

ENGLISH

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If...

**Journey to success:**

**MAPPING ENGLISH  
LEARNING WITH**

**METACOGNITION**

**40**  
ESO



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| B2023/03268 | <b>DISEÑO DE MATERIALES EDUCATIVOS PARA LA PROMOCIÓN DE HABILIDADES SOCIOEMOCIONALES Y METACOGNITIVAS EN EL ALUMNADO PARTICIPANTE EN MEDIDAS DEL PROGRAMA PARA LA MEJORA DEL ÉXITO EDUCATIVO EN LA COMUNIDAD DE CASTILLA Y LEÓN</b> |
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# **JOURNEY TO SUCCESS: MAPPING ENGLISH WITH METACOGNITION.**

## **4º ESO**

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# ENGLISH

## Introduction

Welcome to this journey

Let's start this exciting journey towards the development of metacognitive skills!

What are thinking and understanding-based approaches?

What is the culture of thinking?

- Cognitive strategies for understanding

- Thinking routines

How can we integrate the thinking approach with other active methodologies?

- Cooperative learning

- Gamification

- Game-based learning

## Sessions

Session 1 - Canada

Session 2 - India

Session 3 - South Africa

Session 4 - New Zealand

Session 5 - UK & USA

Session 6 - Ghana

Session 7 - Ireland

Session 8 - Australia

Session 9 - Malta

Session 10 - Literary Roulette

## References

### Annex:

1. Icebreakers
2. Assessment tool
3. Visual Analogy
4. Games
5. Graphic organizers





## Welcome to this journey!

Welcome to this series of educational materials specially designed to promote and develop metacognitive (intellectual and socio-emotional) skills through a thinking and understanding approach for students in the 4th year of Secondary Education within the framework of the **Programme for the Improvement of Educational Success** in the Community of Castilla y León.

At this stage of their education, it is essential to provide students with the necessary tools to become autonomous and critical learners. Metacognition refers to people's ability to know their own thinking, i.e. to be aware of their own learning processes. In this sense, fostering metacognitive skills involves helping students to understand how they process information and how they can regulate and direct their own learning more effectively. By promoting metacognitive skills, we seek to enhance students' critical thinking, autonomy, and socio-emotional self-regulation. These skills are not only fundamental for academic success, but also for their personal and professional development throughout their lives. As students acquire these metacognitive skills, they will be better prepared to face learning challenges, make informed decisions, and adapt to new situations. In addition, an attitude of continuous learning will be fostered, in which students become active protagonists of their own learning process.

These materials are designed to be used by both teachers and students, and they are structured in a gradual and progressive way to address different aspects of metacognition. Throughout this series, strategies, activities, and resources will be presented that will enable students to develop their self-reflection, planning, and evaluation of their own learning. The materials are designed in a way that integrates different active methodologies such as cooperative learning, game-based learning, gamification, etc. that favour students' motivation and participation. Moreover, they will be divided into four

subjects (Language, Mathematics, English and cross curricular contents), and all of them will have an equivalent structure composed of two blocks:

1. **SESSIONS WITH THINKING ROUTINES:** In this block you will find specific examples of the use of thinking routines to reinforce the learning of each subject (Mathematics, Language, English and cross curricular contents), as well as tips and materials for the application of thinking routines in an autonomous way by the teacher.

2. **GAMES:** In this block, specific examples of games will be presented to promote the development of executive functions, transversal skills, and the learning of the contents of each subject.

We hope that these educational materials will be of great use to both teachers and 4th of ESO students. With their constant use and application, we are sure that new doors will be opened towards more meaningful and enriching learning.

**Let's start this exciting journey towards the development of metacognitive skills!**

# PENSATrip: Travel agency

**PLACES YOU VISIT**

Curricula contents

**CURIOSITY FOR NEW THINGS**

passion for learning

Where do you want to TRAVEL?

**TOUR GUIDE**

Teacher is the tour guide

**THE TYPE OF TRAVEL**

Active methodologies



In order to better understand the materials presented here, we consider it necessary to explain the theoretical foundation on which they are based. To facilitate this understanding, we have created this visual analogy that can also be used to explain to the students how the work will be organised in the programme sessions (**APPENDIX 3**).

With this analogy we want to symbolise learning as a journey, so with the question "**Where do you want to travel?**" we focus on the idea that the learner can decide where he/she wants to travel (what he/she wants to learn). It is important to note that with the focus on thinking and understanding we can cater for the different interests of the learners and thus motivate them towards learning.

On this trip, the **tour guide** (teacher) accompanies his/her group of **tourists** (students) along the different paths and places they want to reach. This trip will not be an organised trip, where everything is planned and the same places are always visited, going from one monument to another without time to enjoy and look for the curiosities of the place. It will not be a trip where the times are set by others and they decide where to go, in what order, how long we will stay and what we will see. Our **trip is personal, individualised**, our tourists will be the protagonists, they will investigate what they want to visit, they will answer their **curiosities**, and they will spend as much **time** as they need in each place. It will not be a "standard" trip but a "personalised" trip. To achieve this type of trip, the tour guide will need to manage information to **organise a personalised trip** (active methodologies) through the **routes and the places they want to visit** (curricular contents).

All these elements are framed in the way the **PensaTrip travel agency** works (thinking approach), which organises this new type of personalised trips. This agency has the **most innovative tour guides**, who never forget their **camera** to record each place visited (learning documentation), their **binoculars** (to observe closely), their **diving goggles** (to go deeper and

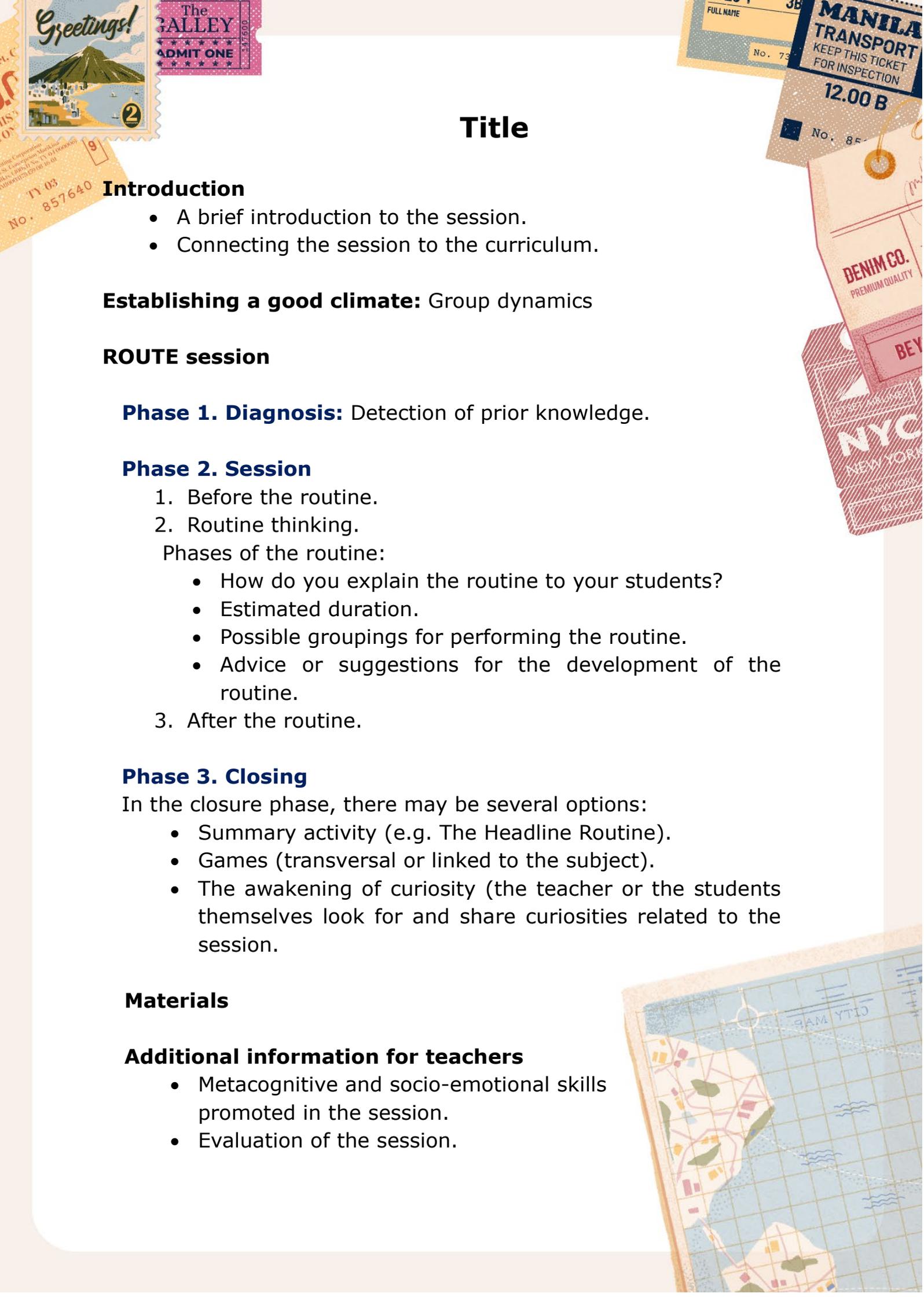
further), their **map** (to avoid getting lost in the teaching-learning process), their **backpack** (to store their educational resources such as thinking routines, group dynamics, games, etc.), **passport** (progress throughout the courses and educational stages), **compass** (the thinking routines), etc.

All this will **allow our group of students to have the trip of a lifetime.**

The materials for each subject have **two blocks**:

1. SESSIONS WITH THINKING ROUTINES
2. GAMES

The **first BLOCK** of sessions with THINKING ROUTINES are presented with a fixed structure which is explained below:



# Title

## Introduction

- A brief introduction to the session.
- Connecting the session to the curriculum.

**Establishing a good climate:** Group dynamics

## ROUTE session

**Phase 1. Diagnosis:** Detection of prior knowledge.

### Phase 2. Session

1. Before the routine.
2. Routine thinking.

Phases of the routine:

- How do you explain the routine to your students?
  - Estimated duration.
  - Possible groupings for performing the routine.
  - Advice or suggestions for the development of the routine.
3. After the routine.

### Phase 3. Closing

In the closure phase, there may be several options:

- Summary activity (e.g. The Headline Routine).
- Games (transversal or linked to the subject).
- The awakening of curiosity (the teacher or the students themselves look for and share curiosities related to the session).

## Materials

### Additional information for teachers

- Metacognitive and socio-emotional skills promoted in the session.
  - Evaluation of the session.
- 

The sessions with thinking routines are presented following a recommended **order**, but they have been planned in such a way that, if the teacher considers it necessary, they can be carried out in a different order. All sessions are presented with an **initial group dynamic** of short duration (10-25 minutes), to start all sessions with a group atmosphere and a positive emotional state (**ANNEX 1**).

The central phases of the session in which different thinking routines are developed -infused with the contents of each subject- have been called the **ROUTE session**. In this part of the session, useful information is provided in order to correctly develop the routine with the students (e.g. instructions, estimated time, grouping, etc.).

All the sessions have a final **closing phase** in which brief activities with a playful approach are proposed, the aim of which is to synthesise and organise the contents dealt with throughout the session. Three activities are proposed to the teacher so that he/she can choose the one he/she considers most appropriate:

- The holder: individual and/or group.
- Round/s of some of the games proposed in the materials (**ANNEX 4**).
- The awakening of curiosity.

A section entitled **Supplementary information for teachers** has been included, which lists the cognitive, metacognitive and socio-emotional skills that are promoted in each of the sessions:

### **Cognitive skills**

- *Cognitive strategies (describe, explain, relate, question, evaluate, etc.):*  
Cognitive skills needed to process information deeply and efficiently.

- *Problem solving:* Ability to identify and define problems, generate strategies to address them, implement solutions, and evaluate the results.

- *Creativity*: Ability to generate original ideas, combine concepts in innovative ways, find unconventional solutions, and think outside the box.

- *Critical and ethical thinking*: Ability to critically evaluate information, understand ethical issues, and make responsible decisions in different environments and situations.

### **Metacognitive skills**

- *Self-reflection*: The ability to reflect on one's own thinking process, identify strengths and weaknesses, and adjust learning strategies accordingly.

- *Planning and organisation*: Ability to set clear goals, design an action plan, organise time and resources, and monitor progress towards achieving objectives.

- *Self and task monitoring*: Ability to assess one's own level of understanding and mastery of a subject, identify areas of difficulty, and apply effective study strategies.

### **Socio-emotional skills**

- *Self-regulation*: Ability to maintain motivation, manage frustration, overcome obstacles, and persevere in the pursuit of academic goals.

- *Emotional intelligence*: The ability to recognise, understand and regulate one's own emotions and the emotions of others, and to use these skills to establish healthy relationships and manage conflict.

- *Empathy*: The ability to put oneself in the shoes of others, to understand their perspectives, needs and feelings, and to act in a compassionate and caring manner.

- *Teamwork*: Ability to collaborate effectively with others, communicate clearly, listen actively, resolve conflicts, and achieve goals together.

- *Ethical decision-making*: Ability to recognise and consider the ethical implications of decisions, evaluate long-term consequences, and act in a responsible and morally correct manner.

A brief **evaluation** proposal is also proposed with a double objective: on the one hand, to make the student's learning and understanding of the session visible and, on the other hand, to evaluate the activities proposed in the session itself. An evaluation form (**ANNEX 2**) has been designed to collect evidence of the learning and development of the sessions. This information will allow us to know whether the students are understanding the contents correctly and, in addition, to make the necessary modifications in those issues that do not work well or that are not perceived positively by the students.

To make the evaluation more attractive and motivating, we suggest **the use of social media and networks**, which can be those of the educational centre itself (e.g. virtual classroom or Teams) or general social networks (e.g. Instagram, TikTok, etc.). It is proposed to elaborate, together with the students, audiovisual pills that can be shared later on the social networks of the educational centre or the teacher. These audiovisual pills can be elaborated with images taken from the headlines the students have produced after the session, with the materials or products they have produced, etc. These images can be used to produce a video to share in the school's virtual classroom, or on social networks such as TikTok, Instagram or X. It is suggested to use the hashtag #ExitoEducativoCyL and to tag the @profiles of the Junta de Castilla y León, the @profiles of the school or a @profile created by the teacher without personal identification to make visible the work carried out within the framework of the Programme for the improvement of educational success.

The **second BLOCK** proposes various board games whose theoretical basis is to promote cognitive, metacognitive and socioemotional skills in a way that is infused with content from the different subjects. All the games have printable materials that can be laminated for greater durability. In addition, elements (e.g. cards without content) are integrated so that the teacher can expand or modify the use of the games proposed with the participation of their students.

Finally, a series of **symbols** have been included throughout the materials, which aim to draw the teacher's attention to some important aspects in order to favour greater understanding. These are:

- **Variante icon:** If you find this symbol it means that you are offered other variants, modifications, etc. to the routine, dynamic or game of the session. 
- **Thinking movement icon:** If you find this symbol, it means that you are including thinking movements in this activity, which are the cognitive strategies necessary for understanding. 
- **Thinking routine icon:** this symbol means that a thinking routine is being considered, and you can find the graphic organiser of the routine in the corresponding annex **(ANNEX 5)**. 
- **Cooperative structure icon:** if you find this symbol it means that a cooperative structure is being considered, and you can find its graphic organiser in the corresponding annex **(ANNEX 5)**. 
- **Document icon:** this symbol means that you should document that phase of the thinking routine or activity. Documentation can be done by photographing, scanning, etc. the ideas that have emerged from the activity. 
- **Reinforce icon:** if you find this symbol it means that you, as a teacher, should reinforce your students' ideas, questions, productions, etc. 
- **Visibilise icon:** this symbol means that, as a teacher, you should give visibility to that part of the session. 

- **Play icon:** When you find this symbol, it means that a game or gamification is being considered.



- **Speaking icon:** This symbol means that a speaking activity is being planned.



- **Listening icon:** When you find this symbol, it means that a listening activity is in progress.



- **Writing icon:** This symbol means that a writing activity is being planned.



- **Reading icon:** It means that a reading activity is in progress.



- **Search for the stranger icon:** This symbol means that a search activity for a stranger is being considered.



- **Bibliography icon:** When you find this symbol, it means that there is a bibliographic reference at that point in the text.



- **Mediation icon:** When the speaker acts as a social agent who builds bridges and helps to construct meaning.



## What are approaches based on thinking and understanding?

Thinking or comprehension-based pedagogical approaches are educational paradigms that focus on the students' cognitive development, prioritising the active construction of knowledge and deep understanding of concepts rather than the simple memorisation and repetition of information (Vygotsky, 1978). These approaches seek to promote the acquisition of critical thinking skills and the ability to apply knowledge in diverse situations (Ritchhart *et al.*, 2014).

Within these approaches, learning is conceived as an active and meaningful process, in which students are seen as active participants in their own education. Interaction between students and the teacher, as well as among students themselves, is encouraged to promote the joint construction of knowledge (Ritchhart, 2015).

One of the fundamental pillars of thinking-based pedagogical approaches is the development of metacognitive skills, i.e. the ability to reflect on and self-regulate one's own learning process (Swartz, 2014). Students are guided to become aware of their study strategies, how they approach problems, and how they can improve their understanding and resolution of complex situations.

Within these approaches, teaching strategies are used that stimulate enquiry, problem solving, critical analysis, debate and discussion, as well as the practical application of knowledge in real contexts. They also seek to foster divergent thinking, i.e. the ability to generate multiple solutions and perspectives to the same problem (Salmon *et al.*, 2019). It is important to note that these pedagogical approaches do not completely replace the need to learn specific concepts and content but seek to integrate them in a meaningful and functional context, so that students can understand their relevance and applicability in different situations.

Thinking or comprehension-based approaches are educational approaches that emphasise the development of critical thinking, the active construction of knowledge, and the ability to understand and apply concepts in real contexts, with the aim of developing autonomous, reflective learners with effective problem-solving skills (Ritchhart *et al.*, 2014; Ritchhart, 2015; Swartz, 2014; Vygotsky, 1978).

## What is the Culture of thinking?

Creating a culture of thinking in the classroom refers to establishing an educational environment that promotes and values critical, reflective, and deep thinking among students. It is a pedagogical conception that seeks to transform the teaching and learning process, where the emphasis is placed on the development of students' cognitive and metacognitive skills, as well as on the meaningful construction of knowledge (Ritchhart, 2015).

Within a culture of thinking, the teacher assumes the role of facilitator and guide, guiding students in developing metacognitive strategies that enable them to reflect on their own learning process and self-regulate it (Swartz *et al.*, 2014). This involves teaching them to be aware of their own thoughts, emotions, and approaches to academic challenges (Ritchhart, 2015; Vygotsky, 1978).

This process requires the synergy of eight cultural forces that enhance students' learning and intellectual development. First, there is **interaction**, where students are encouraged to discuss, share ideas, and collaborate in the joint development of knowledge (Aguilar, 2010).

Encouraging cooperative work and the exchange of ideas to enrich collective understanding is a key objective. This requires creating a safe and supportive **environment** for students to feel comfortable expressing their ideas, raising questions, and sharing their perspectives. It is essential that students perceive themselves as active and valued members of the learning community, where their opinions are valued and respected. This environment should provide good **opportunities** for learning and thinking, so fostering curiosity is essential to create a driving force, encouraging students to explore various topics with enthusiasm. The use of active methodologies in the classroom is one of the best options to create good opportunities for thinking, and this requires investing sufficient **time**, making visible the **expectations**

that the teacher has about the learning of their students and the use of a **language** of thinking. The teacher is a guide and designs good opportunities for thinking and learning using active methodologies in the classroom. Moreover, he/she uses a language of thinking that not only promotes metacognitive skills but also helps the student to self-regulate their learning; thus, the teacher exercises appropriate **modelling on** their students.

Finally, in order to establish a culture of thinking in the classroom, it is necessary for the teacher to promote a series of educational practices and strategies that encourage active thinking and intellectual engagement of all students. This can be achieved through the fusion of **thinking routines** and active methodologies that stimulate critical analysis, problem solving, enquiry, debate, and discussion, among other cognitive skills (Hattie, 2017; Ritchhart, 2015).

Fostering a culture of thinking in the classroom also involves using powerful questions and encouraging deep exploration of content, rather than focusing exclusively on superficial memorisation. Students are encouraged to develop meaningful connections between concepts, which contributes to a stronger and more enduring understanding of knowledge (Butler *et al.*, 2020).

## Cognitive strategies for comprehension

A cognitive strategy is a conscious and planned mental process that an individual employs to facilitate and enhance thinking and learning. These strategies involve the activation and coordination of cognitive resources, such as attention, memory, comprehension and reasoning, for the purpose of effectively tackling academic tasks or complex problems (Salmon, 2019; Swartz *et al.*, 2013; Swartz *et al.*, 2014).

Cognitive strategies are mental tools that enable learners to process information more effectively, access prior knowledge, build meaningful connections, solve problems, remember, and apply what they have learned in different contexts. These metacognitive skills are acquired and honed through experience and practice, leading to improved learning efficiency and effectiveness (Hattie, 2017). The appropriate use of these strategies involves making conscious and flexible decisions about when and how to apply them, according to the specific demands of tasks or learning objectives (Butler *et al.*, 2020; Cañas *et al.*, 2021).

The cognitive strategies or thinking moves presented below are not an exhaustive list, but they offer a wide range of cognitive skills that can be used in the classroom to foster deep and meaningful understanding of content. By integrating these practices into teaching, students' development of essential intellectual skills is stimulated, contributing to more competent and engaged learners.

The following paragraphs present a list of cognitive skills that we have integrated into the different sessions and games that make up this material:

**Questioning.** This cognitive skill involves asking open-ended, reflective questions that stimulate enquiry and critical thinking. Students learn to ask meaningful questions that guide their exploration and understanding. There are different types of questions. On the one hand, more superficial questions, which involve memorising and recalling a specific fact (e.g. What is the name of the highest peak on the Iberian Peninsula? On the other hand, there are more

elaborated questions that involve complex cognitive processes such as evaluating data, relating ideas, etc. (e.g. How do you think you could apply critical thinking in your daily life to make more informed and grounded decisions?).

**Reasoning with evidence.** This cognitive skill refers to the logical construction of arguments supported by evidence and sound reasoning. Reasoning with evidence implies going beyond the provision of opinions. These are opinions that have been constructed based on data, evidence, etc.

**Synthesising or summarising.** This cognitive process consists of extracting the main information, ideas, or elements from a larger data set (e.g. text, chapter, news item, etc.). Extraction of main data is a mental process necessary to select useful data for problem solving, decision making, etc.

**Concluding.** Concluding is the cognitive process by which final judgements or inferences are drawn from the information, evidence or arguments previously analysed. It is the act of closing a reasoning or a discourse, arriving at a certain statement or resolution that is considered valid and coherent with the premises or data provided. The conclusion represents the final result of critical thinking and systematic reflection on a specific topic or problem.

**Making an analogy or simile.** An analogy is a cognitive resource that consists of establishing an explicit or implicit comparison between two different elements or situations, with the purpose of highlighting similarities or resemblances between them. In this process, a known and familiar relationship is used to illustrate or explain a less known or more complex relationship. Analogy seeks to enhance understanding of a complex term through prior familiarity and understanding of the other concept.

**Explaining or interpreting.** Explaining is a cognitive process that aims to convey information or knowledge in a clear, coherent, and understandable way. During explanation, the speaker uses words, examples, illustrations or other resources to present concepts, ideas, or phenomena in a detailed and structured way in order to facilitate understanding and learning of the subject matter. Effective explanation involves adapting the language and level of detail according to the audience's characteristics and prior knowledge, as well as using relevant examples and analogies to help clarify complex concepts.

**Relating or connecting.** This cognitive skill involves establishing meaningful relationships between previously learned concepts and new knowledge. Students link ideas, topics and disciplines, which deepens their understanding and relevance.

**Observing and describing.** Describing is a cognitive skill that involves the detailed and accurate verbal representation of an object, person, place, situation, or phenomenon. In this process, carefully selected words and phrases are used to clearly portray the characteristics, attributes, and distinctive qualities of the object or subject in question. Description seeks to convey a vivid and comprehensible mental image, enabling the receiver to visualise and understand the described item objectively and completely. Description can be used as a strategy to improve reading comprehension and written expression, as it enables students to develop their skills in conveying information clearly and accurately.

**Applying content.** Applying content is the cognitive process by which previously acquired knowledge, skills or concepts are used to solve a practical problem. It involves transferring and adapting theoretical learning to real situations that demand the effective application of the content learned. Applying content shows the ability to use knowledge in a meaningful and functional way, going beyond mere memorisation.

The application of content is a crucial step in the learning process, as it allows verification of the deep understanding and effective assimilation of the topics studied.

**Evaluating evidence, arguments, and actions.** This movement of thought is an analytical and reflective process by which the quality, relevance and validity of the information presented, the reasoning put forward, or the actions carried out are critically examined and assessed. This cognitive activity involves the application of objective and well-founded criteria to determine the reliability and coherence of statements, actions or data, as well as their relevance to the context in which they are presented (e.g. when faced with the statement "Climate change is a myth", one must collect data and evidence, analyse the veracity of different sources, contrast the data in different sources, analyse the arguments, etc.).

**Remembering.** A cognitive process that involves the conscious and active retrieval of information stored in long-term memory, allowing the individual to mentally recall and reconstruct previously acquired knowledge for use and application in a variety of situations.

**Considering different points of view.** Considering different points of view is a cognitive process that involves considering and analysing different perspectives, opinions or interpretations of a given issue, problem or situation. In this process, it values diversity of opinion and seeks to understand the different ways in which people perceive and approach the same issue. Taking into account different points of view encourage critical thinking and open-mindedness by challenging assumptions, enriching analysis and developing a more complete and objective view of the issue at hand.

**Research.** The process of actively seeking for information, asking questions, collecting and analysing data, and formulating conclusions based on evidence. This process fosters critical thinking and intellectual autonomy.

**Identifying patterns.** Identifying patterns is a cognitive process that involves recognising and understanding regularities in a set of data, elements or phenomena. In this process, the student analyses the information presented and looks for similarities, trends or consistent sequences that are repeated over time or in different situations. The ability to identify patterns is an essential skill in analytical thinking and problem solving, as it allows one to find underlying and meaningful structures in observed data.

**Generating possibilities and alternatives.** Generating possibilities and alternatives is a cognitive and creative process that involves producing various options, ideas, or solutions in response to a given problem or challenge. In this process, imagination and divergent thinking are used to explore different possible approaches and scenarios in order to find new perspectives or strategies. The generation of possibilities and alternatives is an essential aspect of creative thinking and informed decision-making.

**Planning.** Planning is an intellectual process that involves the detailed and systematic formulation of actions to be taken to achieve a specific objective. In this process, clear goals are established, necessary resources are identified, tasks are organised and deadlines and sequences of activities are defined. Planning is a fundamental tool in the management and organisation of projects, academic activities, daily tasks, and decision-making processes.

**Identifying data, opinions, or biases.** Identifying facts, opinions or biases is an analytical and critical process that involves distinguishing between objective and verifiable information (facts), subjective judgements or personal assessments (opinions) and entrenched beliefs and biases (biases). In this process, the individual evaluates the source, content, and context of information to determine its reliability, objectivity, and substantiation.

In academia, identifying facts, opinions or biases is essential for acquiring accurate information and forming an informed and balanced perspective on a

topic. This involves the application of other cognitive strategies such as contrasting and verifying evidence and considering different points of view to gain a more complete and objective understanding.

**Clarifying priorities or conditions.** Prioritisation is a cognitive process that involves clearly and consciously identifying and establishing the goals, objectives or tasks that are most important or urgent in a given context or situation. In this process, the relevance and impact of different options is assessed, and the order of importance is determined in order to focus efforts and resources effectively.

**Making generalisations.** Making generalisations is a cognitive process that involves extrapolating or extending conclusions, patterns or characteristics observed in a particular set of cases to a broader category or to similar situations. In this process, the individual identifies similarities or regularities in observations and applies them to a larger population or diverse contexts, with the aim of gaining a more encompassing or predictive perspective.

## Thinking routines

Thinking routines, according to the Visible Thinking approach of Harvard University's Project Zero, are systematic and structured thinking strategies and patterns that are used for the purpose of promoting and developing critical and reflective thinking skills in students. These routines are designed to help students improve their ability to observe, analyse, interpret, and connect ideas, thereby fostering a deeper and more meaningful understanding of the content and topics being addressed in the classroom (Ritchhart *et al.*, 2014).

Thinking routines provide a cognitive framework that guides students in exploring and analysing diverse perspectives, formulating fundamental questions, identifying patterns, and building connections between different concepts. By following these routines consistently, students acquire a mental

structure that enables them to organise and approach knowledge in a more systematic and effective way.

The Visible Thinking approach also aims at making students' thinking visible and facilitating metacognition, i.e., reflection on their own thinking and learning. By using the thinking routines, students can express their ideas, reasoning and arguments in a clearer and more grounded way, which enables the teacher and their peers to better understand and evaluate the thinking process itself.

Harvard University's Project Zero has developed [several thinking routines](#) that are applied in different educational contexts and disciplines. They can be adapted to suit the specific needs and objectives of each classroom. These routines are a valuable tool for developing critical, creative, and analytical thinking skills, and for enriching students' learning process through greater understanding and visibility of their own thinking.

## How can we integrate the thinking approach with other active methodologies?

### Cooperative learning

Cooperative learning is an ideal methodology to promote a culture of thinking and cooperation in the class-group as it has a direct impact on the promotion of one of the cultural forces, **interaction**. Cooperation is about working together to achieve common goals. In this case, the common goals will be related to the understanding of content or subject matter, for which cooperative structures can be used together with routines or thinking movements.

Cooperative learning is the didactic use of small groups in which students work together to maximise their own learning and that of others (Johnson, Johnson & Holubec, 1999). In this sense, cooperative learning would be a methodology that especially encourages cultural forces of thinking such as interaction, environment, and language.

The essential components of cooperative learning are: (1) positive interdependence, (2) face-to-face interaction, (3) individual responsibility, (4) interpersonal or team techniques, and (5) group evaluation (Johnson *et al.*, 1999). Deep thinking and learning are fostered in the group when the teacher integrates a thinking routine with cooperative structures. A cooperative structure such as 1-2-4 can be an ideal format for a thinking routine, such as I See-I Think-I Wonder. In step 1, each of the participants performs the routine individually, in step 2 they share with another student and come to a consensus, and in step 4 the process is repeated as a group. In this way, individual reflection leads to a more complete group reflection in which the different points of view have been considered.

## Gamification

By integrating game mechanics in the classroom, we can promote students' thinking in order to learn about the cognitive processes we apply when thinking, improve their thinking skills, or positively reinforce when they carry out or share their thinking.



*Figure 1. Charts of the thought movements.*

It is possible to gamify thinking at any educational stage and in any area of knowledge using thought movements as a starting point. At the University of Valladolid, an experience in this sense has been carried out (Pinedo, García-Martín and Rascón, 2019) in such a way that cards have been developed to promote the understanding and visibility of the movements of thought (**Figure 1**). During the classroom sessions, the teacher gives the different cards to the students when they mobilise and visualise one of the thought movements. For example, a student asks the teacher a good question and the teacher gives him/her the card entitled "Wondering and asking questions". The cards can be used to obtain points, decorations, or rewards.

Through the gamification of thinking, a culture of thinking is promoted in the classroom as a language of thinking is learnt and used, the teacher's expectations are clarified, interaction and participation are facilitated to share ideas, questions, explanations, etc. In addition, the cognitive processes carried out by the students and the effort involved in carrying them out are continuously and systematically valued and reinforced. The teacher, when

carrying out his/her explanations, can make visible and verbalise his/her own thinking movements in such a way that he/she uses a language of thought and presents himself/herself as a suitable model for his/her students by consciously carrying out these mental processes.

## Game-based learning

Game-based learning is an active methodology based on the use of games to foster the acquisition of knowledge, skills, and competences in students. In this approach, the teaching and learning process is presented in a playful, interactive, and motivating way (García *et al.*, 2020). The main objective of game-based learning is to enhance student participation in the educational process, promoting their engagement and enthusiasm for learning. Through the incorporation of elements such as challenges, problem solving and exploration, it seeks to stimulate critical thinking, creativity, collaboration, and informed decision-making (Arias *et al.*, 2014).

This methodology can be used in different educational contexts, from early childhood education to more advanced levels, and even in adult education. It can also be adapted to different disciplines and areas of knowledge, facilitating the process of assimilation, and understanding of complex content through a more entertaining and meaningful approach for students (García *et al.*, 2020).

The integration of the comprehension-based approach with game-based learning is a pedagogical strategy that seeks to combine the conceptual depth and meaningful understanding of academic content with the motivation, interactivity and participation offered by educational games. This fusion aims to provide students with a more enriching and effective learning experience, allowing them to approach content in a deeper and more contextualised way

while engaging in a playful and stimulating environment (Blasco, 2018; Sani *et al.*, 2019).

To do so, it is essential to design activities and game dynamics that are aligned with the understanding objectives of the curriculum. This involves identifying the key concepts to be taught and designing game scenarios that promote the analysis, synthesis, and application of that knowledge in relevant and realistic situations.

Secondly, the role of the teacher as a guide and facilitator during the process must be considered. The teacher has the task of ensuring that the educational games connect appropriately with the curricular content and provide opportunities to reflect on concepts and make connections between different areas of knowledge. In addition, the teacher must be attentive to provide feedback and guidance when necessary to ensure that students gain a solid understanding.

In addition, it is relevant to link learning derived from games with practical applications in real life. Students should be able to transfer what they learn in the context of the game to real and meaningful situations. In this way, a deeper and more lasting understanding of the content is promoted, as students see the usefulness and relevance of what they are learning.

The integration of the comprehension-based approach with game-based learning combines the deep acquisition of knowledge and skills with the motivation and engagement provided by educational games. This synergy between both methodologies allows for a more enriching and effective educational experience, facilitating students' holistic development and their ability to apply what they learn in practical and real situations (Blasco, 2018; García *et al.*, 2020; Sani *et al.*, 2019).

## Evidence from cognitive psychology supporting the effectiveness of this approach and the design of these materials

This section reviews two key principles from cognitive psychology that support the thinking-, metacognition-, and understanding-based approach: the effect of prior knowledge and cognitive load theory. Both principles provide empirical evidence on how the design of the sessions (including thinking routines, games, and active methodologies) promotes effective learning by connecting with what students already know and appropriately managing mental load during the acquisition of new knowledge.

### The Importance of Prior Knowledge in Learning

One of the most robust findings in educational research is that new learning largely depends on the learner's prior knowledge. David Ausubel (1968) stated that "the most important single factor influencing learning is what the learner already knows." This means that starting from students' existing knowledge is essential for new information to be meaningful and integrated into their cognitive structure. If teachers ignore students' prior conceptions, new content may appear irrelevant or disconnected, making it harder to understand. For this reason, in the sessions presented in these materials, the initial phase always includes the activation or diagnosis of prior knowledge (e.g., through initial questions or brainstorming), ensuring a bridge is built between what students know and what they are going to learn.

A classic experiment by Bransford and Johnson (1972) demonstrated that providing prior context or cues significantly improves comprehension and recall of difficult texts: participants who were given contextual information before listening to a passage (i.e., who had certain knowledge activated) remembered much more than those who did not receive such support. In short,

when new information is connected to accessible prior knowledge, comprehension and memory improve. This occurs because prior knowledge provides a mental schema into which new information can be integrated, promoting meaningful rather than rote learning.

In addition to supporting comprehension, prior knowledge reduces the cognitive load involved in learning something new. From the perspective of schema theory in cognitive psychology, prior knowledge functions as a mental “scaffold,” allowing learners to process incoming information more efficiently and freeing up working memory resources. Studies based on cognitive load theory show that learners with more prior knowledge experience less mental effort when learning new content (Dong et al., 2020). Conversely, when students lack background knowledge, they must dedicate more cognitive resources to understanding basic concepts, which can overload their working memory. Hence the importance of “connect first, then teach”: our materials always begin each unit or activity by activating relevant prior knowledge, thus preparing students’ minds to fit new information into a familiar framework.

This practice not only enhances familiarity and motivation, but also scientifically facilitates memory integration by providing cognitive “hooks” for new content. Using prior knowledge is not merely a pedagogical recommendation—it is a principle solidly backed by cognitive science. The materials presented here apply this principle systematically by starting each instructional sequence with the diagnosis and activation of what students already know, ensuring fertile ground for new ideas to take root.

### Managing cognitive load through instructional design

Learning new things involves mental effort that must be carefully managed to avoid overload. Cognitive load theory indicates that human working memory has limited capacity for processing new information (Kennedy & Romig, 2024). If learners are faced with too many complex elements at once

or distracted by irrelevant information, cognitive resources are saturated and learning breaks down. Therefore, effective instructional design must find a balance: presenting content that challenges students (productive effort) without exceeding their processing limits.

Several types of cognitive load are distinguished. First, there is intrinsic load, which refers to the inherent complexity of the material to be learned. It depends on the number of elements that must be managed simultaneously and their difficulty. For example, solving a long division involves greater intrinsic load than a simple addition, and learning a completely new concept is more complex than one related to already-known ideas. Again, we see the connection with prior knowledge: if students lack basic notions, an activity can feel overwhelming from the outset. To manage this, the materials presented here gradually increase difficulty: starting with general or simpler concepts (often supported by examples or analogies) and progressing toward more detailed or complex cases, following Ausubel's progressive differentiation. In this way, intrinsic load remains manageable while gradually expanding the student's knowledge base.

On the other hand, extraneous load refers to the unnecessary mental effort caused by poor instructional design. Our materials aim to minimize extraneous load: activities are presented clearly and concisely, using relevant visual supports and removing ornamental or distracting information. For example, when introducing a new thinking routine, we provide a simple visual map of its steps (instead of long textual explanations) and avoid complex technical terms unless they are first explained. This principle aligns with several well-established effects in research, such as the split-attention effect, which indicates that it is better to integrate text and image than to force the learner to look at them separately.

By following these guidelines, the design of the materials avoids overloading students with irrelevant elements and ensures that their mental

effort is focused on what truly matters. For instance, a classic routine like “See-Think-Wonder” first prompts students to observe a material (activating prior knowledge and attention), then reflect on it (making connections and identifying key ideas), and finally ask questions (fostering curiosity and inquiry). This structure aligns with evidence-based practices: students learn better when they actively and systematically process information rather than receiving it passively.

Moreover, these strategies foster metacognition, that is, students’ awareness of how they are thinking and learning, which allows them to self-regulate their effort. A student following a thinking routine not only understands the topic at hand but also internalizes a method for tackling problems, which strengthens cognitive autonomy. The active methodologies we incorporate—cooperative learning, game-based learning, gamification, etc.—are also justified from the perspective of cognitive load. When students actively participate—discussing in groups, handling materials, solving playful challenges—they tend to experience greater motivation and interest, emotions that support rather than hinder learning.

Recent studies indicate that the use of well-designed educational games or interactive environments can reduce perceived cognitive load while increasing student performance and motivation (Chang & Yang, 2023). This is because games engage students in experiences where effort feels less costly (as they are immersed and enjoy the challenge), while also offering immediate feedback and a gradual increase in difficulty (many games start easy and become more complex, in line with the principle of intrinsic load dosing). In fact, gamification—the application of game elements in educational contexts—has been shown to enhance students’ motivation and engagement, which translates into greater time and quality of effort dedicated to tasks.

A motivated student tends to persist longer and become less frustrated, which reduces the impact of extraneous load from anxiety or boredom.

However, it is essential to balance the design of these games or activities: if the playful environment is too complex or stimulus-heavy, it can backfire and generate additional extraneous load. For this reason, our educational games are designed with simple rules and clear objectives, focused on reinforcing curricular content and cognitive functions (memory, attention, strategic thinking) without adding unnecessary information.

Another central aspect of our approach is fostering students' self-regulation, which directly impacts cognitive load management. By promoting metacognition, we teach students to reflect on their thinking and monitor their understanding. A 6th-grade student who acquires these skills will know, for example, when they are not understanding something and will seek help or review a concept, rather than continuing to accumulate confusion (which would increase extraneous load). Scientific literature suggests that combining self-regulation strategies with good cognitive load management produces better outcomes: students with higher prior knowledge and lower cognitive load tend to seek help more effectively and engage more in tasks.

In our programme, cooperative dynamics and group reflection create safe environments where students can express doubts to peers or teachers in time, before the difficulty becomes overwhelming. Meanwhile, the teacher (as the facilitator of the "learning journey") continuously observes signs of overload or disconnection and adjusts the pace or level of support—by rephrasing a question, offering a hint, or breaking a complex problem into more manageable parts.





**1**

# ENGLISH

Oh, Tense, Eh? – A Trip  
Through Canada in Time



# Introduction

This session focuses on the **verbal tenses** required for 4<sup>th</sup> of ESO. Students have studied them since primary; however, they usually still have problems with some of them. That is why the focus is going to be on students. They are going to be the ones who study the tenses in an active and cooperative way, so that it becomes a learning experience for them.

Cooperative learning plays an important role in the session, as one of the activities is performed with the **Jigsaw technique**. It requires students working together, like pieces of a puzzle. A topic is divided into smaller parts. Each student (or group) learns one part in detail. Then, they teach their part to their classmates. By the end, everyone knows the whole topic. It encourages teamwork, responsibility, and active learning.

Various thinking routines are used. **The complexity scale** is a perfect tool to identify the different aspects of a topic and their complexity. Students classify a topic from the point of view of difficulty, from simple to complex, and they must explain their ratings. For the teacher it is very interesting, because s/he can know the students' difficulties.

**Headlines** is a more known thinking routine, as it is used to summarize the most important aspect of a lesson, text, etc. It requires summarizing and reasoning, as the headline is explained after. In this lesson, it is used in two activities: with the reading text about the inukshut and in the song.

Finally, **Listening: ten times two**. It is a thinking routine that helps making careful observations. In the case of the activity proposed in the session, students listen to the song, and they write down ten words, feelings, phrases, ... This is repeated another time, and then a dialogue can be boosted, to push forward and summarize the main ideas highlighted by students. It is perfect for a pre-listening activity.

|                 |  |
|-----------------|--|
| <b>Contents</b> | Present simple/present continuous<br>Past simple/ past continuous<br>Past simple/past perfect<br>Future simple<br>Future simple, be going to, present continuous with a future meaning |
|-----------------|--|

|                             |  |
|-----------------------------|--|
| <b>Specific competences</b> | 1.3 Select, organize, and apply the most appropriate strategies to understand the general meaning, essential information, and most relevant details of texts; infer meanings, and search for, select, and manage truthful information. |
|                             | 2.3 Carry out guided projects, using digital tools or virtual platforms and working collaboratively in secure digital environments with an open, respectful, and responsible attitude.   |
|                             | 4.2 Apply strategies that help build bridges, facilitate communication, and explain and simplify texts, concepts, and messages.  |
|                             | 6.3 Apply strategies to defend and appreciate linguistic, literary, cultural, and artistic diversity   |

## Breaking the ice (10 minutes)

To create a good classroom climate, we recommend using a group dynamic. In this session, we propose "**The web of trust**," from the "**Icebreaker and introduction exercises**" (see the instructions in **Annex 1**). It is a very good way of beginning the class speaking and having fun!

# ON-ROAD SESSION

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## Phase 1. Diagnosis (50 minutes)

This phase of the session takes longer than in other sessions. Firstly, students analyse the verbal tenses from the point of view of their complexity. Then, using the jigsaw technique, they are going to study them carefully.

### Platform 1. The complexity scale

Present all the verbal tenses (just the names) in the digital board. Students, individually, think about them, and they classify them depending on their difficulty. They must specify why s/he has placed each verbal tense in each position, and what is the difficult or the easy part for them. Then, they explain their to the rest of the class.



**Variation:** after the individual reflection, you can use the cooperative technique **1,2,4**, so that students can talk to another classmate, and then share their ideas in groups of four.



### Platform 2. Don't be tense...

In groups of three, students are asked to prepare an explanation and some exercises for their classmates, using the Jigsaw technique.



Make groups of three students:

- Student A → **Present tenses** (Present Simple, Present Continuous, Present Perfect)
- Student B → **Past tenses** (Past Simple, Past Continuous, Past Perfect.)
- Student C → **Future tenses** (Future Simple, Going to, Future Continuous)

Students sit together depending on the letter they are, so that they will become “experts” in that aspect:

- All Student A’s from different groups sit together → they prepare a summary of the present tenses with rules, examples, and timeline sketches or exercises.
- All Student B’s do the same for the past tenses.
- All Student C’s do the same for the future tenses.

Then, they go back to the original groups of three

- Each student teaches their tense to the other two.
- They can use mini-whiteboards, posters, or their notes to explain and give examples.
- They do the exercises proposed by each “expert”.
- **Variation:** students can create together a final task that uses all three tense areas. Examples: 
  - a. Create a **timeline poster** with examples in present, past, and future.
  - b. Write a **short story** where each paragraph uses a different tense (beginning in the past, present action, and future ending).
  - c. Do a **quiz**: each expert makes 3 questions about their tense for the others to answer.

During the process, the teacher walks around the groups and helps them in case they have problems.

You can give each group of experts the part of the chart they need, as a helping tool.

| Tense              | Form (Structure)            | Example                                | Use  |
|--------------------|-----------------------------|--|--|
| Present Simple     | Subject + base verb (+s/es) | <i>She works every day.</i>            | Habits, routines, facts                            |
| Present Continuous | am/is/are + verb-ing        | <i>She is working now.</i>             | Actions happening now, temporary actions           |
| Present Perfect    | have/has + past participle  | <i>She has worked here since 2020.</i> | Experiences, results, actions continuing until now |

| Tense           | Form (Structure)              | Example                                    | Use   |
|-----------------|-------------------------------|--|---|
| Past Simple     | Subject + verb-ed / irregular | <i>She worked yesterday.</i>               | Finished actions in the past, specific time             |
| Past Continuous | was/were + verb-ing           | <i>She was working at 8 pm.</i>            | Actions in progress at a past time, interrupted actions |
| Past Perfect    | had + past participle         | <i>She had finished before he arrived.</i> | Earlier past action before another past event           |

| Tense                                    | Form (Structure)                 | Example  | Use   |
|--|----------------------------------|--|---|
| Future Simple (will)                     | will + base verb                 | <i>She will work tomorrow.</i>   | Predictions, promises, spontaneous decisions  |
| Future (be going to)                     | am/is/are + going to + base verb | <i>She is going to study medicine.</i>   | Plans, intentions, predictions with evidence  |
| Present continuous with a future meaning | am/is/are + verb(-ing)           | "I'm meeting my friend tomorrow."<br>(= It's already arranged, like in your calendar.) | Fixed future plans or arrangements (usually when the time and place are already decided). |

## Phase 2. Session (50 minutes)

The session tries to cover all the skills: a reading text that requires writing and mediation too, a listening activity with a song, and a game, that focuses on oral interaction. The thinking movements appear throughout the session, from more simple ones (like observing and describing what is there or synthesizing), to more complex ones (for example generalizing, reasoning with evidence, etc.).

### Platform 1. What is an inukshuk?

Reading comprehension activity. The teacher can choose between two texts, depending on the students' level. The first one is more difficult than the second one. The questions are similar for both texts.





Read the text and complete the activities.

### The Inukshuk: Stone Landmarks of the Arctic

The Inukshuk (plural: Inuksuit) is a stone structure built by the Inuit people, who live in the Arctic regions of Canada, Alaska, and Greenland. The word *Inukshuk* means "something which acts for or in the capacity of a human." These stone figures often resemble a human shape and were used as guides or landmarks in the vast and snowy landscape.

Because the Arctic has few trees or landmarks, it was easy to get lost. That's why the Inuit built Inuksuit: to mark important places such as hunting grounds, fishing areas, or safe paths. Some were even used to warn about dangerous terrain, or to show the way back to camp. The stones were carefully balanced, and each one was built to last through harsh weather.

The Inukshuk also had cultural and spiritual meaning. It was a symbol of cooperation and community. Building them required teamwork, and they often represented the strength and survival of the Inuit people in one of the world's most extreme environments.

Today, the Inukshuk is a symbol of friendship and guidance. It was used as the official symbol of the 2010 Winter Olympics in Vancouver, Canada. The image of the Inukshuk has become popular around the world, but it remains a powerful part of Inuit culture and identity.

#### A. Answer in complete sentences.

1. What is an Inukshuk, and where can they be found?
2. Why did the Inuit people build Inuksuit?
3. How did the environment influence the need for Inuksuit?
4. What do Inuksuit symbolize in Inuit culture?
5. How was the Inukshuk used in a modern global event?

#### B. True or False? Justify your answers.

1. The word Inukshuk means "a place to hunt."
2. Inuksuit were only used for decoration.
3. Today, Inuksuit are still important symbols.

#### C. Vocabulary Match: Match the words with their definitions.

| Word     | Definition   |
|----------|--|
| Terrain  | a) A person's beliefs and traditions                 |
| Landmark | b) A large area of land                              |
| Culture  | c) A natural or man-made feature used for navigation |
| Survival | d) Staying alive in difficult conditions             |

**D. Write a headline** for the text that summarizes what is most important, or highlights what you consider relevant, shocking, etc. Then, explain your title in a short paragraph.





Easier version, if it is needed, with the same questions.

### What is an Inukshuk?

An Inukshuk is a stone figure made by the Inuit people. The Inuit live in the cold Arctic, in places like Canada, Alaska, and Greenland. The word *Inukshuk* means "something that works like a person."

Inuksuit (plural) were used as signs. The Arctic is big and white with no trees, so it's easy to get lost. People made Inuksuit to show the way, mark hunting or fishing places, or say, "Be careful! It's dangerous here!"

Inuksuit also have meaning. They show teamwork and survival. Today, they are a symbol of friendship. The Inukshuk was also the symbol of the 2010 Winter Olympics in Canada.

### Comprehension Questions

#### A. Answer the questions.

1. What is an Inukshuk?
2. Where do the Inuit people live?
3. Why did the Inuit build Inuksuit?
4. What do Inuksuit mean for the Inuit people?
5. When was the Inukshuk used as a symbol in modern times?

#### B. True or False? Circle one and explain.

1. The word Inukshuk means "a place to hunt." → True / False
2. Inuksuit were only for decoration. → True / False
3. Today, Inuksuit are still important. → True / False

#### C. Match the words

| Word            | Meaning                                  |
|-----------------|--|
| <b>Terrain</b>  | a) A place you use to know where you are |
| <b>Landmark</b> | b) How people live and what they believe |
| <b>Culture</b>  | c) A type of land                        |
| <b>Survival</b> | d) Staying alive                         |

**D. Write a headline** for the text that summarizes what is most important, or highlights what you consider relevant, shocking, etc. Then, explain your title in a short paragraph.

## Platform 2. Thinking while listening

The Weeknd is a Canadian singer. One of his most famous songs is *Blinding lights*. With this song we propose various activities, apart from just doing the listening exercise (in this case focusing on the verbs that appear in the lyrics).



Thinking routines are used along these sessions in different moments. Although it is not so frequent, they can also be used in listening activities. In this case, as a **pre-listening activity** we propose a thinking routine that is very useful for any listening activity: **Ten times two**.

It is a very simple routine: students listen to the song the first time. Then, they write down ten words or expressions about any aspect of what they have heard (it can be words, sentences, instruments, the emotions they had, ...). These two steps are repeated a second time. After this, they can share what they have written down. Surely, aspects of the song will appear and can lead to a conversation about interesting aspects of the song.



After this activity, students are given a photocopy with the song. They must complete the lyrics with the words that appear on the right side. Students need to get used to reading the listening text before hearing it, this helps them improve their listening skills and facilitates the task. So, in this case, before listening to the song, they read the text and try to include the words in the appropriate place. To do that, they can pay attention to the meaning, to the tenses, etc.



Finally, as **post-listening activities** we propose three possibilities for the teacher to choose:

- Classify the verbs that appear in the song according to the verbal tense.
- Summarize the song in one or two sentences, like a **Headline**.
- Ask the following questions to students:
  - a. What does the singer mean by "blinded by the lights"?
  - b. Do you think the song is happy, sad, or a mix of emotions? Why?
  - c. When do you feel "energized" or "excited" like in this song?
  - d. Why does he need the other person to "guide him through the night"?
  - e. What emotions do the "blinding lights" represent?



## "Blinding Lights"

I've been tryna .....  
 .....on my own for long enough  
 Maybe you ..... me how to....., maybe  
 I'm ..... through withdrawals  
 You don't even ..... too much  
 You ..... me on with just a touch, baby

I..... around and  
**Sin City's cold and empty (oh)**  
**No one's around to ..... me (oh)**  
**I ..... clearly when .....**

**I said, ooh, I..... by the lights**  
**No, I ..... until I ..... your touch**  
**I said, ooh, I..... in the night**  
**Oh, when I'm like this, you.....the one I trust**  
**(Hey, hey, hey)**

I'..... out of time  
 'Cause I can..... the sun ..... the sky  
 So I ..... the road in overdrive, baby, oh

**The city's cold and empty (oh)**  
**No one's around to ..... me (oh)**  
**I ..... clearly when .....**

**I said, ooh, I..... by the lights**  
**No, I ..... until I ..... your touch**  
**I said, ooh, I..... in the night**  
**Oh, when I'm like this, you.....the one I trust**

I'm just ..... by to let you know (by to let you know)  
 I ..... never say it on the phone (say it on the phone)  
 ..... never let you ..... this time (ooh)

**I said, ooh, I..... by the lights**  
**No, I ..... until I ..... your touch**  
**(Hey, hey, hey)**  
**(Hey, hey, hey)**

**I said, ooh, I..... by the lights**  
**No, I ..... until I ..... your touch**

|             |
|-------------|
| go          |
| I've been   |
| 'm blinded  |
| light up    |
| can turn    |
| fee         |
| love        |
| goin'       |
| hit         |
| walking     |
| will        |
| you're gone |
| judge       |
| have to do  |
| 'm drowning |
| 'm running  |
| 're         |
| can show    |
| can't see   |
| can't sleep |
| see         |
| call        |
| look        |
| could       |

## Platform 3. Game

A good way of revising what has been learnt is a game (see Tense Race in **supporting material**). In this case, a board game that can be played with the whole class (projecting the board in the screen), or in groups of four. You can use an online dice (<https://dado.online/>) if there aren't enough dice for the groups. If students need additional verbal tense reinforcement, they can also use the Tic-Tac-Tense game (**Annex 4**).



## Phase 3. To finish (10 minutes)

To end the session, students will do the **Three minutes challenge**: they have three minutes to write as many sentences as possible, but there must be at least one sentence using each verbal tense. The sentences can be crazy, funny, etc.

**Variation:** students write one sentence for each verbal tense. The first student who finishes says "Stop!". S/he reads them and, if they are right, s/he wins.



## Material

- Projector.
- Photocopy with the reading activity.
- Photocopy with the listening activity.
- Game The Tense Race (**supporting material**).
- Game Tic-tac-Tense (optional). (**Annex 4**)

## How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you elaborate together with your students audio-visual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).



These audio-visual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or X.

You can use the hashtag **#ExitoEducativoCyL**.

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# TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

## COGNITIVE SKILLS

- COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- TROUBLESHOOTING
- CREATIVITY
- CRITICAL AND ETHICAL THINKING

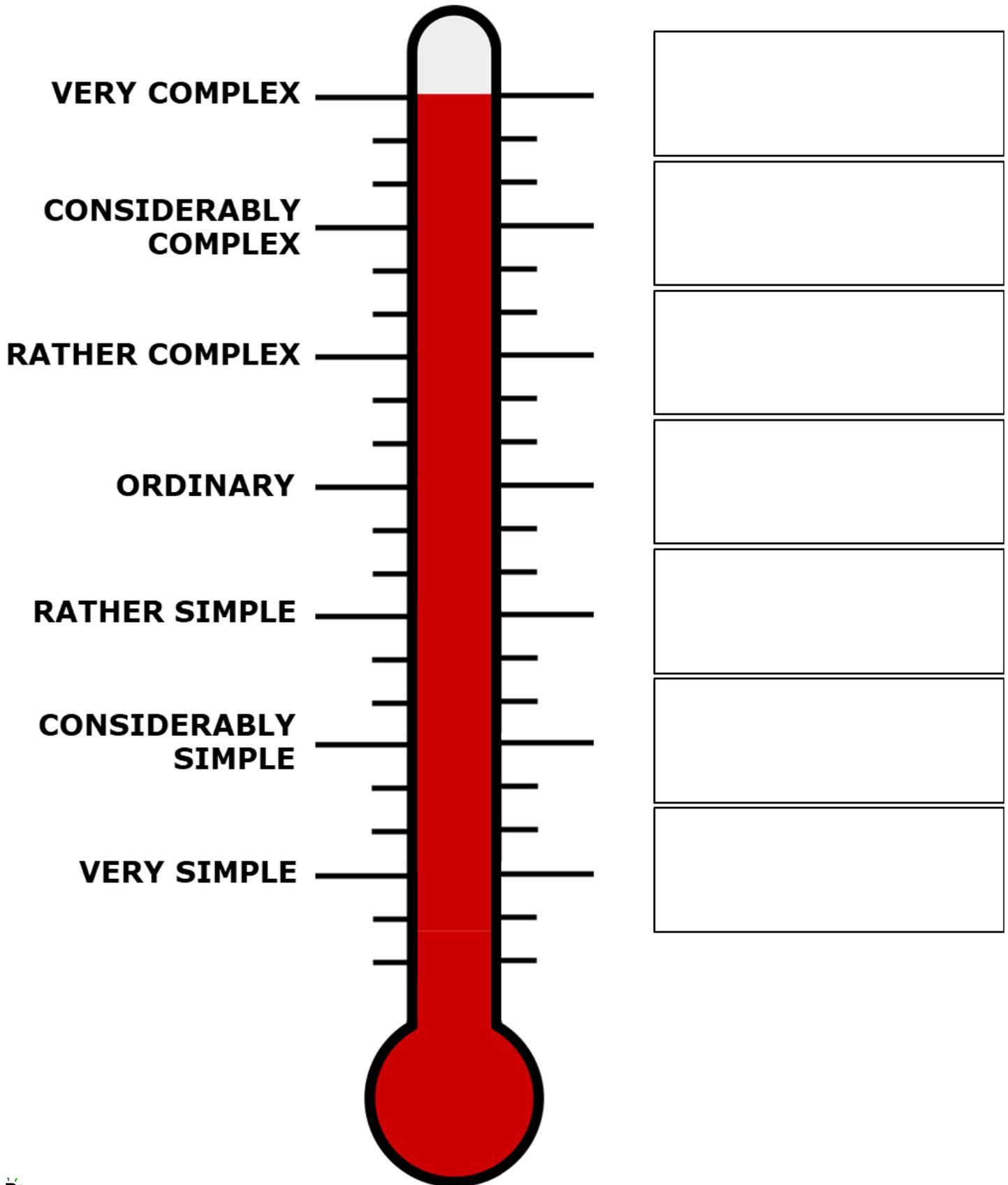
## METACOGNITIVE SKILLS

- SELF-REFLECTION
- PLANNING AND ORGANISATION
- SELF AND TASK SUPERVISION

## SOCIO-EMOTIONAL SKILLS

- SELF-REGULATION
- EMOTIONAL INTELLIGENCE
- EMPATHY
- TEAMWORK
- ETHICAL DECISION-MAKING

# The complexity scale





# TENSE RACE

**Objective:** Race to the finish line by correctly answering prompts in different verb tenses. Each square and card focuses on one of the major English tenses.

| Tense   | Color  |
|---|--------|
| Present Simple / Present Continuous           | Green  |
| Past Simple / Past Continuous                 | Blue   |
| Present Perfect / Present Perfect Continuous  | Yellow |
| Future (Will / Going to / Present Continuous) | Red    |

## Materials:

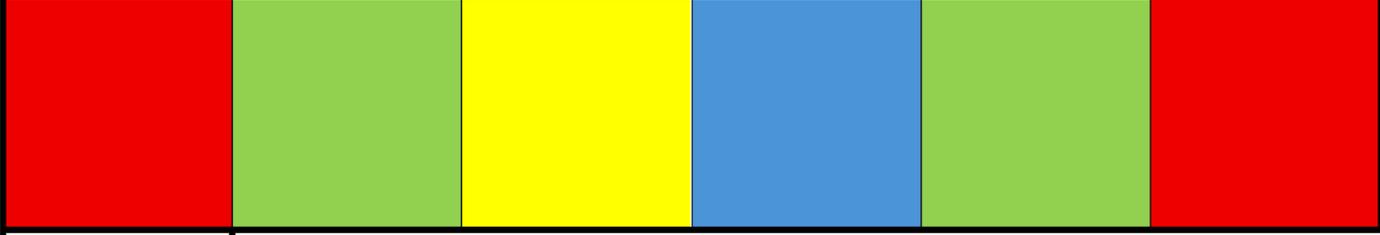
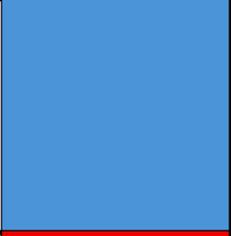
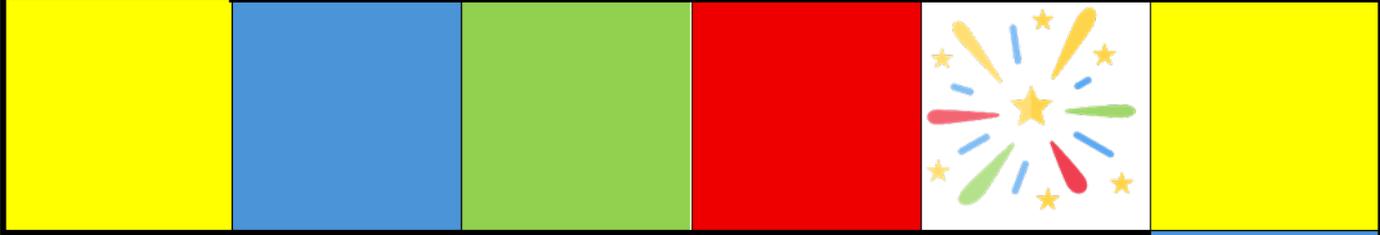
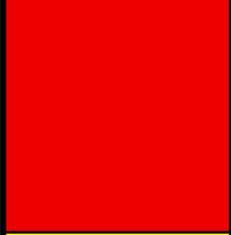
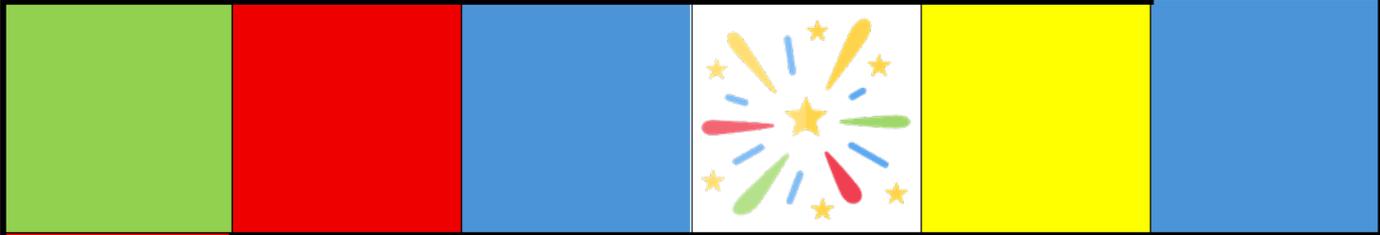
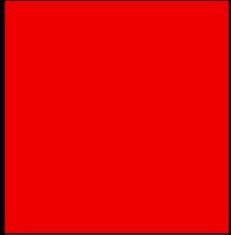
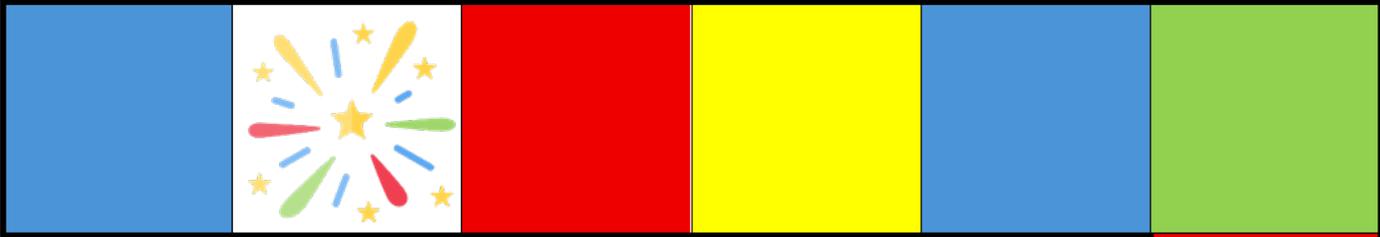
- Game board
- Dice
- Player tokens
- 32 Prompt Cards
- 9 Wild Cards and Time Travel Cards (optional bonus/fun)

## How to Play:

1. Each player rolls the dice and moves along the path.
2. Land on a colored space? Draw a card from that color deck (tense-based).
3. The player must respond **with the correct tense and context**.
4. The group or teacher evaluates the answer: If it is correct, s/he stays on the space, but if it is incorrect, the token moves back one space.
5. First to reach the finish wins!



**FINISH**



**START**



What do you usually do on Sundays?

Talk about what you're wearing today.

What do you do when you're nervous?

What are you doing right now?

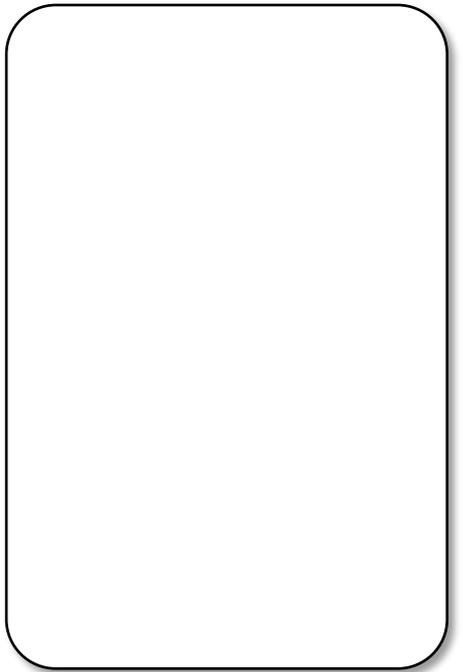
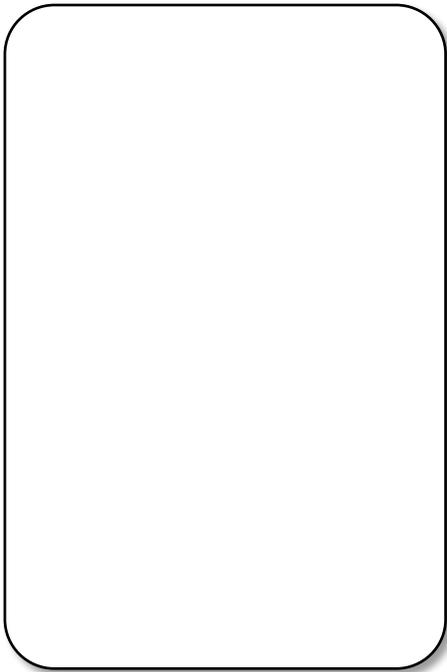
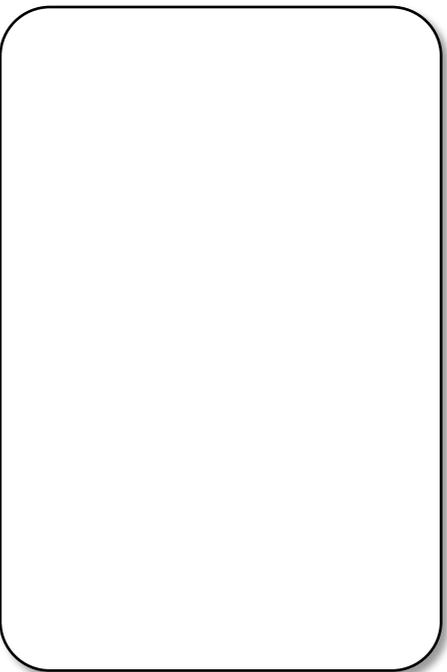
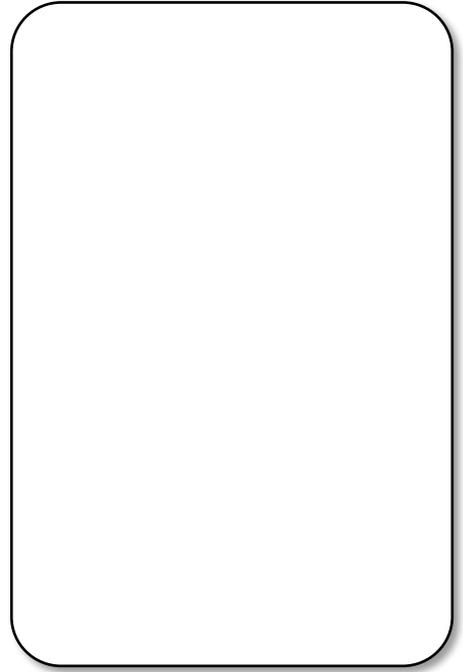
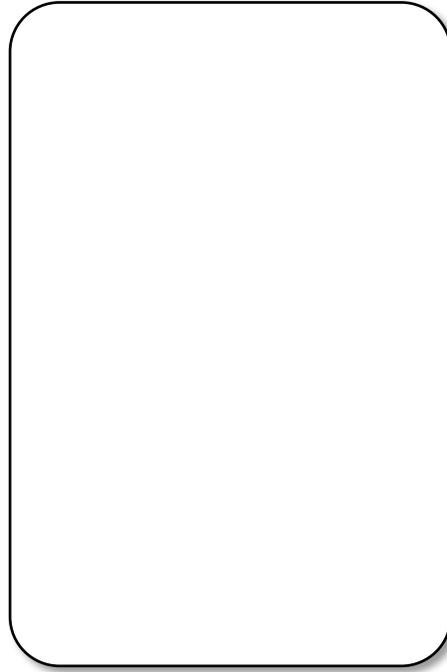
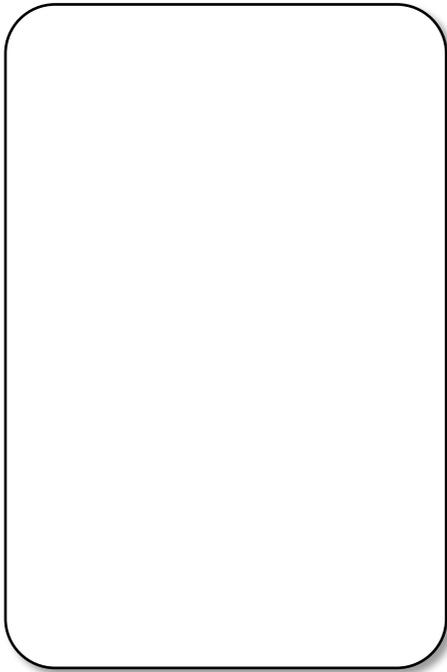
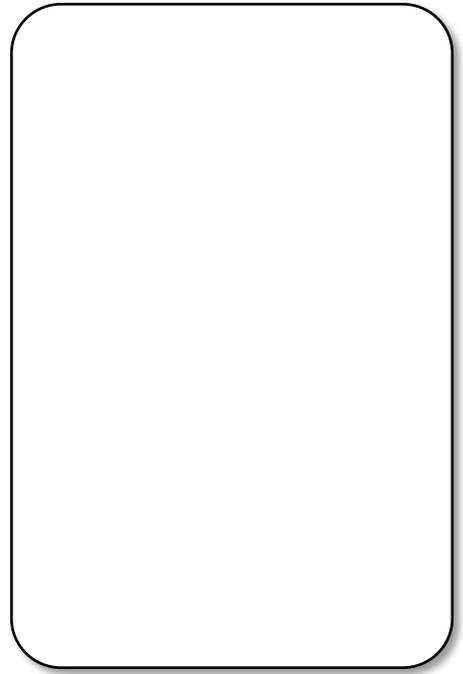
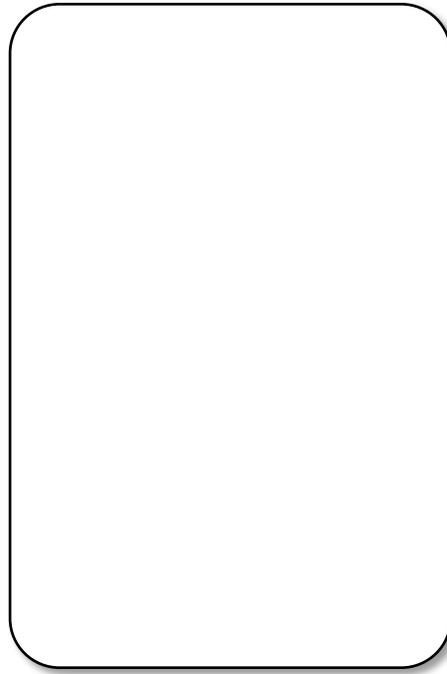
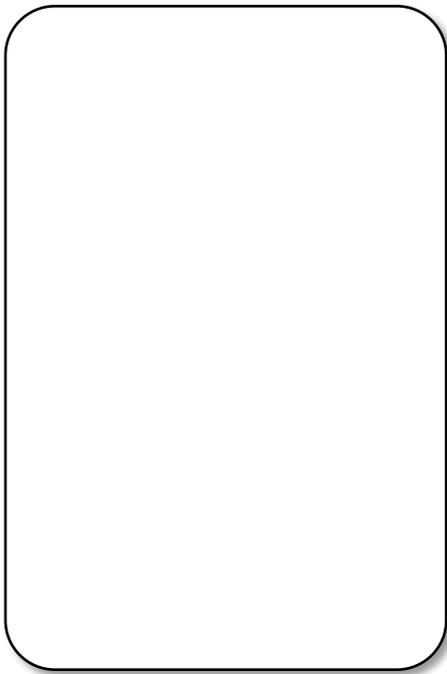
What time does your school start?

Describe a class you are enjoying these days.

Describe your best friend's daily routine.

What are your classmates doing at this moment?

**TENSE RACE  
GAME**



**TENSE RACE  
GAME**

What did you do last weekend?

While you were studying, what happened?

What were you doing during the last power cut?

Describe something you were doing yesterday at 5 p.m.

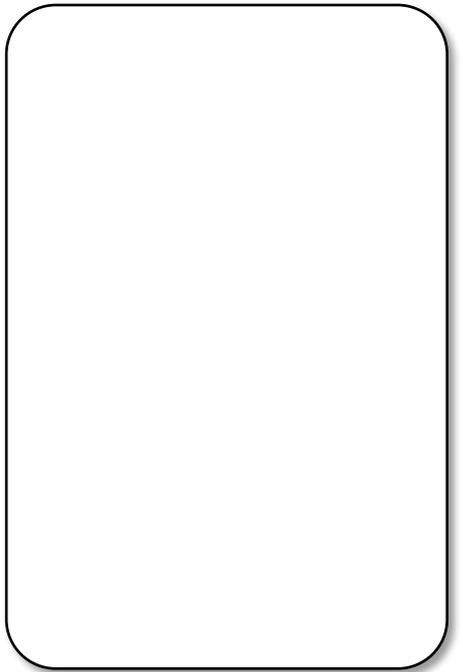
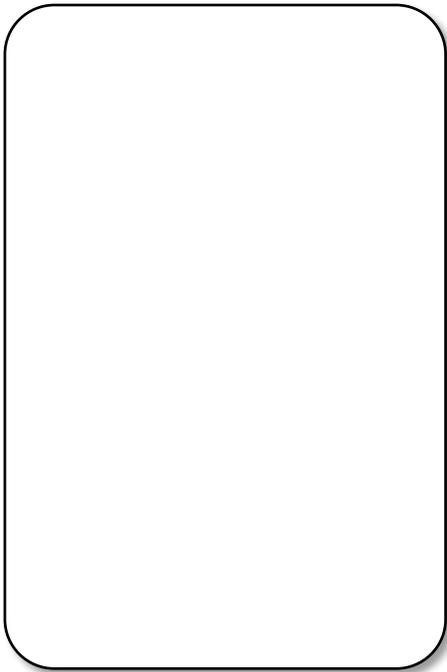
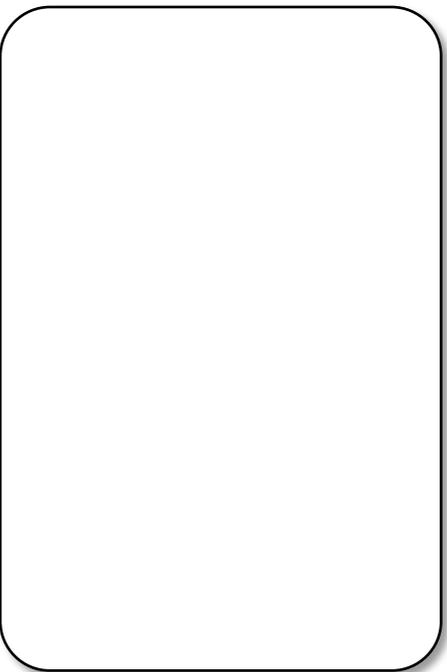
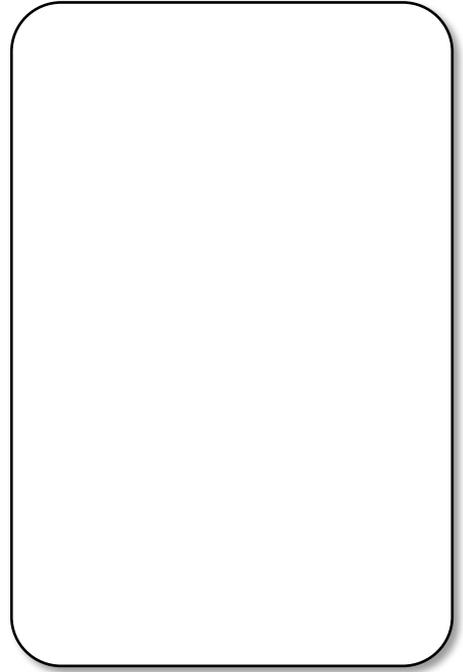
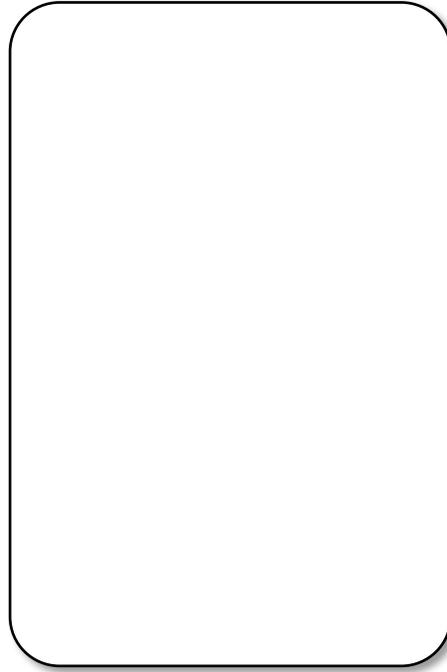
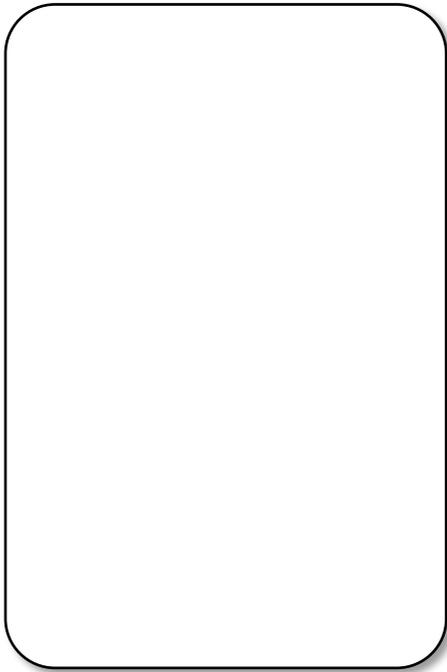
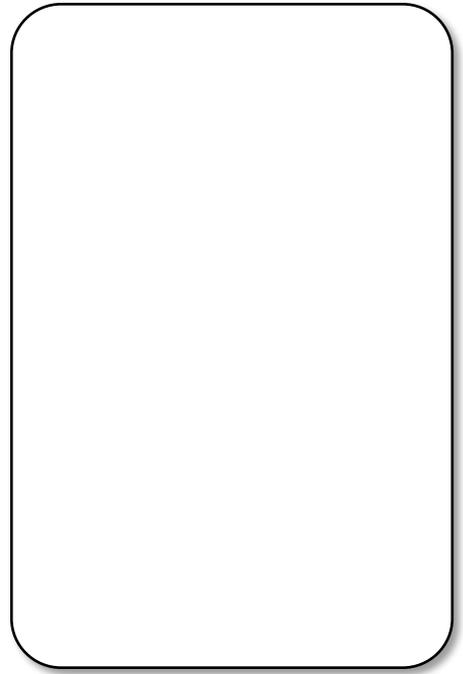
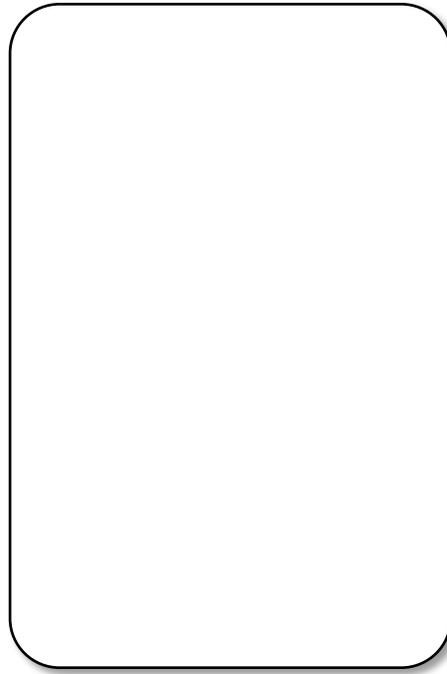
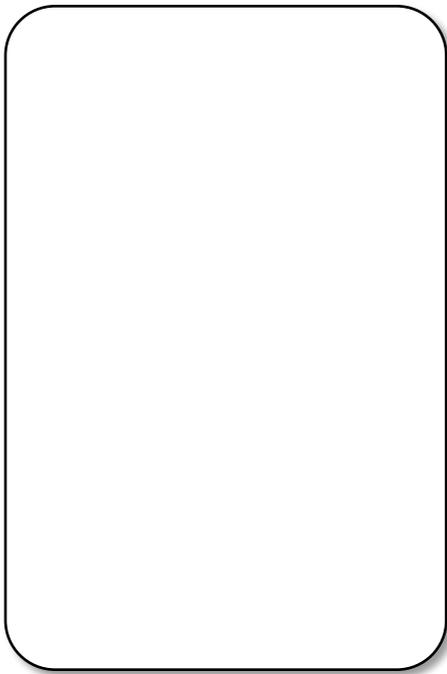
Tell a story that started with: "I was walking home when..."

Describe your favorite childhood memory.

What happened the last time you got lost?

What did you eat for dinner last night?

**TENSE RACE  
GAME**



**TENSE RACE  
GAME**

Have you ever broken  
a bone?

What have you been  
studying recently?

What have you been  
doing today?

What have you done this  
week so far?

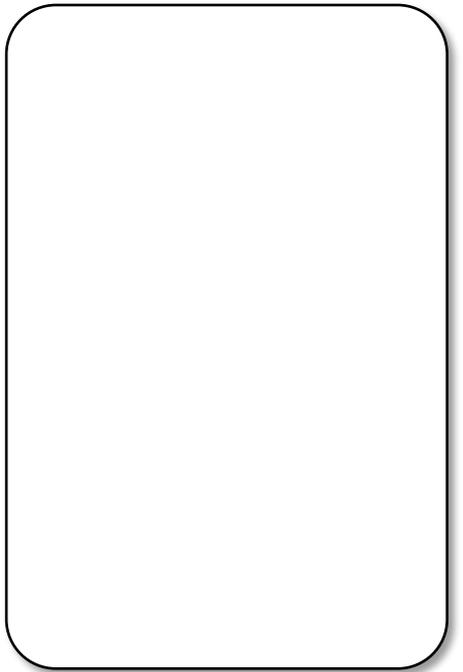
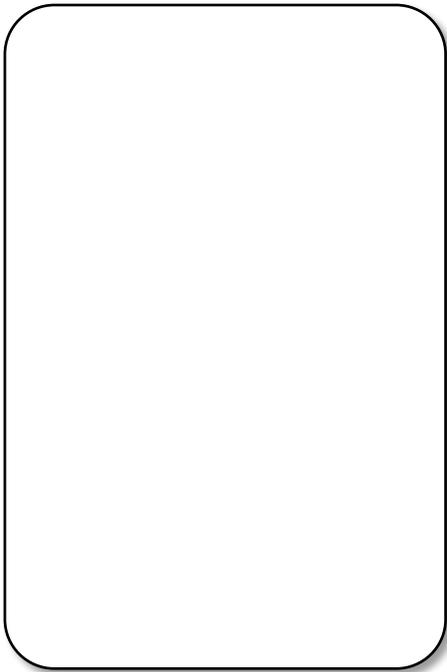
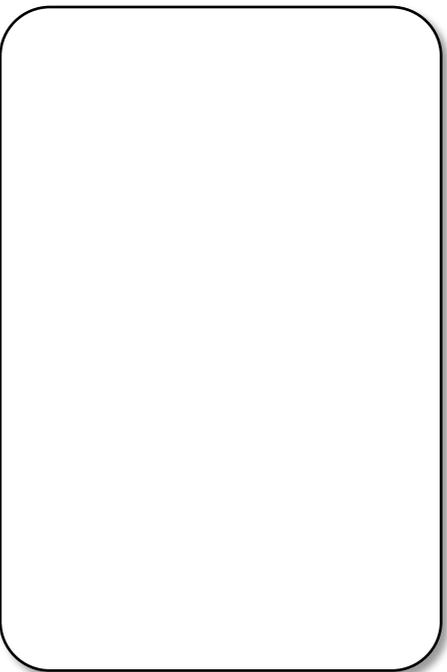
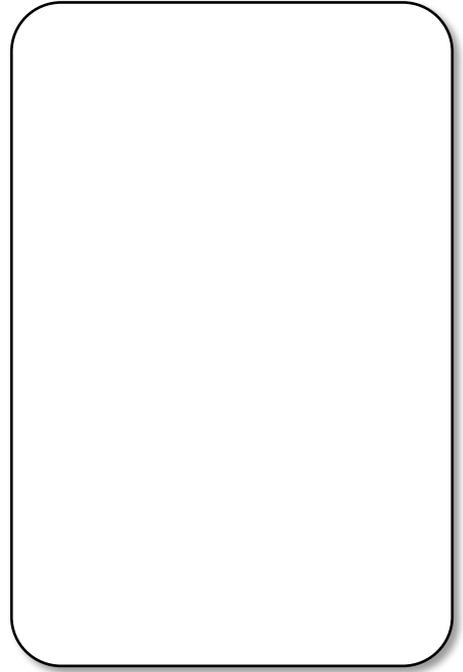
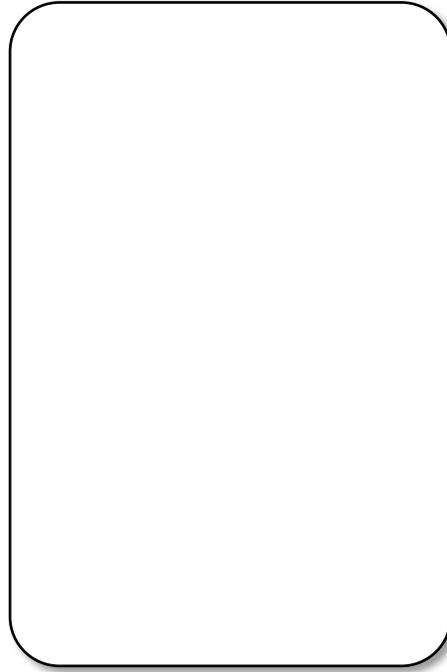
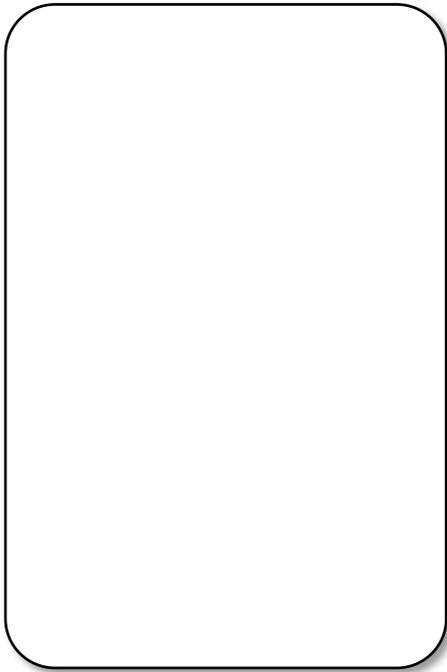
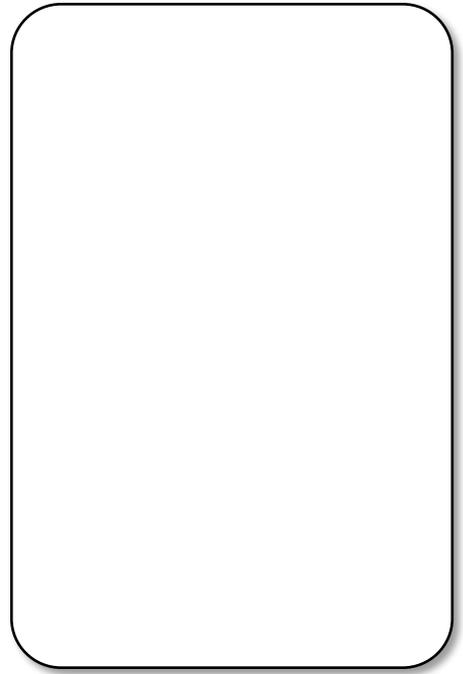
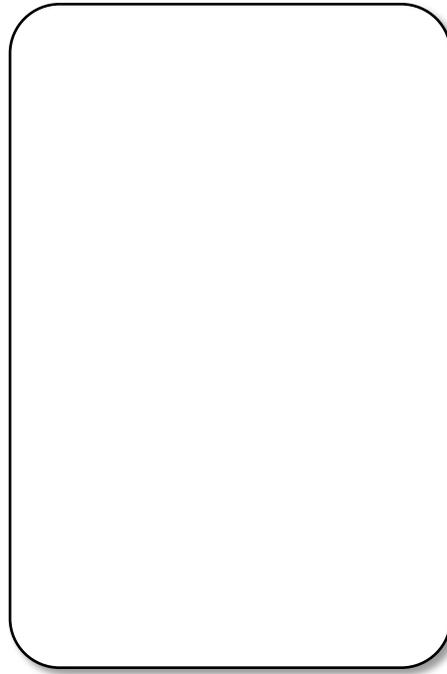
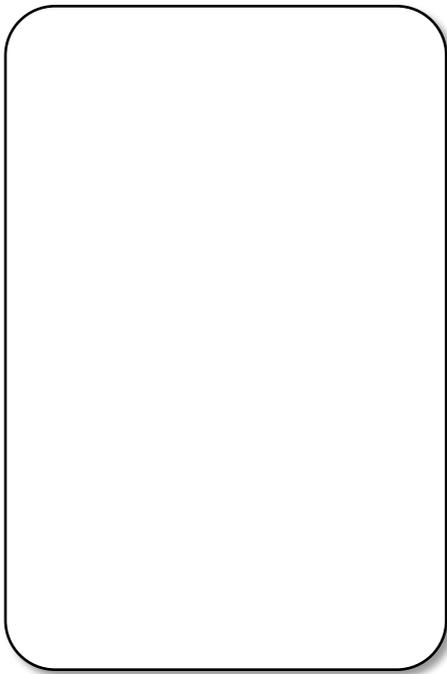
Have you ever tried  
sushi?

