Viaje al éxito educativo en Inglés: maleta de herramientas metacognitivas y socioafectivas

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Viaje al éxito educativo en Inglés: maleta de herramientas metacognitivas y socioafectivas

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Introduction

Welcome to this journey
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What is the culture of thinking?
    Cognitive strategies for understanding
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How can we integrate the thinking approach with other active methodologies?
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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 1st year of Compulsory 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 students of 1st ESO. 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!

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
- 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.
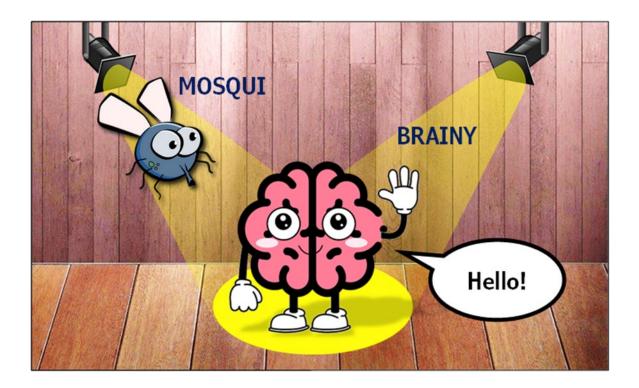
A brief **evaluation** proposal is also proposed with a double objective: on the one hand, to make the student's learning and understanding of the session visible and, on the other hand, to evaluate the activities proposed in the session itself. An evaluation form **(ANNEX 2)** has been designed to collect 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 programme, 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.

Throughout this journey we will have two personalities, **Mosqui** and **Brainy**, who will make the journey funnier by presenting us with their jokes and comic vignettes.

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:

- **Variant 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.

- **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.

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.

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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 through the use of 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 on the basis of 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 systematical 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.
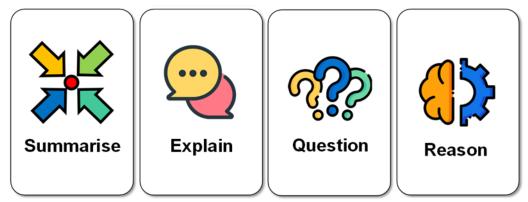
Figure 1. Charts of the thought movements.

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).

INGLÉS

Bloque I

Session 1
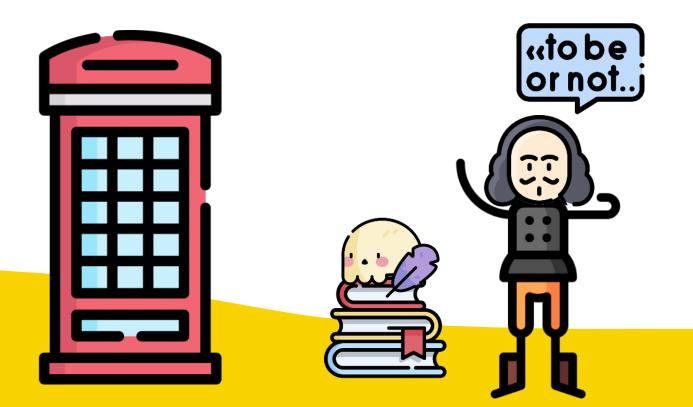
TO BE...OR NOT TO BE. THAT'S THE QUESTION

Introduction

This first unit is focused on the revision of the verb **to be**. The idea is that students can become awareof what they already know, and the typical mistakes they usually make.

The thinking routine used in this session is **What makes you say that?** (Ritchhart et al., 2014). This routine is focused on exploring ideas in depth. As this is a content that students have practiced since Primary Education, and it is, at the same time, a grammatical aspect that is difficult for some students, this thinking routine is perfect: they are going to use it to infer the rules. It is not the teacher the one who exposes the theory, but them.

Contenidos	1. **Saludar y despedirse, presentar y presentarse.** • Be and have (got). 2. **Describir personas, objetos y lugares.**
Competencias específicas	2.1 **Expresar oralmente** textos breves, sencillos, estructurados y comprensibles. 2.2 **Organizar y redactar** textos breves y comprensibles, siguiendo pautas establecidas. 2.3 **Seleccionar, organizar y aplicar** de forma guiada conocimientos y estrategias para planificar y producir textos. 2.4 **Utilizar léxico** relativo a asuntos cotidianos. 5.1 **Comparar** las semejanzas y diferencias entre distintas lenguas. 5.3 **Identificar y registrar,** siguiendo modelos, los progresos y dificultades de aprendizaje de la lengua extranjera, seleccionando de forma guiada las estrategias más eficaces para superar esas dificultades.

