**DIDACTIC UNIT: AROUND THE WORLD**

Ismael Alonso Lorenzo

[ismalonso@edu.xunta.gal](mailto:ismalonso@edu.xunta.gal)

The main aim of this unit is to introduce the topic of travelling and transport, talking about student’s plans for the future regarding travelling and making them aware of the high number of English speaking countries in the world.

**LEVEL**: 3RD ESO This unit is designed for the third course of Compulsory Secondary Education. At this stage, students will have acquired the basic knowledge required to understand and fully comprehend the unit topics.

English language improvement will be the main goal of this unit, but other fields of knowledge such as Geography, Music or Literature will also be present all throughout the sessions.

All the classes will be taught in English using Galician and Spanish as secondary languages necessary to solve any complex doubts that our students might have.

**TIMING**: The unit will be developed throughout seven sessions of work. In each session all basic competences of knowledge will be covered paying special attention to the linguistic competence and the cultural awareness competence.

**ICT RESOURCES**: Exelearning is the main ICT tool and students will have the chance to work with it in our IT room. Moreover, they will have access at their private homes and the electronic whiteboard in class will also be useful. Apart from this main ICT tool, other basic resources such as text processors, websites and podcasts will be present all throughout the learning process.

**KEY COMPETENCES**

All Key Competences are dealt throughout this unit by means of a great variety of activities, materials and groupings. Obviously the Linguistic Competence will be present every time we are communicating in the foreign language, thus, strategies of understanding and expressing will be provided all throughout the unit.

Since most of the competences will be mentioned throughout the presentation, I just would like to highlight the Mathematical competence and basic competences in Science and Technology now. This competence is developed every time we use ICT in the class or when learning about sentence structures.

**OBJECTIVES**

Out of the objectives set for this unit, I would like to highlight the following, since they encompass elements in all four blocks of content, as laid out in Decree 86/2015

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| **UNIT OBJECTIVES** | * Toidentify and interpret general and specific information in oral and written texts about travelling and future plans. * To understand grammatical features (future tense) and the communicative functions behind them. * To learn vocabulary related to travel and transport. * To identify and pronounce properly English diphthongs. * To write an informal email to a friend. |

Apart from the abovementioned objectives, this unit has been designed following the general objectives for the Compulsory Secondary Education set by the law.

**CONTENTS**

As far as the contents is concerned, this unit has been designed taking into account the FIVE blocks of contents set for the course and the syntactic-discursive contents set for the 3rd course of CSE or ESO.

**BLOCK 1: Comprehension of oral texts**

**Comprehension strategies**

1. Mobilization of previous information about task type and topic.
2. Text type identification, adapting the understanding to it.
3. Distinguishing between types of understanding (general sense, essential information, main points, relevant details).
4. Formulating hypotheses about content and context.
5. Formulating hypotheses about meanings based on the understanding of significant linguistic and paralinguistic elements.
6. Revising hypotheses based on the understanding of new elements.
7. Adapting listening to its purpose (global and/or specific).
8. Inferring the probable meaning of unknown words or phrases.
9. Acceptance of a partial or vague understanding in a communicative situation.
10. Perseverance in achieving oral comprehension by re-listening to the recorded text or by requesting repetition of what has been said.

**BLOCK 2: Production of oral texts (expression and interaction)**

**Production strategies:**

*Planning*

1. Identification of context, recipient and purpose of the production or interaction.
2. Adapting the text to the recipient, context and channel, applying the register and the discourse structure appropriate to each case, and choosing the linguistic exponents needed to achieve the communicative intention.

*Execution*

1. Conceiving the message clearly and distinguishing the main idea or ideas and its basic structure.
2. Activation of prior knowledge about models and interaction sequences, and previously assimilated and memorised linguistic elements.
3. Expressing the message with clarity, consistency, structuring and adjusting it suitably, when necessary, to the models and formulas for each type of text.
4. Readjusting the task (undertaking a more modest version of the task) or the message (to make concession on what he/she really would like to express), after valuing the difficulties and resources available.
5. Supporting and making the most of the previous knowledge.
6. Balancing language deficiencies through linguistic and paralinguistic procedures.

*Linguistic*

1. Modifying words of similar meaning.
2. Defining or paraphrasing a term or expression.
3. Asking for help or clarification.