What's something you've  
never done but want to  
try?

What has changed in  
your life in the  
last year?

How long have you been  
learning English?

**TENSE RACE  
GAME**



**TENSE RACE  
GAME**

What will you do this summer?

Make a prediction about life in 2050.

Describe your future job.

Are you going to study after school today?

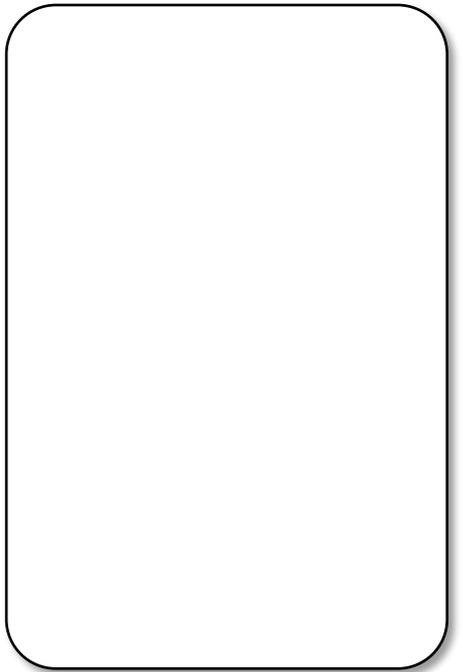
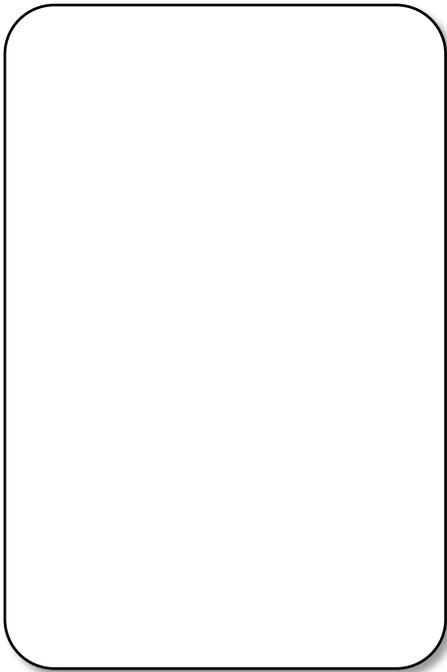
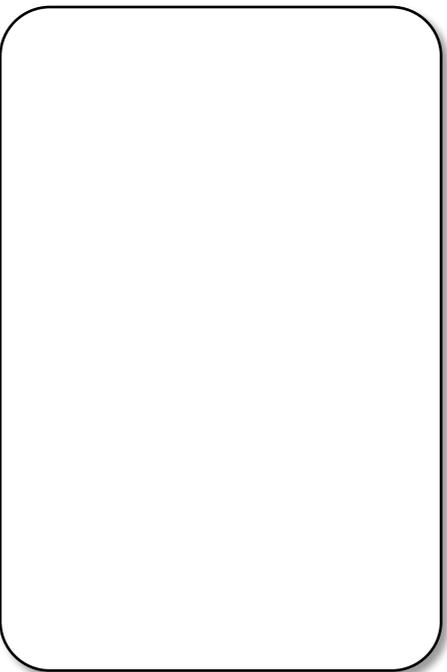
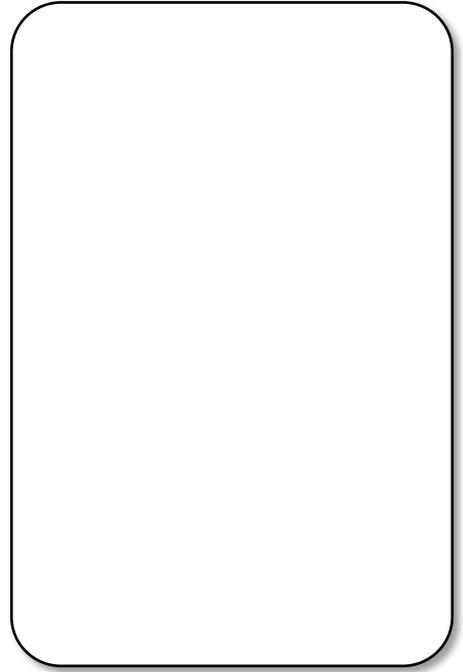
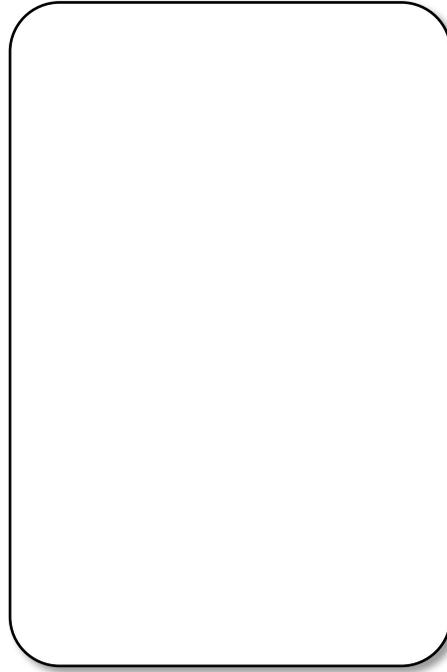
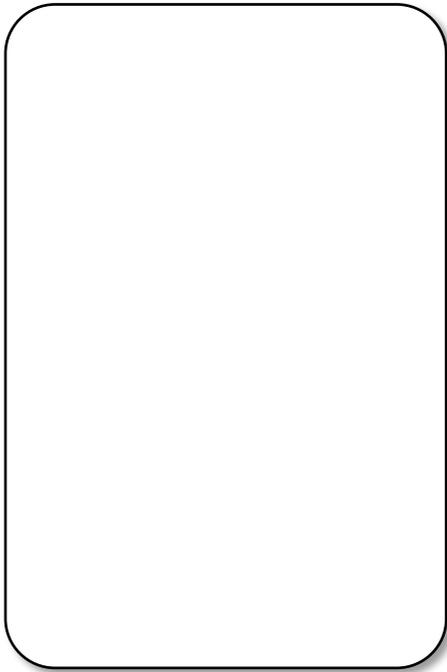
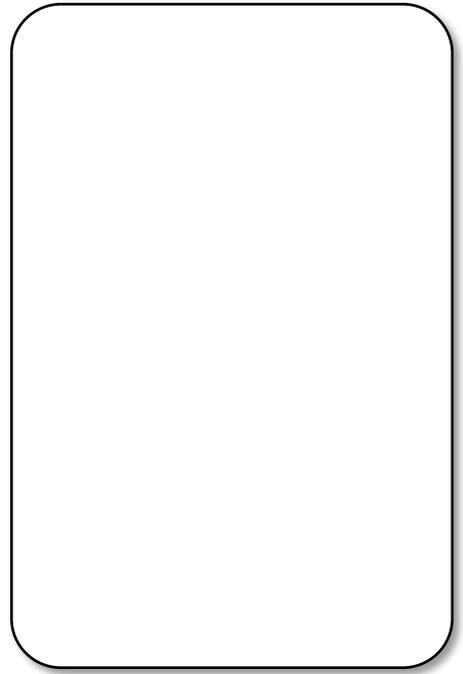
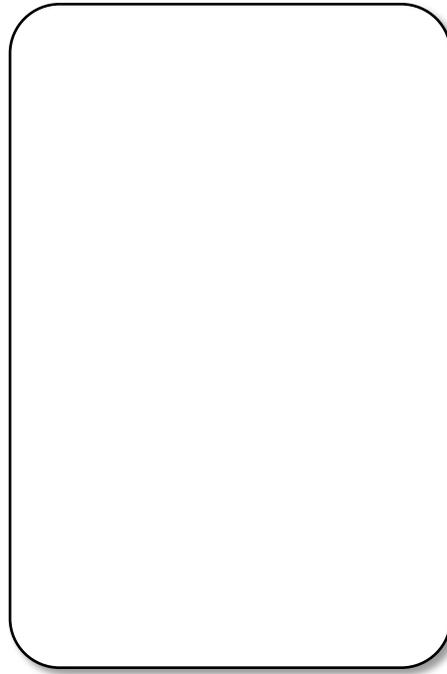
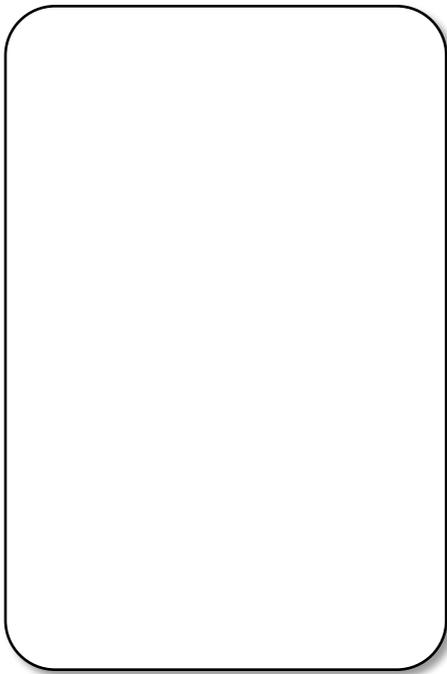
What will happen if you don't study for exams?

Will you do anything special tomorrow?

What are you doing this weekend?

What are your friends going to do next Friday?

**TENSE RACE  
GAME**



**TENSE RACE  
GAME**

### **Wild Card**

Use any tense to answer: "Describe your dream day."

### **Wild Card**

Tell a story using **at least two different tenses**.

Correct answer = advance  
2 spaces

### **Time Travel Card**

Go to the future!  
Jump to a red (future) square.

### **Wild Card**

Use any tense to answer: "Describe your dream day."

### **Time Travel Card**

Go back in time!  
Return to a blue (past tense) space.

### **Time Travel Card**

Go to the future!  
Jump to a red (future) square.

### **Wild Card**

Tell a story using **at least two different tenses**.

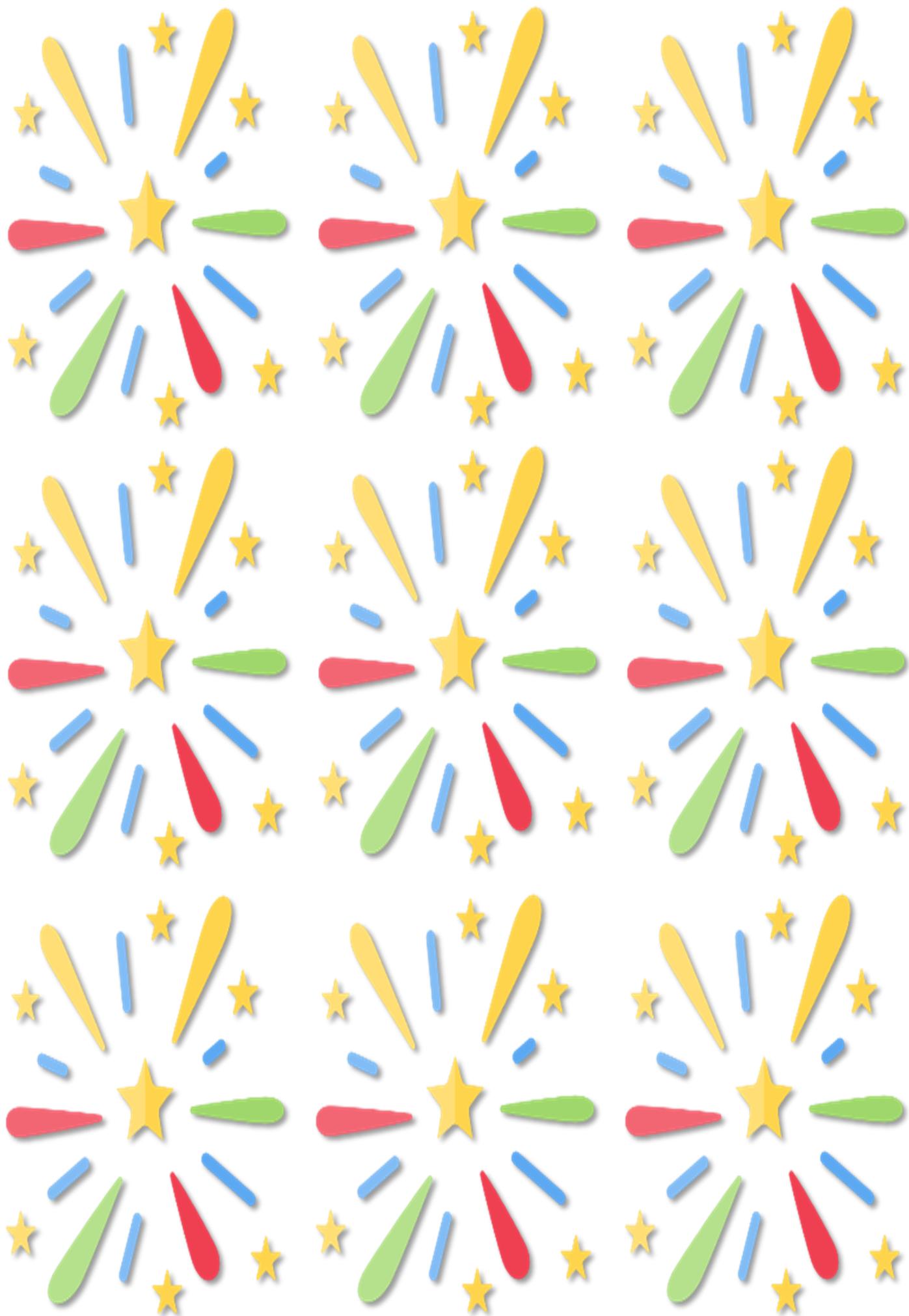
Correct answer = advance  
2 spaces

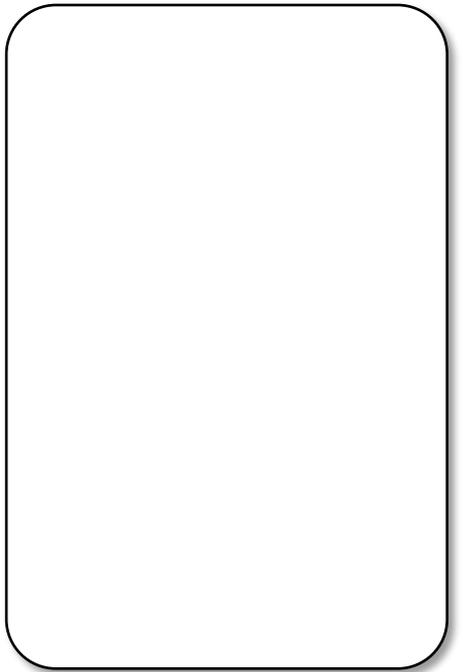
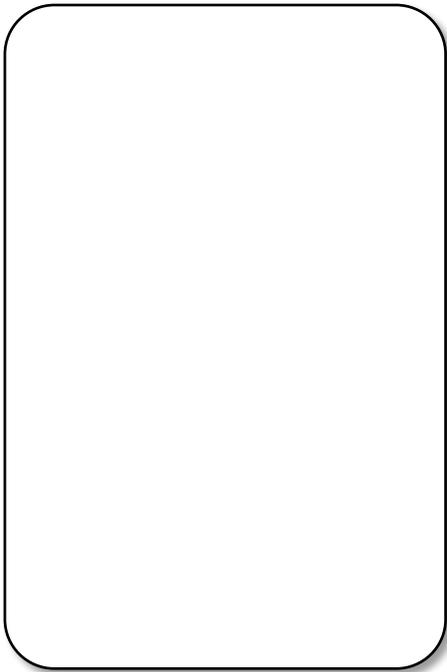
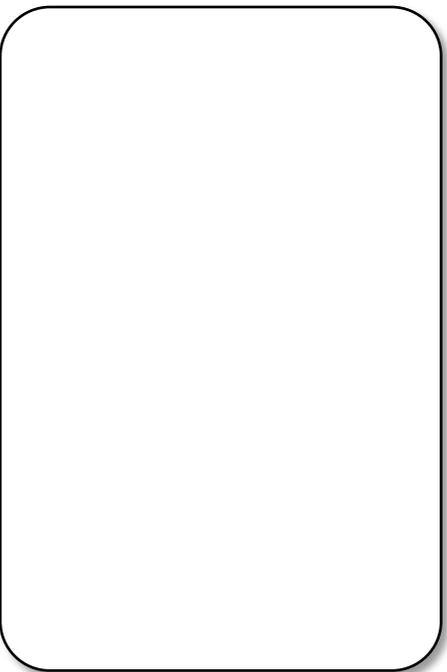
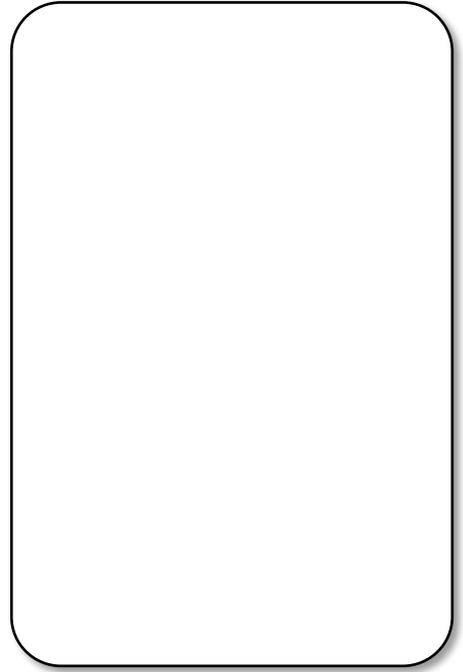
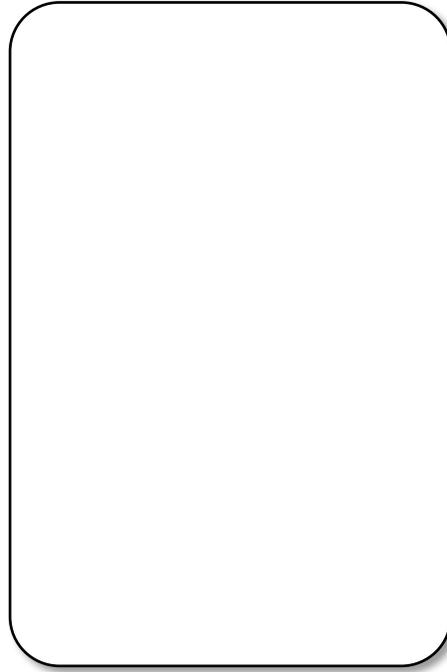
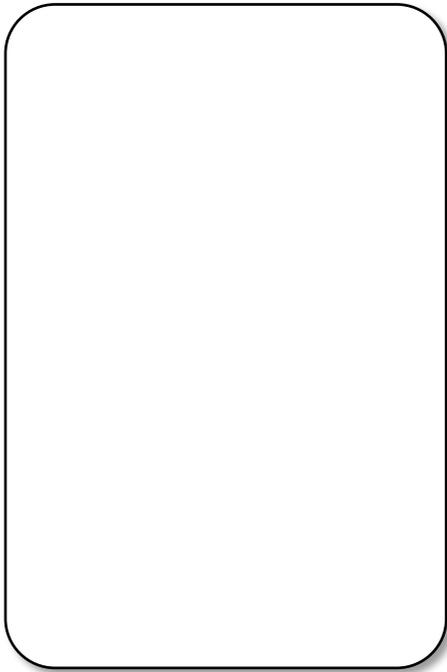
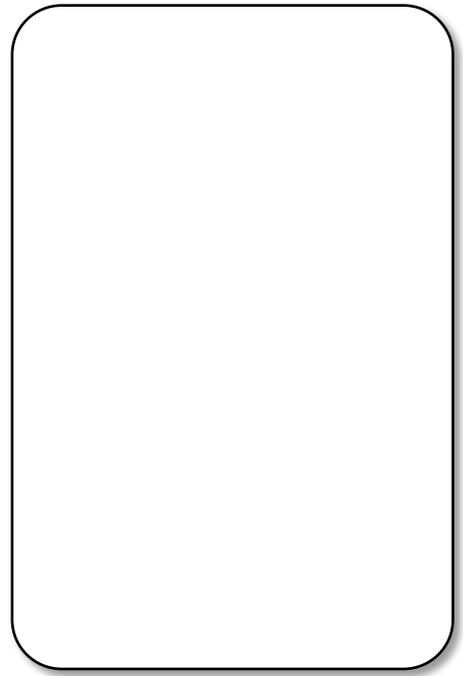
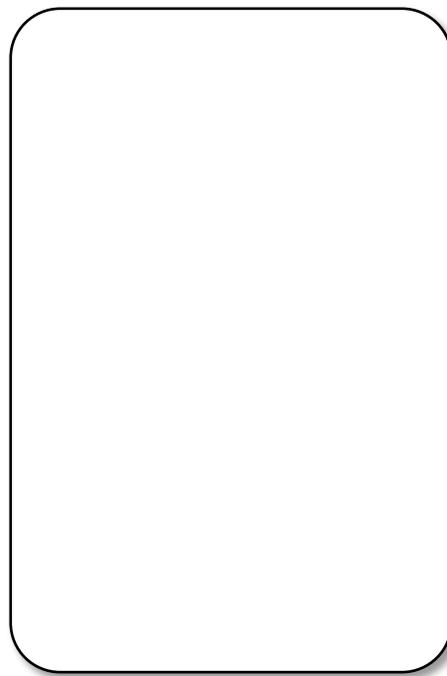
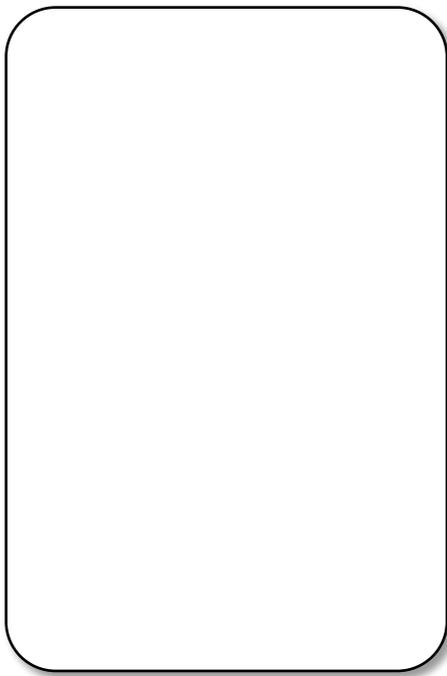
### **Time Travel Card**

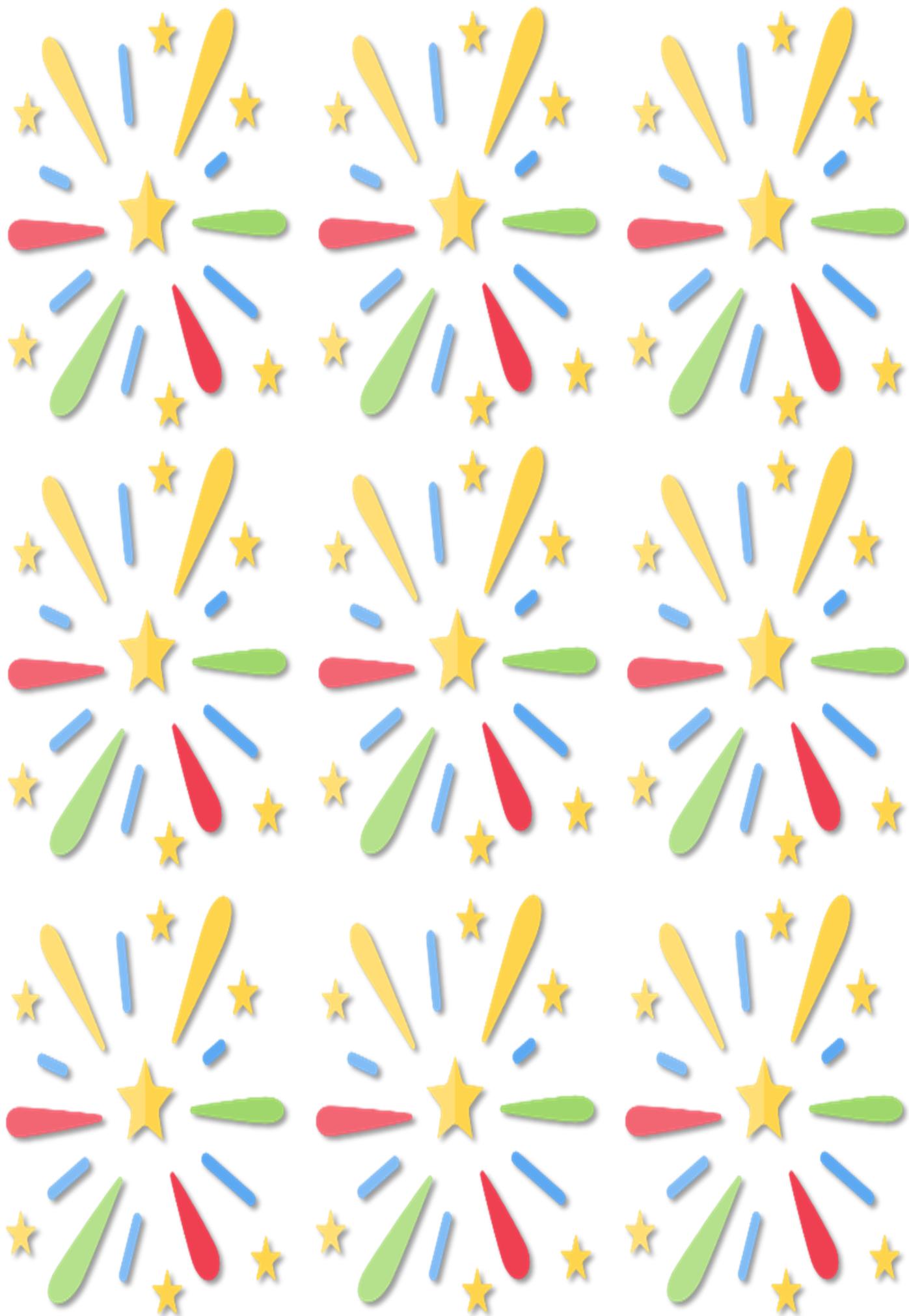
Go back in time!  
Return to a blue (past tense) space.

### **Time Travel Card**

Go to the future!  
Jump to a red (future) square.









**2**

**ENGLISH**

**Lights, Camera, Bollywood!**



# Introduction

This unit is set on India. The focus is on **vocabulary about cinema** and on **expressing through speaking and writing**. Students will have varied opportunities to express their own ideas using English. The different activities are designed to help them use different thinking movements like reasoning, explaining, considering other people's points of view, or summarizing.

Moreover, the session includes two thinking routines: **What makes you say that?**, to analyse an image and its message. The use of this thinking routine requires that students give reasons for their opinions, it is not just a general or vague description.

The second routine is **Cooperative headlines**. This thinking routine is a perfect tool to highlight and/or summarize what each student considers most important, to consider other students' viewpoints, and synthesizing them.

|                             |  |
|-----------------------------|--|
| <b>Contents</b>             | Vocabulary: cinema and discourse connectors  |
|                             | Expressing opinions and express simple arguments   |
|                             | Reformulate, specify, explain, or summarize the discourse  |
| <b>Specific competences</b> | 1.1 Extract and analyse the overall meaning and main ideas, and select relevant information from oral, written, and multimodal texts on everyday topics.       |
|                             | 3.1. Plan, participate and actively collaborate in interactive situations on everyday topics.  |
|                             | 5.2. Use in a creative way strategies and knowledge to improve the ability to communicate and learn a foreign language with the support of other participants. |
|                             | 6.3 Apply strategies to defend and appreciate linguistic, literary, cultural, and artistic diversity.  |

## Breaking the ice

To create a good classroom climate, a group dynamic is proposed. In this session, the dynamics of the **"ice-breaker and presentation"** block is proposed, specifically the dynamic entitled **"Let's organize the group!"** (see **Annex 1**), where you will find a brief explanation and the objective to be achieved.

# ON-ROAD SESSION

## Phase 1. Diagnosis (20 minutes)

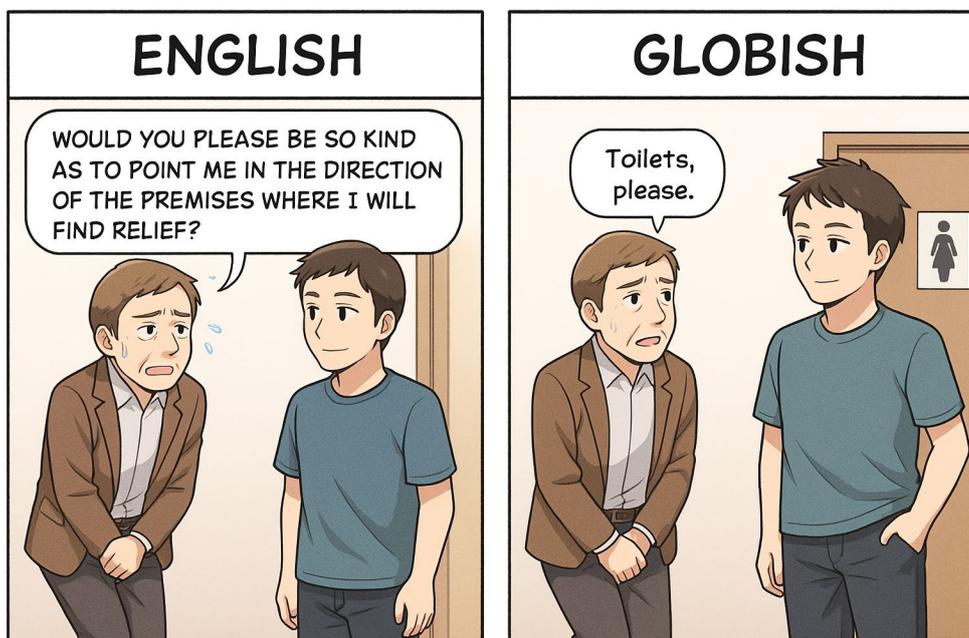


### Platform 1. Manners and language

Using the thinking routine **What makes you say that?** students analyze the joke. You can give them some hints about manners and politeness in the English language. What can be the meaning of "Globish"? Why do they think so?



This joke is a good way of presenting the way English people talk and the importance they give to manners. Conversation can lead to comparing languages and ways of behaving in different cultures. Maybe some students have experienced cultural shocks they can describe.



### Platform 2. Which genre do you prefer?

Present students with the different genres so that they can explain the ones they prefer and why. They can also name films that are included in each genre and/or define what each genre is. If they do this, they will be using various thinking movements (observe and describe, reason with evidence, consider different viewpoints).



Action, **Adventure**, Animated, **Comedy**, Drama, **Fantasy**, Historical, **Horror**, Musical, **Romance**, Science Fiction (Sci-Fi), **Thriller**, Western.

## Phase 2. Session (80 minutes)

This phase proposes three activities related to vocabulary about cinema, a reading text related to Bollywood, and some resources to write and speak about the students' favourite films. In this way, all the skills are practiced.

### Platform 1. Connecting words

In the first part of the session, students will classify words, so that they need to use the thinking movements "relate and connect".

Vocabulary: create a mind map with vocabulary related to the cinema. The words can be related to types of films, people in films, parts of a film, adjectives to describe films. If they know more words, they can add them.



Animation

Actor / Actress

Adventure

Amazing

Audience / Viewer

Award

Boring

Cameraman / Camera operator

Character

Comedy

Dialogue

Director

Documentary

Drama

Editor

Ending / Climax

Entertaining

Exciting

Extra (background actor)

Fantasy

Funny

Horror

Impressive

Musical

Plot (story)

Predictable

Producer

Romantic

Scary

Scene

Science fiction (sci-fi)

Screenwriter

Script

Sequel / Prequel

Sound engineer

Soundtrack

Special effects (SFX)

Stuntman / Stuntwoman

Subtitles

Thriller

Western

Winning



## Platform 2. Exploring India Through Bollywood

Read the text about Bollywood and answer the questions.



.....

Bollywood is the name for the Hindi film industry in India. It is one of the biggest film industries in the world. Every year, Bollywood produces more than 1,000 movies! This is more than Hollywood. Bollywood movies are famous for their music, dance, emotions, and colorful stories.

Bollywood movies usually have a lot of songs and dances. The music is very important in these films. Most Bollywood movies have at least five or six songs. People love these songs because they are fun and emotional. Some famous Bollywood songs become popular all over the world.

.....

The stories in Bollywood movies are full of romance, action, drama, and comedy. Many films talk about family, love, and friendship. Some movies also show Indian traditions, festivals, and beautiful places in India. The costumes, dances, and music make Bollywood films exciting and colorful.

Bollywood movies are usually long, about 2.5 to 3 hours. There is often an interval (a short break) in the middle of the movie. People can go out and buy snacks like popcorn, samosas, and chai (Indian tea).

.....

Bollywood movies are not only popular in India. People in the USA, the UK, Canada, Africa, the Middle East, and even Japan love Bollywood films. Some Bollywood stars are also famous in Hollywood.

Today, you can watch Bollywood movies on Netflix, Amazon Prime, and YouTube. Many movies now have English subtitles, so people from different countries can enjoy them.

.....

Bollywood is a big part of Indian culture. The songs and dances from Bollywood movies are played at weddings, festivals, and parties. Many people love learning Bollywood dance because it is fun and energetic.

Bollywood movies bring people together with **music, dance, and great stories**. If you like movies, you should watch a Bollywood film! Maybe you will love it!



**A. Include the titles for the different paragraphs. There is one title that shouldn't be there.**

**Bollywood: The Heart of Indian Movies**

**Bollywood and Indian Culture**

**Bollywood Around the World**

**What Makes Bollywood Special?**

**B. Answer the following questions:**

Decide if these sentences are **true or false**.

1. Bollywood is the film industry in the USA.
2. Bollywood movies usually have songs and dances.
3. Bollywood movies are short, about 1 hour long.
4. Many people around the world watch Bollywood movies.

**C. Choose the correct answer.**

1. How many movies does Bollywood produce each year?
  - a) About 500
  - b) More than 1,000
  - c) Less than 100
2. What are Bollywood movies famous for?
  - a) Music, dance, and emotions
  - b) Horror and science fiction
  - c) Short stories and no songs
3. What do people do during the **interval** in a Bollywood movie?
  - a) Go home
  - b) Buy snacks and take a break
  - c) Watch another movie
4. Where can people watch Bollywood movies online?
  - a) Netflix and Amazon Prime
  - b) Facebook and Twitter
  - c) Google Docs and Wikipedia

**D. Answer these questions in one or two sentences.**

1. What is special about Bollywood movies?
2. What kind of food do people eat while watching a Bollywood movie?
3. Why do people love Bollywood songs?
4. How does Bollywood show Indian culture?

## Platform 3: We are film critics!

To practice the vocabulary related to cinema, writing and speaking, and discourse organizers, four activities are proposed. You can choose among them the ones that are more interesting for your group of students.

### 1. My Favourite Film Review



Students write a short film review of a movie they like.

- **Organizer Expressions:** *First, the film is about... / Then, the main characters are... / After that, the best scene is... / Finally, I recommend it because...*

### 2. Movie Timeline

Students describe the plot of a well-known film using sequencing expressions. They write it down and then they share it with the rest of the class.

If you see that some films can be repeated you can give them different titles (e.g. Disney, Marvel, Harry Potter) to avoid repetition.

- **Organizer Expressions:** *At the beginning, later, meanwhile, suddenly, in the end...*

### 3. Top 3 Movies

Students make a personal "Top 3 Movies" list. When they finish, the results can be analysed, and a report can be written.

- **Organizer Expressions:** *Firstly, my favourite movie is... /In my opinion/From my point of view/I think the best movie is.... / Secondly... / Finally...*

### 4. Which film is it?

Students write a description of a film without saying the title. S/he reads it aloud so the rest of the class can guess which film it is.

- **Organizer expressions:** *Firstly.../Then/afterwards.../To conclude/to finish...*



**My Favourite Film Review:**

**Movie Timeline:**

**Top 3 Movies :**

**Which film is it?:**

### Phase 3. To finish (15 minutes)

To finish the session, the thinking routine proposed is **Cooperative Headlines** (see Annex 5). It is a very interesting way of finishing, as students can reflect on what they have done together. 

Each student writes a headline that summarizes or highlights what s/he thinks is important. In groups of four, students share their headlines and create a new headline that summarizes all the ideas exposed in the group. In this way, they need to not only consider the different views but also connect and synthesize all the headlines.

#### Materials

- Projector.
- Photocopy with the vocabulary activity (or it can be projected in the digital board).
- Photocopy with the reading activities.
- Photocopy for the film review.
- Graphic organizer for the **Cooperative headlines (Annex 5)**.

## How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you elaborate together with your students audio-visual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).



These audio-visual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or X.

You can use the hashtag **#ExitoEducativoCyL**.

**Programa financiado por el Ministerio de Educación y Formación Profesional.**





# TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

## COGNITIVE SKILLS

- COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- TROUBLESHOOTING
- CREATIVITY
- CRITICAL AND ETHICAL THINKING

## METACOGNITIVE SKILLS

- SELF-REFLECTION
- PLANNING AND ORGANISATION
- SELF AND TASK SUPERVISION

## SOCIO-EMOTIONAL SKILLS

- SELF-REGULATION
- EMOTIONAL INTELLIGENCE
- EMPATHY
- TEAMWORK
- ETHICAL DECISION-MAKING





# 3 ENGLISH

Timelines of Change:  
Nelson Mandela's Story



# Introduction

This session is set in South Africa, another country where the English language is used. It is focused on the practice of the **Past, both simple and continuous**; of course, it also revises the verbs in the past, as it is an aspect that requires continuous revision. The session is focused on the life of Nelson Mandela, one of the most important South African (and even world) figures.

Throughout the activities, students will use different thinking movements and two thinking routines: **Think, wonder** (to stimulate curiosity and initial exploration about a topic by making students' think about something), and **Headlines** (perfect to help students summarize and consider what has been important during both the session and their learning process).

|                             |   |
|-----------------------------|---|
| <b>Contents</b>             | Simple past /Past continuous  |
|                             | Vocabulary: free time activities  |
| <b>Specific competences</b> | 2.1 Express orally simple, structured, understandable, coherent texts appropriate to the communicative situation on everyday matters of personal relevance or interest. |
|                             | 3.3 Make themselves understood in various interventions by correcting and reformulating what they want to express, showing a cooperative and respectful attitude.       |
|                             | 6.3 Apply strategies to defend and appreciate linguistic, literary, cultural, and artistic diversity.   |

## Breaking the ice

To create a good classroom climate and to favour students' use of the English language, a group dynamic is proposed.

In this session we propose the dynamic entitled "**I need toilet paper**", related to "**Group cohesion dynamics**" (see Annex 1).

# ON-ROAD SESSION

---

## Phase 1. Diagnosis (25 minutes)

### Platform 1. Rotating sheet – Irregular verbs race



**Objective:** Practise and review irregular verbs in the Simple Past and Past Participle forms in a fun, cooperative way.

#### Instructions for students:

1. Groups of 4–5 students.
2. Each group receives one sheet of paper (“the rotating sheet”).
3. When the teacher says Start!, the first student writes down an irregular verb in all its forms:  
Example: Be – was/were – been
4. After writing one verb, this student passes the sheet quickly to the next teammate.
5. The next student writes another irregular verb in its three forms:  
Example: Come – came – come
6. The sheet keeps rotating without stopping. You only write one verb per turn before passing it on.
7. The teacher will time the activity for 5 minutes.

#### Rules:

You must write the verb in all three forms: infinitive – past – past participle.

Verbs must be spelled correctly.

No verb can be repeated.

#### Scoring:

When the time is up, count how many correct verbs your group has written.

The group with the highest number of correct verbs is the winner!

This activity promotes cooperation and vocabulary recall. It also works the thinking movement of Making connections between verb forms, while fostering metacognition: "Which verbs did we remember easily? Which ones were more difficult?"



## Platform 2. Interrupted story

In pairs, students will create sentences to practice the past (both simple and continuous).

One student begins a sentence using the past continuous, and the other finishes it with the simple past beginning with *when*, *and suddenly*, etc.

Ex. Student 1: I was reading a book ...

Student 2: when the lights went out.

**Variation:** If students can find it difficult to create the sentence prompts, you can propose them the following (you can give them the simple past part or the past continuous part for them to complete). In this case, it can be done with the whole class.



- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• I was reading a scary book...</li><li>• We were playing football in the park...</li><li>• She was cooking dinner in the kitchen...</li><li>• They were studying for the English test...</li><li>• I was listening to music in my room...</li><li>• He was riding his bike down the street...</li><li>• We were having lunch at the restaurant...</li><li>• I was painting a picture...</li><li>• They were swimming in the pool...</li><li>• I was writing a message on my phone...</li></ul> | <ul style="list-style-type: none"><li>• ...when the lights went out.</li><li>• ...when someone knocked on the door.</li><li>• ...when the phone rang.</li><li>• ...when a dog started barking.</li><li>• ...when the teacher entered the classroom.</li><li>• ...when I dropped my pencil.</li><li>• ...when the fire alarm rang.</li><li>• ...when my mum shouted my name.</li><li>• ...when it suddenly started to rain.</li><li>• ...when I saw a spider.</li></ul> |
|---|--|

## Phase 2. Nelson Mandela: A Hero for Freedom (65 minutes)

### Platform 1.

Students read the text. Then, they decide which is the best title for each paragraph. This activity, although it is simple, helps them improve both their reading skills and mediation, as well as synthesizing information).

**Suggested titles for the paragraphs:** Early life, Fighting against apartheid, Freedom and peace, A global symbol, Connections and curiosities.

In addition, they create five questions for their classmates to answer based on the text. They can be T/F sentences, questions with four possible answers (a, b, c, d), etc. This activity helps students improve their reading skills, as they need to scan the text.

The teacher can also give each student a different line of Nelson Mandela's timeline, so that students need to order each event. To do so, they need to ask each classmate: What happened to Nelson Mandela? When did it happen?

After, the teacher or the students can choose between two activities related to this text.

**Title:** .....

Nelson Mandela was one of the most admired leaders of the 20th century. He is remembered not only for ending apartheid in South Africa but also for inspiring people all over the world to believe in freedom, justice, and reconciliation.



.....

Nelson Mandela was born in 1918 in a small village called Mvezo, in South Africa. His birth name was Rolihlahla, which means “troublemaker” in Xhosa. As a young boy, he looked after animals and enjoyed playing with other children. Later, he went to school where his teacher gave him the English name Nelson. He studied law and became one of the first black lawyers in his country.

.....

At that time, South Africa had a system called apartheid. White people controlled the government and had more rights, while black people faced strict separation and injustice. Black people could not vote, use the same hospitals, or even walk in certain areas. Mandela thought this was extremely unfair.

In 1944, Mandela joined the African National Congress (ANC). At first, he organized peaceful protests and marches. But after the government responded with violence, Mandela also supported stronger resistance. In 1962, he was arrested and later sentenced to life in prison. He spent 27 years behind bars, mostly on Robben Island, where he did hard physical work and could only receive visitors twice a year.

.....

In 1990, Mandela was released from prison. Instead of calling for revenge, he surprised the world by choosing forgiveness and peace. In 1994, South Africa held its first democratic elections. Millions of Black South Africans voted for the first time, and Mandela became the country’s first Black president. He promoted the idea of the “Rainbow Nation”, a country where people of all races could live together in equality.

.....

Mandela won the Nobel Peace Prize in 1993 with President F.W. de Klerk, who helped to end apartheid. He only served one term as president (1994–1999) because he believed in democracy and did not want to hold power forever. Mandela died in 2013, but his message of peace and human rights still inspires movements against racism and inequality today.

.....

While in prison, Mandela loved boxing and gardening, which helped him stay strong and hopeful.

He appeared in the film “Invictus” (2009) because he used rugby, the favourite sport of white South Africans, to unite the nation after apartheid.

Mandela’s struggle reminds us of current fights against racism and discrimination, such as the Black Lives Matter movement.

His idea of reconciliation influenced peace processes in countries like Northern Ireland and inspired global leaders like Barack Obama.

## Timeline: Nelson Mandela's life

|      |  |
|------|--|
| 1918 | Nelson Mandela is born in Mvezo, South Africa.                           |
| 1944 | He joins the African National Congress (ANC).                            |
| 1962 | Mandela is arrested and later sentenced to prison.                       |
| 1964 | He is sent to Robben Island for life imprisonment.                       |
| 1990 | Mandela is released from prison after 27 years.                          |
| 1993 | He wins the Nobel Peace Prize with F.W. de Klerk.                        |
| 1994 | Mandela becomes the first Black president of South Africa.               |
| 1995 | He uses the Rugby World Cup to promote national unity (Invictus moment). |
| 1999 | Mandela retires from politics.   |
| 2013 | Mandela dies at the age of 95.   |

## Platform 2. Timeline: a simple past game

The following activities are proposed so that the teacher or the students can choose which one they want to carry out.

### Activity 1: Living timeline

In groups, students receive the event cards (see **Supplementary material**). They must stand in the correct order to create Nelson Mandela's "living timeline". Once in position, each student says an event in the simple past ("In 1994, Mandela became president").



Next, the timelines are exchanged among groups so that students become "time travellers" who must identify and correct the incorrect placements. This activity promotes observation, description, and reasoning with evidence.



Also, you can ask each student to say what happened before and after his/her card.

## Activity 2: Mandela News

Each group becomes a team of journalists. They pick 2–3 events and write short “news headlines” in the Simple Past (e.g. “1990: Mandela walked free after 27 years in prison”). Then they share orally as if broadcasting news. 

This activity promotes summarising, explaining, and considering different points of view. 

## Platform 3. Create your own timeline

Each group researches the life of a person who is meaningful to them. This could be a famous athlete, singer, actor, scientist, or another figure they admire. Using the information they find, each group will create a timeline of the most important events in that person’s life.

### 1. Choose your person

Decide together who you want to research.

Try to choose someone all group members find interesting.

### 2. Do your research

Find at least 5–7 important events in this person’s life (birth, career moments, awards, difficulties, achievements).

Write short notes using the Simple Past (e.g., “She won her first medal in 2012”).

### 3. Build the timeline

Organise the events in order.

Present them on a poster, digital slide, or paper strips (be creative!).

Each event must be written in the simple past.

### 4. Present your timeline

Each group will present their timeline to the class.

Every student should say at least one sentence in the simple past.

### 5. Thinking routine: Think – Wonder

Think: What do you think was the most important event in this person’s life? Why? 

Wonder: What do you still wonder about this person?

### Phase 3. To finish: End with a smile (20 minutes)

Firstly, to revise the past forms of irregular verbs, students play with the cards (see **Supplementary material**). There are various proposals, so the teacher can choose the most appropriate for the group of students. 

- **Memory game.** They must find the verbs that go together. The first player turns over one card from each group. If they match, s/he keeps the cards and can try again for another match. But if they do not match, the cards are turned over again and the other player continues playing.
- **Create a story.** Take four or five cards, and with these verbs, students create a story.

Finally, students are encouraged to summarise in one sentence (a **Headline**) something they learned in this session that they did not know before.

#### Materials

- Projector
- Toilet paper roll
- Cards with images about Nelson Mandela
- Text about Nelson Mandela
- Digital device
- Past cards (supplementary material at the end of the session)

## How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you elaborate together with your students audio-visual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).



These audio-visual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or X.

You can use the hashtag **#ExitoEducativoCyL**.

**Programa financiado por el Ministerio de Educación y Formación Profesional.**





# TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

## COGNITIVE SKILLS

- COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- TROUBLESHOOTING
- CREATIVITY
- CRITICAL AND ETHICAL THINKING

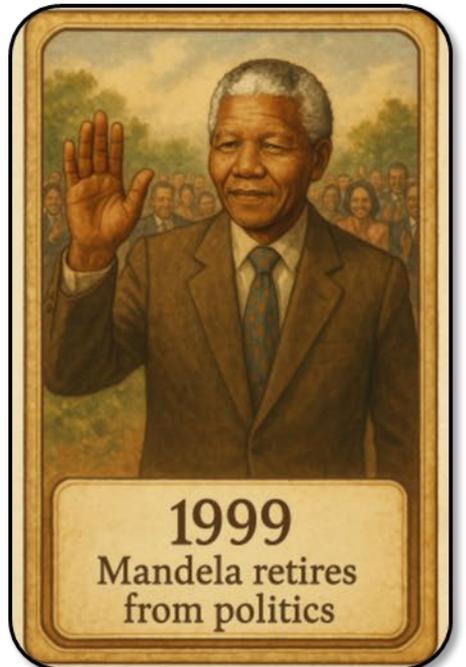
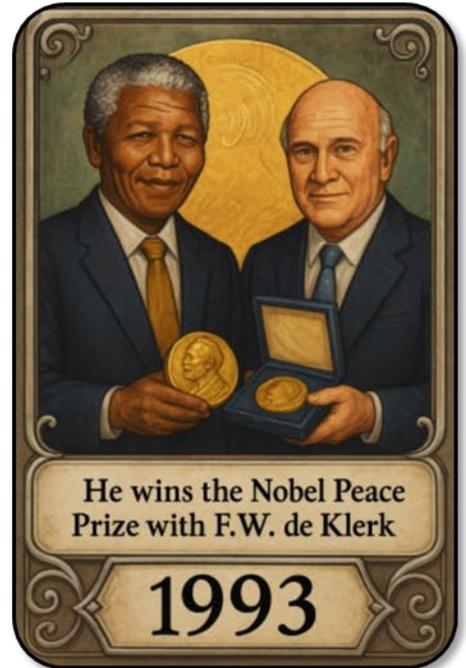
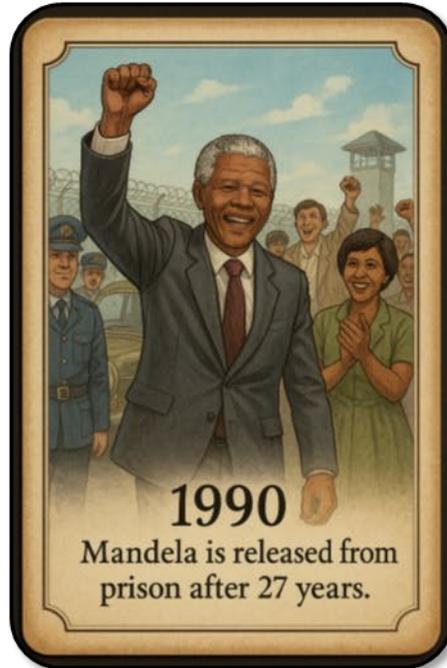
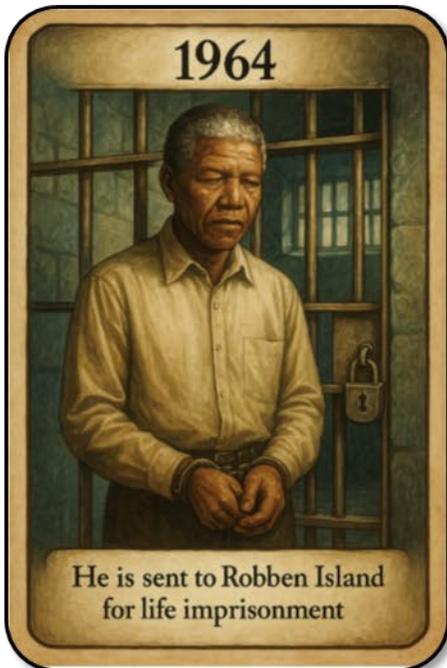
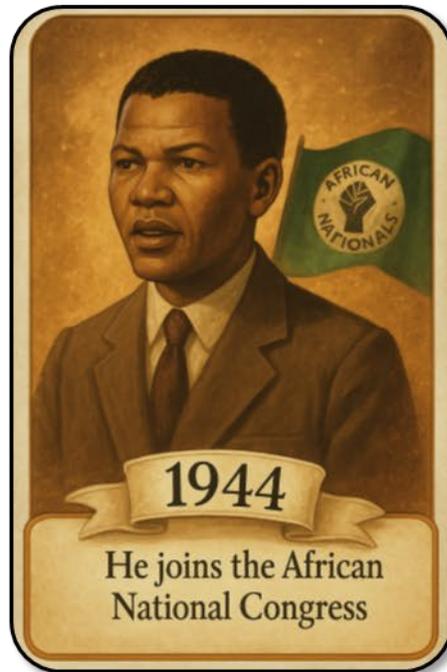
## METACOGNITIVE SKILLS

- SELF-REFLECTION
- PLANNING AND ORGANISATION
- SELF AND TASK SUPERVISION

## SOCIO-EMOTIONAL SKILLS

- SELF-REGULATION
- EMOTIONAL INTELLIGENCE
- EMPATHY
- TEAMWORK
- ETHICAL DECISION-MAKING





**TIMELINE**

**TIMELINE**

**TIMELINE**

**A PAST SIMPLE GAME**

**A PAST SIMPLE GAME**

**A PAST SIMPLE GAME**

**TIMELINE**

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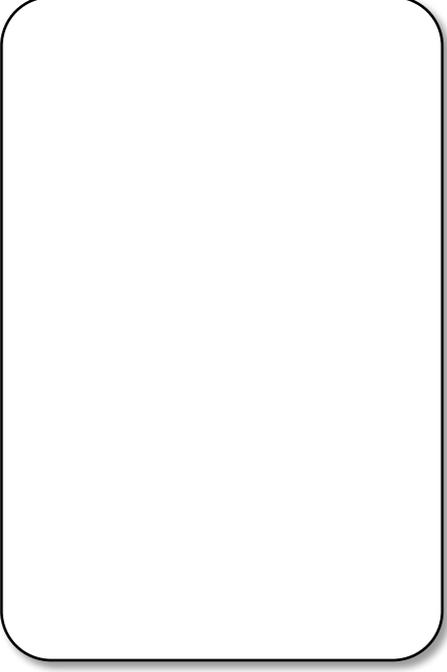
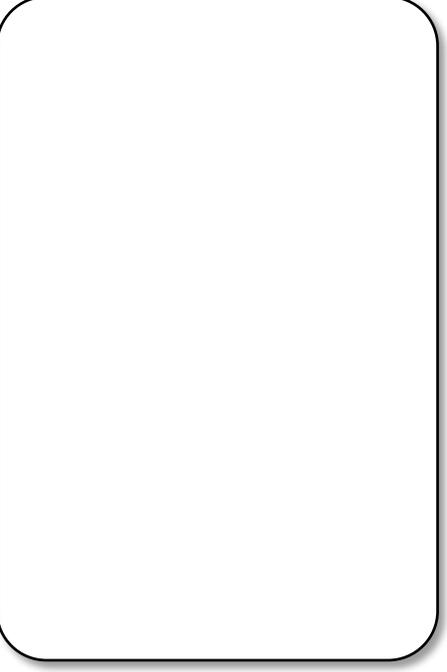
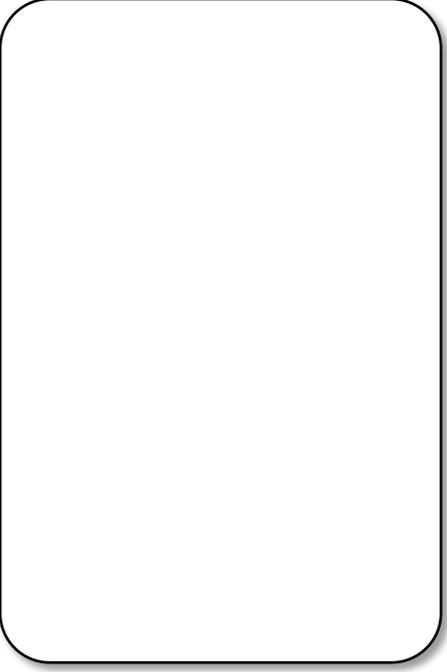
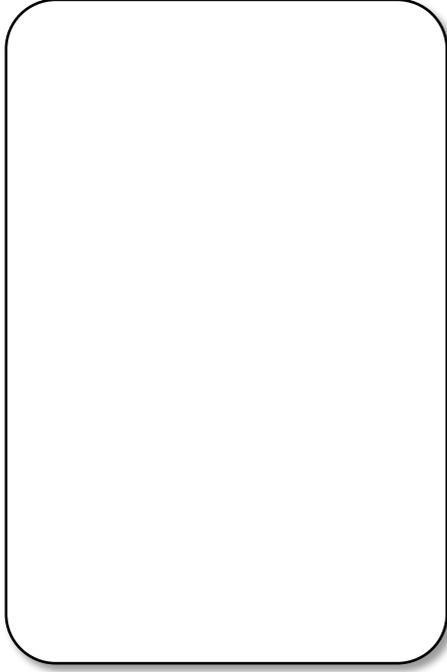
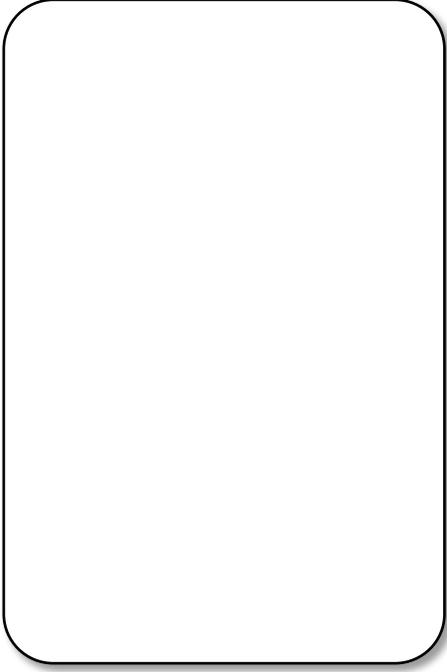
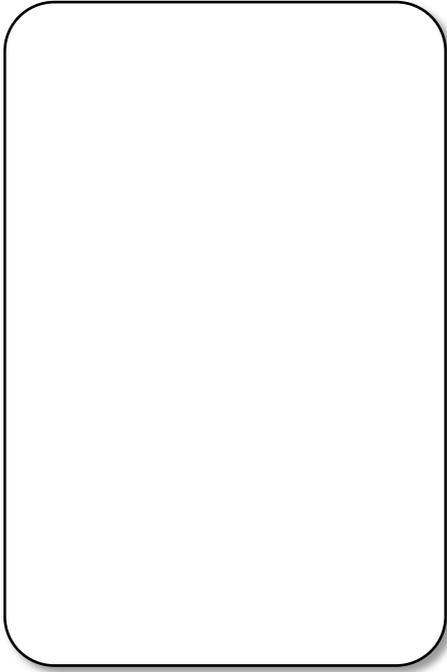
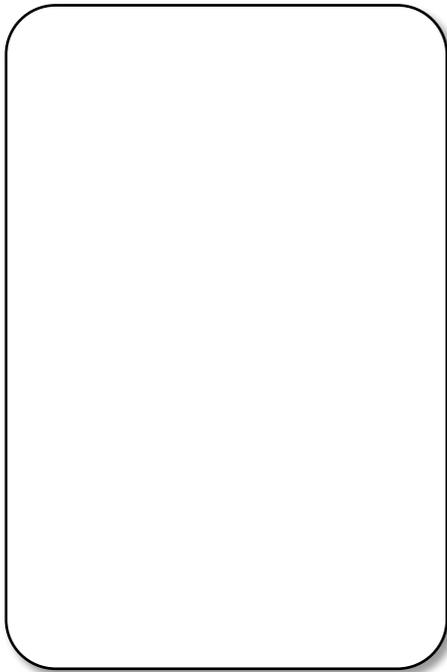
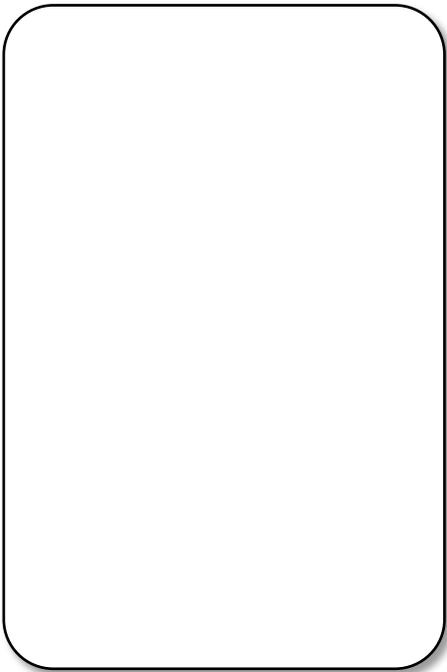
**A PAST SIMPLE GAME**

**A PAST SIMPLE GAME**

**A PAST SIMPLE GAME**



**2013**  
Mandela dies at  
the age of 95



**TIMELINE**

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**A PAST SIMPLE GAME**

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**A PAST SIMPLE GAME**

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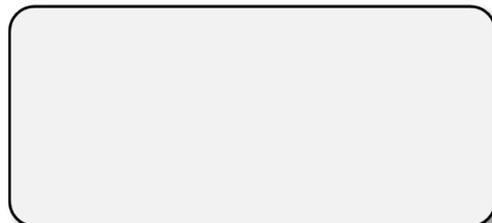
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# 4 ENGLISH

Game on: What players must and have to do



## Introduction

This session is designed in accordance with the 4º de la ESO English curriculum (LOMLOE, Bloque I: comprehension and production of oral instructions; Bloque II: use of conditional structures) and integrates three main phases to develop both linguistic and cultural competences. The topic is based on New Zealand and rugby.

In Phase 1, students activate prior knowledge through a **See-Think-Wonder routine** with humorous rugby images. Phase 2 uses a **Think-Pair-Share routine** to practice imperatives (must and have to) while learning and performing the haka. In Phase 3, learners compare football and rugby rules and use the first conditional (If ... will ...) to express opinions on "anti-games." **Headlines** is used in the reading activity and to finish the session, as it is a perfect tool for synthesizing information and highlighting what is most important.

Students will reflect on and regulate their own understanding and use of modal and conditional language through structured thinking routines.

|                             |   |
|-----------------------------|---|
| <b>Contents</b>             | Vocabulary: sports  |
|                             | Express opinion, possibility, capacity, obligation, prohibition and advice.: modal verbs: must and have to.   |
|                             | Imperatives and First conditional   |
| <b>Specific competences</b> | 3.1 Plan, participate and actively collaborate, through various media, in interactive situations on everyday topics.  |
|                             | 4.2 Apply strategies that help create bridges, facilitate communication and serve to explain and simplify texts, and that are appropriate to the communicative intentions, contextual characteristics and textual typology. |
|                             | 6.1 Act appropriately, empathetically, and respectfully in intercultural situations, building links between different languages and cultures, rejecting any type of discrimination, prejudice, and stereotypes.             |

## Breaking the ice

To create a good classroom climate and to favor students' use of the English language, a group dynamic is proposed.

In this session we propose the dynamic entitled "**What are you doing?**", related to the "**Communication dynamics**" (see Annex 1).

# ON-ROAD SESSION

---

## Phase 1. (20 minutes)

### Platform 1. Diagnosis & Warm-Up: “See-Think-Wonder”

In groups of three or four, students will begin by exploring one of our three humorous rugby images to activate prior knowledge and set a positive, curious tone for the session (see **Supplementary material**). 

- Divide the class into groups.
- Distribute one image per group.
- Explain the thinking routine.



The teacher gives each group of students the images (see **supplementary material**) and they must use the graphic organizer for this routine (see **Annex 5**) or they can do it in their notebooks:

- **I see** (5 min): Observe details in the image. 

“What do you observe first? Which element is most surprising? Do you think the image is funny?”

In your group, list five concrete details you notice (e.g., facial expressions, props, setting).

- **I think** (5 min): Link what you see to what you know about rugby or New Zealand.

“What reminds you of a rugby match or the haka? Why might a sheep or grandma figure appear?”

Discuss how these details connect with your knowledge of rugby or Māori culture.

- **I wonder** (5 min): Pose questions or curiosities that arise.

“What puzzles you? What would you like to learn more about?”

Generate three open-ended questions or curiosities (e.g., “I wonder why the coach compares tackling to baking?”).

- **Share Out** (5 min per group)

Each group briefly reports one key observation, one connection, and one “wonder” question to the class.

### **Metacognitive Focus**

This warm-up taps into prior knowledge of rugby and New Zealand culture, primes vocabulary around commands (must) and the haka, and engages students in a visible-thinking routine that fosters self-reflection and curiosity.

## **Phase 2. Singing with the Maories (75 minutes)**

You can choose between the different platforms and extend the session across multiple lessons.

Objective: Deepen comprehension of the haka’s origin and significance by summarising key ideas, creating questions, and collaboratively answering them in a rotating “carousel” format.



## Platform 1: Haka text processing & question carousel (45 – 50 min)

### A brief story: the origin and importance of the haka

The haka is a traditional Māori performance that combines chanting, stamping feet, and fierce facial expressions. Originally, hakas prepared warriors for battle and celebrated major events—weddings, funerals, and the arrival of important guests. Today, the haka remains a powerful emblem of Māori culture and identity, connecting people to their ancestors and the land they call Aotearoa (New Zealand). 

One of the most famous hakas is “Ka Mate”, composed around 1820 by the Ngāti Toa chief Te Rauparaha. According to tribal oral history, Te Rauparaha narrowly escaped his enemies by hiding in a kūmara (sweet potato) pit. When he stepped into the sunlight, he chanted: “Ka Mate! Ka Mate! Ka Ora! Ka Ora!” (“I die! I die! I live! I live!”) to celebrate life triumphing over death. This chant became a brief ngeri-style haka—free in movement but rich in emotion—expressing gratitude and courage.

For the Māori, the haka is more than a dance. It is a way to unite people, to honour their ancestors, and to face challenges with strength. When New Zealand’s All Blacks perform “Ka Mate” before international matches, they invite players and spectators alike to share in this ancient tradition of pride and solidarity.

#### Lyrics of the “Ka Mate” Haka

*Ka mate! Ka mate!  
Ka ora! Ka ora!  
Ka mate! Ka mate!  
Ka ora! Ka ora!  
Tēnei te tangata pūhuruhuru  
Nāna nei i tiki mai whakawhiti te rā  
Ā, upane! ka upane!  
Ā, upane, ka upane!  
Whiti te rā! Hi!*

### **A: Summarise & headline (10 – 15 min)**

Read the text on the origin and importance of the haka.

For each paragraph, write a **Headline** that captures its main idea. A headline is a one-sentence summary in your own words. 

### **B: Generate questions (10 - 15 min)**

In your pair, craft three open-ended questions about the text.

Aim for “why” or “how” questions (e.g. “Why did Te Rauparaha choose a sweet-potato pit?”).

Write your three questions clearly on a single sheet of paper.

### **C: Question carousel (25 - 30 min)**

Pass your sheet of paper (with your three questions) to the next team clockwise.

- **Round 1 (5 min)**

That team reads all three questions, chooses one question to answer in writing. Each team may use the Internet for extra details.

Pass the folio again to the next team.

- **Round 2 (5 min)**

From the two remaining questions, select one more to answer. Write your response; you may research online.

Pass once more.

- **Round 3 (5–10 min)**

Answer the final unanswered question.

Use any resources to support your answer.

## Platform 2: “The Warm-Up Chant” (25 min)

**Objective:** Students write clear, step-by-step descriptions of four key “Ka Mate” Haka moves using imperatives, so that anyone—teacher or peer—can perform them accurately.

### 1. WATCH the clip of the All Blacks performing “Ka Mate” pre-match haka: [https://youtu.be/yiKFYTFJ\\_kw](https://youtu.be/yiKFYTFJ_kw)

Highlight four key moves (stomp, chest-thump, tongue gesture, eye focus).

### 2. DESCRIBE Haka movements (Individual – 10 min)



Choose four distinct Haka moves (e.g. stomp, chest-thrust, tongue gesture, eye focus). For each move, compose one clear instruction in the imperative with must or have to, for example:

*“You must stamp your right foot loudly on the ground.”*

*“You have to thrust your chest forward and spread your arms.”*

Imagine you’re writing a recipe: anyone reading your directions should be able to execute the move exactly.

### 3. REFINE (Pairs - 5 min):

Compare instructions with a partner. Negotiate which phrasing is clearer and why.

### 4. MODEL & VERIFY (Whole Class – 10 min)

Teacher selects one move instruction at random, reads it aloud, then models the movement precisely.

Class checks: If the teacher’s action matches the written command, the description is clear; if not, identify what detail is missing or ambiguous.

Model one or two commands clearly at the start, pointing to visual aids.

Encourage correct pronunciation: **stamp, thrust, shout, gaze.**

Use the digital board to document best commands and highlight common errors for feedback.

With this structure, students will practice imperatives meaningfully, deepen their cultural understanding of the haka, and develop metacognitive awareness of how they process and deliver instructions.

Share photographs or short video snippets of students practicing on the school platform or social media with #ExitoEducativoCyL for peer reflection and motivation.

### Phase 3. Compare and contrast sports (30')

Objective: Practice the first conditional (**If + present simple, ... will + infinitive**) to express opinions about the main characteristics and "anti-games" (unsporting fouls) in rugby and football and their consequences on the field.

#### 1. Review Anti-Games:

In small groups, consult the basic rules of football and rugby and choose two rules from the material (e.g., high tackle; collapsing a scrum) (**see supplementary material**)

#### 2. Brainstorm Consequences:

List possible outcomes (e.g., yellow/red card; penalty to opposition; injury risk).

#### 3. Construct Conditional Sentences:

Write four first-conditional sentences using I think / I believe to express opinion:

*"If a player commits a high tackle, I think the referee will award a yellow card."*

*"I believe that if they collapse the scrum deliberately, the opposition will gain a penalty."*

#### 4. Share & Debate:

Each group presents their sentences. Classmates use questioning movement to probe: 

*"Why do you think it will be a yellow card and not a red card?"*

*"How does that penalty affect the team's chances?"*

## Phase 4. To finish (10 minutes)

Think of what you have learnt. Write a **Headline** about the session (your learning, experience, feelings...). Share it with the class. When students share their headlines, their classmates can learn from what they hear or revise something again.



### Materials

- Projector
- Images for Platform 1 (**supporting material**).
- Comparison between sports (**supporting material**).
- Game: Flash cards of football and Rugby (**supporting material**).
- Thinking routine **I see – I think - I wonder (Annex 5)**.
- Game: **Modal Verbs (Annex 4)**. Optional game to reinforce learning of modal verbs.

## How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you elaborate together with your students audiovisual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).



These audiovisual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or X.

You can use the hashtag **#ExitoEducativoCyL**.

**Programa financiado por el Ministerio de Educación,  
Formación Profesional y Deportes.**





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- CREATIVITY
- CRITICAL AND ETHICAL THINKING

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- PLANNING AND ORGANISATION
- SELF AND TASK SUPERVISION

## SOCIO-EMOTIONAL SKILLS

- SELF-REGULATION
- EMOTIONAL INTELLIGENCE
- EMPATHY
- TEAMWORK
- ETHICAL DECISION-MAKING



Images Platform 1



**“You must tackle like your grandma bakes!”**



**“You must be tough... like a Kiwi sheep!”**



**“No excuses - you must win the haka!”**



# Basic rules of football and rugby

## 10 Basic Rules

### Football



- 1. No hands**  
Only the goalkeeper can touch the ball with hands—and only inside the penalty area.
- 2. Offside**  
You are offside if you are nearer the opponent's goal than both the ball and the second-last defender when the ball is played.
- 3. Match time**  
A game has two halves of 45 minutes each, plus any added stoppage time.
- 4. Fouls**  
Kicking, tripping, or pushing an opponent is a foul. The referee blows the whistle and awards a free kick.
- 5. Yellow & Red cards**  
A yellow card is a warning; a red card means you must leave the field immediately.
- 6. Free kicks and penalties**  
Fouls give free kicks. A handball or serious foul in the penalty area gives a penalty kick.
- 7. Throw-in**  
When the ball crosses the sideline, the team that did not touch it last takes a throw-in with both hands.
- 8. Goal kick**  
If the attacking team last touches the ball before it goes over the goal line (but not for a goal), the defenders take a goal kick.
- 9. Corner kick**  
If the defending team last touches the ball before it crosses the goal line, the attacking team takes a corner kick.
- 10. Scoring**  
A goal counts when the entire ball crosses the goal line, between the posts and under the crossbar.

### Rugby



- 1. Carrying and passing**  
You can carry and pass the ball—but passes must go sideways or backwards, never forwards.
- 2. Tackles**  
You must tackle below the shoulders. High tackles are not allowed.
- 3. Release**  
After a tackle, both tackler and tackled player must release the ball immediately.
- 4. Offside**  
You must stay behind your teammate who last played the ball. Being in front is offside.
- 5. Ruck and maul**  
When the ball is on the ground after a tackle, a ruck forms. When players stay standing, it's a maul. You join from behind.
- 6. Scrum**  
For certain minor infringements, eight players per team bind together and push to compete for the ball.
- 7. Line-out**  
If the ball goes over the sideline, teams form two lines, and one player throws the ball in between them.
- 8. Knock-on**  
If you drop or knock the ball forward with your hand or arm, the other team gets a scrum.
- 9. Penalty kicks**  
Fouls can lead to a kick at goal or a kick for touch (to gain ground).
- 10. Scoring**
  - **Try:** 5 points (touching the ball down in the in-goal area)
  - **Conversion:** 2 points (kick after a try)
  - **Penalty or drop goal:** 3 points each



## **Game: Flash cards of football and Rugby**

### **Teacher's Guide: Playing with the Flash-Card Panels**

These flash-cards transform key football and rugby concepts into playful, high-impact visuals that spark curiosity and conversation. You can deploy them as rapid-fire vocabulary drills, sorting challenges, charades, board-races, or conditional-sentence carousels—each activity leveraging the images' humor and dynamism to reinforce lexis and grammar. Whether you're kick-starting the lesson or closing with a "Headline" exit ticket, these cards invite students to see, discuss, and command in English with genuine engagement and competitive fun.

### **Rapid-fire vocabulary activation**

Procedure: At the very start, display a single flashcard (e.g. "tackle") and ask students to name it, define it in English, and—for stronger classes—to use it in a one-sentence command: "You must tackle correctly!"

Rationale: Energises learners, primes domain-specific lexis, and models the imperative frame they will practise later.

### **Categorisation & compare-contrast**

Procedure: Mix football and rugby cards. In small teams, students sort them into two piles (Football vs. Rugby), justifying each choice using I think... or I believe... (first conditional support).

Rationale: Reinforces conceptual distinctions and builds analytical skill in grouping and contrasting.

### **Charades with modal challenge**

Procedure: One student mimes the action on a chosen card; classmates guess the term. The guesser must then issue an instruction with must or have to: "You must not trip an opponent!"

Rationale: Combines kinaesthetic learning, peer interaction, and target-language production under communicative pressure.

### **Definition matching**

Procedure: Provide each student with a definition slip (e.g. "A kick awarded after a foul") and have them find the matching flashcard. Once paired, they practise swapping target sentences: "You have to stay ten yards back."

Rationale: Deepens form–meaning mapping and encourages scaffolded sentence construction.

### **Thinking routine extension**

Procedure: Re-use the **See–Think–Wonder** on a single card (e.g. “offside”). Students note visual cues (See: player ahead of defender), relate to rules they know (Think: similarity with rugby offside), and pose curiosities (Wonder: why is offside stricter in football?).

Rationale: Continues metacognitive dialogue, linking image interpretation to rule-based knowledge.

### **Conditional-sentence carousel**

Procedure: Each group receives a different flashcard depicting an infringement (e.g. “high tackle”). They draft a first-conditional opinion sentence: “If a player high-tackles, I think the ref will award a penalty.” Cards then rotate so every group writes a new sentence for a fresh concept.

Rationale: Structured repetition of conditional form, contextualised by the images they have already labelled.

### **Exit-ticket reflection**

Procedure: At session close, students pick one flashcard and write a one-sentence headline (Headline Routine) summarising what they learned about that concept: e.g. “You must avoid offside to win!”

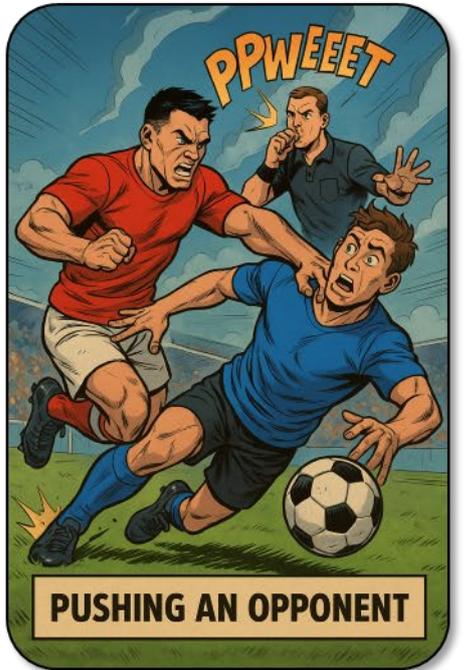
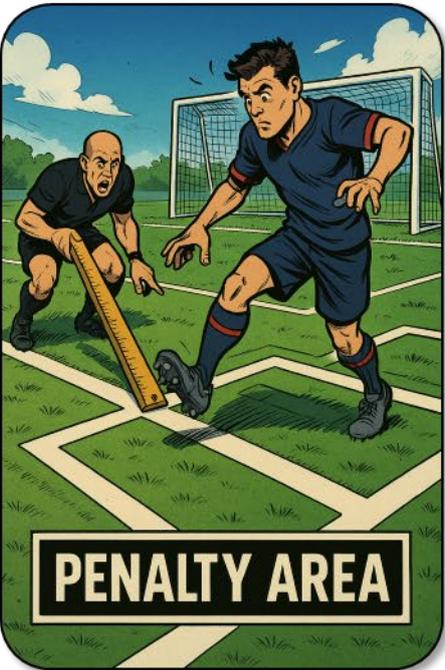
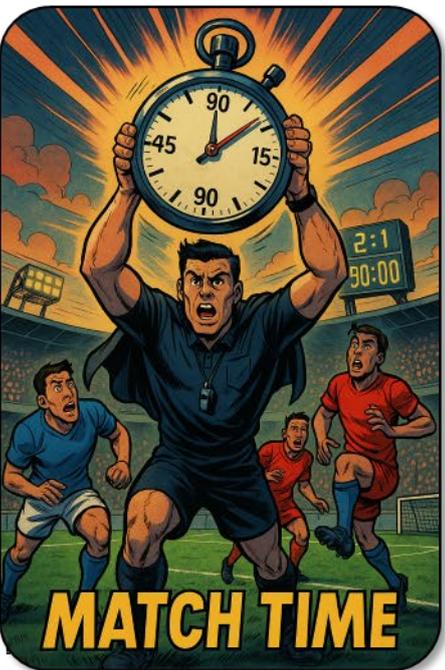
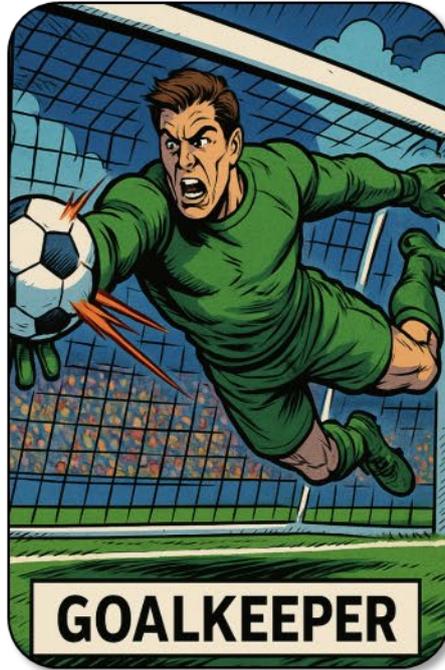
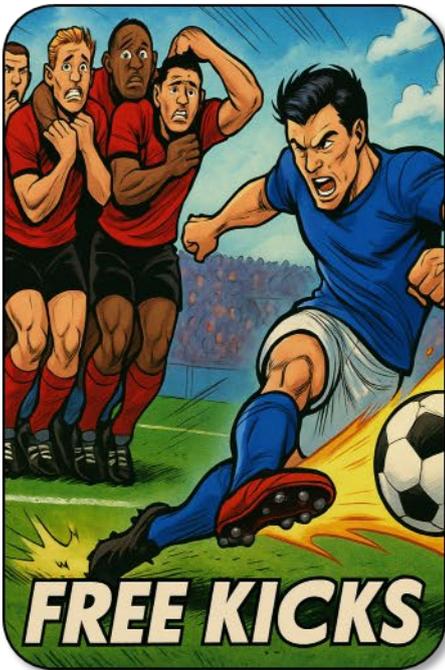
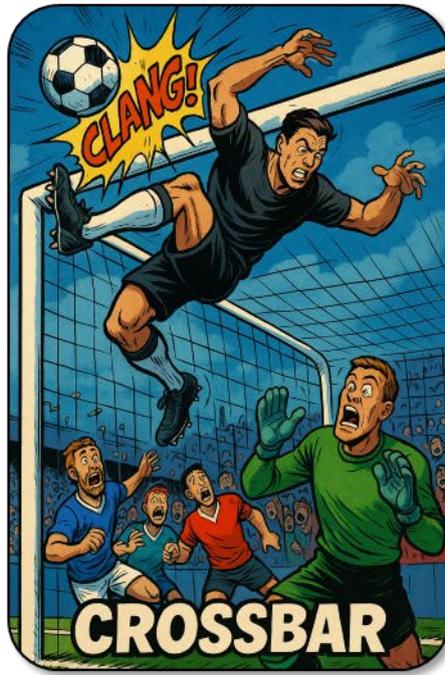
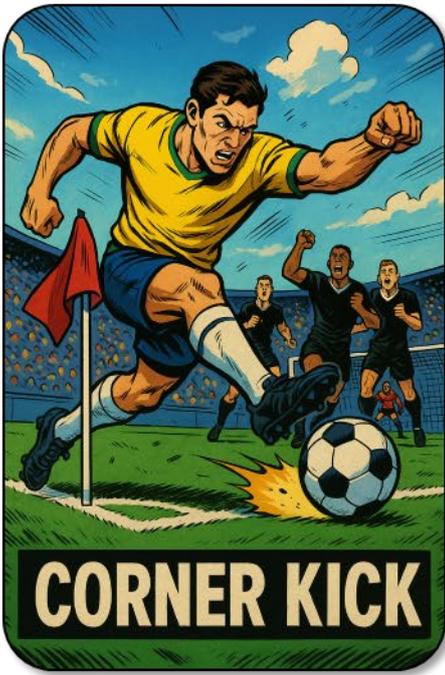
Rationale: Consolidates learning, assesses individual mastery, and generates shareable digital or physical posters for classroom display.

By weaving these flashcards into varied tasks—ranging from vocabulary warm-ups to higher-order conditional reasoning—you’ll ensure sustained engagement, cross-sport comparison, and deep practice of both rugby/football lexis and target language forms.

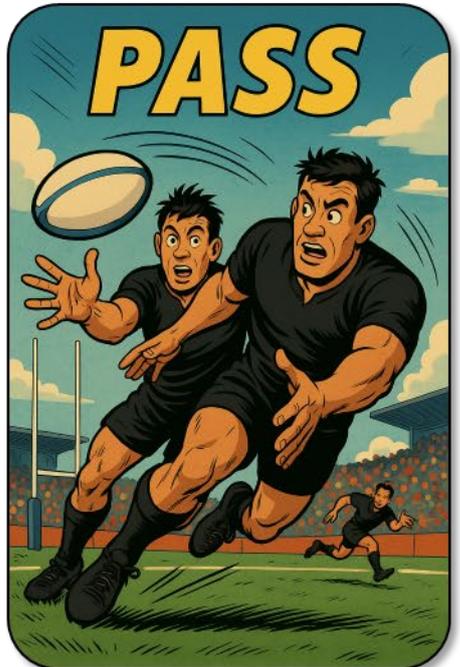
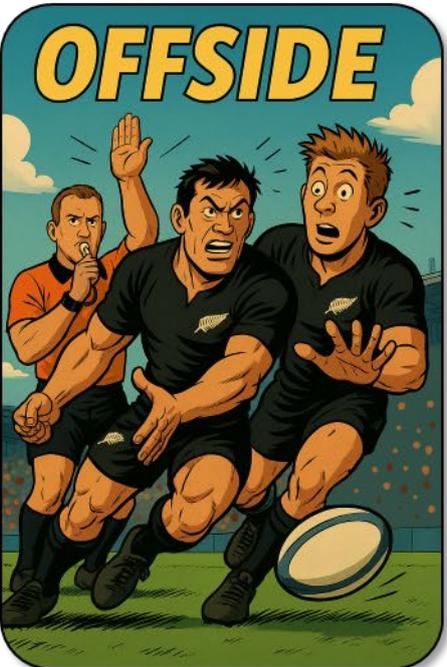
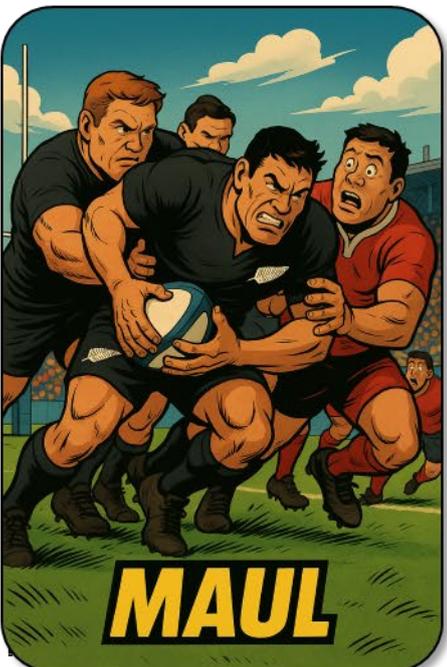
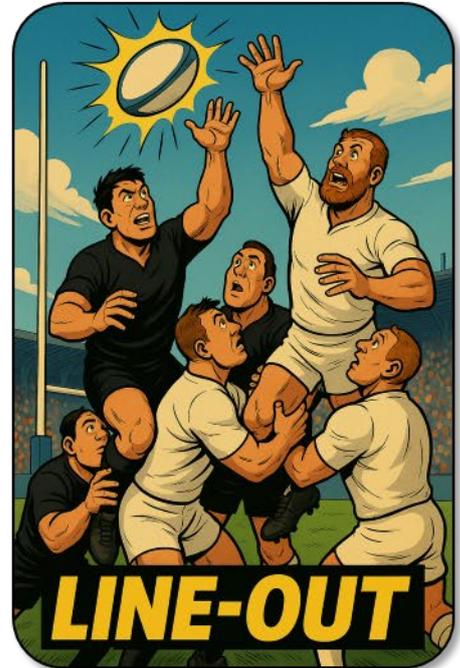
### **List of flashcards**

Football: goalkeeper, penalty area, Offside, Match time, stoppage time, Fouls, Kicking an opponent, tripping an opponent, pushing an opponent, Yellow & Red cards, Free kicks, penalties, Throw-in, goal line, Corner kick, Scoring, crossbar.