Breaking the ice

To create a good classroom climate, a group dynamic is proposed.
In this first 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): Tic-tac-toe game.

The students have to be **in pairs**. They are going to practice the agreement between the subject and the verb to be.

In order to place the Xs or the Os, first the student has to say one sentence that starts with the subject that appears in the square he chose. If the sentence is wrong, he cannot place the X or O, and the turn goes to the other player.

The tic-tac-toe board can be modified by the teacher, depending on the students' needs. The second one is simpler, whereas the first can be a bit complex.

The teacher	Some of my friends	Those cars
My city	You	Your brother and you
Rosalía	The dogs	I

I	He	They
My house	You	Pete and Mary
It	The dogs	She

X
O

Phase 2. Session (70 minutes)

Platform 1. In the first part of the session, students have to reflect on these jokes. To do it, they will use the thinking routine: **What makes you say that?** First, they have to say where the joke is, and secondly, they have to give reasons to explain why there is something funny in the picture.

Thinking routine: What makes you say that?

TELL ME WHAT'S WRONG

Every «C» in Pacific Ocean is pronounced differently

The students have to comment the jokes and explain their ideas.

In pairs, they can create a new joke based on the typical problems they have with the verb to be. They can hare it with the class.
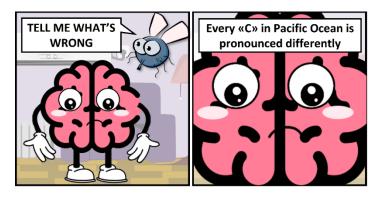
Platform 2. Let's practice with some exercises! Students will work with the verb to be in affirmative, negative and interrogative sentences. Using the same thinking routine (**What makes you say that?**), they have to read the sentences given by the teacher and correct the ones that have some mistakes, explaining why they are wrong. To do the activity, students will be in **pairs**, and they will use the cooperative technique **"Twin readers"**.

Examples:

- My cat are black.
- Mary and Tom is friends.
- Mary and her son is from Canada.
- The dogs are barking all the time.
- These computers is broken.
- You and your brother is blonde.
- My teacher are angry with the other students.
- All my neighbours is on holidays.
- The books and the pencilcase are mine.
- This vase is very ugly.
- The train is punctual.
- Those flowers is very colourful.

The teacher writes in the blackboard one of the sentences from the previous exercise in the negative and interrogative form. Students have to think and write down the rule for these types of sentences that contain the verb to be. The

thinking routine will give students the opportunity of explaining why the sentences are right or wrong. They have to justify their decision.

Then, with the sentences from the previous exercise, students have to transform them into the negative and interrogative form.

Platform 3. The last part of this session is focused on revising vocabulary related to describing, because they will describe a famous person and themselves or play the Who is who game

In groups of 4, create a mind map with the vocabulary they already know about the following aspects: nationality, job, physical appearance (colour and shape of hair, height, weight, etc.). They will use this vocabulary in the next activity.

Option 1: Put a post-it with the name of a famous character at the back of each student. They will have to deduce who s/he is by asking questions about their nationality, age, job, and physical aspect.

Examples:
Rafa Nadal, Rosalía, Donald Trump, Pablo Motos, etc.

Option 2: Play **Guess the Feature** (based on the famous game Who's Who?) to practice the vocabulary related to physical description, students can play this famous game. **(See Supplementary material)**.

After the routine. Let's reflect upon our learning process!
Let's talk about how we feel after this activity. What were the main difficulties? How did you solve them? What do you need to improve?

Phase 3. To finish (10 minutes)

Students have to write a description of one of their classmates (physical aspect, character). Then, they can read them aloud so that the rest of students can guess who s/he is.

Materials

- Post-its.
- Projector, to show the jokes.
- Photocopy with the boardgames and the sentences.