*Paralinguistic and paratextual*

1. Pointing out objects, using of deictic forms or performing actions that clarify the meaning.
2. Using quasi-lexical elements (hmm, pooh, etc.) of communicative value.
3. Using the prosodic elements (pauses, rhythm and intonation) as a substitute for discourse markers in order to show the recipient or listener the parts of speech that must be interpreted together.
4. Routines or basic interaction patterns according to his/her age and grade appropriate type of communicative situation.
5. Using turn-taking along with the most common and basic signals to indicate his/her desire to speak, and to recognize other people’s desire to speak.
6. Attitude of respect towards him/herself and other people to understand and be understood.

**BLOCK 3: Comprehension of written texts**

**Comprehension strategies**

1. Mobilization of previous information on type of task and topic.
2. Identifying the reading type that the task demands (surface or “oceanic”, selective, intensive or extensive reading).
3. Text type identification (narrative, descriptive, argumentative and explaining), adapting the understanding to it.
4. Distinguishing between types of understanding required to perform the task (general sense, essential information, relevant details).
5. Approach of hypothesis about content and context.
6. Inference and formulation of hypothesis about meanings based on the understanding of significant linguistic and paratextual elements.
7. Reformulation of hypotheses based on the understanding of new elements.
8. Using techniques such as underlining or note taking to get a better understanding of the content and text structure.

**BLOCK 4: Production of written texts (expression and interaction)**

**Production strategies**

*Planning*

1. Mobilizing and coordinating their own general and communicative competences in order to effectively perform the task (review what is known about the topic, what can be or intended to be said, etc.).
2. Locating and using linguistic or thematic resources properly (by using a dictionary or grammar, obtaining help, etc.).

*Execution*

1. Elaboration of a draft.
2. Text content and structure.
3. Organisation of the text into paragraphs, each dealing with one main idea, forming together its meaning or the overall idea.
4. Expressing the message with clarity, adjusting its suitably to the models and formulas for each type of text.
5. Readjusting the task (undertaking a more modest version of the task) or the message (making concessions to what he/she really would like to express), after assessing the difficulties and available resources.
6. Supporting and making the most of the previous knowledge.

*Review*

1. Identification of problems, errors and repetitions.
2. Attention to the spelling conventions and punctuation marks.
3. Careful presentation of text (margins, cleanliness, font size, etc.).
4. Final rewrite.
5. Textual features. Using basic resources to produce graded appropriate texts with coherence, cohesion and adequacy.

**BLOCK 5: Knowledge of the language and multilingual and intercultural awareness**

CONTENTS

**Sound patterns, accents, rhythm and intonation**

1. Vowel sounds and phonemes.
2. Consonant sounds and phonemes as well as consonant clusters.
3. Basic phonological processes.
4. Stress of lexical items isolated, within the phrase and the sentence.

**Graphical symbols and spelling conventions**

1. Using of basic rules of word spelling.
2. Appropriate use of the sentence spelling: comma, semicolon, ellipses, parentheses and inverted commas.

**Socio-cultural and sociolinguistic aspects**

1. Recognizing and using social conventions and courtesy norms of the most common registers and habitual nonverbal language that is distinctive of the foreign culture.
2. Approach to visible aspects of culture related to his/her interests (music, work, leisure, sports, written production, places, people, etc.), and the most evident customs, values and attitudes related to age-appropriate aspects and contexts, through multimedia productions and artistic expressions of the countries where the foreign language is spoken.
3. Identification of some significant similarities and differences in everyday customs, and use of the basic forms of social relationship between the countries where the foreign language is spoken and our own country.
4. Receptive and respectful attitude towards people, countries and linguistic communities who speak another language and have a culture other than his/her own.

**Plurilingualism**

1. Recognition of the multilingual reality of his/her own environment.
2. Making use of the syntactic-discursive knowledge of his/her own language to improve the foreign language learning and to achieve an integrated communicative competence.
3. Participation in projects in which several languages are used and which are related to the cross elements, avoiding linguistic or cultural stereotypes and positively valuing the competences he/she has as a plurilingual person.

**Communicative functions**

1. Initiation and maintenance of personal and social relationships.
2. Description of physical and abstract qualities of people, objects, places and activities.
3. Narration of punctual and general past events, description of conditions and situations in present and future events expression.
4. Requesting and offering information, indications, opinions and viewpoints, advice, warnings and notices.
5. Expression of knowledge, certainty, doubt and conjecture.
6. Expression of will, intention, decision, promise, order, authorization and prohibition.
7. Expression of interest, approval, appreciation, sympathy, satisfaction, hope, confidence, surprise, and their opposites.
8. Formulation of suggestions, wishes, conditions and assumptions.
9. Establishment and maintenance of communication and organization of discourse.