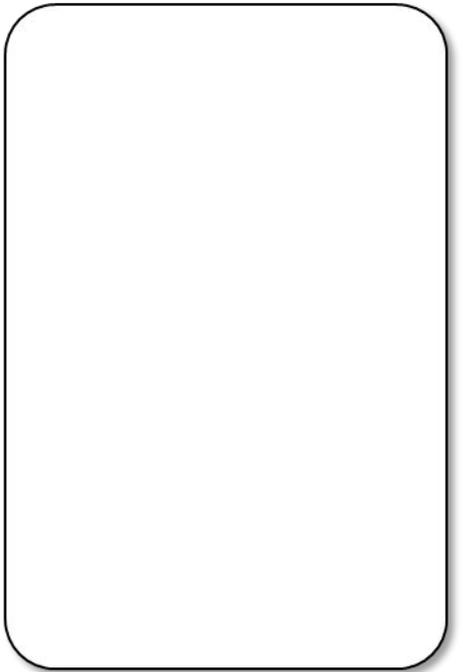
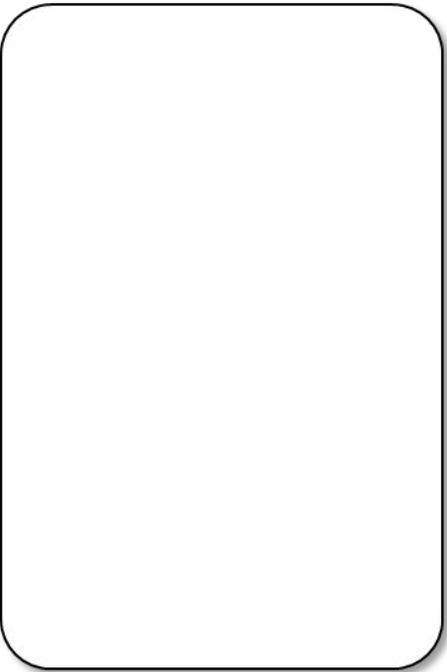
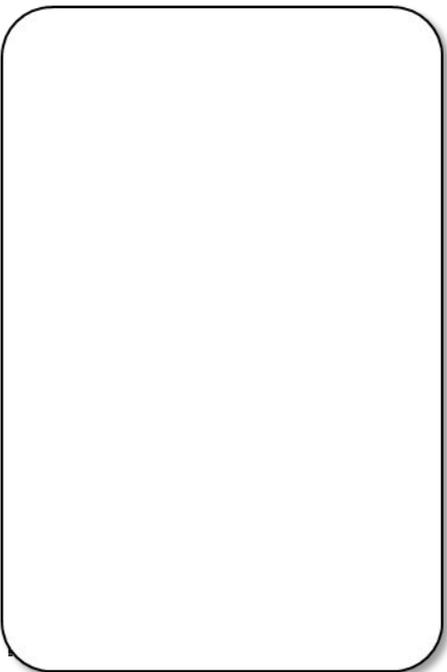
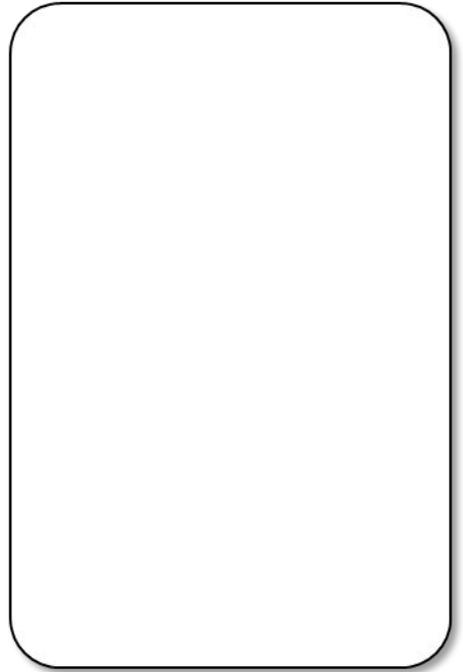
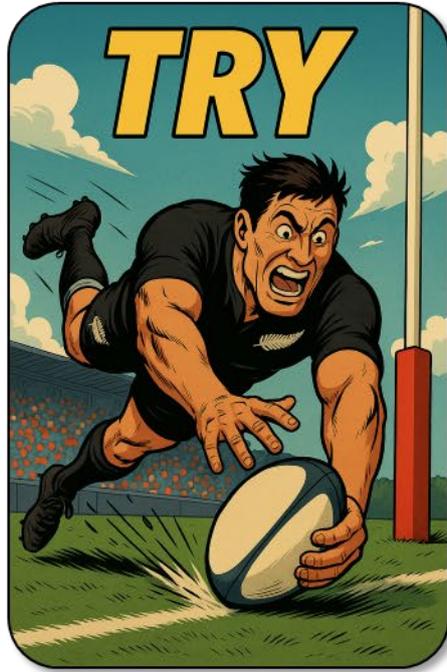
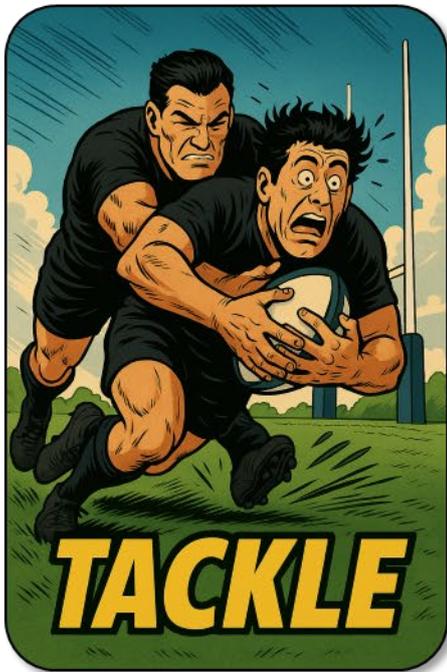
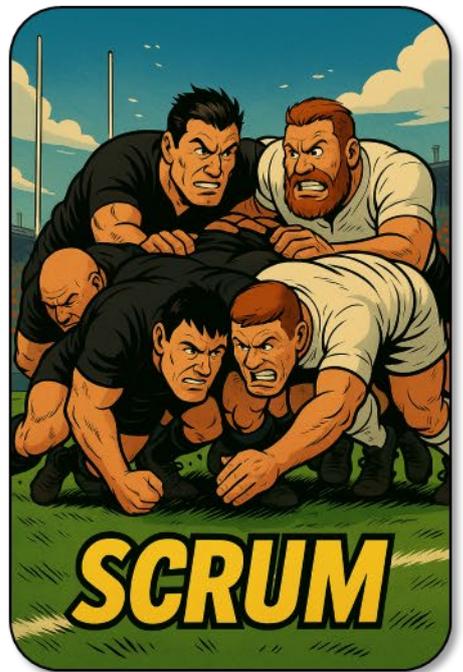
Rugby: pass sideways, pass backwards, pass forwards, tackle, release, tackler, tackled, offside, ruck, maul, scrum, line-out, line-out, knock-on, penalty kick, try, conversion, drop gol.



**Football**  
**vs**  
**Rugby**



**Football**  
**vs**  
**Rugby**



**Football**  
**vs**  
**Rugby**



5

## ENGLISH

Voices of change: rocking the world through words



# Introduction

The didactic goal of this session is to **foster oral expression** in English through the exploration of American and British musical genres (rock, pop, punk, etc.) and their role in promoting diversity, inclusion, and social justice. Student will also use **vocabulary related to music**.

Different thinking routines are used in the session: For the Diagnosis students use **Think and share**, to express musical preferences. In Phase 2, for one of the options proposed, **Compare-Connect-Mediate**, to analyze two musical genres. In this case, students will also need to use specific vocabulary and expressions to show the relations between the two genres, as well as the **comparatives and superlatives**. The session finishes with a **Headline**, to summarize what students consider most important, shocking, difficult, curious, etc.

|                             |   |
|-----------------------------|---|
| <b>Contents</b>             | Vocabulary: music   |
|                             | Describe people, objects, and events.   |
|                             | Comparatives and superlatives   |
| <b>Specific Competences</b> | 2.1 Express orally simple, structured, understandable, coherent texts appropriate to the communicative situation on everyday matters.   |
|                             | 4.1 Infer and explain short and simple texts, concepts and communications in situations where diversity is addressed, showing respect and empathy.  |
|                             | 6.2 Assess critically human rights and adapt to the linguistic, literary, cultural, and artistic diversity of other countries, promoting the development of a shared culture and committed citizenship. |

## Breaking the ice

To create a good classroom climate, and to encourage students to speak English, a group dynamic is proposed.

In this session, the dynamics of "**Positive, Negative or crazy**" is proposed, from the **Icebreaker and introduction exercises**. See **Annex 1**, where you will find a brief explanation and the objective to be achieved.

# ON-ROAD SESSION

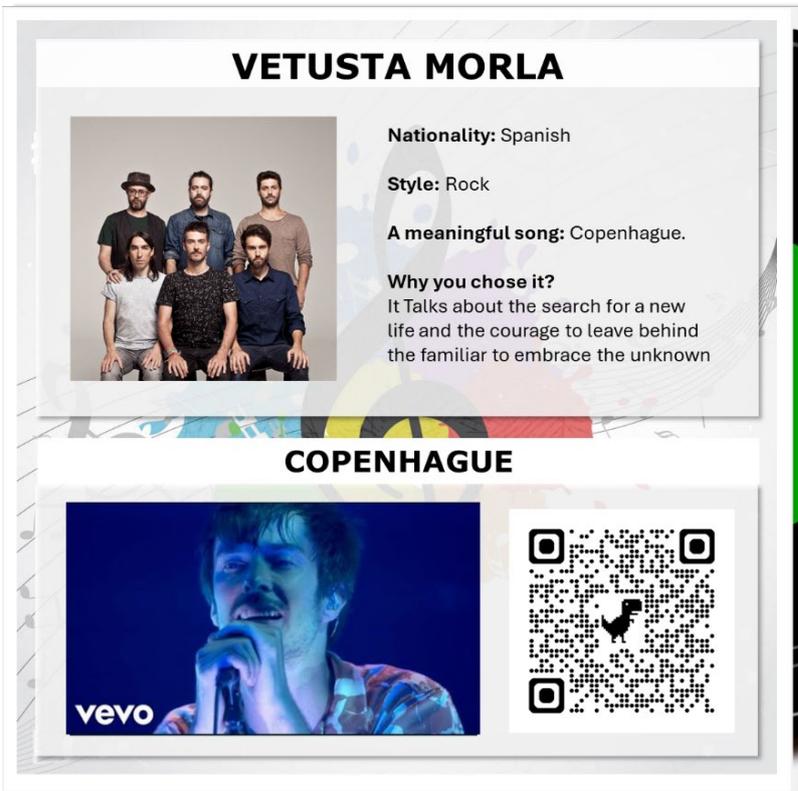
## Phase 1. Diagnosis: musical identity map (30 minutes)

Objective: Detect students' prior knowledge and oral fluency by exploring personal musical preferences using the thinking routine **Think & Share**. 

**1. Think:** Each student completes a personal **Musical identity map** (see the **PowerPoint presentation** associated with this session) with: 

- Favourite artist/band
- Nationality of the artist
- Style (rock, pop, punk, soul...)
- A meaningful song and why they chose it (memory, emotion, message)

**2. Share:** group reflection sharing the ideas with the group.



**VETUSTA MORLA**



**Nationality:** Spanish

**Style:** Rock

**A meaningful song:** Copenhagen.

**Why you chose it?**  
It Talks about the search for a new life and the courage to leave behind the familiar to embrace the unknown

**COPENHAGUE**



## Phase 2. Soundtracks of a better world: reading, thinking, creating (80 minutes)

### Platform 1. “Listening with purpose: what music teaches us about the world”

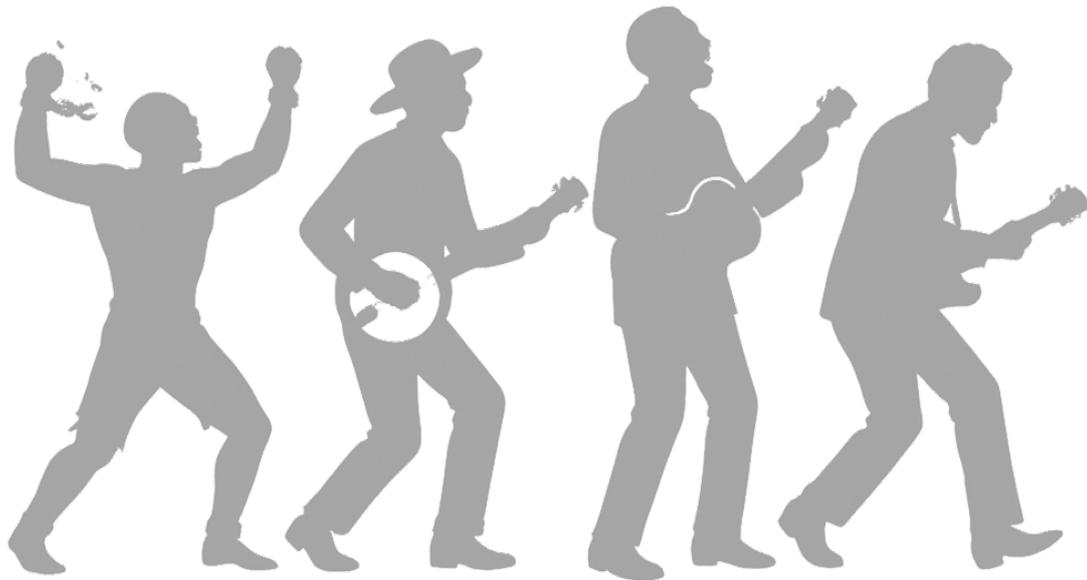
Objective: To train students to reformulate, interpret, and adapt information from cultural texts (rock and pop origins) using accessible language, visuals, or oral strategies in English—core components of the mediation competence.

Below you will find two texts describing the origins of rock and pop in the United States and the United Kingdom. We also offer a variety of activities so you can choose one or more to carry out with your students, working on mediation in groups. 

## From chains to chords: the roots of rock

In the cotton fields of the American South, long before electric guitars or music charts, enslaved people sang to survive. Their voices rose with the rhythm of their suffering, but also with the strength of their hope. These were spirituals—songs filled with hidden meanings, messages of freedom, and the dream of a better life.

As time passed, those rhythms blended with work songs, gospel chants, and African drumming patterns. After slavery was abolished, the pain didn't end—but the music evolved. In the 20th century, African American communities in places like Memphis and New Orleans began to shape new sounds: the blues, born from sorrow; jazz, from improvisation and joy; and later, rhythm and blues—music that made people move, protest, and feel alive.



In the 1950s, something new exploded: rock and roll. It was the child of Black music, infused with the raw energy of blues and gospel, but amplified by electric guitars and drums. Artists like Chuck Berry, Little Richard and Sister Rosetta Tharpe—often forgotten or overshadowed—were the true pioneers. Their music crossed racial boundaries in a segregated America, bringing together Black and white youth in dance halls and radio waves.

Rock was more than music—it was rebellion, identity, and freedom. And though its origin lies in pain, its echo has become a global voice for justice, equality, and resistance.

## Pop for a cause: the sound of solidarity

It was the 1960s in Britain. The country was still recovering from war, and young people were looking for something new—something louder, freer, and full of colour. That “something” was pop music.

Bands like The Beatles, The Rolling Stones and The Who turned simple melodies into anthems of youth and rebellion. British pop became more than just catchy songs—it became a cultural revolution. Teenagers grew their hair, wore bold clothes, and dreamed of a more equal world. Pop was freedom in 3-minute tracks.

As years passed, pop evolved with new voices: David Bowie challenged gender stereotypes, Elton John sang proudly as a gay artist, and Spice Girls brought “girl power” to every corner of the world.

But one of the most powerful moments in British pop history came on July 13th, 1985. On that day, two huge concerts were held simultaneously in London and Philadelphia. They were called Live Aid, and their goal was to raise money for the devastating famine in Ethiopia. More than 70,000 people filled Wembley Stadium. Millions watched on TV. Queen, U2, Paul McCartney, and many more used their music to say: “We care. We act.”

It wasn't just a concert—it was a call to compassion. Pop music showed that a song could feed the hungry, a stage could speak for the voiceless, and fans could become a force for good. British pop was born from rhythm, but it grew up with a heart that beats for justice.



### **Option A: From text to TikTok: Audiovisual mediation challenge**

In groups, students write and perform a short video or podcast script (max. 1 min) summarizing the origin and social meaning of rock or pop. They must make it accessible and engaging to a teen audience—using emojis, hashtags, and simple expressions.

### **Option B: Museum guides for a day**

In small groups, students act as museum guides at a “Music and Society” exhibit. They prepare a short oral explanation (2–3 minutes) of the story (rock or pop) for a fictional international visitor who knows little about music history.

### **Option C: Compare – Connect – Mediate**

In small groups, students answer these three guiding questions, orally or in writing:

- What are the main similarities between the origins of rock and pop?
- How do both stories reflect social values such as equality or justice?
- How would you explain these ideas to someone unfamiliar with music history?

Some expressions students can use to create their texts can be:

|                                      |   |
|--------------------------------------|---|
| <b>Compare</b>                       | Like<br>Likewise<br>Same as<br>As well as<br>Also, too                  |
| <b>Contrast</b>                      | In contrast to<br>As opposed to<br>Different from<br>Whereas<br>However |
| <b>Comparatives and superlatives</b> | As ..... as<br>More/less ..... than .....<br>Adj+er than                |

## Platform 2. From lyrics to life: music as a social mirror

**Objective:** To foster oral expression in English through a creative product that connects musical culture (rock/pop) with values such as diversity, inclusion, and social awareness.

Students work in small cooperative groups (3–4 students). The teacher should encourage division of roles: researcher, designer, speaker, reviewer. 

### Option A: “Interview with a Music Legend”

Students create and role-play a mock interview with a singer (real or fictional) discussing: 

- Musical genre and influences
- Key songs and lyrics
- Personal stance on diversity, gender, race, and/or social activism through music

### Option B: “Voices of music” Poster presentation

Students create a poster (digital or physical) in groups about a musical genre (British pop / American rock / Punk): 

- Origins and key moments
- Influential artists (highlighting diverse representation)
- How the genre reflects or supports social values or protest

Both options require an oral presentation to peers using learned vocabulary, showing evidence of research and creativity. The rest of the class will evaluate their performance, following the items specified below.

### Language Focus

Use of thematic vocabulary (e.g. genre, lyrics, justice, inclusion, rebellion, equality).

Presenting ideas clearly and coherently in English.

Expressing personal opinions and justifying them.

### **Metacognitive prompts:**

What was your biggest challenge while preparing the interview/poster?

How did your group solve disagreements or choose ideas?

What have you learnt about culture or society through music?

### **Cooperative evaluation**

Students can help their classmates with their comments about their presentations. To make it simpler, the teacher can read each prompt, and students raise the verdict paddle (red or green cards), depending on whether they think it has been improvable or better. They can even give reasons to explain their opinion. 

They can evaluate the following aspects:

- Grammar use (do they appreciate any problem –maybe the use of the present or past tense, the third person singular, etc.?)
- Oral expression: is it fluent? Do they stop too much? Do they use Spanish words?...
- Length: Has it been very short or too long?
- Performance: Have all the members of the group participated? Have they been too shy, too rigid?...

### Phase 3. To finish: Music in one line (10 minutes)

Each group summarizes what they learned in one sentence that could be a magazine **headline**.

Examples:

- "Pop music: the loudspeaker of equality"
- "Punk didn't ask for permission, it demanded change"

Share and display these headlines as a visual gallery in the classroom or on the school's online platform.

## Materials

- Text about music genres
- For Option A a device to record the interview
- For Option B a poster board
- Electronic device
- Verdict paddle (**supporting material**)

## How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you elaborate together with your students audio-visual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).



These audio-visual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or X.

You can use the hashtag **#ExitoEducativoCyL**.

**Programa financiado por el Ministerio de Educación y Formación Profesional.**





# TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

## COGNITIVE SKILLS

- COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- TROUBLESHOOTING
- CREATIVITY
- CRITICAL AND ETHICAL THINKING

## METACOGNITIVE SKILLS

- SELF-REFLECTION
- PLANNING AND ORGANISATION
- SELF AND TASK SUPERVISION

## SOCIO-EMOTIONAL SKILLS

- SELF-REGULATION
- EMOTIONAL INTELLIGENCE
- EMPATHY
- TEAMWORK
- ETHICAL DECISION-MAKING

# Verdict paddle



**Nationality:**

**Style:**

**A meaningful song:**

**Why did you choose it?**

In this space, add the video clip for the song you have chosen. To do this, go to the “insertar” tab, click on “video”, select “vídeos en línea” and enter the URL that leads to the song on YouTube.







6

**ENGLISH**

**Ghana Goes Green:  
The Planet Is Protected**



# Introduction

This session is set in Ghana, and it deals with the **passive voice** and the vocabulary related to the **environment**. The activities are varied, and they all try to make students use different thinking movements and thinking routines. But there is also a game so that learning can be funny too. This game can be used with other topics (either grammatical or related to vocabulary).

Two thinking routines are used in the session:

## **KWL: What I know, What I want to know, What I have learnt.**

This is a learning tool with three steps:

K – What I Know: Students think about what they already know about a topic.

W – What I Want to Know: Students write questions or things they want to learn.

L – What I Have Learned: After the lesson, students write what they discovered.

It is done in two moments: at the beginning of the session students complete the first two parts and when the session finishes, they complete the last column.

There are many benefits in the use of KWL:

- Activates prior knowledge: Students connect new information with what they already know.
- Encourages curiosity: The “W” column makes them ask questions and set learning goals.
- Checks understanding: The “L” column shows what students have learned and helps the teacher assess progress.
- Organizes thinking: It gives structure before, during, and after learning.
- Boosts motivation: Students feel more involved and responsible for their own learning.
- Supports reflection: It helps them see their growth in knowledge.

Secondly, students will use **Compare- Contrast**. It is very helpful to organize ideas, make connections, and it makes understanding deeper, as students need to analyse two different things to see the similarities and differences.

|                             |  |
|-----------------------------|--|
| <b>Contents</b>             | Reformulate, specify, explain, and summarize the discourse: the passive voice  |
|                             | Vocabulary: environment  |
| <b>Specific competences</b> | 2.3 Select, organize and apply knowledge and strategies to plan, produce, review, and cooperate in the development of coherent, cohesive texts that are appropriate to communicative intentions.               |
|                             | 4.4 Use mediation strategies such as interpretation, explanation, and summary of the essentials, making the most of and organizing the mediator's prior resources and relying on all those who may be helpful. |
|                             | 6.3 Apply strategies to defend and appreciate linguistic, literary, cultural, and artistic diversity, considering eco-social and democratic values   |

## Breaking the ice

To create a good classroom climate and to use English as the language of communication, we recommend beginning the session using a group dynamic. In this case, we propose “**The fun of trust,**” from the “**Dynamics of trust in others**” section (see the instructions in **Annex 1**).

# ON-ROAD SESSION

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## Phase 1. Diagnosis (30 minutes)

This part of the session is devoted to the passive voice. Using a thinking routine, the teacher can know what is not clear yet and the general ideas students have about it.

Then, students will make their own mind map about the passive voice, so they can, actively, organize their ideas by clarifying the main changes necessary to transform an active sentence into a passive one.

### Platform 1. Hands on!

To begin the topic, it is important knowing the students' previous ideas. A very useful tool to do so is the thinking routine **KWL:**  **What I know, What I want to know, What I have learnt (see Annex 5).** Students write down their previous ideas and whatever they think it is necessary to be learnt to know how to make passive sentences. The last step of the routine will be completed when the session is about to finish.

When they have completed the first two columns, they share it with the class. Surely, many doubts are going to be similar! And maybe you can detect general problems or misunderstandings that can help you guide their learning during the session.

### Platform 2. Don't be passive!

To revise the passive voice, the roles are going to change: the teacher is not going to explain the grammar. Students, to play an active role in their learning process, will analyse the grammar related to the passive voice, so they can create a mind map. This mind map will contain the important information they need to consider when transforming an active sentence into the passive voice, and vice versa.

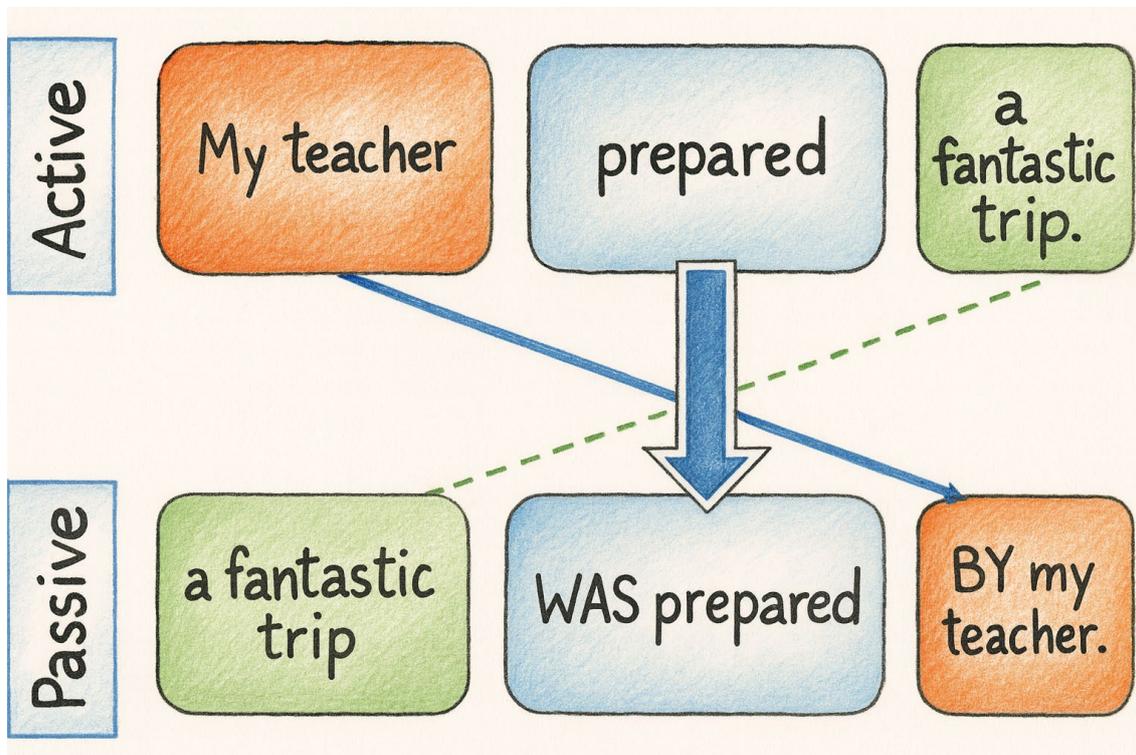
To do so, they will use another thinking skill: **Compare- Contrast.** Students read the sentences, and they analyse the differences and similarities in the active and the passive voice.

Working like this, students will use thinking skills such as synthesizing, reasoning, identify patterns and generalize, etc., that can help them learn better and acquire learning skills.

We also propose you two visual summaries you can project in case you consider it can help students with the analysis.

This activity can be done individually or in pairs.

|                    | <b>ACTIVE</b><br>SUBJECT + VERB + OBJECT | <b>PASSIVE</b><br>OBJECT + "TO BE" + PAST PARTICIPLE VERB +<br>BY + SUBJECT... |
|--------------------|--|--|
| Simple Present     | VERB                                     | BE (AM / IS / ARE) + PAST PARTICIPLE VERB                                      |
| Present continuous | AM / IS / ARE + VERB-ING                 | AM / IS / ARE BEING + PAST PARTICIPLE VERB                                     |
| Simple past        | VERB-ED                                  | WAS / WERE + PAST PARTICIPLE VERB  |
| Past continuous    | WAS / WERE + VERB -ING                   | WAS / WERE BEING + PAST PARTICIPLE VERB  |
| Present perfect    | HAVE / HAS + VERB-ED                     | HAVE / HAS BEEN + PAST PARTICIPLE VERB   |
| Future             | WILL + VERB                              | WILL BE + PAST PARTICIPLE VERB   |



Analyse these sentences: which changes are necessary to transform an active sentence into a passive one, and vice versa?

| Tense                     | Active voice   | Passive voice   |
|---------------------------|--|---|
| Simple present            | Factories <b>emit</b> toxic gases.                           | Toxic gases <b>are emitted</b> by factories.                          |
| Present continuous        | Environmental groups <b>are planting</b> trees in the city.  | Trees <b>are being planted</b> in the city by environmental groups.   |
| Simple past               | Volunteers <b>cleaned</b> the beach last weekend.            | The beach <b>was cleaned</b> last weekend by volunteers.              |
| Past continuous           | The government <b>was developing</b> new recycling policies. | New recycling policies <b>were being developed</b> by the government. |
| Future simple             | The city <b>will ban</b> single-use plastics.                | Single-use plastics <b>will be banned</b> by the city.                |
| Future with "be going to" | Farmers <b>are going to adopt</b> sustainable methods.       | Sustainable methods <b>are going to be adopted</b> by farmers.        |

## Phase 2. Session (70 minutes)

This phase also emphasizes students' active role to learn. After reading and completing some activities about a legend from Ghana, they will familiarize with vocabulary related to the environment, to create a small poster. Finally, they will revise the contents with a game.



## Platform 1. Anansi



### Anansi and the Pot of Wisdom

Long ago, a pot of wisdom was given to Anansi by the sky god, Nyame. It was filled with all the knowledge of the world. Anansi thought: *"If the pot is kept by me, all the wisdom will be controlled by me."*

The pot was carried by Anansi everywhere. One day, it was tied to his stomach, and he was seen climbing a tall tree. He wanted to hide the pot at the very top, so that nobody could reach it.

But as he climbed, he found it very difficult. The pot was placed in front of him, and his legs could not move well. His little son, Ntikuma, stood below. He shouted: *"Father, if the pot is tied to your back, it will be easier!"*

Anansi realized that the boy's advice was good. He suddenly became angry: *"All the wisdom was supposed to be inside this pot, but advice has just been given by my own child!"*

In his anger, the pot was dropped to the ground, and all the wisdom was scattered across the world. Since then, wisdom has been shared by everyone, not just by Anansi.

Complete the following activities:

**A. Underline all the passive sentences** that appear in the text.

**B. True or False:**

1. The pot of wisdom was given to Anansi by the sky god.
2. The pot was hidden successfully at the top of the tree.
3. Advice was given to Anansi by his son.
4. The wisdom was kept only by Anansi forever.

**C. Transformation Practice:**

Rewrite these sentences in the **active voice**:

1. The pot of wisdom was given to Anansi by the sky god.
2. The pot was dropped to the ground.
3. The wisdom was scattered across the world.
4. Advice was given by Ntikuma.

**D. Create three questions** based on the text, and your classmate will answer them.

## **Platform 2. Be active with nature.**

Students revise the vocabulary by matching the terms with their definitions. They need to read and understand the definitions, so they can relate each one to the corresponding term. Doing this, they use the thinking movement of Relate or connect. 

With this vocabulary, they will create a poster related to the protection of the environment.



**Read the definitions and match it to the corresponding word.**

1. To save (water, electricity, energy)
2. Recycle/recycling
3. Rubbish trash / waste
4. Renewable energy (solar, wind, hydro)
5. Non-renewable energy (coal, oil, gas)
6. Global warming
7. Climate change
8. Endangered animals
9. Deforestation
10. Greenhouse gases

11. Ozone layer
12. Litter
13. To protect
14. To reuse
15. To reduce
16. Environment
17. Nature
18. Planet
19. Biodiversity
20. Pollution

1. \_\_\_\_\_: Energy that comes from sources that can finish one day, like coal, oil, or gas.
2. \_\_\_\_\_: Things we throw away because we don't want or need them anymore.
3. \_\_\_\_\_: Cutting down or burning a lot of trees in a forest.
4. \_\_\_\_\_: To keep something safe from harm or danger.
5. \_\_\_\_\_: When the air, water, or land becomes dirty or harmful because of smoke, chemicals, or waste.
6. \_\_\_\_\_: Small pieces of rubbish left in public places, like bottles, cans, or papers in the street.
7. \_\_\_\_\_: The variety of living things (plants, animals, and microorganisms) in nature.
8. \_\_\_\_\_: Big, long-term changes in the Earth's weather, like hotter summers, stronger storms, or melting ice.
9. \_\_\_\_\_: Gases like carbon dioxide (CO<sub>2</sub>) that trap heat in the atmosphere and make the Earth hotter.
10. \_\_\_\_\_: To use old materials (like paper, plastic, or glass) again to make new products instead of throwing them away.
11. \_\_\_\_\_: A special layer high in the atmosphere that protects us from the sun's dangerous rays.
12. \_\_\_\_\_: To use something again instead of throwing it away.
13. \_\_\_\_\_: Energy that comes from sources that don't run out, like the sun, wind, or water.
14. \_\_\_\_\_: To use less water, electricity, or energy so we don't waste it.
15. \_\_\_\_\_: A big round object in space. We live on the planet Earth.
16. \_\_\_\_\_: When the Earth's temperature gets hotter because of pollution and gases in the atmosphere.
17. \_\_\_\_\_: To make less rubbish, pollution, or energy use.
18. \_\_\_\_\_: Animals that are in danger of disappearing (becoming extinct).
19. \_\_\_\_\_: Everything that is not made by people, like animals, trees, rivers, and mountains.
20. \_\_\_\_\_: The world around us — nature, air, water, animals, and plants.

## Answer key:

**Pollution:** When the air, water, or land becomes dirty or harmful because of smoke, chemicals, or waste.

**Recycle / Recycling:** To use old materials (like paper, plastic, or glass) again to make new products instead of throwing them away.

**Rubbish / Trash / Waste:** Things we throw away because we don't want or need them anymore.

**Renewable Energy (solar, wind, hydro):** Energy that comes from sources that don't run out, like the sun, wind, or water.

**Non-renewable Energy (coal, oil, gas):** Energy that comes from sources that can finish one day, like coal, oil, or gas.

**Global Warming:** When the Earth's temperature gets hotter because of pollution and gases in the atmosphere.

**Climate Change:** Big, long-term changes in the Earth's weather, like hotter summers, stronger storms, or melting ice.

**Endangered Animals:** Animals that are in danger of disappearing (becoming extinct).

**Deforestation:** Cutting down or burning a lot of trees in a forest.

**Greenhouse Gases:** Gases like carbon dioxide (CO<sub>2</sub>) that trap heat in the atmosphere and make the Earth hotter.

**Ozone Layer:** A special layer high in the atmosphere that protects us from the sun's dangerous rays.

**Litter:** Small pieces of rubbish left in public places, like bottles, cans, or papers in the street.

**To Save (water, electricity, energy):** To use less water, electricity, or energy so we don't waste it.

**To Protect:** To keep something safe from harm or danger.

**To Reuse:** To use something again instead of throwing it away.

**To Reduce:** To make less rubbish, pollution, or energy use.

**Environment:** The world around us — nature, air, water, animals, and plants.

**Nature:** Everything that is not made by people, like animals, trees, rivers, and mountains.

**Planet:** A big round object in space. We live on the planet Earth.

**Biodiversity:** The variety of living things (plants, animals, and microorganisms) in nature.

### Platform 3. Taking care of the planet

With the vocabulary revised, students, in groups of three, make a poster. The teacher can propose a different topic for each group or give each group a different topic. There are many possibilities, some easier and other more difficult, so the teacher can choose, depending on the class level. 

By using the vocabulary in a creative way, they will remember it better.

- **“5 Tips to Help the Environment”**  
Students write eco-friendly tips using *reduce, reuse, recycle, save, protect*. Example: “*Turn off the lights to save energy.*”
- **“5 Tips to Protect the Planet”**  
Students write eco-friendly tips using *reduce, reuse, recycle, save, protect*. Example: “*Turn off the lights to save energy.*”
- **“The 3Rs: Reduce, Reuse, Recycle”**  
Divide the poster into 3 sections with examples for each action. Use drawings/pictures of bottles, paper, water, etc.
- **“Endangered Animals”**  
Choose 2–3 animals. Write why they are endangered (pollution, deforestation, climate change). Add pictures and a slogan like “*Protect Biodiversity!*”
- **“Renewable vs. Non-Renewable Energy”**  
Make two columns: solar/wind/hydro vs. Coal/oil/gas. Add pros and cons of each.
- **“Climate Change: Causes and Effects”**  
On one side: *pollution, greenhouse gases, deforestation*.  
On the other: *global warming, endangered animals, extreme weather*.
- **“How Can Our School Be Greener?”**  
Ideas for recycling bins, saving water, turning off lights, using less paper. Title: “*Let’s Protect Our School Environment!*”
- **“The Life of Rubbish”**  
Show what happens when rubbish is thrown away vs. recycled. Example: *plastic bottle in the ocean vs. plastic bottle recycled into new bottle*.

Give students **sentence starters** to help them use the vocabulary, like:

- *We must...*
- *It is important to...*
- *This energy is...*
- *Animals are endangered because...*

## **Platform 4. After working hard, let's play**

To revise the Passive voice, students are going to play a game that is inspired in **Tug of war**. As you can see, the instructions are very simple and can be adapted to any other topic or aspect studied in the subject.

### **Tense the rope– Board Game Rules (supporting material)**

1. Divide the class into two teams. Order the students in queue, so that an order can be followed in each team.
2. Place the token in the middle of the line or track. (This line represents the rope.)
3. The teacher picks up a card and reads or projects the sentence. If it is in the passive form, the first students of both groups write it in the active voice, and vice versa.
  - a. The team who writes the correct sentence wins and moves the token one space towards their side.
  - b. If both teams win, the token doesn't move.
  - c. If no team wins, the token doesn't move.
4. This student goes to the last part of the queue, and the next student continues with the game.
5. The first team to pull the token to their end of the line wins.

### **Phase 3. To finish (10 minutes)**

To finish the session, students can reflect on the topic. To do so, they are going to finish the thinking routine **KWL: What I know, What I want to know, What I have learnt.**

In the first part of the session, they completed the first two columns. Now, they complete the last one, so they reflect about what they have learnt during the session. They can also identify aspects they learnt wrongly.

Share with the class.

#### **Materials**

- Projector.
- Photocopy with the reading activity.
- Photocopy with the vocabulary activity.
- Board game with the cards.
- Photocopy with the thinking routines (optional).

## How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you elaborate together with your students audio-visual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).



These audio-visual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or X.

You can use the hashtag **#ExitoEducativoCyL**.

**Programa financiado por el Ministerio de Educación y Formación Profesional.**





# TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

## COGNITIVE SKILLS

- COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- TROUBLESHOOTING
- CREATIVITY
- CRITICAL AND ETHICAL THINKING

## METACOGNITIVE SKILLS

- SELF-REFLECTION
- PLANNING AND ORGANISATION
- SELF AND TASK SUPERVISION

## SOCIO-EMOTIONAL SKILLS

- SELF-REGULATION
- EMOTIONAL INTELLIGENCE
- EMPATHY
- TEAMWORK
- ETHICAL DECISION-MAKING



|  |   |   |
|--|---|---|
| <p><b>People speak Spanish in many countries.</b></p>  | <p><b>They build cars in Germany.</b></p>           | <p><b>People use English in international business.</b></p> |
| <p><b>Someone cleans this classroom every day.</b></p> | <p><b>Shakespeare wrote Romeo and Juliet.</b></p>   | <p><b>They make chocolate in Switzerland.</b></p>           |
| <p><b>The teacher is correcting our exams.</b></p>     | <p><b>They will publish the book next year.</b></p> | <p><b>They are watching a film now.</b></p>                 |

TENSE THE ROPE

|   |  |   |
|---|--|---|
| <p>Climate <b>change is being studied</b> by scientists around the world.</p> | <p>New solar panels <b>are being installed</b> on the school roof.</p> | <p>Millions of tons of rubbish <b>are produced</b> each year.</p> |
| <p>Trees <b>are planted</b> every year by volunteers.</p>                     | <p>The beach <b>was cleaned</b> last weekend by students.</p>          | <p>A new forest <b>will be created</b> in this area.</p>          |
| <p>Plastic bottles <b>are recycled</b> in many cities.</p>                    | <p>Endangered animals <b>are protected</b> by international laws.</p>  | <p>Old clothes <b>can be reused</b> by families in need.</p>      |

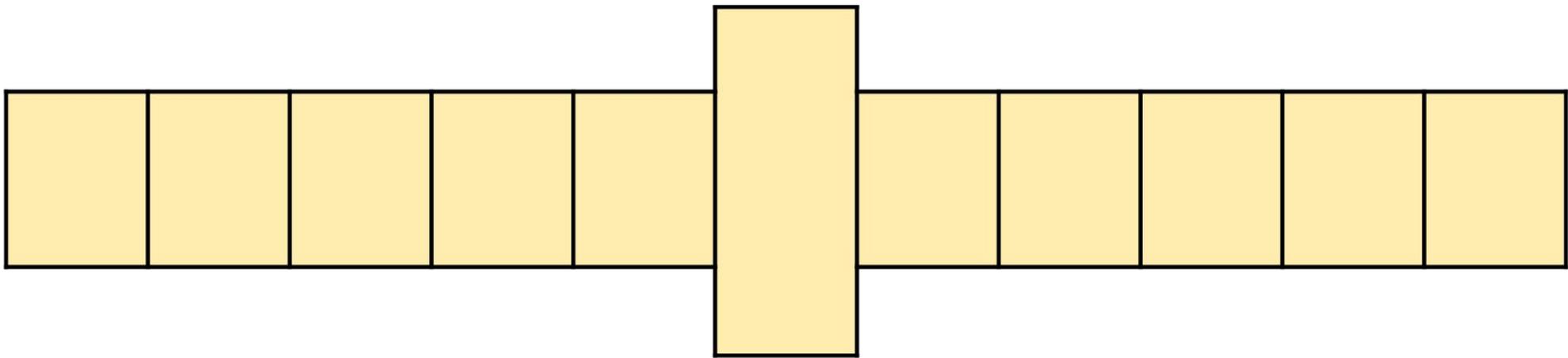
TENSE THE ROPE

The ozone layer **has been damaged** by harmful chemicals.

They invented the telephone in 1876.

|                |                |                |
|----------------|----------------|----------------|
|                |                |                |
| TENSE THE ROPE | TENSE THE ROPE | TENSE THE ROPE |
|                |                |                |
|                |                |                |
| TENSE THE ROPE | TENSE THE ROPE | TENSE THE ROPE |
|                |                |                |
|                |                |                |
| TENSE THE ROPE | TENSE THE ROPE | TENSE THE ROPE |
|                |                |                |

TENSE THE ROPE







# 7 ENGLISH

Would You Catch the Gold?  
Conditional Sentences in  
Irish Myths



# Introduction

This session is set on Ireland. In this case, students know that it is an English-speaking country, so the cultural focus is on some aspects that may not be well known by them: the Irish mythological creatures (not only the Leprechaun), and the conflict with England. The grammatical aspect that is practised are the **conditional sentences**. We pretend that the students, actively, learn. That is why we propose activities that require their analysis of the information and the use of different thinking routines:

**Beginning-middle-end** is a routine that helps connecting elements, make observations, and verbalize ideas and conclusions. Students are shown a picture, and they must answer questions related to what they think has happened before, and what is going to happen next.

The routine **Word-phrase-sentence** is adequate to capture the essence of a text. Students select a word that captures their attention, a moving or engaging phrase, and a sentence that is meaningful for them. Then, all the students can discuss the different choices they have made. As all the answers are valid, students can express their opinion without any fear of being wrong.

To finish the session, **I used to think... Now I think...** helps students reflect on their previous ideas about a topic, and how these ideas have changed thanks to learning.

|                             |  |
|-----------------------------|--|
| <b>Contents</b>             | Express conditions, hypothesis, and assumptions  |
|                             | Express opinion  |
|                             | Express simple arguments   |
| <b>Specific competences</b> | 1.1 Extract and analyse the overall meaning and main ideas, and select relevant information from oral, written, and multimodal texts on everyday topics.   |
|                             | 5.2 Use in a creative way strategies and knowledge to improve the ability to communicate and learn a foreign language with the support of other participants.                                    |
|                             | 6.2 Evaluate critically in relation to human rights and demonstrate sensitivity to the linguistic, literary, cultural, and artistic diversity of countries where the foreign language is spoken. |

## Breaking the ice (15 minutes)

To create a good classroom climate, we recommend using a group dynamic. In this case, the dynamic entitled "**The initial letter**" (see **Annex 1**), that belongs to the **Communication Dynamics**. This game requires students to think of words that begin with one specific letter.

# ON-ROAD SESSION

## Phase 1. Diagnosis (30 minutes)

In this part of the session, students are introduced to the main topic, in this case conditional sentences. As it is an initiation, it tries to be simple and attractive. First, students analyse some images related to this grammatical aspect, and then they study different sentences, so they can end up writing down the rules.

### Platform 1. Analysing images



Project the image to students. This image is going to introduce them into the conditional sentences. Using the thinking routine **Beginning, middle, end**, they reflect on what happens when the different conditional sentences are used. They must look at each picture and think about the following questions:



- If this picture is the beginning of a story, what might happen afterwards?
- If this picture is the middle of a story, what might have happened before?
- If this picture is the middle of a story, what might happen after?
- If this picture is the end of a story, what has happened before?

These questions are going to help them understand when each type of conditional sentence is used and the meaning they convey.

|  |  |   |
|--|--|---|
|  <p>1ST CONDITIONAL</p> |  <p>2ND CONDITIONAL</p> |  <p>3RD CONDITIONAL</p> |
|--|--|---|

## Platform 2. Identifying conditional sentences



Read these conditional sentences about Ireland. Analyse and classify them, so you can explain how each conditional type is formed and when it is used. Then, complete the chart. The final column -example-, is to create a new sentence.

We recommend you underline the key words that let you know the type of conditional it is.

- If she had studied Irish history, she would have known more about the Vikings.
- If I lived in Ireland, I would eat more Irish stew.
- If we go to the Cliffs of Moher, we will take amazing photos.
- If we had visited Ireland last year, we would have celebrated St. Patrick's Day there.
- If you met an Irish musician, you would probably hear traditional folk music.
- If you visit Ireland in winter, it usually rains a lot.
- If people go to Dublin, they often see the famous Trinity College Library.
- If you travel to Ireland next summer, you will enjoy beautiful landscapes.

| Type of conditional | How is it formed? | When is it used? | Example |
|---------------------|-------------------|------------------|---------|
| Zero Conditional    |                   |                  |         |
| First Conditional   |                   |                  |         |
| Second Conditional  |                   |                  |         |
| Third Conditional   |                   |                  |         |

If the teacher considers it necessary, students can have this information too to complete the chart.

**Imaginary or unlikely situations**  
**Facts and routines**  
**Imaginary past situations**  
**Real possibilities in the future**

## Phase 2. Session (65')

This phase begins with a reading activity about Irish creatures. We propose activities that are slightly different, as the objective is for students to practise the reading skill called scanning: they need to read the text carefully to find specific information. Three thinking movements are used: asking questions, identifying data, and reason with evidence. The second activity focuses on summarising data, which is an activity they are used to do in other subjects, but not in English.





## Platform 1. If you see a Leprechaun...

Read the following text about Irish mythological creatures. Then,  complete the proposed activities.

### Irish Mythological Creatures

In Irish folklore, many fantastic beings appear in stories that mix magic, mystery, and imagination. One of the most famous is the leprechaun, a small fairy who usually works as a shoemaker for other fairies. He is known for hiding a pot of gold at the end of the rainbow and for granting three wishes if someone manages to catch him. Leprechauns are normally described as old little men with beards, dressed in green coats and hats.

Another important creature is the banshee, a ghostly woman connected with families and death. According to legend, her sad cry or scream is a warning that someone in the family is about to die. The banshee usually appears as a pale woman with long hair, often wearing white or grey clothes, and her presence always creates fear and mystery.

The selkie comes from the sea. These creatures can live as seals in the water but transform into humans when they take off their seal skin. Their legend says that if a human steals the skin, the selkie cannot return to the ocean and must stay on land, sometimes marrying a human. As seals they are ordinary animals, but as humans they are described as very beautiful men and women.

Finally, there is the pooka (or púca), a mischievous spirit and shape-shifter. It is said that the pooka can bring both good and bad fortune, depending on its mood. Sometimes it plays tricks on people, but other times it gives advice or warnings. The pooka often appears as a dark horse with shining eyes, although it can also take the form of a dog, cat, or goat.

#### A. Read the answers below. Write the correct question for each one.

1. \_\_\_\_\_

**Answer:** A leprechaun is a small fairy who works as a shoemaker.

2. \_\_\_\_\_

**Answer:** He hides a pot of gold at the end of the rainbow.

3. \_\_\_\_\_

**Answer:** The banshee's cry means that someone in the family is going to die.

4. \_\_\_\_\_

**Answer:** She is described as a pale woman with long hair, dressed in white or grey.

5. \_\_\_\_\_

**Answer:** A selkie can change by removing its seal skin.

6. \_\_\_\_\_

**Answer:** If someone steals the skin, the selkie cannot return to the sea.



7. \_\_\_\_\_

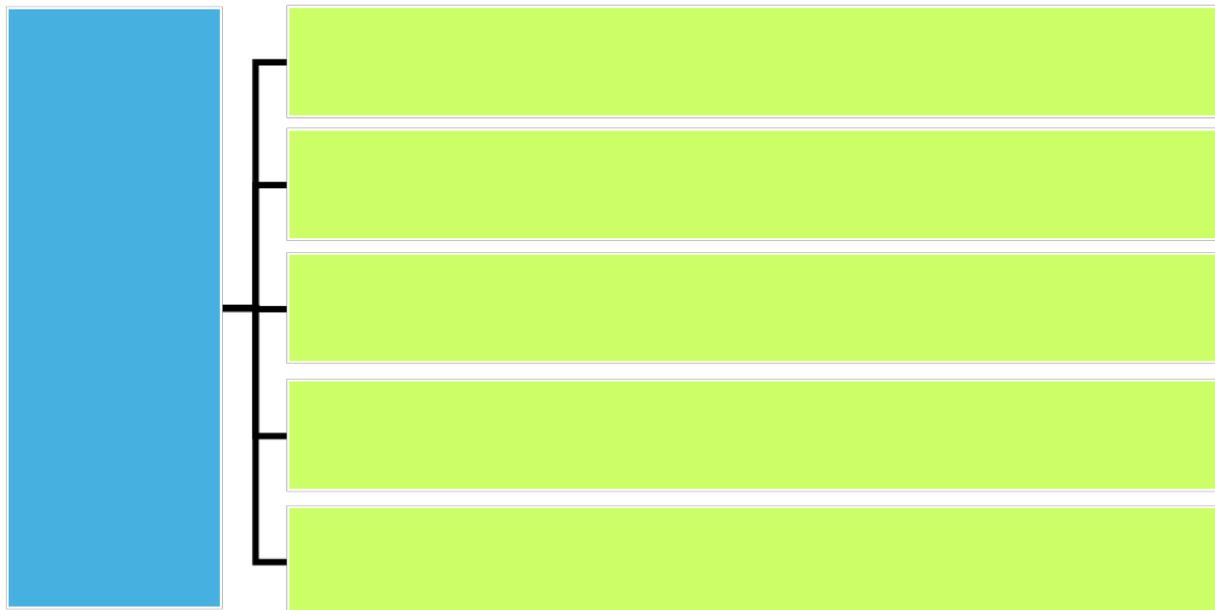
**Answer:** The pooka usually appears as a dark horse with shining eyes.

8. \_\_\_\_\_

**Answer:** It can bring both good and bad fortune to humans.

**B. Write a title for each paragraph that summarizes the main information.** Compare them with the ones created by the other students. Which one do you think is the best?

**C. Create a diagram with the main information from the text.** You can use the proposed diagram or another one you prefer. Just write down ideas, not whole sentences.



### Suggested Questions (Answer Key)

1. *Who is a leprechaun?*
2. *What does the leprechaun hide?*
3. *What does the banshee's cry mean?*
4. *What does the banshee look like?*
5. *How can a selkie change from a seal into a human?*
6. *What happens if someone steals a selkie's skin?*
7. *What does the pooka usually look like?*
8. *What can the pooka bring to humans?*

## Platform 2. Listening

Zombie is a song by The Cranberries, an Irish group. This song is not about monsters at all; it is a **protest song**. It was written in the 1990s after a bombing in Northern Ireland, where two boys died. This was a long period of violence between groups who disagreed about whether Northern Ireland should stay in the United Kingdom or join the Republic of Ireland. 

As a **pre-listening activity**, we propose a thinking routine: **Word, phrase, sentence**. They listen to the song and write down a word, a phrase, and a sentence. They can write down a word that captured his/her attention, a phrase that is moving or engaging, and a sentence that is meaningful for them, or that captures the core of the text. 

They share it; it is an interesting opportunity for them to explain why they chose those texts, what they think the song is about, etc.

As post-listening activities, each student writes one word that describes how the song made them feel (e.g., *sad, thoughtful, angry, hopeful*). Collect on the board to see the class reaction. After that, ask students about other protest songs they know, and which problem they are denouncing.

Listen to the song and complete it with the verbs in the appropriate tense.

## Zombie (The Cranberries)

Another head \_\_\_\_\_ (HANG) lowly  
Child \_\_\_\_\_ (BE) slowly \_\_\_\_\_ (TAKE)  
And the violence caused such silence  
Who are we \_\_\_\_\_ (MISTAKE)?

But you \_\_\_\_\_ (SEE), it's not me, it's not my family  
In your head, in your head, they \_\_\_\_\_ (FIGHT)  
With their tanks and their bombs, and their bombs, and their guns  
In your head, in your head, they \_\_\_\_\_ (CRY)

**In your head, in your head  
Zombie, zombie, zombie  
What's in your head? In your head?  
Zombie, zombie, zombie, oh**

**Do, do, do-do, do  
Do, do, do-do, do  
Do, do, do-do, do  
Do, do, do-do, do**

Another mother's breaking  
Heart \_\_\_\_\_ (TAKE) over  
When the violence \_\_\_\_\_ (CAUSE) silence  
We must be \_\_\_\_\_ (MISTAKE)

It \_\_\_\_\_ (BE) the same old theme since 1916  
In your head, in your head, they're still \_\_\_\_\_ (FIGHT)  
With their tanks and their bombs, and their bombs, and their guns  
In your head, in your head, they \_\_\_\_\_ (DIE)

**In your head, in your head  
Zombie, zombie, zombie  
What's in your head? In your head?  
Zombie, zombie, zombie**

**Oh, oh, oh, oh  
Oh, oh, oh, eh-ah, ya-ya-ow**

### Platform 3. Let's play!

After working hard, the session ends with a board game that helps them revise the contents in a less academic way, through a game: **The conditionals game** (see **Supplementary material**). 

### Phase 3. To finish (10 minutes)

To finish the session, students can reflect on the topic. To do so, they are going to use the thinking routine **I used to think... Now I think....** The first part of the routine is for students to reflect on their previous ideas about the conditional sentences and/or Ireland. Then second part of the routine (Now I think...) is for them to reflect on what they have learnt during the session. They can share it with the rest of the class.

#### Material:

- Projector.
- Photocopy of "The initial letter" (optional, **Annex 1**).
- Photocopy with the reading activity.
- Photocopy with the listening activity.
- Conditional sentence game (**supporting material**).

## How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you elaborate together with your students audio-visual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).



These audio-visual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or X.

You can use the hashtag **#ExitoEducativoCyL**.

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What metacognitive and socioemotional skills will be worked on in this session?

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- COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
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- EMPATHY
- TEAMWORK
- ETHICAL DECISION-MAKING



# THE CONDITIONALS GAME

**Objective:** Be the first to reach the "Finish" by correctly forming conditional sentences based on prompts.

## Game Materials:

- Printable game board.
- One dice.
- Player tokens (1 per student/group/pair).
- Set of Conditional Prompt Cards (divided into 4 types).
- "Challenge" and "Wild" Cards (optional).

## How to Play:

### 1. Setup:

- a. Place player tokens at the start.
- b. Shuffle conditional cards and place them on a deck.
- c. Decide the order of play.

### 2. Turn Sequence:

- a. Player rolls the dice and moves that number of spaces.
- b. Draws a **Conditional Card** based on the square landed:
  - **Green** (0 Conditional)
  - **Blue** (1st Conditional)
  - **Yellow** (2nd Conditional)
  - **Red** (3rd Conditional)

### 3. Challenge:

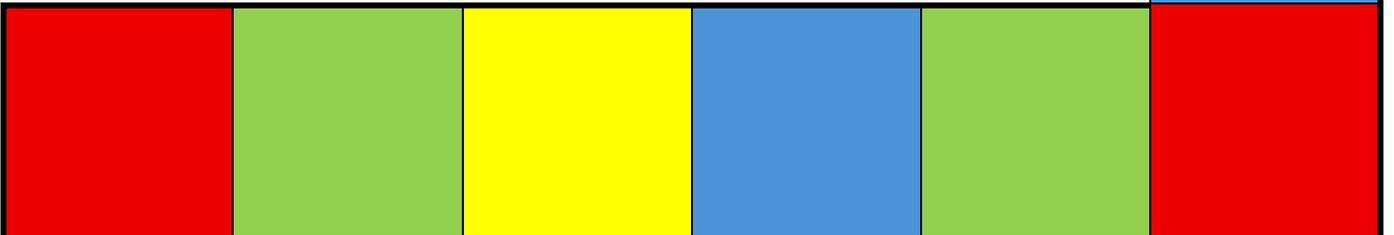
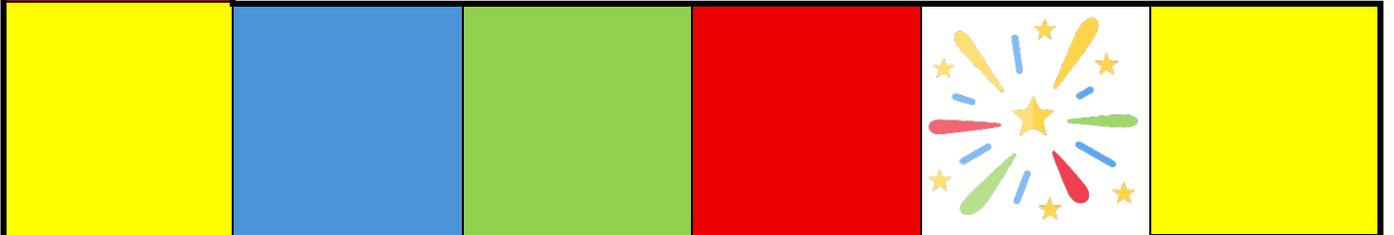
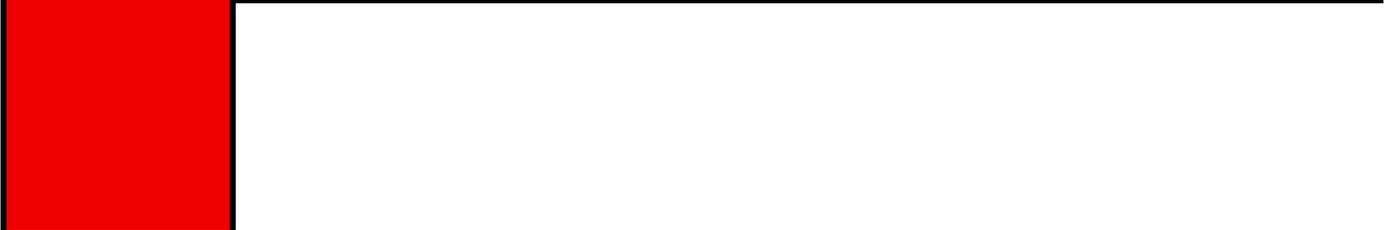
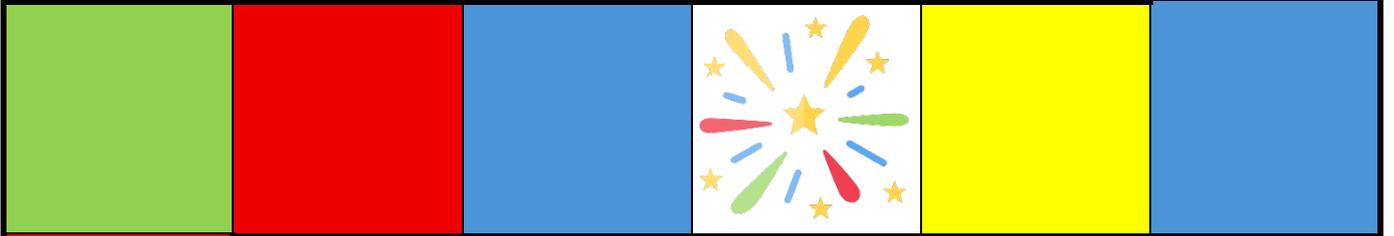
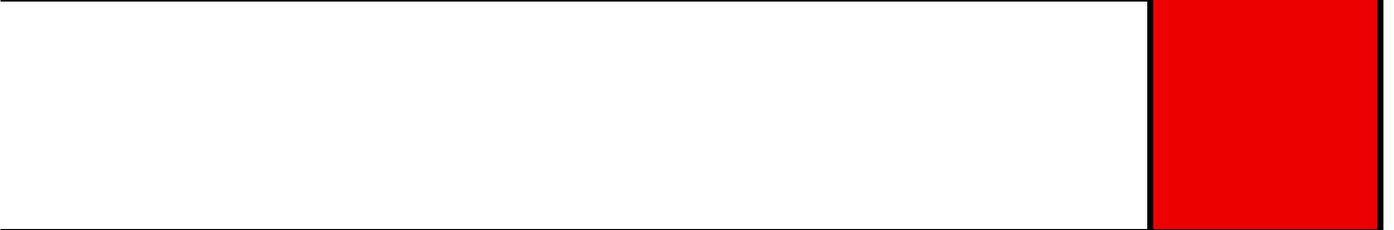
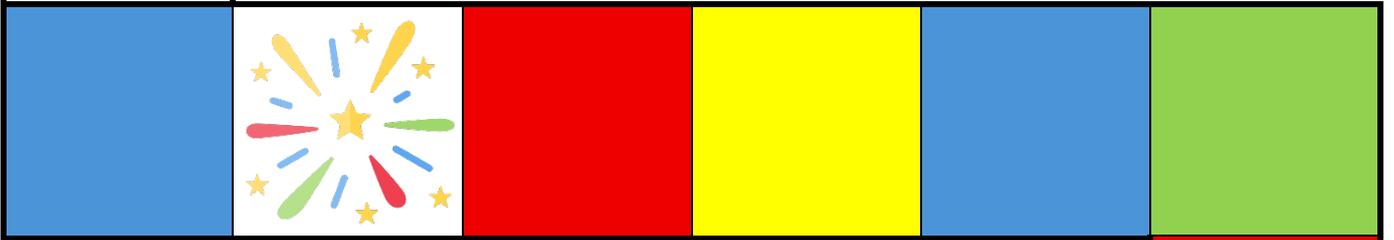
- a. The card gives a **sentence prompt** or **scenario**.
- b. The player must create a **correct and complete conditional sentence** out loud.
- c. Group/teacher checks if it's correct. (If it is correct, the player stays on the new spot; if it is incorrect, s/he moves back 2 spaces).

4. First player to reach the **Finish** wins.

**Target Grammar:**

|                           |                           |  |
|---------------------------|---------------------------|--|
| <b>Zero Conditional</b>   | Facts or routines         | If + present simple,<br>present simple             |
| <b>First Conditional</b>  | Real future possibilities | If + present simple,<br>will + verb                |
| <b>Second Conditional</b> | Unreal present/future     | If + past simple,<br>would + verb                  |
| <b>Third Conditional</b>  | Unreal past               | If + past perfect,<br>would have + past participle |

**FINISH**



**START**



If people don't eat, what happens?

What do cats usually do if they're scared?

If you touch fire, what happens?

What happens if you don't water a plant?

If you drop ice in hot tea, what happens?

What happens if a phone battery dies?

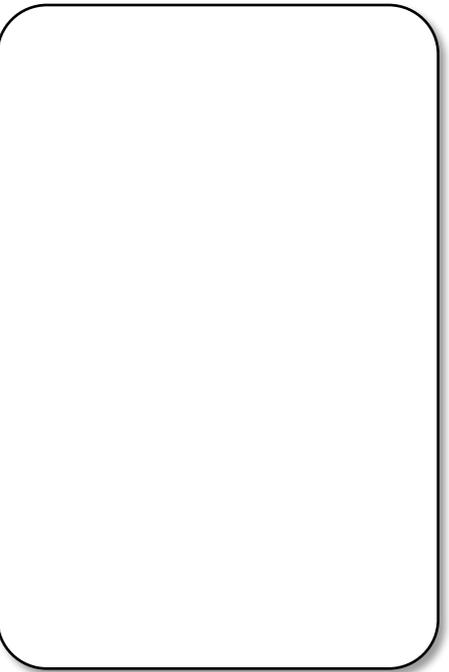
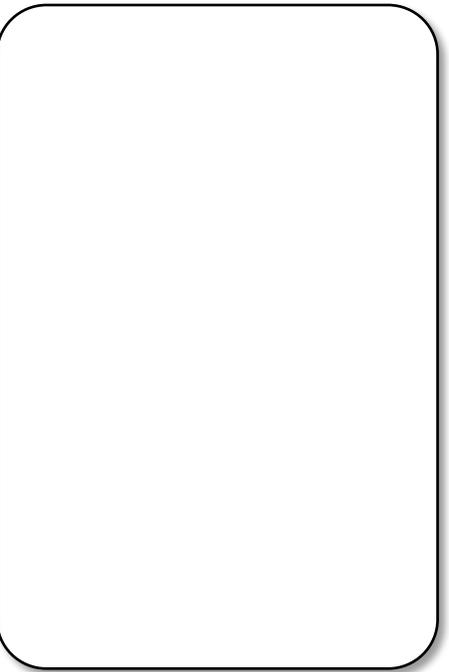
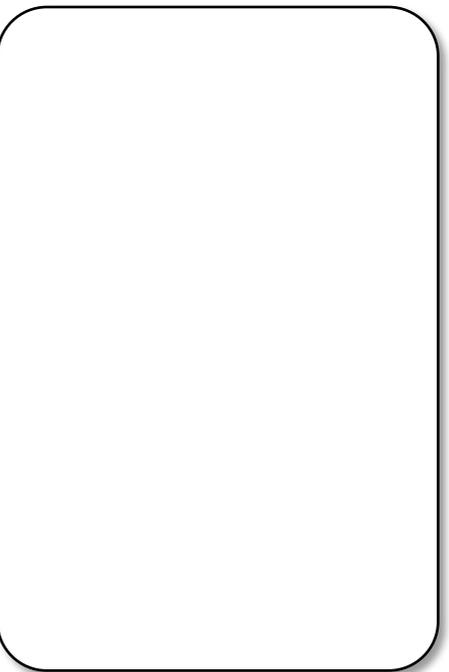
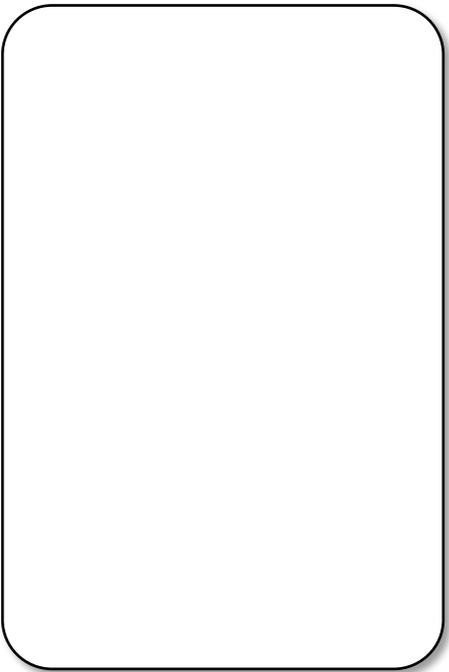
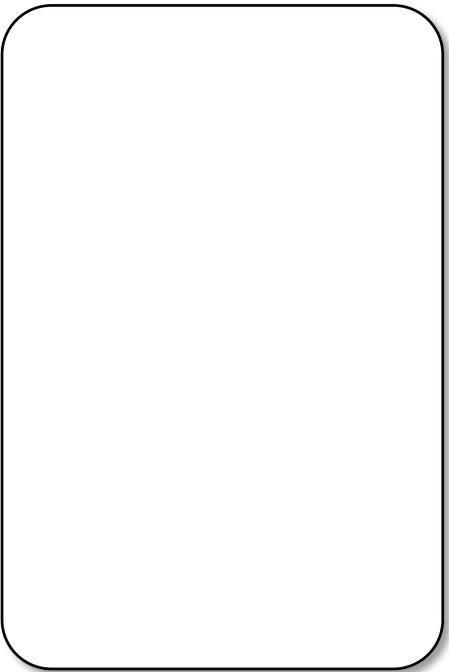
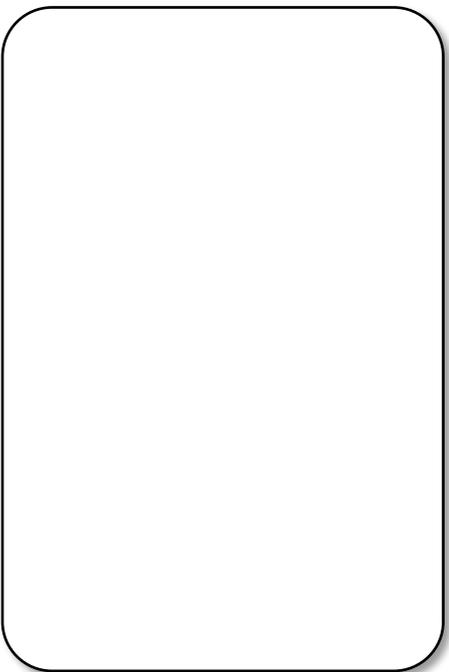
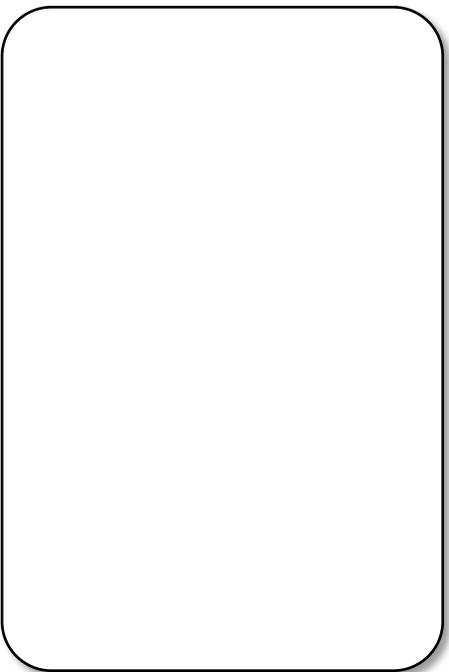
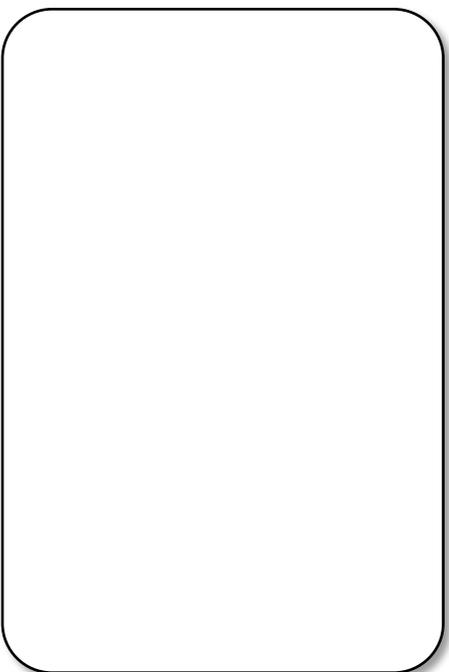
If you mix red and blue, what color do you get?

If the sun sets, what do you see in the sky?

If you heat water to 100°C, what happens?

**CONDITIONALS  
GAME**

“Talk about what happens if people Don't sleep.”



**CONDITIONALS**    **CONDITIONALS**    **CONDITIONALS**  
**GAME**                    **GAME**                    **GAME**

**CONDITIONALS**    **CONDITIONALS**    **CONDITIONALS**  
**GAME**                    **GAME**                    **GAME**

**CONDITIONALS**    **CONDITIONALS**    **CONDITIONALS**  
**GAME**                    **GAME**                    **GAME**

If you study hard, what will happen?

If you don't wear a coat, what might happen?

If your phone breaks, how will you fix it?

What will you do if you forget your password?

What will your teacher say if you're late tomorrow?

What will happen if you don't set your alarm?

If your friend invites you to the cinema, what will you say?

If your team wins the match, what will you do?

"You leave your homework at home. What will happen?"

**CONDITIONALS  
GAME**

"If it rains tomorrow,  
what will you do?"

**CONDITIONALS  
GAME**

If you could travel  
anywhere, where would  
you go?

If dogs could talk, what  
would they say?

If you lived on Mars,  
what would you eat?

What would you do if  
you were the principal  
for a day?

If you were famous, how  
would your life change?

What would you do if  
you saw a ghost?

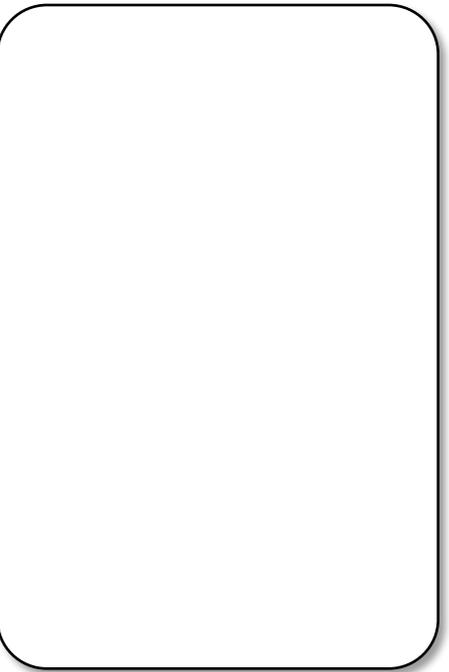
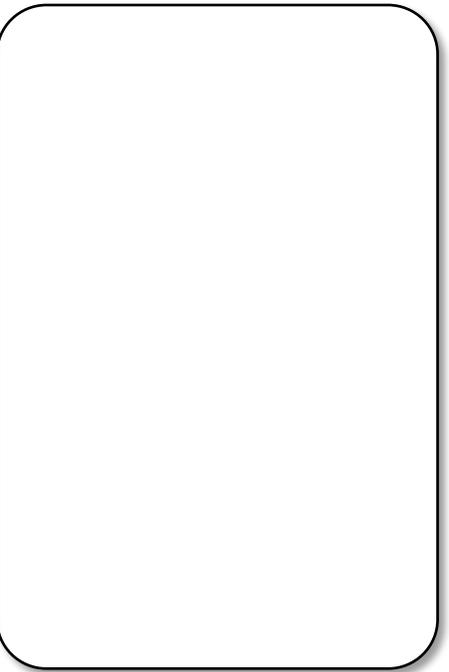
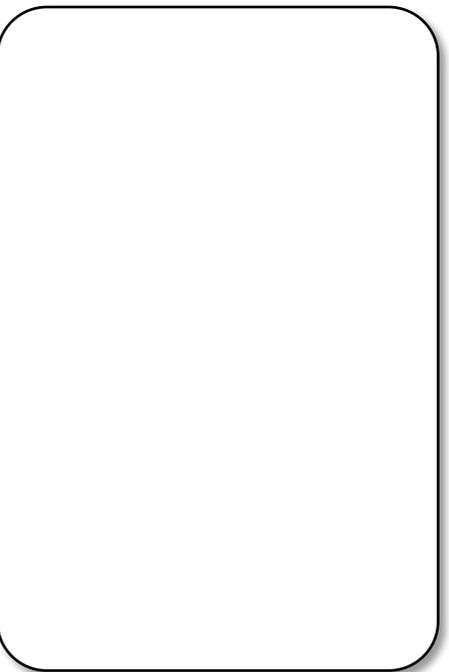
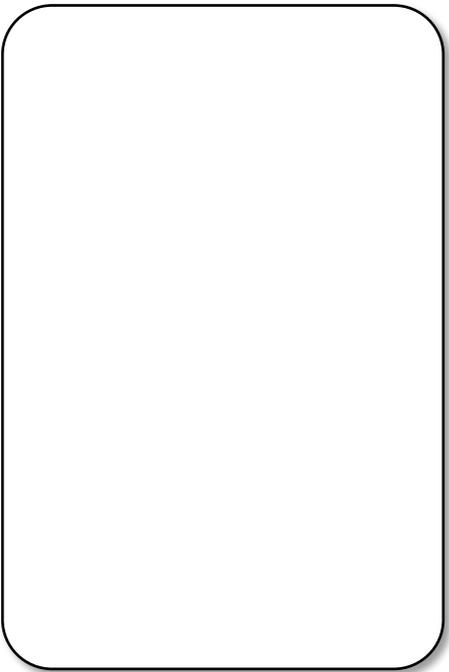
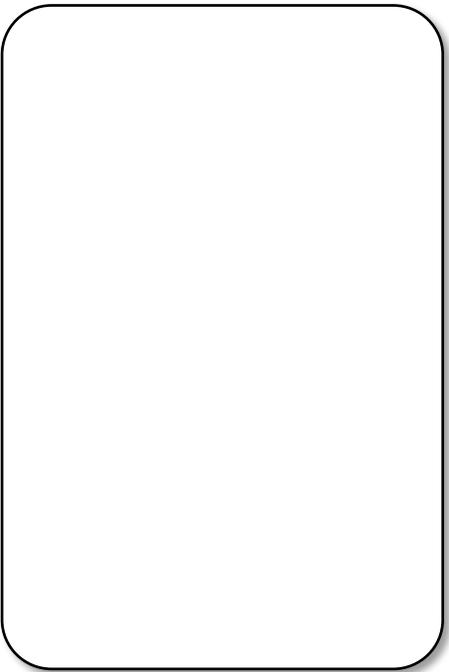
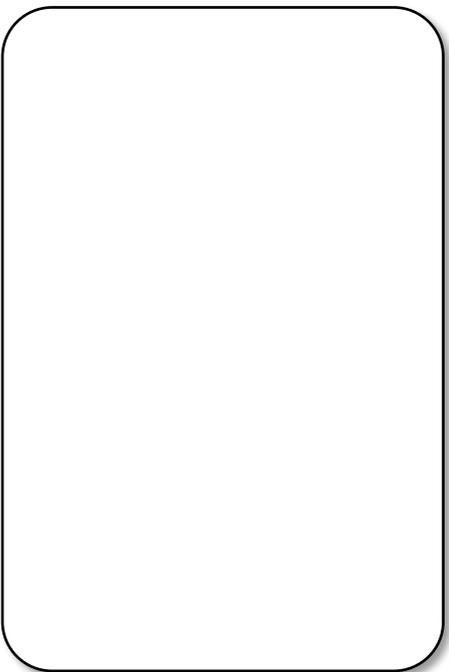
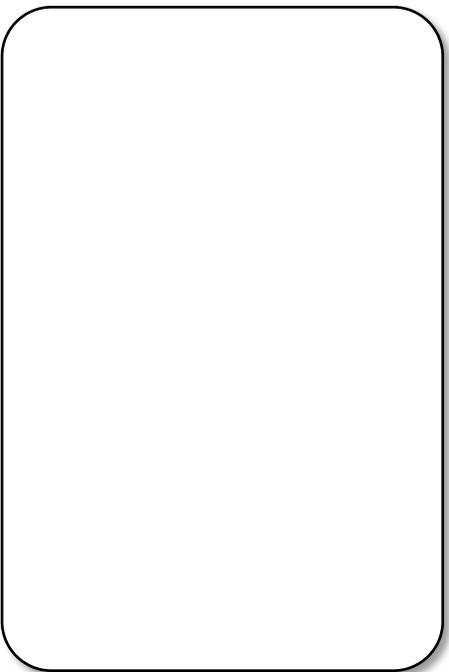
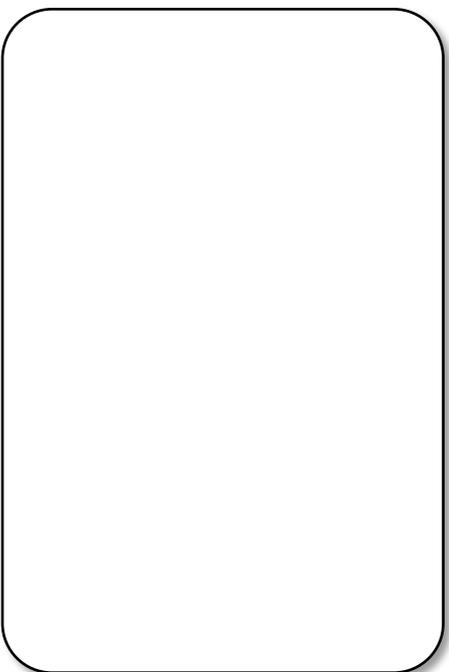
If you had a million  
euros, what would you  
buy?

What would happen if  
school started at noon?

"If you were invisible for  
a day, what would you  
do?"



"What would happen if  
animals could talk?"





If you had studied more last week, what would have happened?

If you had remembered the answer, would you have passed the test?

If it hadn't rained, what would you have done after school?

What would you have done if you had missed the bus yesterday?

What would you have said if the teacher had called on you?

What would have happened if you had broken your phone?

If you had gone to bed earlier, how would you have felt today?

If you hadn't forgotten your lunch, what would you have eaten?

"You forgot to study for the test. What would have happened?"

**CONDITIONALS  
GAME**

"If you had gone to the party, what would you have seen?"

**CONDITIONALS  
GAME**

### **Wild Card**

Make a sentence using any conditional of your choice.

You may advance 2 spaces if it's correct.

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Make a sentence using any conditional of your choice.

You may advance 2 spaces if it's correct.

### **Challenge Card**

Ask another player a conditional question using a specific type.

If they answer correctly, you both move forward 1 space.

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**CONDITIONALS  
GAME**



**CONDITIONALS  
GAME**



**CONDITIONALS  
GAME**



**CONDITIONALS  
GAME**



**CONDITIONALS  
GAME**



**CONDITIONALS  
GAME**



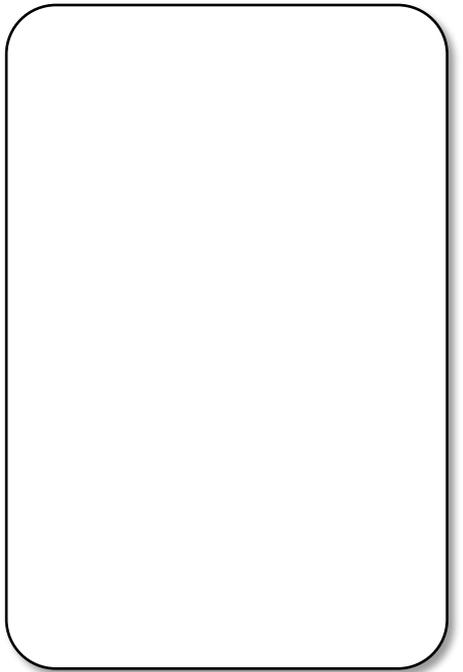
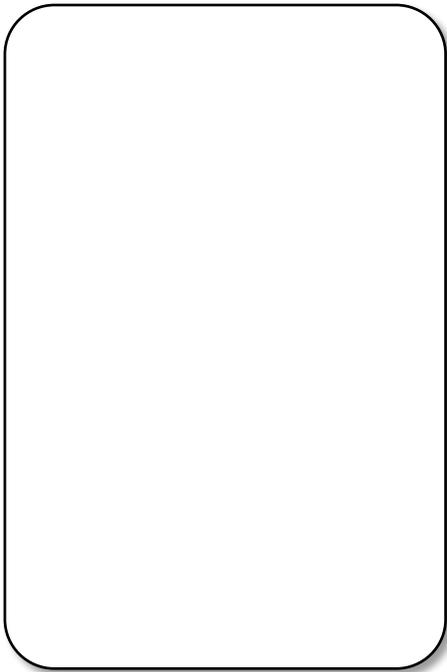
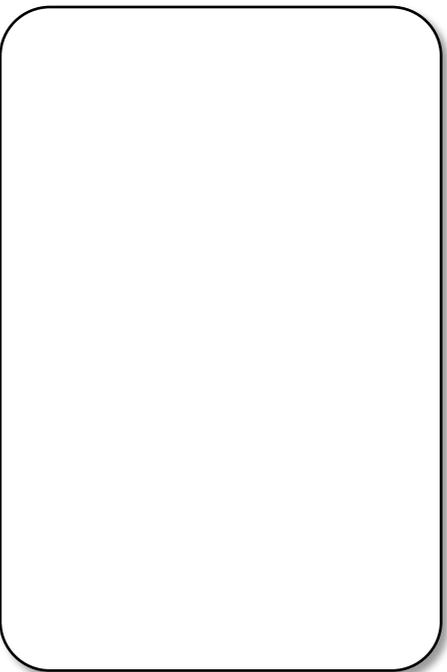
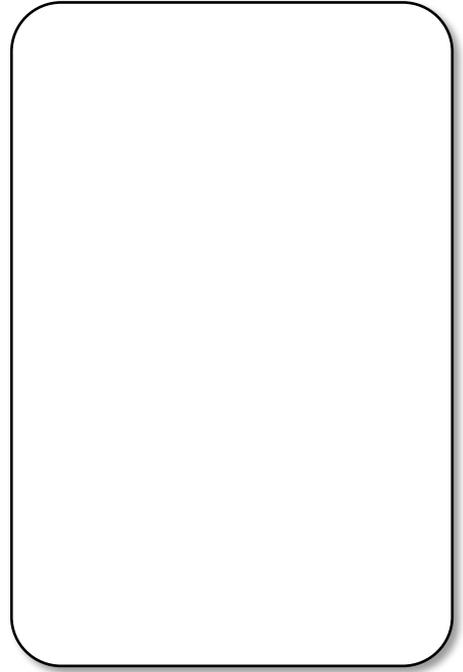
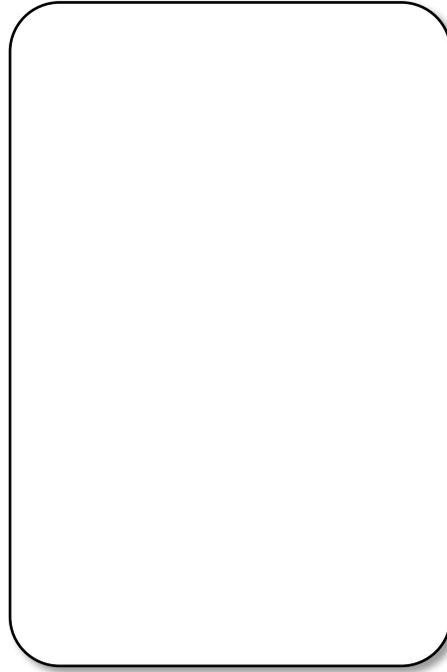
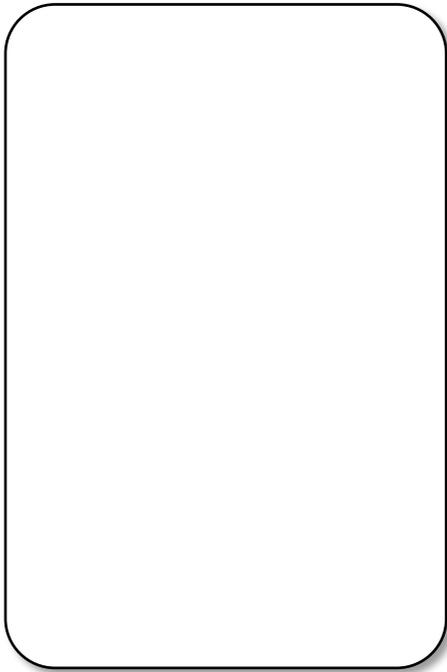
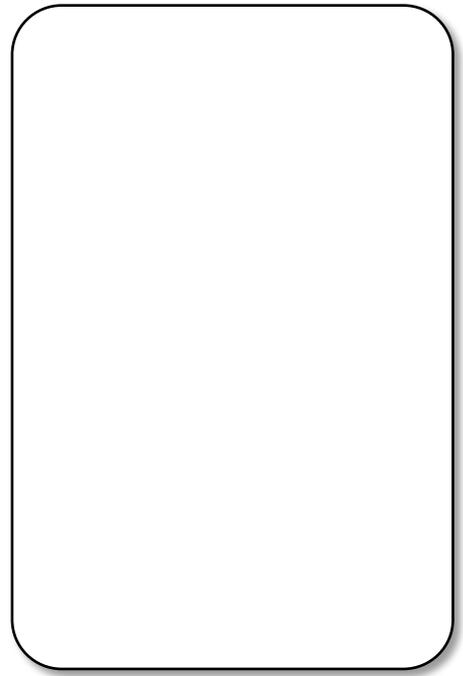
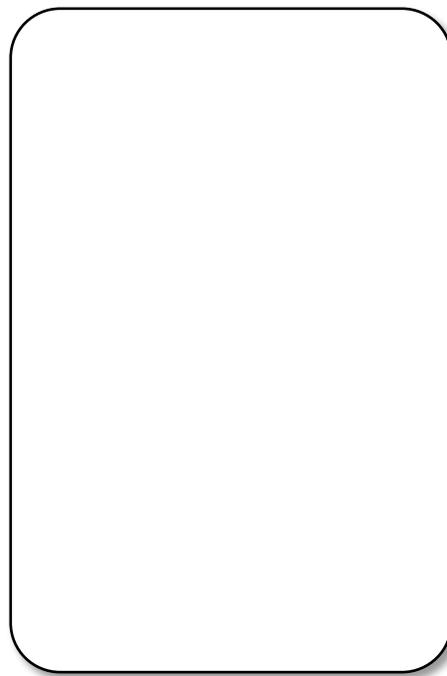
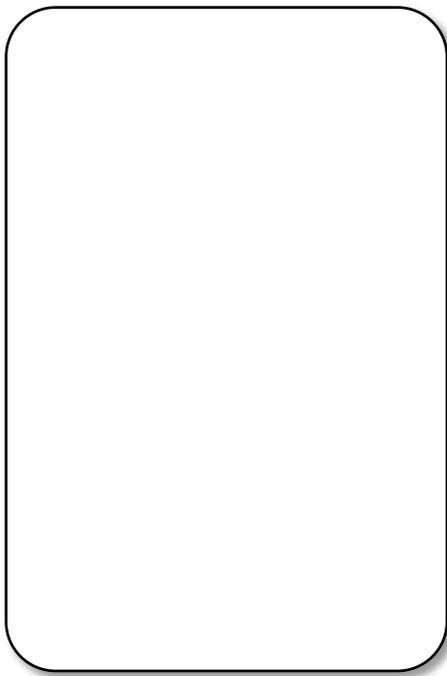
**CONDITIONALS  
GAME**



**CONDITIONALS  
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**CONDITIONALS  
GAME**



**CONDITIONALS  
GAME**



**CONDITIONALS  
GAME**



**CONDITIONALS  
GAME**



**CONDITIONALS  
GAME**



# 8

## ENGLISH

Who Works Where?

