

DEPARTAMENTO DE INGLÉS

SECCIÓN BILINGÜE



IES MARIANO QUINTANILLA
SEGOVIA



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ACTIVIDADES PARA LA SECCIÓN BILINGÜE EN INGLÉS

DEPARTAMENTO DE INGLÉS
IES MARIANO QUINTANILLA
SEGOVIA 2020/21



LEVEL:	SESSIONS:
TOPIC:	
TIME:	
LANGUAGE FOCUS:	
SKILLS:	
KEY COMPETENCES:	
<ol style="list-style-type: none">1. Linguistic competence (act.)2. Mathematical competence and key competences in Science and Technology (act.)3. Digital competence (act.)4. Learning to learn (act)5. Social and Civic competence (act.)6. Sense of Initiative and Entrepreneurship (act.)7. Awareness and cultural expressions (act.)	

PROCEDURE:



LEVEL: 1st ESO	SESSIONS: 10
TOPIC: Project <i>The King's Speech</i>	
TIME: 10 sessions of 45 minutes	
LANGUAGE FOCUS: Cinema	
SKILLS: Speaking, Listening, Writing, Reading	
KEY COMPETENCES:	
8. Linguistic competence (act. 2, 3, 4, 5, 6, 7)	
9. Mathematical competence and key competences in Science and Technology (act. 6, 7)	
10. Digital competence (act. 6, 7)	
11. Learning to learn (act. 1, 2, 3, 4, 5, 6)	
12. Social and Civic competence (act. 2, 3, 4, 5, 6, 7)	
13. Sense of Initiative and Entrepreneurship (act. 2, 3, 4, 5, 6, 7)	
14. Awareness and cultural expressions (act. 1, 4, 5, 6, 7)	

PROCEDURE:▪ **Activity 1:****Projection of the film (4 sessions)**▪ **Activity 2:****Summary after each session:**

Students will have to summarise orally what has been happening in the film so far. The teacher helps them with vocabulary and pronunciation. He/She also encourages them to guess what might happen next (to the different characters of the film or what scenes might come next).

▪ **Activity 3:****Final summary and opinions:**

The teacher asks students to make a brief summary of the whole film (different students participate) and in the end they will



have to describe what parts of the movie they liked/disliked and their general opinion about the movie.

▪ **Activity 4 (session 5)**

Worksheets

Who is it? – In this Worksheet students have to identify the different characters of the film and match them to the correct picture.

Vocabulary Questions – This is a multiple choice activity to understand different definitions of important vocabulary used in the film.

▪ **Activity 5 (session 6)**

Speaking

Conversation Questions – Students have to answer and discuss/tell their opinion about different topics of the film. This will lead to a conversation/debate among them.

Reading

Students read short paragraphs about bibliographies of the main characters of the movie, which will give them ideas for their own elaboration of presentations.

▪ **Activity 6 (sessions 7+8)**

Elaboration of their own presentations

Students choose a famous actor/actress and prepare an oral presentation. They will do this with the help of a poster or PPP.

▪ **Activity 7 (sessions 9+10)**

Exposition of their presentations



LEVEL: 2nd ESO	SESSIONS: 1
TOPIC: FIRST DAY INTRODUCTION GAME	
TIME: 45-50 minutes	
LANGUAGE FOCUS: Wh-questions and answers.	
SKILLS: Reading, writing, listening and speaking	
KEY COMPETENCES:	
<ol style="list-style-type: none"> 1. Linguistic competence 2. Learning to learn 3. Social and Civic competence 4. Sense of Initiative and Entrepreneurship 5. Awareness and cultural expressions 	

PROCEDURE:

- It is important not to tell the students how the game works until they have written all the questions.
- Tell the students to write five question they would like to ask you. The questions can be about anything they want to know about you or the course.
- When they have finished, ask a student to come to the front of the class.
- Tell the class that the student at the front is going to take the role of the teacher and he will try to guess the answers of their questions.
- While the student is answering the questions, you keep the score.
- The student scores one point for a correct answer or close enough.
- When this student gives three incorrect answers, choose another student to guess the answers.
- The game continues with students taking it in turns to be the teacher until everyone has asked and answered most of the questions.
- The student with the most of the points wins the game.
- Finally, tell the students to ask you all the questions that they didn't guess or that were unanswered.