**Oral lexicon of common use** concerning personal identification; housing, home and context; activities of daily living; family and friends; work and occupations; free time, leisure and sport; travel and holidays; health and physical care; education and studies; shopping and commercial activities; food and catering; transport; language and communication; environment, climate and natural environment; and ICT.

1. Fixed expressions, phraseological units, greetings, farewells, questions about preferences and expression of opinions.
2. Lexicon on issues related to simple content of other curriculum areas.
3. Basic and habitual routines or interaction patterns according to his/her age and grade appropriate type of communicative situation.
4. Syntactic-discursive structures of each language.

**3rd CSE syntactic-discursive contents**

1. Expression of logical relations: conjunction (*and*; *too*; *also*); disjunction (*or*); opposition (but); cause (*because (of); due to*); purpose (*to-infinitive; for*); comparison (*as/not so Adj. as*; *more comfortable/quickly, faster (than)*; *the fastest*); result (*so…*); condition (*if*; *unless*).
2. Temporal relations (*while; as soon as*).
3. Affirmation (*affirmative sentences*; *tags*).
4. Exclamation (*What* (+ *Adj.*) + *noun*; *How* + *Adj*.; *exclamatory sentences and phrases*, e.g. *Well, that is a surprise! Fine! Great!*)
5. Negation (*negative sentences with not*, *never*, *no* (*Noun*, e.g. *no problem*); *nobody*; *nothing*; *negative tags*).
6. Interrogation (*Wh- questions*; *Aux. questions*; *What is this for?*; *tags*).
7. Expression of tense: past (*past simple and continuous; present perfect; past perfect*); present (*simple and continuous present*); future (*going to; will; present simple and continuous + Adv.).*
8. Aspect expression: punctual (*simple tenses*); durative (*present and past simple/perfect; and future continuous*); habitual (*simple tenses + (Adv.), (e.g. usually; used to*); inchoate (*start-ing*); terminative (*stop –ing*).
9. Expression of the form: factuality (*declarative sentences*); capacity (*can*; *be able to*); possibility/probability (*may*; *might*; *perhaps*); need (*must*; *need*; *have (got) to*); obligation (*have (got) to*; *must*; *imperative*); permission (*could*; *allow*); intention (*present continuous*).
10. Expression of existence (e.g. *there will be/has been*).
11. Expression of the entity (*count/uncount/collective/compound nouns*; *pronouns (relative/reflexive/emphatic)*; *determiners*).
12. Expression of quality (e.g. *good at sports*; *rather tired*).
13. Expression of quantity (*singular/plural*; *cardinal and ordinal numerals. Quantity*: e. g. *all (the)*, *most*, *both*. *Degree*: e. g. *really*; *quite*; *so*; *a little*).
14. Expression of space (*prepositions and adverbs of location*, *position*, *distance*, *motion*, *direction*, *origin and arrangement*).
15. Expression of time (*points* (*five to (ten)*); *divisions* (*century; season*), *and indications* (*ago*; *early*) *of time*; *duration* (*from…to*; *during*; *until*; *since*); *anteriority* (*already*; *(not) yet*); posteriority (*afterwards*; *later*); *sequence* (*first*, *next*); *simultaneousness* (*while*, *as*); *frequency* (*often*, *usually*).
16. Expression of the mode (*Adv. and phrases of manner*, e. g. *easily*; *by post*).
17. Make and do.

# TREATMENT OF THE CROSS-CURRICULAR ELEMENTS

The provisions of Decree 86/2015 will be followed for the treatment of the cross-curricular elements. Thus, the following will be worked all throughout this unit: reading comprehension, oral and written expression, audiovisual communication, information and communications technology, entrepreneurship and civic and constitutional education. Education in values, that sustain democracy and human rights, will be enhanced. The educative centre will promote actions to improve coexistence, tolerance, prudence, and self-control, dialogue, and the empathy and conflict resolution.

**SEQUENCING**

As you can see above, this unit is divided into seven sessions; and I have given a name to each one of them that I will now explain. All skills and block of contents are developed in each session; however, there are always one or two skills that are more specifically addressed. In this way:

1) Session one is called Getting Started, since it is an introductory session where we will work more specifically with oral skills to introduce the topic and assess students’ previous knowledge. By means of videos and listening activities, the new vocabulary will be introduced at the same time that they are revising old words. The reason why the unit begins with listening activities is because it is a natural way of receiving input and, thus, of learning a language.

