapted from ISL Collective https://en.islcollective.com/english-esl-worksheets/vocabulary/places/dublin-places-visit/43882.

3. Map by Tourism Ireland retrieved from http://www.darkstreamstudios.com/latest-tourism-map-completed/

4. Reading text retrieved from Close-Up Unit 2 B1 https://eltngl.com/assets/downloads_b/marketing_downloads/1111834210/Close-Up_B1_Intermediate_Unit_2.pdf

5. Adjective chart retrieved from https://educators.brainpop.com/printable/order-adjectives-chart/

SESSION 6: TRAVELLING ON A SHOESTRING
DESCRIPTION OF THE SESSION
This session begins with a **warm-up activity** in which the students are presented with a touristic brochure which they will have to comment on and analyse in groups of three. Some students will be asked for some ideas so that everyone understands what the session is about. Then, the **first developmental activity** is to complete a grammatical exercise. Then**, the second and main developmental activity** is focused on a **Webquest** whose main aim is for students, divided in groups of three, to organise their own trip to the Cliffs of Moher from Dublin. In this Webquest, students will be given a guide with their decisions about the budget, the means of transport, the itinerary, and restaurants. They will be provided with the main websites where they can find the information for the planning of the trip. Finally, as a **consolidate activity**, each group will have to prepare a PPT presentation and to present their proposal to the rest of the class. Also, reinforcement and extension activities are included.

DIDACTIC OBJECTIVES
- To read and understand specific information about the organisation of a trip.   - To learn how to find information in order to plan a trip.   - To plan their trip to Cliffs of Moher.   - To assimilate all the tenses with future aspect.

EVALUATION CRITERIA	EVALUATION STANDARDS	DIDACTIC EVALUATION STANDARDS (DES)	K.C.
- 7.4.3.3/7.4.2.2	- 7.5.3.2/7.5.2.3	- 1. He/she reads, understands and comments on a touristic brochure.	CAEC, DC, LCC, SCC
- 7.4.3.1	- 7.5.3.6	- 2. He/she plans, follows the guide and finds the specific information for the resolution of the webquest.	LCC, LLC, CAEC, IEC, MCSTC, DC
- 7.4.2.8/7.4.2.6	- 7.5.2.1	- 3. He/she works cooperatively and presents on PPT the proposal on the trip.	DC, LLC, LCC, IEC, CAEC, MCSTC

	7.4.2.6		7.5.2.3		4. He/she identifies, comprehends and manages all the tenses with future aspect.	LLC, LCC

CONTENTS AS LEARNING OUTCOMES

'TO KNOW'→KNOWLEDGE	'TO KNOW HOW TO APPLY→SKILL	'TO KNOW HOW TO BEHAVE'→ATTITUDE
Assimilation of lexicon of common use related **LIP**: *trips, budgets, means of transport, travelling, and interpersonal relationships.*	Oral use of the lexicon of common use related **LIP**: *trips, budgets, means of transport, travelling, and interpersonal relationships.*	Respect to turn-taking when peers' are talking**.**
Written comprehension of a touristic brochure	Oral presentation of an organised trip	Cooperative work of students
Assimilation and comprehension of all tenses with future aspect		

DIDACTIC EVALUATION STANDARDS AS LEARNING OUTCOMES

DES	1	2	3	4
DES1.	He/she reads but does not understand nor comment on a touristic brochure.	He/she reads, understands but does not comment on a touristic brochure.	He/she reads, understands and comments on fairly well a touristic brochure.	He/she reads, understands and comments on perfectly well a touristic brochure.
DES2.	He/she plans, but does not follow the guide nor find the specific information for the resolution of the webquest.	He/she plans and finds the specific information for the resolution of the webquest but does not follow the guide.	He/she plans, follows the guide and finds fairly well the specific information for the resolution of the webquest.	He/she plans, follows the guide and finds perfectly well the specific information for the resolution of the webquest.
DES3.	He/she works cooperatively but does not present on PPT the proposal on the trip.	He/she does not work cooperatively but presents on PPT the proposal on the trip.	He/she works cooperatively and presents fairly well on PPT the proposal on the trip.	He/she works cooperatively and presents perfectly well on PPT the proposal on the trip.
DES4.	He/she identifies, but does not comprehend nor manage all the tenses with future aspect.	He/she identifies, comprehends but does not manage all the tenses with future aspect.	He/she identifies, comprehends and manages fairly well all the tenses with future aspect.	He/she identifies, comprehends and manages perfectly well all the tenses with future aspect.

METHODOLOGY

STRATEGIES	RESOURCES	GROUPING
Cooperative learning/Participative master class	Digital projector screen	In groups of three; then, whole group
Cooperative learning	Tablet; laptop (previously authorised by parents; 1 per group); Webquest guide and webpages links	In groups of three
Cooperative learning	Webquest presentation guide/Tablet; laptop; Powerpoint presentation; digital screen and projector	In groups of three

ACTIVITIES	SPACE	RESOURCES
Warm-up activity: Integrative skill activity. **Reading+Speaking**: In groups of three, students will have to read and comment on the touristic brochure that is on the digital screen. Then, some students will be asked about their ideas to be shared with the rest of the group (10').	Classroom	Digital projector screen/Touristic brochure[1]
Developmental activities: Grammar. Exercise with future tenses**. Integrative skill activity. Reading+Speaking+Writing. Webquest:** In groups of three, students will have to follow the guide and look up for specific information such as the budget, means of transport, itinerary, or restaurants and to plan their trip from Dublin to the Cliffs of Moher in a PPT (25').	Classroom	Grammar exercise[2]; Tablet; laptop webquest guide and webpages links[3]
Consolidation activities: Speaking: Oral presentations. Each group will present their proposals in about 3 minutes to another group (25'). **Reinforcement and extension activities:** Grammar revision and Treasure Hunt	Classroom At home	Tablet; laptop; PPT presentation; digital screen Grammar[4] and Treasure Hunt Worksheets[5]

1. Touristic brochure retrieved from http://gabystour.com/cliffs-of-moher/
2. Grammar exercise: Own elaboration
3. Webquest guide: Own elaboration. Webpages links: Retrieved from Google.
4. Reinforcement Grammar exercise: Adapted from https://learnenglish.britishcouncil.org/english-grammar-reference/talking-about-future
5. Treasure Hunt worksheet: Own elaboration. Webpages links: Retrieved from Google.

SESSION 7: REVISION + PREPARATION: NOW, IT'S YOUR TURN!

DESCRIPTION OF THE SESSION
This session is divided into two parts. The first part is focused on revision mainly, as students have to do a **mini test**. It will contain a grammar exercise on the future tense, a reading comprehension and vocabulary activity (a review), a listening comprehension activity and a written composition (a formal e-mail). This test will not last more than half an hour, since the second part of the session is preparatory. This means that students will begin to work on their final project, so they will have to be divided in groups of three and they will be given the essential guide for them to prepare their ideal language immersion programme. The main idea is for them to take advantage of the last half hour of the class to make decisions, to agree on the role on each one, in definitive, to prepare their presentations as well as to ask questions or doubts if they have them while organising their final project.

DIDACTIC OBJECTIVES
- To revise and to manage the contents delivered in this unit 3 (i.e. grammar, reading, listening, vocabulary and writing). - To prepare the final project. - To work cooperatively on the final project.