LEVEL: 2nd ESO	SESSIONS: THREE
TOPIC: The Weather	
TIME: three periods of 50 ´	
LANGUAGE FOCUS: To give the students vocabulary relating to weather so that they can understand weather forecast and have fluent conversations talking about weather conditions.	
SKILLS: READING WRITING LISTENING AND SPEAKING	
KEY COMPETENCES: <ol style="list-style-type: none"> 1. Linguistic competence (act.1,2) 2. Mathematical competence and key competences in Science and Technology (act. 4) 3. Digital competence (act. 4) 4. Learning to learn (act 1.2.3.4) 5. Social and Civic competence (act. 5) 6. Sense of Initiative and Entrepreneurship (act. 4) 7. Awareness and cultural expressions (act. 4,5) 	

PROCEDURE:

First day:

1-The teacher will give a general presentation of the topic and with the help of the projector the ss will go through the vocabulary taking notes and learning new expressions.

2-After that they will be given a Reading to keep on working the topic with some questions they will have to answer.

Second day:

3-The students will watch some WEATHER FORECAST videos from YouTube.

And the teacher will explain next activity:

4- Oral presentation talking about the weather in the part of the world that they choose.

This activity will be individual and they must look for information online.

Third day:

5- Ss show their work to the rest of the classroom.



LEVEL: 2nd ESO	SESSIONS: 12
TOPIC: PROJECT- BRITISH CULTURE	
TIME: 50' each session	
LANGUAGE FOCUS:	
SKILLS: Reading, speaking, writing and listening	
KEY COMPETENCES:	
<ol style="list-style-type: none"> 1. Linguistic competence 2. Mathematical competence and key competences in Science and Technology 3. Digital competence 4. Learning to learn 5. Social and Civic competence 6. Sense of Initiative and Entrepreneurship 7. Awareness and cultural expressions 	

PROCEDURE:**INTRODUCTION**

You are going to participate in an exchange with a British high school for three weeks. You will live with your British partner and his/her family and hang out with his/her friends. You are very excited about this meeting and about travelling to UK for the first time, but a bit worried because you don't know many things about British customs and culture. A bit of information about his/her culture would be very helpful.

Activity 1: SPEAKING (Brainstorming)

Britain is full of culture and traditions which have been around for hundred years. British customs and traditions are famous all over the world. When you think about Britain, what can you say about their customs and culture?

The students discuss about their ideas (drink tea, eat fish and chips, wear bowler hats.....). Explain that there are plenty of stereotypes about British and Spanish people. This activity will take one session.



PROCESS

- In this project you will have to gather information about different aspects of the British culture.
- You will have to arrange the information on a PowerPoint presentation and get ready to present the project to your classmates.
- you will join in groups of 2/4 people, and each group will work on a topic.
- In this way, you will understand British culture and traditions better and you will be able to tell the differences and similarities between your culture and British culture
- Form groups of 2/4 students. Each group will be given a topic of the 9 provided:

1. British geography and history
2. British symbols
3. The Royal Family
4. Government
5. British food and drinks
6. Free time and sports
7. Festivals and holidays
8. Manners: do's and don'ts
9. Superstitions

Activity 2: Individual and Group work

- a. Work on your topic individually by answering the questions. You'll find useful links to sites and pages. This activity will take two sessions in the computers' room at school.
- b. Share the information with the other students in your group.
- c. Decide how to elaborate your PowerPoint: information, images, memes etc. Follow the indications you have about doing a presentation. This activity will take four sessions in the computers' room at school.
- d. Get ready to present it to the class. It should last around 15 minutes.



Topic 1. BRITISH GEOGRAPHY AND HISTORY

The following list of questions can help you to decide what to include in the final project. You'll find the information in the links provided below.