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 to 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

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

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
- [x] PLANNING AND ORGANISATION
- [x] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [ ] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [x] EMPATHY
- [x] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

GUESS THE FEATURES

PHILLIP	WILLIAM	HANNA	GEORGE	STEVEN	MIKE	LORETTA
CHUCK	ANTHONY	PETER	JOANNE	TERESA	PRINCE	ANDREA
BERNNIE	ANDY	FRANK	JENNIFER	BERNARD	ROSE	CHARLES
MERY	OLIVIA	DAVID	LINDSAY	JOSH	KATE	MATTHEW

PHILLIP	WILLIAM	HANNA	GEORGE	MIKE
STEVEN	CHUCK	ANTHONY	PETER	JOANNE
TERESA	PRINCE	ANDREA	FRANK	

JUGADOR 1

BERNARD	**JENNIFER**	**ROSE**	**CHARLES**	**MERY**
DAVID	**OLIVIA**	**ANDY**	**LINDSAY**	**LORETTA**
KATE	**JOSH**	**MATTHEW**	**BERNNIE**	

GUESS THE FEATURES

PHILLIP	WILLIAM	HANNA	GEORGE	STEVEN	MIKE	LORETTA
CHUCK	ANTHONY	PETER	JOANNE	TERESA	PRINCE	ANDREA
BERNNIE	ANDY	FRANK	JENNIFER	BERNARD	ROSE	CHARLES
MERY	OLIVIA	DAVID	LINDSAY	JOSH	KATE	MATTHEW