MINI EXAM	EVALUATION CRITERIA	EVALUATION STANDARDS	DIDACTIC EVALUATION STANDARDS (DES)	K.C.
LISTENING	- 7.4.1.2	- 7.5.1.1	- 1. He/she listens to, comprehends and associates specific information about exchanging information in a dialogue	LCC, DC
READING	- 7.4.3.1	- 7.5.3.5	- 2. He/she reads, comprehends and identifies the main ideas and structure in a review with the specific lexicon	LCC, LLC
WRITING	- 7.4.4.1	- 7.5.4.7	- 3. He/she writes a formal e-mail by following the appropriate structure, lexicon, format and the courtesy formulae	LCC, LLC,SCC
OVERALL			- 4. He/she manages generally the contents delivered in this unit 3	LCC, LLC
PREPARATION FINAL PROJECT	- 7.4.2.3	- 7.5.2.3	- 5. He/she speaks, interacts and works cooperatively on the preparation of the final project	LLC, LCC, IEC, SCC

CONTENTS AS LEARNING OUTCOMES		
'TO KNOW'→KNOWLEDGE	'TO KNOW HOW TO APPLY→SKILL	'TO KNOW HOW TO BEHAVE'→ATTITUDE
Assimilation of lexicon of common use related to **LIP**	Oral use of the lexicon of common use related to **LIP**	Cooperative work of students
Written comprehension of a review	Written production of a formal e-mail	
Oral comprehension of a dialogue about exchanging information		

DES	DIDACTIC EVALUATION STANDARDS AS LEARNING OUTCOMES			
	1	2	3	4
DES1.	He/she listens to, but does not comprehend nor associate specific information about exchanging information in a dialogue	He/she listens to, comprehends but does not associate specific information about exchanging information in a dialogue	He/she listens to, comprehends and associates fairly well specific information about exchanging information in a dialogue	He/she listens to, comprehends and associates perfectly well specific information about exchanging information in a dialogue
DES2.	He/she reads, but does not comprehend nor identify the main ideas and structure in a review with the specific lexicon	He/she reads, comprehends but does not identify the main ideas and structure in a review with the specific lexicon	He/she reads, comprehends and identifies fairly well the main ideas and structure in a review with the specific lexicon	He/she reads, comprehends and identifies perfectly well the main ideas and structure in a review with the specific lexicon

DES3.	He/she writes a formal e-mail but does not follow the appropriate structure, lexicon, format and the courtesy formulae	He/she writes a formal e-mail by following the appropriate structure, but does not use the appropriate lexicon, format and the courtesy formulae	He/she writes a formal e-mail fairly well by following the appropriate structure, lexicon, format and the courtesy formulae	He/she writes a formal e-mail perfectly well by following the appropriate structure, lexicon, format and the courtesy formulae
DES4.	He/she manages generally scarcely well the contents delivered in this unit 3	He/she manages generally well the contents delivered in this unit 3	He/she manages generally fairly well the contents delivered in this unit 3	He/she manages generally perfectly well the contents delivered in this unit 3
DES5.	He/she speaks, interacts and work scarcely well cooperatively on the preparation of the final project	He/she speaks, interacts and work well cooperatively on the preparation of the final project	He/she speaks, interacts and work fairly well cooperatively on the preparation of the final project	He/she speaks, interacts and work perfectly well cooperatively on the preparation of the final project

METHODOLOGY

STRATEGIES	RESOURCES	GROUPING
Autonomous learning	Mini exam	Individually
Cooperative learning	Guide for presentations/Sheets of paper/notebook/pen/pencil/highlighter...	In groups of three

ACTIVITIES	SPACE	RESOURCES
Revision→Mini exam: It will contain listening comprehension activity, a grammar exercise on the future tense and vocabulary activity, a reading comprehension (a review) and a written composition (a formal e-mail) (30').	Classroom	Mini exam: Oral text/comprehension questions[1], Grammar and vocabulary exercise[2], Reading text[3], Writing[4]
Preparation→Final project presentation: Students work on their final project by following the essential guide to prepare their ideal language immersion programme. They are expected to interact, make decisions, to agree on the role on each one, in definitive, to prepare their presentations as well as to ask questions or doubts if they have them while organising their final project. (30').	Classroom	Guide for presentations[5]/Sheets of paper/notebook/pen/pencil/highlighter…

1. Oral text and comprehension questions retrieved and adapted from http://yw.cegeplimoilou.ca/lesson/giving-direction-listening-comprehension-part-2/ 5. Guide for presentations: Own elaboration

2. Grammar and vocabulary exercise: Own elaboration

3. Reading text retrieved and adapted from https://internacional.umh.es/files/2014/04/Examen-B1-ingl%C3%A9s.pdf

4. Writing: Own elaboration

SESSION 8: YOUR IDEAL LANGUAGE IMMERSION PROGRAMME

DESCRIPTION OF THE SESSION
This session is uniquely devoted to the final evaluation of the final project. Then, each group will have to present their project (their ideal LIP) in about five minutes, by supporting themselves with a powerpoint presentation in front of the class. Since there are twenty-four students, there will be eight groups of three students each, therefore, a total of 50 minutes will be exclusively of presentations, especially if after each presentation, I will be giving some feedback directly to students, so this part will prolong the duration of the presentations. Finally, during the last 10 minutes, after all the presentations have finished, all the groups will be handed in an evaluation sheet in which they will have to give a mark (1 up to 4 points) to their peers according to their opinion about their presentations.

DIDACTIC OBJECTIVES
- To give a presentation of approximately five minutes about their final project on their ideal LIP.

PRESENTATION	EV. CRITERIA	EV. STANDARDS	DIDACTIC EVALUATION STANDARDS (DES)	K.C.
FLUENCY	- 7.4.2.8	- 7.5.2.1	- He/she makes a short presentation about their ideal LIP by following the guide and explaining the ideas clearly with few hesitations.	IEC, DC, LCC, LLC, CAEC

APP. LEXIS&SYNT	- 7.4.2.5/7.4.2.6	- 7.5.2.1	- He/she makes a short presentation about their ideal LIP by following the guide and using the appropriate lexis and syntactic structures.	LCC, DC, CAEC
CREATIVITY			- He/she makes a short presentation with PPT support about their ideal LIP by following the guide and demonstrating a certain sense of creativity.	IEC, LLC, CAEC, LCC,DC

CONTENTS AS LEARNING OUTCOMES		
'TO KNOW'→KNOWLEDGE	**'TO KNOW HOW TO APPLY→SKILL**	**'TO KNOW HOW TO BEHAVE'→ATTITUDE**
Assimilation of lexicon of common use related **LIP**: *cultures, budgets, traditions, travelling, studies and work, types of accommodation, flight information,* and *interpersonal relationships,* among others.	Oral use of the lexicon of common use related **LIP**: *cultures, budgets, traditions, travelling, studies and work, types of accommodation, flight information,* and *interpersonal relationships*, among others.	Cooperative work of students.
	Oral production of a presentation on their final project about LIP	

DES	DIDACTIC EVALUATION STANDARDS AS LEARNING OUTCOMES			
	1	**2**	**3**	**4**
DES1.	He/she makes scarcely well a short presentation with PPT support about their ideal LIP by following the guide and explaining the ideas clearly with few hesitations.	He/she makes well a short presentation with PPT support about their ideal LIP by following the guide and explaining the ideas clearly with few hesitations.	He/she makes fairly well a short presentation with PPT support about their ideal LIP by following the guide and explaining the ideas clearly with few hesitations.	He/she makes perfectly well a short presentation with PPT support about their ideal LIP by following the guide and explaining the ideas clearly with few hesitations.
DES2.	He/she makes scarcely well a short presentation with PPT support about their ideal LIP by following the guide by using the appropriate lexis and syntactic structures.	He/she makes well a short presentation with PPT support about their ideal LIP by following the guide by using the appropriate lexis and syntactic structures.	He/she makes fairly well a short presentation with PPT support about their ideal LIP by following the guide by using the appropriate lexis and syntactic structures.	He/she makes perfectly well a short presentation with PPT support about their ideal LIP by following the guide by using the appropriate lexis and syntactic structures.
DES3.	He/she makes scarcely well a short presentation with PPT support about their ideal LIP by following the guide and demonstrating a certain sense of creativity.	He/she makes well a short presentation with PPT support about their ideal LIP by following the guide and demonstrating a certain sense of creativity.	He/she makes fairly well a short presentation with PPT support about their ideal LIP by following the guide and demonstrating a certain sense of creativity	He/she makes perfectly well a short presentation with PPT support about their ideal LIP by following the guide and demonstrating a certain sense of creativity.