1. Where is UK?
2. The seas surrounding the UK are.....
3. What is the official name of the UK?
4. Name two rivers in UK
5. UK is made up of.....
6. Where does the name of "England" come from?
7. Who gave Britain its name?
8. What are the capital cities of England, Wales, Scotland and Northern Ireland?
9. Describe the climate in UK.
10. Who were the early invaders of Britain?
11. Timeline of the Kings and Queens
12. Why is Britain a multicultural country?
13. How many different languages are spoken in London every day? Why?

Links:

<http://projectbritain.com/geography.html>

<http://projectbritain.com/history.html>

<http://projectbritain.com/>

<http://www.learnenglish.de/britishculture.html>

<http://www.ukculture.info/>



Topic 2: BRITISH SYMBOLS

The following list of questions can help to decide what to include in the final project. You'll find the information in the links provided below.

1. What are the national symbols of England, Wales, Scotland and Northern Ireland (Patron Saint and floral emblem)?
2. What is the national flag of the United Kingdom?
3. Why is Ireland/Eire not part of the United Kingdom?
4. Where can you see red double-decker buses?
5. What does a London taxi look like?
6. What do British post and telephone boxes have in common?.
7. Name England's national game.
8. Why is a red rose important in England?

Links:

<http://projectbritain.com/>

<https://www.learnenglish.de/culture/theunitedkingdom.html>

https://en.wikipedia.org/wiki/List_of_national_symbols_of_the_United_Kingdom,_the_Channel_Islands_and_the_Isle_of_Man



Topic 3: THE ROYAL FAMILY

The following list of questions can help to decide what to include in the final project. You'll find the information in the links provided below.

1. Name the most important members in the Royal Family.
2. Explain their role.
3. Who will become the next King or Queen.
4. Why isn't the Queen's husband King.
5. Explain the Royal Coat of Arms
6. Buckingham Palace. Why is it important? Explain where it is and a bit of its history.
7. Name other palaces the Royal Family have and in which occasions do they use them.

Links:

<http://projectbritain.com/theQueen.htm>

<http://projectbritain.com/royal/role.htm>

<http://projectbritain.com/royal/family.htm>

<http://projectbritain.com/royal/family.htm>

[http://projectbritain.com/london/attractions/buckinghampalace.](http://projectbritain.com/london/attractions/buckinghampalace)



Topic 4: GOVERNMENT

The following list of questions can help to decide what to include in the final project. You'll find the information in the links provided below.

1. Is the UK a Republic or a Monarchy?
2. Who is the Prime Minister in the UK?
3. The British parliament: Where is it?
4. Explain the House of Common
5. The House of Lords
6. The elections
7. The Brexit

Links:

<http://projectbritain.com/index/government.htm>

<http://projectbritain.com/government/westminster.htm>

<http://projectbritain.com/government/index.htm#lords>

<http://projectbritain.com/government/primeminister.htm>

<https://newsforkids.net/fastfacts/brexit/>



Topic 5: BRITISH FOOD AND DRINKS

The following list of questions can help to decide what to include in the final project. You'll find the information in the links provided below.

1. Meals and meals times
2. What does "would you like a cuppa?" mean?
2. What is a packed lunch?
3. What is the traditional English take away?
4. Name three types of pies.
5. Is afternoon tea only a drink?
6. How do you make Yorkshire pudding and when do you eat it?
7. What is shepherd's pie?
8. Which sauce do you eat with roast beef?
9. Stilton, Cheddar, Double Gloucester and Caerphilly are all kinds of...
10. The word "pub" is short for.....
11. What do the British usually drink in pubs?
12. What are their opening hours?
13. Are the names of the pubs important? Give some examples.

Links:

<http://projectbritain.com>

<http://www.lingolex.com/cc/foods.htm>

<http://www.learnenglish.de/culture/foodculture.html>

<http://www.lovebritishfood.co.uk/>



Topic 6: FREE TIME AND SPORTS

The following list of questions can help to decide what to include in the final project. You'll find the information in the links provided below.

1. Name some popular sports and explain them.
2. Important sporting events. Explain them.
3. What kind of games do British students play at school?
4. What do British people like doing at the weekends?
5. Popular leisure activities on Sunday
6. How do people spend their free time?
7. Where do British people go on their holidays?