2) The second session will be aimed at improving reading skills and introducing the new grammar structures, so it has been called MOVE ON because we continue with our learning of the topic. Those grammar structures will be further analysed and practised by the students at home by means of the flipped classroom methodology.

3) In the third session, Speak up, these grammar aspects will be put into practice through speaking and listening activities and by sharing their ideas about the video and tasks they have done in their computers at home. There will be a reflection on the knowledge acquired.

4) Session four will be devoted to the development of writing skills, introducing structures, tips and strategies to improve the writing abilities. As usual, the session will begin with the practice of receptive skills, by means of a text where students will be able to analyse its main structure in order to continue with the productive skill of writing. Finally, peer correction of the writing assignments will be promoted, always giving students a guideline which will help them focus their attention on the communicative nature of the text. Since we are guiding our students towards the final task of writing, this session is called Step by step.

5) The project work will be developed in session five

6) In session six students will be assessed in this case by means of a written text.

7) And, finally, session seven will take place at the computer lab working on different tasks depending on the unit, from reinforcement and extension activities to web quests and games.

## ATTENTION TO DIVERSITY

In the case of our specific group of students, within this heterogeneous group there is one student that presents features of hyperactivity and attention deficit and one hearing impaired student. Therefore, specific measures will be carried out in order to work with these two students.

### AD/HD STUDENT

AD/HD is a lifelong diagnosed condition, whose main characteristics include inattention, impulsivity and over-activity problems. Therefore, the following strategies will be undertaken so that this student adapts as much as possible to the class rhythm.

* Provide frequent physical breaks and give specific instructions.
* Give few instructions at a time, using numbering/cueing system.
* Chunk assignments into parts and provide feedback.
* Teach social skill lessons to the student.
* Use differentiated teaching methods frequently.
* Use various technology tools, so the student can better follow the lesson.
* Provide a list of tasks that need to be accomplished during a set period, and allow the student to choose the order, or alternate between activities.
* Use preferential seating to reduce distractions for the student.
* Provide for the student to take a physical break.
* Allow breaks and additional time during tests.

### HEARING IMPAIRED STUDENT

This student has a complete hearing loss in the right ear and normal hearing in the other ear. Thus, as she has normal hearing in one ear it means that she did not have any speech and language delay. However, there are strategies that must be taken into account in order to make sure that this student comprehends everything in class:

* Ensure that she pays attention and takes advantage of residual hearing.
* In the case it is required; adaptations to access to the curriculum with special devices will be provided, such as hearing aids and FM radios.
* All educational materials must be given with visual aids.
* The students will be seated next to the teacher and preferable with the hearing ear near the teacher.
* The oral communication must be very well delivered by marking the point of articulation, without a tone of voice in excess.
* A.L. specialist will support the teacher in more specific articulation and vocal activities if needed.

Assessment is necessary in order to check to what extent the foreseen objectives have been achieved and, consequently, adapt the educational process to pupils' needs and characteristics. The evaluation will be global, continuous and formative and it will take into account student’s progress in the totality of the curriculum subjects and in key competences.

The assessment criteria and measurable learning standards defined in the regulations through which the core curriculum of Compulsory Secondary Education is established, will be the reference to check the level of competences acquisition and the achievement of the stage objectives.

## Assessment criteria and measurable learning standards

The following coding (e.g.: AC1, AC2) will be used in the table for the teaching unit when referring to assessment criteria.

**Block 1: Comprehension of oral texts**

**Assessment criteria**

AC1. Knowing and using the most appropriate strategies for understanding the general sense, the essential information, the main ideas or points and the relevant details of the text.

AC2. Identifying relevant general and specific information from straightforward texts transmitted face to face or by audiovisual media on specific and known topics (basic information about a curriculum area, age and grade appropriate topics within his/her own interest or activities) pronounced slowly and clearly.

AC3. Understanding the main points and specific information in short, clear and straightforward public messages and advertisements containing instructions, suggestions or other information, provided the acoustic conditions are good and the sound is not distorted.