METHODOLOGY		
STRATEGIES	**RESOURCES**	**GROUPING**
Cooperative work	PPT/digital screen and projector/Peers' Assessment Sheet	In groups of three

ACTIVITIES	SPACE	RESOURCES
Final project. Oral presentations: All the students in groups of three present their proposals in 5 minutes (50'), then, each group receives feedback.	Classroom	PPT/digital screen and projector
Peers' Assessment: All the groups are given an assessment sheet for each group and they will have to evaluate each group's performances up to 4 points (10').	Classroom	Peers' Assessment Sheet$_1$/Pen/pencil

1. Peers' assessment sheet: Own elaboration. It is found in the appendix.

6. Attention to diversity

Although the Andalusian Educational Law (LEA) establishes measures on attending to diversity such as the Article 56 (LEA 17/2007), which for example, that guarantees that the schools will have autonomy to decide on the issue of diversity, the legislation which is going to be followed in this unit of work is the Order 14th of July 2016, which recommends that in order to attend to diversity in the classroom, teachers will have to follow the measures and precepts which the Article 20 from the Decree 111/2016 of the Autonomous Community of Andalusia establishes as essential for ensuring that all students are equally treated according to their needs and learning styles. In this case, the article 20.1 establishes for Compulsory Secondary Education:

> […] the combination of educative actuations for attending to diversity so that these may give response to the different learning capacities, paces and styles, motivations, interests, socioeconomic, cultural, linguistic and health-like situations of the students with the purpose of facilitating the key competences acquisition and the achievement of stage objectives, and these will not be able, in any case, to entail discrimination that prevents him/her to achieve the degree of Compulsory Secondary Education.

> (Article 20.1 from the Decree 111/2016, p. 40).

This section is devoted to the attention to diversity, but before considering the measures (both *general* for the management of the class and *specific* for students with special needs), there are some aspects which have to be clarified. When it comes to teaching a class with diversity, it means that these are 'mixed-ability classes', which are referred by Al-Subaiei (2017) as 'classes where learners have a broad range of levels in their achievement and learning' (p. 182).

In this case, this broad range of levels in students might derive from their natural setting, that is to say, biologically, or genetically shaped in their brains (e.g. intelligence or personality), or these may arise in their experiences as learners (e.g. learning styles, motivation or attitudes). Thus, generally, learners are marked by having *individual differences* which characterise and make them being different from other learners from their own abilities or individual differences. These are *intelligence, aptitude to learn the language, learning styles, personality, motivation and attitudes, identity and ethnic group affiliation, learners' beliefs and age*.

After knowing about them, and as a consequence for learners, Lightbown and Spada (2006) establish that 'individual differences that are inherent in the learner can predict success or failure in language learning' (p. 53).   That being the case, the teacher not only must organise the classroom as needed depending on the students he/she has (e.g. tables arrangement, grouping of students or which student has to be seated next to whom) but also must acknowledge which type of students he/she has in the classroom, and which are their needs and interests so that any difficulty that may arise may be identified at a proper time. In view of this, the required measures by each student may be planned, organized and decided by the department, the teacher or the specialist, depending on the case the teacher is facing.

6.1 General measures

With respect to general measures, the class will be divided in pairs or in groups, depending on the activity that will be carried out. Nevertheless, although the most part of the activities are to be done in groups or in pairs, there will be some activities that require the students' individual work.

Especially, a more advanced student will be seated with a student with lower level so that this one may take advantage of the more advanced student. In this way, not only is there a catering for the different needs of students, because students may help each other, but also lower level students may be pushed by more advanced level learners to produce meaningful input, and therefore, to participate in exchanges and oral activities in the different sessions. Furthermore, students may learn from other students who have different points of views, ideas or opinions about a topic and therefore may benefit themselves with these new perspectives they did not conceive before.

The classroom will be correctly illuminated and students will receive the necessary materials (both visual and textual) for the development of the required activities. This means that the teacher will provide them with the texts, audios, videos, or worksheets. Moreover, from the first day of class, students will be told the basic rules of the class, which they will have to respect. They will also be told the limits and the consequent punishments and suspensions when surpassing those limits. For instance, they will have to know that to be on time is extremely compulsory, that disrespecting another partner because of their preferences, interests, race, sex or religion is not allowed or that teasing another partner is not viable at class.

6.2 Specific measures

Regarding the specific measures, the focus will be especially on two students. The first is the **male student with AHDH**. He will work with an insignificant curricular adaptation. This means that he will be seated on the first row so that he may be controlled, he will be also allowed more time when doing the individual activities or exams, as well as some activities will be shorter for him (e.g. in the grammatical focus, he will only have to do half of the sentences, the readings will be of an easier level, or he will have the speaking activities simplified), since simplifying the activities explanations will be easier for him. Also, he will be given responsibilities within the class, so that he may distribute the worksheets to their mates and he may move around the class, or he may be asked to go to photocopy some worksheets for the teacher. This way, he can disconnect and relax a bit, which will help him later on to concentrate on his tasks.

The second one is the **female student with high intellectual capacities**. Since it is proved that she is with high intellectual capacities, she will work with an insignificant curricular adaptation as well. She will be provided with extra materials and activities once she has finished her work. This way she does not end up bored and may take advantage of the time she has left in class. Another measure is for her to take part in class to help other peers who present difficulties with some aspects of their learning. She may be given the chance to develop volunteer work which may be positive not only for her learning, but also for her marks in the subject.

7. Evaluation

The Article 14 of the Decree 111/2016 establishes how evaluation must be carried out in Compulsory Secondary Education (ESO). In this case, this will have to be 'continuous, formative, integrative and differentiated' (2016, p. 36). In addition to this, teachers will have to develop the suitable procedures so that they may guarantee that all students are equally evaluated from an objective point of view, and that their work, dedication, efficiency and effort in the subject might be valued and recognised as well. In this way, every student will perform differently from other, so it is our duty to acknowledge every single student's performance, and assess them according to what they have been doing.

7.1 Types of evaluation

Evaluation and assessment will be used as synonyms in this unit of work, so, by basing myself on the definition proposed by Taras (2005), evaluation or assessment will be considered as the 'judgment which can be justified according to specific weighted set goals, yielding either comparative or numerical ratings' (p. 467). In this case, the evaluation for this unit of work will be carried out in four different ways, all of them taking into account my group of students' different abilities and capabilities:

- **Initial evaluation**: It is compulsory in Andalusia, and it will determine not only the average level of the group, but also the specific needs of each student.