Links:

<https://hugoproductionspanama.wordpress.com/2015/10/22/how-do-british-spend-their-free-time/>

<https://jatekvilag.org/the-most-popular-leisure-activities-in-great-britain/>

<http://projectbritain.com/weekends.htm>



Topic 7: FESTIVALS AND HOLIDAYS.

The following list can help to decide what to include in the final project. You'll find the information in the links provided below.

1. Burn's Night
2. Shrove Tuesday
3. St. Patrick's Day
4. April Fool's day
5. Notting Hill Carnival
6. Halloween Bonfire
7. Night Christmas
8. Mother's day
9. Easter
10. Valentine's day

Links:

<http://projectbritain.com/holidays.html>

<http://www.britishcouncil.org/talkingscience-centres-festivals.htm>

https://en.wikipedia.org/wiki/English_festivals

<https://studylinks.com/festivals-holidays-and-events-in-the-uk-a-guide-for-international-students/>



Topic 8: MANNERS: DO'S AND DON'TS

1. What is a British person famous for? Is it a stereotype?
2. Will you find a disordered queue anywhere in England?
3. Is it important to say “please” and “thank you”?
4. Which side of the road do they drive in the U.K?
5. Should you greet people with a kiss?
6. Do English people talk loudly in public?
7. What do you answer if somebody says “how do you do”?
8. Are manners important in England?
9. Do British people arrive on time?
10. What should you do if you receive an invitation saying RSVP?

Links:

<http://projectbritain.com/behaviour.html>

<https://blocs.xtec.cat/london/dos-and-donts-in-britain/>

<https://www.sableinternational.com/blog/the-dos-and-don-ts-of-uk-business-etiquette>

<http://www.englishtown.com/community/portal/friends/etiquette/free.aspx>

<http://www.kwintessential.co.uk/resources/global-etiquette/uk.html>

<http://www.langust.ru/review/xeno-br5.shtml>



Topic 9: SUPERSTITIONS

1. “Bad luck comes in threes”, What does it means?
2. What is lucky to say on the first day of the month?
3. What way must a horse-shoe be to bring good luck?
4. Why do some people catch falling leaves in autumn?
5. What must you do if you spill salt?
6. Putting new shoes on the table brings good luck. Right or wrong?
7. Is Tuesday 13th unlucky?
8. What will happen if the ravens leave the Tower of London?
9. White rabbits are considered to be.....
10. Why is it unlucky to have the feathers of a Peacock within home?
11. Do bats bring good luck?
12. Is it safe to walk under a ladder?

<https://www.british-study.com/en/blog/wonderfully-weird-british-superstitions/>

<http://projectbritain.com/superstitions.htm>

<https://www.edp24.co.uk/lifestyle/most-common-uk-superstitions-to-avoid-bad-luck-6400672>

<https://www.mirror.co.uk/news/uk-news/terrified-friday-13th-brits-top-11331899>



Activity 3 : Present your PowerPoint to the class. This activity will take three sessions depending on the class.

Activity 4: Class discussion comparing British and Spanish Culture and traditions. It will take one session.

Activity 5: Write an essay choosing one topic (100-150 words) (different to the one you have worked on) This activity will take one session.



LEVEL: 3rd ESO	SESSIONS: 4
TOPIC: Narrative texts	
TIME: Last days of October	
LANGUAGE FOCUS: Grammar: past simple, regular and irregular verbs. Vocabulary: adjectives Pronunciation: <-ed> ending	
SKILLS: Reading, listening, writing, speaking	
KEY COMPETENCES:	
<ol style="list-style-type: none"> 1. Linguistic competence (act. 1, 2, 3, 4, 5, 7 and 8) 2. Mathematical competence and key competences in Science and Technology (act. 1, 3) 3. Digital competence (act. 7) 4. Learning to learn (act 4 and 6) 5. Social and Civic competence (act. 1, 3, 5 and 6) 6. Sense of Initiative and Entrepreneurship (act. 8) 7. Awareness and cultural expressions (act. 1, 2, 3, 4, 5 and 6) 	

PROCEDURE:

During the first session, students will be divided in groups (3-4 students per group, depending on the total number). They will be told that they will be working as teams and getting points with some of the activities.