Exploring Jobs in Australia



# Introduction

This session is set in Australia and focuses on relative clauses and vocabulary about jobs. The activities proposed have been designed so that students can use different thinking movements (like reasoning, explaining, synthesizing, inferring, etc.).

Students will use two thinking routines: the first one is **Generate, classify, relate**. It is an ideal routine for students to reflect on their previous knowledge and to connect ideas. To finish the session, a thinking routine that helps reflect on what they have been learning is used: **The traffic light**. The colour-code system helps students reflect on the different phases of their learning process, and where they are. It is a useful tool to help students reflect on their learning process and to identify what is not clear yet.

|                             |   |
|-----------------------------|---|
| <b>Contents</b>             | Describe people, objects, places, and events: relative clauses.   |
|                             | Vocabulary: jobs.   |
| <b>Specific competences</b> | 1.1 Extract and analyse the overall meaning and main ideas, and select relevant information from oral, written, and multimodal texts on everyday topics.                              |
|                             | 2.4 Describe facts and express concepts, thoughts, opinions, or feelings orally or in writing in a clear way.   |
|                             | 5.3 Record and analyse the progress and difficulties in learning a foreign language, selecting the most effective strategies to overcome these difficulties and consolidate learning. |

## Breaking the ice

To begin the session, we propose a group dynamic. Not only it can create a good classroom climate, but it can also help students begin using the English language with their peers.

In this session you can use the **Circle of words**, from the **Communication dynamics** (see **Annex 1** to find the instructions and the objective to be achieved).

# ON-ROAD SESSION

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## Phase 1. Diagnosis (20 minutes)



### Platform 1. Relative clauses

This phase is focused on relative clauses. As students have studied them before, the proposal is to make them reflect on this grammatical aspect. Using the thinking routine “**Generate, classify, relate**”, they are going to reflect on relative clauses, so they can explain how they are formed. This thinking routine is perfect to organize knowledge and help students understand a specific topic, as it activates prior knowledge and helps generate ideas on a topic. It also makes it easier to make connections between ideas. They can use the graphic organizer (**Annex 5**) or follow the steps indicated in the exercise.



## 1. Read the Sentences

Look at these 10 sentences:

1. A **teacher** is a person **who** helps students learn.
2. A **lifeguard** is someone **who** works on the beach.
3. A **miner** is a worker **who** extracts minerals from the ground.
4. A **kangaroo** is an animal **which** lives in Australia.
5. The **Sydney Opera House** is a building **which** is famous all around the world.
6. The **Outback** is a place **where** many farmers and rangers work.
7. The **Great Barrier Reef** is a place **where** divers can see amazing sea life.
8. A **doctor** is a person **whose** job is to help sick people.
9. An **artist** is someone **whose** work can be seen in Australian galleries.
10. **Melbourne** is a city **where** many chefs and baristas find jobs.

## 2. Classify

Put the examples into the correct columns:

| Relative pronoun | Example number(s) | Refers to... |
|------------------|-------------------|--------------|
| <b>Who</b>       |                   |              |
| <b>Which</b>     |                   |              |
| <b>Where</b>     |                   |              |
| <b>Whose</b>     |                   |              |

## 3. Think and Relate

Answer these questions:

1. Which pronoun do we use for **people / jobs**?
2. Which pronoun do we use for **animals or things**?
3. Which pronoun do we use for **places**?
4. Which pronoun shows **possession / relationships**?

## 4. Try it yourself

Write **two new sentences** about jobs in Australia using relative clauses:

1. \_\_\_\_\_
2. \_\_\_\_\_

## Phase 2. Session (85 minutes)

Throughout this phase, students revise vocabulary about jobs and the use of relative clauses. This part finishes with a listening activity, so that all the skills are practiced.

### Platform 1. Looking for a job in Australia

After reading the following job advertisements, students answer the questions (some of them not only require the information from the text, but also knowledge of the world. That's why they are more interesting and complex). Then, there are also another two activities that focus on speaking and writing.



## Job Advertisement 1: Fruit Picker in Queensland

### *Fruit Picker in Queensland*

*Do you like working outdoors? Come and join our farm in Queensland!*

#### *Tasks:*

- Picking mangoes and bananas*

#### *Requirements:*

- Be at least 16 years old*
- Physically strong*
- No experience necessary*

#### *Good aspects:*

- Free accommodation*
- You meet people from all over the world*
- Work in the sunshine!*

## Job Advertisement 2: Lifeguard in Bondi Beach

### *Lifeguard in Bondi Beach*

*Are you a good swimmer? We are looking for lifeguards this summer*

#### *Tasks:*

- Watching swimmers, helping in emergencies*

#### *Requirements:*

- Be at least 18 years old*
- Good level of English*
- Strong swimming skills*

#### *Good aspects:*

- Work on one of the most famous beaches in the world*
- Great salary*
- Training provided*

### Job Advertisement 3: Barista in Melbourne

## Barista in Melbourne

Do you love coffee? Work in one of Melbourne's popular cafés!

#### Tasks:

- Preparing coffee and serving customers

#### Requirements:

- Be friendly and polite
- Some experience is an advantage
- Minimum age: 17

#### Good aspects:

- Work in a dynamic city
- Tips from customers
- Discount on food and drinks



### A. True or False

1. The fruit picking job requires previous experience.
2. The lifeguard job is only for people older than 16.
3. The barista job includes free accommodation.
4. All three jobs are in Australia.
5. The lifeguard position includes training.

### B. Vocabulary Match

Match the words with their meanings:

|                  |                                      |
|------------------|--------------------------------------|
| 1. Accommodation | a) Payment for your work             |
| 2. Advantage     | b) A serious and dangerous situation |
| 3. Polite        | c) Housing or a place to stay        |
| 4. Salary        | d) Good point / benefit              |
| 5. Emergency     | e) Showing good manners              |

### C. Comprehension Questions

1. Which job is best for someone who doesn't have experience?
2. Which job is ideal for someone who loves the sea?
3. Which job is in a big city?
4. Which job allows you to meet international people?
5. Which job might be dangerous?

### D. Speaking / Writing Extension

Imagine you are going to Australia. Which job would you choose and why? Write 4–5 sentences and discuss them with your partner.

## **Platform 2. Practice with relative clauses**

After revising how to make relative clauses, students practice with varied exercises, so they can check whether they have any problems.



**a. Correct the Mistakes.** Each sentence has a mistake. Rewrite them correctly.

1. A miner is a person **which** works under the ground.
2. Melbourne is a place **who** many international students live.
3. The Opera House is a building **where** is very famous.
4. A doctor is a person **which** helps people.

**b. Fill in the Blank.** Complete the sentences with the correct relative pronoun: **who, which, where, whose**.

1. A firefighter is a person \_\_\_\_\_ fights fires.
2. Sydney is a city \_\_\_\_\_ you can visit the Opera House.
3. A koala is an animal \_\_\_\_\_ eats eucalyptus leaves.
4. This is the ranger \_\_\_\_\_ job is to protect Uluru National Park.
5. The Great Barrier Reef is a place \_\_\_\_\_ tourists go diving.

**c. Sentence Transformation.** Combine the sentences using a relative pronoun.

1. This is the teacher. She works in Sydney.  
→ \_\_\_\_\_
2. A lifeguard is on the beach. He saves swimmers.  
→ \_\_\_\_\_
3. The Great Barrier Reef is beautiful. It is in Queensland.  
→ \_\_\_\_\_
4. This is the artist. His paintings are in an Australian museum.  
→ \_\_\_\_\_

**d. Odd One Out.** Look at the groups of sentences. One doesn't fit — explain why.

**A**

1. A doctor is a person **who** helps sick people.
2. A surfer is someone **who** rides waves.
3. A kangaroo is an animal **where** lives in Australia.

**B**

1. Melbourne is a city **where** many chefs work.
2. The Great Barrier Reef is a place **whose** divers visit.
3. A vet is a person **who** helps animals.

**e. Read the sentences and explain:** Is it correct? If not, **why not**? How would you fix it?

1. A teacher is someone **which** works in a school.
2. Sydney is a city **where** the Opera House is.
3. A ranger is a person **whose** job is to protect animals.
4. The Outback is a place **who** is very hot.

### Platform 3. Highway to...

Highway to hell is one of the most famous songs of AC/DC, an Australian group. This song is the pretext to do different activities.

To help students practice the listening skills, this activity focuses on rhyme and reading the text before listening to it. The use of previous activities before they listen can facilitate the listening task.

#### Pre-listening 5-10 minutes)

- **Warm-up discussion:**

- *What comes to your mind when you hear "Highway to Hell"?*
- *Do you think it's a literal or metaphorical highway? Why?*

- **Prediction task:**

Give students a short list of words (mixed: some appear in the song, some don't). Example: *party, highway, teacher, hell, season, friends, stoplight, devil*. Students predict which ones they will hear. 

#### Post-listening (10–15 minutes)

- **Discussion:**

- Why do you think this song was controversial when it was released? 
- Is the "highway to hell" a metaphor? What could it represent (e.g., rock'n'roll lifestyle, rebellion, freedom)?
- Do you think music can influence people's behaviour?

Listen to the song. The stanzas on the right are not ordered, so they need to be included in the song in the appropriate place.

Moreover, circle the word you hear when there are two options. If you pay attention to the rhyme, it can be easier.

# HIGHWAY TO HELL

**1° - A, B, C, D**

**2° - A, B, C, D**

I'm on the highway to hell  
On the highway to hell  
Highway to hell  
I'm on the highway to hell

**3° - A, B, C, D**

**4° - A, B, C, D**

I'm on the highway to hell  
Highway to hell  
I'm on the highway to hell  
Highway to hell

Don't stop me!

I'm on the highway to hell  
On the highway to hell  
I'm on the (highway to hell)  
On the highway (to hell)  
Highway to hell  
I'm on the highway to hell  
Highway to hell  
Highway to hell  
Highway to hell

And I'm going down all the way  
On the highway to hell

**A**

Don't need reason, don't need rhyme  
Ain't nothin' that I'd rather do  
Going down, party **time/ride**  
My friends are gonna be there **moon/too**

**B**

Hey, Satan!  
Paid my dues  
Playin' in a rockin' **group/band**  
Hey, mama! Look at me  
I'm on my way to the promised land

**C**

Living easy, livin' free  
Season ticket, on a one way **ride/rode**  
Asking nothing, leave me **be/three**  
Taking everything in my stride.

**D**

No stop signs, speed limit/car  
Nobody's gonna slow me **now/down**  
Like a wheel, gonna spin it  
Nobody's gonna mess me 'round



### **Phase 3. To finish (10 minutes)**

When students finish the activities, they reflect on the topic with the help of the thinking routine **"The traffic light"**. They will write down, according to their knowledge about the topic, what is clear (next to the green light), what is not clear yet (next to the yellow light) and what they don't understand (next to the red light). They share it with the class, so that they can help each other solve their doubts.

#### **Materials**

- Activity with the job advertisements.
- Photocopy with the exercises.
- Song.
- Photocopy with the thinking routine **"The traffic light"**.

## How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you elaborate together with your students audio-visual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).



These audio-visual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or X.

You can use the hashtag **#ExitoEducativoCyL**.

**Programa financiado por el Ministerio de Educación y Formación Profesional.**





# TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

## COGNITIVE SKILLS

- COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- TROUBLESHOOTING
- CREATIVITY
- CRITICAL AND ETHICAL THINKING

## METACOGNITIVE SKILLS

- SELF-REFLECTION
- PLANNING AND ORGANISATION
- SELF AND TASK SUPERVISION

## SOCIO-EMOTIONAL SKILLS

- SELF-REGULATION
- EMOTIONAL INTELLIGENCE
- EMPATHY
- TEAMWORK
- ETHICAL DECISION-MAKING



9

# ENGLISH

Tales from Malta:

Reporting What We Hear

# Introduction

This session is located in the island of Malta, and its aim is to practice **reported speech** and the **vocabulary related to free time activities**.

Two thinking routines are used in the session. The first one is **I see, I think, I wonder**. This routine helps students reflect, in this case, on how reported speech works. To finish, students will use a thinking routine called **+1 routine**. It is a perfect tool to identify important ideas worth remembering and collaborating in creating knowledge.

|                             |   |
|-----------------------------|---|
| <b>Contents</b>             | Vocabulary: free time activities  |
|                             | Rephrase, specify, explain, and summarize the speech:<br>Reported speech (statements)   |
| <b>Specific Competences</b> | 1.3 Select, organize and apply the most appropriate strategies and knowledge to understand the general meaning, essential information and the most relevant details of the texts. |
|                             | 2.2 Write and distribute texts with acceptable clarity, coherence, cohesion, correctness and adequacy to the proposed communicative situation and to the textual typology.        |
|                             | 5.2 Use strategies and knowledge in a creative way to improve the ability to communicate and learn a foreign language.  |

## Breaking the ice

To create a good classroom climate, and to boost the use of English among students, a group dynamic is proposed.

In this session, an activity of the "Communication" block is proposed: the dynamic entitled "**Hangman**" (see **Annex 1**), where you will find a brief explanation and the objective to be achieved.

# ON-ROAD SESSION

## Phase 1. Diagnosis (30 minutes)

Throughout this phase, students will encounter the structure of the reported speech, so that they can end up creating their own visual summary of the elements required to transform sentences into reported speech.

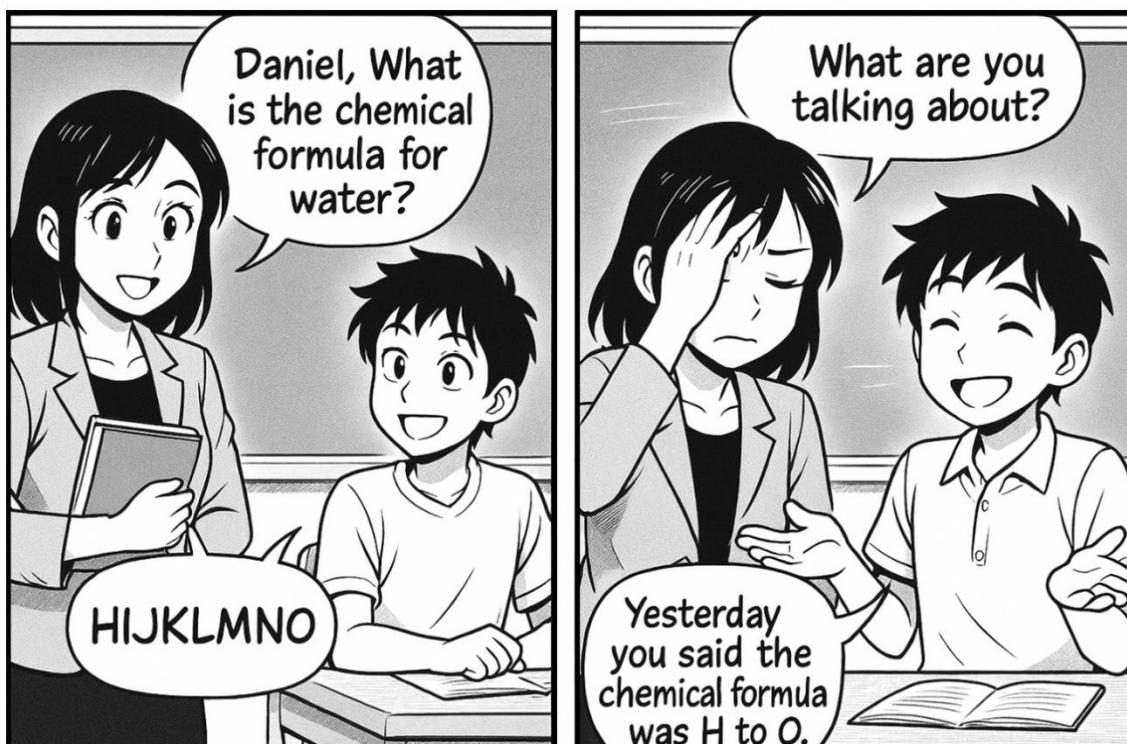


### Platform 1. Joke

Students read the joke individually.

You can ask these questions:

- Why is it a joke? What is the fun about it?
- Why do you think the session begins with this joke?
- Can you think of a joke based on a dialogue? Write it down, because in the second phase of the session we will do something with it.



## Platform 2. What did you say?

Using the thinking routine **I see, I think, I wonder**, students reflect on how to make reported speech sentences. Doing so, they understand and practice how to transform direct speech into reported speech by reflecting on patterns.



### Step 1 – See

Students read and pay attention to these sentences in **direct speech**:

- Anna: *"I love the blue sea here."*
- Tom: *"I am visiting Valletta tomorrow."*
- Sara: *"I saw traditional boats in the harbour yesterday."*

The teacher can ask, to guide the students' observations: *What do you notice about the sentences?* (verbs, pronouns, time words, etc.). They can even underline these elements to see them more clearly.

### Step 2 – Think

Guide students to discuss in pairs:

- *What do you think will happen if we report these sentences?*
- *How do the verbs and time expressions change?*

(They may say: "now → then", "will → would", "I → she/he").

### Step 3 – Wonder

Ask students to **transform the sentences** into reported speech and then reflect:

- *I wonder why the tense changes.*
- *I wonder if all tenses change the same way.*
- *I wonder what happens with imperatives.*

## Platform 3. Create a graphic organizer

Students summarize the key elements they need to bear in mind when transforming direct speech into reported speech.



You can remind them to include pronouns, verbal tenses, time and place expressions, and reporting verbs, as well as reporting verbs.

## Phase 2. Session (80 minutes)

This part of the session is focused on working with reported speech and revising vocabulary related to free time activities.

### Platform 1. WhatsApp conversation

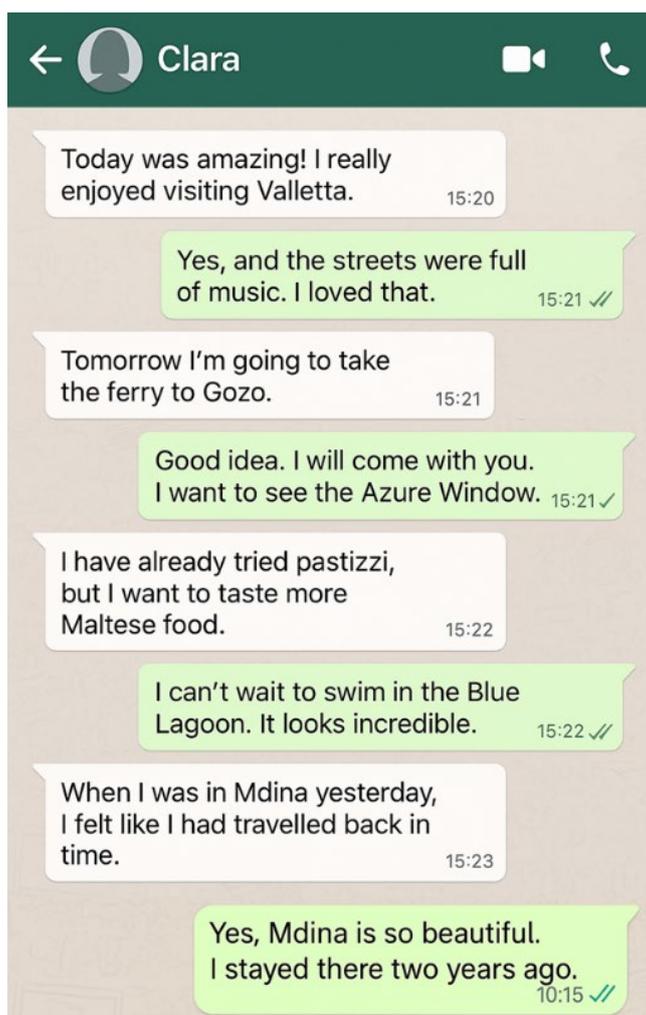


In pairs, students read the dialogue. Each student is going to focus on one character. Then, each one will transform the parts of the speech corresponding to his/her character into reported speech.

They read it together.

Finally, they prepare two questions based on the text, for his/her classmate to answer.

*Two friends, Clara and Ben, are visiting Malta and talking in the evening after a day of sightseeing.*



## Platform 2. Gaming time

We propose three different games so the teacher can decide which is better for the class, depending on the type and number of students, or their level. So, the teacher can decide whether to use one game or another, or all.



### Game 1: Tic-tac-toe

Following the rules to play Tic-tac-toe, students, in pairs, can practice the reported speech. To place the token where they want, they have to say (or write down) the reported sentence correctly. If it is not correct, s/he cannot move the token.

(There is also a blank board in case you want them to create the whole game).

|  |  |  |
|--|--|--|
| "I practice windsurf every weekend," she said.       | "I am studying English in Malta," she said.            | "We are going to have dinner in this restaurant tonight," said Dave. |
| "I don't like travelling by plane," said her mother. | "She didn't go to the beach party," he said.           | "She enjoys going to concerts," he said.                             |
| Joe said, "I visited the city walls yesterday."      | "We will travel to Italy by boat tomorrow," said Mary. | "I am very happy travelling with my friends," she said.              |

**Variation:** Instead of sentences, you can use a board with words that need to be changed into reported speech. For example:



|             |      |           |
|-------------|------|-----------|
| tomorrow    | this | will      |
| is going to | here | next week |
| today       | can  | that      |

### Game 2. I'm joking!

The session began with a joke based on a dialogue. Now, students write a joke, and his/her partner transforms it into reported speech.

### Game 3. Burro!

This card game is based on the rules of the Spanish game Burro. Students are given four cards, and they must make a sentence using the four of them.

To win a round, a player must complete with the cards s/he has a complete sentence in reported speech.

The first player who spells the whole word BURRO loses the game.

**Material:** A deck of cards. For each player there must be four cards. So, if 5 students play, there must be 20 cards. (Be careful that all the cards included correspond to complete sentences. The final sentence must have one card of each color). **See supporting material.**

#### Rules:

- The dealer gives 4 cards to each player.
- Each round, players pass one card (that is not interesting for his/her sentence) from their hand to the player on their left at the same time.
- Then they pick up the card received and continue.
- The idea is to quickly collect the 4 cards needed to complete the goal.

- As soon as a player completes the set (a complete sentence), s/he slaps his/her hand on the table and shout "BURRO!" All other players must immediately do the same.
- The last player to slap the table loses the round and receives one letter of the word BURRO. Example: first time → "B", second time → "BU", etc.
- The player who first slapped his/her hand on the table says the sentence aloud, if it is correct, s/he wins, but if the sentence is incorrect, this player receives a letter of the word BURRO.
- The last remaining player who has not spelled BURRO is the winner.

The teacher, or even the students can create new sentences, bearing in mind that there must be subject, a verb in any tense (with a complement if necessary), a time expression and a place expression.

### **Platform 3. Free time activities!**

Malta is an island. On vacation, there are lots of activities that can be done. Write in the blackboard the following categories, so that students (in pairs) can write down as many activities as possible related to each category.

- Indoors / Outdoors
- Alone / With friends
- Active / Relaxing
- With good weather/bad weather

**Variation:** give them the following list of words and they have to classify them in the previous categories.



- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>Play football/basketball/tennis</b></li> <li>• <b>Go swimming</b></li> <li>• <b>Go shopping</b></li> <li>• <b>Go camping</b></li> <li>• <b>Go hiking</b></li> <li>• <b>Go cycling</b></li> <li>• <b>Play computer games</b></li> <li>• <b>Watch tv/films/series</b></li> <li>• <b>Read books/magazines/comics</b></li> <li>• <b>Play an instrument</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Listen to music</b></li> <li>• <b>Meet friends</b></li> <li>• <b>Go to the cinema</b></li> <li>• <b>Go dancing</b></li> <li>• <b>Do sports/exercise</b></li> <li>• <b>Surf the internet</b></li> <li>• <b>Take photos</b></li> <li>• <b>Draw/paint</b></li> <li>• <b>Cook/bake</b></li> <li>• <b>Travel</b></li> </ul> |
|---|--|

#### **Platform 4. Plan for the weekend in Malta.**

Propose students to create a plan for an invented weekend in Malta with their friends, using vocabulary related to free time activities. The activities must be varied.



### **Phase 3. To finish (10 minutes)**

To finish the session, students reflect on what they have learnt. To do so, they use the thinking routine **+1 routine**.



Make groups of four. First, students work individually for 2 or 3 minutes: they write down the key ideas that s/he recalls. For this, they cannot look at their notes.

Second, students pass their papers to the right. In two minutes, each student reads the list and adds another thing to that list (it can be a detail, something that was missing, or a connection with something else). This process is repeated twice.

To finish, the original paper is returned to the original writer. S/he reads it and can even add other ideas that s/he has read in the other papers. They share it with all the class.

#### **Materials**

- Digital board.
- Photocopy with the WhatsApp conversation.
- Games (Tic-tac-toe and Burro) (**supporting material**).

## How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you elaborate together with your students audio-visual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).



These audio-visual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or X.

You can use the hashtag **#ExitoEducativoCyL**.

**Programa financiado por el Ministerio de Educación y Formación Profesional.**





# TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

## COGNITIVE SKILLS

- COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- TROUBLESHOOTING
- CREATIVITY
- CRITICAL AND ETHICAL THINKING

## METACOGNITIVE SKILLS

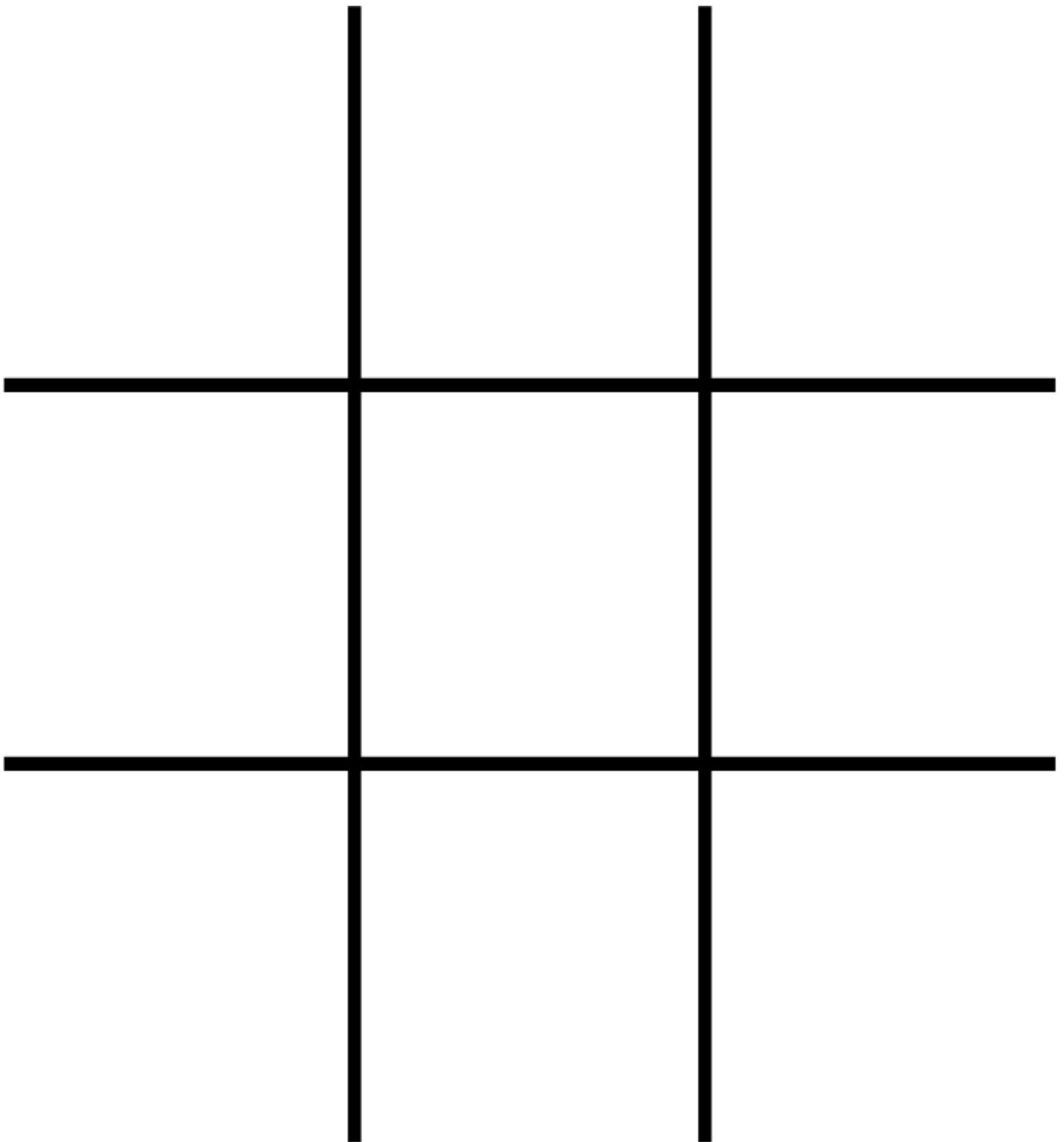
- SELF-REFLECTION
- PLANNING AND ORGANISATION
- SELF AND TASK SUPERVISION

## SOCIO-EMOTIONAL SKILLS

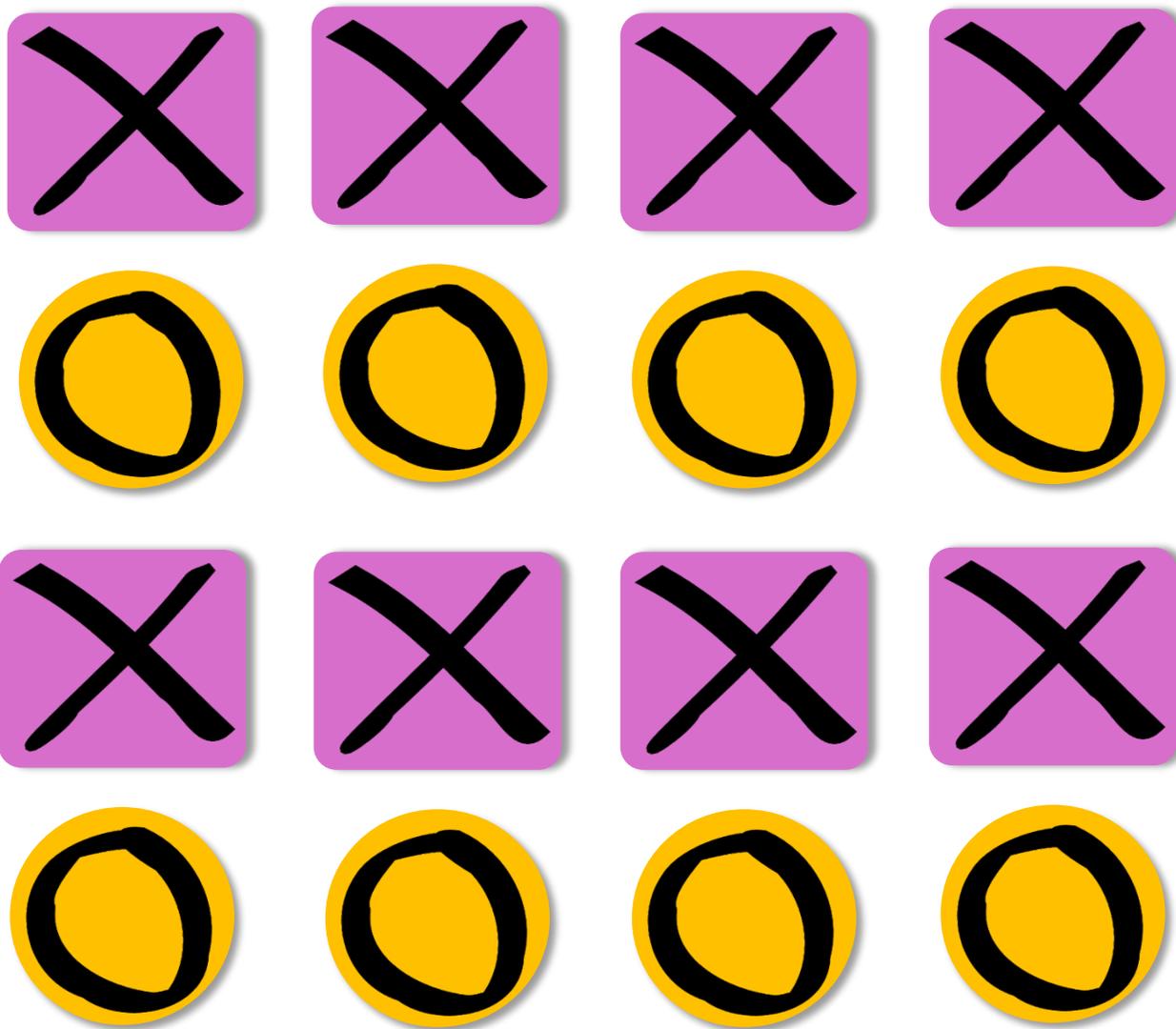
- SELF-REGULATION
- EMOTIONAL INTELLIGENCE
- EMPATHY
- TEAMWORK
- ETHICAL DECISION-MAKING



# TIC TAC TOE









WE

I

I

JACK AND I

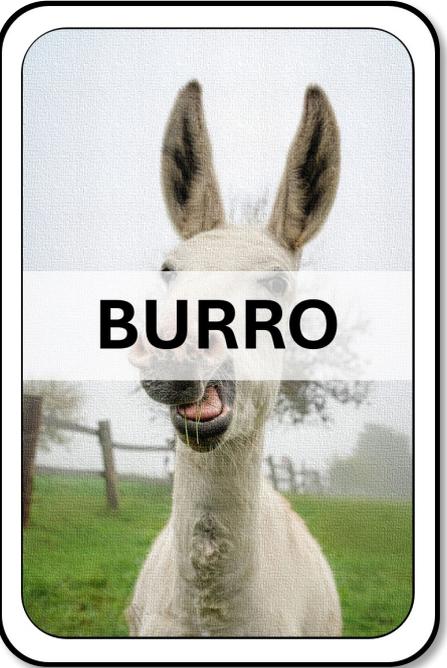
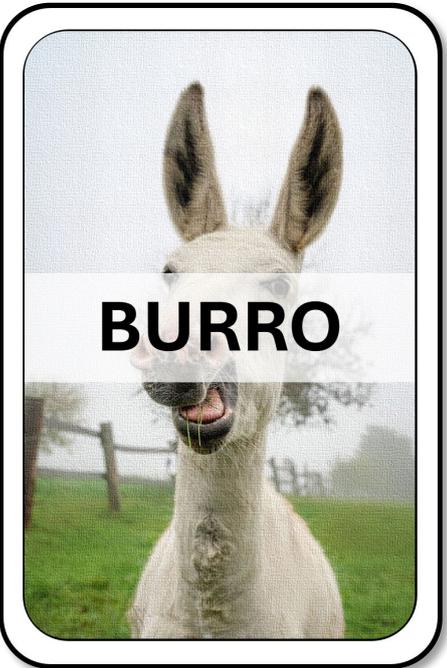
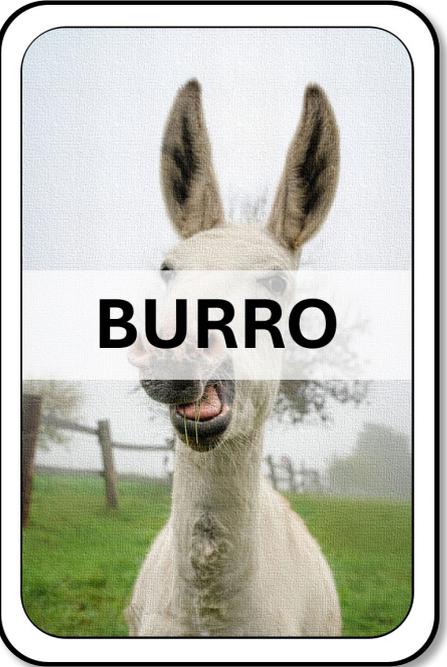
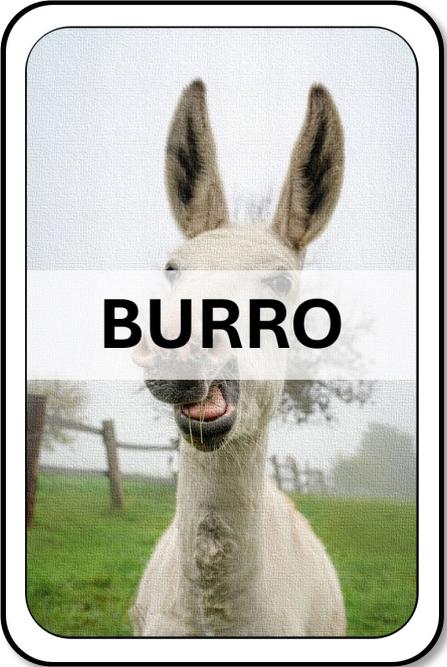
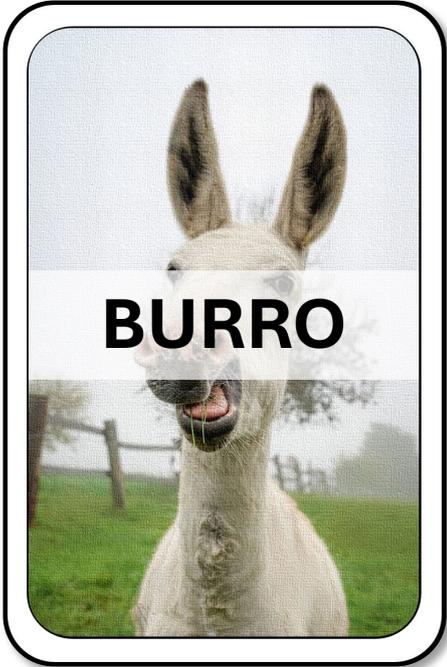
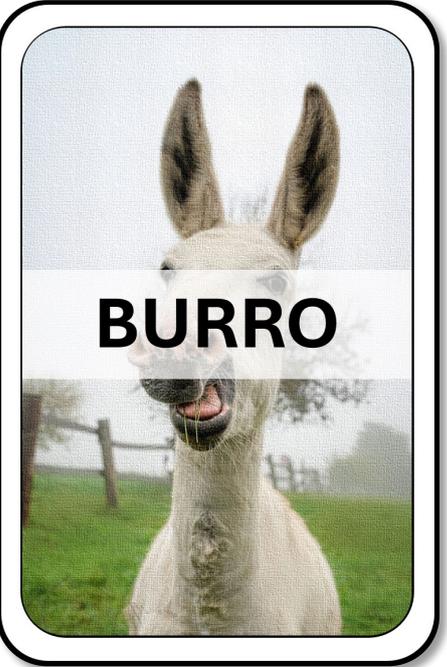
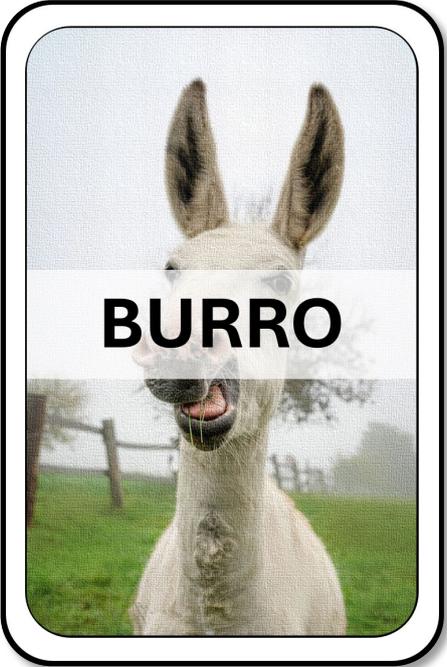
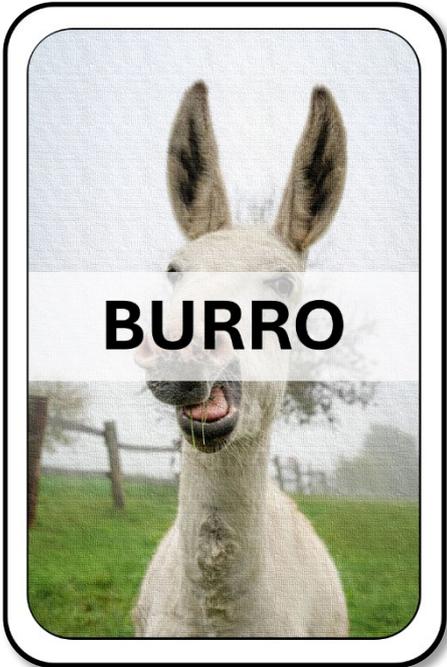
THEY

HE

MY

GRANDFATHER

THIS GROUP



AM STUDYING  
ENGLISH

WILL TRAVEL  
TO MALTA

WILL MEET  
OUR FRIENDS

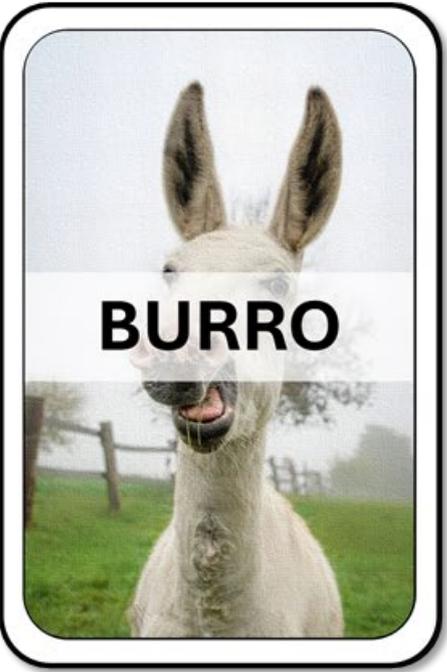
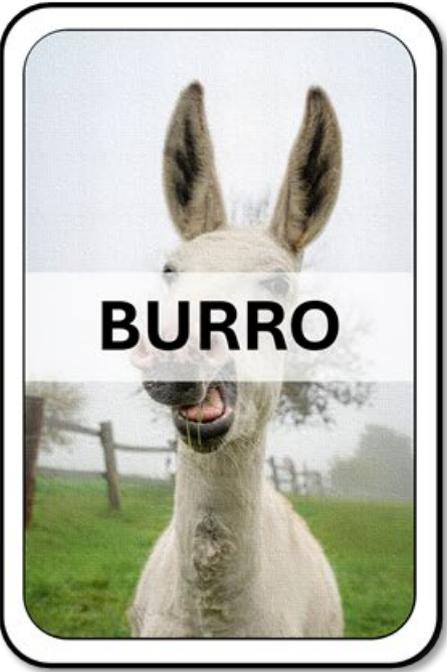
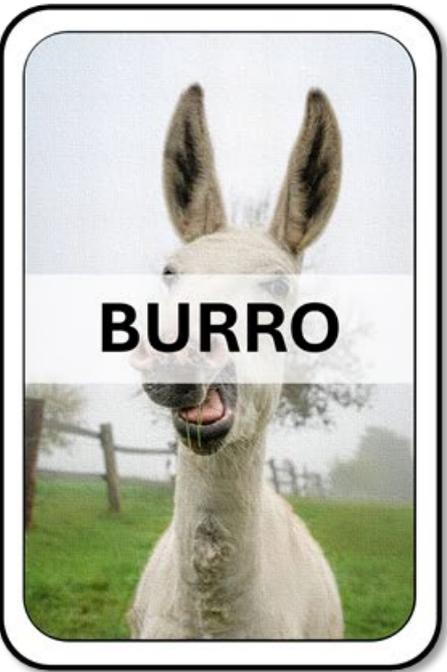
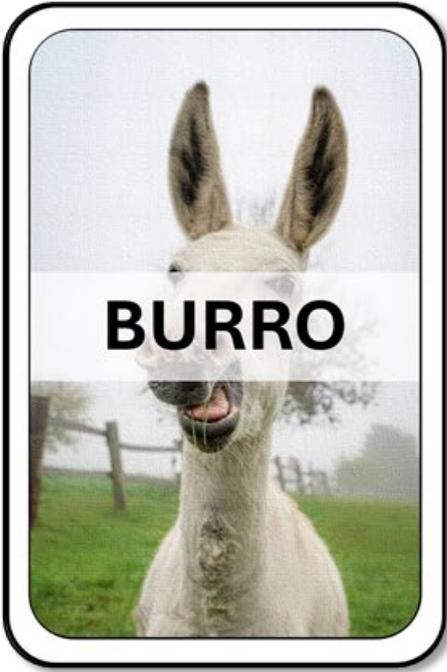
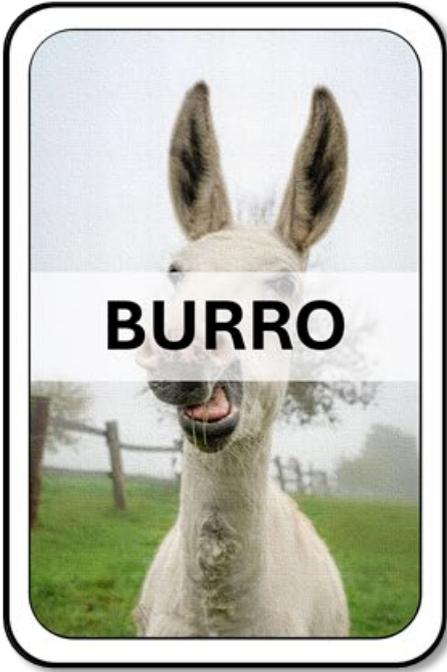
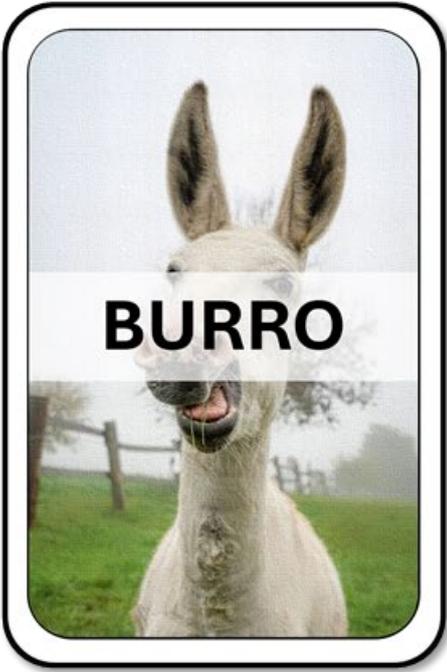
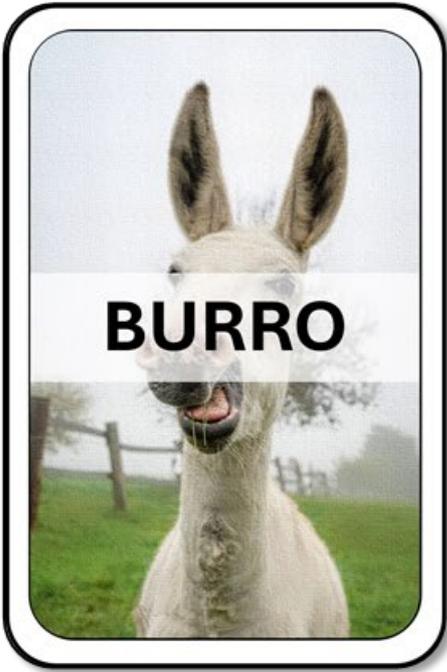
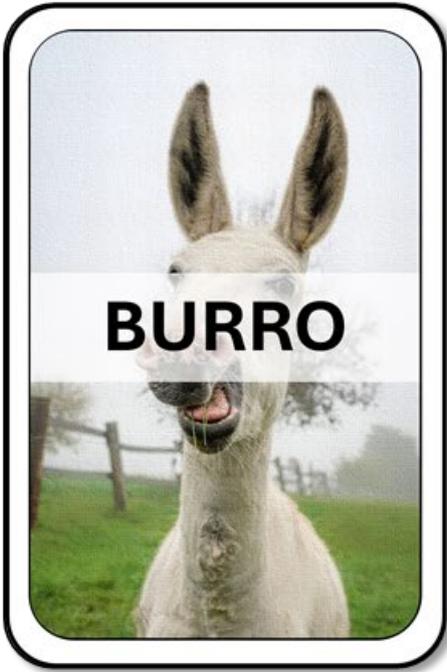
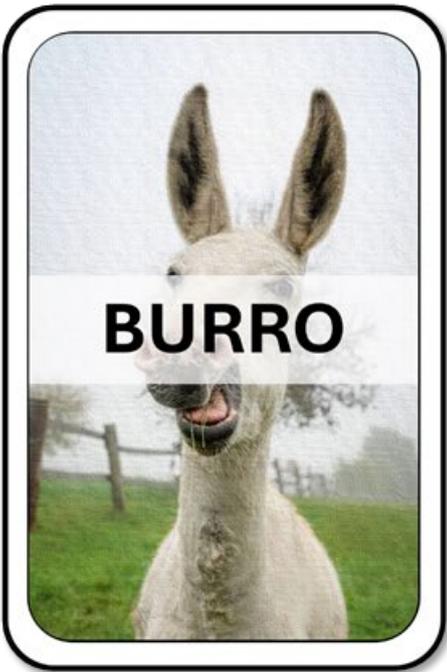
CAN'T FIND

BOUGHT A  
NEW PHONE

ARE SURFING

COOKED PASTA

IS VISITING



NOW

NEXT  
MONDAY

HERE

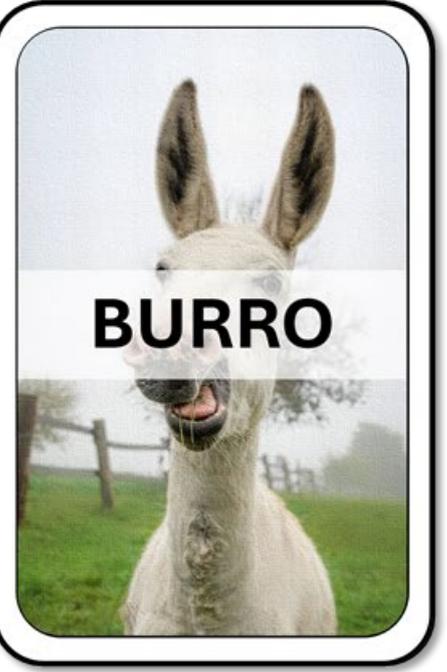
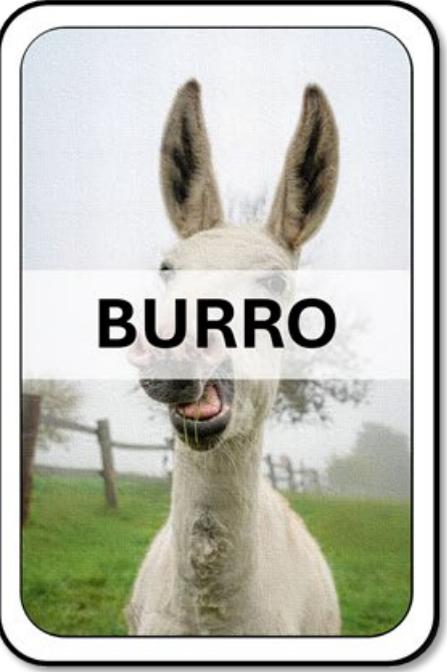
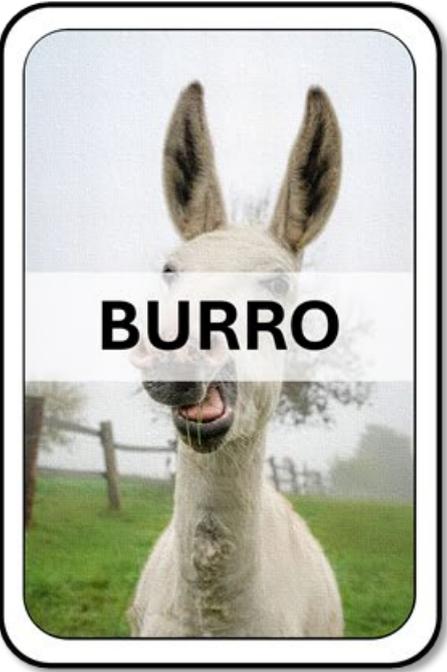
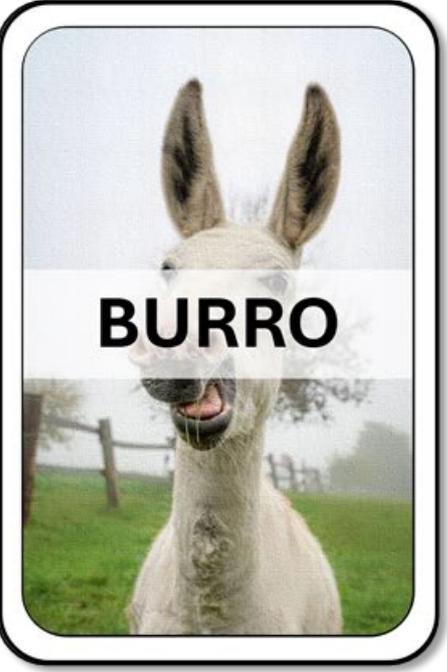
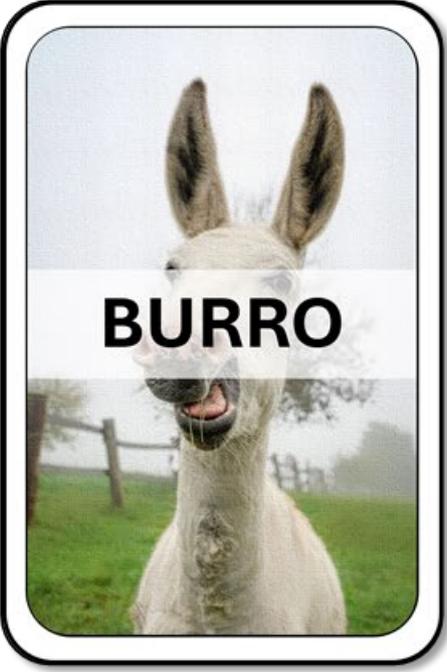
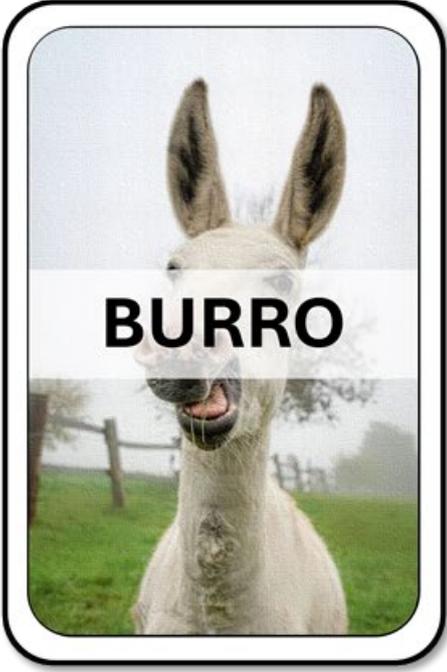
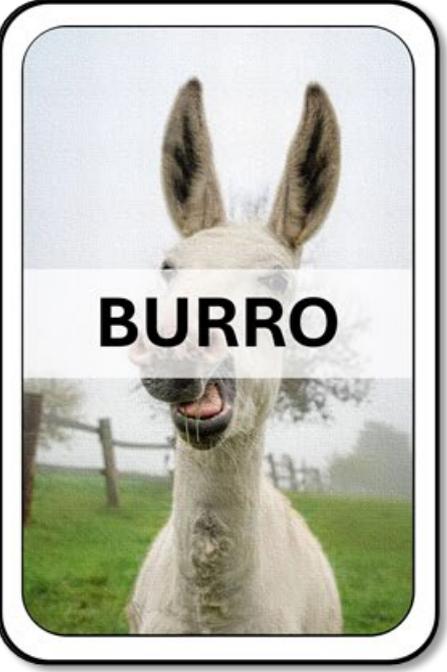
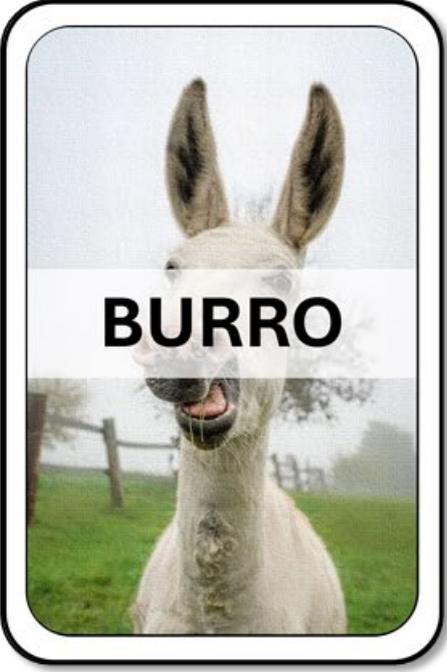
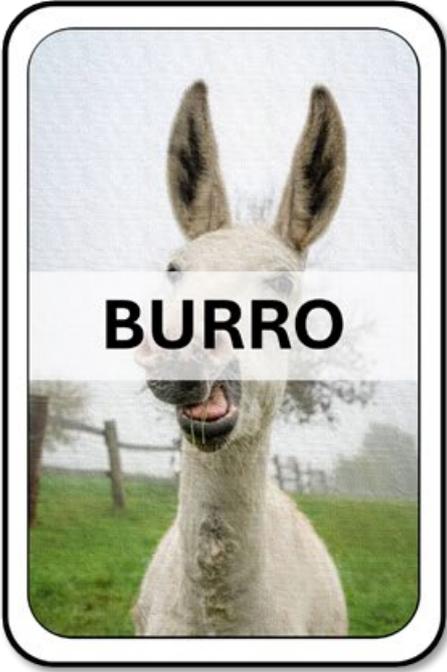
MY BOOK

YESTERDAY

TOMORROW

YESTERDAY

THESE  
RUINS



IN THIS  
CLASSROOM.

FROM THIS  
AIRPORT.

TOMORROW.

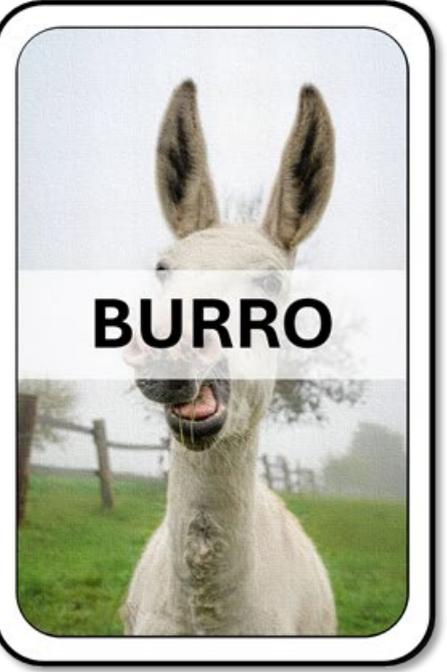
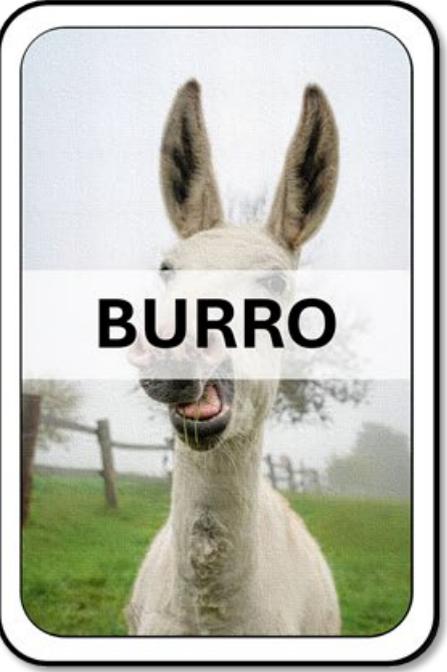
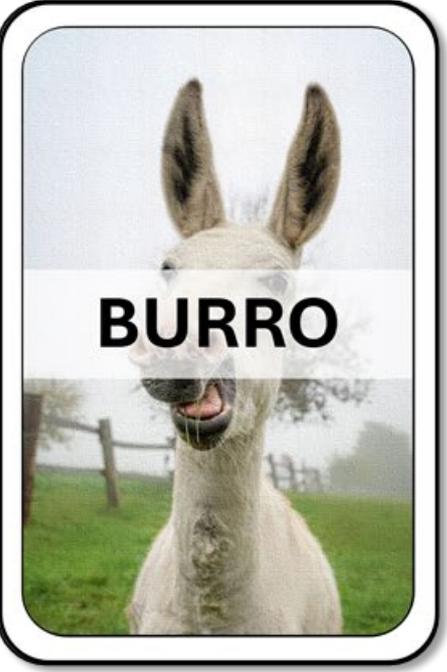
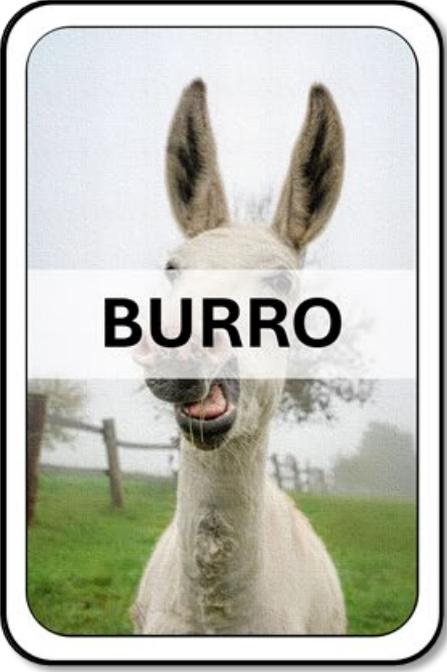
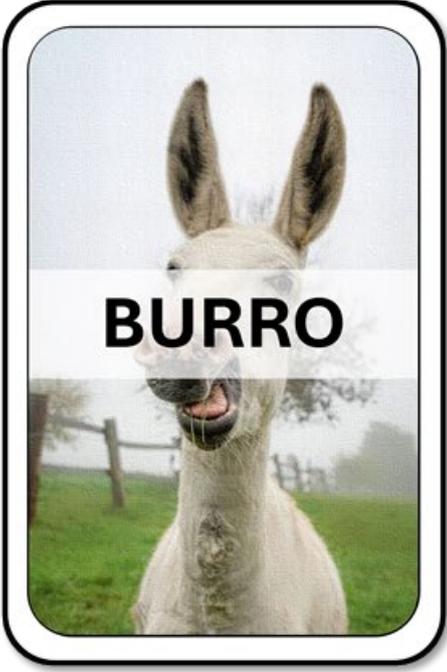
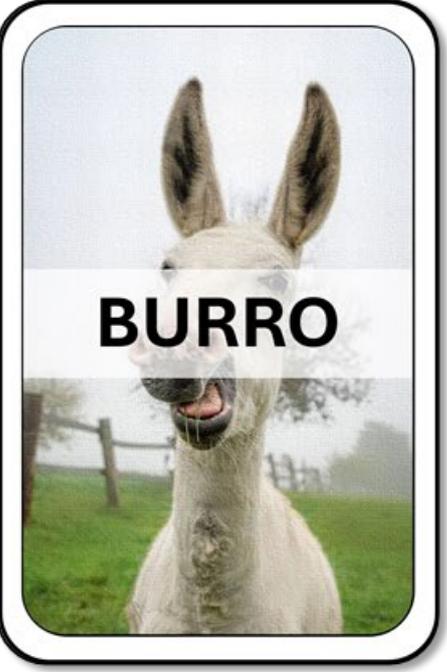
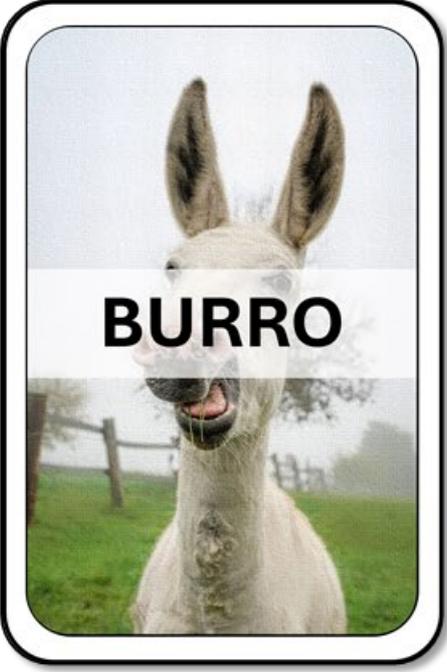
TODAY.

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SHOP.

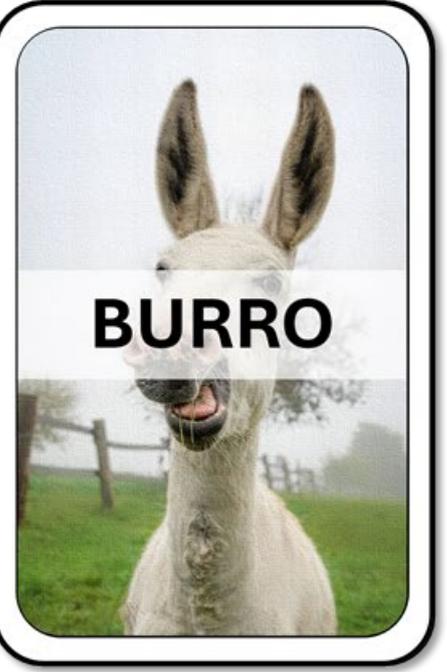
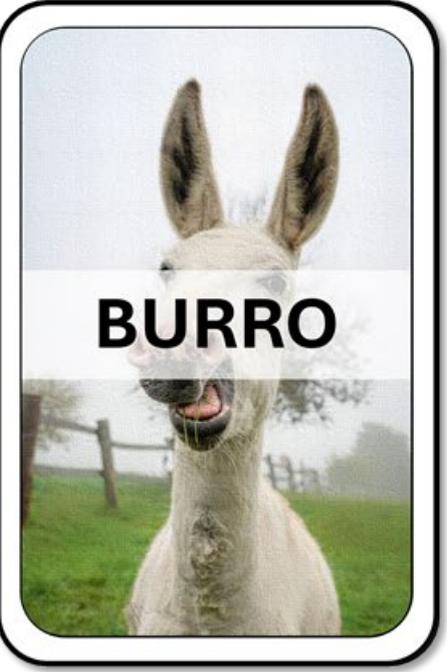
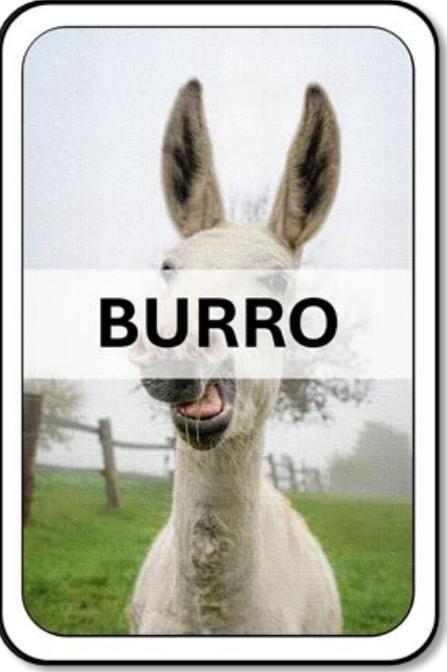
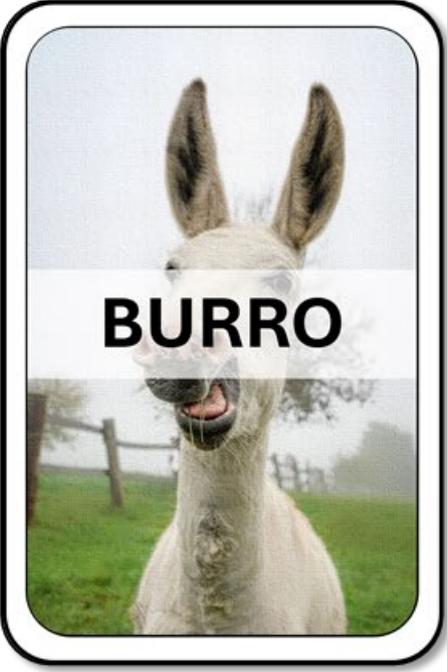
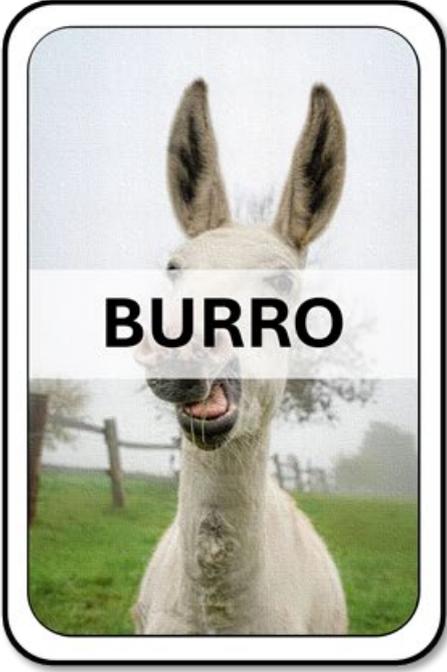
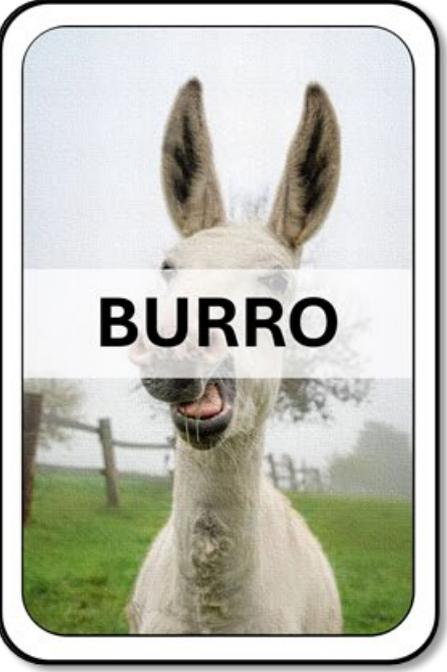
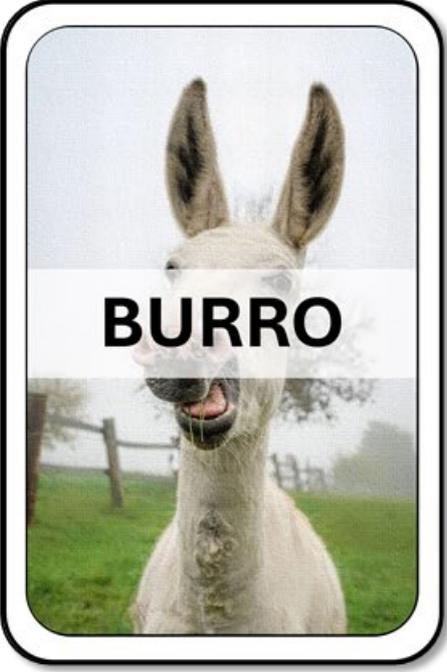
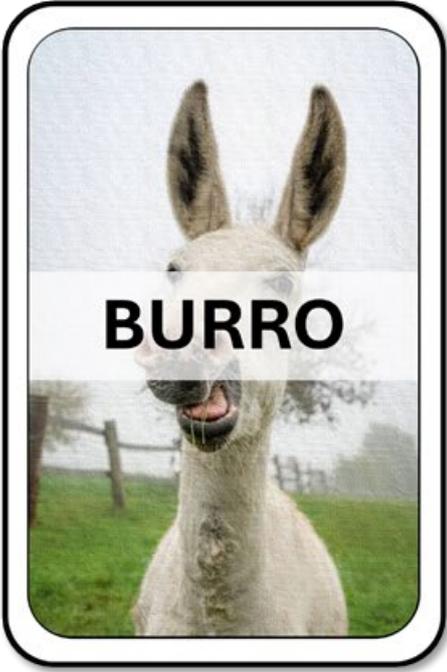
IN THIS  
BEACH.

HERE AT  
HOME.

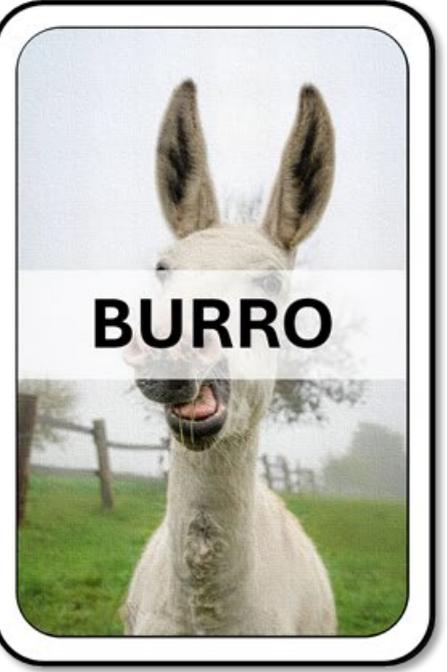
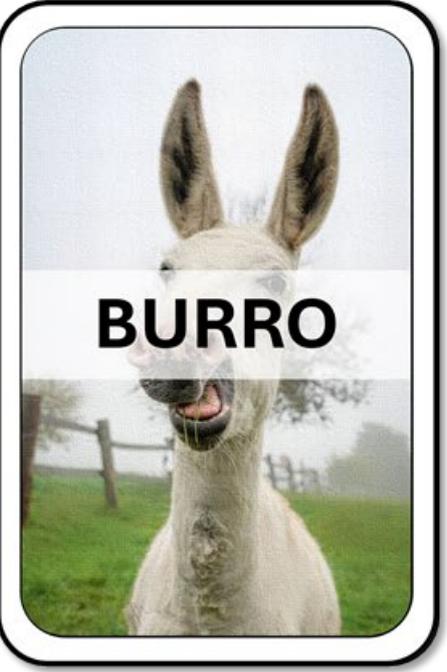
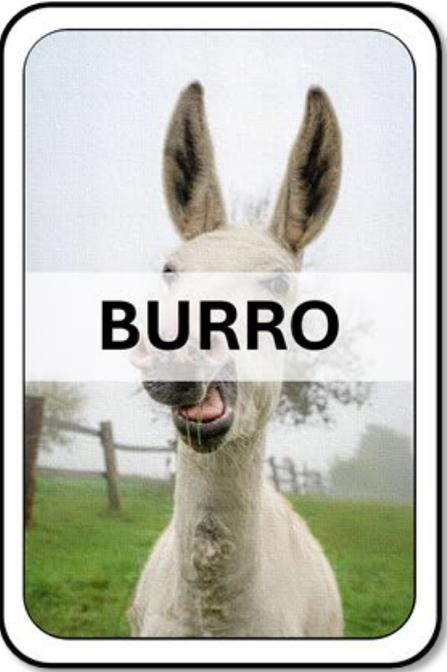
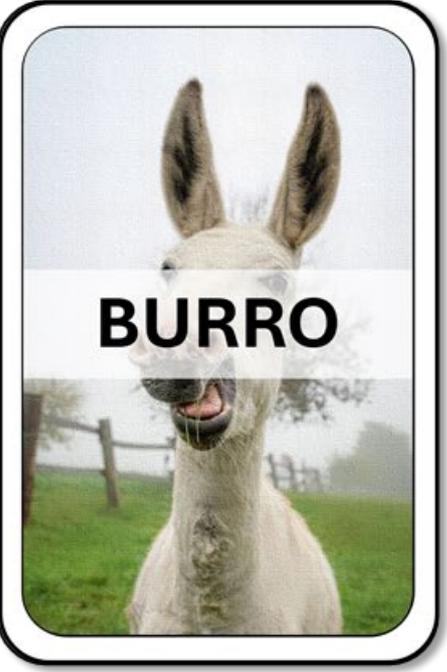
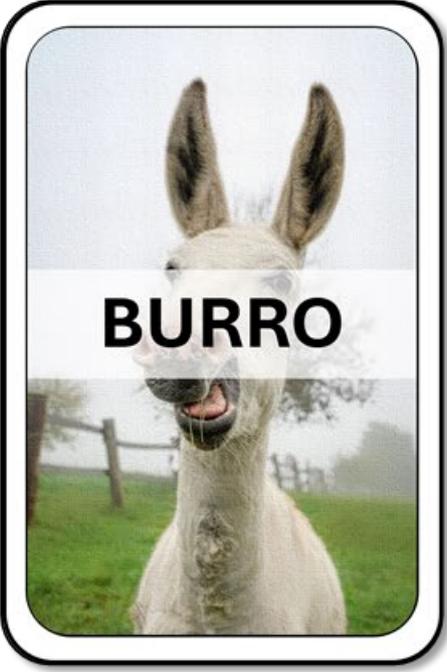
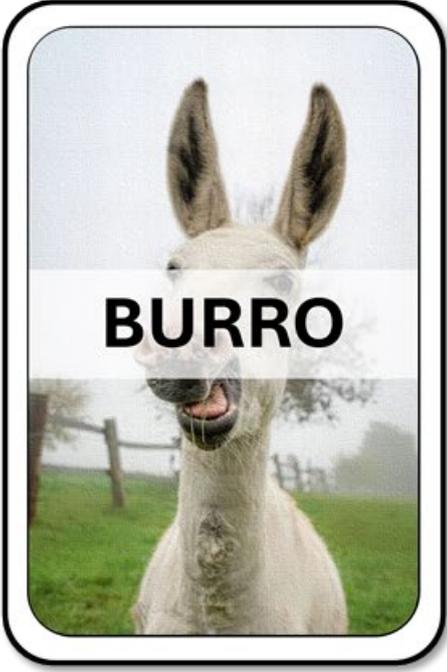
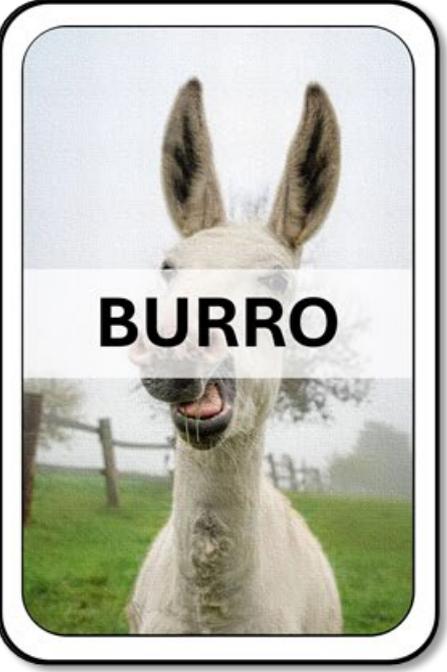
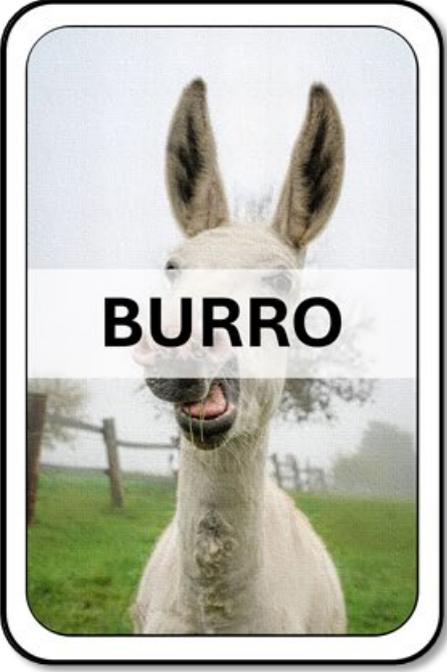
TONIGHT.













# 10

## ENGLISH

Literary Roulette:  
Linguistic games

## Introduction

This final session is the most festive of all: it features a game designed to strengthen linguistic skills. Through playful and interactive activities, such as games, learners can engage with a wide range of content (as shown in the chart below). In this case, the focus is not on grammar specifically, but on other equally essential aspects of language learning—areas that are often less emphasized in the classroom. These activities invite students to activate their knowledge, draw connections, recognize patterns, and generalize, making the learning process both dynamic and meaningful.

The session concludes, as always, with a thinking routine—in this case, the **Metacognition Ladder**. This routine consists of four steps, each with guiding questions that help students reflect on the activity they have just completed. The aim is to ensure that students do not see the experience merely as playing and having fun. Instead, through the reflective questions at each step, they come to recognize the many ways in which the game supported their learning.

|                             |   |
|-----------------------------|---|
| <b>Contents</b>             | Knowledge, skills, and attitudes that enable mediation activities to be carried out in everyday situations.                                     |
|                             | Word formation (prefixation and suffixation) as a method of lexical production.   |
|                             | Self-confidence and initiative. Error as an integral part of the learning process.  |
|                             | Commonly used sound, accent, rhythm, and intonation patterns, and general communicative meanings and intentions associated with these patterns. |
|                             | Commonly used spelling conventions and communicative meanings and intentions associated with formats, patterns, and graphic elements.           |
| <b>Specific competences</b> | 2.2 Write texts with acceptable clarity, coherence, cohesion, correctness, and adequacy.  |
|                             | 4.3 Use a foreign language as a tool to deal with situations effectively.   |
|                             | 5.1 Compare and argue the similarities and differences between different languages, reflecting progressively autonomously on their functioning. |

## **Breaking the ice**

Instead of doing an activity from **Annex 1**, you can devote this moment of the session to create the groups, either by letting students organizing themselves, or by grouping them yourself. Student must name their group.

# ON-ROAD SESSION

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## Phase 1. Play the game (95 minutes)

### Instructions

This is a **team-based game** designed to be played in **groups of 4-5 students** when working with large classes, or in **pairs** when the group is smaller. Before starting the activity, the groups or pairs must be formed. Each group or pair must **choose a team name** that represents or identifies them. In addition, they must **assign a specific role** to each team member: **spokesperson, secretary, timekeeper, and task manager**.

To decide the playing order, the teacher gives a quick **instruction** (e.g., "*Touch an object that starts with the letter T*"). The first team to touch such an object and say its name aloud (e.g., "*Table!*") takes the first turn to spin the **Challenge Wheel**. The remaining groups will follow in **clockwise order**, or in the order previously determined by the teacher.

The first team spins the **Challenge Wheel** ([see supplementary materials](#)) to determine the **challenge category** they must face: **Spelling / Vocabulary / Grammar / Written Expression / Oral Expression / Literature**. Each category has an associated **deck of cards**, identified by a specific **colour**, containing different tasks. After the wheel indicates the category, the teacher reads aloud the first card in that deck. **All groups face the same challenge under the same conditions**, unless they have **special cards** that provide them with certain advantages. Some challenges may have a **fixed time limit**, while others are resolved when the **first team to provide a valid answer** wins the round.

### Variation:

The teacher may incorporate multimedia elements, such as recording a short podcast for oral expression challenges. This adds variety to the activity and engages students in the use of different skills while boosting motivation.



### Variation:

If the teacher wishes to reinforce specific content areas, the game may focus on a single category (e.g., Grammar), using only the challenges from that deck.



## Roulette

**Challenge Types:** Spelling / Vocabulary / Grammar / Written Expression/ Oral Expression / Literature.

**Special Advantages:** When a team **earns an advantage** by spinning the wheel, they may **keep it** and decide **when to use it** in later rounds. The available advantages are:

- **Double Points:** This advantage may be used after the team has spun the wheel and knows which challenge they must face. If they successfully complete the challenge, they will earn double points.
- **Hint:** This advantage allows the team to ask the teacher for a hint, or search for the answer themselves using online resources. The teacher will specify if the hint must come from them or if digital tools are allowed.
- **Switch Outcome Joker:** After a challenge has been completed but before the final verdict is announced (e.g., before showing evaluation paddles), the team holding this joker may switch their result with that of another team. This allows them to take over the solution they consider the best.
- **Change the Challenge:** After spinning the wheel and before revealing the card, the team may use this advantage to change the assigned category and choose any other category they prefer.

## Blank Challenge Cards

There are blank cards included in the session materials for each challenge type. These allow both the teacher and students to design new challenges and expand the game with creative, customized tasks.

## Challenges evaluation

The **evaluation process is designed to promote collaborative reflection and peer assessment**. Once the allotted time for completing the challenge has ended, all teams present their proposed solutions. The other teams are then given a few minutes to discuss and prepare their verdict.

When the decision time is over, the teacher will prompt the teams by saying:

*"Teams, present your verdict!"*

At this moment, all teams raise their evaluation paddles ([see supplementary materials](#)) to vote collectively on the quality of the proposed solution.

**Variation:** The teacher may award extra points for creativity, presentation, and effort. This encourages students to go beyond the minimum requirements and promotes originality and personal engagement in every task. 

**Variation:** To increase the level of the challenge, the teacher may choose to introduce penalty points for incorrect or incomplete responses. This variation requires students to weigh their responses carefully and it adds an extra layer of strategy to the game. 

## Game Levels System

To foster long-term engagement, the game can include a level-up system, allowing teams to progress through levels as they accumulate points across multiple sessions throughout the school year.

A visible leaderboard (e.g., on a large wall poster or continuous paper roll) can display: Team names in the first column and progression levels for each of the six challenge categories. The teacher sets the point thresholds required to move up levels, depending on the frequency of game sessions. Points are recorded in each category box to make team progress visible to all. Extra points for creativity, presentation, and effort can also be tracked here.

In the **supplementary materials**, you will find:

- Printable achievement badges to reward teams as they advance through the levels.
- A sample points table to help set up the leaderboard.

## Phase 2. To finish (20 minutes)

We close the session by developing the thinking skill **The Metacognition Ladder (Annex 5)**. This skill will be completed as a group and the same organizer can be used each time the game is played, allowing students to keep adding everything they learn when playing The Literary Roulette. 

### Materials

- A **wheel** divided into sections, each representing a challenge category: *Spelling, Vocabulary, Grammar, Written Expression, Oral Expression* (including special advantage spaces).
- **Challenge card** decks, including special cards and achievement cards.
- **Blank cards** for creating new challenges.
- Task **cards** or instruction sheets for each type of challenge.
- **Paper** and **pencils** for writing-based tasks.
- A **timer** to manage response or task completion time.
- A **points board** to record each team's progress.
- **Verdict paddles** for peer evaluation (included in the supplementary materials).

## How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you elaborate together with your students audiovisual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).



These audiovisual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or X.

You can use the hashtag **#ExitoEducativoCyL**.