- **Formative (continuous) evaluation**: This type of evaluation was proposed by Bloom, Hastings and Madaus (1971) as 'another type of evaluation which all who are involved–student, teacher, curriculum maker–would welcome because they find it so useful in helping them improve what they wish to do' (p. 117). Then, formative evaluation is continuous, which means that it occurs on a daily basis, and it will not only allow teachers, but also students to see the progress they are making concerning their teaching and learning processes. In this way, this evaluation 'requires an indication of how the work can be improved to reach the required standard' (Taras, 2005, p.468). In this view, this indication takes the form of feedback, which teachers will have to provide to students so that they may see their improvements, achievements or failures, and teachers may see if their teaching practices are being successful or unsuccessful, depending on the students' performances. In this unit of work, formative assessment will be developed through two evaluation tools: ***daily-basis observation,*** and ***daily-work*** (explained in section 7.3)

- **Summative evaluation:** This type of evaluation was proposed by Bloom et al. (1971) and is considered as 'those tests given at the end of episodes of teaching (units, courses, etc.) for the purpose of grading or certifying students, or for evaluating the effectiveness of a curriculum' (p. 117). Then, in the case of this unit of work, students will be presented with a mini test and a final oral presentation where it will be proved whether students have mastered the required aims of the curriculum or not. In addition to this, teachers may check if their teaching has been fruitful or not, depending on the number of passes or fails they find in these tests.

- **Peer assessment:** This is useful when students are doing pair work or group work where they are able to help each other and to give feedback. In this case, they enrich from each other and this derives into an implicit learning, thus students are not noticing they are learning in these cases. By the end of the presentations, each group will have to complete an assessment sheet for each group, from 1 up to 4 points, 4 the highest and 1 the lowest.

7.2 Evaluation tools

These are the tools which will be used to measure students' work:

- **Daily-basis observation:** The teacher acts as an observer and notes down some comments or remarks that may be used as positive or negative **mini marks** for the students' final mark. In this way, positive mini marks would be continuous participation in the class, creative contributions, or willingness to help, and negative mini marks would be mainly disruptive behaviour at class. If students do not want to participate because they feel shy, this mini mark will be neutral.
- **Daily-basis work:** This entails all the work and activities students are supposed to be doing during the unit, both at class and at home as homework. The teacher will mark on a rubric the way in which each student is working on the contents according to the established objectives. In this way, the work they do is tracked.

- **Final mini test:** This will be an individual test which will not have much weight on the final mark, but it will be essential to prove whether the students have achieved the required criteria stated in the didactic objectives or not. This mini test will contain a **grammar exercise** on the future tense and *vocabulary* activity, a **reading comprehension** (a review), a **listening comprehension** activity and a **written composition** (a formal e-mail).
- **Final oral presentation of the project:** This oral presentation will be done by the end of the unit and it will be produced in groups of three. In this case, students will have to present their final product of the project, that is to say, their **tailor-made ideal language immersion programme**. This presentation will evaluate the speaking skill in terms of **fluency, appropriate use of structures and lexis and creativity.**

- **Rubric:** This will be used to measure the level of performance of students in terms of their level of quality of performance on the different evaluation criteria and standards that have been established for the **evaluation of each session**.

7.3 Grading criteria

It must be noted that the **daily-basis work** and the **final oral presentation of the project** will carry the main weight in the grading system, especially the **final oral presentation of the project**, since the unit is designed around this project, so the product will be necessary and compulsory for students to do and present. However, the **daily-basis observation** and the **mini-test** will also be considered, but in a lesser extent. The mini-test, although mini, makes students feel nervous and anxious. This is justified by Horwitz, Horwitz, and Cole (1986) as they defend that '**test Anxiety** is seen as a type of performance anxiety stemming from a fear of failing' (p. 128). The grading criteria for assessing the contents of this unit of work are presented in percentages:

- **Daily-basis work and observation**: 30%

  - **Development of activities**: 20% (5% *speaking*, 5% *reading*, 5% *listening* and 5% *writing*).

  - **Observation**: 10%. Students' good disposition and attitude, participation, help to other students, and punctuality. This percentage may add or subtract 10% of the students' final mark, depending on their *behaviour* and *attitude*.

- **Oral presentation of the final project**: 50% (*fluency* (20%), *appropriate use of linguistic structures and lexis* (20%), and *creativity* (10%)).

- **Mini test**: 20% (A *listening comprehension activity* (5%), *Grammar* exercise on the future tense and *vocabulary* (5%), a *reading comprehension* (a review) (5%), and a *written composition* (5%) (a formal e-mail)).

7.4 Evaluation criteria

This is the evaluation criteria for the unit 3, which has been extracted from *the Royal Decree 1105/2014*, for the fourth year of Compulsory Secondary Education (4º ESO):

SET 1: Oral texts comprehension (Listening)

7.4.1.1 To identify the general sense, the essential information, or the main points and the more relevant details in short or medium-sized oral texts, clearly-structured, and

transmitted orally, or through digital media, and in a medium speed, in a formal, informal or neutral register and which are about concrete or abstract aspects of general topics, about daily issues in current situations, or less current, or about the own interests in personal, public, educative and professional fields, as long as the acoustic conditions do not distort the message and it can be listened to again.

7.4.1.2 To know and knowing how to apply the suitable strategies for comprehension of the general sense, essential information, the main points or ideas or the relevant details of the text.

7.4.1.3 To know and to use for the text comprehension the sociocultural and sociolinguistic aspects related to the daily life (habits and study activities, work and entertainment), life conditions (habitat, socioeconomic structure), interpersonal relationships (generational, between men and women, in the educative, professional and institutional fields), behaviour (postures, facial expressions, voice use, visual contact, proxemics), and social conventions (attitudes, values).

7.4.1.6 To recognise oral lexicon of common use related to daily issues and general topics or related to the own interests, studies and work, and a limited repertoire of frequent use expressions and idioms when the context or the visual support facilitate the comprehension.

SET 2. Oral texts production: expression and interaction (Speaking)

7.4.2.1 To produce short or medium-sized texts, both in face-to-face conversation as by phone or other technical mediums, in a formal, informal or neutral register, in which information, ideas and opinions are exchanged, and are justified in a simple manner but enough the actions and plans motifs, and hypotheses are formulated, although sometimes there are hesitations to look for expressions, pauses to reformulate and organise the discourse and repeating the same to help the interlocutor to comprehend some details is needed.

7.4.2.2 To know and knowing how to apply the suitable strategies to produce brief or medium-sized oral monologue or dialogic texts with simple and clear structure, by exploiting the resources that are possessed and limiting the expression of said resources; returning, among others, to procedures such as the simple definition of elements which

do not have the exact words, or beginning again with a new strategy when communication fails.

7.4.2.3 To incorporate to the oral monologue or dialogic text the sociocultural and sociolinguistic knowledge acquired related to interpersonal relationships and social conventions in the personal, public, educative and work fields, by selecting and giving necessary and pertinent information, by adjusting in a suitable manner the expression to the recipient, to the communicative purpose, to the topic and the communication channel, by expressing opinions and points of view with the suitable courtesy.

7.4.2.5 To demonstrate a good control, although with some first or other language influence, about a wide repertoire of common syntactic structures, and to select the adequate textual coherence and cohesion elements to organise the discourse in a simple but efficient manner.

7.4.2.6 To know and to use oral common lexicon related to daily issues, and to general topics or related with the own interests, study and job, and a limited repertoire of expressions and idioms of frequent use.

7.4.2.8 To keep the discourse pace with enough fluency to make the message comprehensible when the interventions are short or medium-sized, although pauses, occasional hesitations, or reformulations of what may be expressed in less habitual situations or in longer interventions may be produced

7.4.2.9 To interact in a simple manner but effective in clearly structured exchanges by using formulae or habitual indications to take or giving up the turn taking, although the interlocutor help may be needed.