AC4. Identifying the essential information, main points and most relevant details in brief and well structured oral texts, transmitted in person or by technical means, and articulated at slow or medium speed, in a formal, informal and neutral register. They will be about daily affairs in everyday situations or about general topics or related to their interest in personal, public, educational and occupational fields, as long as the acoustic conditions do not distort the message and this can be heard again.

AC5. Understanding the general meaning and specific information in clear and unhurried conversations taking place in his/her presence, in which opinions on common issues of his/her age and grade are described, narrated or given.

AC6. Understanding questions, request for information and very obvious changes of topic in face to face communicative situations when he/she is asked.

**Measurable learning standards**

1.1. Distinguishes, with the support of an image, the main ideas and relevant information in presentations about educational, occupational or topics of his/her interest (e.g., on a curricular subject, or having a chat to organize the teamwork).

1.2. Understands the main points and relevant details of instructions, advertisements, messages and news, brief and articulated in a slowly and clear way (change of boarding gate at an airport, information about activities in a summer camp, or in an answering machine of a cinema), as long as the acoustic conditions are good and the sound is not distorted.

1.3. Understands the gist of what is said in everyday structured transactions and actions (in hotels, shops, lodging, restaurants, leisure, study or work centres).

1.4. Identifies the general sense and the main points of a formal or informal conversation between two or more interlocutors that occurs in his/her presence, when the topic is known and the speech is clearly articulated, in a half speed and in a standard variety of language.

1.5. Understands, in an informal conversation in which s/he takes part, descriptions, narrations, viewpoints and opinions about practical matters of everyday life and topics of his/her interest, when speaking clearly, slowly and directly, provided the interlocutor is prepared to repeat what was said.

1.6. Understands, in a formal conversation or interview (centres of study or work) in which s/he takes part what is asked about personal, educational, occupational or interest issues as well as simple and predictable comments related to them, provided s/he can ask to be repeated or clarify some of what has been said.

1.7. Identifies the key information from television programmes about familiar matters of his/her interest articulated slowly and clearly (news, documentaries or interviews), when the images help understanding.

**BLOCK 2: Production of oral texts (expression and interaction)**

**Assessment criteria**

AC1. Knowing and applying the most suitable strategies for producing monological and dialogical short oral texts with a simple and clear structure, using, among others, procedures such as adapting the message to the patterns of the first or other languages or using similar lexical elements, if there are not available others that may be more accurate.

AC2. Using short phrases, groups of words and formulas to manage adequately in brief exchanges in common everyday situations, interrupting occasionally the speech in order to search for expressions, to articulate less frequent words and repair the communication in less common situations.

AC3. Interacting in a simple way in clearly structured exchanges using simple formulas or gestures for assigning and taking the turn to speak, though it depends on great measure on the intervention of the interlocutor.

AC4. Participating in conversations in which social contact is established, information on simple and routine matters is exchanged, offers or suggestions are made, instructions are given, and feelings, opinions, agreement and disagreement are expressed, provided the speakers repeat or reformulate to him/her occasionally what they are saying.

AC5. Participating in basic conversations on predictable matters with age-appropriate communicative purposes (inviting, offering help, proposing, reacting to invitations and proposals), and express feelings and opinions in a basic way.

AC6. Participating in a simple way in a personal interview, in which he/she gives information, reacts to comments or expresses ideas on common issues, provided he/she occasionally can ask for clarification or repetition of what has been said.

**Measurable learning standards**

2.1. Interacts or participates in classroom activities using the foreign language and persists in its use with a positive attitude most of the time, although mistakes may be made and he/she may have to ask for help or clarification, expressing interest and respect for his/her peers’ contributions.

2.2. Interacts to obtain or provide goods and services related to the immediate needs, provided the other person speaks slowly and with simple structures; reacts adequately, provided she/he can ask for the interlocutor’s collaboration to understand and be understood using simple and direct questions.

2.3. Makes brief and rehearsed, well-structured presentations with visual support about specific aspects or topics of his/her interest related to his/her studies or occupation, and responds to short and simple questions of listeners.

2.4. Gets on correctly in quotidian procedures and transactions, such as travel, accommodation, transportation, shopping and leisure, following basic courtesy rules (greetings and treatment).

2.5. Participates in informal conversations -face-to-face, by telephone or other technical means- in which he/she establishes social contact, exchanges information and expresses opinions and points of view, makes invitations and offers, requests and offers things, asks and gives directions or instructions or discusses the steps to follow a joint activity.