The **first activity**, as an introduction, consists of a quizz on Edgar Allan Poe. For questions numbered from 1 – 10, they will have 3 possible answers. After the groups complete the quizz, the teacher will give the correct answer. Each team gets one point for each correct answer.

For the **second activity**, a simplified version of Poe's shortest story (*The Oval Portrait*) will be used. The text will keep however some of the author's stylistic characteristics. Pre-reading and reading questions will be answered in the class; these questions are guessing the contents from the title, reading comprehension questions and focusing on grammar (past simple regular and irregular verbs)



At the beginning of the second session, the teams will have to match some of the vocabulary from the reading text with definitions (**activity number 3**). They will be allowed to use the original text again to find the words in the context. For each correct answer, each team will get one point.

Later during session number 2, the teacher will provide the students with information on the structure and aspects of a narrative tale, putting emphasis on those aspects that are essential for this sort of text (characters, setting, actions...). Later, they will be required to think of any short story that they know and identify those aspects (**activity number 4**).

Session 3 will be held in a computer room. First, the students will watch an animated video on another of Poe's short stories: *The Tell-Tale Heart*. The teacher will put emphasis on the narrative aspects discussed during the previous session and they will, again, answer some reading comprehension questions for **activity number 5**. The groups will later be told that they will be required to write their own short story (**activity number 7**), with some elements that will be randomly chosen. Thus, such narrative elements as one of the characters (the antagonist), setting or initial conflict will be randomly chosen by an online random decision maker tool (**activity number 6**). The students will be told that they will be given 1 point for each of the words from activity number 3, and marked by the teacher with 1-5 points for their story, depending on the correct use of vocabulary, grammar, coherence and cohesion...

Session 4 will require a representative of each group to briefly explain how they wrote the story and to read it aloud (**activity number 8**). Finally, there will be a count of points for each team and the winners will be known.



1. Complete the following quiz on Edgar Allan Poe:

1. Where was he born?

- a) New York City, New York
- b) Boston, Massachussets
- c) Plymouth, New Hampshire

2. What was the profession of his parents?

- a) Lawyers
- b) Civil servants
- c) Actors

3. What is the title of his first published work?

- a) Twice-Told Tales
- b) Tamerlane and Other Poems
- c) Maggie: a Girl of the Streets

4. Which poem, published in 1845, is his most popular?

- a) The Raven
- b) Thirteen ways of looking at a blackbird
- c) To a Skylark

5. What was the name of his first wife?

- a) Annabel Lee
- b) Ligeia
- c) Virginia

6. With *The Murders in the Rue Morgue*, Poe started a new narrative subgenre. Which subgenre was this?

- a) Detective fiction
- b) Hardboiled
- c) *Giallo*



7. Which of the following short stories was NOT written by Poe?

- a) The Pit and the Pendulum
- b) Rip van Winkle
- c) William Wilson

8. In which of the following categories best fits most of Poe's work?

- a) Transcendentalism
- b) Dark romanticism
- c) Harlem renaissance

9. Which of the following allegories, which deals with a pandemic, was written by Poe?

- a) The Masque of the Red Death
- b) Animal Farm
- c) The Lord of the Flies

10. What is the title of Edgar Allan Poe's only complete novel?

- a) The Narrative of Arthur Gordon Pym of Nantucket
- b) Wuthering Heights
- c) The Catcher in the Rye

Correct answers: 1) b, 2) c, 3) b, 4) a, 5) c, 6) a, 7) b, 8) b, 9) a, 10) a.

2. Answer the following questions:

1. Look at the title. What do you think the text is about?

2. Have a quick look over the text and answer the questions:

- 2.1. How many narrators are there in this story?
- 2.2. Why does he need to sleep inside the castle?
- 2.3. How does he manage to get light in the room?
- 2.4. Why does he find a book?



2.5. What happened to the woman painted in the portrait?

3. Read the tale. Find some instances of past simple verbs and classify them as regular or irregular.

3. Match the vocabulary with its definitions:

Gloom to look at someone or something for a long time

Tattered magic words that are supposed to make a person or thing change shape, disappear, etc.