SET 3. Written texts comprehension (Reading)

7.4.3.1 To identify the essential information, the most relevant points and important details in texts, both in printed and in digital medium, short or medium-sized and good structures, written in a formal, informal or neutral register, which are about daily issues, or less habitual, of interest topics, or relevant for own study, job or work and which contain common structures and lexicon, both general and specific.

7.4.3.3 To know and to use for the text comprehension the sociolinguistic aspects related to daily life (habits and study activities, work and entertainment), life conditions

(habitat, socioeconomic structure), interpersonal relationships (generational, between men and women, in the educative, professional and institutional fields), and social conventions (attitudes, values), as well as general cultural aspects which allow understanding information and ideas present in the text (e.g. of historic or literary character)

7.4.3.6 To recognise oral lexicon of common use related to daily issues and general topics or related to the own interests, studies and work, and a limited repertoire of frequent use expressions and idioms when the context or the visual support facilitate the comprehension.

SET 4. Written texts production: expression and interaction (Writing)

7.4.4.1 To write, in paper or in electronic format, short or medium-sized texts, coherent and with clear structure, about personal interest topics, or daily issues or less habitual, in a formal, informal or neutral register, by using adequately the cohesion resources, the orthographic conventions, and the most common punctuation signs, and demonstrating a reasonable control of expressions, structures and a frequent use lexicon, both general and specific in the specialisation or interest area.

7.4.4.6 To know and to use written lexicon of common use related to daily issues and general topics, or related with the own interests, study and jobs, and a limited repertoire of frequent use expressions and idioms.

7.5 Evaluation standards

These are the evaluation standards for this unit 3, extracted from *the Royal Decree 1105/2014* for the fourth year of Compulsory Secondary Education (4º ESO):

Set 1: Oral texts comprehension

7.5.1.1 Gets the main points and relevant details from recorded or oral messages, clearly articulated, which contain instructions, indications or any other information, even of technical type (e.g. in answering machines, or about making an experiment at class or how to use a machine or device in the working field).

7.5.1.2 Understands what is said in structured daily agreements and processes (e.g. in banks, shops, hotels, restaurants, transports, educative centers, or working places), or less habitual (e.g. in a police station or in a public organisation) if may ask for confirmation of some details.

7.5.1.4 Comprehends, in an informal conversation in which he/she participates, explanations or justifications of points of view and opinions about different personal, daily or less habitual issues of interest, such as hypotheses formulation, the expression of feelings, and the description of abstract features such as the music, cinema, literature or current topics.

7.5.1.6 Distinguishes, with visual or written support, the main ideas and relevant information in presentations or talks, clearly structured and of clear presentation about known and interesting topics related to the educative or professional fields (e.g. about an academic or scientific outreach, or a talk about professional training in other countries).

Set 2: Oral text production: expression and interaction

7.5.2.1 Makes short presentations, good structured, previously rehearsed, and with visual support (e.g. PPT), about concrete aspects of academic or job-like topics of his/her interest, by organizing the basic information in a coherent way, by explaining the main ideas briefly and with clarity and answering the simple questions of the listeners articulated in a clearly way and in a medium speed.

7.5.2.2 Manages adequately in daily and less habitual situations that may arise during a journey or stay in other countries because of personal, educative or job-like reasons (transport, accommodation, food, shopping, studies, work, authorities relationships, health, entertainment) and he/she knows how to ask for attention, information, help or explanations, and make a complaint or a formal process in a simple but correct and suitable way required by the context.

7.5.2.3 Participates adequately in informal conversations face to face or by phone or other technical media about daily and less daily issues, in which he/she exchanges information and expresses and justifies briefly opinions and points of view; narrates and describes coherently past facts or real or invented future plans; formulates hypotheses; makes suggestions; asks and gives indications or instructions with some detail; expresses and justifies feelings, and describes concrete and abstract aspects of topics such as music, cinema, literature or current topics.

7.5.2.4 Takes part in formal conversations, interviews and academic or job-like meetings, about habitual topics in these contexts, by exchanging pertinent information about concrete facts, asking and giving instructions or solutions to practical problems, by suggesting his/her points of views in a simple and clear way, by reasoning and explaining briefly and coherently his/her actions, opinions and plans.

Set 3: Written text comprehension

7.5.3.2 Understands the general sense, main points and relevant information from advertisements and communications of a public, institutional or corporative character,

clearly structured, related with his/her personal, academic, job-like interest (e.g. about entertainment, courses, grants, job offers).

7.5.3.4 Understands sufficiently letters, faxes, or e-mails of formal, official or institutional character so that he/she may react as a consequence (e.g. if he/she is asked for documents for an academic stay abroad).

7.5.3.5 Locates with easiness specific information of a concrete character in journalistic texts in any format, good structured and of medium size such as news; recognises meaningful ideas of simple informational articles, and identifies the main conclusions in argumentative texts, as long as he/she may read the difficult sections.

7.5.3.6 Understands specific information of concrete character in webpages and other reference or enquiry materials clearly structured (e.g. encyclopedias, dictionaries, monographs, presentations) about topics related to subject or job-like topics related with their specialties or interests.

Set 4. Written texts production: expression and interaction

7.5.4.4 Writes short notes, announcements, messages and commentaries, in any format, in which he/she asks for and transmits simple information and opinions in which he enhances the aspects that are important for him/her (e.g. in a webpage or juvenile magazine, or supervised by a teacher or a partner), by respecting the conversations and courtesy and etiquette norms.

7.5.4.7 Writes correspondence in a basic way, addressed to public or private institutions or commercial entities, to ask for information, for a service, or making a complaint or another simple process, by observing the formal conventions and courtesy norms which are typical of these types of texts.

8. Conclusions

Once the unit of work has been presented, it must be noted that by including these types of units of work in the secondary school curricula, i.e. those based on *culture*, students may learn not only the current and minimum elements within the curricula, but also new and innovative ways to approach culture, in this case, Irish culture, which is not often included in the secondary school, and it is somehow set apart; in contrast, English or American culture represent the most predominant cultures in the Spanish classroom.

Finally, this unit of work also has covered the aim of not only situating students in this globalised world, but also of helping them to find new ways in which they may swim in this world, in the case of this unit of work, it is done through presenting them with the option of going into language immersion programmes, which have been proved

to be an essential and enjoyable tool for students to get prepared for getting out of their comfort zones.

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10. Appendices

10.1 Appendix 1: Students' work

10.2 Appendix 2: Evaluation sheets

APPENDIX 1: STUDENTS' WORK

🎧 Listening Comprehension: LIP in Dublin

Listen and watch the following video about a language immersion programme in Dublin and state which statements are true or false by circling the correct option. If it is false, write the correct answer in the space.

(1) Nowadays Dublin has over 1 million people.

True   False _____

(2) Among the cultural activities, you may find music and literature.

True   False _____

(3) Trinity College was funded in 1599

True   False _____

(4) EF mansion is situated in Fitzwilliam Square

True   False _____

(5) Living with a host family is not very popular.

True   False _____

(6) People from Venezuela, South Arabia or Europe come to EF Dublin.

True   False _____

(7) Dublin is a city where little music is heard.

True   False _____

(8) Outside the city, there are amazing landscapes to explore.

True   False _____

Speaking-Interaction: What's in my suitcase?

Instructions: You will need to do this activity in pairs. Each of you will have a worksheet (A and B). You will have to speak until you find all the differences and similarities. But, remember! It is very important to not show your worksheet to your partner, otherwise you will not be able to finish your activity.

Imagine you are making your suitcase before leaving, but before, you want to talk to your friend about what you are taking with you to Dublin. Try to find out which elements your friend takes which differ from yours.