**Programa financiado por el Ministerio de Educación,  
Formación Profesional y Deportes.**





# TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

## COGNITIVE SKILLS

- COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- TROUBLESHOOTING
- CREATIVITY
- CRITICAL AND ETHICAL THINKING

## METACOGNITIVE SKILLS

- SELF-REFLECTION
- PLANNING AND ORGANISATION
- SELF AND TASK SUPERVISION

## SOCIO-EMOTIONAL SKILLS

- SELF-REGULATION
- EMOTIONAL INTELLIGENCE
- EMPATHY
- TEAMWORK
- ETHICAL DECISION-MAKING

# Game Levels System

## Levels in SPELLING

### **1. Beginner Level: Guardians of the Letters**

This level is for those who are just beginning to venture into the world of spelling, learning to care for each letter. The “Guardians of the Letters” are brave explorers, they protect the meaning of words and sentences, making sure every letter is in its proper place to maintain clarity in the message.

### **2. Intermediate Level: Archers of spelling and stress**

Students are skilful in basic spelling rules and now face greater challenges, such as the correct use of stress. The “Archers of spelling” are precise and clever, able to aim accurately at the stressed syllable of words, demonstrating their growing expertise in mastering spelling.

### **3. Advanced Level: Wizards of Spelling**

Masters of written language, these students have perfected their skills, becoming true wizards of written language. The “Wizards of Spelling” wield their power over letters and accentuation, conjuring perfect spelling and enchanting with their correct use of language. This level celebrates spelling excellence and mastery of the complexities of the language.

---

## Levels in VOCABULARY

### **1. Beginner Level: Word Explorers**

Adventurers taking their first steps into the jungle of vocabulary. Equipped with curiosity and enthusiasm, these brave learners begin their journey by discovering new words, expanding their linguistic horizons, and preparing for the surprises the language has in store.

### **2. Intermediate Level: Language Cartographers**

Now mapping vocabulary, these skilled navigators no longer just explore—they also begin connecting words with their meanings, synonyms, antonyms, and uses in various contexts, thus sketching out the contours of the rich linguistic landscape.

### **3. Advanced Level: Masters of the Dictionary**

At the peak of their journey, students transform into “Masters of the Dictionary”—vocabulary experts who not only know a wide range of words but also use them with precision and creativity in their communication. These language scholars have conquered the heights of vocabulary, skilfully and elegantly wielding their arsenal of words in both writing and speech.

---

## Levels in GRAMMAR

### 1. Beginner Level: Sentence Architects

The beginning of the grammatical journey, learning to build solid and coherent sentences. Like architects, their task is to lay the foundation of language, making sure each word is in the correct place, so the sentence structure is clear.

### 2. Intermediate Level: Sculptors of Syntax

They no longer just build but begin to shape sentences. These skilled language artists shape each phrase with precision, paying close attention to grammar rules, so their creations flow naturally and elegantly.

### 3. Advanced Level: Morphology Wizards

Grammar sorcerers, they master the deepest secrets of language. These wizards conjure grammar easily, transforming words and structures to craft powerful expressions and communicate complex ideas with mastery. Their knowledge allows them to manipulate language at will, creating impactful messages that captivate their audience.

---

## Levels in LITERATURE

### **1. Beginner Level: Narrative Navigators**

Brave explorers setting sail across the vast ocean of literature. Armed with passion and curiosity, they begin their journey by discovering fascinating stories, learning to navigate through different genres, and recognizing the basic plots that form the essence of great literary works.

### **2. Intermediate Level: Metaphor Detectives**

These readers discover hidden mysteries within the pages of their favourite books. These perceptive investigators not only enjoy stories for their surface value but also seek deeper meanings, symbols, and themes, developing a richer understanding of literature.

### **3. Advanced Level: World Architects**

Creative writers who not only understand what they read but are also capable of creating their own texts. Armed with a pen (or keyboard), these writers build stories, characters, and entire worlds, inspired by their readings.

---

## Levels in ORAL EXPRESSION

### **1. Beginner Level: Echoes of Voices**

New speakers learning to speak without fear. At this level, students learn to overcome stage fright, articulate their words clearly, and use an appropriate tone and volume. Like echoes starting to resonate, these students are taking their first steps toward effective communication.

### **2. Intermediate Level: Bold Storytellers**

Confident narrators: they have gained confidence and now explore different ways of telling stories, presenting arguments, and expressing opinions. They can capture and hold their audience's attention, using gestures, facial expressions, and variations in tone of voice to engage their audience.

### **3. Advanced Level: Masters of Eloquence**

They communicate ideas clearly and convincingly and captivate their audience with their charisma and storytelling skills. These students can debate, persuade, inform, and entertain with great mastery, using spoken language effectively and creatively.

---

## Levels in WRITTEN EXPRESSION

### **1. Beginner Level: Ink Sprouts**

Emerging writers who are learning to express their ideas clearly and organize their sentences and paragraphs. Like small sprouts beginning to grow, these young writers are developing the roots of their writing skills.

### **2. Intermediate Level: Word Crafters**

They begin to use language with more skill. They not only write clearly but also begin to experiment with style, voice, and literary devices. They add a personal and creative touch to their work. Word Crafters are those who build worlds with words.

### **3. Advanced Level: Story Masters**

Experts in written expression, capable of creating complex stories, persuasive arguments, and captivating texts. They have perfected the art of writing, showing not only technical skill but also a deep understanding of the emotional and communicative power of words.

---

# TYPES OF CHALLENGES

## Spelling

- **Error Hunt:** Players identify and correct spelling mistakes in a word, phrase, or short paragraph. 1 point for the first team to solve and explain the errors.
  - **Word Duel:** One "duelist" per team spells words aloud; the first mistake ends the duel. Winner scores 1 point. Odd teams form a trio duel. Some words may be spelled backwards if indicated. 
  - **Spelling Bridge:** Connect two given words by changing one letter at a time to form valid, correctly spelled words. 1 point for the first correct solution.  
**Variant:** To help students you can use a dictionary or an online dictionary. 
  - **Accent Race:** Find the "odd one out" from a list of five words based on accent position. Pronunciation matters! 1 point for the fastest correct team.
  - **Silent Letter Search:** Teams identify the silent letter in three given words. 1 point for each team with a correct answer.
  - **Dynamic Dictation:** The teacher reads a text aloud; teams write it collaboratively using "pass-the-paper" structure. Check spelling together. 1 point for correct completion. 
-

## Vocabulary

- **Synonyms and Antonyms:** Teams are given a list of words and must find a synonym and an antonym for each. 1 point for the first complete and correct set.
  - **Word Builder:** Create as many new words as possible from the letters of a given long word. Most correct words in 2 minutes wins 1 point.
  - **Compound Rally:** Form at least one correct compound word from a set of words. Optional: invent grammatically correct compounds for creativity. 1 point for correct solutions.
  - **Hidden Word:** Match a given definition to a word from a list. 1 point for the fastest correct team.
  - **Prefix and Suffix Puzzle:** Add prefixes or suffixes to a base word to form new words. 1 point for the fastest team with correct answers.
  - **Give me more...:** Generate as many words as possible from the same semantic field in 1 minute. 1 point for the most correct words.
  - **I see:** Based on an image, list related words from the same semantic field in 1 minute. 1 point for the richest list.
  - **Creative Definitions:** Given a rare word, teams write a possible definition in 2 minutes. Everyone votes. 1 point for guessing correctly and justifying their choice.
-

## Grammar

- **Grammar Detective**: Spot and correct grammatical errors in a sentence. Fastest and most accurate team earns 1 point.
  - **Sentence Construction**: Create a grammatically correct sentence using given keywords and structure (e.g., conditional, passive). 1 point for the first correct sentence.
  - **Verb Clues**: A card lists a verb and tense; only spokespersons (raising hands) may answer. Fastest correct response earns 1 point.
  - **Idea Storm**: Teams write two verbs, two nouns, and two adjectives. Another team builds a sentence with at least three of those. 1 point for correct grammar and syntax.
-

## Literature

- **Proverb Puzzle Race:** Each card contains an English proverb. Each team selects a card and completes the following visible thinking routine for each:
    - What do you think it means?
    - Can you think of a situation in real life where this applies?
    - Is there a similar saying in Spanish?
  - **Riddle Me This!** Each team receives one card with one riddle, and they have to solve it and use the "Claim - Support - Question" visible thinking routine:
    - Claim: What's your answer?
    - Support: Why do you think that?
    - Question: What's another possible interpretation or trick in the wording?
  - **Tongue twister:** Each team receives one card with one tongue twister. All the members have to say it, and they choose who will say it in front of the other teams. The team that says it better earns 1 point.  
**Variation:** All teams that read it correctly score 1 point.  
Bonus point for speed.
-

## Written Expression

- **Crazy Micro-story**: Write a 150-word story using words from a group brainstorming. Fastest complete story earns 1 point.
  - **Unknown Letter**: Write a letter to a celebrity (e.g., influencer, athlete, singer) using specific words related to them. Include all standard parts of a letter. 1 point for completeness.
  - **Literary Tweets**: Write a tweet (max 280 characters) about a book, character, debate topic, etc. Fastest correct tweet wins 1 point.
  - **50-Word Description**: Write a vivid 50-word description of an image. Most accurate and complete entry earns 1 point.
  - **Forbidden Words**: Write about a topic without using a list of common “banned” words. Teams choose the forbidden words, visible to all. Best text in 4 minutes earns 1 point.
  - **Dynamic Dialogues**: Write a short dialogue between two characters using only direct speech—no narration or tags. Best 4-minute dialogue wins 1 point.
-

## Oral Expression

- **Elevator pitch:** A team member gives a 30-second or 1-minute persuasive pitch on a topic. Teams vote. In case of tie, teacher decides winner. 1 point for best pitch.
  - **Mystery Description:** A team member describes an object, place, or character without naming it. If another team guesses correctly, both get 1 point.
  - **Flash News:** Teams invent and present a breaking news story in 1 minute. Voted best gets 1 point. Tie-breaker by the teacher.
  - **We're Famous:** Teams write and present an acceptance speech for a fictional award. 1-minute speeches. Teams vote; ties are broken by the teacher. 1 point for best performance.
-



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## MASTERS OF STORYTELLING



The "Masters of storytelling" are virtuosos of written expression, capable of weaving complex stories, persuasive arguments, and dazzling texts. They have perfected the art of writing, demonstrating not only technical skill but also a deep understanding of the emotional and communicative power of words.

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They are emerging writers who are beginning to leave their mark on the page, starting to express their ideas clearly and to structure sentences and paragraphs coherently. They are developing the roots of their writing skills, showing promise and potential.

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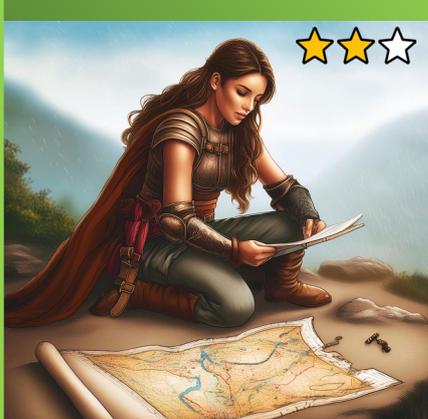
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These skilled navigators no longer just explore—they also begin to chart routes, connecting words with their meanings, synonyms, antonyms, and uses in various contexts, thus sketching the contours of the rich linguistic landscape.

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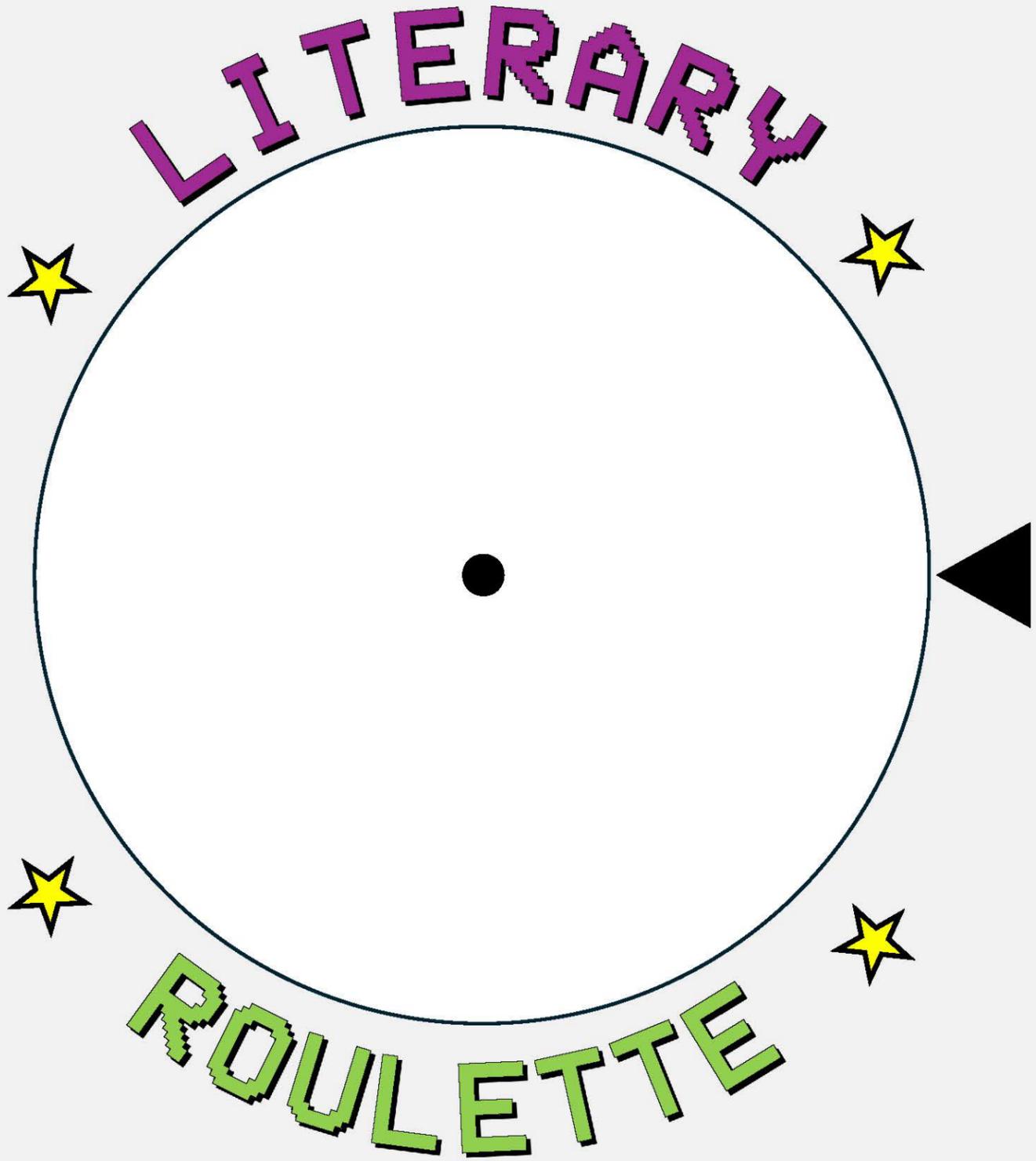
# Verdict paddles





|    |    |    |
|----|----|----|
| 1  |    | 25 |
| 2  |    | 24 |
| 3  |    | 23 |
| 4  |    | 22 |
| 5  |    | 21 |
| 6  |    | 20 |
| 7  |    | 19 |
| 8  |    | 18 |
| 9  |    | 17 |
| 10 |    | 16 |
| 11 |    | 15 |
| 12 | 13 | 14 |

**Green Team  
HITS**



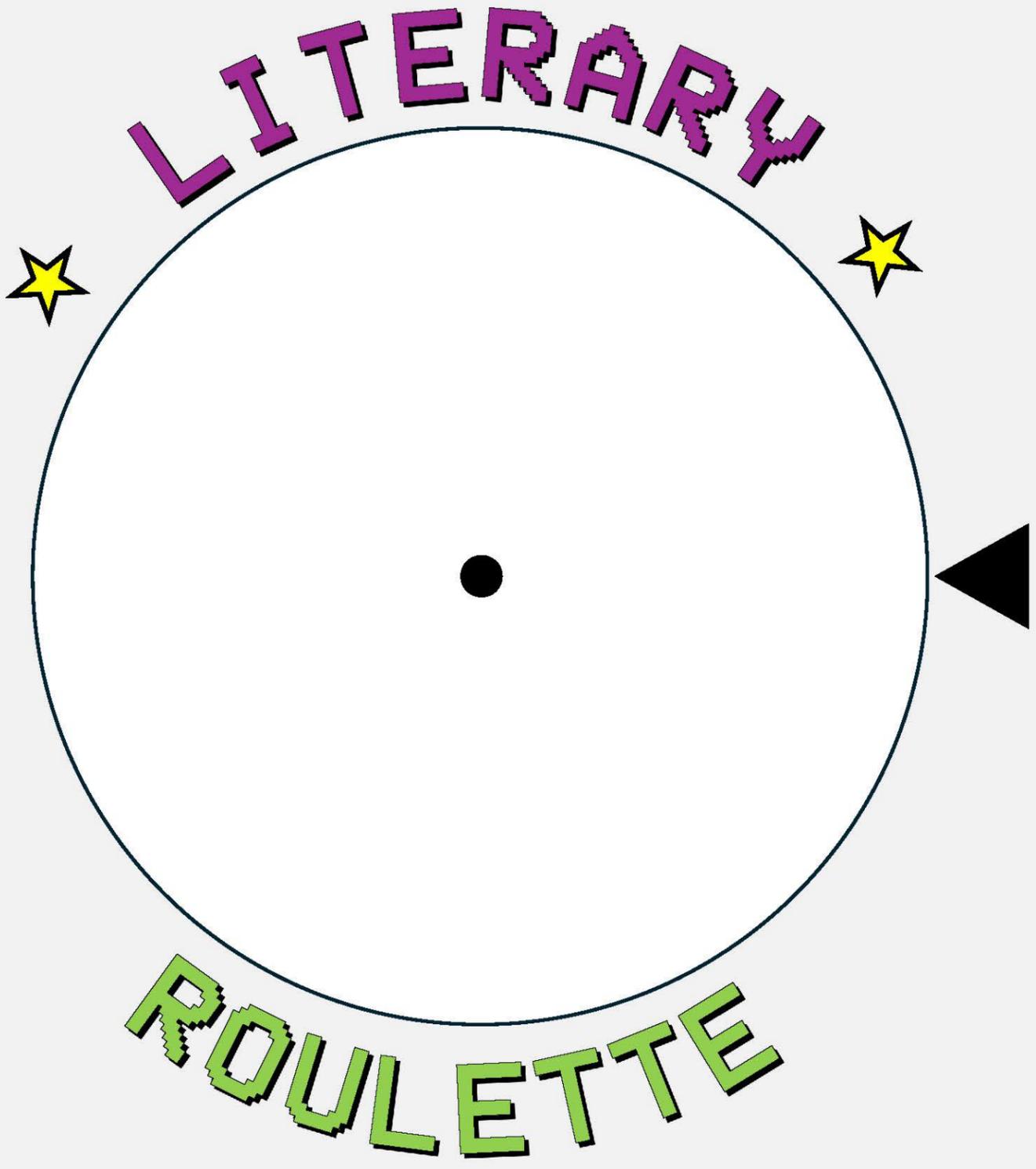
**Red Team  
HITS**

|    |    |    |
|----|----|----|
| 14 | 13 | 12 |
| 15 |    | 11 |
| 16 |    | 10 |
| 17 |    | 9  |
| 18 |    | 8  |
| 19 |    | 7  |
| 20 |    | 6  |
| 21 |    | 5  |
| 22 |    | 4  |
| 23 |    | 3  |
| 24 |    | 2  |
| 25 |    | 1  |



|    |    |    |
|----|----|----|
| 1  |    | 25 |
| 2  |    | 24 |
| 3  |    | 23 |
| 4  |    | 22 |
| 5  |    | 21 |
| 6  |    | 20 |
| 7  |    | 19 |
| 8  |    | 18 |
| 9  |    | 17 |
| 10 |    | 16 |
| 11 |    | 15 |
| 12 | 13 | 14 |

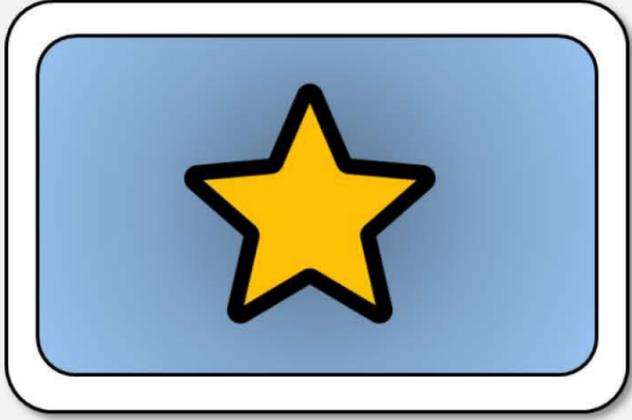
**Yellow Team  
HITS**



**Blue Team  
HITS**

|    |    |    |
|----|----|----|
| 12 | 13 | 14 |
| 11 |    | 15 |
| 10 |    | 16 |
| 9  |    | 17 |
| 8  |    | 18 |
| 7  |    | 19 |
| 6  |    | 20 |
| 5  |    | 21 |
| 4  |    | 22 |
| 3  |    | 23 |
| 2  |    | 24 |
| 1  |    | 25 |





**GRAMMAR**

**SPELLING**

**VOCABULARY**

**WRITTEN  
EXPRESSION**

**ORAL  
EXPRESSION**

**LITERATURE**

**Discards**









## CHANGE THE CHALLENGE

### HINT

YOU MUST CHOOSE ONE OPTION:

1. ASK YOUR TEACHER FOR A HINT.
2. 60 SECONDS TO SEARCH FOR INFORMATION ON THE INTERNET.

### DOUBLE POINTS

YOU MUST USE THIS CARD AFTER YOU KNOW THE CHALLENGE COLOUR AND BEFORE YOU PICK UP THE CHALLENGE CARD.

### JOKER

BEFORE THE TEACHER'S VERDICT, YOU CAN USE THIS CARD TO SWAP YOUR ANSWER WITH ANOTHER GROUP.

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Once the game is over, count all the hit cards in your deck and fill in the table. For each successful card in a challenge, count one point and cross out a square. Each star scored adds one level.

|       | LI | OEx | GR | SP | VO | WEx |
|-------|----|-----|----|----|----|-----|
| Lv. 1 | ★  | ★   | ★  | ★  | ★  | ★   |
| Lv. 2 | ★  | ★   | ★  | ★  | ★  | ★   |
| Lv. 3 | ★  | ★   | ★  | ★  | ★  | ★   |

## ACHIEVEMENT TABLE

Once the game is over, count all the hit cards in your deck and fill in the table. For each successful card in a challenge, count one point and cross out a square. Each star scored adds one level.

|       | LI | OEx | GR | SP | VO | WEx |
|-------|----|-----|----|----|----|-----|
| Lv. 1 | ★  | ★   | ★  | ★  | ★  | ★   |
| Lv. 2 | ★  | ★   | ★  | ★  | ★  | ★   |
| Lv. 3 | ★  | ★   | ★  | ★  | ★  | ★   |







**Answer**

**key**

# GRAMMAR

## 1. GRAMMAR DETECTIVE

| <b>Incorrect Sentence</b>                     | <b>Correction &amp; Reason</b>  |
|---|---|
| <b>Despite of the rain, we played.</b>        | Despite the rain, we played. — despite + noun (no of).                  |
| <b>Everybody have finished the exam.</b>      | Everybody has finished the exam. — Indefinite pronoun + singular verb.  |
| <b>He can to swim very well.</b>              | He can swim very well. — Modal + bare infinitive.                       |
| <b>He enjoy to play chess.</b>                | He enjoys playing chess. — enjoy + gerund, 3rd person -s.               |
| <b>He is married with a doctor.</b>           | He is married to a doctor. — married to (preposition).                  |
| <b>I have saw that movie yesterday.</b>       | I saw that movie yesterday. — Past simple for finished past action.     |
| <b>I prefer tea than coffee.</b>              | I prefer tea to coffee. — prefer A to B.                                |
| <b>If I will see him, I will tell him.</b>    | If I see him, I will tell him. — First conditional: present + will.     |
| <b>It was the most funniest joke ever.</b>    | It was the funniest joke ever. — No double superlative.                 |
| <b>My sister is elder than me.</b>            | My sister is older than me. — Comparative form of old is older.         |
| <b>She borrowed me her pen.</b>               | She lent me her pen. — lend (give) vs borrow (receive).                 |
| <b>She didn't told me the truth.</b>          | She didn't tell me the truth. — After did/didn't use base form.         |
| <b>She don't like spinach.</b>                | She doesn't like spinach. — Subject-verb agreement; use doesn't.        |
| <b>She suggested me to leave early.</b>       | She suggested leaving early. — suggest + -ing / that-clause, not me to. |
| <b>The informations are correct.</b>          | The information is correct. — Uncountable noun + singular verb.         |
| <b>The police is investigating the case.</b>  | The police are investigating the case. — Police is plural noun.         |
| <b>There is many students in the class.</b>   | There are many students in the class. — Plural subject → are.           |
| <b>They arrived to Madrid at midnight.</b>    | They arrived in Madrid at midnight. — arrive in/at, not arrive to.      |
| <b>We was waiting for the bus.</b>            | We were waiting for the bus. — Past continuous needs were with we.      |
| <b>We will going to the concert tomorrow.</b> | We will go to the concert tomorrow. — will + base form.                 |

## 2. SENTENCE CONSTRUCTION

| Keywords                                  | Required Structure                     | Sample Sentence                                  |
|---|--|--|
| <b>Although / Hungry / Finish Work</b>    | Although-clause                        | Although I was hungry, I finished my work first. |
| <b>As Soon As / Arrive / Call You</b>     | Future with time clause                | As soon as I arrive, I will call you.            |
| <b>Book / Read / For Two Hours</b>        | Present perfect continuous             | They have been reading the book for two hours.   |
| <b>By The Time / Finish / Rain / Stop</b> | Past perfect                           | By the time we finished, the rain had stopped.   |
| <b>Car / Must/ Fix / Before / Leave</b>   | Sentence with modal verb               | He must fix the car before we leave.             |
| <b>Dinner / Cook / While / Watch TV</b>   | Past continuous (simultaneous actions) | She was cooking dinner while I was watching TV.  |
| <b>If / I / Be You / Apologize</b>        | Second conditional (advice)            | If I were you, I would apologize.                |
| <b>If / Rain / Picnic / Cancel</b>        | First conditional                      | If it rains, we will cancel the picnic.          |
| <b>Letter / Write / Already</b>           | Present perfect                        | She has already written the letter.              |
| <b>Message / Send / Now</b>               | Present continuous                     | I am sending the message now.                    |
| <b>Mistake / Can /Avoid</b>               | Passive modal                          | That mistake can be avoided by asking for help.  |
| <b>Movie / Watch / Passive</b>            | Present simple passive                 | The movie is watched by millions every year.     |
| <b>Not Only / Play Guitar /Also /Sing</b> | Not only...but also structure          | She can not only play guitar but also sing.      |
| <b>Phone / Repair / Yesterday</b>         | Past simple passive                    | The phone was repaired yesterday.                |
| <b>Rarely / She / Arrive / Late</b>       | Inversion with negative adverb         | Rarely does she arrive late.                     |
| <b>Report / Finish / By 5 P.M.</b>        | Future simple                          | They will finish the report by 5 p.m.            |
| <b>Since This Morning / Run</b>           | Present perfect continuous             | I have been running since this morning.          |
| <b>So / Tired / That / Sleep</b>          | so...that                              | He was so tired that he fell asleep immediately. |
| <b>Study Harder / Conditional</b>         | Second conditional                     | If you studied harder, you would pass.           |
| <b>Would Rather / Stay / Home</b>         | Would rather                           | I would rather stay at home tonight.             |

### 3. VERB CLUES

| <b>Verb</b>      | <b>Requested Tense/Aspect</b>   | <b>Correct Form</b> |
|------------------|---------------------------------|---------------------|
| <b>To break</b>  | Present Continuous              | Am/is/are breaking  |
| <b>To build</b>  | Future Continuous               | Will be building    |
| <b>To choose</b> | Past Continuous                 | Was/were choosing   |
| <b>To drive</b>  | Present Continuous              | Am/is/are driving   |
| <b>To eat</b>    | Present Perfect                 | Have/has eaten      |
| <b>To forget</b> | Past Simple                     | Forgot              |
| <b>To give</b>   | Future Simple                   | Will give           |
| <b>To go</b>     | Past Simple                     | Went                |
| <b>To go</b>     | Past Perfect                    | Had gone            |
| <b>To grow</b>   | Past Perfect                    | Had grown           |
| <b>To run</b>    | Present Simple (plural subject) | Run                 |
| <b>To see</b>    | Past Continuous                 | Was/were seeing     |
| <b>To sleep</b>  | Past Continuous                 | Was/were sleeping   |
| <b>To speak</b>  | Past Simple                     | Spoke               |
| <b>To swim</b>   | Present Simple (3rd person)     | Swims               |
| <b>To take</b>   | Future Simple                   | Will take           |
| <b>To teach</b>  | Past Perfect                    | Was taught          |
| <b>To think</b>  | Present Perfect                 | Have/has thought    |
| <b>To wear</b>   | Present Perfect                 | Have/has worn       |
| <b>To write</b>  | Future Simple                   | Will write          |

## 4. IDEA STORM

| <b>Word Set (2 verbs, 2 nouns, 2 adjectives)</b>                   | <b>Sample Sentence</b>  |
|--|---|
| <b>Coach, repair, bicycle, teenager, eager, rusty</b>              | The eager teenager asked the coach to repair his rusty bicycle.                         |
| <b>Compose, perform, song, musician, talented, lively</b>          | The talented musician composed a lively song and performed it.                          |
| <b>Dance, rescue, kitten, firefighter, brave, smoky</b>            | The brave firefighter danced with relief after rescuing the kitten from the smoky room. |
| <b>Design, launch, rocket, engineer, advanced, sleek</b>           | The advanced engineer designed a sleek rocket to launch next year.                      |
| <b>Drive, discover, village, archaeologist, ancient, hidden</b>    | The archaeologist drove north and discovered an ancient hidden village.                 |
| <b>Film, rescue, penguin, explorer, cold, slippery</b>             | The explorer filmed the cold, slippery penguin before rescuing it.                      |
| <b>Grow, invent, machine, student, curious, noisy</b>              | The curious student invented a noisy machine to grow plants faster.                     |
| <b>Investigate, clean, river, environmentalist, polluted, wide</b> | The environmentalist investigated the wide, polluted river and cleaned a section.       |
| <b>Jump, solve, puzzle, detective, clever, broken</b>              | The clever detective jumped the broken fence to solve the puzzle.                       |
| <b>Organise, donate, clothes, volunteer, helpful, warm</b>         | The helpful volunteer organised warm clothes to donate.                                 |
| <b>Paint, whisper, secret, garden, old, silent</b>                 | She painted the silent garden and kept the old secret.                                  |
| <b>Plan, deliver, speech, politician, nervous, crowded</b>         | The nervous politician planned to deliver a speech to the crowded hall.                 |
| <b>Race, build, robot, team, energetic, competitive</b>            | The energetic team built a competitive robot for the race.                              |
| <b>Run, explore, forest, robot, tiny, bright</b>                   | The tiny robot began to explore the bright forest.                                      |
| <b>Sing, bake, cake, grandma, sweet, cheerful</b>                  | Grandma sang a cheerful song while baking a sweet cake.                                 |
| <b>Study, protect, coral, scientist, fragile, colourful</b>        | The scientist studied how to protect the fragile, colourful coral.                      |
| <b>Swim, capture, photograph, dolphin, friendly, crystal</b>       | They swam closer to capture a photograph of the friendly dolphin in crystal water.      |
| <b>Teach, design, app, programmer, innovative, mobile</b>          | An innovative programmer taught teens to design a mobile app.                           |
| <b>Travel, collect, postcard, artist, colourful, distant</b>       | The colourful artist travels to distant towns to collect postcards.                     |
| <b>Write, climb, mountain, journalist, ambitious, snowy</b>        | The ambitious journalist climbed the snowy mountain before writing the story.           |

# VOCABULARY

## 1. SYNONYMS AND ANTONYMS

| Word     | Synonym   | Antonym  |
|----------|-----------|----------|
| Ancient  | Old       | Modern   |
| Fragile  | Breakable | Strong   |
| Start    | Begin     | Finish   |
| Brief    | Short     | Lengthy  |
| Quick    | Fast      | Slow     |
| Expand   | Enlarge   | Shrink   |
| Delicate | Fragile   | Strong   |
| Generous | Kind      | Selfish  |
| Sleepy   | Tired     | Awake    |
| Happy    | Glad      | Sad      |
| Cold     | Cool      | Hot      |
| Minor    | Small     | Major    |
| Narrow   | Slim      | Wide     |
| Remote   | Distant   | Near     |
| Scarce   | Rare      | Abundant |
| Smart    | Clever    | Dull     |
| Tidy     | Neat      | Messy    |
| Unique   | Singular  | Common   |
| Vital    | Essential | Trivial  |
| Vivid    | Bright    | Dull     |

## 2. WORD BUILDER

| Base Word            | Sample Derived Words                     |
|----------------------|--|
| <b>Astronautics</b>  | astronaut, rustic, status, stain, trains |
| <b>Background</b>    | back, ground, guard, brand, bound        |
| <b>Brainstorming</b> | brain, storm, ring, roam, train          |
| <b>Celebration</b>   | celebrate, table, boat, later, rebel     |
| <b>Competition</b>   | comic, motion, potion, topic, epic       |
| <b>Earthquakes</b>   | earth, quake, heart, share, sharks       |
| <b>Friendships</b>   | friend, ship, hens, send, shed           |
| <b>Grandfather</b>   | grand, father, hand, hard, hear          |
| <b>Imagination</b>   | image, nation, giant, magic, into        |
| <b>Marketplace</b>   | market, place, crate, camel, plate       |
| <b>Masterpiece</b>   | master, piece, steam, scrape, camper     |
| <b>Newspaper</b>     | news, paper, spear, prawn                |
| <b>Photograph</b>    | photo, graph, port, tag, hat             |
| <b>Playground</b>    | play, ground, group, proud, grown        |
| <b>Relationship</b>  | relation, ship, horse, share, later      |
| <b>Scrapbook</b>     | scrap, book, scoop, crab, rack           |
| <b>Thunderstorm</b>  | storm, thorn, north, shirt, moth         |
| <b>Understand</b>    | under, stand, sand, star, dune           |
| <b>Vegetables</b>    | table, gates, beats, stove, vest         |
| <b>Watermelon</b>    | water, melon, later, tower, owner        |

### 3. COMPOUND RALLY

| <b>Word Set</b>      | <b>Example Compound</b> |
|----------------------|-------------------------|
| <b>Air + port</b>    | airport                 |
| <b>Bed + room</b>    | bedroom                 |
| <b>Class + mate</b>  | classmate               |
| <b>Ear + phone</b>   | earphone                |
| <b>Fire + fly</b>    | firefly                 |
| <b>Foot + print</b>  | footprint               |
| <b>Heart + beat</b>  | heartbeat               |
| <b>Key + board</b>   | keyboard                |
| <b>Moon + light</b>  | moonlight               |
| <b>News + paper</b>  | newspaper               |
| <b>Note + book</b>   | notebook                |
| <b>Play + ground</b> | playground              |
| <b>Rain + bow</b>    | rainbow                 |
| <b>Sea + shore</b>   | seashore                |
| <b>Snow + man</b>    | snowman                 |
| <b>Soft + ware</b>   | software                |
| <b>Sun + flower</b>  | sunflower               |
| <b>Time + table</b>  | timetable               |
| <b>Tooth + paste</b> | toothpaste              |
| <b>Water + proof</b> | waterproof              |

#### 4. HIDDEN WORD

| Definition   | Word           |
|--|----------------|
| <b>A building where artwork is displayed</b>                                       | gallery        |
| <b>A device used to measure temperature</b>  | thermometer    |
| <b>A fear of small spaces</b>  | claustrophobia |
| <b>A long adventurous journey</b>  | odyssey        |
| <b>A person who repairs water pipes</b>  | plumber        |
| <b>A person who writes news articles</b>   | journalist     |
| <b>A place to borrow books</b>   | library        |
| <b>A statement that seems self-contradictory but is true</b>                       | paradox        |
| <b>A tool used for cutting paper</b>   | scissors       |
| <b>An animal that eats both plants and meat</b>                                    | omnivore       |
| <b>Energy from the sun</b>   | solar power    |
| <b>The act of leaving one's country to live elsewhere</b>                          | emigration     |
| <b>The force that attracts objects to Earth</b>                                    | gravity        |
| <b>The imaginary line around Earth's middle</b>                                    | equator        |
| <b>The natural environment of an animal</b>  | habitat        |
| <b>The opposite of victory</b>   | defeat         |
| <b>The pattern of weather over many years</b>                                      | climate        |
| <b>The process of breaking down food</b>   | digestion      |
| <b>The study of planets and stars</b>  | astronomy      |
| <b>Vertebrate animals with hair, mammary glands used to suckle young with milk</b> | Mammals        |

## 5. PREFIX & SUFFIX PUZZLE

| <b>Base word</b> | <b>Examples</b>           |
|------------------|---------------------------|
| <b>Act</b>       | inactive / action         |
| <b>Agree</b>     | disagree / agreement      |
| <b>Appear</b>    | disappear / appearance    |
| <b>Care</b>      | careless / careful        |
| <b>Charge</b>    | recharge / charger        |
| <b>Comfort</b>   | discomfort / comfortable  |
| <b>Create</b>    | creative / creation       |
| <b>Cycle</b>     | recycle / cyclist         |
| <b>Happy</b>     | unhappy / happiness       |
| <b>Help</b>      | helpful / helpless        |
| <b>Legal</b>     | illegal / legality        |
| <b>Move</b>      | immovable / movement      |
| <b>Nation</b>    | international / national  |
| <b>Organise</b>  | reorganise / organisation |
| <b>Pack</b>      | unpack / package          |
| <b>Patient</b>   | impatient / patience      |
| <b>Possible</b>  | impossible / possibility  |
| <b>Predict</b>   | predictable / prediction  |
| <b>Secure</b>    | insecure / security       |
| <b>Use</b>       | misuse / useful           |

## 6. I SEE (IMAGE PROMPT + SAMPLE WORDS)

| Image                                     | Words   |
|---|---|
| <b>A bakery's display window</b>          | loaf, icing, muffin, aroma, crust                   |
| <b>A botanical garden greenhouse</b>      | orchid, humidity, greenhouse, potting, bloom        |
| <b>A busy city street at night</b>        | traffic, neon, taxi, skyscraper, pedestrian         |
| <b>A coral reef under clear water</b>     | coral, clownfish, snorkel, reef, algae              |
| <b>A crowded beach on a hot day</b>       | umbrella, sunscreen, sand, waves, towel             |
| <b>A desert with sand dunes</b>           | oasis, camel, dune, mirage, scorching               |
| <b>A farmer's market in spring</b>        | strawberries, stall, basket, vendor, lettuce        |
| <b>A football stadium full of fans</b>    | goal, anthem, referee, scarf, cheer                 |
| <b>A high-tech classroom</b>              | tablet, projector, coding, brainstorming, USB       |
| <b>A jazz band performing live</b>        | saxophone, bass, improvisation, rhythm, audience    |
| <b>A marathon finish line</b>             | runner, medal, sweat, crowd, timekeeper             |
| <b>A medieval castle at sunset</b>        | tower, moat, drawbridge, battlement, flag           |
| <b>A medieval market scene</b>            | stall, barter, cobblestone, minstrel, sack          |
| <b>A rainforest waterfall</b>             | mist, parrot, vine, moss, cascade                   |
| <b>A science lab during an experiment</b> | beaker, goggles, flame, reaction, notes             |
| <b>A skate park in the afternoon</b>      | ramp, helmet, trick, wheels, grind                  |
| <b>A snow-covered mountain village</b>    | chimney, ski, cabin, icicle, slope                  |
| <b>A space station orbiting Earth</b>     | module, astronaut, solar panel, zero-gravity, Earth |
| <b>A volcanic eruption</b>                | lava, ash, crater, magma, plume                     |
| <b>An old library with wooden shelves</b> | books, ladder, silence, dust, reading               |

## 7. CREATIVE DEFINITIONS

| Word                  | Definition   |
|-----------------------|--|
| <b>Benevolent</b>     | Well-meaning and kindly.   |
| <b>Cacophony</b>      | A harsh, discordant mixture of sounds.   |
| <b>Eloquence</b>      | Fluent or persuasive speaking or writing.  |
| <b>Ephemeral</b>      | Lasting for a very short time.   |
| <b>Fungus</b>         | Any of a group of spore-producing organisms.                                     |
| <b>Hullabaloo</b>     | A state of commotion, excitement, or violent disturbance.                        |
| <b>Ineffable</b>      | Too great or extreme to be expressed in words.                                   |
| <b>Labyrinthine</b>   | Like a labyrinth; intricate and confusing.                                       |
| <b>Languid</b>        | Relaxed and unhurried.   |
| <b>Luminous</b>       | Emitting or reflecting light.  |
| <b>Mellifluous</b>    | Sweet or musical; pleasant to hear.  |
| <b>Mixology</b>       | Mixing drinks or bartending.   |
| <b>Panacea</b>        | A solution or remedy for all difficulties.                                       |
| <b>Quintessential</b> | Representing the most perfect example of something.                              |
| <b>Resilient</b>      | Able to recover quickly from difficulties.                                       |
| <b>Serendipity</b>    | The occurrence of happy accidents or unexpected good luck.                       |
| <b>Ubiquitous</b>     | Present or found everywhere.   |
| <b>Wanderlust</b>     | A strong desire to travel.   |
| <b>Whippersnapper</b> | A young and inexperienced person considered to be presumptuous or overconfident. |
| <b>Zenith</b>         | The highest point reached by a celestial object.                                 |

# LITERATURE

## 1. PROVERB PUZZLE RACE

| Proverb   | Suggested Meaning   | Spanish Equivalent                           |
|---|---|--|
| <b>A picture is worth a thousand words.</b>           | Images can convey complex ideas quickly and effectively.    | Una imagen vale más que mil palabras.        |
| <b>A watched pot never boils.</b>                     | Time feels longer when you're impatient.                    | El que espera, desespera.                    |
| <b>Actions speak louder than words.</b>               | What people do is more important than what they say.        | Obras son amores y no buenas razones.        |
| <b>Beggars can't be choosers.</b>                     | If you get help, don't be picky about it.                   | A caballo regalado no le mires el diente.    |
| <b>Better late than never.</b>                        | It's preferable to do something late than not do it at all. | Más vale tarde que nunca.                    |
| <b>Don't count your chickens before they hatch.</b>   | Don't assume success before it happens.                     | No vendas la piel del oso antes de cazarlo.  |
| <b>Every cloud has a silver lining.</b>               | There is something good in every bad situation.             | No hay mal que por bien no venga.            |
| <b>Honesty is the best policy.</b>                    | Being truthful is the safest course.                        | La honestidad es la mejor política.          |
| <b>Look before you leap.</b>                          | Think carefully before acting.                              | Mira antes de saltar.                        |
| <b>No pain, no gain.</b>                              | Effort is necessary for success.                            | Sin esfuerzo no hay recompensa.              |
| <b>Practice makes perfect.</b>                        | Constant practice leads to mastery.                         | La práctica hace al maestro.                 |
| <b>Rome wasn't built in a day.</b>                    | Important things take time.                                 | No se ganó Zamora en una hora.               |
| <b>The early bird catches the worm.</b>               | People who act quickly have an advantage.                   | A quien madruga, Dios le ayuda.              |
| <b>The grass is always greener on the other side.</b> | People think others have it better.                         | La hierba siempre es más verde al otro lado. |
| <b>Too many cooks spoil the broth.</b>                | Too many people on one task can ruin it.                    | Muchos cocineros estropean el caldo.         |
| <b>Two heads are better than one.</b>                 | Collaboration leads to better solutions.                    | Dos cabezas piensan mejor que una.           |
| <b>When in Rome, do as the Romans do.</b>             | Adapt to the customs of the place you visit.                | Allá donde fueres, haz lo que vieres.        |
| <b>Where there's a will, there's a way.</b>           | Determination leads to success.                             | Querer es poder.                             |
| <b>You can't have your cake and eat it too.</b>       | You can't enjoy two incompatible things at once.            | No se puede estar en misa y repicando.       |
| <b>You can't judge a book by its cover.</b>           | Outward appearances can be deceptive.                       | Las apariencias engañan.                     |

## 2. RIDDLE ME THIS!

| Riddle   | Answer         | Level            | Explanation  |
|--|----------------|------------------|--|
| I fly without wings. I cry without eyes. Wherever I go, darkness flies. What am I?                               | Clouds         | Poetic           | Clouds move, 'cry' rain, block light.                          |
| I have a neck, but no head. I have two arms, but no hands. What am I?  | A shirt        | Logical          | The shirt has different elements that are named as body parts. |
| I speak without a mouth and hear without ears. I have nobody, but I come alive with wind. What am I?             | An echo        | Tricky           | An echo repeats sound; wind represents sound waves.            |
| I'm full of holes but still holds water. What am I?  | A sponge       | Easy             | Holes absorb water.  |
| I'm lighter than a feather, yet the strongest person can't hold me for five minutes. What am I?                  | Breath         | Challenging      | You can't hold your breath long.                               |
| I'm not alive, but I grow; I don't have lungs but need air; I don't have a mouth, but water kills me. What am I? | Fire           | Tricky           | Fire needs oxygen, water extinguishes it.                      |
| I'm tall when I'm young and short when I'm old. What am I?   | A candle       | Easy             | It burns down as it 'ages'.                                    |
| If you drop me, I'm sure to crack. Give me a smile, and I'll always smile back. What am I?                       | A mirror       | Easy             | Mirrors reflect.   |
| The more you take, the more you leave behind. What are they?   | Footsteps      | Logical          | Each step you take creates a footprint left behind.            |
| What begins with T, ends with T, and has T in it?  | A teapot       | Wordplay         | Begins and ends with letter T, contains tea.                   |
| What can travel around the world while staying in a corner?  | A stamp        | Vocabulary-based | A stamp stays on an envelope corner that travels globally.     |
| What can you break, even if you never pick it up or touch it?  | A promise      | Vocabulary-based | Metaphorical break.  |
| What comes once in a minute, twice in a moment, but never in a thousand years?                                   | The letter 'm' | Wordplay         | It appears in the spelled words.                               |
| What gets smaller every time it takes a bath?  | Soap           | Logical          | As the soap is used, it gets smaller.                          |
| What gets wetter the more it dries?  | A towel        | Easy             | It dries you but becomes wet itself.                           |
| What has cities but no houses, forests but no trees, and rivers but no water?                                    | A map          | Logical          | A map depicts all without containing them.                     |
| What has keys but can't open locks?  | A piano        | Easy             | It has musical keys, not physical keys.                        |
| What invention lets you look right through a wall?   | A window       | Easy             | A window is part of a wall you can see through.                |
| What is always in front of you but can't be seen?  | The future     | Logical          | Time concept.  |
| You see me once in June, twice in November and not at all in May. What am I?                                     | The letter 'e' | Wordplay         | It's about occurrences of letter e.                            |

# Written Expression

## 1. UNKNOWN LETTER

| Prompt  | Sample Letter   |
|---|---|
| Celebrity: <b>Taylor Swift</b><br>Use: concert, lyrics, inspiration | Dear Taylor Swift,<br><br>I hope this letter finds you well. Your lyrics have always been a great source of inspiration for me. Last year I attended your concert and felt truly inspired. Thank you for being a positive influence.<br><br>Sincerely,<br>A devoted fan |
| Celebrity: <b>Lionel Messi</b><br>Use: goal, training, teamwork     | Dear Lionel Messi,<br><br>I hope this letter finds you well. Your training has always been a great source of teamwork for me. Last year I attended your goal and felt truly inspired. Thank you for being a positive influence.<br><br>Sincerely,<br>A devoted fan      |
| Celebrity: <b>Billie Eilish</b><br>Use: music, style, generation    | Dear Billie Eilish,<br><br>I hope this letter finds you well. Your style has always been a great source of generation for me. Last year I attended your music and felt truly inspired. Thank you for being a positive influence.<br><br>Sincerely,<br>A devoted fan     |
| Celebrity: <b>Simone Biles</b><br>Use: gymnastics, courage, medal   | Dear Simone Biles,<br><br>I hope this letter finds you well. Your courage has always been a great source of medal for me. Last year I attended your gymnastics and felt truly inspired. Thank you for being a positive influence.<br><br>Sincerely,<br>A devoted fan    |

|  |   |
|--|---|
| <p>Celebrity: <b>Chris Hemsworth</b><br/>Use: movie, Marvel, character</p>     | <p>Dear Chris Hemsworth,</p> <p>I hope this letter finds you well. Your Marvel has always been a great source of character for me. Last year I attended your movie and felt truly inspired. Thank you for being a positive influence.</p> <p>Sincerely,<br/>A devoted fan</p>     |
| <p>Celebrity: <b>Emma Watson</b><br/>Use: education, equality, films</p>       | <p>Dear Emma Watson,</p> <p>I hope this letter finds you well. Your equality has always been a great source of films for me. Last year I attended your education and felt truly inspired. Thank you for being a positive influence.</p> <p>Sincerely,<br/>A devoted fan</p>       |
| <p>Celebrity: <b>LeBron James</b><br/>Use: basketball, leadership, charity</p> | <p>Dear LeBron James,</p> <p>I hope this letter finds you well. Your leadership has always been a great source of charity for me. Last year I attended your basketball and felt truly inspired. Thank you for being a positive influence.</p> <p>Sincerely,<br/>A devoted fan</p> |
| <p>Celebrity: <b>Ariana Grande</b><br/>Use: voice, tour, fans</p>              | <p>Dear Ariana Grande,</p> <p>I hope this letter finds you well. Your tour has always been a great source of fans for me. Last year I attended your voice and felt truly inspired. Thank you for being a positive influence.</p> <p>Sincerely,<br/>A devoted fan</p>              |
| <p>Celebrity: <b>Malala Yousafzai</b><br/>Use: peace, reading, school</p>      | <p>Dear Malala Yousafzai,</p> <p>I hope this letter finds you well. Your reading has always been a great source of school for me. Last year I attended your peace and felt truly inspired. Thank you for being a positive influence.</p> <p>Sincerely,<br/>A devoted fan</p>      |

|   |  |
|---|--|
| <p>Celebrity: <b>Shawn Mendes</b><br/> Use: guitar, tour, inspire</p>     | <p>Dear Shawn Mendes,</p> <p>I hope this letter finds you well. Your tour has always been a great source of inspiration for me. Last year I attended your guitar and felt truly inspired. Thank you for being a positive influence.</p> <p>Sincerely,<br/> A devoted fan</p> |
| <p>Celebrity: <b>Greta Thunberg</b><br/> Use: climate, future, action</p> | <p>Dear Greta Thunberg,</p> <p>I hope this letter finds you well. Your future has always been a great source of action for me. Last year I attended your climate and felt truly inspired. Thank you for being a positive influence.</p> <p>Sincerely,<br/> A devoted fan</p> |
| <p>Celebrity: <b>Ed Sheeran</b><br/> Use: guitar, album, story</p>        | <p>Dear Ed Sheeran,</p> <p>I hope this letter finds you well. Your album has always been a great source of story for me. Last year I attended your guitar and felt truly inspired. Thank you for being a positive influence.</p> <p>Sincerely,<br/> A devoted fan</p>        |
| <p>Celebrity: <b>Rafa Nadal</b><br/> Use: tennis, court, passion</p>      | <p>Dear Rafa Nadal,</p> <p>I hope this letter finds you well. Your court has always been a great source of passion for me. Last year I attended your tennis and felt truly inspired. Thank you for being a positive influence.</p> <p>Sincerely,<br/> A devoted fan</p>      |
| <p>Celebrity: <b>Zendaya</b><br/> Use: acting, fashion, role</p>          | <p>Dear Zendaya,</p> <p>I hope this letter finds you well. Your fashion has always been a great source of role for me. Last year I attended your acting and felt truly inspired. Thank you for being a positive influence.</p> <p>Sincerely,<br/> A devoted fan</p>          |

|   |  |
|---|--|
| <p>Celebrity: <b>Karol G</b><br/> Use: reggaeton, stage, rhythm</p>           | <p>Dear Karol G,</p> <p>I hope this letter finds you well. Your stage has always been a great source of rhythm for me. Last year I attended your reggaeton concert and felt truly inspired. Thank you for being a positive influence.</p> <p>Sincerely,<br/> A devoted fan</p>   |
| <p>Celebrity: <b>Tom Holland</b><br/> Use: Spiderman, stunts, humour</p>      | <p>Dear Tom Holland,</p> <p>I hope this letter finds you well. Your stunts have always been a great source of humour for me. Last year I attended your Spiderman and felt truly inspired. Thank you for being a positive influence.</p> <p>Sincerely,<br/> A devoted fan</p>     |
| <p>Celebrity: <b>Rosalía</b><br/> Use: flamenco, album, culture</p>           | <p>Dear Rosalía,</p> <p>I hope this letter finds you well. Your album has always been a great source of culture for me. Last year I attended your flamenco and felt truly inspired. Thank you for being a positive influence.</p> <p>Sincerely,<br/> A devoted fan</p>           |
| <p>Celebrity: <b>Naomi Osaka</b><br/> Use: tennis, mental-health, support</p> | <p>Dear Naomi Osaka,</p> <p>I hope this letter finds you well. Your mental-health has always been a great source of support for me. Last year I attended your tennis and felt truly inspired. Thank you for being a positive influence.</p> <p>Sincerely,<br/> A devoted fan</p> |
| <p>Celebrity: <b>BTS</b><br/> Use: K-pop, dance, hope</p>                     | <p>Dear BTS,</p> <p>I hope this letter finds you well. Your dance has always been a great source of hope for me. Last year I attended your K-pop and felt truly inspired. Thank you for being a positive influence.</p> <p>Sincerely,<br/> A devoted fan</p>                     |

Celebrity: **Lewis Hamilton**

Use: Formula1, speed,  
equality

Dear Lewis Hamilton,

I hope this letter finds you well. Your speed has always been a great source of equality for me. Last year I attended your Formula1 and felt truly inspired. Thank you for being a positive influence.

Sincerely,  
A devoted fan

# Oral Expression

## 1. MYSTERY DESCRIPTION

| Clues  | Answer                            |
|--|-----------------------------------|
| A metal bird that carries people across clouds.  | <b>Aeroplane</b>                  |
| An iron lady standing in Paris, lighting the way since 1889.   | <b>The Eiffel Tower</b>           |
| Edible artwork with layers, candles, and sweet memories.   | <b>Birthday cake</b>              |
| He wears a deerstalker hat, plays violin, and solves crimes on Baker Street.   | <b>Sherlock Holmes</b>            |
| Home of Mickey, parades, and fairy-tale castles.   | <b>Disneyland</b>                 |
| I fit in your pocket, wake you up, and connect you to the world, but I'm not a wallet.   | <b>Smartphone</b>                 |
| I grow upside-down in a cave and sparkle like crystal.   | <b>Stalactite</b>                 |
| I have keys but no doors, space but no room, and you can enter but never leave.  | <b>Computer keyboard</b>          |
| I have pages but I'm not alive. People open me to find new worlds or learn new things. I live on shelves, in backpacks, and sometimes on desks. You turn to me when you want to study or escape.               | <b>A book</b>                     |
| I have rings but no fingers, storms but no rain, and a famous red spot.  | <b>Planet Jupiter</b>             |
| I orbit a planet and control tides but can fit in your hand on a clear night.  | <b>The Moon (in a photograph)</b> |
| I roar without a voice, move without legs, and my name is water.   | <b>Waterfall</b>                  |
| I shine at night but am not the moon; sailors once used me as GPS.   | <b>North Star / Polaris</b>       |
| I wear glasses and have a lightning-shaped scar. I can do magic and speak with snakes. I'm brave, loyal, and I fight against evil with my friends at a famous school.  | <b>Harry Potter</b>               |
| I'm full of stories, quiet by rule, and my best friends are bookmarks.   | <b>Library</b>                    |
| I'm loud, full of laughter and questions. I have desks, chairs, and a big board at the front. You come here five days a week, and sometimes you can't wait to leave me. But I'm also where you learn and grow. | <b>The classroom</b>              |
| Invisible sculptor shaping sand dunes and flying kites.  | <b>The wind</b>                   |
| No legs, yet I run; no lungs, yet I need air; I die if you give me water.  | <b>Fire</b>                       |
| Pages without ink, stories without words, and you flip me to change the view.  | <b>Flipbook</b>                   |
| You can break me with words but never touch me; I heal with time.  | <b>A heart</b>                    |

## 2. FLASH NEWS

| Headline  | Key Points                                    |
|---|---|
| <b>Biology Class Hatches Endangered Turtles</b>                 | Release ceremony at beach.                    |
| <b>Cafeteria Adopts Zero-Waste Policy</b>                       | First week results.                           |
| <b>Drama Club Musical Selected for National TV</b>              | Reactions from cast and parents.              |
| <b>Fire Drill Turns into Real Heroic Rescue</b>                 | Detail student saving kitten.                 |
| <b>Library Ghost Story Proven Marketing Stunt</b>               | Librarian admits aim to boost reading.        |
| <b>Local Teen Invents Homework-Grading Robot</b>                | Include reactions from teachers and students. |
| <b>Lost Meteorite Discovered on Football Pitch</b>              | Interview science teacher; value unknown.     |
| <b>Math Teacher Wins Lottery, Donates to Scholarships</b>       | Interview on generosity.                      |
| <b>Mystery Graffiti Turns Hallway into Art Gallery</b>          | Principal responds: art club suspected.       |
| <b>New Sports Hall Inflates Like a Giant Bubble</b>             | Explain eco-friendly design.                  |
| <b>Principal Announces Surprise Holiday After Record Grades</b> | Celebrations erupt.                           |
| <b>Rare Solar Eclipse Darkens Lunchtime</b>                     | Students build pinhole viewers; safety tips.  |
| <b>Robot Dog Joins Security Team</b>                            | Students give it nickname.                    |
| <b>Runaway Goat Leads PE Class Marathon</b>                     | Describe chase and eventual capture.          |
| <b>School Bus Converted to Mobile Science Lab</b>               | First destination revealed.                   |
| <b>School Cafeteria Introduces 3-D Printed Pizza</b>            | Quote chef and excited pupils.                |
| <b>School Wi-Fi Outage Sparks Face-to-Face Talking</b>          | Quote surprised teenagers.                    |
| <b>Student App Goes Viral, Solves Algebra Instantly</b>         | Debate over cheating concerns.                |
| <b>Surprise Snowfall Cancels Classes in June</b>                | Explain probable climate reasons.             |
| <b>Unexpected Rainbow Appears During Exam</b>                   | Students claim good omen.                     |

### 3. WE'RE FAMOUS – ACCEPTANCE SPEECH

| Award Scenario                       | Key Points to Mention   |
|--------------------------------------|---|
| <b>Artistic Visionary Medal</b>      | Describe inspiration, invite exploration.                       |
| <b>Best Eco-Innovation Award</b>     | Thank team, highlight planet, inspire audience.                 |
| <b>Best Short Film Oscar Jr.</b>     | Praise cast, crew, storytelling magic.                          |
| <b>Climate Action Star</b>           | Urgency message, rally change.                                  |
| <b>Community Hero Badge</b>          | Recall project, thank volunteers, motivate action.              |
| <b>Cultural Bridge Builder Award</b> | Speak on diversity, shared culture.                             |
| <b>Digital Creativity Laureate</b>   | Salute coders, art meets tech vision.                           |
| <b>Future Scientist Medal</b>        | Acknowledge lab partners, quote curiosity, promise discoveries. |
| <b>Global Peace Ambassador Prize</b> | Thank supporters, share hope, call for unity.                   |
| <b>Humanitarian Spirit Award</b>     | Narrate mission, invite donations.                              |
| <b>Innovation in Education Prize</b> | Honor mentors, talk about learning revolution.                  |
| <b>Innovative Teacher Honor</b>      | Student-centered praise, lifelong learning.                     |
| <b>Outstanding Athlete Trophy</b>    | Appreciate coach, family, stress dedication.                    |
| <b>Social Media Impact Award</b>     | Responsible influence call.                                     |
| <b>Space Exploration Fellowship</b>  | Dream beyond stars, salute pioneers.                            |
| <b>Sportsmanship Ribbon</b>          | Fair play message, rival respect.                               |
| <b>Tech Startup Pitch Crown</b>      | Celebrate team, future goals.                                   |
| <b>Top Performer in Music</b>        | Thank band, fans; speak about passion.                          |
| <b>Young Author of the Year</b>      | Credit teachers, mention characters, encourage reading.         |
| <b>Youth Leadership Award</b>        | Share journey, empower peers.                                   |

# Spelling

## 1. SPELLING ERROR HUNT

| Prompt                                       | Answer                                       |
|--|--|
| <b>Definatly</b>                             | Definitely – ends in -nitely, not -nately.   |
| <b>He doesen't like spinach.</b>             | Doesn't – swap the e and remove extra vowel. |
| <b>He gave me good advices.</b>              | Advice – uncountable noun.                   |
| <b>I can't beleive it's already July!</b>    | Believe – ie sequence.                       |
| <b>I recieved an invitation.</b>             | Received, invitation – ie/i-a-tion.          |
| <b>It was an intresting experiment.</b>      | Interesting – insert e after t.              |
| <b>It's a obious mistake.</b>                | An obvious – obvious with v and article an.  |
| <b>Many oppurtunities abroad.</b>            | Opportunities – oppor-tu-.                   |
| <b>My freind is coming tommorow.</b>         | Friend, tomorrow – ie order; double r.       |
| <b>Please seperate the papers.</b>           | Separate – middle a, not e.                  |
| <b>Recieve</b>                               | Receive – “i before e except after c”.       |
| <b>She is responsible for the project.</b>   | Responsible – -sible.                        |
| <b>She was accomodated at the hostel.</b>    | Accommodated – double c and m.               |
| <b>Spring weather is unpredictable.</b>      | Unpredictable – -able ending.                |
| <b>The athmosphere was tense.</b>            | Atmosphere – no h after t.                   |
| <b>The childs are playing outside.</b>       | Children – irregular plural.                 |
| <b>The goverment announced new policies.</b> | Government – missing n.                      |
| <b>They went to thier friend's house.</b>    | Their – ei after th.                         |
| <b>We need to adress the issue quickly.</b>  | Address – double d.                          |
| <b>We waited untill midnight.</b>            | Until – single l at end.                     |

## 2. SPELLING BRIDGE

| <b>Start → end</b>   | <b>Example path</b>                     |
|----------------------|---|
| <b>Book → read</b>   | Book → rook → rock → rack → rake → read |
| <b>Cat → dog</b>     | Cat → cot → cog → dog                   |
| <b>Cold → warm</b>   | Cold → cord → word → ward → warm        |
| <b>Day → kit</b>     | Day → bay → bat → bit → kit             |
| <b>Dull → felt</b>   | Dull → full → fell → felt               |
| <b>Feet → moon</b>   | Feet → feat → meat → mean → moon        |
| <b>Give → hate</b>   | Give → hive → have → hate               |
| <b>Head → tail</b>   | Head → heal → teal → tell → tall → tail |
| <b>Here → cafe</b>   | Here → hare → care → cafe               |
| <b>High → long</b>   | High → sigh → sign → song → long        |
| <b>King → find</b>   | King → ring → rind → find               |
| <b>Life → live</b>   | Life → line → live                      |
| <b>Love → hate</b>   | Love → lave → have → hate               |
| <b>Make → done</b>   | Make → male → mole → dole → done        |
| <b>Rich → male</b>   | Rich → rice → race → mace → male        |
| <b>Sell → fall</b>   | Sell → bell → ball → fall               |
| <b>Slow → fast</b>   | Slow → flow → flaw → flat → fast        |
| <b>Start → speak</b> | Start → smart → smear → spear → speak   |
| <b>Teach → plate</b> | Teach → peach → peace → place → plate   |
| <b>True → feed</b>   | True → tree → free → feed               |

### 3. ACCENT RACE

| Word list  | Odd one & reason                           |
|--|--|
| Ability – capacity – fatality – mentality – chocolate    | Chocolate (stress 1st; others 2nd)         |
| Ability – equality – humidity – security – internet      | Internet (stress on 1st; others on 2nd)    |
| Advantage – native – gothic – reply – careful            | Reply (stress on 2nd; others on 1st)       |
| Automatic – dramatic – thematic – pragmatic – traffic    | Traffic (stress 1st; others 2nd)           |
| Cafeteria – argentina – indonesia – korea – canada       | Canada (stress on 1st; others penultimate) |
| Chimpanzee – volunteer – disagree – referee – carefree   | Committee (stress on 1st; rest on final)   |
| Committee – employee – guarantee – referee – library     | Library (stress 1st; others final)         |
| Describe – begin – forgive – decide – picture            | Picture (stress on 1st; others on 2nd)     |
| Diploma – persona – corona – aroma – cinema              | Cinema (stress 1st; others 2nd)            |
| Economy – democracy – biology – philosophy – helicopter  | Helicopter (stress on 1st; rest on 2nd)    |
| Extinct – express – expand – export – expert             | Expert (stress 1st; others 2nd)            |
| Guitar – hotel – july – police – monday                  | Monday (stress 1st; others final)          |
| Material – musician – magician – physician – camera      | Camera (stress 1st; others 2nd)            |
| Photograph – cinema – elephant – banana – animal         | Banana (stress on 2nd; others on 1st)      |
| Routine – machine – marine – cuisine – mountain          | Mountain (stress 1st; others final)        |
| Solution – pollution – illusion – confusion – purpose    | Purpose (stress 1st; others 2nd)           |
| Technology – psychology – geology – apology – energy     | Energy (stress 1st; others 2nd)            |
| Thirteen – fourteen – sixteen – eighteen – hundred       | Hundred (stress 1st; others final)         |
| Understand – entertain – guarantee – recommend – holiday | Holiday (stress on 1st; rest on final)     |
| Understand – balloon – cartoon – typhoon – mountain      | Mountain (stress 1st; others final)        |

#### 4. SILENT LETTER SEARCH

| Word set                             | Silent Letters |
|--------------------------------------|----------------|
| Ballet – crumb – walker              | t, b, l        |
| Column – bouquet – mortgage          | n, t, t        |
| Debt – foreign – muscle              | b, g, c        |
| Doubt – align – rhythm               | b, g, h        |
| Ghost – knowledge – wrench           | h, k, w        |
| Island – listen – answer             | s, t, w        |
| Knight – honest – climb              | k, h, b        |
| Knuckle – gnome – scene              | k, g, c        |
| Listen – glisten – hasten            | t, t, t        |
| Pneumonia – knee – castle            | p, k, t        |
| Psychology – rhino – doubt           | p, h, b        |
| Receipt – scissors – cupboard        | p, c, p        |
| Rendezvous – handkerchief – handsome | s, d, d        |
| Salmon – half – calm                 | l, l, l        |
| Sign – chorus – answer               | g, h, w        |
| Sovereign – whistle – biscuit        | g, t, u        |
| Subtle – condemn – hymn              | b, n, n        |
| Sword – raspberry – aisle            | w, p, s        |
| Whistle – castle – autumn            | t, t, n        |
| Write – subtle – thumb               | w, b, b        |

## 5. DYNAMIC DICTATION

### 1. A Strange Day at School

This morning, I woke up late because my alarm didn't ring. I ran to school without breakfast and forgot my backpack at home.

When I arrived, everyone was outside because the fire alarm had gone off. It turned out that someone burned toast in the teacher's lounge!

After that, our English class was cancelled, and we had to watch a video about grammar instead.

At lunchtime, I dropped my tray, and my spaghetti landed on a teacher's shoes. Definitely not my best day!

### 2. A Day in Mia's Life

Mia usually wakes up at 7:00 a.m. She gets dressed quickly and has toast with butter and a cup of tea. Then she brushes her teeth and leaves for school at 7:45.

At school, Mia enjoys English and Art the most. She likes writing stories and drawing cartoons. Her favorite day is Wednesday because she has two Art classes.

After school, she goes to her dance class. She dances three times a week and loves performing on stage. Her teacher says she has talent.

In the evening, Mia does her homework, eats dinner with her family, and sometimes watches TV. She always goes to bed by 10:30.

### 3. Planning for exams

If you start preparing now, you'll feel more confident when exam week arrives.

Don't leave everything until the last minute, or you'll get too stressed. If you organize your time and take breaks, you'll study better.

But if you spend all your time on your phone, it will be hard to concentrate.

Think about what you want to achieve and make a plan. If you believe in yourself, you can do it!

### 4. Weekend plans

This weekend, I'm going to visit my cousins in the countryside. We're going to have a picnic by the river and go hiking in the mountains.

My cousin Sofia is going to bring her guitar, and we're going to sing around a campfire at night.

On Sunday, we're going to help my uncle feed the animals on his farm.

I'm excited because I love being outside and away from the city. It's going to be a great weekend!

## 5. What are they doing?

Right now, the students are working on a group project in the classroom. Some of them are using computers, and others are writing notes on paper.

Maria is speaking in English with her partner because they are practicing a dialogue. She is smiling and looks very confident.

Tom and Lucas are drawing a poster for their presentation. They are using colorful markers and talking about their ideas.

The teacher is walking around the room, helping the students, and answering questions. Everyone is focused and doing their best.

## 6. Advice for new students

If you're new at school, you should try to talk to different people and join a club.

You can make friends more easily that way. You must listen carefully in class and always do your homework on time.

If you don't understand something, you should ask for help.

Everyone wants you to succeed! Remember, you don't have to be perfect—you just have to try your best and be respectful.

## 7. Starting a band

My friends and I are going to start a band this summer! I play the keyboard, Leo plays the drums, and Ana sings.

We're planning to write our own songs and perform at our school festival in September. We think it will be a great experience. We're going to practice twice a week and post our music online.

I know it won't be easy, but we're all very excited and motivated. Our band's name is "Midnight Echo" because we often meet in the evenings.

In the future, we hope to record an album and maybe even play at a local concert. Music is our passion, and we want to share it with others. Who knows? Maybe one day, we'll be famous!

## 8. Our school recycling project

This year, our class has started a recycling project to make our school more eco-friendly. We've placed recycling bins in every classroom, and we've created posters to explain what materials can be recycled.

So far, we've collected over 200 plastic bottles and 100 cans. The waste is taken to a local recycling center every Friday.

We've also written letters to the local council asking for more green spaces around the school. Some students have given presentations about climate change and pollution.

Thanks to everyone's hard work, our school is becoming cleaner and more responsible. Helping the planet is not difficult, it just takes teamwork and small changes.

## 9. Lost in a new city

When we arrived in Berlin, we were very excited. It was our first trip without our parents! Everything was going well until we got lost.

We were looking for the metro station, but we took the wrong street. While we were walking, it started to rain heavily. We didn't have a map, and our phones had no signal.

Luckily, a kind woman saw us and offered to help. She spoke English and showed us the right direction. We finally found the metro and arrived at our hostel, wet but safe.

It was scary at the time, but now we laugh about it. Getting lost turned into one of the best stories from our trip.

## 10. The power of music

Music is a big part of my life. I listen to music every day—when I'm walking to school, doing homework, or just relaxing.

My favorite type of music is pop, but I also enjoy indie and classical music. At the moment, I'm learning to play the guitar. It's not easy, but it's fun!

Music can change your mood, help you concentrate, or make you feel more confident. Some songs remind me of special moments or people. I think music brings people together, even if they speak different languages.

That's why I love going to concerts—everyone is singing and dancing, and you feel like you're part of something. Music isn't just sound, it's emotion.





**GRAMMAR DETECTIVE**

I have saw that movie  
yesterday.

**GRAMMAR DETECTIVE**

There is many students in  
the class.

**GRAMMAR DETECTIVE**

She didn't told me the truth.

**GRAMMAR DETECTIVE**

She don't like spinach.

**GRAMMAR DETECTIVE**

He can to swim very well.

**GRAMMAR DETECTIVE**

My sister is elder than me.

**GRAMMAR DETECTIVE**

We was waiting for the bus.

**GRAMMAR DETECTIVE**

The informations  
are correct.

**GRAMMAR DETECTIVE**

We will going to the concert  
tomorrow.

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**



**GRAMMAR DETECTIVE**

He enjoy to play chess.

**GRAMMAR DETECTIVE**

She borrowed me her pen.

**GRAMMAR DETECTIVE**

Despite of the rain, we played.

**GRAMMAR DETECTIVE**

It was the most funniest joke ever.

**GRAMMAR DETECTIVE**

They arrived to Madrid at midnight.

**GRAMMAR DETECTIVE**

The police is investigating the case.

**GRAMMAR DETECTIVE**

Everybody have finished the exam.

**GRAMMAR DETECTIVE**

If I will see him, I will tell him.

**GRAMMAR DETECTIVE**

He is married with a doctor.

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**



**GRAMMAR DETECTIVE**

I prefer tea than coffee.

**GRAMMAR DETECTIVE**

**GRAMMAR DETECTIVE**

**GRAMMAR DETECTIVE**

She suggested me to  
leave early.

**GRAMMAR DETECTIVE**

**GRAMMAR DETECTIVE**

**GRAMMAR DETECTIVE**

**GRAMMAR DETECTIVE**

**GRAMMAR DETECTIVE**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**



**SENTENCE CONSTRUCTION**

if / rain / picnic / cancel

**SENTENCE CONSTRUCTION**

report / finish / by 5 p.m.

**SENTENCE CONSTRUCTION**

letter / write / already

**SENTENCE CONSTRUCTION**

movie / watch / passive

**SENTENCE CONSTRUCTION**

phone / repair / yesterday

**SENTENCE CONSTRUCTION**

dinner / cook / while /  
watch TV

**SENTENCE CONSTRUCTION**

study harder / conditional  
type 2

**SENTENCE CONSTRUCTION**

since this morning / run

**SENTENCE CONSTRUCTION**

as soon as / arrive / call me

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**



**SENTENCE CONSTRUCTION**

book / read / for two hours

**SENTENCE CONSTRUCTION**

would rather / stay / home

**SENTENCE CONSTRUCTION**

not only / play guitar /  
also / sing

**SENTENCE CONSTRUCTION**

car / fix / before / leave

**SENTENCE CONSTRUCTION**

so / tired / that / sleep

**SENTENCE CONSTRUCTION**

by the time / finish / rain /  
stop

**SENTENCE CONSTRUCTION**

message / send / now

**SENTENCE CONSTRUCTION**

although / hungry /  
finish work

**SENTENCE CONSTRUCTION**

rarely / she / arrive / late

**GRAMMAR**

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**GRAMMAR**



**SENTENCE CONSTRUCTION**

if / I / be you / apologize

**SENTENCE CONSTRUCTION**

**SENTENCE CONSTRUCTION**

**SENTENCE CONSTRUCTION**

mistake / can / avoid

**SENTENCE CONSTRUCTION**

**SENTENCE CONSTRUCTION**

**SENTENCE CONSTRUCTION**

**SENTENCE CONSTRUCTION**

**SENTENCE CONSTRUCTION**

**GRAMMAR**

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**GRAMMAR**

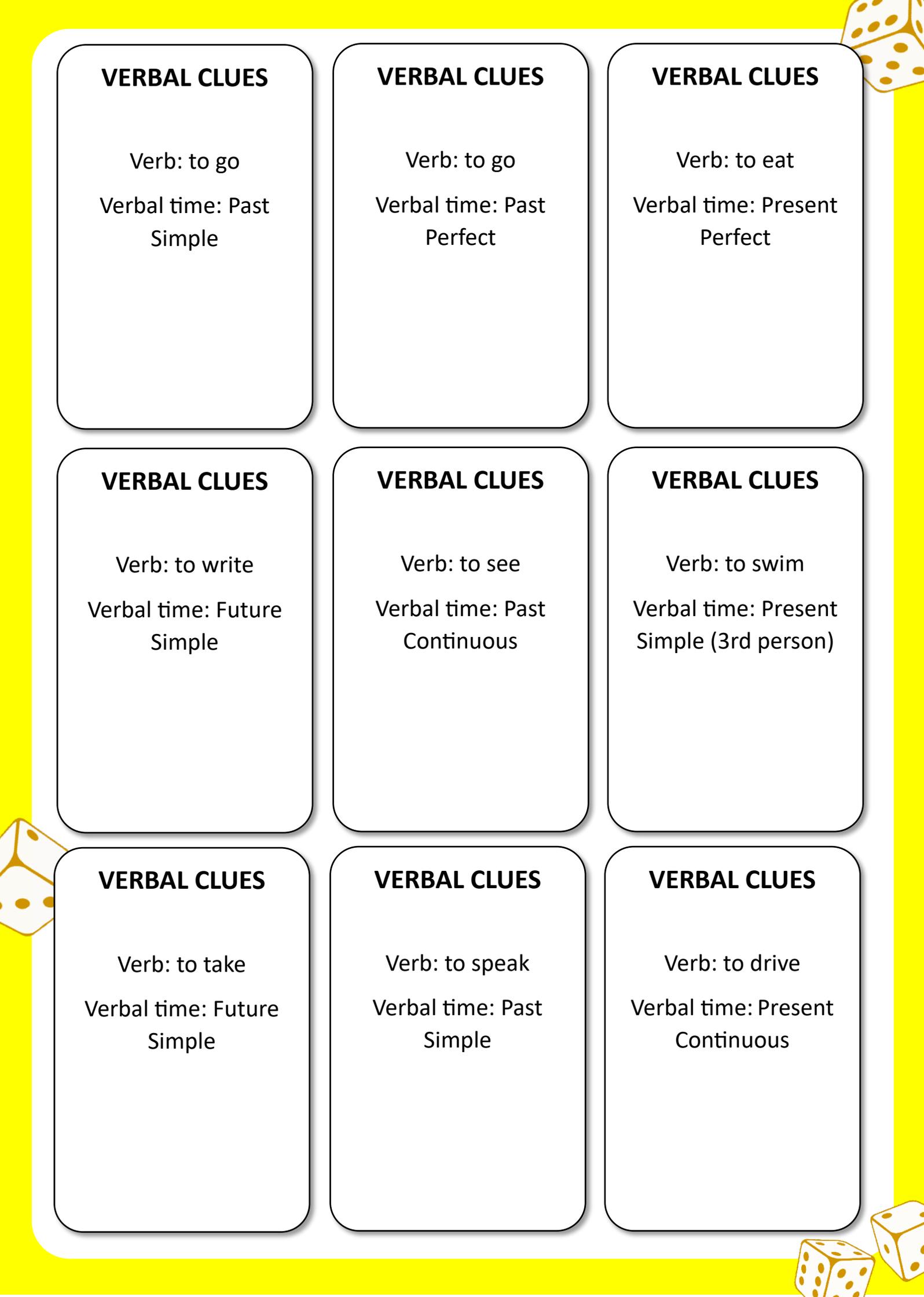
**GRAMMAR**

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**GRAMMAR**



**VERBAL CLUES**

Verb: to go  
Verbal time: Past  
Simple

**VERBAL CLUES**

Verb: to go  
Verbal time: Past  
Perfect

**VERBAL CLUES**

Verb: to eat  
Verbal time: Present  
Perfect

**VERBAL CLUES**

Verb: to write  
Verbal time: Future  
Simple

**VERBAL CLUES**

Verb: to see  
Verbal time: Past  
Continuous

**VERBAL CLUES**

Verb: to swim  
Verbal time: Present  
Simple (3rd person)

**VERBAL CLUES**

Verb: to take  
Verbal time: Future  
Simple

**VERBAL CLUES**

Verb: to speak  
Verbal time: Past  
Simple

**VERBAL CLUES**

Verb: to drive  
Verbal time: Present  
Continuous

**GRAMMAR**

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**GRAMMAR**



**VERBAL CLUES**

Verb: to choose

Verbal time: Past  
Continuous

**VERBAL CLUES**

Verb: to build

Verbal time: Future  
Continuous

**VERBAL CLUES**

Verb: to think

Verbal time: Present  
Perfect

**VERBAL CLUES**

Verb: to grow

Verbal time: Past  
Perfect

**VERBAL CLUES**

Verb: to teach

Verbal time: Past  
Perfect

**VERBAL CLUES**

Verb: to run

Verbal time: Present  
Simple (plural  
subject)

**VERBAL CLUES**

Verb: to forget

Verbal time: Past  
Simple

**VERBAL CLUES**

Verb: to break

Verbal time: Present  
Continuous

**VERBAL CLUES**

Verb: to give

Verbal time: Future  
Simple

**GRAMMAR**

**GRAMMAR**

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**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

**VERBAL CLUES**

Verb: to sleep  
Verbal time: Past  
Continuous

**VERBAL CLUES**

Verb: to wear  
Verbal time: Present  
Perfect

**VERBAL CLUES**



**GRAMMAR**

**GRAMMAR**

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**GRAMMAR**

**GRAMMAR**

**GRAMMAR**



**IDEA STORM**

run, explore, forest,  
robot, tiny, bright

**IDEA STORM**

dance, rescue, kitten,  
firefighter, brave, smoky

**IDEA STORM**

write, climb, mountain,  
journalist, ambitious,  
snowy

**IDEA STORM**

paint, whisper, secret,  
garden, old, silent

**IDEA STORM**

grow, invent, machine,  
student, curious, noisy

**IDEA STORM**

swim, capture,  
photograph, dolphin,  
friendly, crystal

**IDEA STORM**

jump, solve, puzzle,  
detective, clever, broken

**IDEA STORM**

travel, collect, postcard,  
artist, colourful, distant

**IDEA STORM**

sing, bake, cake,  
grandma, sweet,  
cheerful

**GRAMMAR**

**GRAMMAR**

**GRAMMAR**

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**GRAMMAR**

**GRAMMAR**



**IDEA STORM**

drive, discover, village,  
archaeologist, ancient,  
hidden

**IDEA STORM**

plan, deliver, speech,  
politician, nervous,  
crowded

**IDEA STORM**

film, rescue, penguin,  
explorer, cold, slippery

**IDEA STORM**

coach, repair, bicycle,  
teenager, eager, rusty

**IDEA STORM**

organise, donate, clothes,  
volunteer, helpful, warm

**IDEA STORM**

teach, design, app,  
programmer, innovative,  
mobile

**IDEA STORM**

design, launch, rocket,  
engineer, advanced, sleek

**IDEA STORM**

tudy, protect, coral,  
scientist, fragile, colourful

**IDEA STORM**

race, build, robot, team,  
energetic, competitive

**GRAMMAR**

**GRAMMAR**

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**GRAMMAR**

**GRAMMAR**

**GRAMMAR**



**IDEA STORM**

investigate, clean, river,  
environmentalist,  
polluted, wide

**IDEA STORM**

**IDEA STORM**

**IDEA STORM**

compose, perform, song,  
musician, talented, lively

**IDEA STORM**

**IDEA STORM**

**IDEA STORM**

**IDEA STORM**

**IDEA STORM**

**GRAMMAR**

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**GRAMMAR**



**PROVERB PUZZLE RACE**

A picture is worth a  
thousand words

**PROVERB PUZZLE RACE**

Every cloud has a  
silver lining

**PROVERB PUZZLE RACE**

The early bird catches the  
worm every place

**PROVERB PUZZLE RACE**

Better late than never

**PROVERB PUZZLE RACE**

Don't count your chickens  
before they hatch

**PROVERB PUZZLE RACE**

Practice makes perfect

**PROVERB PUZZLE RACE**

Actions speak louder  
than words

**PROVERB PUZZLE RACE**

When in Rome, do as the  
Romans do

**PROVERB PUZZLE RACE**

Two heads are better  
than one

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE



**PROVERB PUZZLE RACE**

Beggars can't be choosers

**PROVERB PUZZLE RACE**

Too many cooks spoil the  
broth

**PROVERB PUZZLE RACE**

You can't have your cake  
and eat it too.

**PROVERB PUZZLE RACE**

A watched pot never boils

**PROVERB PUZZLE RACE**

No pain, no gain

**PROVERB PUZZLE RACE**

Honesty is the best policy.

**PROVERB PUZZLE RACE**

The grass is always greener  
on the other side

**PROVERB PUZZLE RACE**

Where there's a will,  
there's a way

**PROVERB PUZZLE RACE**

Rome wasn't built in a day.

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE



**PROVERB PUZZLE RACE**

*Two heads are better  
than one.*

**PROVERB PUZZLE RACE**

**PROVERB PUZZLE RACE**

**PROVERB PUZZLE RACE**

*You can't judge a book  
by its cover.*

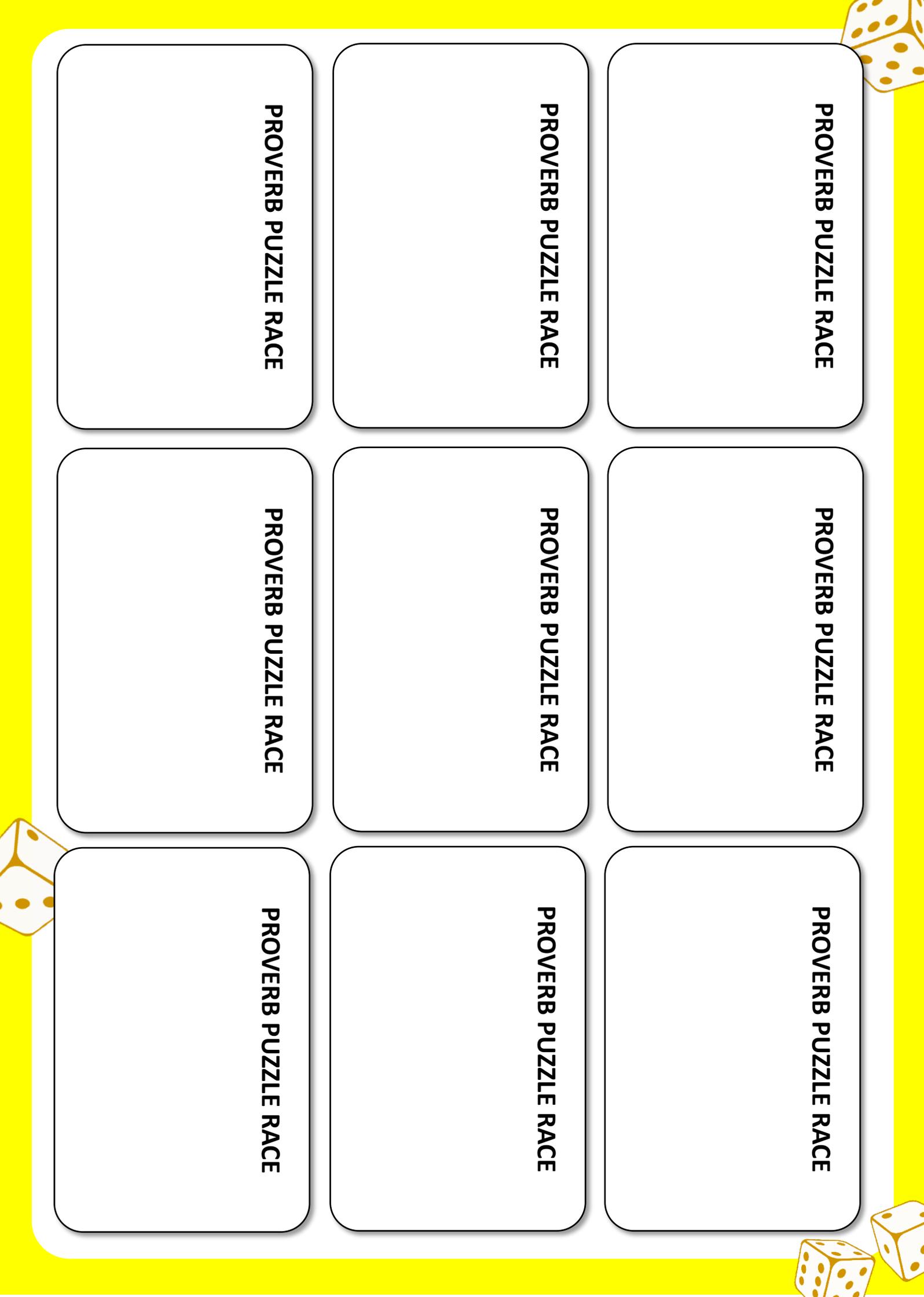
**PROVERB PUZZLE RACE**



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**PROVERB PUZZLE RACE**

LITERATURE LITERATURE LITERATURE

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LITERATURE LITERATURE LITERATURE



**RIDDLE ME THIS**

What has keys but can't open locks?

**RIDDLE ME THIS**

The more you take, the more you leave behind. What are they?

**RIDDLE ME THIS**

You see me once in June, twice in November and not at all in May. What am I?

**RIDDLE ME THIS**

I speak without a mouth and hear without ears. I have nobody, but I come alive with wind. What am I?

**RIDDLE ME THIS**

I'm tall when I'm young and short when I'm old. What am I?

**RIDDLE ME THIS**

What comes once in a minute, twice in a moment, but never in a thousand years?

**RIDDLE ME THIS**

What gets wetter the more it dries?

**RIDDLE ME THIS**

What can travel around the world while staying in a corner?

**RIDDLE ME THIS**

I have a neck, but no head. I have two arms, but no hands. What am I?

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE



**RIDDLE ME THIS**

What invention lets you look  
right through a wall?

**RIDDLE ME THIS**

What has cities but no houses,  
forests but no trees,  
and rivers but no water?