2.6. Takes part in a formal conversation, meeting, or academic or occupational interview (to make a summer course or to fit in a volunteer group), exchanging sufficient information, expressing his/her ideas about habitual topics, giving his/her opinion on practical problems when asked directly, and reacting in a simple way to comments, as long as he/she can always ask that the key points are repeated when he/she needs it.

**BOCK 3: Comprehension of written texts**

**Assessment criteria**

AC1. Knowing and applying the most appropriate strategies (identifying the topic of a text using both textual and non-textual elements, employing prior knowledge on the subject, inferring meanings from the context by comparing words or phrases that are similar in the languages he/she already knows etc.) in order to understand the general meaning, essential information, main points and ideas, or the relevant details of the text.

AC2. Understanding, in personal notes and public advertisements, short messages containing information, instructions and basic advices related to activities and situations of everyday life.

AC3. Identifying the essential information, most relevant points and important details in texts, in both print or in digital formats, short and well-structured and written in a formal, informal or neutral register, dealing with everyday matters, topics of interest or relevant to their own studies and occupations, and that contain simple structures and a lexicon of common use.

AC4. Understanding short and simple personal correspondence in which people, objects and places are described, simple events are narrated, and feelings, desires and opinions on general issues of his/her interest are expressed.

AC5. Understanding brief formal correspondence on practical issues concerning his/her interests in the domains that are appropriate for his/her age and grade.

AC6. Reading, with certain autonomy, adapted texts of some length appropriate to his/her interests, age and grade, following the storyline, the basic personality of the characters and their relationships.

**Measurable learning standards**

3.1. Identifies, with the help of the image, operating instructions and handling of electronic devices or machines, as well as instructions for conducting activities and safety standards (in a school, a public place or a leisure area).

3.2. Understands the main points of advertisements and advertising material from magazines or Internet formulated simply and clearly, and related to matters of interest in personal, academic and occupational areas.

3.3. Gets the gist of the main ideas of short journalistic texts in any support if the numbers, names, illustrations and titles transmit the greater part of the message.

3.4. Understands essential specific information on Web pages and other clearly structured reference materials or consultation about issues related to academic subjects, occupational matters, or of his/her interest (e.g. about a curricular subject, a computer program, a city, a sport and the environment), as long as he/she may reread the difficult sections.

3.5. Understands personal correspondence in any format talking about oneself; where people, objects and places are described; past, present and future, real or imaginary events are narrated, and feelings, desires and opinions about general matters, well-known or of their interest, are expressed.

3.6. Understands the essential of formal correspondence in which he/she is informed about matters of interest in the personal, educational or occupational context (e.g. about a language course or an online purchase).

3.7. Understands the essential (e.g. in readings for young people) of fiction short stories, well structured, and gets the gist of the different characters, their relationships and the argument.

**BLOCK 4: Production of written texts (expression and interaction)**

**Assessment criteria**

AC1. Writing, on paper or electronic support, short texts, simple and of clear structure, about everyday matters or of personal interest in a formal, neutral and informal register, properly using the basic resources of cohesion, basic spelling conventions and most common punctuation marks, with a reasonable control of simple expressions and structures and a lexicon of frequent use.

AC2. Knowing and applying appropriate strategies to produce short written texts and with a simple structure, i.e. by copying the usual and conventional formats, formulas and models for each kind of text.

AC3. Making use to communicate of simple mechanisms sufficiently adapted to the context and the communicative intention (lexical repetition, ellipsis, personal, spatial and temporal deixis, juxtaposition, and connectors and frequent conversational markers).

AC4. Writing, in printed format or in social networks, straightforward and short texts (notes, personal letters, postcards, greeting cards, etc.) containing personal or concerning everyday life, essential or of his/her interest information from previous patterns, using basic formulas of greeting and farewell that are characteristic of the format used, adapting the presentation to the text type and using phrases and sentences well structured and with a logical order.

**Measurable learning standards**

4.1. Writes basic and brief formal correspondence addressed to public or private institutions or business entities, requesting or giving the requiring information easily and observing the formal conventions and basic courtesy norms in this kind of texts.

4.2. Writes very brief reports in standard format with simple and relevant information about habitual facts and the reasons for certain actions in the academic and occupational fields, describing in a simple way situations, people, objects and places and indicating the main events schematically.

4.3. Fills out a simple questionnaire with personal information regarding his/her educational, occupation, interests or hobbies (e.g. to subscribe to a digital publication, enrol in a workshop, or join a sports club).