Student A

Useful language

Are you taking with you…?

Yes, I am/No, I am not

Will you bring…?

Yes, I will/No, I won't

Are you going to carry…?

Now, discuss what else will you bring with you in your programme.

✂ -

Student B

Useful language

Are you taking with you…?

Yes, I am/No, I am not

Will you bring…?

Yes, I will/No, I won't

Are you going to carry…?

Now, discuss what else will you bring with you in your programme.

Speaking-Interaction: What can I find?

Talk to your partner about the elements you may find in a Language Immersion Programme in this mosaic of photographs. Here are some questions you may use to kick off with:

- How much will your LIP cost?

- Will you consider *meeting new people*? From which *countries*?

- Will you prefer a *host family* or a *student's residence*?

- Will you *travel* somewhere? Will you go on *weekend trips*?

You may write down some ideas below:

_____

_____

_____

_____

_____

Reading comprehension: Formal e-mail

1. Read the following formal e-mail and take into account the tips below. These will help you later on.

2. Now, answer the following comprehensible questions about the text.

a) How long are the courses advertised for?

_____

b) Is the addresser interested in the social programme of the course?

_____

c) Which elements give formality to the e-mail?

_____

Integrative skill: What about you?

Very briefly, talk to your partner about what decisions will you take regarding your ideal LIP in Dublin (budget, accommodation, travelling, etc.). <u>You have to use 'will'.</u> Here you may write some ideas down:

_____

_____

_____

Grammar: 'Will'

Arrange the following sentences with 'will' so that these make sense.

1) in/will/travel/Dublin/to/from/Belfast/they/days/two

_____

2) a/go/she/family/host/will/live/to/with

_____

3) fly/not/with/will/I/Emirates/too/because/is/it/expensive

_____

4) save/a hundred euro/will/to/need/you/the/for/language immersion course

_____

5) new/meet/people/will/you/?

_____

✍️ Writing: Formal e-mail

Instructions: Imagine you have to send a formal e-mail to the head of studies of the language immersion programme you want to apply for in Dublin to ask about information about the course. You may use the reading activity text as a model, and don't forget to use the writing tips as well! The e-mail address is: emilieoconnellEF@gmail.com

---

New Message — ⤢ ✕

To

Cc Bcc

Subject

Sans Serif | T▾ | **B** | *I* | U̲ | A▾ | ≡▾ | ≣ | ≣ | ⇤ | ⇥ | 🙶 | S̶ | X̶

Send ▾ | A | 🔗 | ☺ | | | 🕐 | ⋮ 🗑

Speaking-Interaction: It sounds like Irish.

Talk to your partner about these elements from Irish culture in the mosaic. Find below some questions to inspire you:

- Do you know something about the photographs?
- Will you try Irish stew?
- Etc.

Presentation guide: Our favourite Irish thing

In groups of three, you may follow this guide to prepare briefly your PPT presentation:

1. Choose the Irish cultural element you like the most.

2. Search and write some introductory details about it (history, why is it relevant in Ireland's culture, etc.)

3. Explain your own opinion and why you like it, or why it caught your attention.

🎧 Listening: Paint the Town Green (by The Script)

Listen to the song and fill in the blank gaps with the words from the box above. Then, highlight all the forms of future.

Friends/Subway/Paddy/Dublin/Home/Streets/Penny/Liffey/Wherever/Green

I know you're missing _____
It's been so long since you've been
And that life you had in _____
Now ain't nothin' but a dream
To be right there in that moment
You'd give anything to be
It's alright
'Cause tonight
We're gonna paint the town _____ (*we are going to paint*)

Your _____ are on the phone now
It's so close to _____'s Day
And it kills you not to be there
But life got in the way
If I have to break the bank
Spend every _____ on your dreams
It's alright
'Cause tonight
We're gonna paint the town green

Just like home
Let's color the _____ like our own
Let's make this place feel like our home
If it's just you and me
It's alright
'Cause tonight
We're gonna paint the town green (the town green)

And we'll travel on the _____
Like it was the Luas line
Chase the Hudson to the _____
Where we kissed for the first time
Turn the city into Dublin
Yeah, _____ we may be
It's alright
'Cause tonight
We're gonna paint the town Green

Chorus x2

Quiz: How much do you know about Ireland?

In groups of three, try to complete this quiz the quickest you can. There is a prize for the winner! You may use the Internet to find the information you don't know. Good luck!

1. What is the first official Language of Ireland?
a) Irish
b) Gaelic
c) Gaeilge
d) English

2. What are the colours of The Irish flag?
a) Green and white
 b) Green, white and red
c) Red, blue, and white
d) Green, white, and orange

3. What is Ireland's national Anthem?
a) Amhran na bhFiann (The Soldier's Song)
 b) Casadh an tSugain (The Twisting of the Rope)
 c) An Poc ar Buile (The Mad Puck Goat)
d) I don't know

4. What are the two national sports?
a) Football and rugby
 b) Football and cricket
 c) Gaelic football and hurling
 d) Hurling and cricket

5. Which religion is most observed in Ireland?
a) Catholicism
b) Protestantism
c) Islam
d) Judaism

6. What is the most common drink in St. Paddy's day?
a) Guinness beer
b) Tap water
c) Diet coke
d) Fanta

7. Which is the capital city of Ireland?
a) Dublin
b) Cork
c) Galway
d) Belfast

8. What is a *leprechaun*?
a) It is type of bird
b) It is a magic dwarf
c) It is a type of endemic Irish flower
d) It is a type of tree

9. Identify which music band is NOT Irish.
a) The Cranberries
b) The Script
c) U2
d) The Beatles

10. Which two foods are typically Irish?
a) Hamburguer with pickles
b) Beef stew with guinness sauce
c) Fish and chips
d) Apple and cranberry crumble

Revision : Reinforcement

Complete the sentences with 'will' or 'going to'.

a) In summer 2021, I _____ (go) to Dublin to a language immersion programme.

b) My sister _____ (take) the plane to Cork tomorrow morning.

c) It _____ (not rain) on the weekend, and we could go on the trip to Belfast.

d) _____ (eat) that apple pie now?

e) No, it's got too much cinnamon. Maybe I _____ (have) something else later on.

Extension activity : Research-it yourself!

1. What is the capital city of Northern Ireland? _____

2. What is the capital city of Ireland? How many inhabitants live there? _____

3. Where is Blarney Castle? _____

4. In which century was it built? _____

5. Where can you see The Book of Kells? What is it? _____

6. Write the names of the famous Irish places at the end of the arrows:

Grammar: *Present continuous and simple*

Determine which sentences have future aspect and which not by following the description of the table above.

a) What time is the train leaving for Dundalk?

b) I am meeting my host family next week in Cork.

c) I am doing the paperwork for the programme in Galway now, so don't bother me!

d) My plane for Shannon leaves at 7 a.m. tomorrow morning

e) I live in Granada

f) What time is the meeting next Monday?

Speaking-Interaction: *Role-play 'In the airport'*

Imagine you have just landed in Dublin airport and you don't know how to get downtown. Try to talk to someone and ask for directions on how you could get there. Remember, one of you must be the lost student and the other the person giving directions. You may follow the guide from the functional language activity.

🎧Listening comprehension: Can you help me? I'm lost

Listen to the recording and circle the correct option. You are going to listen it twice.