Nook a woman who is getting married or has just been married

Gaze badly torn

Shade (plants) to dry up and die

Melt to fall in drops

Spell a quiet, dark corner or place.

Appalled to change from solid to liquid because of heat

Bride shocking and horrible

Drip an area where there is no light from the sun and it is darker

Ghastly a feeling of unhappiness and of not having any hope

Wither shocked and angry

Poe: The Tell-Tale Heart

<https://www.youtube.com/watch?v=wDLLHTdVSgU>



5. Questions:

1. Who is the narrator?
2. Describe the old man's eye
3. What did the narrator do every night?
4. Describe the old man's room
5. How did the old man die?
6. Where did the narrator bury the body?
7. Why did the police come to the house?
8. How did they find out the murderer?

6. Random decision maker:

<https://www.randomdecisionmaker.com/>

Settings: A crumbling abandoned house / A school at night / A graveyard / The road / A dead-end alley / A deserted village

Antagonist: A ghost / A vampire / A mad scientist / A witch / A werewolf / An alien

Initial conflict: A strange noise is heard / Feeling someone is watching / Being locked in a building or car / Being suddenly lost / Trying to find someone / Feeling in a nightmare, but not waking up

Point count

ACTIVITY	POINTS
Quizz	
Vocabulary definitions	
Vocabulary use	
Writing	
TOTAL	



LEVEL: 3rd Year of ESO	SESSIONS: 8 or 9 (1 Month)
TOPIC: “Houses and Homes”	
TIME: 50’ each session	
LANGUAGE FOCUS: Related Vocabulary, Simple & Continuous tenses	
SKILLS: Reading, Writing, Listening, Speaking	
KEY COMPETENCES:	
<ol style="list-style-type: none"> 1. Linguistic competence 2. Mathematical competence and key competences in Science and Technology 3. Digital competence 4. Learning to learn 5. Social and Civic competence 6. Sense of Initiative and Entrepreneurship 7. Awareness and cultural expressions 	

PROCEDURE:

Session 1: Students are shown the video of the song “Our House”, by Madness. Then they are given out the lyrics, with gaps to fill in, and the video is played another couple of times. Finally, they offer their answers to the gaps and the whole song and the video are commented, with cultural notes on the clothes, possible location, type of family and social class etc... If there is time, some information about the history of ska music and a selection of music samples may be included.

Sessions 2-4/5: Students work on diverse exercises, dealing with vocabulary (types of houses, elements of construction, furniture, urban and rural areas, expressions with the words “house” and “home”...), reading comprehension of a text, speaking (describing pictures of different kind: types of houses, people at home, urban and rural landscape...; debate about the advantages and disadvantages of living in a big city and in the countryside or a small town) and grammar practice of simple and continuous tenses.



Sessions 5 and 6/6 and 7 (computer room): Students work on a brief presentation, in which they will have to describe their ideal home (type of construction, number of rooms, size, furniture and decoration, special equipment or features, location and surroundings...)

Final Session(s): All students show and explain their presentations, and also answer their classmates' questions, if there are any. Variation or expansion may follow, for instance holding a contest, with the possibility of voting for one or different categories: the most complete presentation/ the most visually effective/ the most popular or attractive home, etc...



LEVEL: 4 TH CSE B1.2. CEFR	SESSIONS: 9 sessions
TOPIC: 'As fresh as a daisy resort'	
TIME: 50-minute sessions twice a week, during the 7 th class at the secondary school.	
LANGUAGE FOCUS: <ul style="list-style-type: none"> - Specific language revolving around different healthy dietary styles, sports, leisure activities and natural environments. - Formal language to be published in the final task of the project: the creation of a resort and its website. 	
SKILLS: <ul style="list-style-type: none"> - Spoken and written comprehension and interaction (Listening, Speaking, Reading and Writing). - Soft skills: Creative thinking, time management, networking, teamwork and conflict resolution. 	
KEY COMPETENCES: <p>8. Linguistic competence: Communicative use of the English language. The activities are contextualized to "express opinion", "give instructions", "make suggestions", etc.</p> <p>9. Mathematical competence and key competences in Science and Technology: Students are able to calculate calories, training times, room prices, ...</p> <p>10. Digital competence: Creation of a webpage.</p> <p>11. Learning to learn: Discovering new webpage tools, as well as filtering information from the model webpages that the teacher has given them.</p> <p>12. Social and Civic competence: Collaborative work.</p> <p>13. Sense of Initiative and Entrepreneurship: Creation of a business (a resort) from scratch.</p> <p>14. Awareness and cultural expressions: Using conventional expressions closely tied to types of recurrent social situations (i.e. a formal welcoming letter) as well as to the area where they intend to locate their resort.</p>	