**RIDDLE ME THIS**

I'm full of holes but still holds  
water. What am I?

**RIDDLE ME THIS**

What gets smaller every time  
it takes a bath?

**RIDDLE ME THIS**

If you drop me, I'm sure to crack.  
Give me a smile, and I'll always  
smile back. What am I?

**RIDDLE ME THIS**

What can you break, even if you  
never pick it up or touch it?

**RIDDLE ME THIS**

I'm not alive, but I grow; I don't  
have lungs but need air; I don't  
have a mouth but water kills me.  
What am I?

**RIDDLE ME THIS**

What begins with T, ends with T,  
and has T in it?

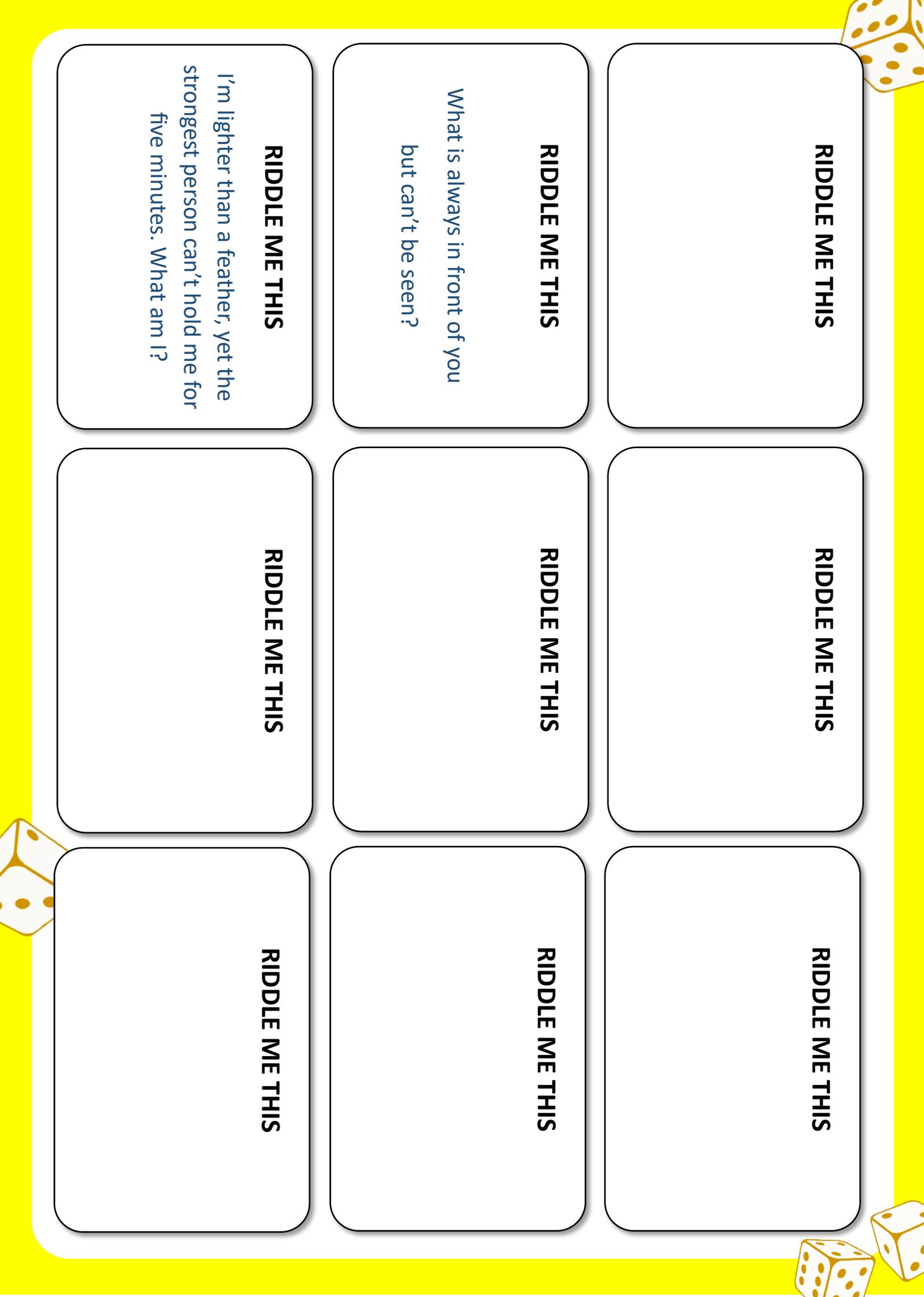
**RIDDLE ME THIS**

I fly without wings. I cry without  
eyes. Wherever I go,  
darkness flies. What am I?

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE



**RIDDLE ME THIS**

What is always in front of you  
but can't be seen?

**RIDDLE ME THIS**

**RIDDLE ME THIS**

**RIDDLE ME THIS**

I'm lighter than a feather, yet the  
strongest person can't hold me for  
five minutes. What am I?

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE



**TONGUE TWISTERS**

I scream, you scream, we all  
scream for ice cream!

**TONGUE TWISTERS**

Six slippery snails slid slowly  
seaward

**TONGUE TWISTERS**

Fred fed Ted bread and Ted  
fed Fred bread

**TONGUE TWISTERS**

If two witches were  
watching two watches,  
which witch would watch  
which watch?

**TONGUE TWISTERS**

Three thin thieves thought a  
thousand thoughts

**TONGUE TWISTERS**

Five fat frogs flying past fast

**TONGUE TWISTERS**

How much wood would a  
woodchuck chuck if a  
woodchuck could chuck  
wood?

**TONGUE TWISTERS**

Thirty-three thirsty thieves  
thundered through the  
thicket

**TONGUE TWISTERS**

Peter Piper picked a peck of  
pickled peppers

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE



**TONGUE TWISTERS**

Big black bugs bleed blue-  
black blood

**TONGUE TWISTERS**

Zebras zig and zebras zag in  
the zoo zone.

**TONGUE TWISTERS**

Really leery, rarely Larry.

**TONGUE TWISTERS**

Betty bought a bit of butter,  
but the butter Betty bought  
was bitter

**TONGUE TWISTERS**

"Cheap ship trip."  
(Try fast!)

**TONGUE TWISTERS**

Round and round the  
ragged rock the ragged  
rascal ran.

**TONGUE TWISTERS**

She sells sea shells by the  
sea shore.

**TONGUE TWISTERS**

Red lorry, yellow lorry

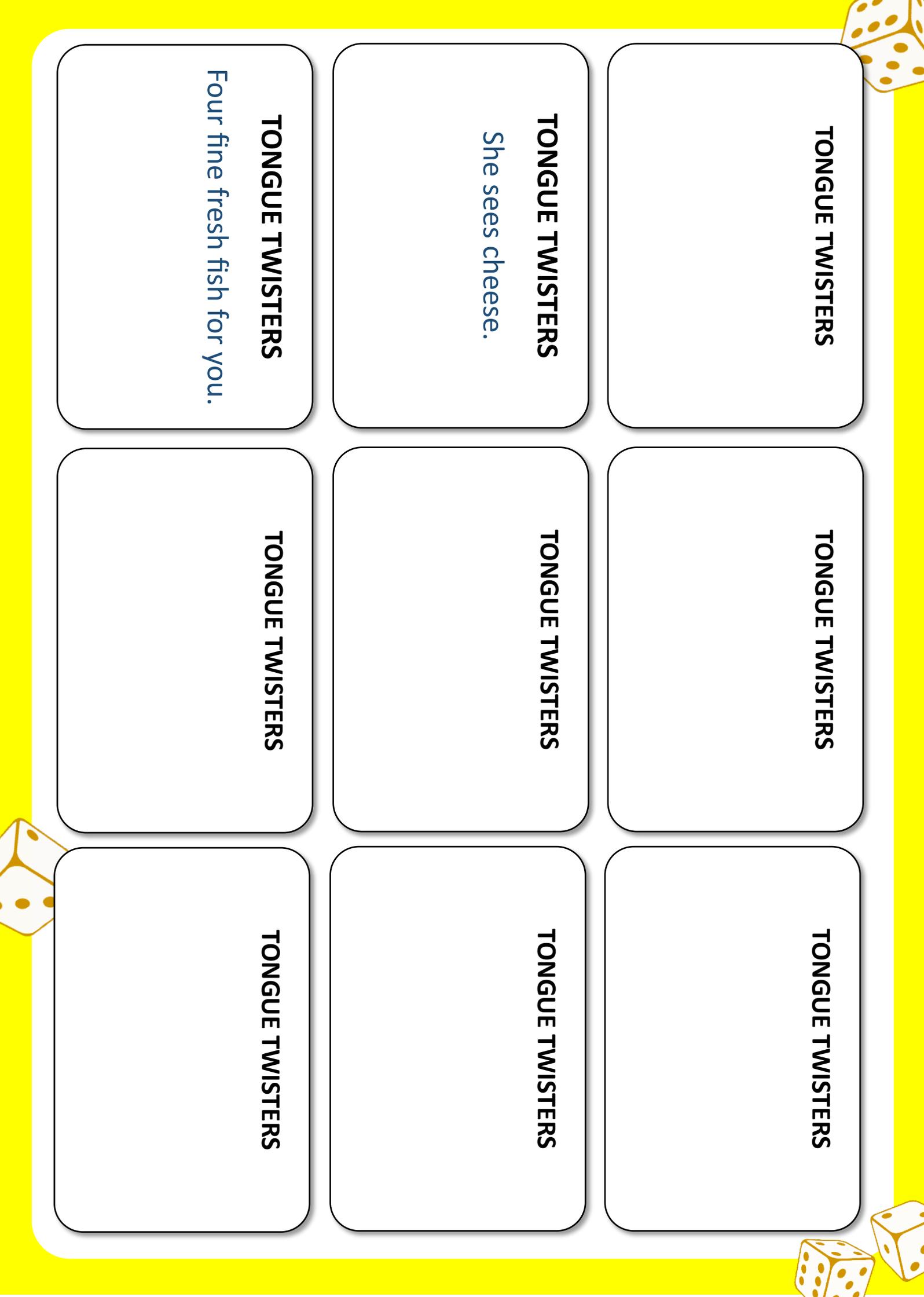
**TONGUE TWISTERS**

A big black bug bit a big  
black bear

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE



**TONGUE TWISTERS**

**TONGUE TWISTERS**

*She sees cheese.*

**TONGUE TWISTERS**

*Four fine fresh fish for you.*

**TONGUE TWISTERS**

**TONGUE TWISTERS**

**TONGUE TWISTERS**

**TONGUE TWISTERS**

**TONGUE TWISTERS**

**TONGUE TWISTERS**

LITERATURE LITERATURE LITERATURE

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**ELEVATOR PITCH**

Persuade classmates to start a school podcast.

**ELEVATOR PITCH**

Sell the idea of a weekly 'digital-detox' hour.

**ELEVATOR PITCH**

Argue for a later school start time.

**ELEVATOR PITCH**

Convince the principal to install water refill stations.

**ELEVATOR PITCH**

Win support for planting a vegetable garden in high school.

**ELEVATOR PITCH**

Promote reusable lunch containers.

**ELEVATOR PITCH**

Promote a bike-to-school campaign.

**ELEVATOR PITCH**

Encourage students to join the debate club.

**ELEVATOR PITCH**

Pitch a peer-tutoring programme.

**ORAL  
EXPRESSION**



**ELEVATOR PITCH**

Convince friends to  
volunteer at the local  
shelter.

**ELEVATOR PITCH**

Promote a mindfulness  
break before exams.

**ELEVATOR PITCH**

Encourage donation of old  
phones for recycling.

**ELEVATOR PITCH**

Encourage classmates to  
use secondhand apps.

**ELEVATOR PITCH**

Sell the benefits of reading  
one book per month.

**ELEVATOR PITCH**

Argue for energy-saving LED  
lights in classrooms.

**ELEVATOR PITCH**

Persuade the cafeteria to  
add vegan options.

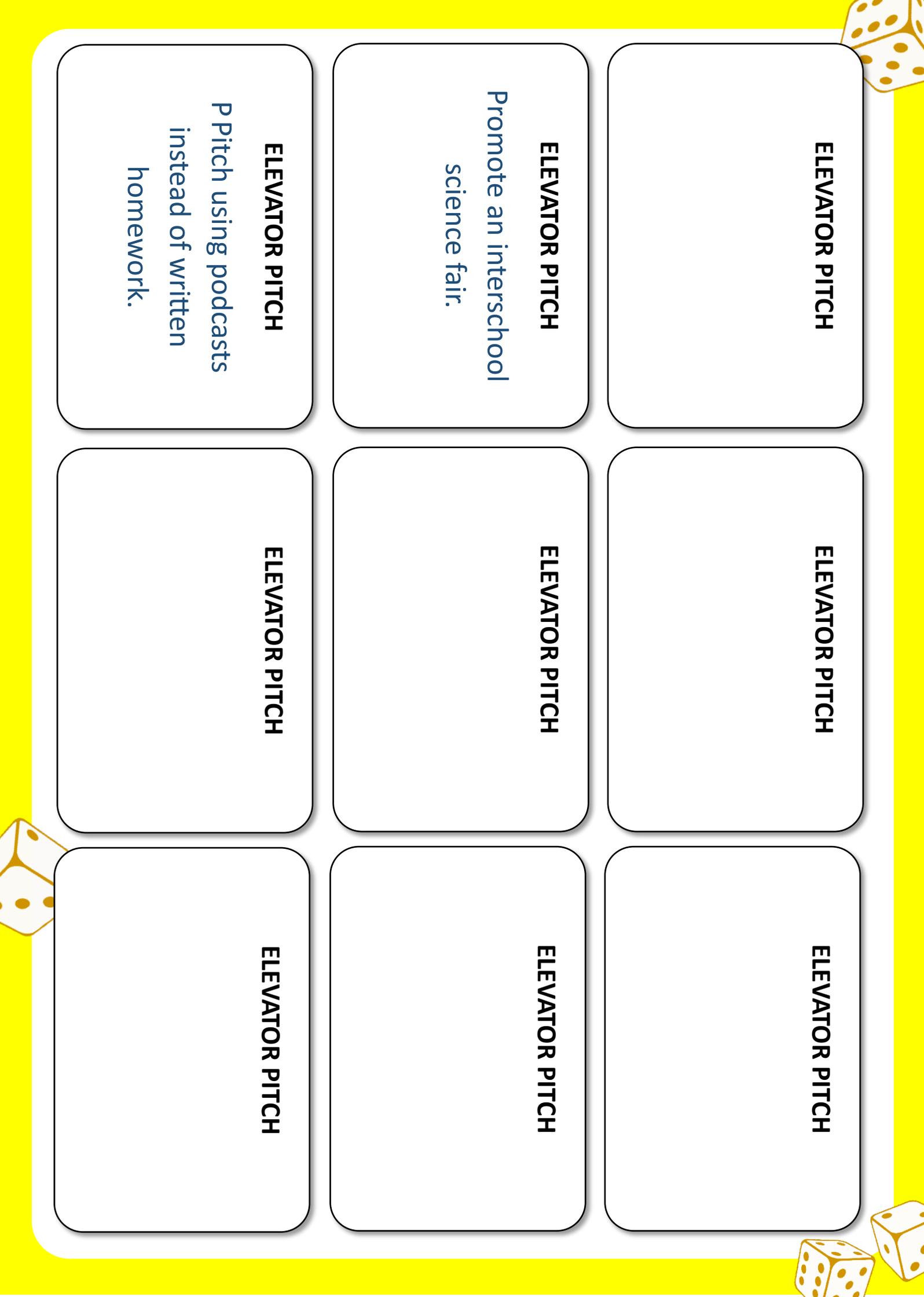
**ELEVATOR PITCH**

Pitch a 'Green Week'  
sustainability event.

**ELEVATOR PITCH**

Convince students to join  
a chess club.

**ORAL  
EXPRESSION**



**ELEVATOR PITCH**

**ELEVATOR PITCH**

**ELEVATOR PITCH**

**ELEVATOR PITCH**

Promote an interschool  
science fair.

**ELEVATOR PITCH**

**ELEVATOR PITCH**

**ELEVATOR PITCH**

Pitch using podcasts  
instead of written  
homework.

**ELEVATOR PITCH**

**ELEVATOR PITCH**

**ORAL  
EXPRESSION**



**MYSTERY DESCRIPTION**

I fit in your pocket, wake you up, and connect you to the world, but I'm not a wallet.

**MYSTERY DESCRIPTION**

I have rings but no fingers, storms but no rain, and a famous red spot.

**MYSTERY DESCRIPTION**

Pages without ink, stories without words, and you flip me to change the view.

**MYSTERY DESCRIPTION**

An iron lady standing in Paris, lighting the way since 1889.

**MYSTERY DESCRIPTION**

Edible artwork with layers, candles, and sweet memories.

**MYSTERY DESCRIPTION**

I have keys but no doors, space but no room, and you can enter but never leave.

**MYSTERY DESCRIPTION**

He wears a deerstalker hat, plays violin, and solves crimes on Baker Street.

**MYSTERY DESCRIPTION**

I roar without a voice, move without legs, and my name is water.

**MYSTERY DESCRIPTION**

Home of Mickey, parades, and fairy-tale castles.

**ORAL  
EXPRESSION**



**MYSTERY DESCRIPTION**

Invisible sculptor shaping  
sand dunes and flying kites.

**MYSTERY DESCRIPTION**

You can break me with  
words but never touch me; I  
heal with time.

**MYSTERY DESCRIPTION**

No legs, yet I run; no lungs,  
yet I need air; I die if you  
give me water.

**MYSTERY DESCRIPTION**

I shine at night but am not  
the moon; sailors once used  
me as GPS.

**MYSTERY DESCRIPTION**

I grow upside-down in a  
cave and sparkle like crystal.

**MYSTERY DESCRIPTION**

A metal bird that carries  
people across clouds.

**MYSTERY DESCRIPTION**

I'm loud, full of laughter and questions. I have  
desks, chairs, and a big board at the front. You  
come here five days a week, and sometimes  
you can't wait to leave me. But I'm also where  
you learn and grow.

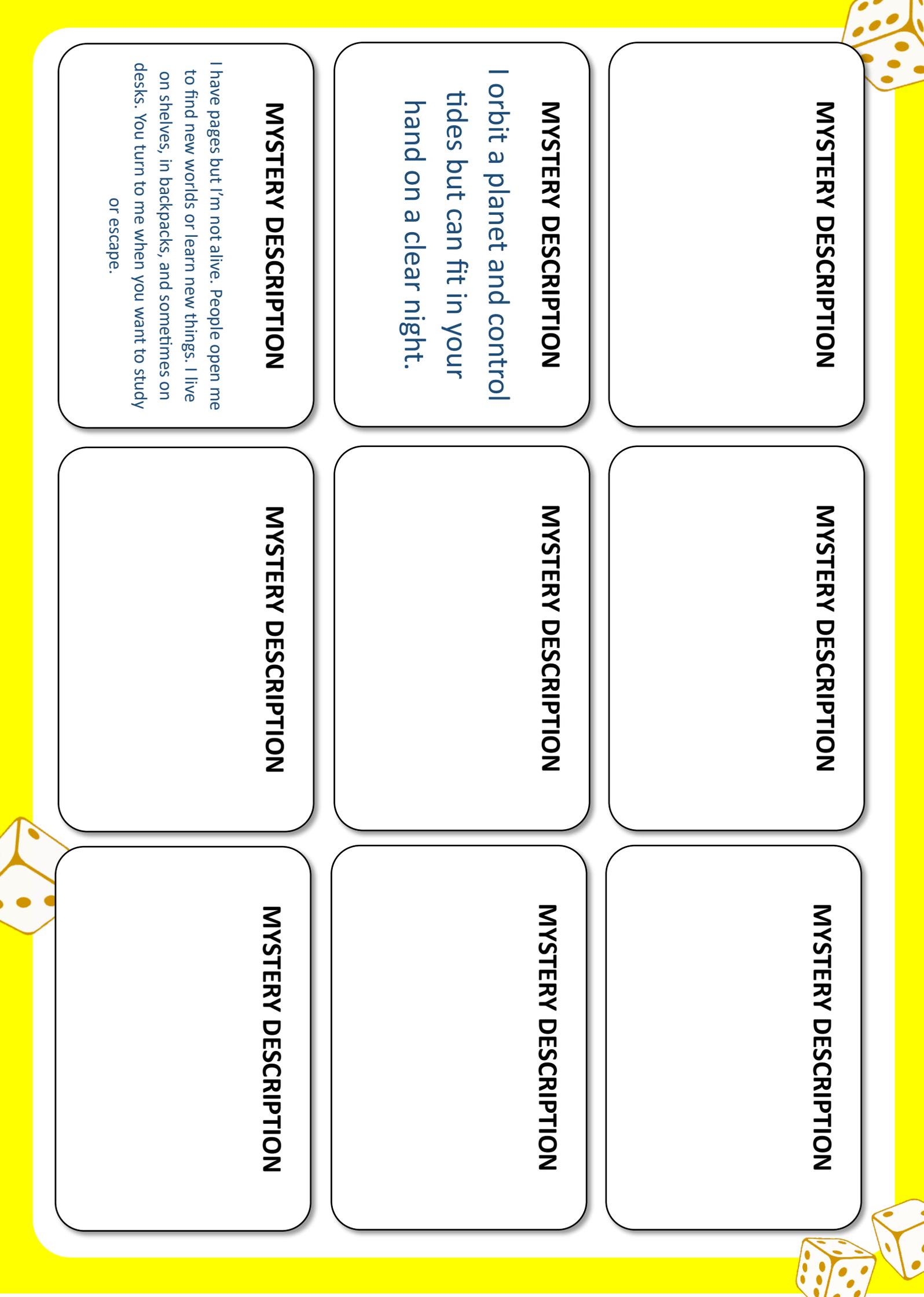
**MYSTERY DESCRIPTION**

I'm full of stories, quiet by  
rule, and my best friends  
are bookmarks.

**MYSTERY DESCRIPTION**

I wear glasses and have a lightning-  
shaped scar. I can do magic and  
speak with snakes. I'm brave, loyal,  
and I fight against evil with my  
friends at a famous school.

**ORAL  
EXPRESSION**



**MYSTERY DESCRIPTION**

**MYSTERY DESCRIPTION**

**MYSTERY DESCRIPTION**

**MYSTERY DESCRIPTION**

I orbit a planet and control  
tides but can fit in your  
hand on a clear night.

**MYSTERY DESCRIPTION**

**MYSTERY DESCRIPTION**

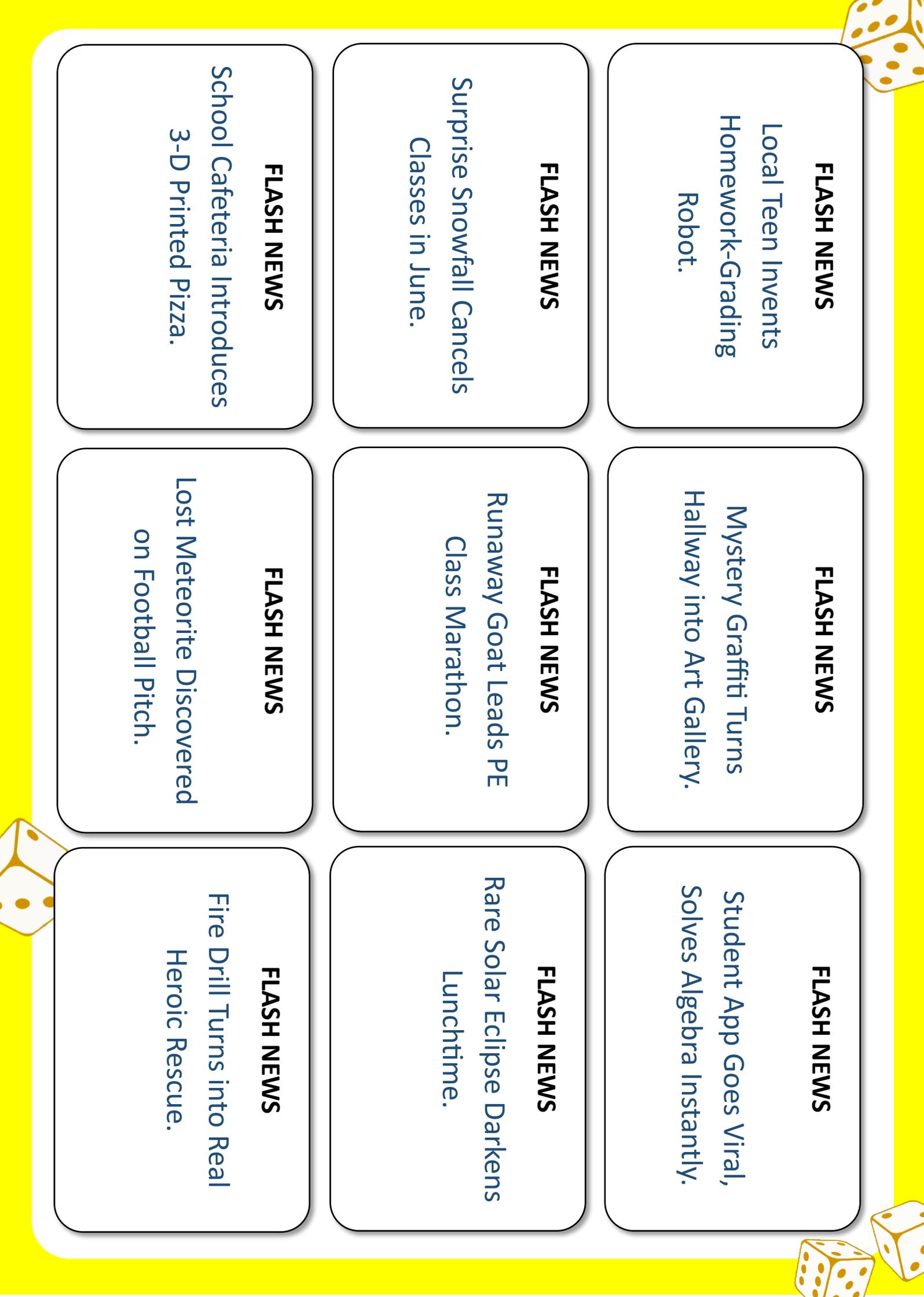
**MYSTERY DESCRIPTION**

I have pages but I'm not alive. People open me  
to find new worlds or learn new things. I live  
on shelves, in backpacks, and sometimes on  
desks. You turn to me when you want to study  
or escape.

**MYSTERY DESCRIPTION**

**MYSTERY DESCRIPTION**

**ORAL  
EXPRESSION**



**FLASH NEWS**

Local Teen Invents  
Homework-Grading  
Robot.

**FLASH NEWS**

Mystery Graffiti Turns  
Hallway into Art Gallery.

**FLASH NEWS**

Student App Goes Viral,  
Solves Algebra Instantly.

**FLASH NEWS**

Surprise Snowfall Cancels  
Classes in June.

**FLASH NEWS**

Runaway Goat Leads PE  
Class Marathon.

**FLASH NEWS**

Rare Solar Eclipse Darkens  
Lunchtime.

**FLASH NEWS**

School Cafeteria Introduces  
3-D Printed Pizza.

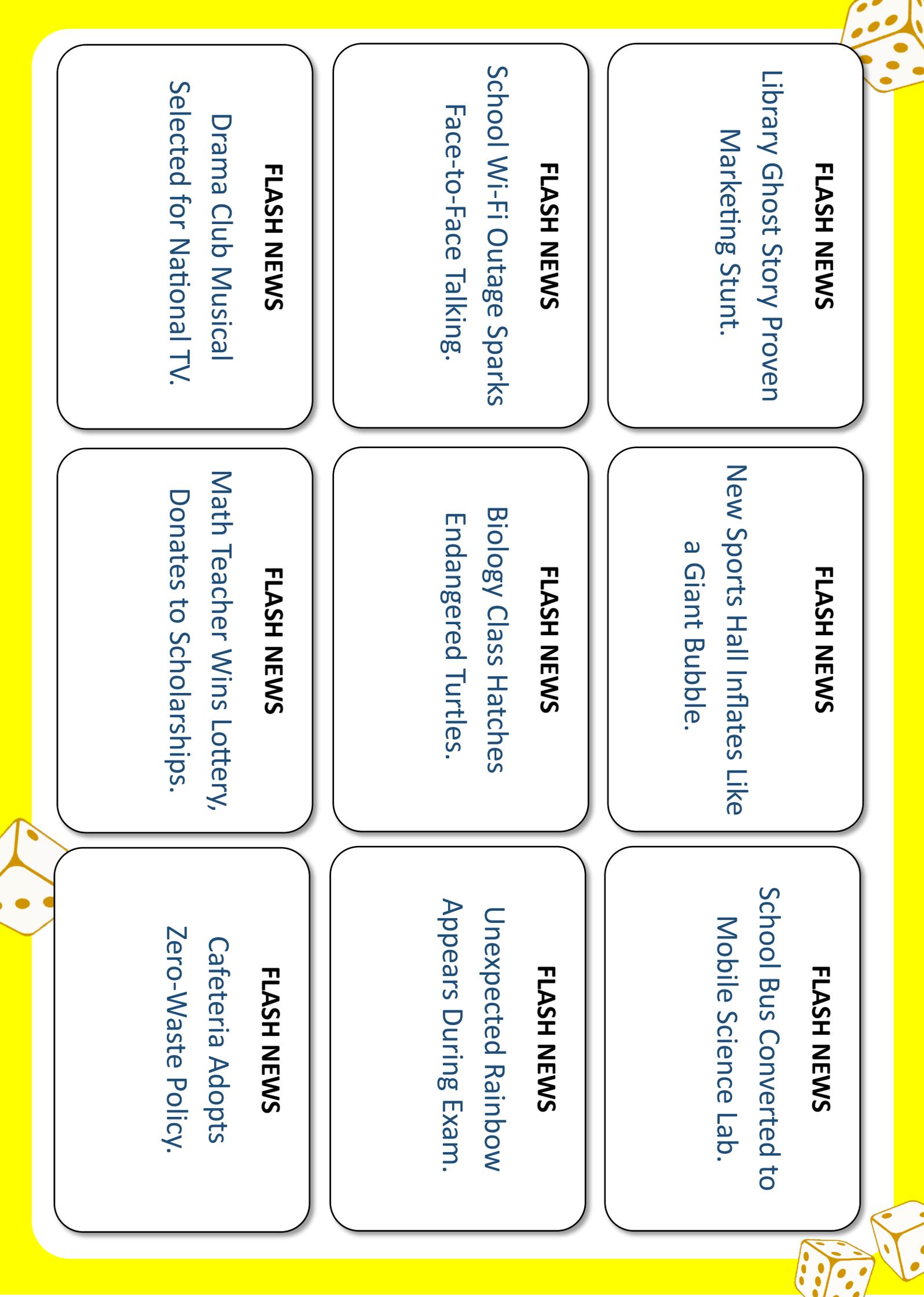
**FLASH NEWS**

Lost Meteorite Discovered  
on Football Pitch.

**FLASH NEWS**

Fire Drill Turns into Real  
Heroic Rescue.

**ORAL  
EXPRESSION**



**FLASH NEWS**

Library Ghost Story Proven  
Marketing Stunt.

**FLASH NEWS**

New Sports Hall Inflates Like  
a Giant Bubble.

**FLASH NEWS**

School Bus Converted to  
Mobile Science Lab.

**FLASH NEWS**

School Wi-Fi Outage Sparks  
Face-to-Face Talking.

**FLASH NEWS**

Biology Class Hatches  
Endangered Turtles.

**FLASH NEWS**

Unexpected Rainbow  
Appears During Exam.

**FLASH NEWS**

Drama Club Musical  
Selected for National TV.

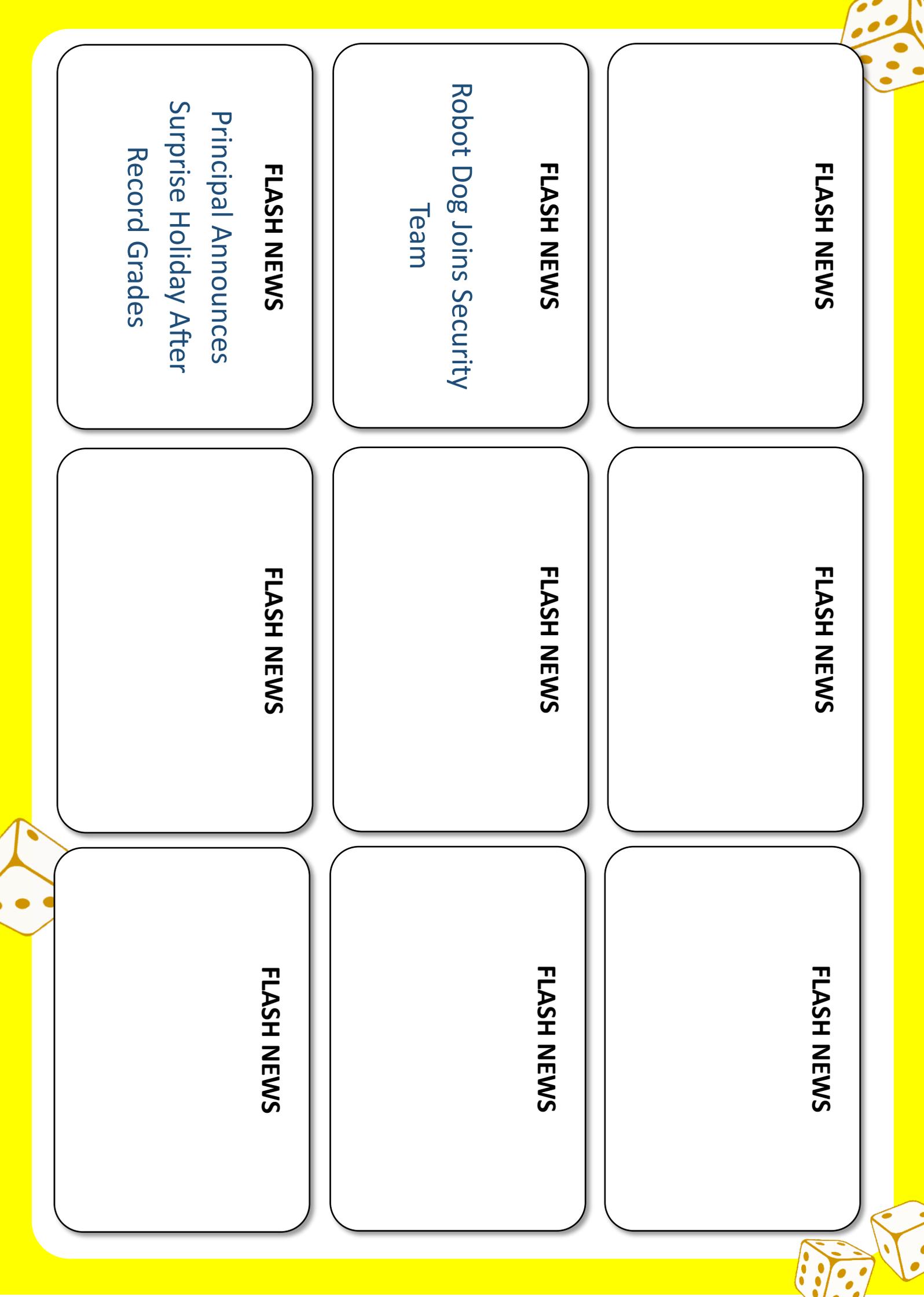
**FLASH NEWS**

Math Teacher Wins Lottery,  
Donates to Scholarships.

**FLASH NEWS**

Cafeteria Adopts  
Zero-Waste Policy.

**ORAL  
EXPRESSION**



**FLASH NEWS**

**FLASH NEWS**

Robot Dog Joins Security  
Team

**FLASH NEWS**

Principal Announces  
Surprise Holiday After  
Record Grades

**FLASH NEWS**

**FLASH NEWS**

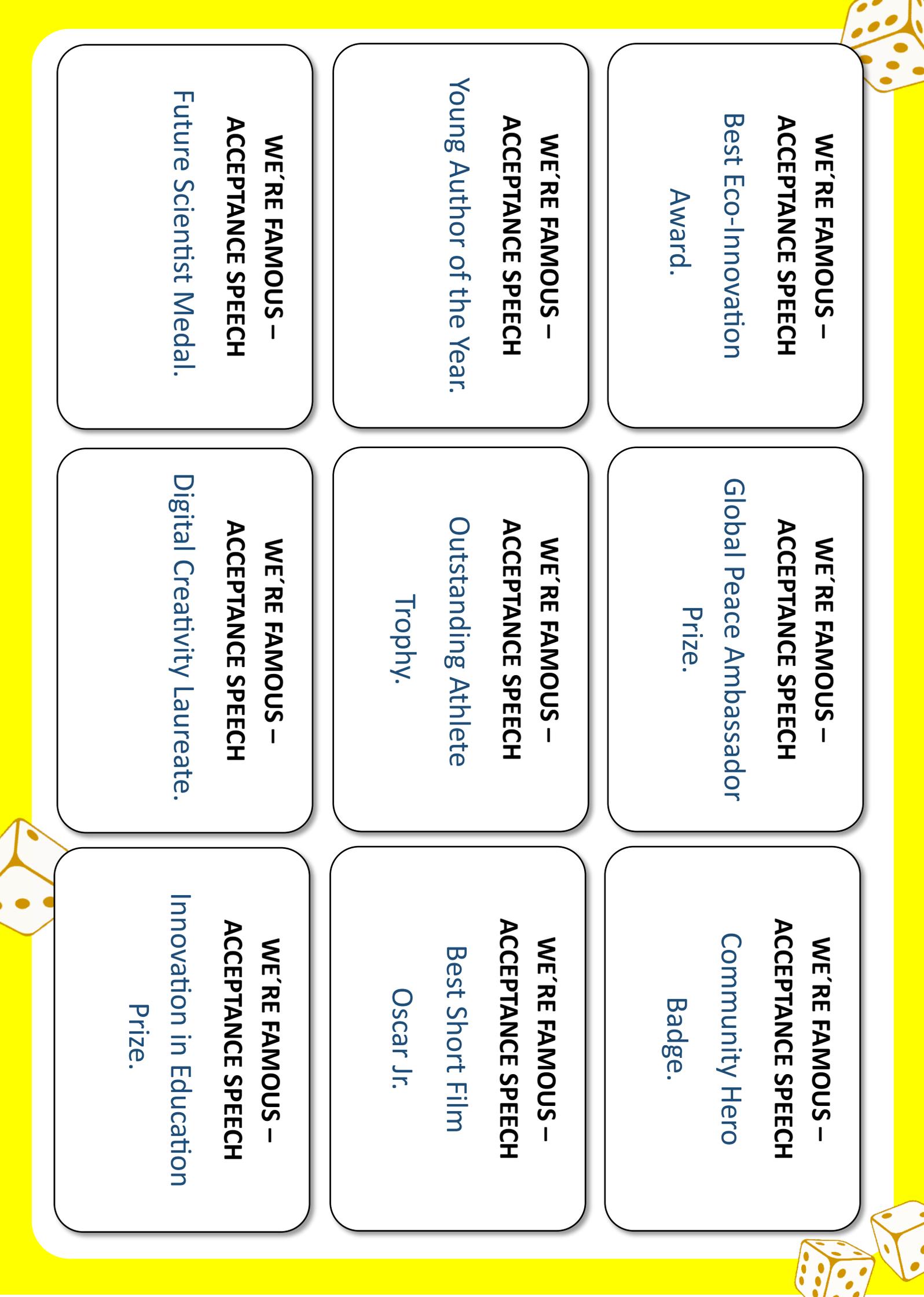
**FLASH NEWS**

**FLASH NEWS**

**FLASH NEWS**

**FLASH NEWS**

**ORAL  
EXPRESSION**



**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**  
Best Eco-Innovation  
Award.

**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**  
Global Peace Ambassador  
Prize.

**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**  
Community Hero  
Badge.

**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**  
Young Author of the Year.

**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**  
Outstanding Athlete  
Trophy.

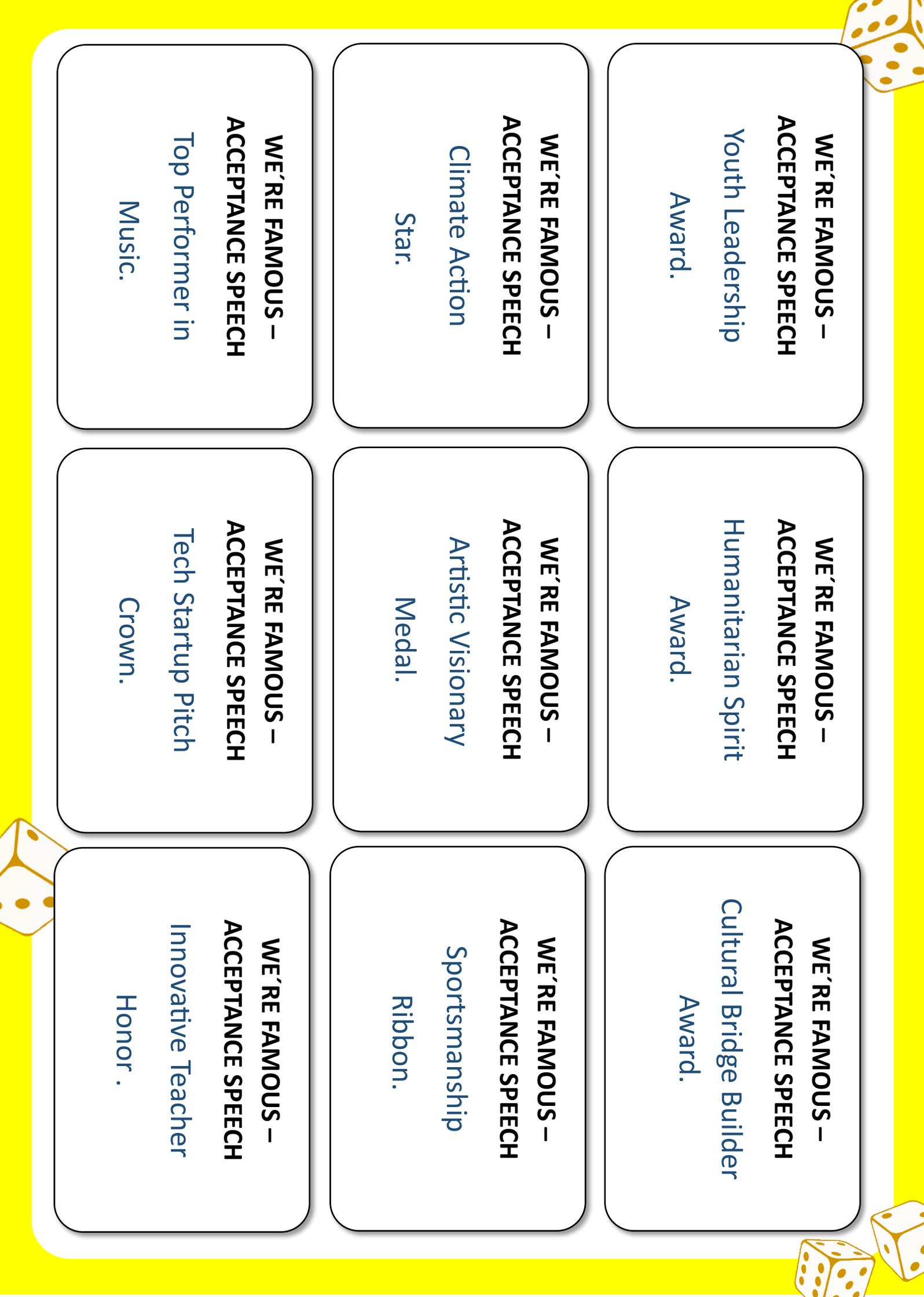
**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**  
Best Short Film  
Oscar Jr.

**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**  
Future Scientist Medal.

**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**  
Digital Creativity Laureate.

**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**  
Innovation in Education  
Prize.

**ORAL  
EXPRESSION**



**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**

Youth Leadership

Award.

**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**

Humanitarian Spirit

Award.

**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**

Cultural Bridge Builder

Award.

**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**

Climate Action

Star.

**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**

Artistic Visionary

Medal.

**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**

Sportsmanship

Ribbon.

**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**

Top Performer in

Music.

**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**

Tech Startup Pitch

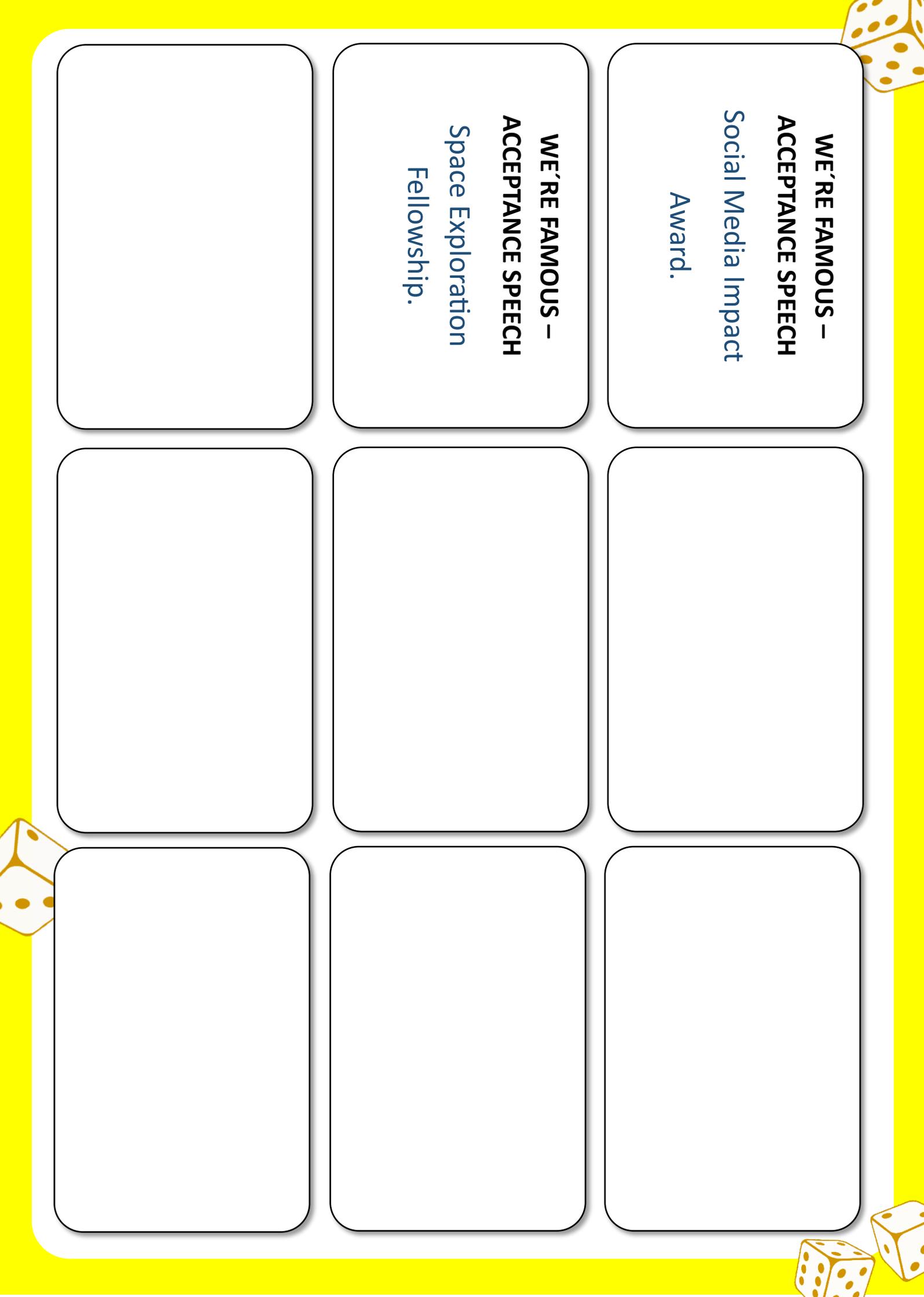
Crown.

**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**

Innovative Teacher

Honor.

**ORAL  
EXPRESSION**



**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**

Social Media Impact

Award.

**WE'RE FAMOUS –  
ACCEPTANCE SPEECH**

Space Exploration

Fellowship.

Empty rounded rectangular box for notes.

**ORAL  
EXPRESSION**

**ERROR HUNT**

"Definately"

**ERROR HUNT**

" Recieve "

**ERROR HUNT**

"They went to thier friend's house."

**ERROR HUNT**

"I can't beleive it's already July!"

**ERROR HUNT**

"The goverment announced new policies."

**ERROR HUNT**

"He doesn't like spinach."

**ERROR HUNT**

"We need to adress the issue quickly."

**ERROR HUNT**

"She was accomodated at the hostel."

**ERROR HUNT**

"The athmosphere was tense."

**SPELLING**

**SPELLING**

**SPELLING**

**SPELLING**

**SPELLING**

**SPELLING**

**SPELLING**

**SPELLING**

**SPELLING**

**ERROR HUNT**

"It's a obvious mistake."

**ERROR HUNT**

"The childs are playing outside."

**ERROR HUNT**

"Please seperate the papers."

**ERROR HUNT**

"I recieved an invitation."

**ERROR HUNT**

"Spring weather is unpredictable."

**ERROR HUNT**

"He gave me good advices."

**ERROR HUNT**

"We waited untill midnight."

**ERROR HUNT**

"Many oppurtunities abroad."

**ERROR HUNT**

"My freind is coming tommorow."

**SPELLING**

**SPELLING**

**SPELLING**

**SPELLING**

**SPELLING**

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**ERROR HUNT**

"She is responsible  
for the project.

**ERROR HUNT**

"It was an intresting  
experiment."

**ERROR HUNT**

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**SPELLING**

**WORD DUEL**

Word:

"Rhythm"

**WORD DUEL**

Word:

"conscientious"



**WORD DUEL**

Word:

"Acquaintance"

**WORD DUEL**

Word:

"Miscellaneous"

**WORD DUEL**

Word:

"Exaggerate"



**WORD DUEL**

Word:

"Perseverance"

**WORD DUEL**

Word:

"Queue"

**WORD DUEL**

Word:

"Psychology"

**WORD DUEL**

Word:

"Manoeuvre"

**SPELLING**

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**WORD DUEL**

Word:

**"Bilingual"**

**WORD DUEL**

Word:

**"Satellite"**



**WORD DUEL**

Word:

**"Entrepreneur"**

**WORD DUEL**

Word:

**"Mischievous"**

**WORD DUEL**

Word:

**"Phenomenon"**

**WORD DUEL**

Word:

**"Lightning"**

**WORD DUEL**

Word:

**"Privilege"**

**WORD DUEL**

Word:

**"Jeopardy"**



**WORD DUEL**

Word:

**"Brochure"**

**SPELLING**

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**WORD DUEL**

Word:

"Unusual"

**WORD DUEL**

Word:

"Mayonnaise"



**WORD DUEL**

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**ACCENT RACE**

Photograph  
Cinema  
Elephant  
Banana  
Animal

**ACCENT RACE**

Economy  
Democracy  
Biology  
Philosophy  
Helicopter

**ACCENT RACE**

Chimpanzee  
Volunteer  
Disagree  
Referee  
Carefree

**ACCENT RACE**

Understand  
Entertain  
Guarantee  
Recommend  
Holiday

**ACCENT RACE**

Advantage  
Native  
Gothic  
Reply  
Careful

**ACCENT RACE**

Ability  
Equality  
Humidity  
Security  
Internet

**ACCENT RACE**

Describe  
Begin  
Forgive  
Decide  
Picture

**ACCENT RACE**

Cafeteria  
Argentina  
Indonesia  
Korea  
Canada

**ACCENT RACE**

Guitar  
Hotel  
July  
Police  
Monday

**SPELLING**

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**ACCENT RACE**

Ability  
Capacity  
Fatality  
Mentality  
Chocolate

**ACCENT RACE**

Diploma  
Persona  
Corona  
Aroma  
Cinema

**ACCENT RACE**

Understand  
Balloon  
Cartoon  
Typhoon  
Mountain

**ACCENT RACE**

Technology  
Psychology  
Geology  
Apology  
Energy

**ACCENT RACE**

Committee  
Employee  
Guarantee  
Referee  
Library

**ACCENT RACE**

Extinct  
Express  
Expand  
Export  
Expert

**ACCENT RACE**

Automatic  
Dramatic  
Thematic  
Pragmatic  
Traffic

**ACCENT RACE**

Thirteen  
Fourteen  
Sixteen  
Eighteen  
Hundred

**ACCENT RACE**

Material  
Musician  
Magician  
Physician  
Camera

**SPELLING**

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**ACCENT RACE**

Solution  
Pollution  
Illusion  
Confusion  
Purpose

**ACCENT RACE**

Routine  
Machine  
Marine  
Cuisine  
Mountain

**ACCENT RACE**

**SPELLING**

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**SPELLING**

**SILENT LETTER  
SEARCH**

**Knight**  
**Honest**  
**Climb**

**SILENT LETTER  
SEARCH**

**Island**  
**Listen**  
**Answer**

**SILENT LETTER  
SEARCH**

**Write**  
**Subtle**  
**Thumb**

**SILENT LETTER  
SEARCH**

**Debt**  
**Foreign**  
**Muscle**

**SILENT LETTER  
SEARCH**

**Whistle**  
**Castle**  
**Autumn**

**SILENT LETTER  
SEARCH**

**Knuckle**  
**Gnome**  
**Scene**

**SILENT LETTER  
SEARCH**

**Salmon**  
**Half**  
**Calm**

**SILENT LETTER  
SEARCH**

**Sword**  
**Raspberry**  
**Aisle**

**SILENT LETTER  
SEARCH**

**Column**  
**Bouquet**  
**Mortgage**

**SPELLING**

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**SILENT LETTER  
SEARCH**

**Psychology**

**Rhino**

**Doubt**

**SILENT LETTER  
SEARCH**

**Sign**

**Chorus**

**Answer**

**SILENT LETTER  
SEARCH**

**Ballet**

**Crumb**

**Walker**

**SILENT LETTER  
SEARCH**

**Ghost**

**Knowledge**

**Wrench**

**SILENT LETTER  
SEARCH**

**Receipt**

**Scissors**

**Cupboard**

**SILENT LETTER  
SEARCH**

**Pneumonia**

**Knee**

**Castle**

**SILENT LETTER  
SEARCH**

**Rendezvous**

**Handkerchief**

**Handsome**

**SILENT LETTER  
SEARCH**

**Sovereign**

**Whistle**

**Biscuit**

**SILENT LETTER  
SEARCH**

**Listen**

**Glisten**

**Hasten**

**SPELLING**

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**SILENT LETTER  
SEARCH**

**Subtle  
Condemn  
Hymn**

**SILENT LETTER  
SEARCH**

**Doubt  
Align  
Rhythm**

**SILENT LETTER  
SEARCH**

**SPELLING**

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**DYNAMIC  
DICTATION**

**1:**

**“A Strange Day  
at School”**

**DYNAMIC  
DICTATION**

**2:**

**“A Day in Mia’s  
Life”**

**DYNAMIC  
DICTATION**

**3:**

**“Planning for  
exams”**

**DYNAMIC  
DICTATION**

**4:**

**“Weekend  
plans”**

**DYNAMIC  
DICTATION**

**5:**

**“What are they  
doing”**

**DYNAMIC  
DICTATION**

**6:**

**“Advice for new  
students”**

**DYNAMIC  
DICTATION**

**7:**

**“Starting a  
band”**

**DYNAMIC  
DICTATION**

**8:**

**“Our school  
recycling  
project”**

**DYNAMIC  
DICTATION**

**9:**

**“Lost in a new  
city”**



**SPELLING**

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**DYNAMIC  
DICTATION**

**10:**  
**“The power of  
music”**

**DYNAMIC  
DICTATION**

**DYNAMIC  
DICTATION**

**DYNAMIC  
DICTATION**



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The Spelling Bridge

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The Spelling Bridge

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The Spelling Bridge

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**SPELLING**

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The Spelling Bridge

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The Spelling Bridge

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**SPELLING**

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**The Spelling Bridge**

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**The Spelling Bridge**

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**The Spelling Bridge**

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**The Spelling Bridge**

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**SYNONYMS &  
ANTONYMS**

**HAPPY**

**SYNONYMS &  
ANTONYMS**

**ANCIENT**

**SYNONYMS &  
ANTONYMS**

**BRIEF**

**SYNONYMS &  
ANTONYMS**

**EXPAND**

**SYNONYMS &  
ANTONYMS**

**FRAGILE**

**SYNONYMS &  
ANTONYMS**

**GENEROUS**

**SYNONYMS &  
ANTONYMS**

**NARROW**

**SYNONYMS &  
ANTONYMS**

**VIVID**

**SYNONYMS &  
ANTONYMS**

**START**



**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**SYNONYMS &  
ANTONYMS**

**QUICK**

**SYNONYMS &  
ANTONYMS**

**SMART**

**SYNONYMS &  
ANTONYMS**

**MINOR**

**SYNONYMS &  
ANTONYMS**

**REMOTE**

**SYNONYMS &  
ANTONYMS**

**SCARCE**

**SYNONYMS &  
ANTONYMS**

**TIDY**

**SYNONYMS &  
ANTONYMS**

**UNIQUE**

**SYNONYMS &  
ANTONYMS**

**VITAL**

**SYNONYMS &  
ANTONYMS**

**COLD**

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY



**SYNONYMS &  
ANTONYMS**

**SLEEPY**

**SYNONYMS &  
ANTONYMS**

**DELICATE**

**SYNONYMS &  
ANTONYMS**



VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY



WORD BUILDER

**Photograph**

WORD BUILDER

**Vegetables**

WORD BUILDER

**Grandfather**

WORD BUILDER

**Thunderstorm**

WORD BUILDER

**Marketplace**

WORD BUILDER

**Imagination**

WORD BUILDER

**Friendship**

WORD BUILDER

**Brainstorming**

WORD BUILDER

**Earthquakes**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**



WORD BUILDER

**Competition**

WORD BUILDER

**Newspaper**

WORD BUILDER

**Understand**

WORD BUILDER

**Celebration**

WORD BUILDER

**Playground**

WORD BUILDER

**Scrapbook**

WORD BUILDER

**Masterpiece**

WORD BUILDER

**Relationship**

WORD BUILDER

**Background**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**WORD BUILDER**

**WORD BUILDER**

**Astronautics**

**WORD BUILDER**

**Watermelon**

**WORD BUILDER**

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**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**



COMPOUND RALLY

**TOOTH – PASTE – RUBBER**

COMPOUND RALLY

**SUN – FIRE – FLY**

COMPOUND RALLY

**HEART – BEAT – LUNG**

COMPOUND RALLY

**BOW – RAIN – WIND**

COMPOUND RALLY

**MAN – SNOW – WEATHER**

COMPOUND RALLY

**MATE – CLASS – DRINK**

COMPOUND RALLY

**SUN – MOON – FLOWER**

COMPOUND RALLY

**NOTE – LITERATURE – BOOK**

COMPOUND RALLY

**BED – PAJAMAS – ROOM**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**



**COMPOUND RALLY**

**AIR – MAN – PORT**

**COMPOUND RALLY**

**FOOT – PRINT – BODY**

**COMPOUND RALLY**

**BACK – PHONE – EAR**

**COMPOUND RALLY**

**TABLE – TIME – WEATHER**

**COMPOUND RALLY**

**BOARD – KEY – COMPUTER**

**COMPOUND RALLY**

**GROUND – TREE – PLAY**

**COMPOUND RALLY**

**SHORE – SEA – SHELL**

**COMPOUND RALLY**

**WATER – DARK – PROOF**

**COMPOUND RALLY**

**LIGHT – MOON – LAMP**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**



**COMPOUND RALLY**

**BOX – PAPER – NEWS**

**COMPOUND RALLY**

**SOFT – WARE – BED**

**COMPOUND RALLY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

### HIDDEN WORD

A building where artwork is displayed:

- a) Gallery
- b) Greenhouse
- c) Shop

### HIDDEN WORD

The study of planets and stars:

- a) Geography
- b) Astronomy
- c) Astrology

### HIDDEN WORD

A device used to measure temperature:

- a) Hygrometer
- b) Thermometer
- c) Anemometer

### HIDDEN WORD

A person who repairs water pipes:

- a) Plumber
- b) Mechanic
- c) Gardener

### HIDDEN WORD

The opposite of victory:

- a) War
- b) Triumph
- c) Defeat

### HIDDEN WORD

A fear of small spaces:

- a) Claustrophobia
- b) Agoraphobia
- c) Classphobia

### HIDDEN WORD

A long adventurous journey:

- a) Airport
- b) Map
- c) Odyssey

### HIDDEN WORD

The natural environment of an animal:

- a) Habitat
- b) Zoo
- c) Savannah

### HIDDEN WORD

The act of leaving one's country to live elsewhere:

- a) Immigration
- b) Emigration
- c) Travel

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

### HIDDEN WORD

Energy from the sun:

- a) Solar system
- b) Solar power
- c) Solar pannel

### HIDDEN WORD

The process of breaking down food:

- a) Digestion
- b) Cooking
- c) Swallowing

### HIDDEN WORD

An animal that eats both plants and meat:

- a) Herbivore
- b) Carnivore
- c) Omnivore

### HIDDEN WORD

A tool used for cutting paper:

- a) Knife
- b) Scissors
- c) Folder

### HIDDEN WORD

A person who writes news articles:

- a) Writer
- b) Dramaturg
- c) Journalist

### HIDDEN WORD

The pattern of weather over many years:

- a) Weatherology
- b) Climate
- c) Astronomy

### HIDDEN WORD

The imaginary line around Earth's middle:

- a) Equator
- b) Meridian
- c) Parallel

### HIDDEN WORD

A statement that seems self-contradictory but is true:

- a) Lie
- b) Enigma
- c) Paradox

### HIDDEN WORD

Vertebrate animals with hair, mammary glands used to suckle young with milk:

- a) Mammals
- b) Mamiferous
- c) Omnivores

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**HIDDEN WORD**

A place to borrow books:

- a) Library**
- b) Book shop**
- c) Shelf**

**HIDDEN WORD**

The force that attracts objects to Earth:

- a) Universe**
- b) Gravity**
- c) Satellite**

**HIDDEN WORD**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**GIVE ME  
MORE**

**MUSICAL  
INSTRUMENTS**

**GIVE ME  
MORE**

**VEGETABLES**

**GIVE ME  
MORE**

**WEATHER  
PHENOMENA**

**GIVE ME  
MORE**

**JOBS IN A  
HOSPITAL**

**GIVE ME  
MORE**

**TYPES OF  
TRANSPORT**

**GIVE ME  
MORE**

**OCEAN  
ANIMALS**

**GIVE ME  
MORE**

**SPORTS  
PLAYED WITH  
A BALL**

**GIVE ME  
MORE**

**PARTS OF  
A HOUSE**

**GIVE ME  
MORE**

**GENRES OF  
LITERATURE**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

GIVE ME  
MORE

**COMPUTER  
PARTS**

GIVE ME  
MORE

**TYPES OF  
ENERGY**

GIVE ME  
MORE

**FEELINGS  
AND  
EMOTIONS**

GIVE ME  
MORE

**PIECES OF  
CLOTHING**

GIVE ME  
MORE

**MOUNTAIN  
ACTIVITIES**

GIVE ME  
MORE

**PLANETS IN  
OUR SOLAR  
SYSTEM**

GIVE ME  
MORE

**MEANS OF  
COMMUNICATION**

GIVE ME  
MORE

**RECYCLING  
MATERIALS**

GIVE ME  
MORE

**BRANCHES  
OF SCIENCE**

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

GIVE ME  
MORE

SHAPES  
AND  
POLYGONS

GIVE ME  
MORE

PIECES OF  
FURNITURE

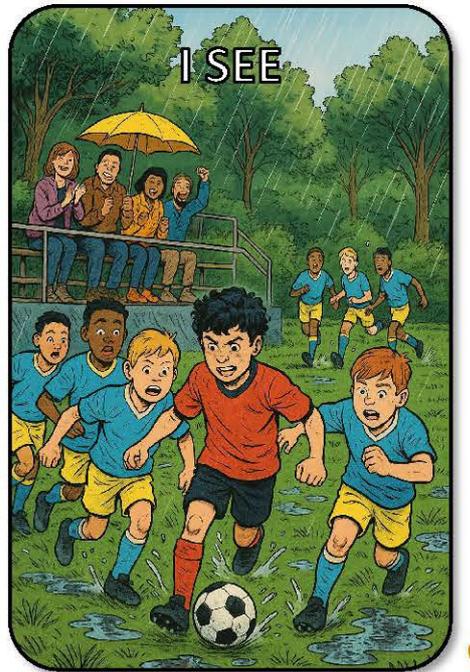
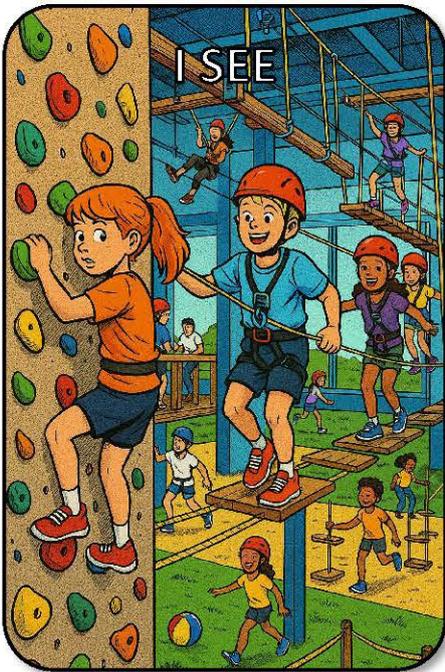
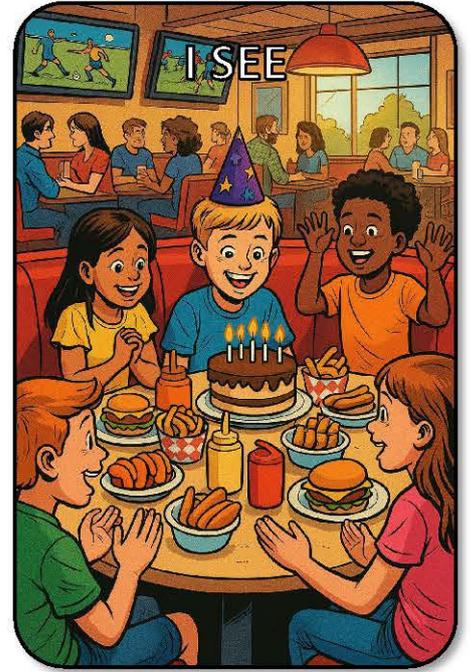
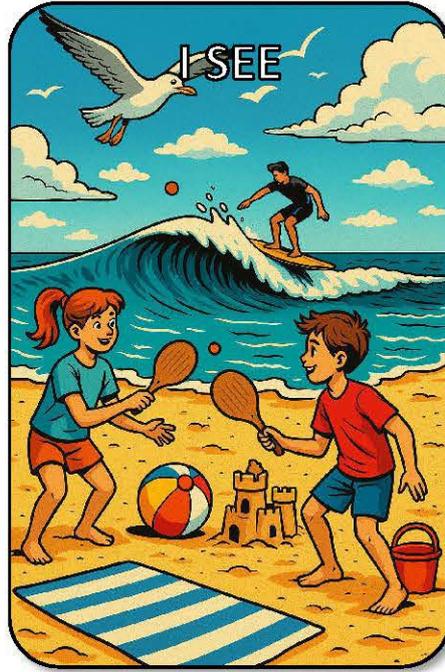
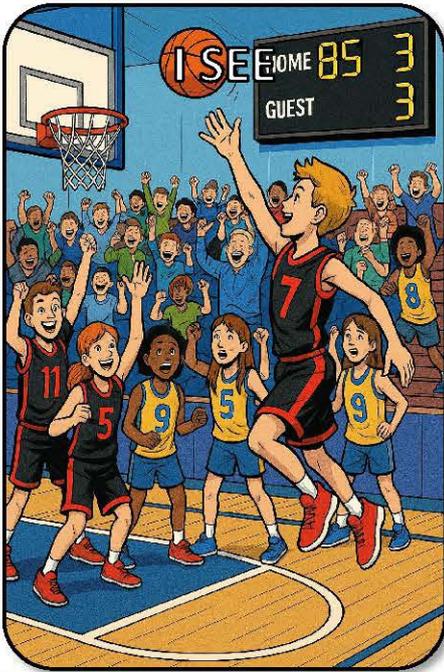
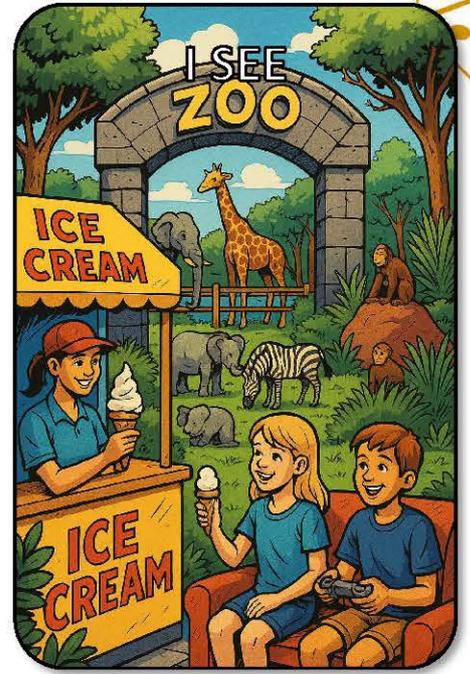
GIVE ME  
MORE



VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

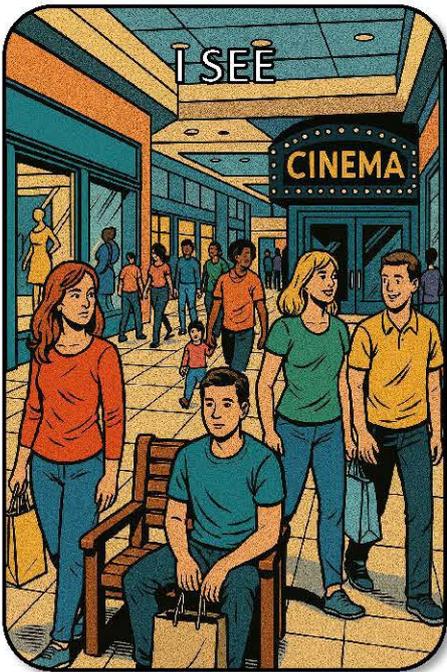
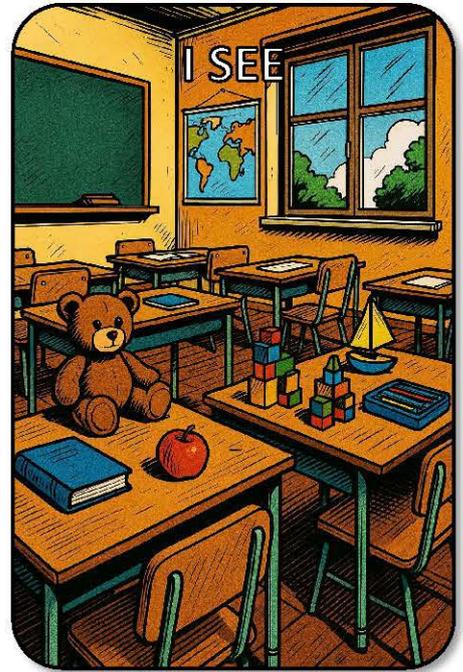
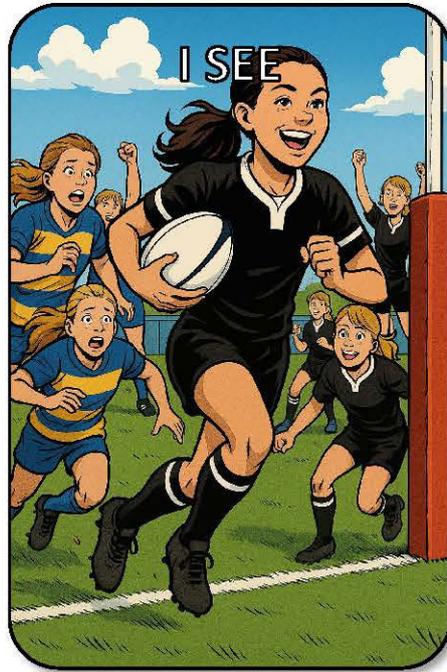
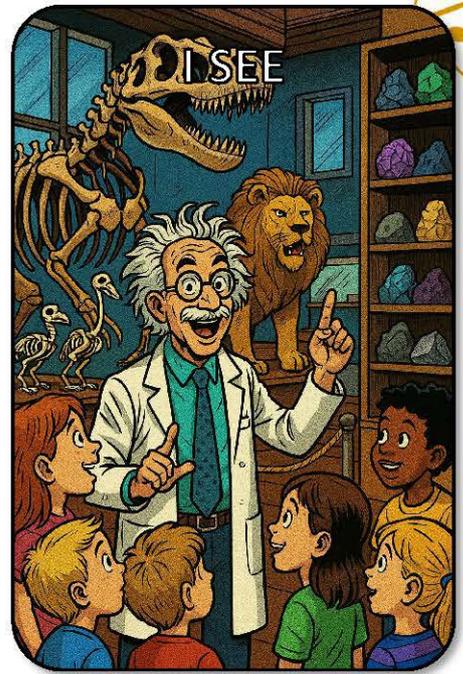
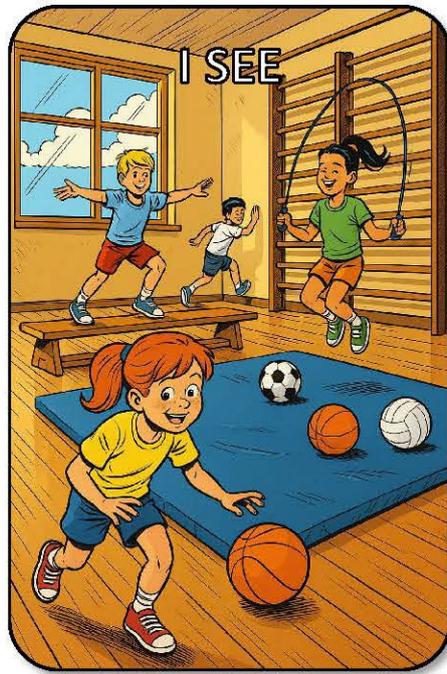
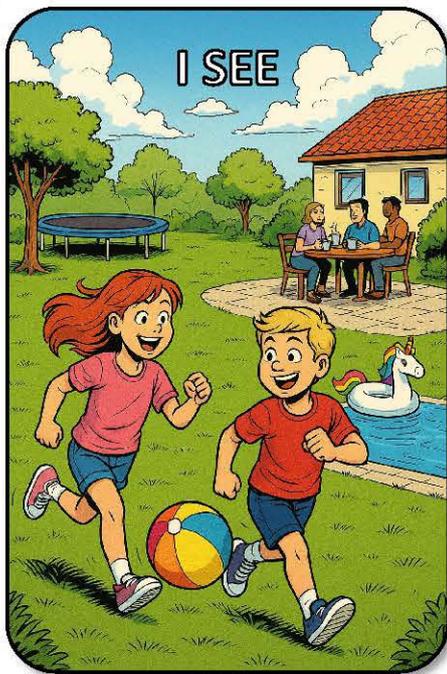
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VOCABULARY VOCABULARY VOCABULARY

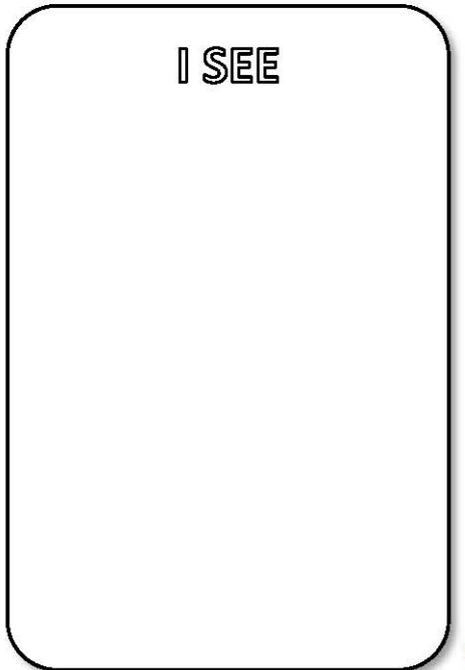
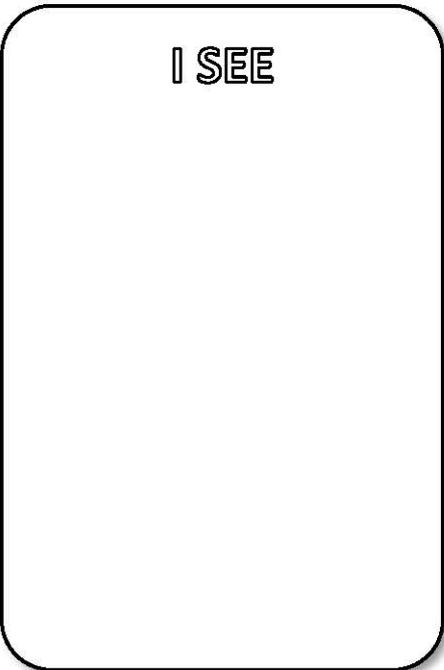
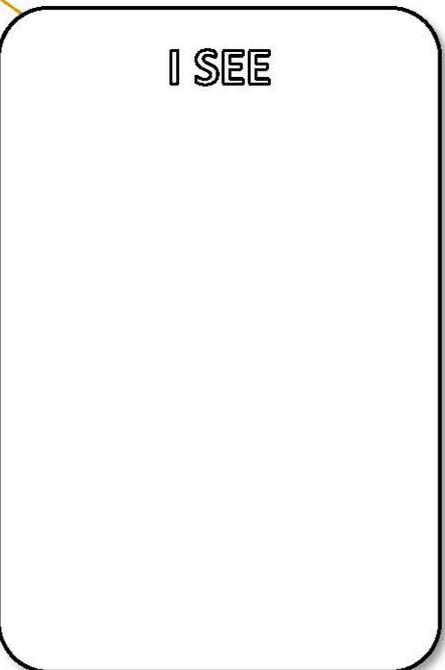
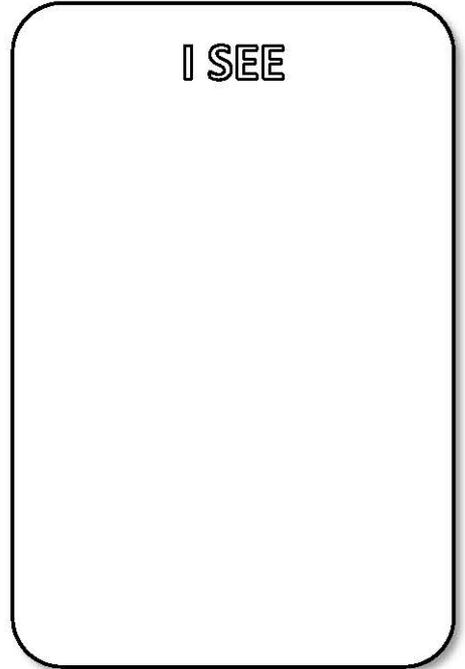
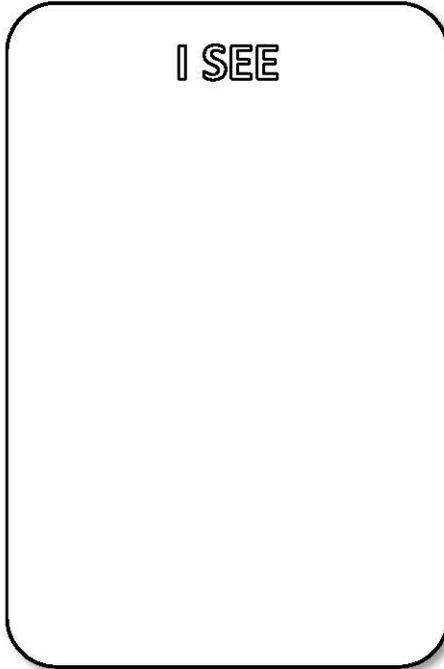
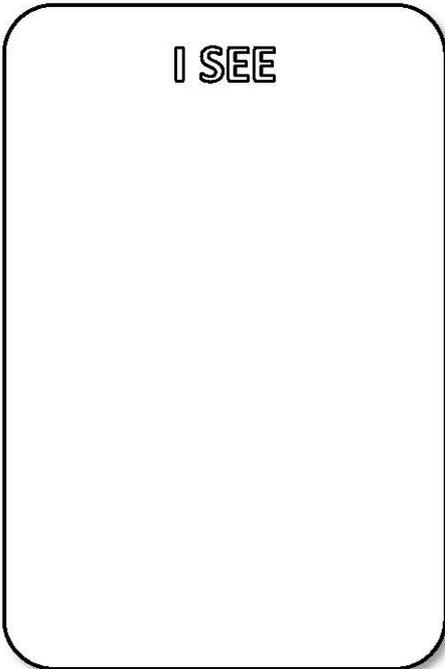
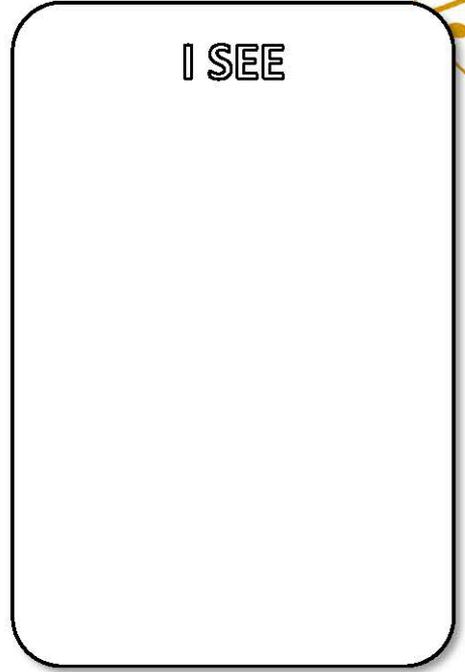
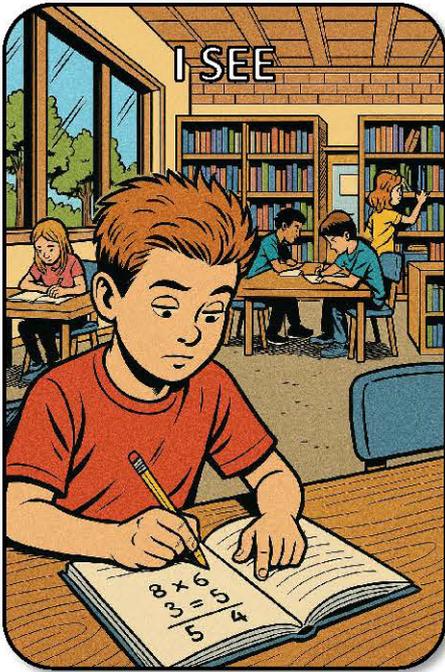
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**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**PREFIX & SUFFIX  
PUZZLE**

**HAPPY**

**PREFIX & SUFFIX  
PUZZLE**

**AGREE**

**PREFIX & SUFFIX  
PUZZLE**

**LEGAL**

**PREFIX & SUFFIX  
PUZZLE**

**POSSIBLE**

**PREFIX & SUFFIX  
PUZZLE**

**CARE**

**PREFIX & SUFFIX  
PUZZLE**

**HELP**

**PREFIX & SUFFIX  
PUZZLE**

**CHARGE**

**PREFIX & SUFFIX  
PUZZLE**

**CYCLE**

**PREFIX & SUFFIX  
PUZZLE**

**PREDICT**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**PREFIX & SUFFIX  
PUZZLE**

**ACT**

**PREFIX & SUFFIX  
PUZZLE**

**COMFORT**

**PREFIX & SUFFIX  
PUZZLE**

**ORGANISE**

**PREFIX & SUFFIX  
PUZZLE**

**APPEAR**

**PREFIX & SUFFIX  
PUZZLE**

**PATIENT**

**PREFIX & SUFFIX  
PUZZLE**

**CREATE**

**PREFIX & SUFFIX  
PUZZLE**

**USE**

**PREFIX & SUFFIX  
PUZZLE**

**PACK**

**PREFIX & SUFFIX  
PUZZLE**

**SECURE**

VOCABULARY VOCABULARY VOCABULARY

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**PREFIX & SUFFIX  
PUZZLE**

**MOVE**

**PREFIX & SUFFIX  
PUZZLE**

**NATION**

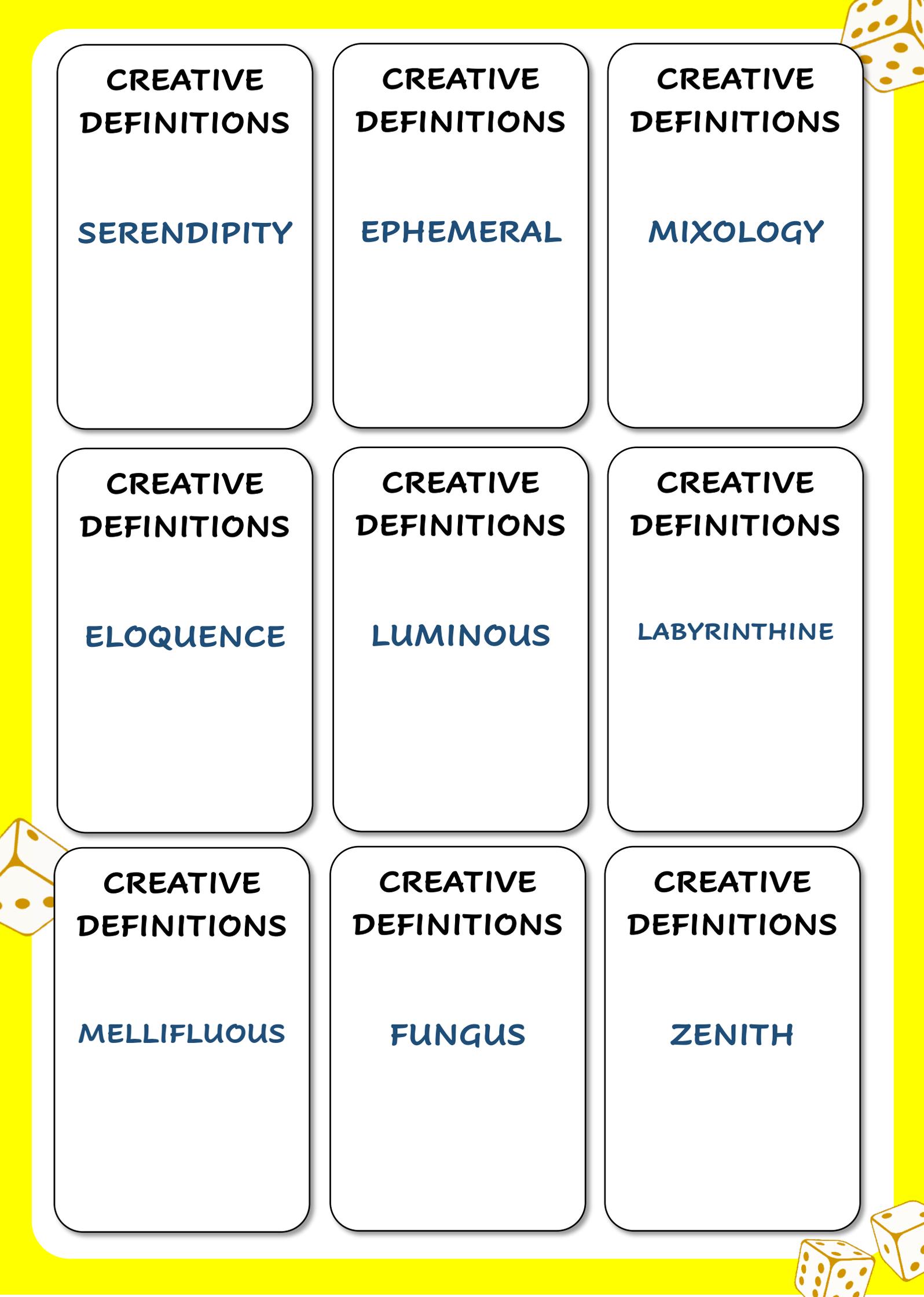
**PREFIX & SUFFIX  
PUZZLE**



**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**



**CREATIVE  
DEFINITIONS**

**SERENDIPITY**

**CREATIVE  
DEFINITIONS**

**EPHEMERAL**

**CREATIVE  
DEFINITIONS**

**MIXOLOGY**

**CREATIVE  
DEFINITIONS**

**ELOQUENCE**

**CREATIVE  
DEFINITIONS**

**LUMINOUS**

**CREATIVE  
DEFINITIONS**

**LABYRINTHINE**

**CREATIVE  
DEFINITIONS**

**MELLIFLUOUS**

**CREATIVE  
DEFINITIONS**

**FUNGUS**

**CREATIVE  
DEFINITIONS**

**ZENITH**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**CREATIVE  
DEFINITIONS**

**UBIQUITOUS**

**CREATIVE  
DEFINITIONS**

**INEFFABLE**

**CREATIVE  
DEFINITIONS**

**QUINTESSENTIAL**

**CREATIVE  
DEFINITIONS**

**LANGUID**

**CREATIVE  
DEFINITIONS**

**HULLABALOO**

**CREATIVE  
DEFINITIONS**

**PANACEA**

**CREATIVE  
DEFINITIONS**

**RESILIENT**

**CREATIVE  
DEFINITIONS**

**CACOPHONY**

**CREATIVE  
DEFINITIONS**

**WHIPPERSNAPPER**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**CREATIVE  
DEFINITIONS**

**BENEVOLENT**

**CREATIVE  
DEFINITIONS**

**WANDERLUST**

**CREATIVE  
DEFINITIONS**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**

**VOCABULARY VOCABULARY VOCABULARY**



**Crazy Micro-Story** (150 words)

Words: detective, rainbow, app,  
mountain, alarm

**Crazy Micro-Story** (150 words)

Words: pirate, smartphone, island,  
storm, notebook

**Crazy Micro-Story** (150 words)

Words: journalist, submarine,  
festival, chocolate, lantern

**Crazy Micro-Story** (150 words)

Words: dragon, library, whisper,  
mirror, sneakers

**Crazy Micro-Story** (150 words)

Words: ghost, museum, camera,  
bicycle, cookie

**Crazy Micro-Story** (150 words)

Words: scientist, volcano, painting,  
headphones, pizza

**Crazy Micro-Story** (150 words)

Words: robot, umbrella, midnight,  
concert, pancake

**Crazy Micro-Story** (150 words)

Words: astronaut, garden, violin,  
secret, candle

**Crazy Micro-Story** (150 words)

Words: teacher, time-machine,  
coffee, planet, backpack

**WRITTEN  
EXPRESSION**



**Crazy Micro-Story** (150 words)

Words: gamer, castle, drone, river,  
parrot

**Crazy Micro-Story** (150 words)

Words: doctor, hologram, jungle,  
ice-cream, violin

**Crazy Micro-Story** (150 words)

Words: musician, spaceship,  
garden, bubble, key

**Crazy Micro-Story** (150 words)

Words: chef, portal, snowflake,  
guitar, treasure

**Crazy Micro-Story** (150 words)

Words: student, maze, magic,  
camera, scooter

**Crazy Micro-Story** (150 words)

Words: engineer, waterfall, comic,  
alarm, skateboard

**Crazy Micro-Story** (150 words)

Words: athlete, robot-dog,  
desert, flash, compass

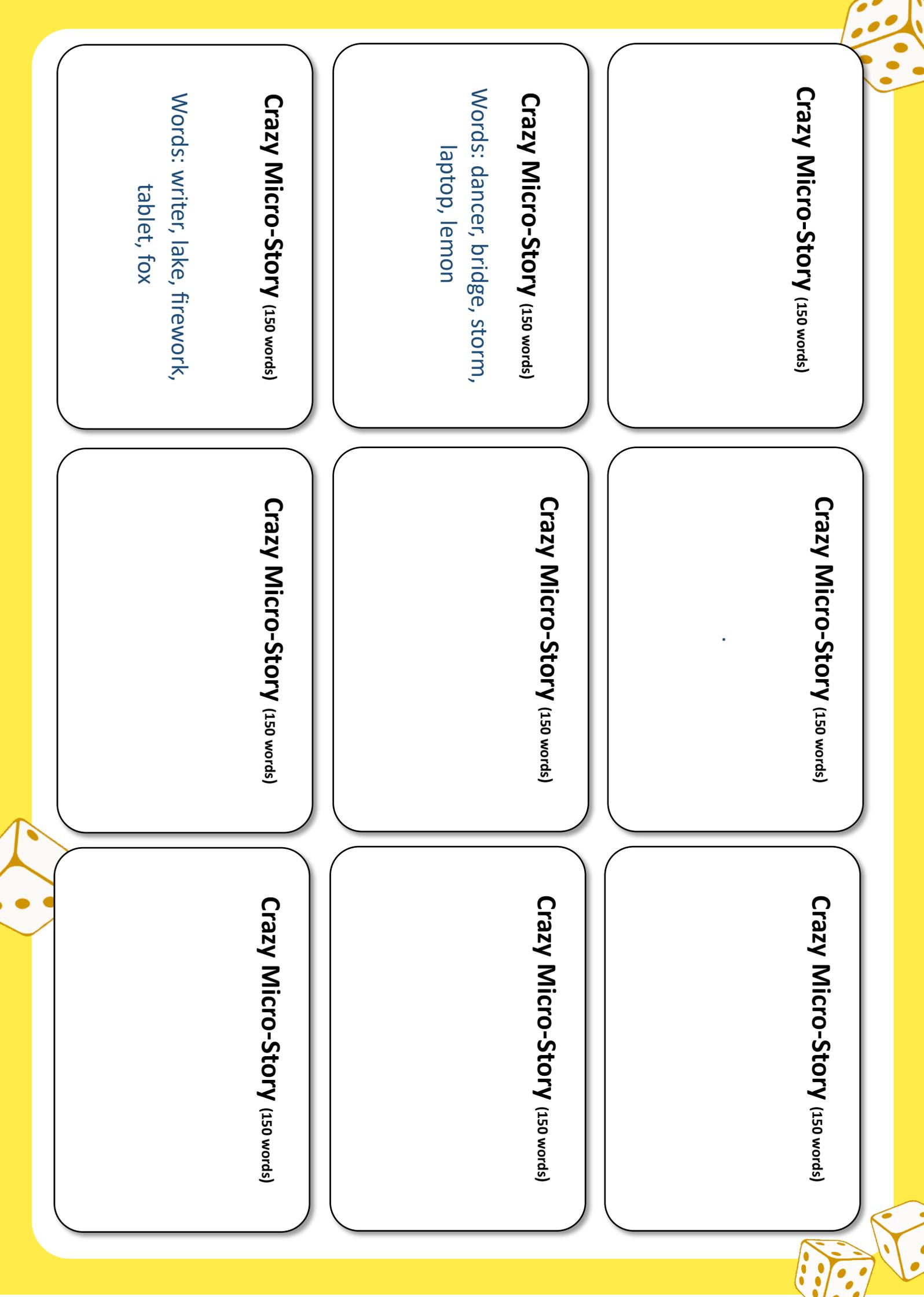
**Crazy Micro-Story** (150 words)

Words: pilot, cloud, pencil, market,  
surfboard

**Crazy Micro-Story** (150 words)

Words: artist, metro, puzzle, owl,  
sandwich

**WRITTEN  
EXPRESSION**



**Crazy Micro-Story** (150 words)

**Crazy Micro-Story** (150 words)

**Crazy Micro-Story** (150 words)

**Crazy Micro-Story** (150 words)

Words: dancer, bridge, storm,  
laptop, lemon

**Crazy Micro-Story** (150 words)

**Crazy Micro-Story** (150 words)

**Crazy Micro-Story** (150 words)

Words: writer, lake, firework,  
tablet, fox

**Crazy Micro-Story** (150 words)

**Crazy Micro-Story** (150 words)

**WRITTEN  
EXPRESSION**



**UNKNOWN LETTER**

Celebrity: Billie Eilish

Use: music, style, generation

**UNKNOWN LETTER**

Celebrity: Emma Watson

Use: education, equality, films

**UNKNOWN LETTER**

Celebrity: Malala Yousafzai

Use: peace, reading, school

**UNKNOWN LETTER**

Celebrity: Lionel Messi

Use: goal, training, teamwork

**UNKNOWN LETTER**

Celebrity: Chris Hemsworth

Use: movie, Marvel, character

**UNKNOWN LETTER**

Celebrity: Ariana Grande

Use: voice, tour, fans

**UNKNOWN LETTER**

Celebrity: Taylor Swift

Use: concert, lyrics, inspiration

**UNKNOWN LETTER**

Celebrity: Simone Biles

Use: gymnastics, courage, medal

**UNKNOWN LETTER**

Celebrity: LeBron James

Use: basketball, leadership, charity

**WRITTEN  
EXPRESSION**

**UNKNOWN LETTER**

Celebrity: Ed Sheeran

Use: guitar, album, story

**UNKNOWN LETTER**

Celebrity: Karol G

Use: reggaeton, stage, rhythm.