1. The woman is trying to go to the…

a. Military museum   b. Science museum   c. Art museum

2. What did the woman want?

a. She wanted to run   b. She wanted to feel the city   c. She wanted to go home

3. The best thing to get there is by…

a. Having a nice walk   b. Taking the train   c. Taking the bus

4. What is the name of the hotel the man mentions?

a. Queen's Hotel   b. King's Hotel   c. Royal Hotel

5. After the junction, she had to…

a. Turn right   b. Turn left   c. Keep going straight

6. The man advises her…

a. To ask someone else   b. To call the police   c. To stand on her own

Integrative skills: Functional language

Read and complete the gaps in this functional language guide with the words from the box above. Then, use this guide to prepare your role-play with your partner.

Sorry/Right/Help/Take/Find/Have a nice day!/Minutes/Repeat

1. Asking for directions

Excuse me, where can I _____ the Contemporary Art museum?

Can/Could you _____ me please?

2. Giving directions

- **First say how far the place is:**

The Contemporary Art museum is five _____ from here. It's a ten-minute walk.

It's very far from here, so you'll have to _____ a train/bus/taxi

- **Then, give specific instructions:**

Turn left/_____

Go straight on (at the lights / when you come to the crossroads)

Go across the roundabout

Take the first turning / road / street on your left / right

3. Try to clarify the directions or ask for clarifications if needed

_____, could you _____ that for me one more time?

So, I have to go straight on…

Then, I'll have to turn right/left…

4. After receiving directions: Be nice and say thank you

Thank you very much for your help! _____

Cheers! I appreciate very much your help.

Integrative skills: Meeting Dublin!

Talk to your partner about these places in Dublin and complete the worksheet by following the instructions.

DUBLIN

Read the information about some Dublin sights and write what they are. Then match the words to the pictures.

It is home and headquarters of the Gaelic Athletic Association and showcases Ireland's national games of hurling and Gaelic football.
C_____ P_____

This museum was opened in 1991 to house a history and celebration of literary Dublin. 4 Nobel Prize winners are Irish! _____ _____

If you want to know everything about the most famous Irish beer, you must go to St. James's Gate Brewery and see the G_____ _____

It is the official residence of the President of Ireland. It is located in the P_____ Park on the northside of Dublin. A_____ ___ _____.

This cathedral was founded in 1030. The crypt is the oldest surviving structure in Dublin and one of the largest medieval crypts in Europe. _____ _____

It is a former prison located in Dublin, which is now a museum. It played an important part in Irish history: many leaders of Irish rebellions were imprisoned and some executed in the prison by the British.
_____ G_____

It a suburban seaside town in County Dublin where you can see wonderful views of the coastline and Dublin Bay.
D____ _____

1. Áras an Uachtaráin
2. Christ Church Cathedral
3. Croke Park
4. Dublinia
5. Dun Laoghaire
6. Guinness Storehouse
7. Ha'penny Bridge
8. Kilmainham Gaol
9. National Botanic Gardens
10. National Gallery of Ireland
11. Shelbourne Park
12. St Patrick's Cathedral
13. Temple Bar
14. Trinity College
15. Writers Museum
16. The Spire

It is a famous quarter in Dublin with a lt of pubs and nightclubs. You can listen to Irish music and have fun!
_____ ____

It is a museum about Viking and Medieval Dublin. D_____

It is Dublin's oldest pedestrian crossing over the River Liffey. (built in 1816)
____ _____ _____

Integrative skills: Sightseeing in Dublin

Instructions: In groups of three try to plan a sightseeing day in Dublin city. You have a map which you will need to use to do the planning so that you could visit the more sights, the better. You will also find a guide below the map with some tips for you to get organised.

Dublin Map — Attractions & Activities. Starting point: Phoenix Park. Finishing point: Parnell Square.

Guidelines and tips

1. The starting point is <u>Phoenix Park</u> and the finishing point is <u>Parnell Square</u>.

2. Decide the time you are spending in the sightseeing: E.g. 12 hours (From 9 am until 8 pm)

3. Decide which places you want to visit and design the itinerary with the map and the worksheet from the previous activity. Remember to stay at minimum 30' in each place.

4. Don't forget you have to leave some time for lunch and rest! Temple bar is always a good option to grab a bite.

📖 Reading: *Review*

1. Read the following review and complete it with the correct order of the adjectives. You may use the chart below as a guide.

Gino's: a wise choice for hungry shoppers

Are you always starving after a day's shopping in Weatherstone Market? Are you bored with the tasteless processed foods in the market's **(1)** _____ (old / traditional) takeaway restaurants? Then try the **(2)** _____ (Italian / new) restaurant, Gino's.

I was shopping in the market last week when I noticed the **(3)** _____ (colourful/ modern) restaurant at the entrance. Shopping had given me an appetite, so I decided to try it. I ordered a **(4)** _____ (green / healthy) salad as a starter, and chicken lasagne for my main meal. The **(5)** _____ and _____ (tasty / fresh) salad was great and the lasagne was the best I've ever eaten. It was absolutely delicious.

Gino's is a **(6)** _____ (fantastic / small) restaurant. It's decorated with **(7)** _____ (red / lovely / cotton) tablecloths and trendy paintings. The **(8)** _____ (young / friendly) waiters were really helpful and the service was very quick. The menu had a good variety of meals and the prices were reasonable.

The prices, variety and quality of dishes make Gino's one of the best places to eat in town. I highly recommend it to hungry shoppers.

Example Sentence: It's a beautiful, small, ancient, square, green, Chinese, jade, tea pot.

Opinion	Size	Age	Shape	Color	Nationality	Material	Purpose	Noun
beautiful	small	ancient	square	green	Chinese	jade	tea	pot
cute	little			gray	French			poodle
expensive		modern		brown	Italian	leather		chair
favorite		old		blue		denim		jeans
	big		round			glass	salad	bowl

2. Now, match these descriptions with the paragraphs they belong to by taking the previous review as a model.

a) Describe the meal you ate.   Paragraph 1

b) End the review and make a recommendation.   Paragraph 2

c) Give other details about the restaurant (e.g. decoration).   Paragraph 3

d) Introduce the restaurant.   Paragraph 4
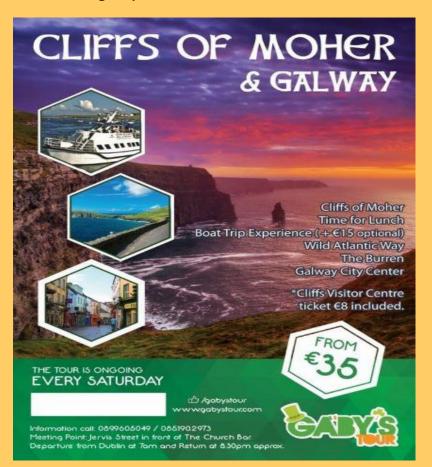
Writing: Review

Instructions: Imagine you have just eaten in a restaurant in Temple Bar. Tell others about your experience in TripAdvisor. You may use the previous activity and text as models for your writing.

Tripadvisor

Your overall rating of this restaurant

○ ○ ○ ○ ○   Click to rate

Title of your review

Your review

Integrative skills: Where do you want to go?

Comment on the touristic brochure and try to identify the most important aspects you observe in groups of three.

Some tips to comment:

1. Pay attention to the trip description.

2. Also, observe the price and what is included.

3. Check the places.

Grammar: Future tenses compilation

Complete the following sentences with 'will', 'going to', present continuous and present simple.

a) I _____ (send) the e-mail this evening.

b) Don't worry. My sister _____ (help) me out with the form.

c) The language course _____ (start) on Monday at 10 a.m.

d) My parents _____ (visit) me in Dublin next Friday.