PHILLIP

WILLIAM

HANNA

GEORGE

MIKE

JUGADOR 2

STEVEN

CHUCK

ANTHONY

PETER

JOANNE

TERESA

PRINCE

ANDREA

FRANK

BERNARD

JENNIFER

ROSE

CHARLES

MERY

DAVID

OLIVIA

ANDY

LINDSAY

LORETTA

KATE

JOSH

MATTHEW

BERNNIE

Session 2

HAVE YOU GOT ANY IDEA?
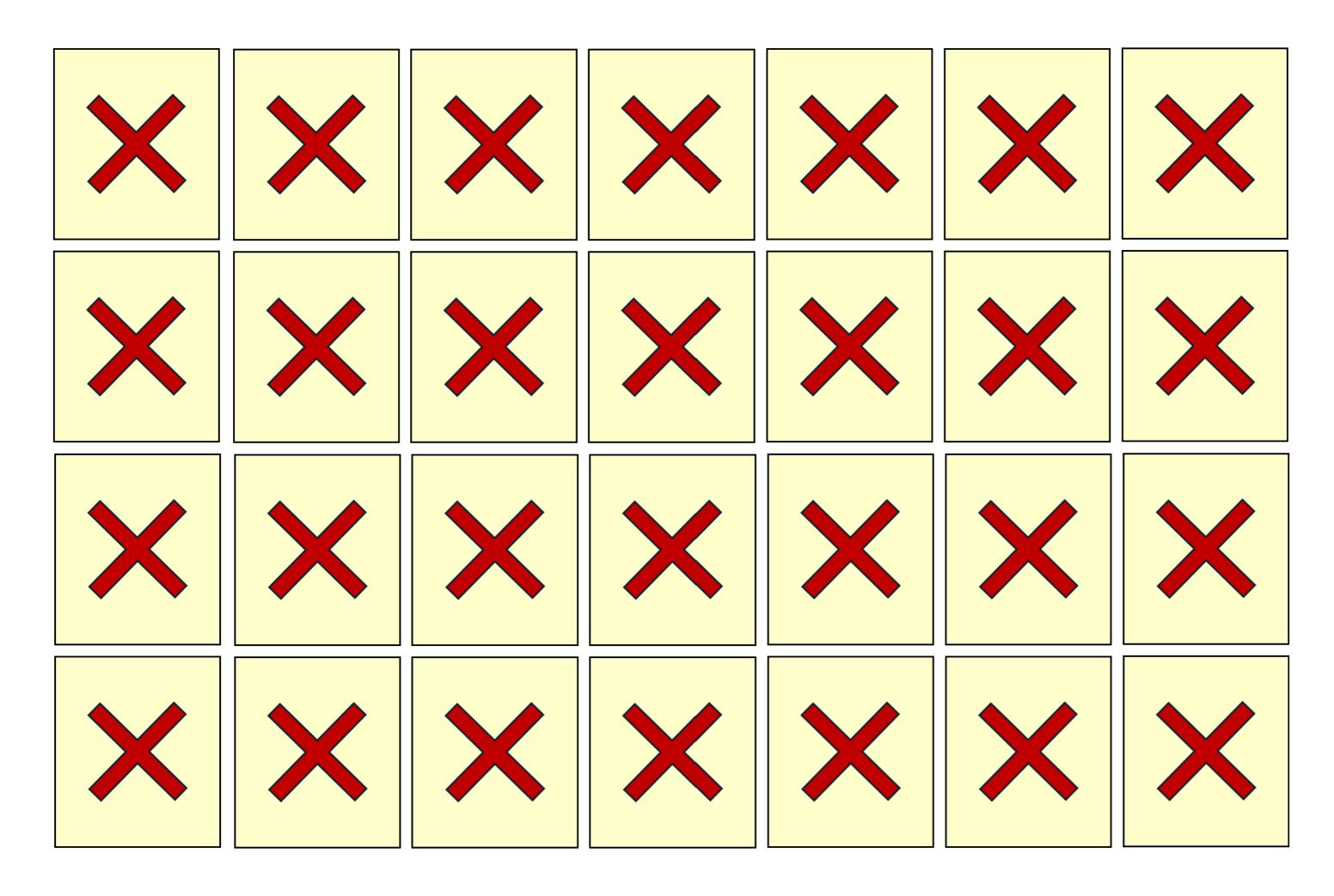
Introduction

This session is focused on the verb **have got**. Although students have studied this verb in previous years, they still have problems with the 3rd person singular and/or with the use of it instead of the verb to be. So, they will have to reflect on what they know and use this knowledge to do different activities.

The thinking routine presented in this session is **The Traffic Light** *(Ritchhart et al., 2014)*. It helps students identify their doubts, problems or clarify aspects they have about this verb. To continue with their learning process, it is important that students get used to reflecting on their learning.

Contenidos	1. **Saludar y despedirse, presentar y presentarse.** 　• Be and have (got) 2. **Describir personas, objetos y lugares.** 　• Be and have (got) 9. **Expresar parcialmente el gusto o el interés y emociones básicas.** 　• Verbos como I feel, I know, I think... 　• Adjetivos calificativos.
Competencias específicas	1.1 **Interpretar** el sentido global y la información específica de textos orales, escritos y multimodales breves y sencillos. 1.2 Seleccionar, organizar y aplicar de forma guiada las estrategias y conocimientos más adecuados para comprender el sentido general y los detalles más relevantes de los textos. 2.1 **Expresar oralmente** textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa. 2.4 **Utilizar léxico** relativo a asuntos. 3.3 **Hacerse entender** en intervenciones breves, aunque sea necesario recurrir a titubeos, pausas, vacilaciones o repeticiones. 4.2 **Aplicar,** de forma guiada, estrategias que faciliten la comprensión y producción de información. 4.3 **Utilizar,** de manera pautada, estrategias de mediación como la interpretación, la explicación y el resumen de lo esencial. 5.1 **Comparar** las semejanzas y diferencias entre distintas lenguas. 5.2 **Utilizar los conocimientos** y estrategias de mejora de la capacidad de comunicar y de aprender la lengua extranjera. 5.3 **Identificar y registrar,** siguiendo modelos, los progresos y dificultades de aprendizaje de la lengua extranjera, seleccionando de forma guiada las estrategias más eficaces para superar esas dificultades.

Breaking the ice

In order 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 **"Positive, negative or crazy!" (see Annex 1)**, where you will find how to use it.

ON-ROAD SESSION

Phase 1. Diagnosis (10 minutes): Battleroad game (have/has got)

Students have to hide six vehicles in the grid. Then, they will ask their partner questions to know where the vehicles are. If s/he guesses the position, the partner will say hit or hit and sunk.

The ships are:

- 1 red truck: 3 boxes
- 2 blue vans: 2 boxes
- 3 yellow cars: 1 box

Examples of questions:

- Have _____got a _____?
- Has_____ got a _____?

Examples of answers:

- No,_____haven't/hasn't.
- Yes, _____have/has.