4.4. Writes notes and messages (instant messages, chats, etc.) in which brief comments are made or instructions and indications related to activities and situations of everyday life and of his/her interest are given.

4.5. Writes notes, announcements and short messages in the social networks related to activities or situations of everyday life of his/her personal interest or about current issues, respecting the conventions and rules of courtesy and etiquette.

4.6. Writes personal letters in which social contact is established and maintained (e.g. with friends from other countries), information is exchanged, important events and personal experiences are described in a simple way (e.g. the victory in a competition), instructions are given, offers and suggestions are made and accepted (e.g. an invitation or a plans are cancelled, confirmed or modified), and opinions are expressed in a simple way.

4.7. Makes a careful presentation of written texts, in both print and digital format, using spelling conventions and punctuation marks correctly.

**BLOCK 5: Knowledge of the language and multilingual and intercultural awareness**

**Assessment criteria**

AC1. Pronouncing and modulating in a clear and intelligible way, even though sometimes the foreign accent turns out obvious or some pronunciation mistakes are made sporadically, provided they do not disrupt the communication, and the interlocutors have to ask for repetitions from time to time.

AC2. Appreciating languages as a means to communicate and interact with students from other countries, as a way to access to information, and as a tool of personal enrichment by knowing cultures and different ways of living.

AC3. Producing written texts without significant spelling mistakes using words and grade appropriate common expressions.

AC4. Knowing and using, for the understanding and production of monologic or dialogic oral and written text, the socio-cultural and sociolinguistic aspects relating to everyday life (study and work habits, leisure activities), social structures, living conditions (environment and social structure), interpersonal relationships (between men and women, at work, at school and institutions), behaviour (gestures, facial expressions, use of voice and eye contact) and social conventions (customs and traditions), acting with due property and respecting the most important courtesy norms in the corresponding physical contexts.

AC5. In his/her own language, identifying differences and similarities between visible aspects of his/her own culture as well as those of countries where the foreign language is spoken, and the diverse cultures of the rest of students, if appropriate, showing curiosity and respect to differences.

AC6. Distinguishing, and applying to text understanding and production, the most important communicative function or functions of the text and a repertoire of their most common exponents and of more frequent use in oral and written communication, as well as their associated meanings (interrogative structure to make a suggestion), and discourse patterns of frequent use concerning the textual organization (introduction to the topic, topic development and change, and conclusion).

AC7. Using linguistic experiences and knowledge gained in all the languages he/she knows to determine similarities and differences with the new language as well as to develop a plurilingual communicative competence; and appreciating the personal and social richness of being a plurilingual person.

AC8. Recognizing and using commonly used oral and written vocabulary relating to everyday matters and general or related to his/her own interests, studies and activities; inferring from the context and co-text, with visual support, the meanings of words and expressions of less frequent or more specific use, and communicating information, opinions and short, simple and direct points of view in habitual and everyday situations, although the message has to be adapted in less common situations.

AC9. Rethinking the meaning of a text, summarizing or reconsidering it in his/her own language, explaining it to an immediate interlocutor who does not know the foreign language, in order to make the text understandable and ensure the fluent relationship between speakers and cultures.

AC10. Participating in projects (devising multimedia materials, leaflets, posters, book reviews and films, etc.) in which several languages are used, both curricular and others existing in the school, related to the cross elements, avoiding linguistic or cultural stereotypes.

**Measurable learning standards**

5.1. Performs well on most classroom activities making an effort to use the foreign language, with a clear, acceptable and understandable pronunciation of the basic phonics and phonological schemes, although he/she has to repeat sometime at the request of the interlocutors, and asks for help and clarification from classmates when communication does not progress.

5.2. Properly applies the basic punctuation marks and basic spelling rules, when drafting works and other texts, to become almost always understandable.

5.3. Uses the most common conventions that are distinctive of the foreign language in the development of the communicative process (greetings, routines to start or maintain the turn-taking, short oral formulas to maintain attention, make questions on preferences, and express opinions, etc.) in a standard register.

5.4. Using his/her own language identifies basic and visible socio-cultural aspects of the countries where the foreign language is spoken, analyzing them comparatively with the different cultures of the rest of students, if appropriate, avoiding stereotypes and ethnocentric valuations.

5.5. Identifies and uses the most common grade appropriate exponents to perform the communicative functions as well as the most frequently used discourse patterns for the communicative purpose.