PROCEDURE:

This project is based on a task-based approach in which the students' autonomy is fundamentally sought. The final task consists of creating a resort that encourages a healthy lifestyle, as well as its publication on a website using the web development software: <https://es.wix.com/>

This final task will be developed over nine 50-minute sessions. In the last two sessions, the final product is presented and will also be included in the school website.



The class will be divided into seven groups of four students. Each group will focus on a specific aspect of the resort. 3 groups will work on the elaboration of the menus offered by the resort restaurant. Each one will elaborate a different type of diet and nutritional values such as a low-fat diet, a vegetarian diet and a celiac diet. 3 other groups will be setting up the fitness studio staff. They will work on physical, mental and leisure activities – respectively –. The seventh group will be in charge of including the additional information displayed on the resort website. For example: the welcoming message, location, getting-here, services, about the staff (student's brief description), contact, etc.

The sessions of this project are distributed as follows:

- **Session 1:** Get in touch. Healthy lifestyle test. Your Healthy Living Insights. Orientation to resorts: showing students a wide range of different ideas. Explanation on how WIX.com and Google Drive work.
- **Session 2:** Choosing the name of the resort, the formation of the groups is carried out, the aspect of the resort that each group must work on (food, activities or management) and the roles within each one are assigned.
- **Session 3:** Once they know their group, role and function, they are given a detailed explanation of the final task. As a final result, group 1, 2 and 3 should include 15 dishes and 3 recipes with their nutritional values. Groups 4 and 5 have to include 5 activities and explain one in more detail. Group 6 has to include at least 4 activities related to leisure and explain a workshop related to healthy living. Finally, group 7 has to place the resort in a good location and explain ideas and values of that resort.
- **Sessions 4, 5, 6:** Research and elaboration of the project in their allocated groups framed in contextualized activities and peer-assessment.
- **Session 7:** Students work cooperatively to create a common webpage through Wix. They must include on it each group's work in order to shape it as a common final product. That is, a single webpage where all the information appears.
- **Sessions 8 and 9:** Presentation of the webpage considering the group's individual sections. Group discussion. Follow up questions and final evaluation.



LEVEL: 4th ESO 2020-2021	SESSIONS: 10
TOPIC: Project Model United Nations: “<i>Broadening the Scope of Women’s Citizenship, Leadership and Public Participation</i>”	
TIME: Ten 45-minute sessions twice a week, during the 7th class at School.	
LANGUAGE FOCUS: Formal language about the United Nations and the language used by the bodies of UN in relation to the topic chosen on each occasion.	
SKILLS: All: Reading. Writing. Speaking. Spoken Interaction Listening. Critical Thinking. Teamwork and leadership abilities.	
KEY COMPETENCES: All:	
<ol style="list-style-type: none"> 1. Linguistic competence 2. Mathematical competence and key competences in Science and Technology 3. Digital competence 4. Learning to learn 5. Social and Civic competence 6. Sense of Initiative and Entrepreneurship 7. Awareness and cultural expressions 	

PROCEDURE:

- **Explanation of the Project. Understand its scope. Reading about it from the United Nations webpage and Mun and SYMUN Webpage-Spain Youth Model United Nations) (Session 1)**
- **Selection of the countries. Choose the topic and distribution in groups or pairs (Session 2)**
- **Research and elaboration of the project in pairs or groups (Sessions 3, 4, 5, 6 and 7)**
- **Presentation of the projects of each group or pair in front of their teacher and classmates. Discussions (Sessions 8 and 9)**
- **Discussion (continuation). Follow up questions and evaluation (Session 10)**