**UNKNOWN LETTER**

Celebrity: Naomi Osaka

Use: tennis, mental-health, support.

**UNKNOWN LETTER**

Celebrity: Greta Thunberg

Use: climate, future, action

**UNKNOWN LETTER**

Celebrity: Zendaya

Use: acting, fashion, role.

**UNKNOWN LETTER**

Celebrity: Rosalía

Use: flamenco, album, culture

**UNKNOWN LETTER**

Celebrity: Shawn Mendes

Use: guitar, tour, inspire.

**UNKNOWN LETTER**

Celebrity: Rafa Nadal

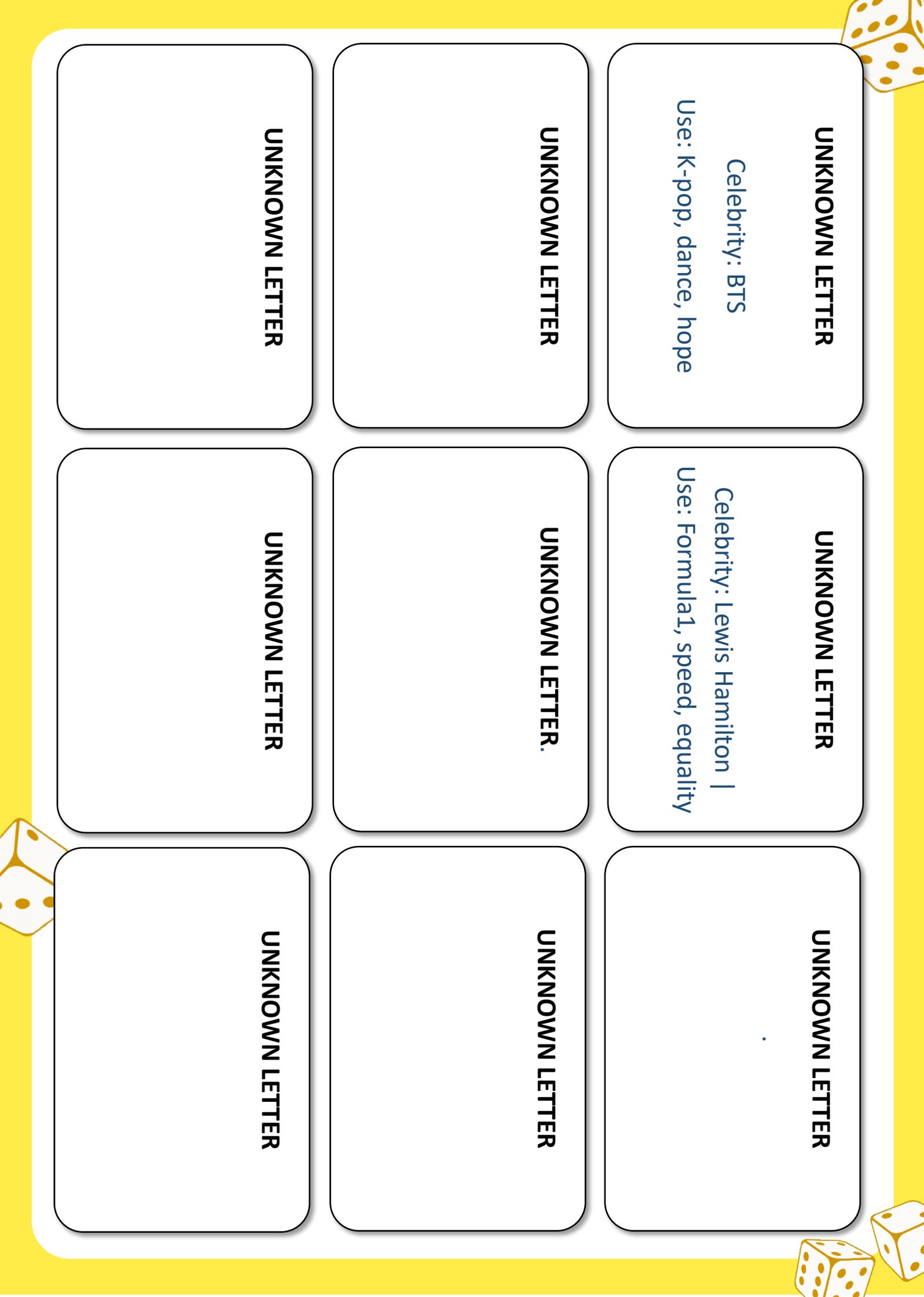
Use: tennis, court, passion

**UNKNOWN LETTER**

Celebrity: Tom Holland

Use: Spiderman, stunts, humour

**WRITTEN  
EXPRESSION**



**UNKNOWN LETTER**

Celebrity: BTS

Use: K-pop, dance, hope

**UNKNOWN LETTER**

**UNKNOWN LETTER**

Celebrity: Lewis Hamilton |

Use: Formula1, speed, equality

**UNKNOWN LETTER.**

**UNKNOWN LETTER**

**UNKNOWN LETTER**

**UNKNOWN LETTER**

**UNKNOWN LETTER**

**UNKNOWN LETTER**

**WRITTEN  
EXPRESSION**



**LITERARY TWEETS**

What would a character tweet after the end of their story?

**LITERARY TWEETS**

React to plot twist in 'Harry Potter 6'

**LITERARY TWEETS**

Write a tweet giving advice to or from a literary character.

**LITERARY TWEETS**

Describe Sherlock Holmes in one witty line

**LITERARY TWEETS**

Summarise 'Romeo and Juliet'

**LITERARY TWEETS**

Imagine a character or author commenting on today's world

**LITERARY TWEETS**

Review 'The Hunger Games' trilogy

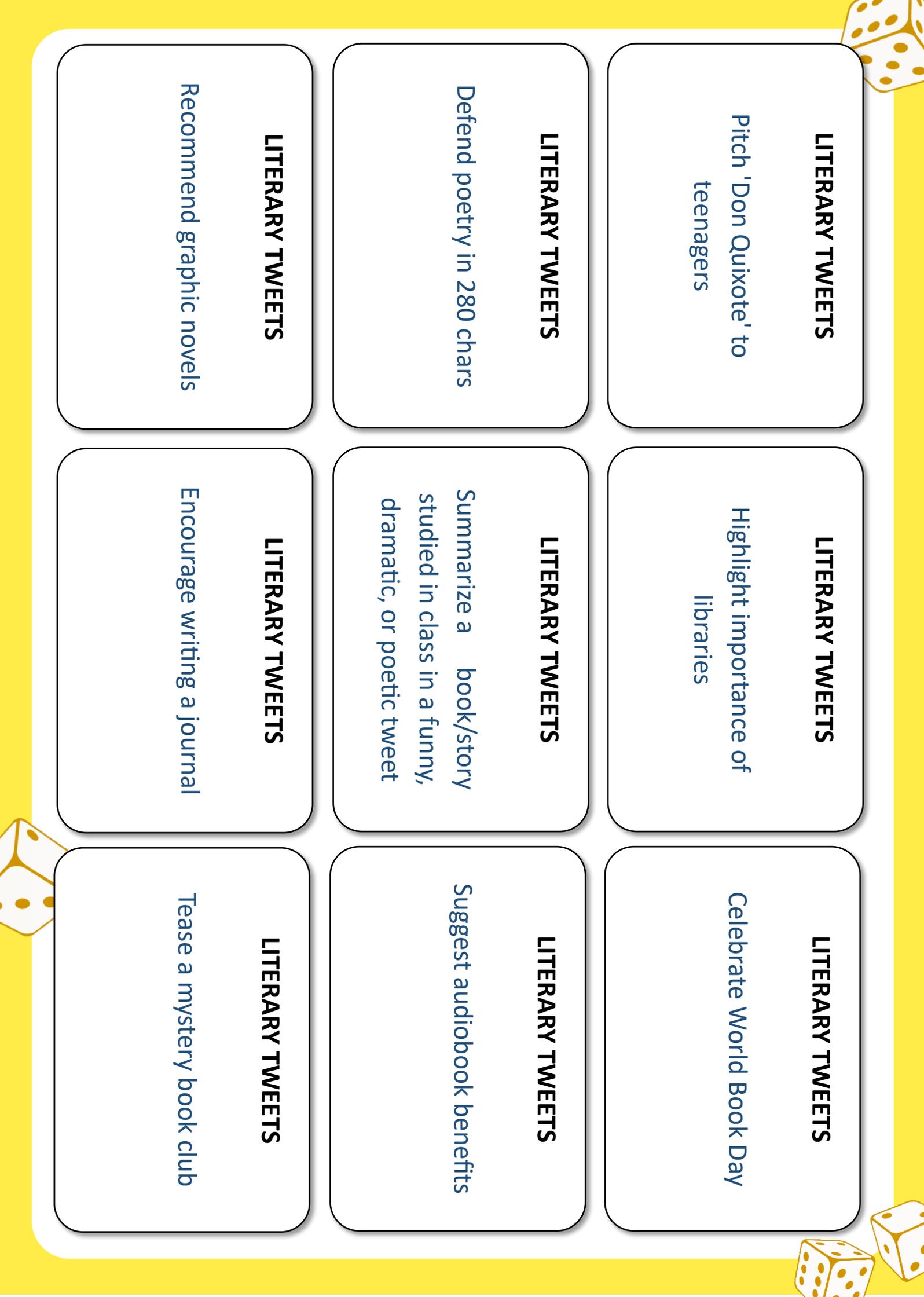
**LITERARY TWEETS**

Motivate classmates before exams

**LITERARY TWEETS**

Promote reading during summer

**WRITTEN  
EXPRESSION**



**LITERARY TWEETS**

Pitch 'Don Quixote' to teenagers

**LITERARY TWEETS**

Highlight importance of libraries

**LITERARY TWEETS**

Celebrate World Book Day

**LITERARY TWEETS**

Defend poetry in 280 chars

**LITERARY TWEETS**

Summarize a book/story studied in class in a funny, dramatic, or poetic tweet

**LITERARY TWEETS**

Suggest audiobook benefits

**LITERARY TWEETS**

Recommend graphic novels

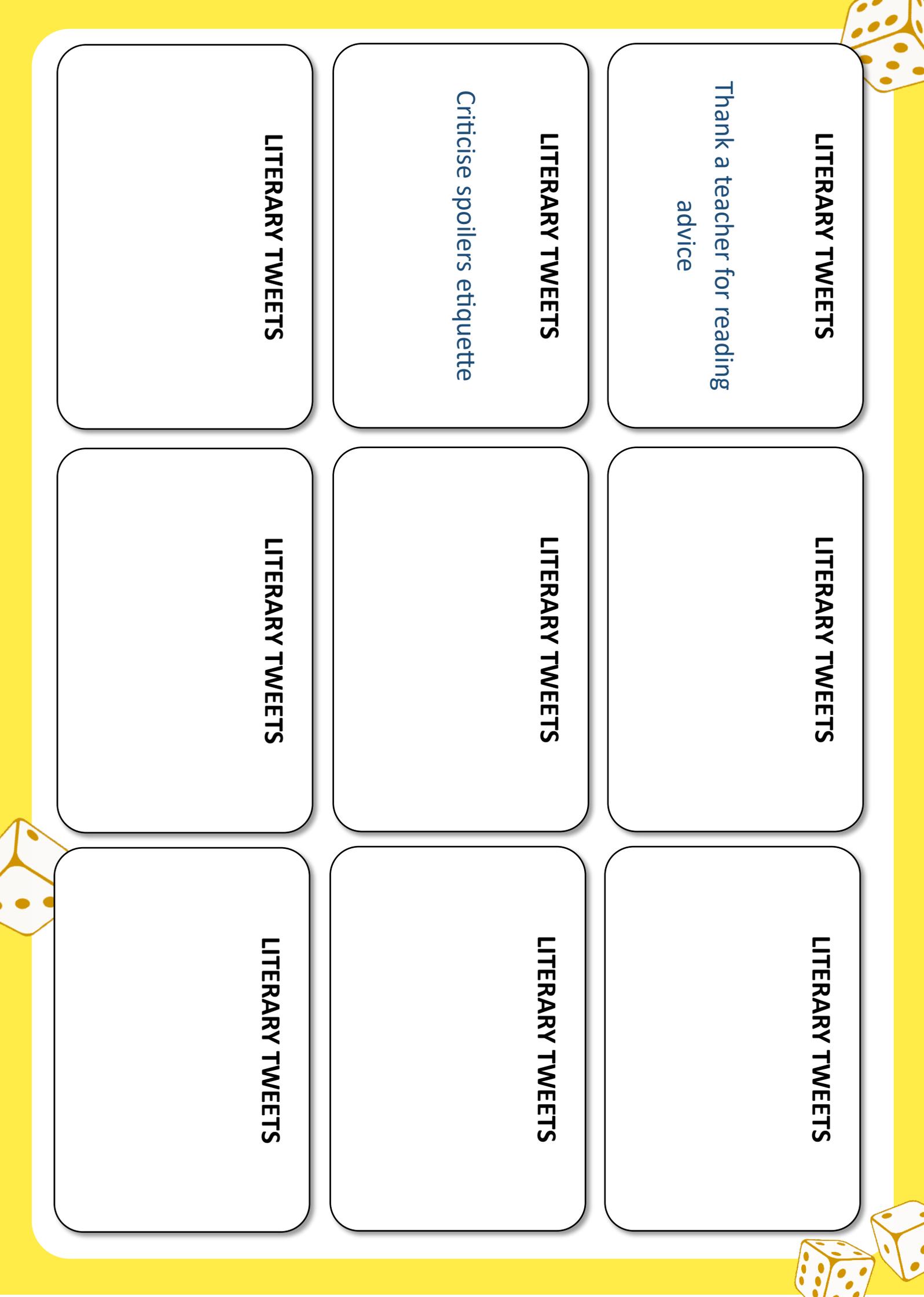
**LITERARY TWEETS**

Encourage writing a journal

**LITERARY TWEETS**

Tease a mystery book club

**WRITTEN  
EXPRESSION**



**LITERARY TWEETS**

Thank a teacher for reading  
advice

**LITERARY TWEETS**

**LITERARY TWEETS**

**LITERARY TWEETS**

Criticise spoilers etiquette

**LITERARY TWEETS**

**LITERARY TWEETS**

**LITERARY TWEETS**

**LITERARY TWEETS**

**LITERARY TWEETS**

**WRITTEN**  
**EXPRESSION**



**50-WORD DESCRIPTION**

Tokyo street full of neon signs

**50-WORD DESCRIPTION**

Bustling Moroccan market at  
noon

**50-WORD DESCRIPTION**

Children chasing kites on beach

**50-WORD DESCRIPTION**

Old fisherman repairing nets

**50-WORD DESCRIPTION**

Vintage café on a rainy evening

**50-WORD DESCRIPTION**

Starlit desert with distant caravan

**50-WORD DESCRIPTION**

Abandoned amusement park  
at dawn

**50-WORD DESCRIPTION**

Snowy owl in flight over forest

**50-WORD DESCRIPTION**

Foggy bridge disappearing into  
clouds

**WRITTEN**  
**EXPRESSION**



**50-WORD DESCRIPTION**

Sunrise over rice terraces

**50-WORD DESCRIPTION**

Glass greenhouse after  
snowfall

**50-WORD DESCRIPTION**

Mountain lake mirror-calm

**50-WORD DESCRIPTION**

Ice hotel hallway glowing blue

**50-WORD DESCRIPTION**

City skyline during  
thunderstorm

**50-WORD DESCRIPTION**

Street artist painting mural

**50-WORD DESCRIPTION**

Ancient library lit by candles

**50-WORD DESCRIPTION**

Hot-air balloons above valley

**50-WORD DESCRIPTION**

Wild horses on windy plain

**WRITTEN  
EXPRESSION**



**50-WORD DESCRIPTION**

Northern lights above village

**50-WORD DESCRIPTION**

**50-WORD DESCRIPTION**

**50-WORD DESCRIPTION**

Lone surfer waiting for wave

**50-WORD DESCRIPTION**

**50-WORD DESCRIPTION**

**50-WORD DESCRIPTION**

**50-WORD DESCRIPTION**

**50-WORD DESCRIPTION**

**WRITTEN  
EXPRESSION**



**FORBIDDEN WORDS**

Topic: Healthy eating

Forbidden words: *nice, stuff,*

*bad*

**FORBIDDEN WORDS**

Topic: Friendship

Forbidden words: *just, great,*

*happy*

**FORBIDDEN WORDS**

Topic: Volunteering

Forbidden words: *make, help,*

*community*

**FORBIDDEN WORDS**

Topic: Climate change

Forbidden words: *really, big,*

*people*

**FORBIDDEN WORDS**

Topic: Travel

Forbidden words: *awesome,*

*place, cool*

**FORBIDDEN WORDS**

Topic: Music streaming

Forbidden words:

*love, song, listen*

**FORBIDDEN WORDS**

Topic: Social media

Forbidden words: *very, thing,*

*good*

**FORBIDDEN WORDS**

Topic: Exams

Forbidden words: *so, things,*

*important.*

**FORBIDDEN WORDS**

Topic: Sports

Forbidden words: *like, hard,*

*win*

**WRITTEN  
EXPRESSION**



**FORBIDDEN WORDS**

**Topic:** Art museums

**Forbidden words:** *painting, old, beautiful*

**FORBIDDEN WORDS**

**Topic:** Eco-tourism

**Forbidden words:** *nature, trip, green*

**FORBIDDEN WORDS**

**Topic:** Entrepreneurship

**Forbidden words:** *business, money, start.*

**FORBIDDEN WORDS**

**Topic:** Internet safety

**Forbidden words:** *online, data, risk*

**FORBIDDEN WORDS**

**Topic:** Gaming

**Forbidden words:** *game, play, fun*

**FORBIDDEN WORDS**

**Topic:** Cinema

**Forbidden words:** *movie, watch, actor*

**FORBIDDEN WORDS**

**Topic:** Robotics

**Forbidden words:** *robot, technology, future*

**FORBIDDEN WORDS**

**Topic:** Space exploration

**Forbidden words:** *space, moon, star*

**FORBIDDEN WORDS**

**Topic:** Fashion

**Forbidden words:** *clothes, style, trend*

**WRITTEN**  
**EXPRESSION**



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**FORBIDDEN WORDS**

Topic: Creative writing

Forbidden words: *write, story,*  
*word*

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Blank writing area for the third row, right column.

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Blank writing area for the second row, middle column.

Blank writing area for the third row, middle column.

**FORBIDDEN WORDS**  
Topic: Mindfulness  
Forbidden words: *sick,*  
*mind, relax, stress*

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Blank writing area for the third row, left column.



**WRITTEN  
EXPRESSION**



**DYNAMIC DIALOGUES**

Parent and teen on curfew

**DYNAMIC DIALOGUES**

Doctor advising patient

**DYNAMIC DIALOGUES**

Siblings arguing over remote

**DYNAMIC DIALOGUES**

Teacher and student about  
homework

**DYNAMIC DIALOGUES**

Tourist asking directions

**DYNAMIC DIALOGUES**

Coach motivating player

**DYNAMIC DIALOGUES**

Two friends choosing a film

**DYNAMIC DIALOGUES**

Customer and barista ordering

**DYNAMIC DIALOGUES**

Roommates planning chores

**WRITTEN**  
**EXPRESSION**



**DYNAMIC DIALOGUES**

Chef and waiter about order

**DYNAMIC DIALOGUES**

Friends planning surprise party

**DYNAMIC DIALOGUES**

Volunteers organising clean-up

**DYNAMIC DIALOGUES**

Trying to buy something in a shop, but the product is not available

**DYNAMIC DIALOGUES**

Detective and witness

**DYNAMIC DIALOGUES**

Athletes celebrating victory

**DYNAMIC DIALOGUES**

Librarian recommending book

**DYNAMIC DIALOGUES**

Classmates organizing a group activity

**DYNAMIC DIALOGUES**

Scientists debating hypothesis

**WRITTEN  
EXPRESSION**



**DYNAMIC DIALOGUES**

Neighbors discussing noise

**DYNAMIC DIALOGUES**

Colleagues preparing presentation

**DYNAMIC DIALOGUES**

**WRITTEN  
EXPRESSION**

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## ANNEX 1. Group dynamics

An educational session can be divided into different moments or stages. The beginning is perceived as an essential stage, as it determines to a large extent the working atmosphere, a fundamental aspect for learning to take place. In a traditional format, sessions began with a theoretical introduction or presentation of the content, but the enormous potential of group dynamics as a starting point is now recognised. It highlights their capacity to generate a positive atmosphere for active participation, promoting interpersonal relationships, which would favour the motivation of the students towards learning.

The dynamics presented below are classified into five types, but they have common aspects based on the purpose for which they are proposed. They are not only intended to "break the ice", but to go further, generating a basis of group trust and mutual respect, which will facilitate open communication and exchange of ideas between colleagues. Another fundamental element is based on cooperative work. Cooperation is a necessary social skill that is enhanced in an environment that encourages it, so it goes beyond the educational purpose, being oriented towards learning for life.

In short, the presentation of these group dynamics seeks to break the monotony of the beginning of the sessions, and to capture the attention and motivation of the students from the very first moment, to make them participate in the learning process throughout the session. To this end, the ideal dynamic should be sought, in accordance with the objectives and needs of the session. The different typologies and possible dynamics are presented below.

- 1. Icebreaker and introduction exercises:** These dynamics are used to break the ice and allow group members to get to know each other. They may include activities such as introducing oneself in pairs, name games or sharing personal information.
- 2. Cohesion dynamics:** These dynamics aim to promote group cohesion and teamwork. They include activities that foster collaboration, effective communication and mutual trust.
- 3. Communication dynamics:** These dynamics focus on improving participants' verbal and non-verbal communication skills. They may include active listening games, body language exercises or assertiveness practices.

- 4. Problem-solving exercises:** These exercises are designed to develop group problem-solving and decision-making skills. They may involve solving case studies, finding creative solutions, or simulating problem situations.
- 5. Trust dynamics:** These dynamics aim to strengthen trust and empathy among group members. They include mutual support activities, trust-building exercises, or sharing personal experiences.

Remember that these classifications are general, and many exercises may have elements that overlap in different categories. Choosing the right exercise will depend on the specific objectives you want to achieve with your group.



## 1. Ice-breaker and introduction dynamics

**Title:** Let's organize the group

**Objectives:** Foster trust and mutual understanding among students.

**Materials required:** No material needed.

**Instructions:**

The teacher asks students to order themselves in a line according to the following criteria:

- In chronological order of their birthdays.
- In alphabetical order of their names.
- In order of how many siblings they have.

To do so, they will have to ask questions in English. The teacher can write them down in the blackboard, or even exemplify it first. They can use sentences like: I am from Barcelona, I have three cats and I am a basketball player.





**Title: Positive, negative or crazy!**

**Objectives:** Foster trust and mutual understanding among students.

**Materials required:** Ball.

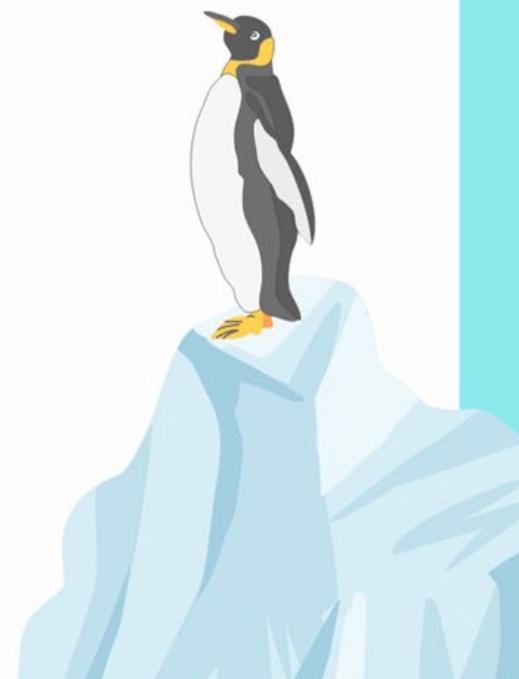
**Instructions:**

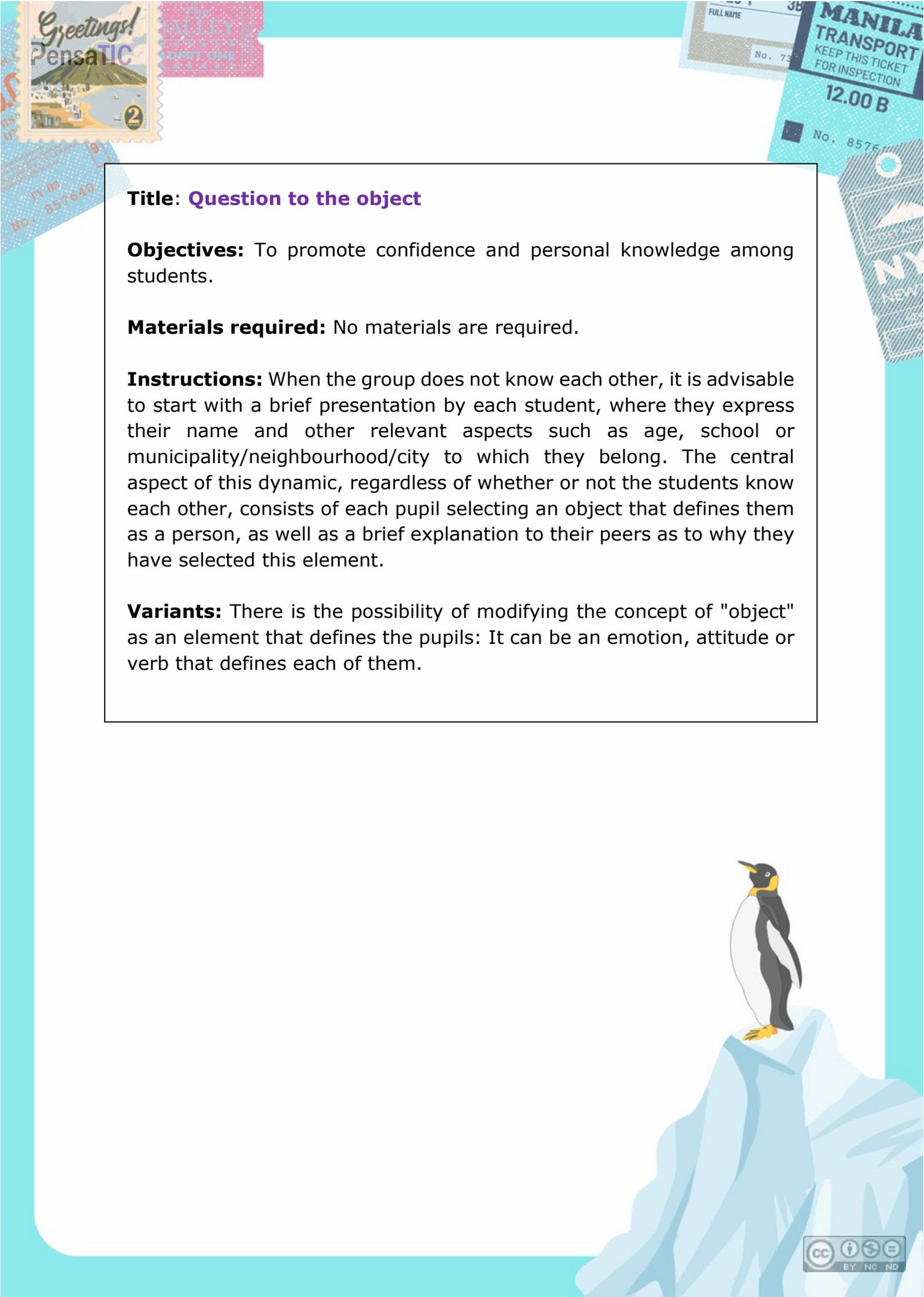
The teacher writes a discussion topic on the board (films, music, food, social media, ...) and they start passing a ball ("hot potato") from student to student. When the teacher says either positive, negative or crazy, they stop passing the ball.

The person who has the ball answers. If the word was "positive", the student has to say a positive sentence about the topic (example: My favourite film is Titanic).

If the word is "negative", s/he has to say a negative sentence about the topic (ex. I don't use X).

If the word is "crazy", the sentence created can be anything they like (ex. I can eat a whole pizza myself).





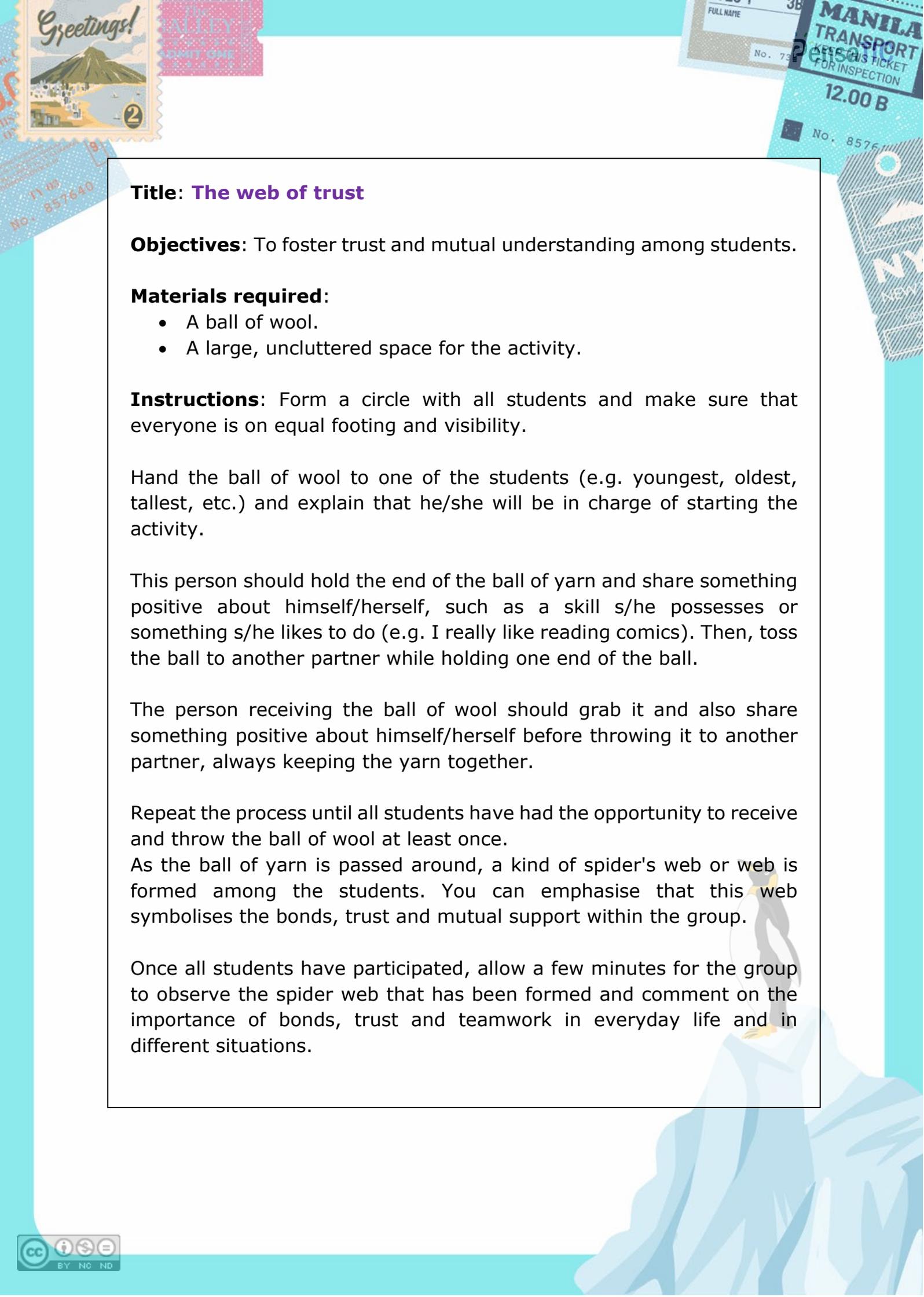
**Title:** Question to the object

**Objectives:** To promote confidence and personal knowledge among students.

**Materials required:** No materials are required.

**Instructions:** When the group does not know each other, it is advisable to start with a brief presentation by each student, where they express their name and other relevant aspects such as age, school or municipality/neighbourhood/city to which they belong. The central aspect of this dynamic, regardless of whether or not the students know each other, consists of each pupil selecting an object that defines them as a person, as well as a brief explanation to their peers as to why they have selected this element.

**Variants:** There is the possibility of modifying the concept of "object" as an element that defines the pupils: It can be an emotion, attitude or verb that defines each of them.



**Title:** **The web of trust**

**Objectives:** To foster trust and mutual understanding among students.

**Materials required:**

- A ball of wool.
- A large, uncluttered space for the activity.

**Instructions:** Form a circle with all students and make sure that everyone is on equal footing and visibility.

Hand the ball of wool to one of the students (e.g. youngest, oldest, tallest, etc.) and explain that he/she will be in charge of starting the activity.

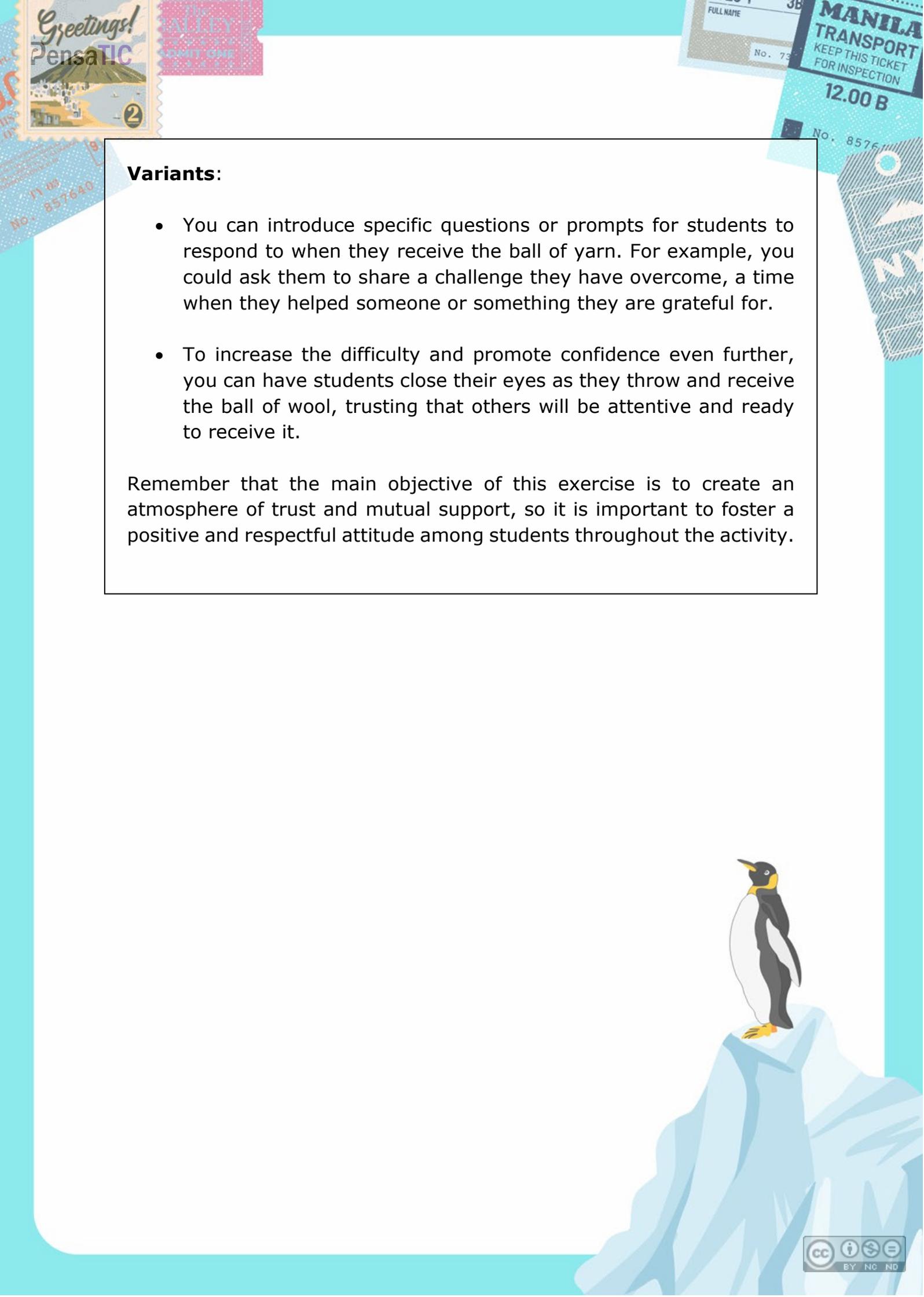
This person should hold the end of the ball of yarn and share something positive about himself/herself, such as a skill s/he possesses or something s/he likes to do (e.g. I really like reading comics). Then, toss the ball to another partner while holding one end of the ball.

The person receiving the ball of wool should grab it and also share something positive about himself/herself before throwing it to another partner, always keeping the yarn together.

Repeat the process until all students have had the opportunity to receive and throw the ball of wool at least once.

As the ball of yarn is passed around, a kind of spider's web or web is formed among the students. You can emphasise that this web symbolises the bonds, trust and mutual support within the group.

Once all students have participated, allow a few minutes for the group to observe the spider web that has been formed and comment on the importance of bonds, trust and teamwork in everyday life and in different situations.

The background features several decorative elements: a 'Greetings! Pensacola' postage stamp with a value of 2, a 'THE ALLEY' stamp with a value of 1, and a 'MANILA TRANSPORT' ticket for 12.00 B with the number 85761. The text 'Variants:' is written in a bold, black font.

### Variants:

- You can introduce specific questions or prompts for students to respond to when they receive the ball of yarn. For example, you could ask them to share a challenge they have overcome, a time when they helped someone or something they are grateful for.
- To increase the difficulty and promote confidence even further, you can have students close their eyes as they throw and receive the ball of wool, trusting that others will be attentive and ready to receive it.

Remember that the main objective of this exercise is to create an atmosphere of trust and mutual support, so it is important to foster a positive and respectful attitude among students throughout the activity.



**Title:** What are you like?

**Objectives:** To foster trust and mutual understanding among students.

**Materials required:**

- Picture board with images of different animals or slide with images of different animals to be projected on the digital screen.

**Instructions:** When the group does not know each other, it is advisable to begin with a brief presentation by each student, both their name and other aspects that are considered relevant such as age or the educational centre or municipality/neighbourhood/city to which they belong.

A slide showing different animals (e.g. bee, bear, dog, deer, elephant, etc.) is projected onto the digital screen. Students are asked to try to identify themselves with one of the animals on the screen, taking into account the characteristics of each of them. On a sheet of paper they should write a sentence explaining why they think they are similar to the animal they have chosen. Finally, the group goes round the table so that everyone can read out their explanation.





**Title:** What am I like?

**Objectives:** To foster mutual understanding among students.

**Materials required:** No materials are required.

**Instructions:** This is an ideal exercise to start working with a completely new group in which the students, or most of them, do not know each other. Participants are given a few minutes (2 or 3) to find an adjective that defines them and that begins with the same letter as their name. In this way they can introduce themselves, one by one, while mentioning a personal characteristic (e.g. Nervous Natalia). After these initial minutes have passed, the round of introductions begins, but they must keep in mind that before mentioning their "adjective + name", they must first repeat those that have been exposed before them, i.e. mention all the "adjective + name" already mentioned by their classmates. In order to decide who starts the presentation round, you can choose the youngest or the oldest person or any other criteria. If they are arranged in a circle, they should follow the clockwise order and pass from one to the other, paying special attention to the last presentations, as they will be the most difficult ones. In these last positions, the group can help their colleagues.

**Variants:**

- **Variant 1:** If a student is unable to express his or her "adjective + name", we can establish that it does not necessarily have to be an adjective that really defines us, although this is preferable. If this is still not possible, the idea of students mentioning any adjective that defines them, without the need for it to begin with the same letter as their name, can be considered valid.
- **Variant 2:** Given that the groups are sometimes too large, the activity can be quite passive and complicated to carry out due to the number of adjectives and names they have to retain in their minds. For this reason, groups of 9/10 students can be established. They will work separately and will then have to present their "adjective + name" to the rest of the classmates in order to get to know each other.

## 2. Group cohesion dynamics

**Title:** I need toilet paper!!

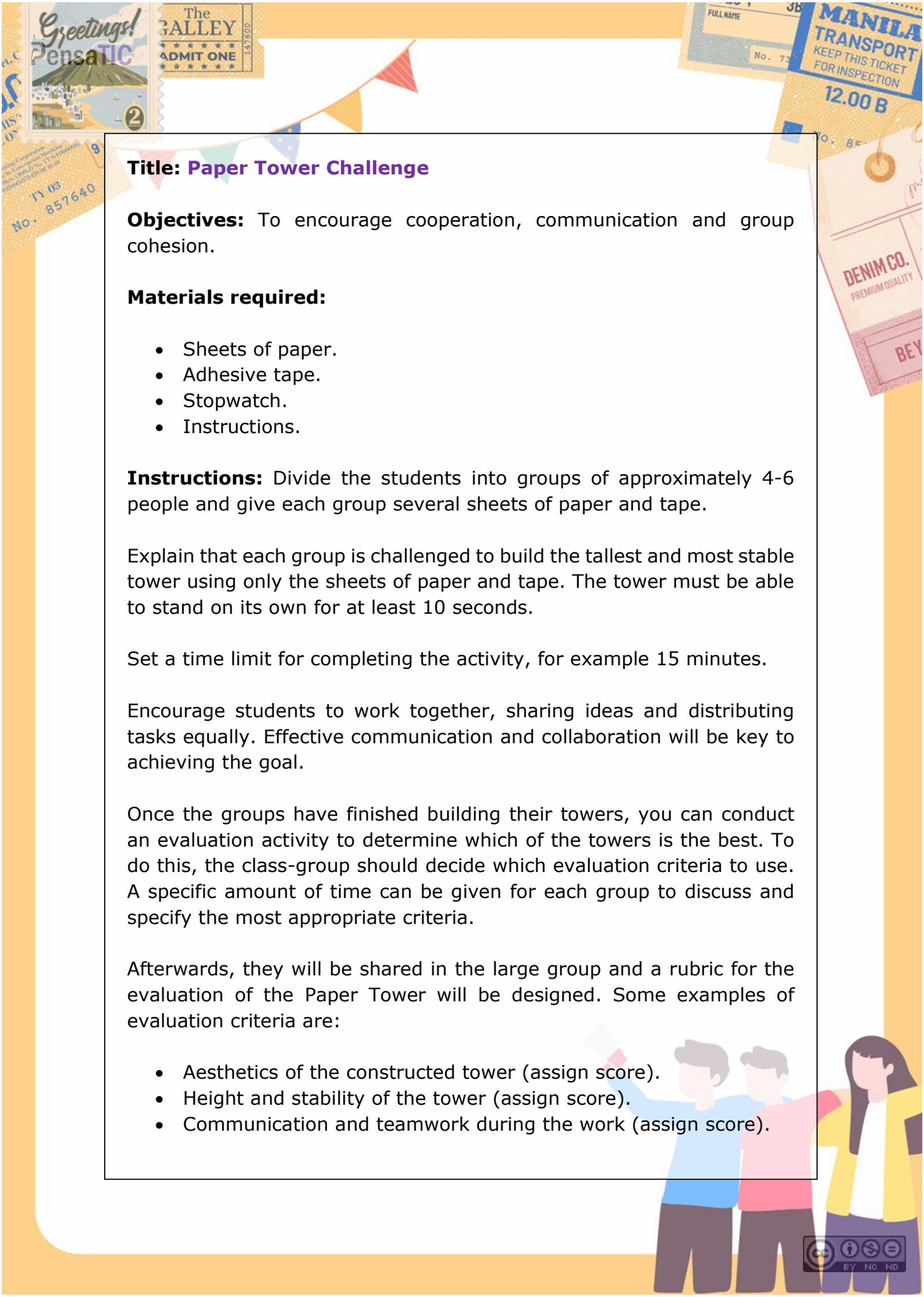
**Objectives:** Build mutual trust and support among teammates.

**Materials required:** A roll of toilet paper.

**Instructions:**

Pass a roll of toilet paper around the room and tell each person to take as much as they need. Then, for each square they took, they must share one fact about themselves.





## Title: Paper Tower Challenge

**Objectives:** To encourage cooperation, communication and group cohesion.

### Materials required:

- Sheets of paper.
- Adhesive tape.
- Stopwatch.
- Instructions.

**Instructions:** Divide the students into groups of approximately 4-6 people and give each group several sheets of paper and tape.

Explain that each group is challenged to build the tallest and most stable tower using only the sheets of paper and tape. The tower must be able to stand on its own for at least 10 seconds.

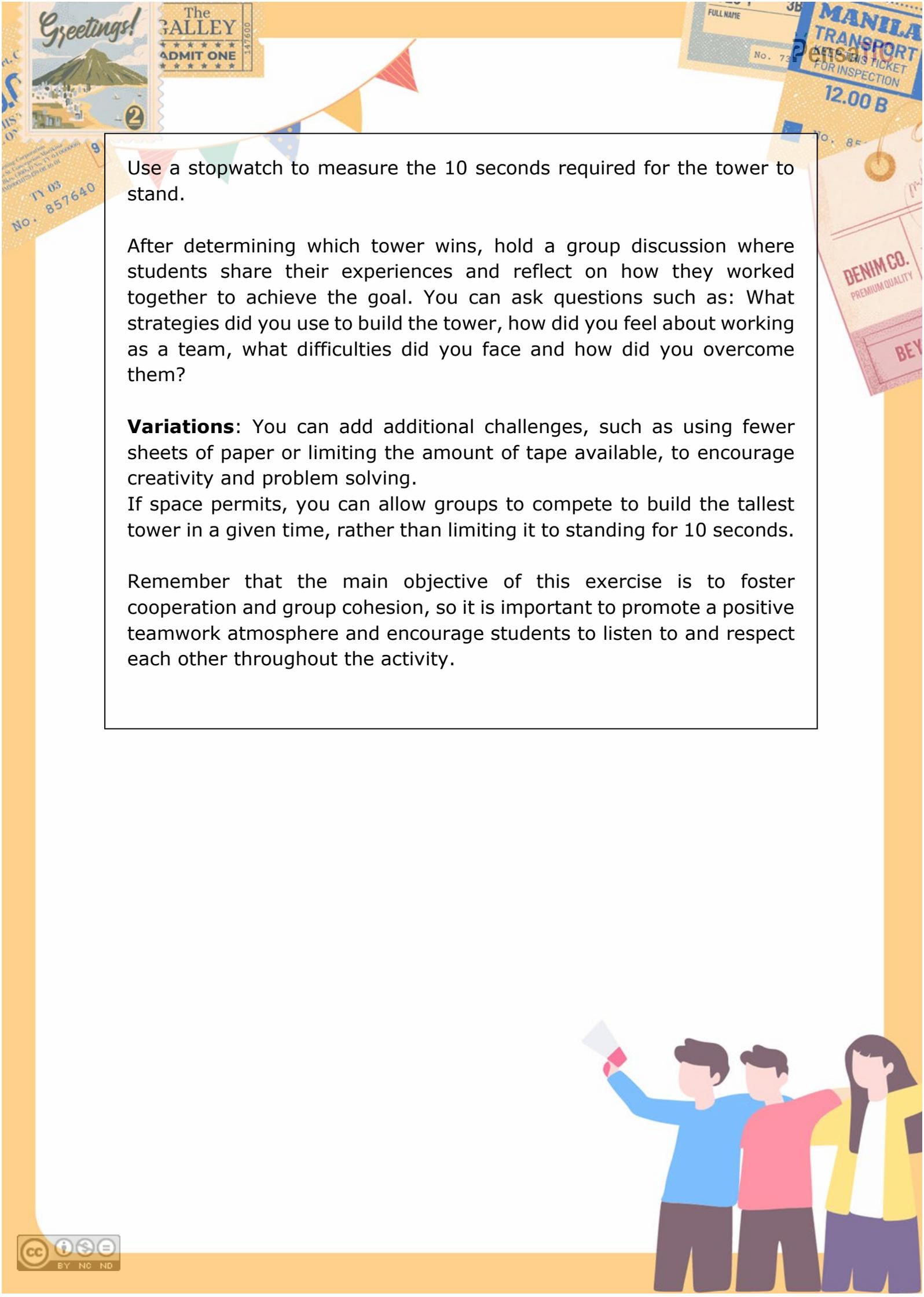
Set a time limit for completing the activity, for example 15 minutes.

Encourage students to work together, sharing ideas and distributing tasks equally. Effective communication and collaboration will be key to achieving the goal.

Once the groups have finished building their towers, you can conduct an evaluation activity to determine which of the towers is the best. To do this, the class-group should decide which evaluation criteria to use. A specific amount of time can be given for each group to discuss and specify the most appropriate criteria.

Afterwards, they will be shared in the large group and a rubric for the evaluation of the Paper Tower will be designed. Some examples of evaluation criteria are:

- Aesthetics of the constructed tower (assign score).
  - Height and stability of the tower (assign score).
  - Communication and teamwork during the work (assign score).
- 



Use a stopwatch to measure the 10 seconds required for the tower to stand.

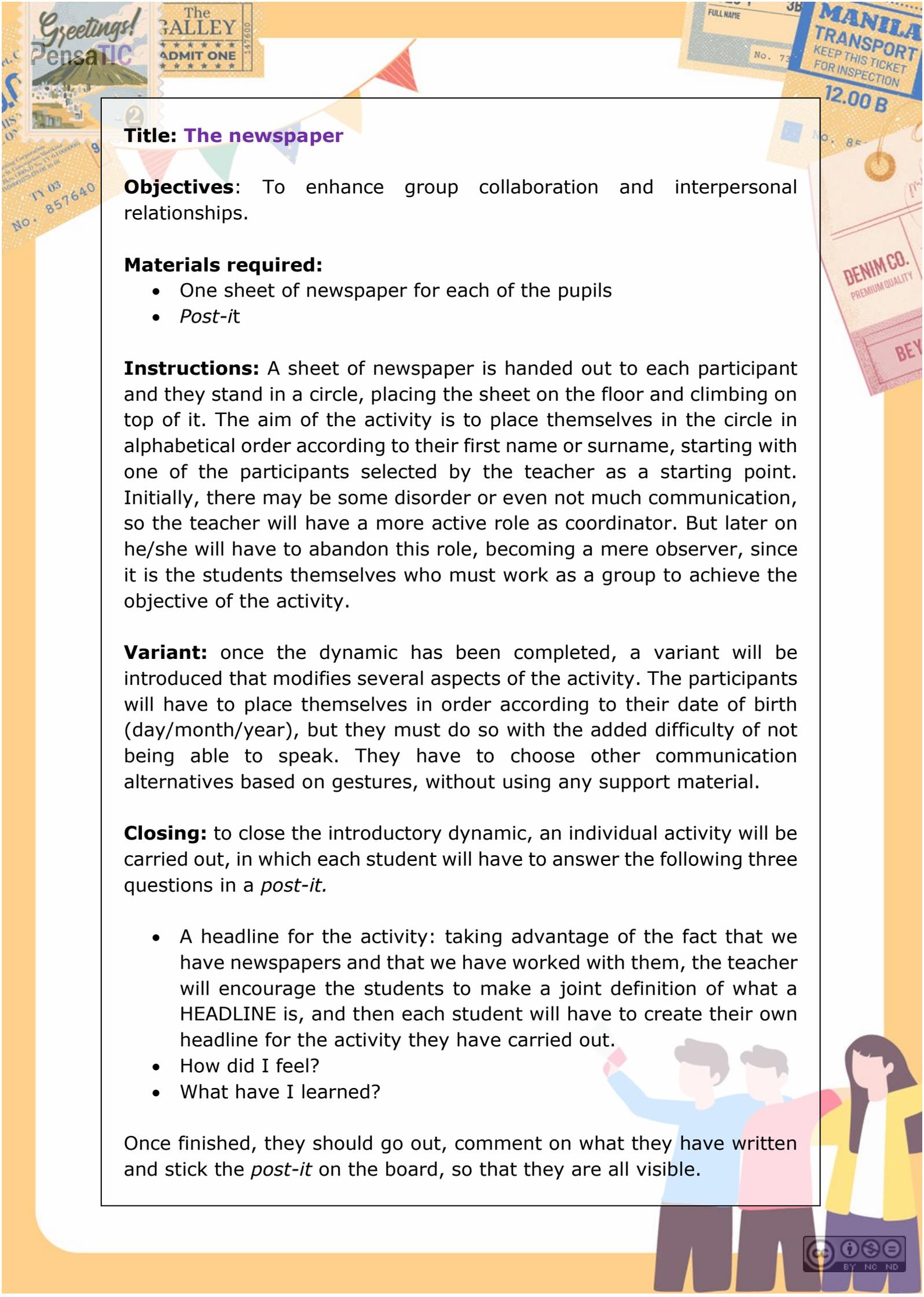
After determining which tower wins, hold a group discussion where students share their experiences and reflect on how they worked together to achieve the goal. You can ask questions such as: What strategies did you use to build the tower, how did you feel about working as a team, what difficulties did you face and how did you overcome them?

**Variations:** You can add additional challenges, such as using fewer sheets of paper or limiting the amount of tape available, to encourage creativity and problem solving.

If space permits, you can allow groups to compete to build the tallest tower in a given time, rather than limiting it to standing for 10 seconds.

Remember that the main objective of this exercise is to foster cooperation and group cohesion, so it is important to promote a positive teamwork atmosphere and encourage students to listen to and respect each other throughout the activity.





**Title:** The newspaper

**Objectives:** To enhance group collaboration and interpersonal relationships.

**Materials required:**

- One sheet of newspaper for each of the pupils
- *Post-it*

**Instructions:** A sheet of newspaper is handed out to each participant and they stand in a circle, placing the sheet on the floor and climbing on top of it. The aim of the activity is to place themselves in the circle in alphabetical order according to their first name or surname, starting with one of the participants selected by the teacher as a starting point. Initially, there may be some disorder or even not much communication, so the teacher will have a more active role as coordinator. But later on he/she will have to abandon this role, becoming a mere observer, since it is the students themselves who must work as a group to achieve the objective of the activity.

**Variation:** once the dynamic has been completed, a variation will be introduced that modifies several aspects of the activity. The participants will have to place themselves in order according to their date of birth (day/month/year), but they must do so with the added difficulty of not being able to speak. They have to choose other communication alternatives based on gestures, without using any support material.

**Closing:** to close the introductory dynamic, an individual activity will be carried out, in which each student will have to answer the following three questions in a *post-it*.

- A headline for the activity: taking advantage of the fact that we have newspapers and that we have worked with them, the teacher will encourage the students to make a joint definition of what a HEADLINE is, and then each student will have to create their own headline for the activity they have carried out.
- How did I feel?
- What have I learned?

Once finished, they should go out, comment on what they have written and stick the *post-it* on the board, so that they are all visible.

### 3. Communication dynamics

**Title:** What are you doing?

**Objectives:** Promote effective communication, active listening, and oral expression.

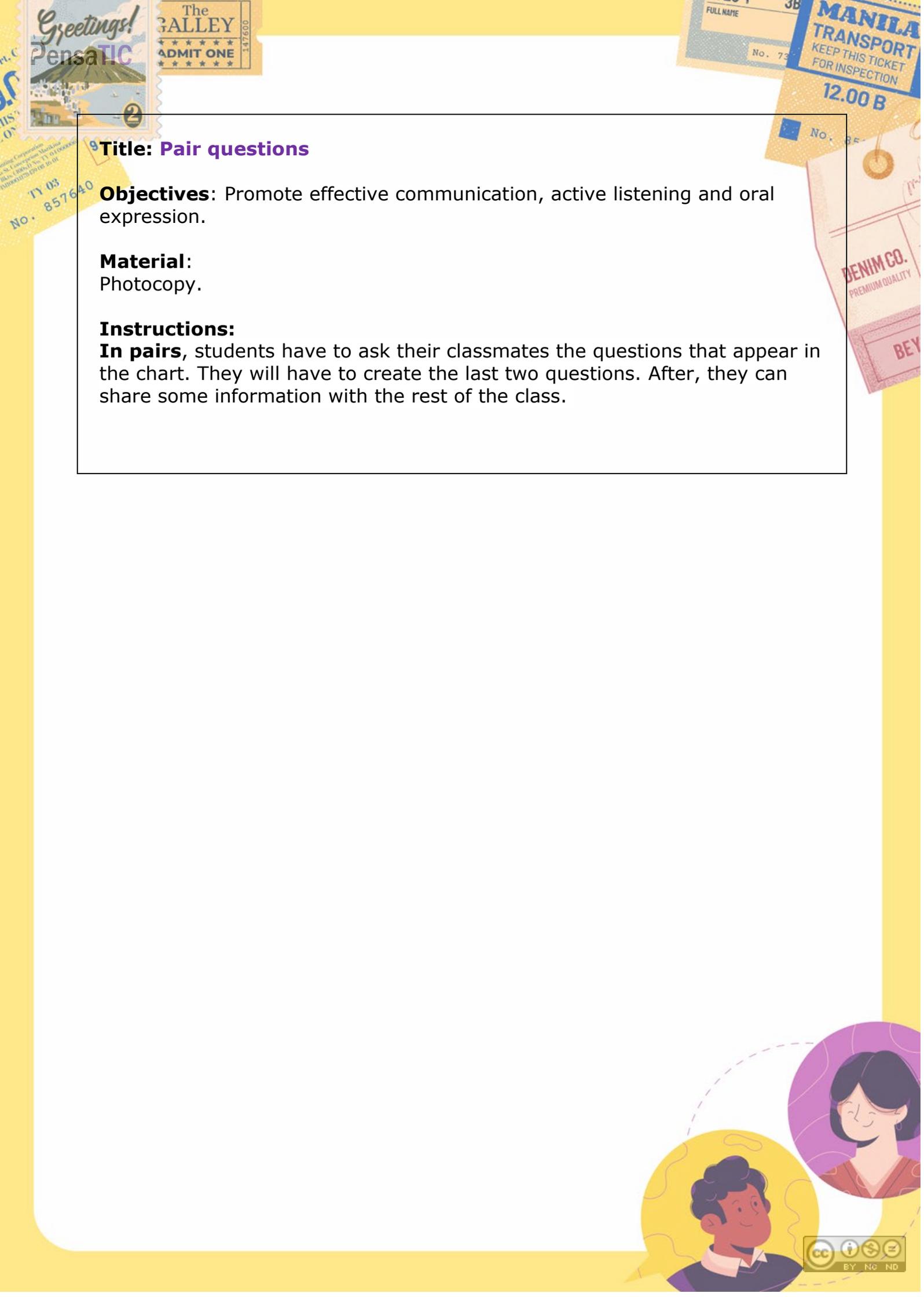
**Materials required:**

Cards with verbs in the past (supporting material), box/hat.

**Instructions:**

1. Write a variety of past tense verbs on small pieces of paper (or use the cards prepared for this session) and put them in a box or hat
2. Divide the students into two teams.
3. One student from each team will take turns coming to the front of the class and picking a verb from the box without showing it to anyone.
4. The student must then act out the verb using gestures and body language, while their team members try to guess the verb in the past tense.
5. The team that guesses it wins a point.





**Title: Pair questions**

**Objectives:** Promote effective communication, active listening and oral expression.

**Material:**  
Photocopy.

**Instructions:**

**In pairs**, students have to ask their classmates the questions that appear in the chart. They will have to create the last two questions. After, they can share some information with the rest of the class.

Greetings!

The GALLEY  
ADMIT ONE  
147600

MANILA  
TRANSPORT  
KEYS TICKET  
FOR INSPECTION  
12.00 B

### STUDENT A

| How often do...?  |     |              |
|---|-----|--------------|
|   | You | Your partner |
|  Eat pizza       |     |              |
|  Go to a museum  |     |              |
|  Wear a hat      |     |              |
|  Play football   |     |              |
|  Listen to music |     |              |
|  Travel by bus   |     |              |
|                 |     |              |
|                |     |              |

### STUDENT B

| How often do...?  |     |              |
|---|-----|--------------|
|   | You | Your partner |
|  Drink coffee              |     |              |
|  Go to school by car       |     |              |
|  Wear jeans                |     |              |
|  Play tennis               |     |              |
|  Listen to classical music |     |              |
|  Travel to Madrid          |     |              |
|                            |     |              |
|                            |     |              |

**Title: The initial letter**

**Objectives:** Promote effective communication, active listening and oral expression.

**Materials required:** photocopy.

**Instructions:**

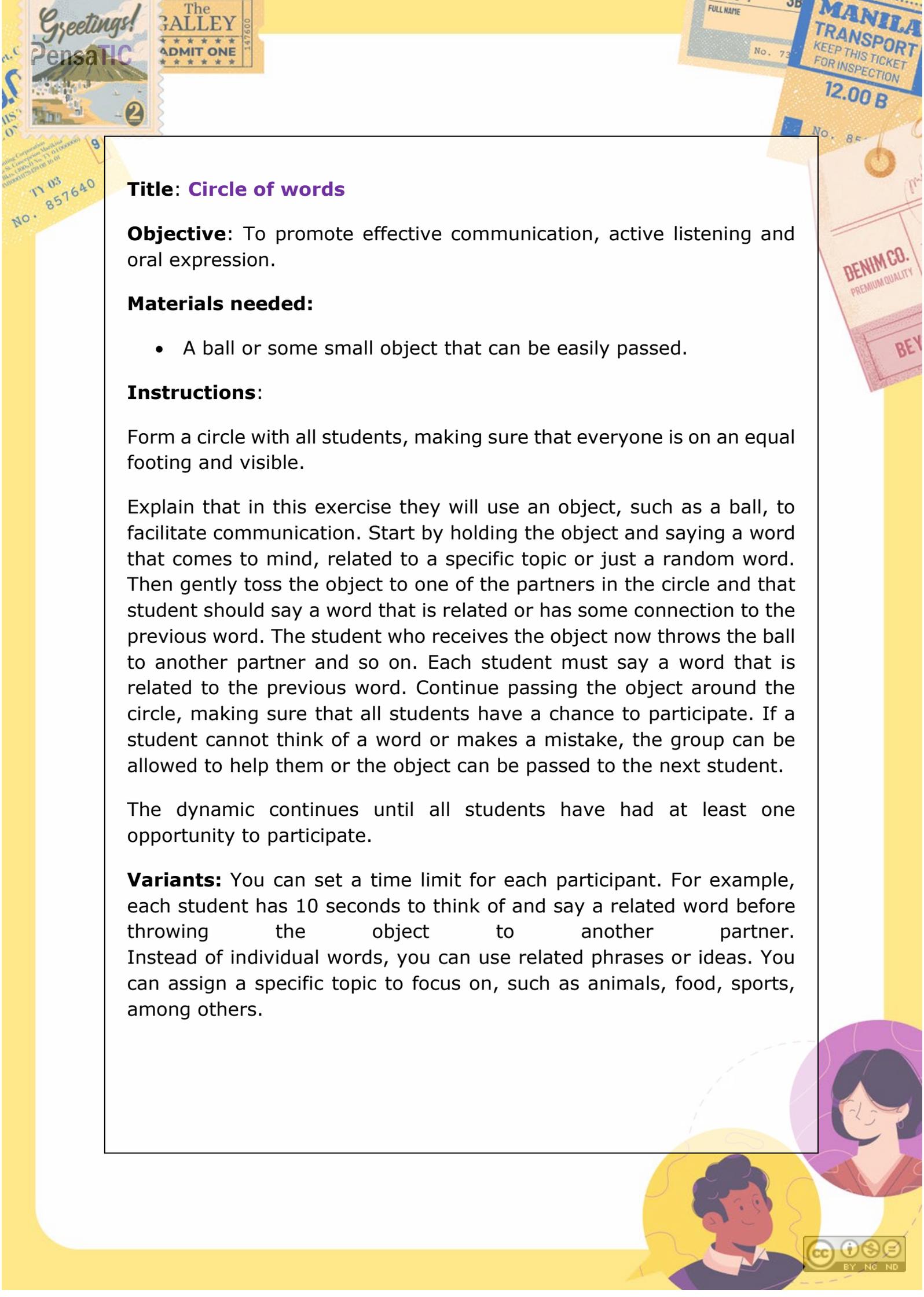
Each student has a photocopy with a grid. The teacher says one letter, and students have to complete the grid with a word from each category that begins with that letter. The person who finishes completes all the categories first says her/his words and will obtain different points, depending on the following situations:

- **5 points** if someone else has the same word.
- **10 points** if no one else has the same word.
- **15 points** if the rest of the class don't have any word in the category.

| Letter | Name of person | p | Name of food | p | Name of object | p | Name of place | p | Name of city/town | p | Total Points |
|--------|----------------|---|--------------|---|----------------|---|---------------|---|-------------------|---|--------------|
|        |                |   |              |   |                |   |               |   |                   |   |              |
|        |                |   |              |   |                |   |               |   |                   |   |              |
|        |                |   |              |   |                |   |               |   |                   |   |              |







**Title:** Circle of words

**Objective:** To promote effective communication, active listening and oral expression.

**Materials needed:**

- A ball or some small object that can be easily passed.

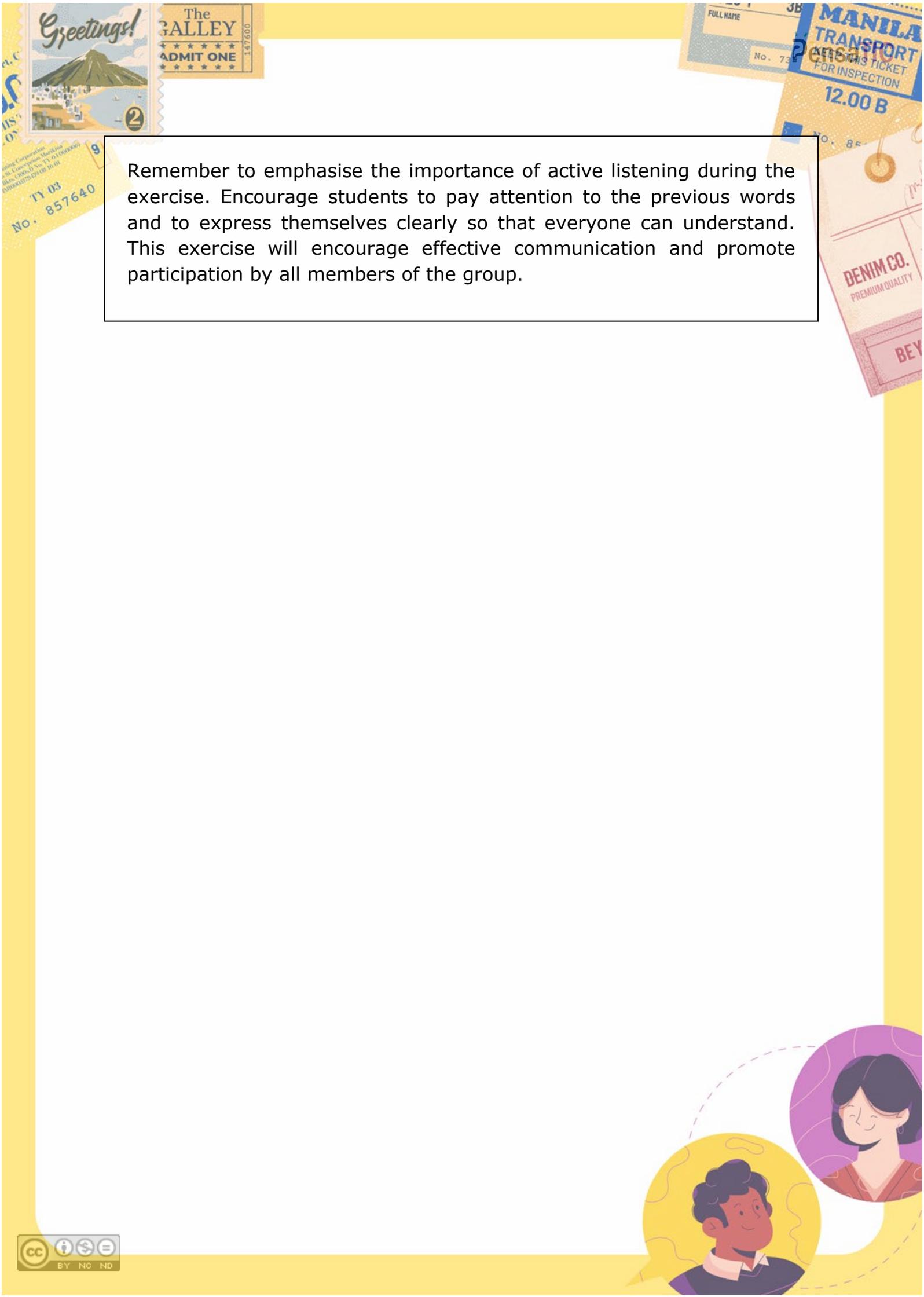
**Instructions:**

Form a circle with all students, making sure that everyone is on an equal footing and visible.

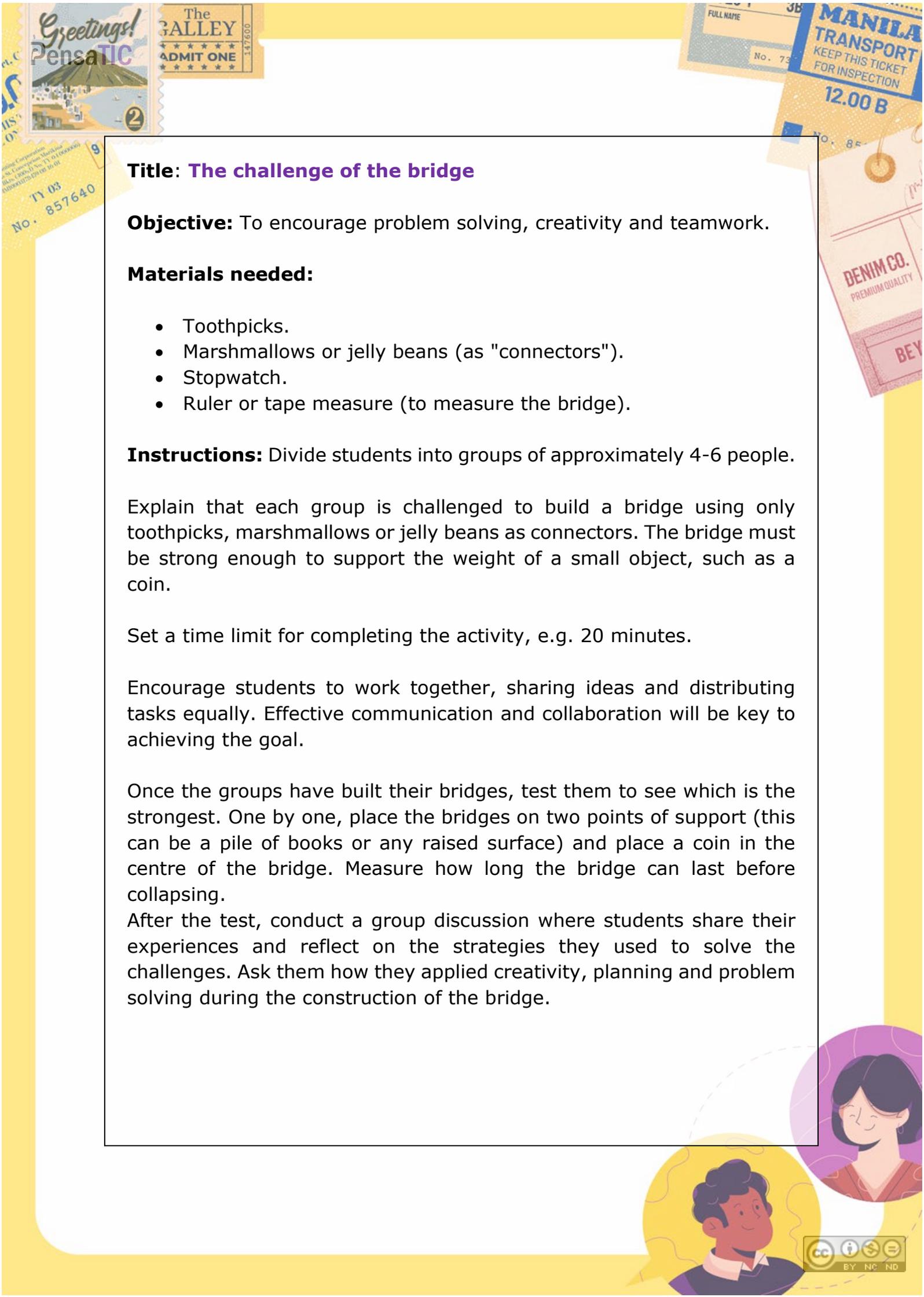
Explain that in this exercise they will use an object, such as a ball, to facilitate communication. Start by holding the object and saying a word that comes to mind, related to a specific topic or just a random word. Then gently toss the object to one of the partners in the circle and that student should say a word that is related or has some connection to the previous word. The student who receives the object now throws the ball to another partner and so on. Each student must say a word that is related to the previous word. Continue passing the object around the circle, making sure that all students have a chance to participate. If a student cannot think of a word or makes a mistake, the group can be allowed to help them or the object can be passed to the next student.

The dynamic continues until all students have had at least one opportunity to participate.

**Variants:** You can set a time limit for each participant. For example, each student has 10 seconds to think of and say a related word before throwing the object to another partner. Instead of individual words, you can use related phrases or ideas. You can assign a specific topic to focus on, such as animals, food, sports, among others.



Remember to emphasise the importance of active listening during the exercise. Encourage students to pay attention to the previous words and to express themselves clearly so that everyone can understand. This exercise will encourage effective communication and promote participation by all members of the group.



**Title:** The challenge of the bridge

**Objective:** To encourage problem solving, creativity and teamwork.

**Materials needed:**

- Toothpicks.
- Marshmallows or jelly beans (as "connectors").
- Stopwatch.
- Ruler or tape measure (to measure the bridge).

**Instructions:** Divide students into groups of approximately 4-6 people.

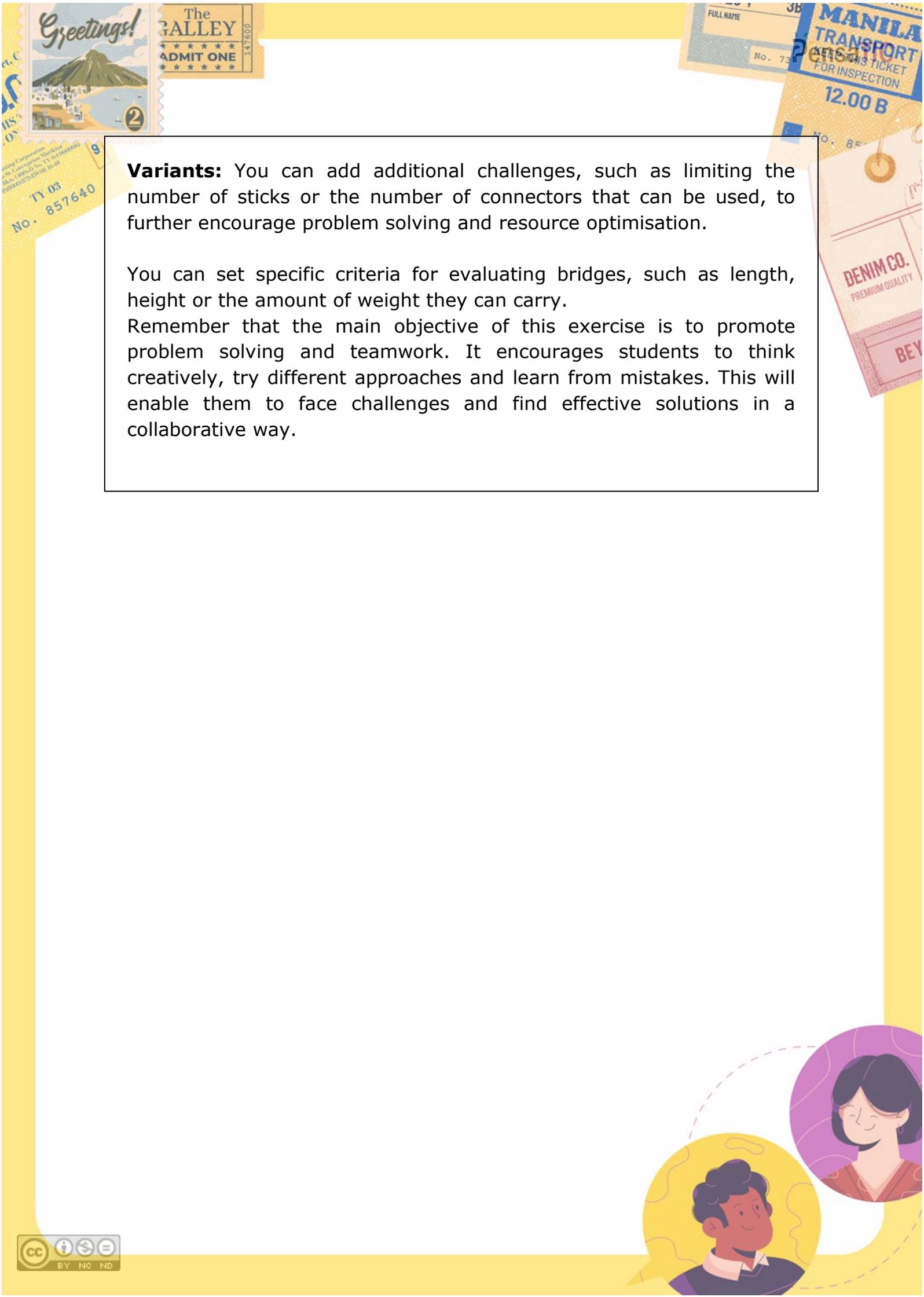
Explain that each group is challenged to build a bridge using only toothpicks, marshmallows or jelly beans as connectors. The bridge must be strong enough to support the weight of a small object, such as a coin.

Set a time limit for completing the activity, e.g. 20 minutes.

Encourage students to work together, sharing ideas and distributing tasks equally. Effective communication and collaboration will be key to achieving the goal.

Once the groups have built their bridges, test them to see which is the strongest. One by one, place the bridges on two points of support (this can be a pile of books or any raised surface) and place a coin in the centre of the bridge. Measure how long the bridge can last before collapsing.

After the test, conduct a group discussion where students share their experiences and reflect on the strategies they used to solve the challenges. Ask them how they applied creativity, planning and problem solving during the construction of the bridge.

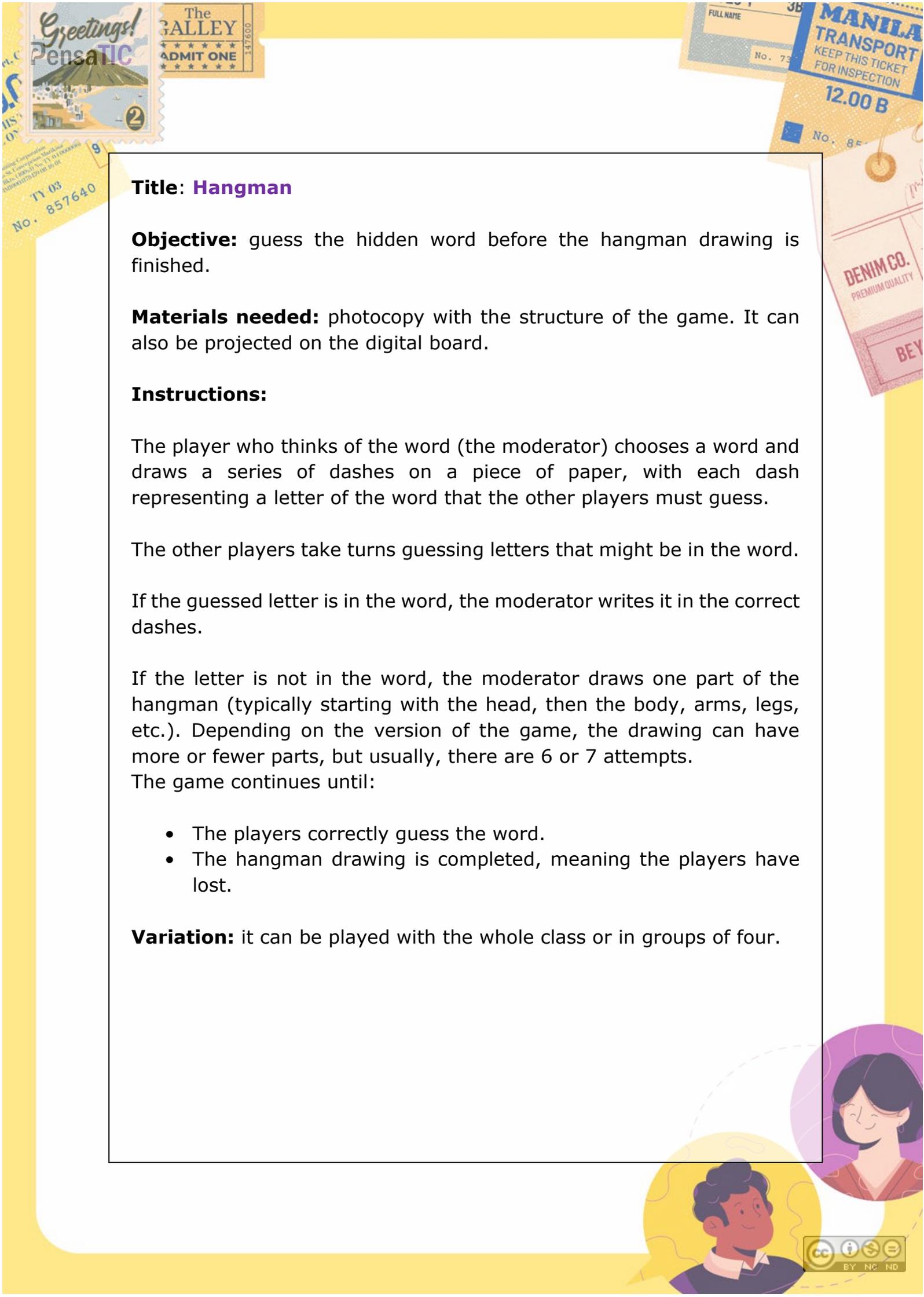


**Variants:** You can add additional challenges, such as limiting the number of sticks or the number of connectors that can be used, to further encourage problem solving and resource optimisation.