5.6. Has a good command of the most frequent morpho-syntactic and discourse structures to understand and express intentions and meanings in standard registers through grade appropriate communicative functions, and reflects on the usefulness of the knowledge acquired in other languages to understand and produce texts in the target language.

5.7. Uses a basic and sufficient oral and written vocabulary to understand and produce simple texts in grade appropriate standard register, and understands and uses strategies of communication and redundancy of meaning (paralinguistic quasi-linguistic and para-textual images and elements).

5.8. Explains the meaning of a text, summarizing or reconsidering it, in his/her own language, to an immediate real or simulated interlocutor who does not know the foreign language, in order to make the text understandable and ensure a fluent relationship between speakers and cultures, showing respect for differences.

5.9. Participates in projects (devising of multimedia materials, leaflets, posters, book reviews and films, plays, etc.) in which several languages are used and related to the cross elements, avoids linguistic or cultural stereotypes, and values the skills competences he/she has as a plurilingual person.

## Assessment tools and techniques

In order to carry out the evaluation process a wide range of tools, materials and techniques will be used. They will be adapted to specific needs of the group and of the students as individuals. Assessment is needed throughout all stages of learning, for that reason, different kinds of assessment are considered:

* Initial evaluation: allows us to check the student’s previous knowledge. This will be done at the beginning of the teaching unit.
* Formal summative assessment. It checks the learning level achieved by the students in a particular moment, which is carried out through unit tests or throughout specific activities.
* Self-assessment. It is particularly important since it enables the learners to be involved and take responsibility for their learning process.
* Peer assessment will also be introduced in order to encourage cooperation between students and to foster the Social and Civic competence.
* Informal formative assessment. It is based on systematic observation, on day-to-day monitoring and recording of students’ performances.

In addition to direct observation of the students’ participation in the classroom, the whole process of project work will be evaluated, as well as written texts, oral productions, class notebook, and solving exercises. Besides, exchanges among students with dialogs, debates, meetings and sharing will be promoted.

Specific evaluation activities will be done, such as written and oral test related to the learned concepts. And rubrics designed to evaluate specific aspects, such as oral presentations, dialogues writing assignments and projects will be used.

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| DIDACTIC UNIT: Around the world | | | | | | | 7 Sessions | | | January-February | | | | 2nd term |
| The main aim of this unit is to introduce the topic of travelling and transport, talking about student’s plans for the future regarding travelling and making them aware of the high number of English speaking countries in the world. | | | | | | | | | | | | | | |
| **G. OBJECTIVES** | | | a, b, c, e, g, i | | | | | | | | | | | |
| **UNIT OBJECTIVES** | | | * Toidentify and interpret general and specific information in oral and written texts about travelling and future plans. * To understand grammatical features (future tense) and the communicative functions behind them. * To learn vocabulary related to travel and transport. * To identify and pronounce properly English diphthongs. * To write an informal email to a friend. | | | | | | | | | | | |
| **CONTENT** | | | | | | | | | | | | | | |
| **BLOCK 1** | **BLOCK 2** | | | **BLOCK 3** | | **BLOCK 4** | | | **BLOCK 5** | | | | **SYNTACTIC** | |
| 7, 8, 10 | 3, 8, 15, 16 | | | 2, 6, 7 | | 6, 7, 9 | | | 1, 5, 7, 8, 11, 16, 17 | | | | G, H, N, O | |
| MEASURABLE LEARNING STANDARDS,INDICATORS AND KEY COMPETENCES | | | | | | | | | | | | | | |
| **L.S: 1.1:** Understands the main ideas of conversations about travelling.L2L CLC CAE  **L.S: 2.4:** Gets on correctly in quotidian transactions: travel. L2L CLC SIE SCC CAE  **L.S: 3.5:** Gets the main information of informal correspondence. CMST L2L CLC SCC  **L.S: 4.6:** Is able to write an informal email talking about future plans. CMST L2L CLC DC SIE SCC CAE  **L.S: 5.3, 5.4:** Uses the most common conventions and formulas for writing informal emails in the foreign language. CMST L2L CLC DC SCC CAE | | | | | | | | | | | | | | |
| ASSESSMENT CRITERIA | | **B.1** | | | **B. 2** | | | **B. 3** | | | **B. 4** | **B. 5** | | |
| AC1, AC2 | | | AC1, AC3, AC4 | | | AC3, AC4 | | | AC4 | AC2, AC7, AC8 | | |