WebQuest Integrative skills: A trip to Cliffs of Moher

Instructions: Imagine you are living in Cork with your group of friends and you want to visit the Cliffs of Moher in the province of Munster. <u>You only have €50</u>, so try to organise a day trip to the Cliffs of Moher with that budget. You will also have to include all the activities you would do in the area. These are the aspects you will have to include as minimum in your planning: budget, type of clothing, means of transport, food, tickets, activities, etc. These are the webpages you will need to visit to find all the necessary information:

Means of transport:

https://www.irishrail.ie/

https://www.buseireann.ie/

https://www.taxifarefinder.com

Tickets:

https://www.cliffsofmoher.ie/

https://www.doolin2aranferries.com/book-trip/

Activities:

https://www.cliffsofmoher.ie/things-to-do/

https://irelandstolemyheart.com/things-to-do-in-doolin/

Food:

https://www.yelp.ie/search?cflt=restaurants&find_near=cliffs-of-moher-liscannor-2

https://www.ireland.com/what-is-available/food-and-drink/amazing-places/

https://www.tripadvisor.es/RestaurantsNear-g1184916-d214806-Cliffs_of_Moher-Liscannor_County_Clare.html

Presentation guide: A day trip to Cliffs of Moher

This is the structure you may follow to present your trip proposal to another group:

1. Include a brief introduction about the Cliffs of Moher.

2. Explain the clothes you will wear, how you will get there (means of transport), which type of ticket (single/return), etc.

3. Explain which places you will go to and the itinerary if visiting more places from the Cliffs.

4. Explain where you will have lunch or snack.

Revision: Reinforcement

1. Match the following descriptions with the suitable tense.

a) Scheduled appointments

b) Plans/Arrangements

c) General beliefs from the future

d) Plans or intentions

1. Present continuous

2. 'Will'

3. 'Going to'

4. Present simple

Extension activity: Treasure hunt

Make a short review of the history and legends surrounding Blarney Castle in Cork. Do you think these could be true? What supports your statement?

Here you have two webpages where you may find relevant information.

https://blarneycastle.ie/pages/kiss-the-blarney-stone

https://www.irishcentral.com/travel/best-of-ireland/blarney-castle-stone

Start your review here:

_____
_____
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_____

Name: _____ Date: _____

Mini Exam

1. Listening comprehension (5 marks): Listen to the recording and answer the following questions as you listen.

a) How is Jake going to Westsmith's? _____

b) Which lines does he need to take? _____

c) What will be Jake's final stop? _____

d) Is Westsmith's next to a bank and opposite a pizza place? _____

e) At what time does Barbara recommend Jake leave? _____

2. Grammar and vocabulary (5 marks):

2.1 Complete the following sentences with the suitable future tense (4 marks).

a) I _____ (be) in Limerick by the end of the month.

b) It is decided. We _____ (eat) in that Thai restaurant in Temple Bar.

c) His flight _____ (leave) soon. Quick!

d) I _____ (send) the application form this afternoon.

2.2 Define the following term with your own words (1 mark).

Language Immersion Programme: _____

Name: _____   **Date:** _____

Mini Exam

3. Reading comprehension (5 marks): Read the following text and indicate which statements are true or false. Justify your response with the lines.

> ### "Amazing – a must for tapas lovers!"
>
> User: mathew44
> Reviewed 9 June 2013
>
> *Having read the reviews on here we decided to try **Tapas Palace** during our recent trip to Spain. It is conveniently located in the city centre, in a narrow street where you can enjoy the charm of the old town. We arrived early afternoon and had no problem getting a seat at the bar area. It got busier and we wouldn't have been able to sit any later. The lady behind the bar was very friendly and as soon as she knew it was our first time she asked if we would like to try some of the most popular dishes. The food was quickly prepared and passed to us and was amazing! We started with a wonderful fresh salad. We then had a choice for burgers - they do these mini burgers with lots of different toppings! 4 drinks, about 5-6 plates of tapas - less than 25 Euros. Absolute bargain and great service!*
>
> **My rating:** mathew44
>
> Food: *****
> Service: ****
> Location: ****
> Atmosphere: ***
> Price: *****

a) They decided to try Tapas Palace because of the reviews.   **True / False**

_____

b) Tapas Palace is located in a wide avenue outside the city center.   **True / False**

_____

c) The restaurant got busier and they could not find any table.   **True / False**

_____

d) The waitress was nice to them and advised them to try the popular dishes. **True / False**

_____

e) The restaurant was really cheap.   **True / False**

_____

Name: _____ Date: _____

Mini Exam

4. Writing (5 marks): Write a text between 100 and 130 words.

You received an e-mail from the head teacher of the language immersion programme you applied for two weeks ago where she asks you about your final decisions so that they may begin with the paperwork for your programme. Don't forget to use the suitable structure, formal language and proper spelling.

You may begin here:

_____

_____

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Final Presentation Guide

Your Ideal Language Immersion Programme

This is the guide you will have to follow to prepare your final presentation about 'your ideal language immersion programme'. These are the following steps you are required to cover. Each step will require a powerpoint slide:

1. Decide about the **Irish city** where you want to go to. Introduce the city a bit.

2. Decide about the **period of time** you will be spending there (1 month, summer, etc.)

3. Decide about the **total budget** which will cover your stay.

4. Decide about the **flight** you will take (airline, date, etc.)

5. Decide about the **things** you will need to take in your **suitcase**.

6. Decide about the **type of accommodation** you will live in (residence, host family, etc.)

7. Decide about which **cultural places** you would like to see when you are in the city (e.g. monuments)

8. Decide about the **trips** through Ireland you would like to do when you are there.

9. Decide about the **traditional food** you would like to try (stew, cranberry tart, etc.)

10. Decide about **other activities** you would like to do when you are there.

Your presentation will be assessed taking into account the following criteria (Total 50 marks):

- Fluency (20 marks)
- Appropriate use of structures and lexis (20 marks)
- Creativity (10 marks)

APPENDIX 2: EVALUATION SHEETS

STUDENTS' EVALUATION FOLLOW-UP SHEET

Daily-basis work and behaviour observation

	STUDENT 1 (Name,surname)	STUDENT 2	STUDENT 3	STUDENT 4				
SESSION Nº _____								
Daily-work measured in skills (20%) — Listening (0,5%)								
Reading (0,5%)								
Speaking (0,5%)								
Writing (0,5%)								
Behaviour Observation (10%) — Good disposition (0,2%)								
Attitude (0,2%)								
Participation (0,4%)								
Punctuality (0,2%)								

PEER'S FINAL PRESENTATION ASSESSMENT SHEET

GROUP NUMBER _____	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6	GROUP 7	GROUP 8
FINAL MARK *Cross the final mark in the correct square for each group*								
1 *We consider they made **scarcely well** their presentation with few hesitations, used good grammar and vocabulary and were creative.*								
2 *We consider they made **well** their presentation with few hesitations, used good grammar and vocabulary and were creative.*								
3 *We consider they made **fairly well** their presentation with few hesitations, used good grammar and vocabulary and were creative.*								
4 *We consider they made **perfectly well** their presentation with few hesitations, used good grammar and vocabulary and were creative.*								

FINAL MARK EVALUATION SHEET

		STUDENT 1 (Name,surname)	STUDENT 2	STUDENT 3	STUDENT 4				
Daily-work and observation (30%)	Daily Work (20%)								
	Observation (10%)								
Mini Exam (20%)	Listening (5%)								
	Gram&Voc (5%)								
	Reading (5%)								
	Writing (5%)								
Final Presentation (50%)	Fluency (20%)								
	Struc&Voc (20%)								
	Creativity (10%)								
FINAL MARK	*Total 100*								