You can set specific criteria for evaluating bridges, such as length, height or the amount of weight they can carry.

Remember that the main objective of this exercise is to promote problem solving and teamwork. It encourages students to think creatively, try different approaches and learn from mistakes. This will enable them to face challenges and find effective solutions in a collaborative way.





## Title: Hangman

**Objective:** guess the hidden word before the hangman drawing is finished.

**Materials needed:** photocopy with the structure of the game. It can also be projected on the digital board.

### Instructions:

The player who thinks of the word (the moderator) chooses a word and draws a series of dashes on a piece of paper, with each dash representing a letter of the word that the other players must guess.

The other players take turns guessing letters that might be in the word.

If the guessed letter is in the word, the moderator writes it in the correct dashes.

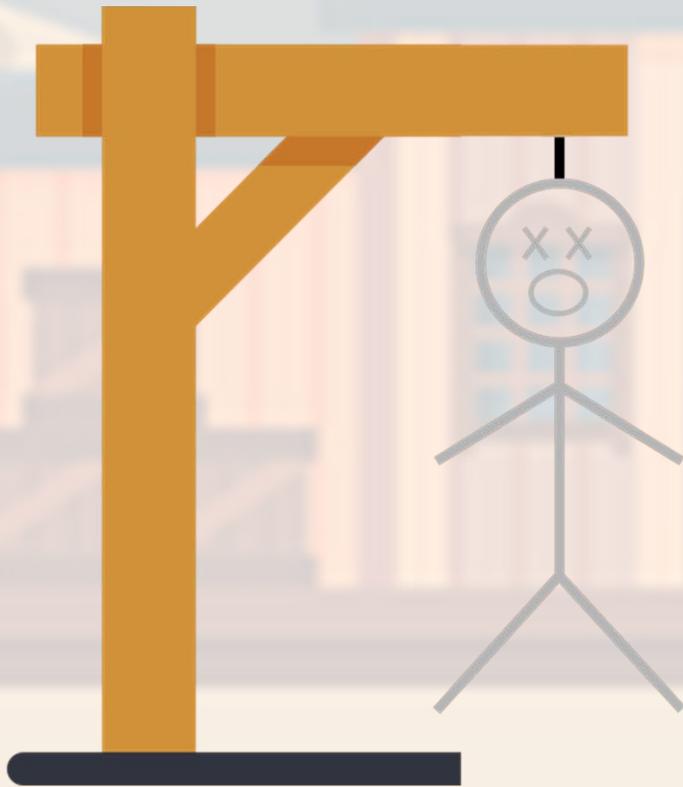
If the letter is not in the word, the moderator draws one part of the hangman (typically starting with the head, then the body, arms, legs, etc.). Depending on the version of the game, the drawing can have more or fewer parts, but usually, there are 6 or 7 attempts.

The game continues until:

- The players correctly guess the word.
- The hangman drawing is completed, meaning the players have lost.

**Variation:** it can be played with the whole class or in groups of four.

# Hangman



Cross off incorrect guesses

a e i o u  
b c d f g h j  
k l m n p q r  
s t v w x y z

Make the blanks for your word here:

Traditional hangman is played to 6 incorrect guesses, 1 head, 1 body, 2 legs and 2 arms (or until the word is guessed). For additional guesses, draw in the eyes and mouth too.

## 4. Problem-solving dynamics

**Title:** The challenge of the labyrinth

**Objective:** To encourage problem solving, decision making and effective communication.

**Materials required:**

- A labyrinth drawn on a large piece of paper or printed out.
- Tokens or markers to move around the maze.
- Stopwatch.

**Instructions:** Draw a maze on a large piece of paper or print one you find on the internet.

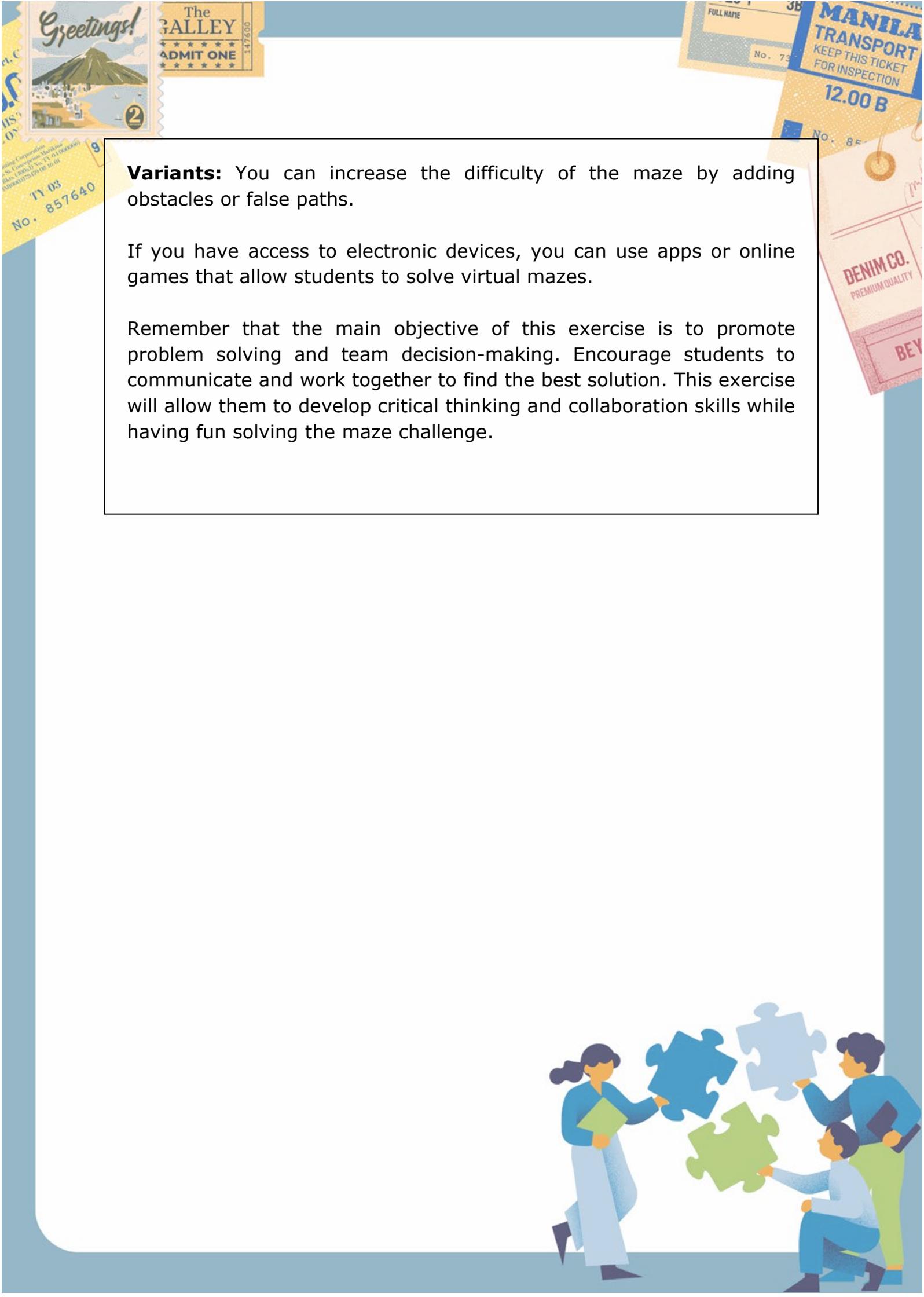
Divide the students into groups of approximately 4-6 people. Hand out a maze to each group along with tokens or markers to move through the maze. Explain that the challenge is that each group must find the quickest and most effective route out of the maze. Set a time limit for completing the challenge, e.g. 10 minutes.

Group members should work together to study the maze, discuss different strategies and make decisions about which path to follow.

When the time starts, the groups should start moving their tokens or markers around the maze, following the route they think is correct.

After each group has completed the challenge or reached the time limit, bring all students together for a group discussion. Encourage the groups to share the strategies they used, the obstacles they faced and how they solved the problems during the challenge.



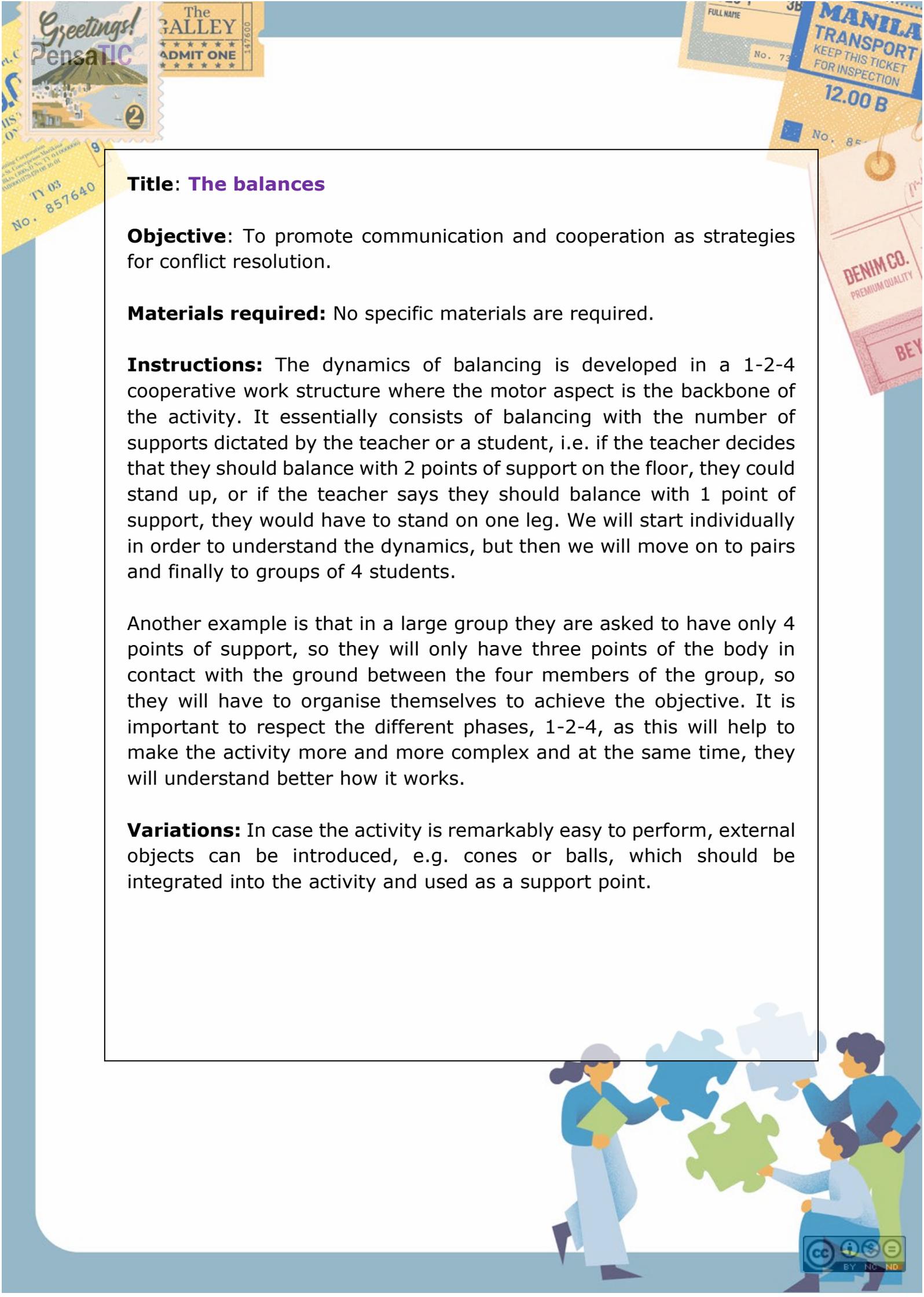


**Variants:** You can increase the difficulty of the maze by adding obstacles or false paths.

If you have access to electronic devices, you can use apps or online games that allow students to solve virtual mazes.

Remember that the main objective of this exercise is to promote problem solving and team decision-making. Encourage students to communicate and work together to find the best solution. This exercise will allow them to develop critical thinking and collaboration skills while having fun solving the maze challenge.





**Title:** **The balances**

**Objective:** To promote communication and cooperation as strategies for conflict resolution.

**Materials required:** No specific materials are required.

**Instructions:** The dynamics of balancing is developed in a 1-2-4 cooperative work structure where the motor aspect is the backbone of the activity. It essentially consists of balancing with the number of supports dictated by the teacher or a student, i.e. if the teacher decides that they should balance with 2 points of support on the floor, they could stand up, or if the teacher says they should balance with 1 point of support, they would have to stand on one leg. We will start individually in order to understand the dynamics, but then we will move on to pairs and finally to groups of 4 students.

Another example is that in a large group they are asked to have only 4 points of support, so they will only have three points of the body in contact with the ground between the four members of the group, so they will have to organise themselves to achieve the objective. It is important to respect the different phases, 1-2-4, as this will help to make the activity more and more complex and at the same time, they will understand better how it works.

**Variations:** In case the activity is remarkably easy to perform, external objects can be introduced, e.g. cones or balls, which should be integrated into the activity and used as a support point.



## 5. Dynamics of trust in others

**Title:** *The circle of help*

**Objective:** To foster mutual trust and support among group members.

**Materials required:**

- *Post-it*

**Instructions:** First of all, you should start by explaining to the students that you are presenting an activity that aims to promote trust between them. It is a popularly known activity, although it will have slight variations.

The class will be divided into groups of 5 and then each member of the group should go to the centre, close their eyes. The remaining group should move somewhere close to where the pupil in the centre is and form the "rescue group". Then they should give the instructions to their partner to get there and jump with their back to the group, repeating the dynamic until all the partners have experienced it.

To conclude, a group reflection process will be carried out, where each student will have to express two feelings or emotions they have felt and what their greatest fear has been.

**Variations:** Groupings can be modified, so that the pupil in the centre can be two or more people, but this will require that the rescue group must also increase in people, to ensure the safety of the activity.



**Title:** The fan of trust

**Objective:** To foster mutual trust and knowledge of other colleagues.

**Materials required:**

- Sheet of paper
- Pens

**Instructions:** Following a rotating sheet dynamic, the pupils will be placed in a circle and each one will write their name in large letters on their sheet.

The sheets of paper will be rotated among the partners and each one will have to write two positive things to highlight about the partner on the sheet that belongs to him/her, as well as two questions or questions that they would ask to get to know him/her better, bearing in mind that this will be anonymous.

The sheets of paper will be passed around until everyone has written on all their classmates' sheets of paper. Then each student will pick up their own paper and will answer the questions they see fit to answer. Whoever wants to can hang it up on the class corkboard so that the rest of the classmates can see the possible answers they have given.

**Variations:** You can introduce other questions or issues that you want to develop, such as aspects to improve as a person...etc.









# PENSA Trip: Travel agency

**PLACES YOU VISIT**

Curricula contents

**CURIOSITY FOR NEW THINGS**  
passion for learning

Where do you want to TRAVEL?

**TOUR GUIDE**

Teacher is the tour guide

**THE TYPE OF TRAVEL**

Active methodologies



Where do you  
want to  
TRAVEL?

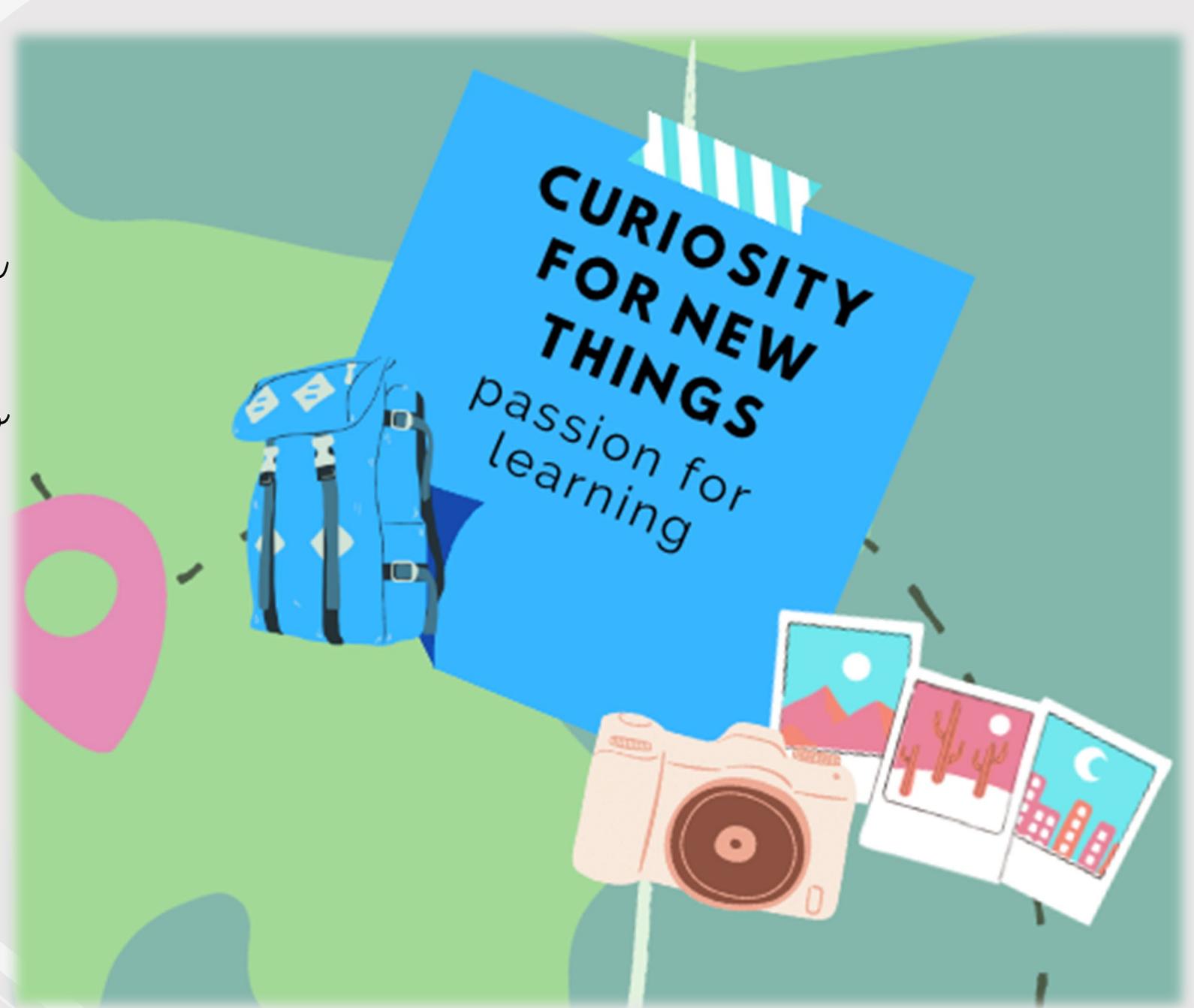


What do you  
want to  
learn?



The teacher accompanies the learning process

*This travel will be a personal, individualised journey that seeks to respond to the curiosities of our tourists.*



# MODALS VERBS GAME

This board game is a funny tool to practice and revise modal verbs (*can, could, shall, will, should, ought to, need to, have to, must*). It requires the same game board as the other games proposed in this project, so the teacher doesn't have to print extra material, just the cards required to play this version.

We provide you with a summary with the main information of these modal verbs, in case you consider students can see it.

**Objective:** Be the first player to reach the "Finish" by correctly using modal verbs in responses to prompt.

## Materials Needed:

- Game board with a path of 30 squares (4 color-coded categories)
- 1 dice
- Player tokens
- 32 Prompt Cards
- 9 "Wild Modal" and "Switch" cards (optional for extra fun)

## How to Play:

1. Each player rolls the dice and moves along the path.
2. Draw a card from the color deck that corresponds to the space where s/he has landed.
3. Read the prompt and respond using the correct modal verb(s).
4. Group or teacher decides if the answer is grammatically correct and meaningful. If it is correct, s/he can stay in the space; if it isn't, the student moves back one space.
5. First player to reach the "Finish" wins!

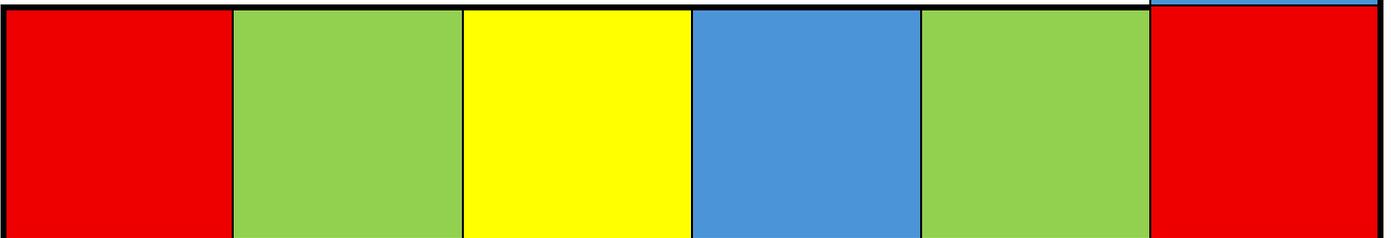
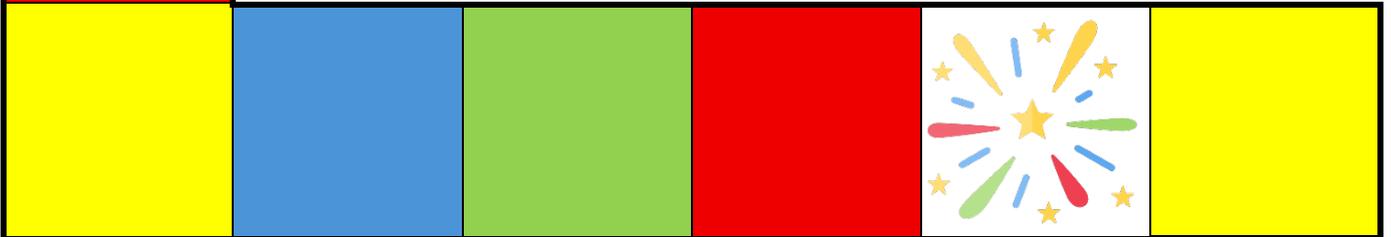
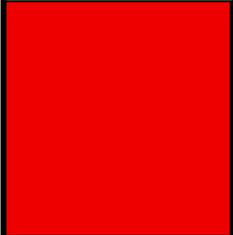
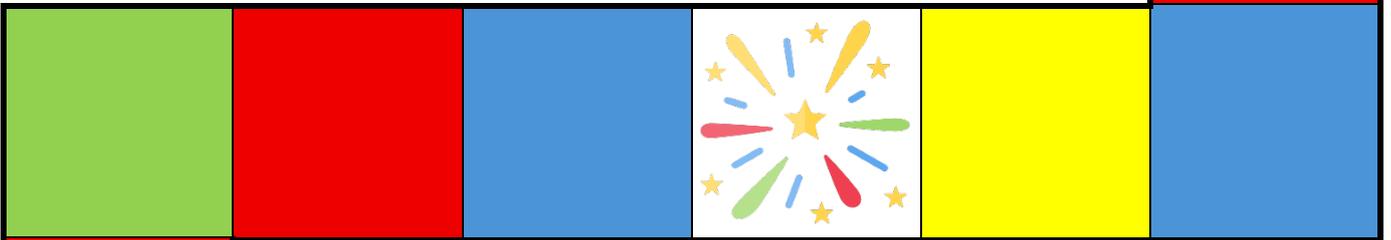
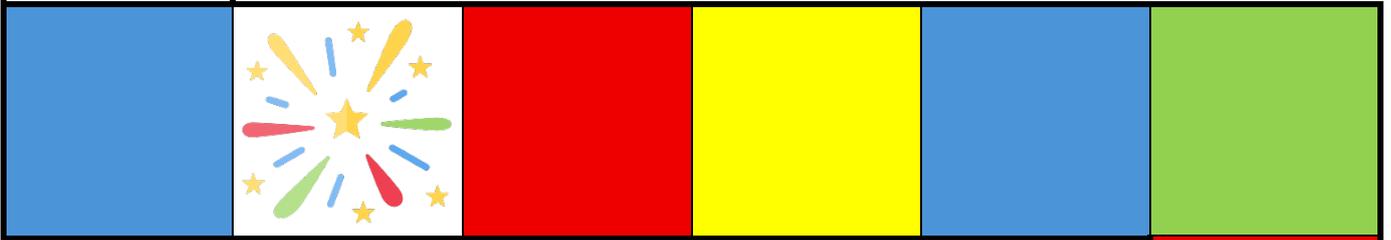
## Target Modal Verbs

| Modals Practiced                          | Color  |
|---|--------|
| <b><i>Can / Could</i></b>                 | Green  |
| <b><i>Shall / Will</i></b>                | Blue   |
| <b><i>Should / Ought to / Need to</i></b> | Yellow |
| <b><i>Have to / Must</i></b>              | Red    |

### MODAL VERBS SUMMARY

|                          | MODAL VERB      | USE / MEANING                               | EXAMPLE   |
|--------------------------|-----------------|---|---|
| Ability<br>Possibility   | <b>can</b>      | ability / possibility / permission          | I can swim very fast.   |
|                          | <b>could</b>    | past ability / polite request / possibility | When I was young, I could run 5 km easily. Could you help me? |
| Future or suggestions    | <b>shall</b>    | suggestion / offer (mainly in questions)    | Shall we go to the park?                                      |
|                          | <b>will</b>     | future certainty / willingness              | I will help you with your homework.                           |
| Advice                   | <b>should</b>   | advice / recommendation                     | You should eat more vegetables.                               |
|                          | <b>ought to</b> | advice / moral obligation                   | You ought to apologize.                                       |
| Obligation,<br>Necessity | <b>need to</b>  | necessity / requirement                     | You need to finish your project by Friday.                    |
|                          | <b>have to</b>  | external obligation / necessity             | I have to wear a uniform at school.                           |
|                          | <b>must</b>     | strong obligation / deduction               | You must stop at a red light.<br>She must be tired.           |

**FINISH**



**START**



Name three things you **can** do with your phone.

Say something you **couldn't** do when you were five.

What **can** animals do that people can't?

What **could** people do to help the environment?

What **can't** you do in a library?

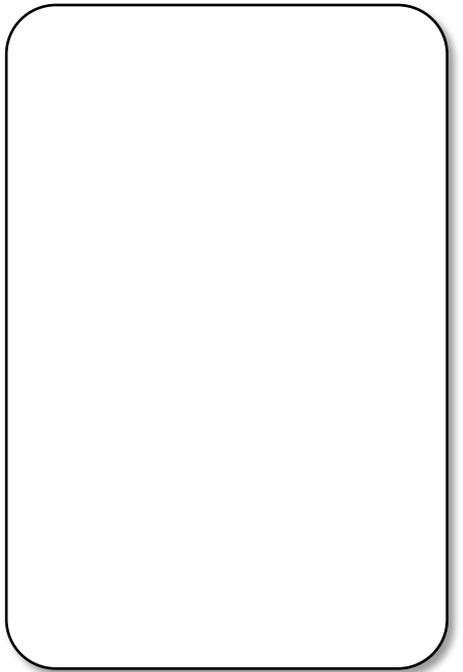
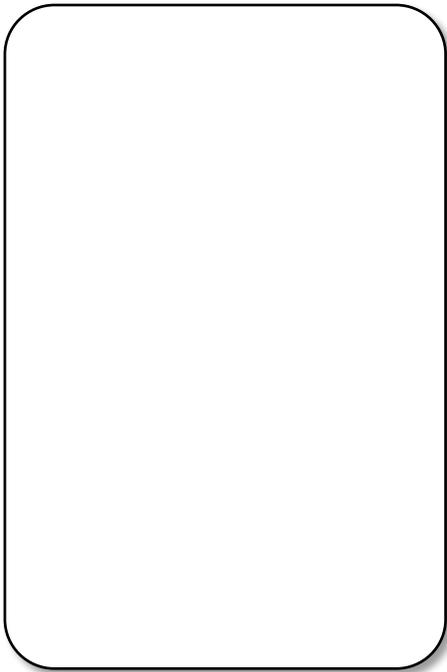
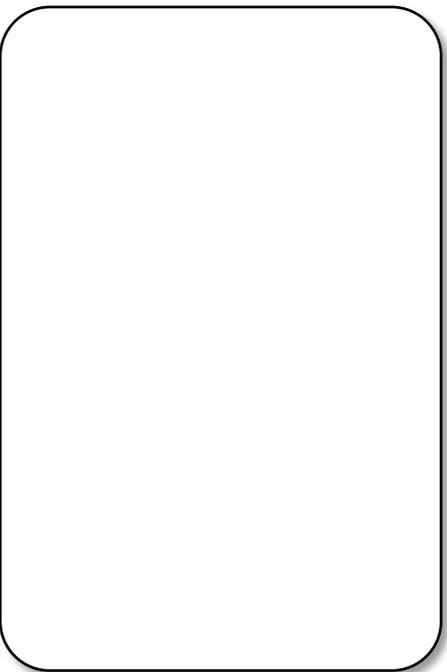
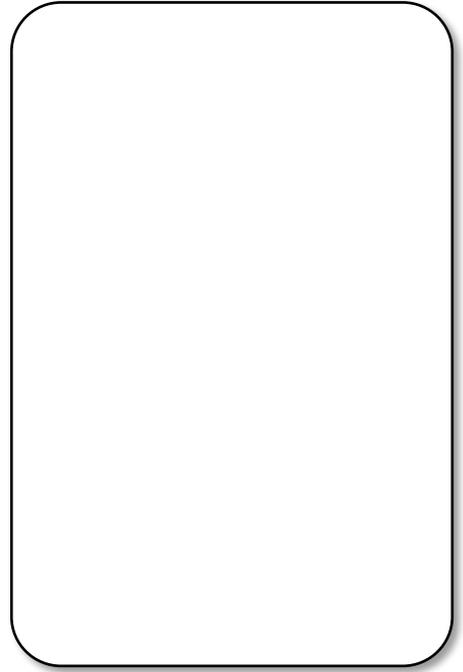
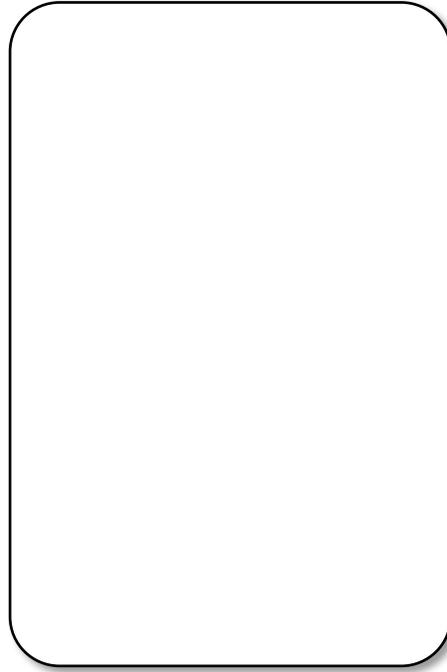
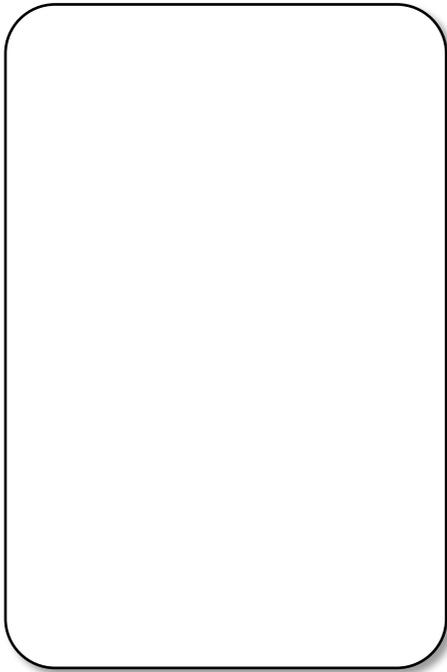
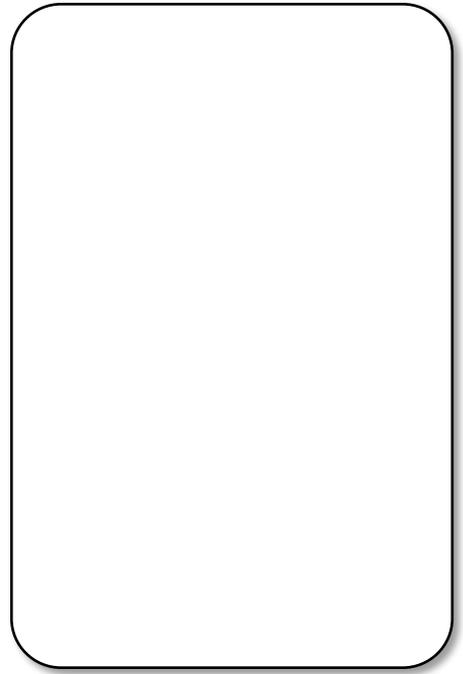
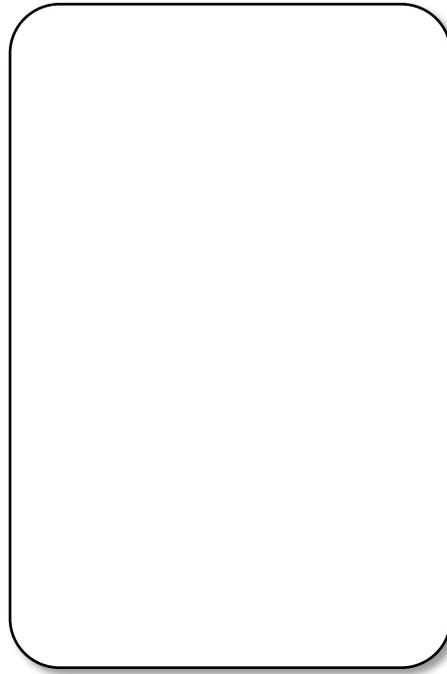
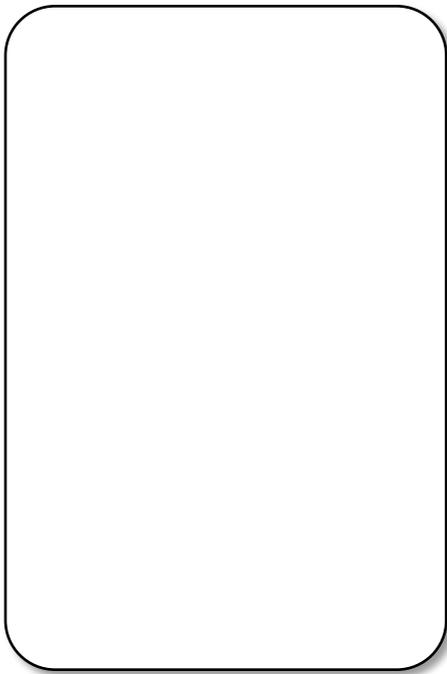
Create a polite request using " **Could you...**?"

Ask your friend if they **can** help you with homework.

What **could** you eat every day and never get tired of?

**MODAL VERBS**

**GAME**



**MODAL VERBS**

**GAME**

What **will** you do this weekend?

Make a promise using  
" I **will**..."

What **will** happen if there' s no internet?

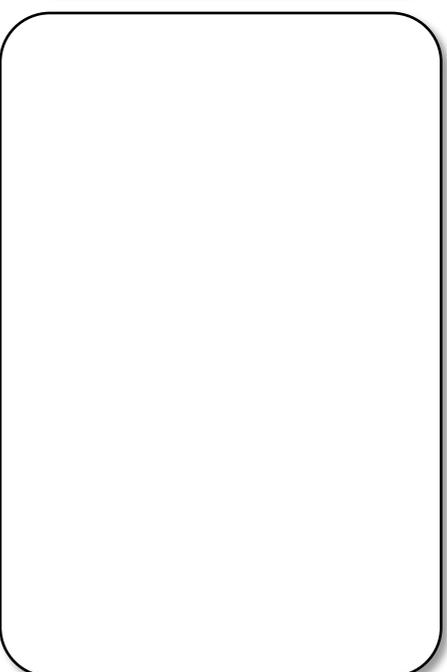
Offer help to someone using **shall**.

Ask someone if they **will** come to your party.

What **shall** we do if it rains tomorrow?

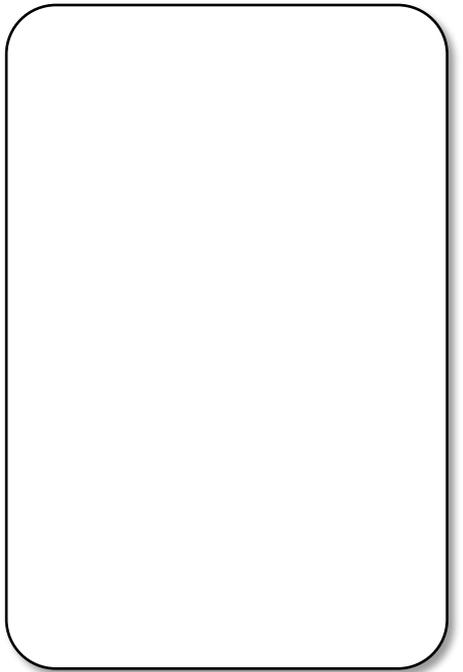
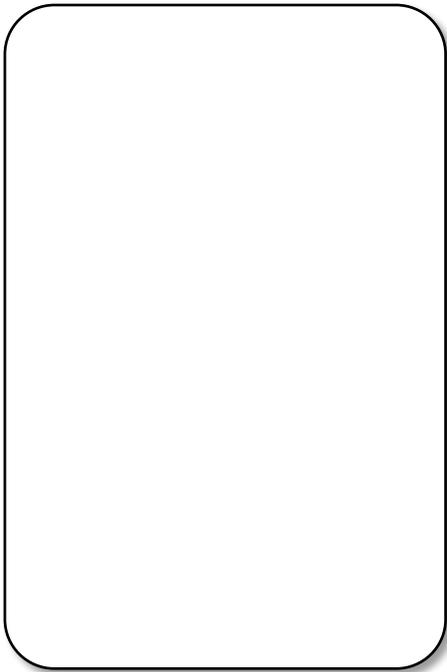
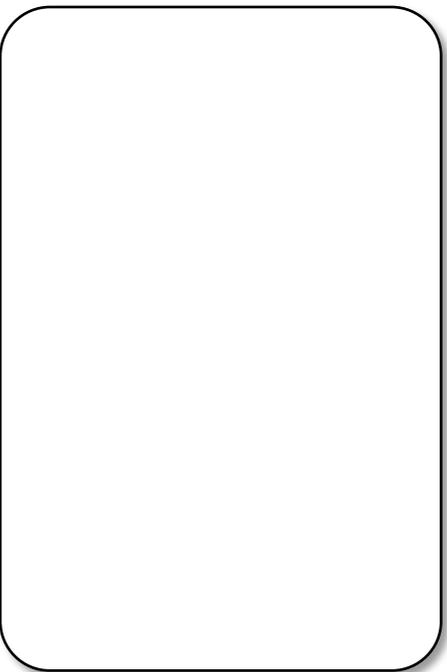
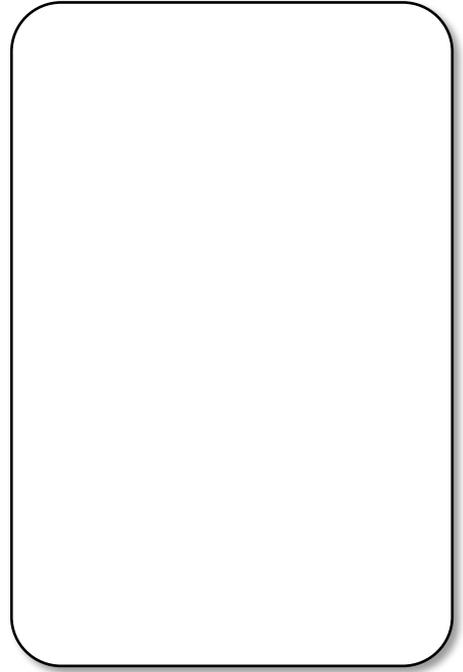
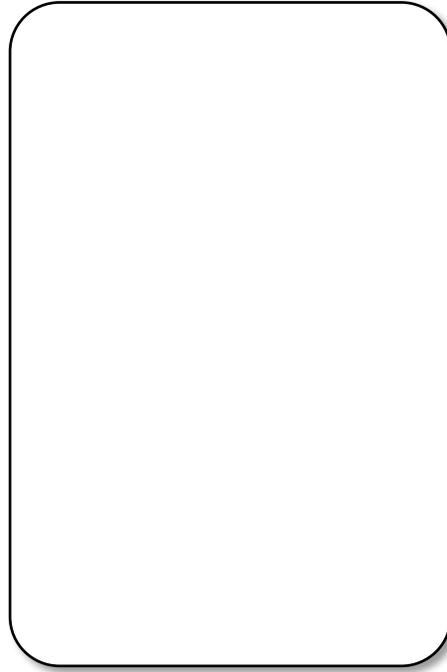
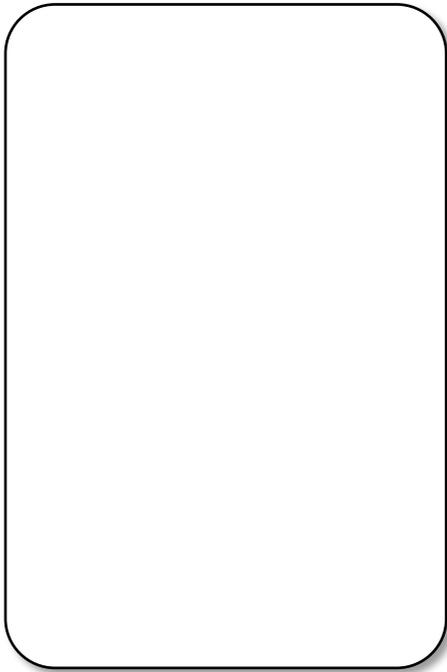
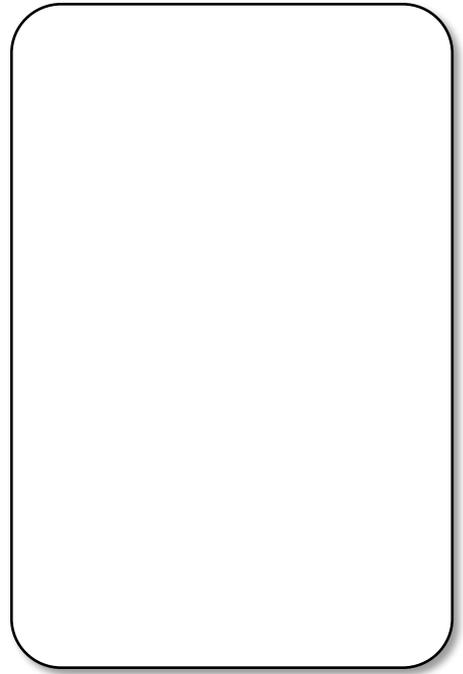
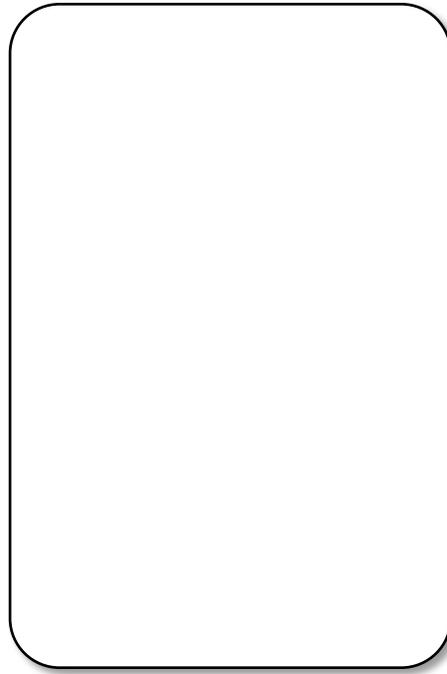
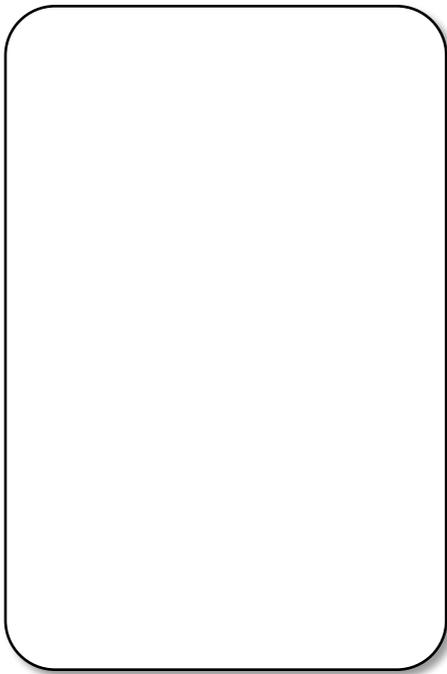
Ask a classmate what they **will** be in the future.

Suggest a group activity using " **Shall we**...?"



**MODAL VERBS**

**GAME**



**MODAL VERBS**

**GAME**

Give advice to someone with a sore throat.

Say what you **need to** do before bed.

You forgot a friend's birthday—what **should** you do?

What should people **never do** in class?

What **should** we do to save water?

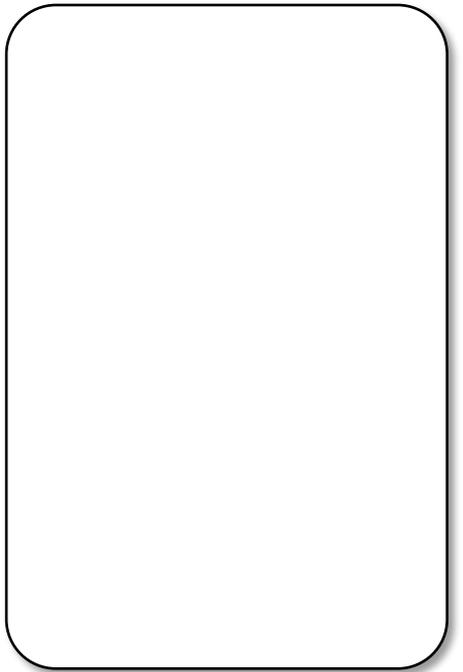
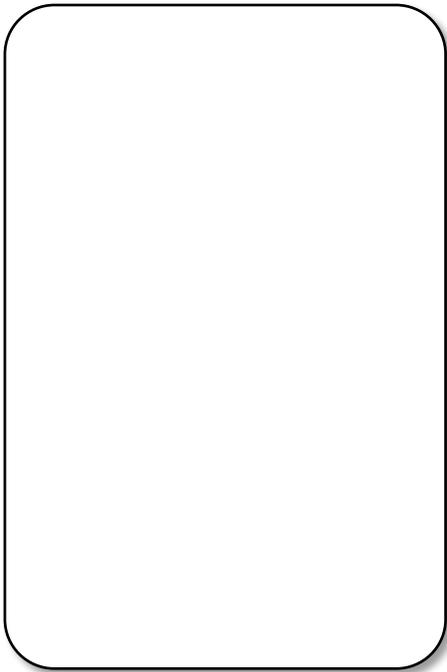
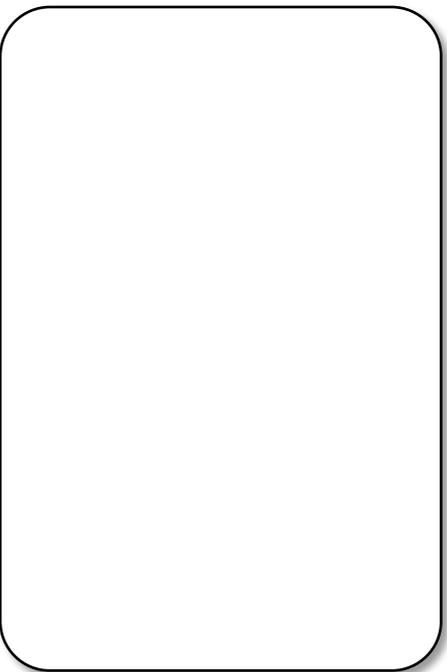
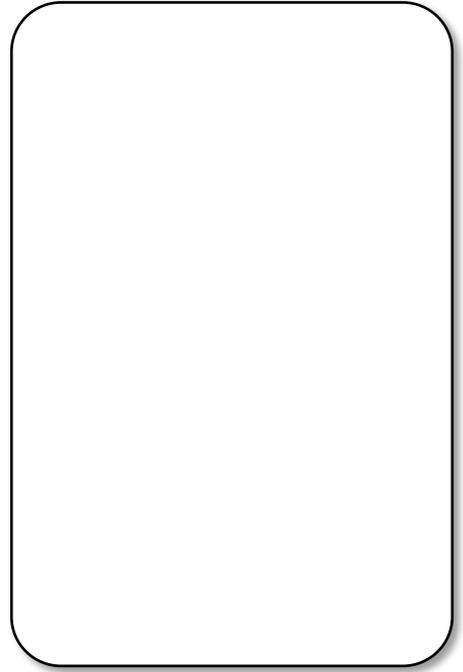
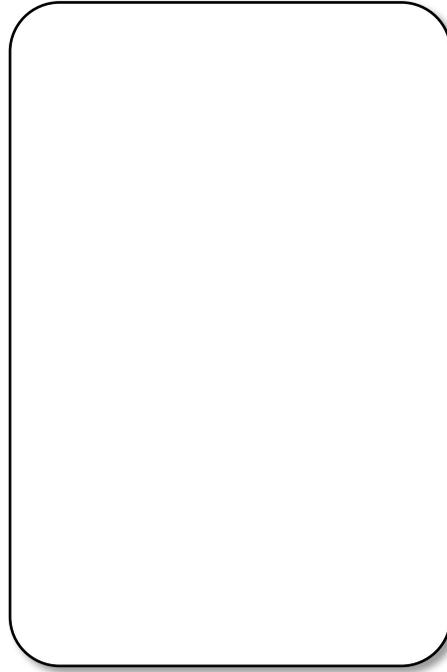
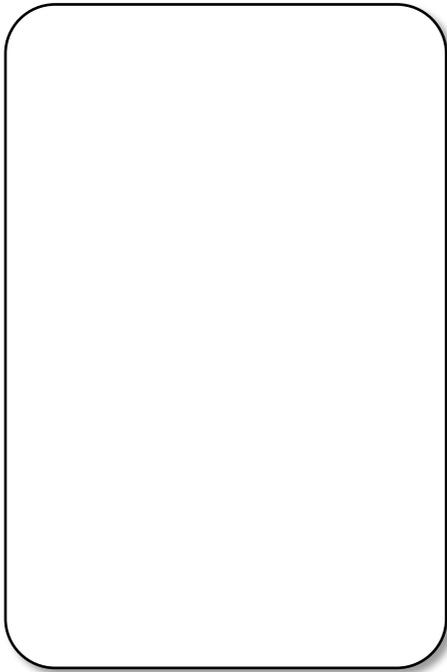
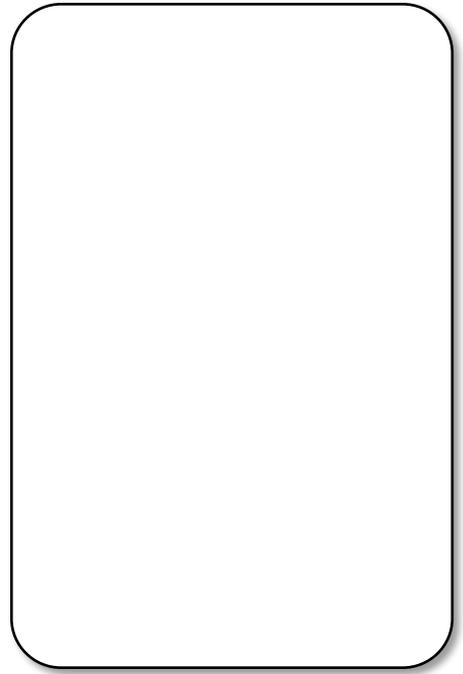
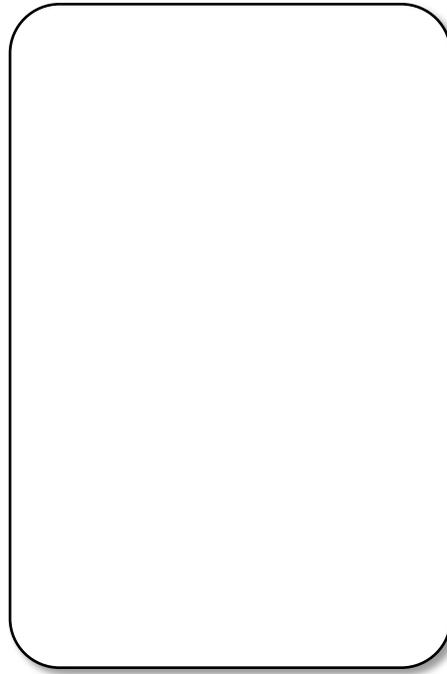
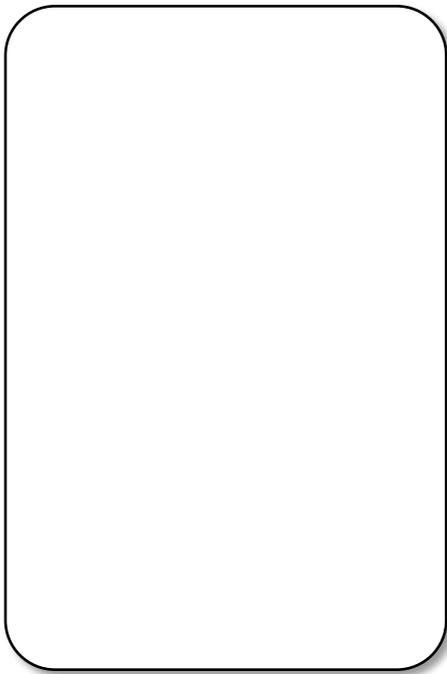
Tell a classmate what they **ought to** watch on TV.

Finish: " You really **ought to...** "

What advice would you give to someone who is always late?

**MODAL VERBS**

**GAME**



**MODAL VERBS**

**GAME**

What rules do you **have to** follow at school?

Make a sentence with " I **must** remember to..."

What do you **have to** do if you lose your keys?

Say something people **must not** do on the road.

What do you **have to** do every morning?

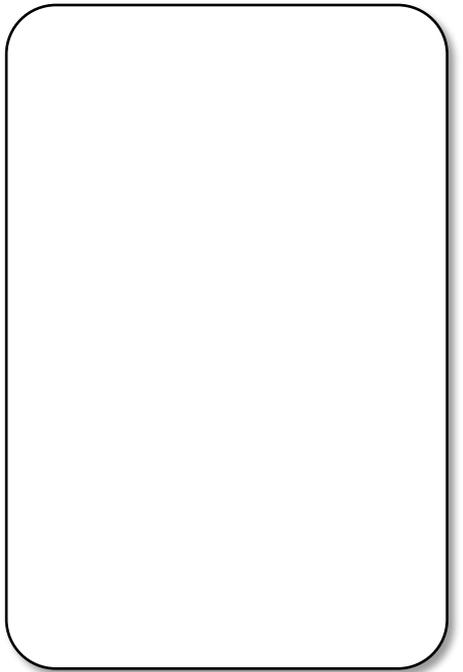
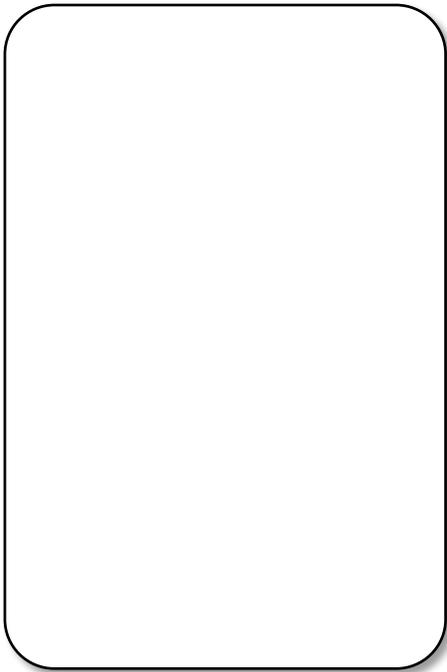
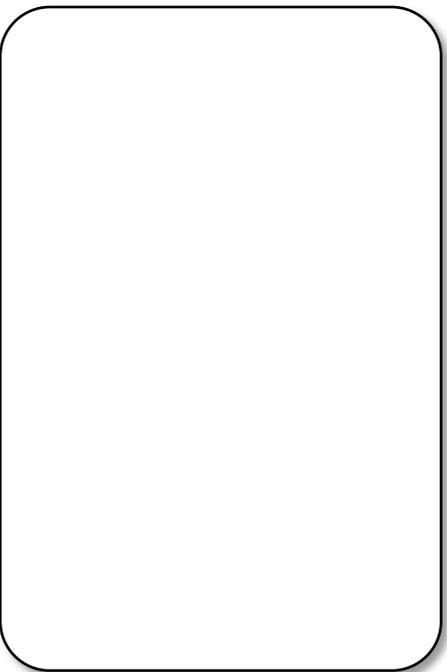
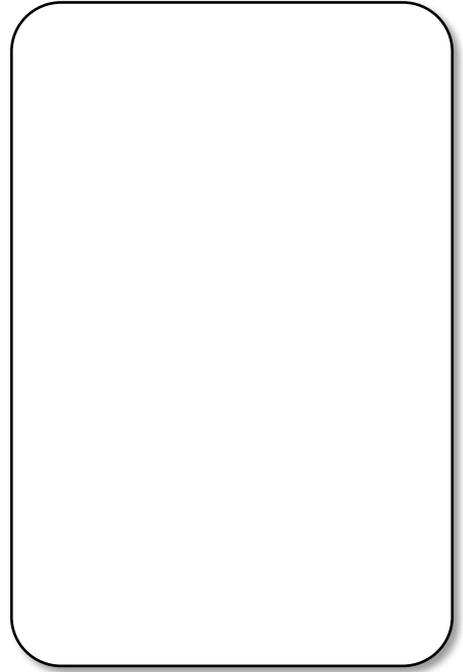
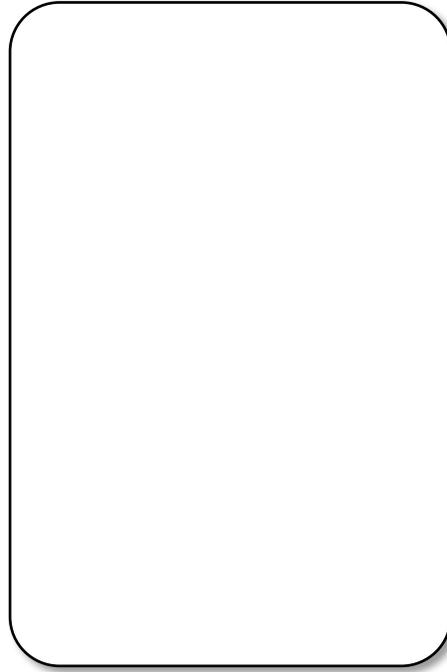
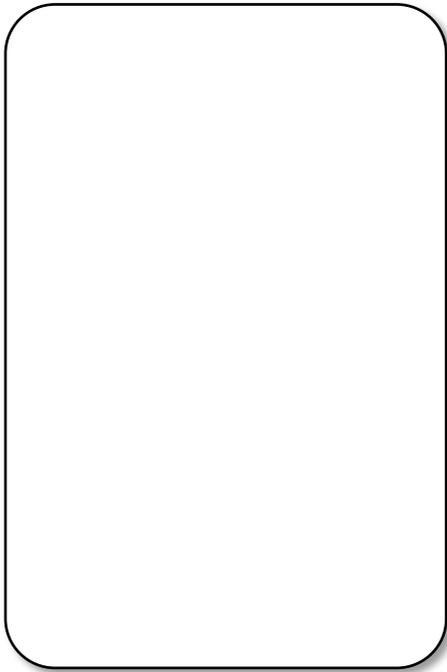
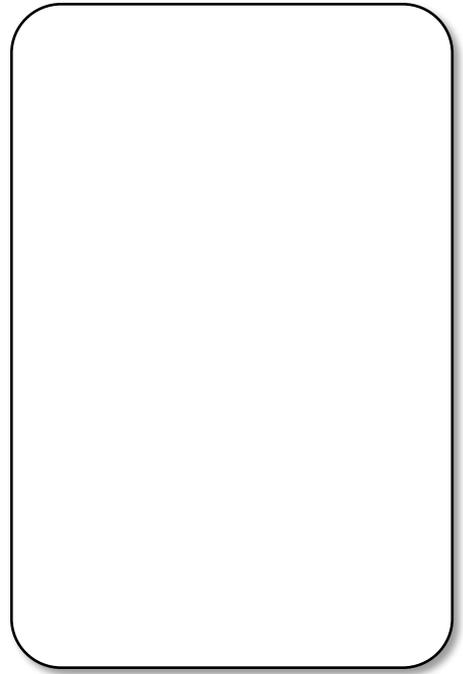
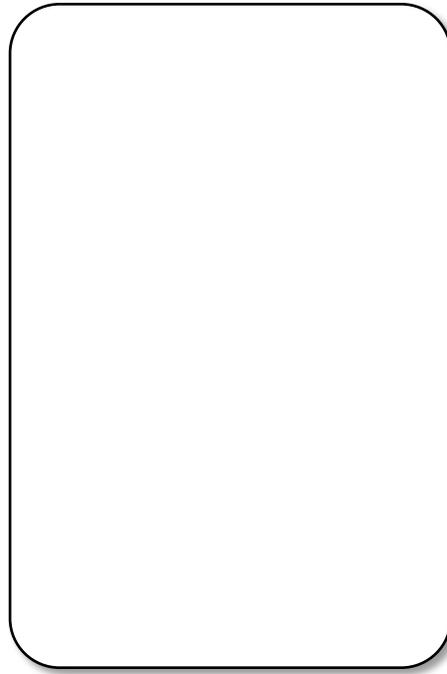
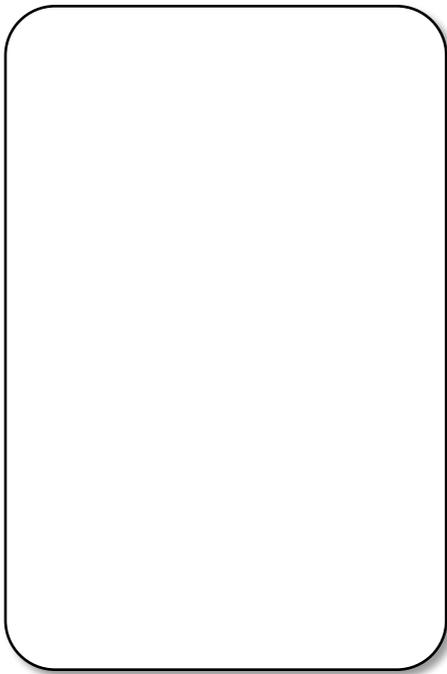
What is something people in your town **must** see?

What do you **have to** do before an exam?

Give a strong recommendation using " **must.** "

**MODAL VERBS**

**GAME**



**MODAL VERBS**

**GAME**

**Wild Modal Card**  
Use **any modal verb** in  
a sentence.

**Wild Modal Card**

Make a question using  
**any two** modal verbs.  
If correct, move forward  
2 spaces!

**Switch Card**  
Swap places with  
another player!

**Wild Modal Card**  
Use **any modal verb** in  
a sentence.

**Wild Modal Card**

Make a question using  
**any two** modal verbs.  
If correct, move forward  
2 spaces!

**Switch Card**  
Swap places with  
another player!

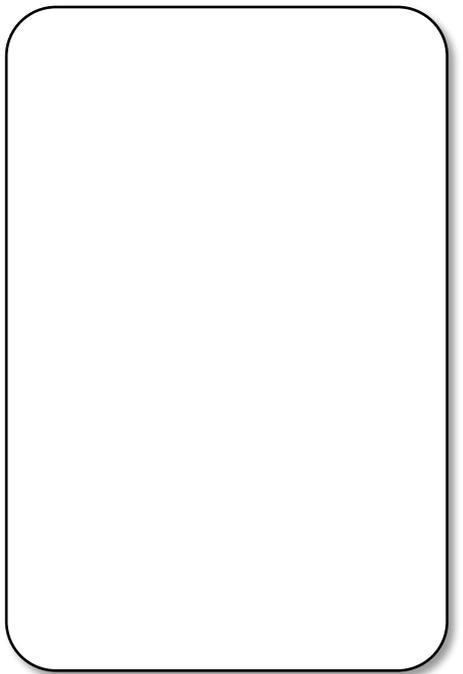
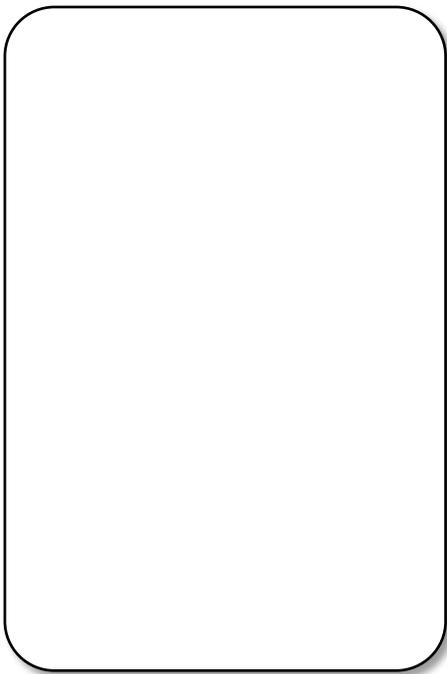
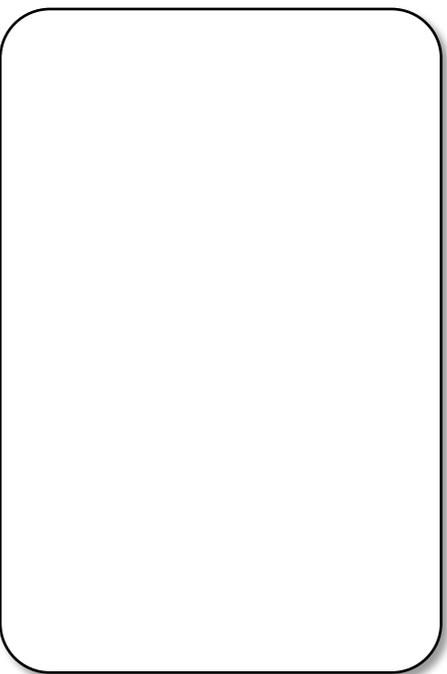
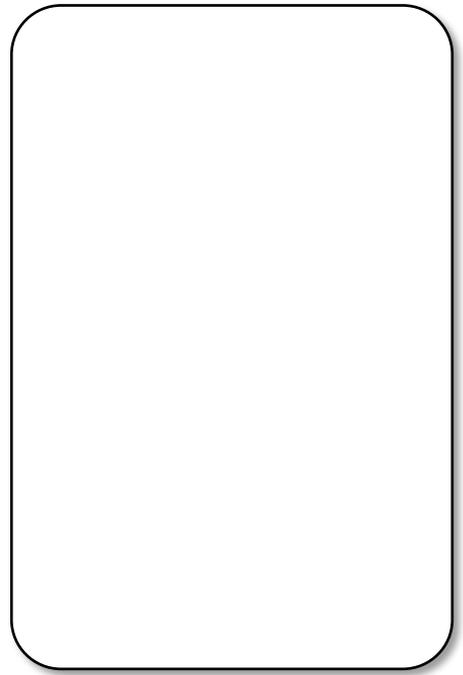
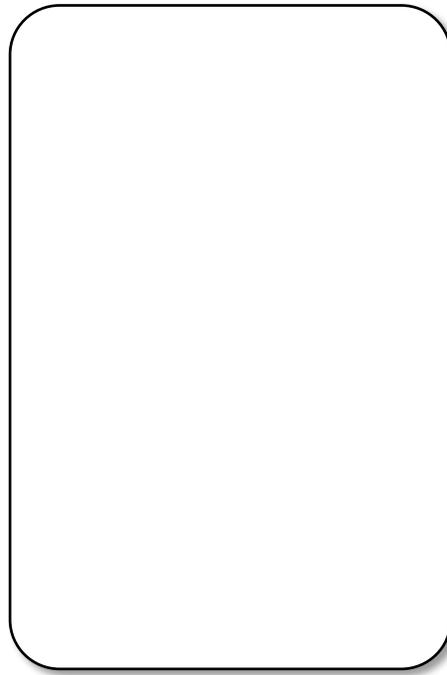
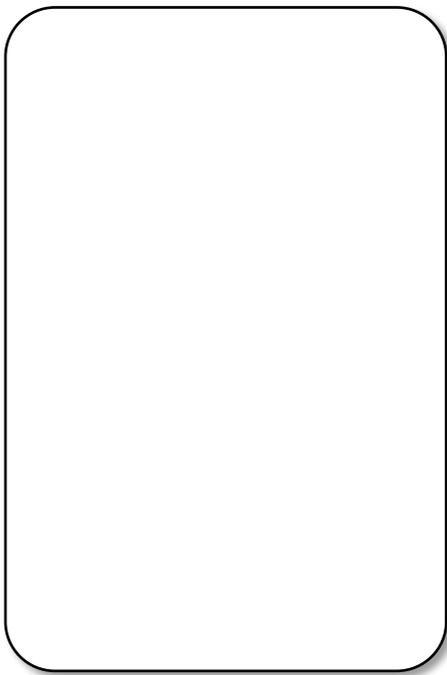
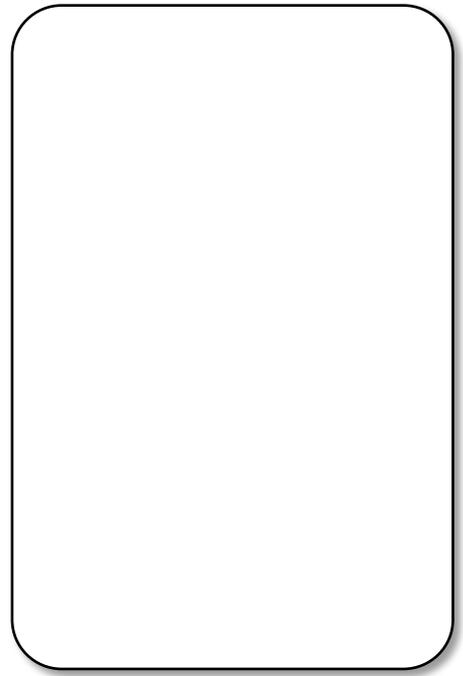
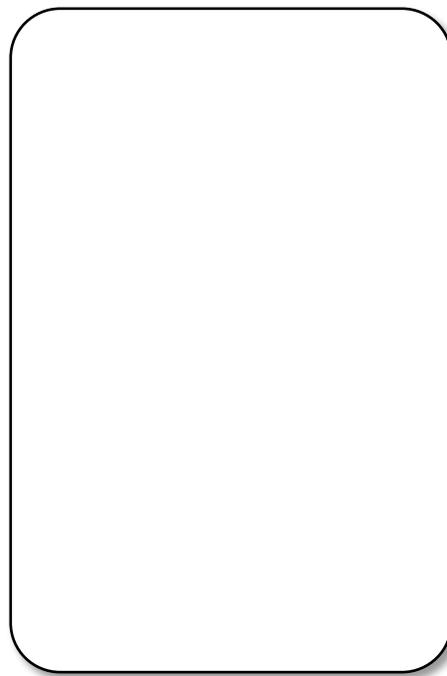
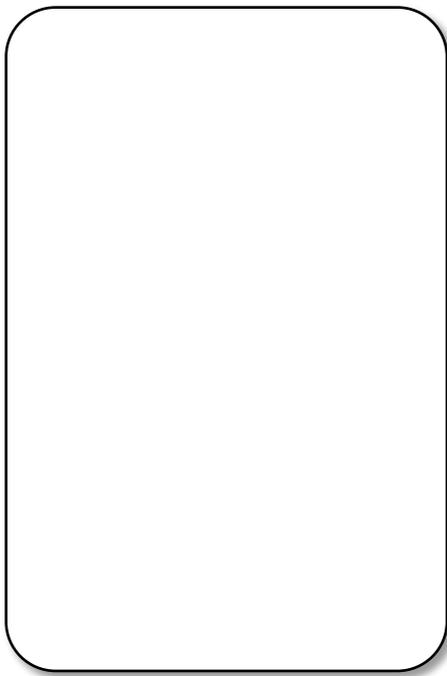
**Wild Modal Card**  
Use **any modal verb** in  
a sentence.

**Switch Card**

Go back to the nearest  
yellow square.

**Switch Card**  
Go back to the nearest  
yellow square.







## **Name of the game: "Tic Tac Tense"**

### **Objectives of the game:**

- Practice the verbal tenses.

### **Materials needed:**

- Photocopy of the game board and tokens.

### **Instructions:**

Following the rules to play Tic-tac-toe, students, in pairs, can practice the verbal tenses. To place the token where they want, they have to say (or write down) a sentence with the appropriate verb tense. If it is not correct, s/he cannot move the token.

### **Punctuation:**

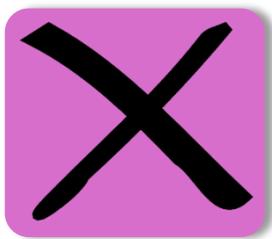
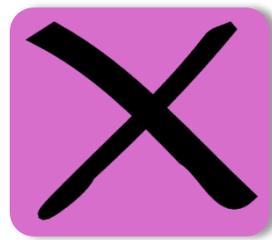
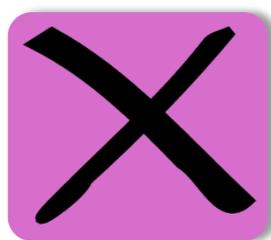
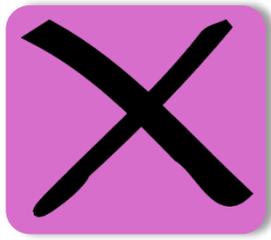
When the student say/write down a correct sentence, s/he can place the counter in the chosen place. If the sentence is wrong, s/he cannot place the counter and finishes her/his turn.

### **End of game:**

The game finishes when one player has three counters in line (the line can be horizontal, vertical or diagonal).

# TIC TAC TENSE

|                                  |                            |                               |
|----------------------------------|----------------------------|-------------------------------|
| <b>SIMPLE<br/>PRESENT</b>        | <b>FUTURE<br/>SIMPLE</b>   | <b>PAST<br/>CONTINUOUS</b>    |
| <b>PRESENT<br/>CONTIN. (FUT)</b> | <b>SIMPLE<br/>PAST</b>     | <b>PRESENT<br/>CONTINUOUS</b> |
| <b>PAST<br/>PERFECT</b>          | <b>PRESENT<br/>PERFECT</b> | <b>BE GOING TO</b>            |





# **GRAPHIC ORGANISERS FOR THINKING ROUTINES**



# I SEE

**What do you think you know about the topic?**



# I THINK

**What do you think about this topic?**



# I WONDER

**What questions do you have about this topic?**





# CONCEPT MAP

## Generate – Classify – Relate

**TOPIC:** Write a title that sums up the topic I want to address

### **GENERATE**

**a list of ideas about the topic**

### **CLASSIFY**

**the most important ideas**

### **RELATE**

**each of the main ideas with other concepts and ideas**



# CONCEPT MAP

Generate – Classify – Relate

**DEVELOP** and organise ideas through a diagram, concept map or mind map

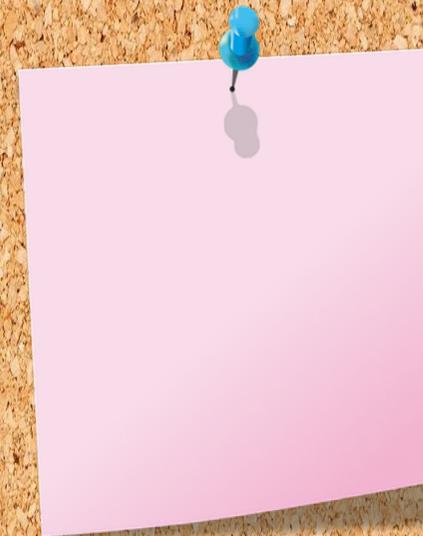
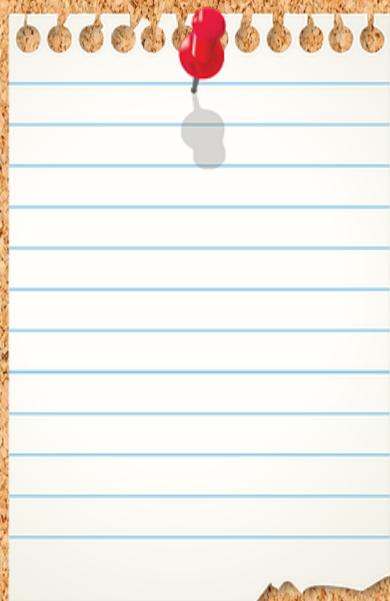




# I USED TO THINK...NOW I THINK

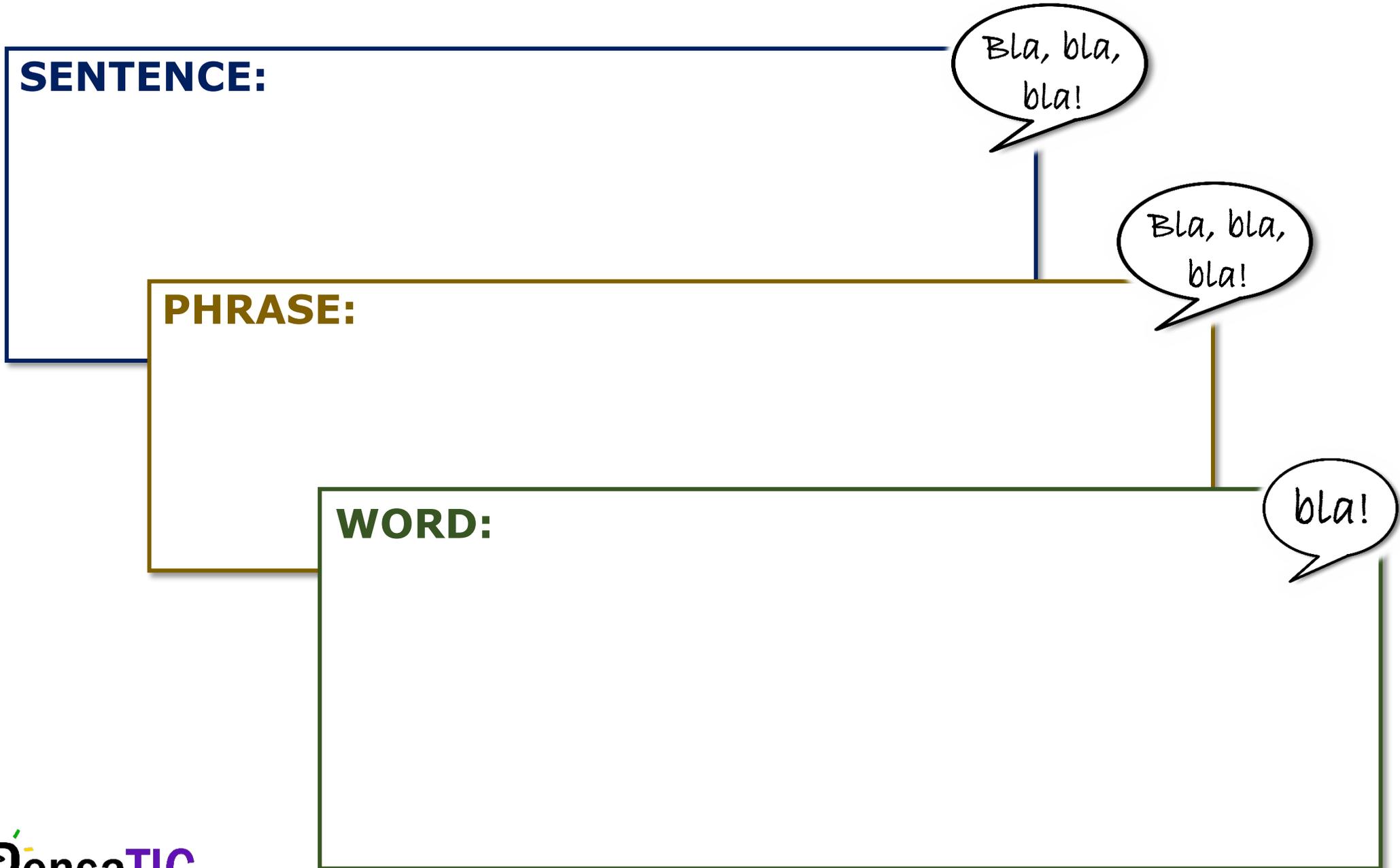
I USED TO THINK...

NOW I THINK...



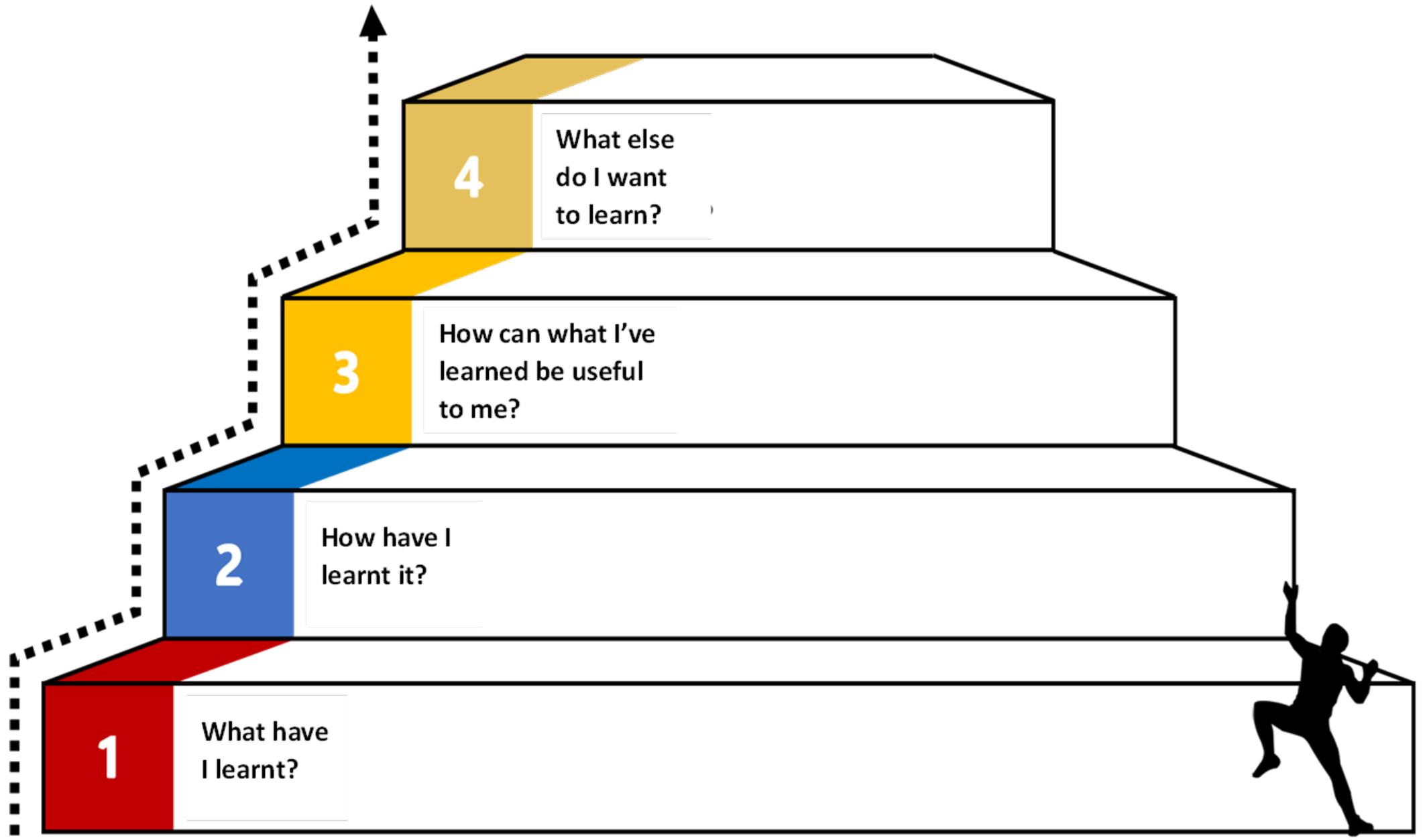


# SENTENCE-PHRASE-WORD



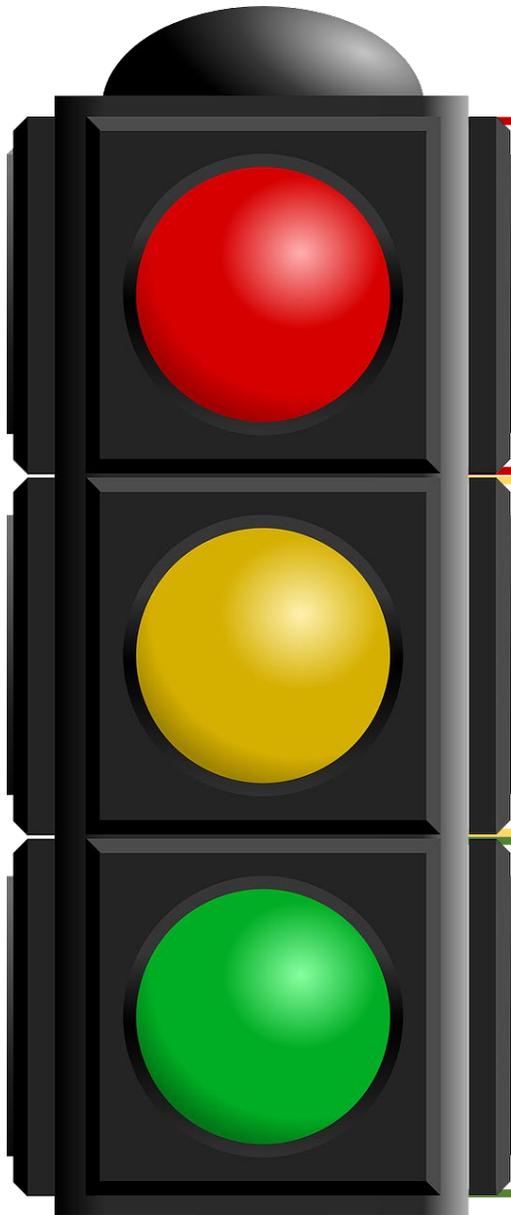


# The metacognition ladder





# THE TRAFFIC LIGHT



Empty box for red light description

**RED LIGHT:**  
I don't know it

Empty box for yellow light description

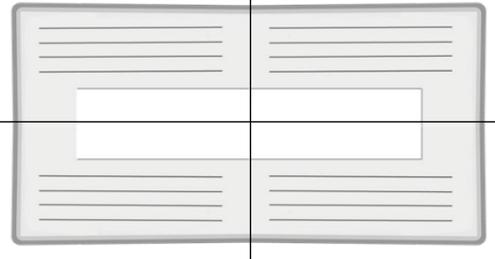
**YELLOW LIGHT:**  
It's not clear yet

Empty box for green light description

**GREEN LIGHT:**  
I understand it



# HEADLINES

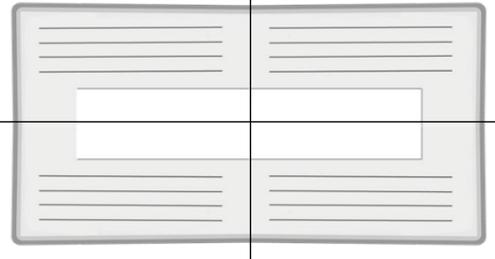


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Blank area for writing headlines, featuring a white header box and four horizontal lines.



# HEADLINES



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