STUDENT A

STUDENT B

	🚗	📱	📖	🐶	👟	🏀	🎟	🐱	🖊
YOU	X							X	O
SHE		O		X					O
HE			X			X			
THEY				X					X
WE						X			

Phase 2. Session (85 minutes)

Platform 1. Students will read a text and answer some questions. They will also create another question based on the text, so that his/her partner can answer it.

Read the following text and answer the questions that follow:

"My family has many different animals. My parents are the proud owners of a couple of cats and two dogs. My sister is the proud owner of a pet turtle. I have a fish tank with lots of beautiful fish. We all have our own hobbies too. My dad likes to play the guitar while my mom loves cooking. I am into photography and my sister is into fashion."

1. **How many animals does the family have?**
2. **What are the parents' hobbies?**
3. **What are the speaker's hobbies**?
4. **Does the family have any fish?**

Invent another question, so that your classmate can answer it.

Platform 2. Visual thinking: Students individually have to summarize the information given in the **supporting material (exercise 1)** in a picture. Then, they will do an exercise that requires either the verb be or have got.

Platform 3. Let's practice this orally!

- Divide the students into small groups of 3-4.

- Each student takes turns making a positive sentence using "have got" to talk about a possession, and another sentence using "be" to describe identity or characteristics. For example:
  o Student 1: "I have got a red bicycle, and I am tall."
  o Student 2: "She has got a pet cat, and she is friendly."
  o Student 3: "He has got a skateboard, and he is funny."

- Encourage the students to use different subjects (I, you, he, she, it, we, they) for more practice.

- To make it more challenging, you can introduce negative sentences using "have got" and "be." For example:
  o Student 1: "I don't have got a car, and I am not tired."
  o Student 2: "She doesn't have got a laptop, and she isn't shy."
  o Student 3: "He doesn't have got a pet, and he isn't hungry."

- To add even more variety, students can use questions:
  o Student 1: "Have you got a smartphone? Are you happy?"
  o Student 2: "Has she got a big family? Is she smart?"
  o Student 3: "Has he got a bicycle? Are you busy?"

- Continue the game, allowing each student to take multiple turns until everyone feels more comfortable using "have got" and "be" in different contexts.
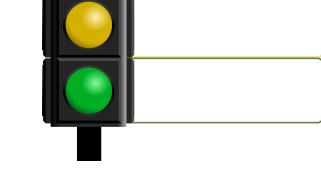
Platform 4. Let's listen (and sing)! with the song "Hand in my pocket", by Alanis Morisette **(supporting material, Exercise 2)**, students are going to do some exercises related to listening and vocabulary.

After listening to the song again to check the answers, students will have to focus on the vocabulary with the exercises **(supporting material, Exercises 3 and 4)** that the teacher projects in the digital board (if there isn't one s/he can photocopy it).

Phase 3. To finish (15 minutes)

A thinking routine: **The traffic light (see Annex 5)**.

When students finish the activities, they have to 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.

THE TRAFFIC LIGHT

RED LIGHT:
I don't know it

YELLOW LIGHT:
It's not clear yet

GREEN LIGHT:
I understand it
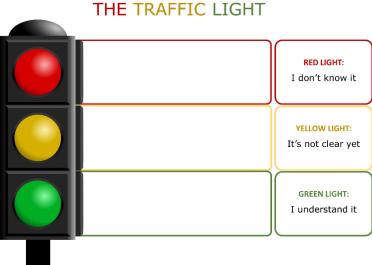
Materials

- A ball or an object that can be passed to students.
- Photocopy with the exercises **(supporting material)**.
- Photocopy with the game **"Battleroad" (Annex 4)**.
- Photocopy with the thinking routine **"The traffic light" (Annex 5)**.
- Projector.

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 to 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.

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TRAVEL LIST

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

COGNITIVE SKILLS

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

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
- [x] PLANNING AND ORGANISATION
- [x] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [ ] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [x] EMPATHY
- [x] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

BATTLEROAD (have/has got)

	🚗	📱	📕	🐕	👟	🏀	🎟	🐈	🖊
YOU									
SHE									
HE									
THEY									
WE									

- - - - - - - - - - - - - - - -

	🚗	📱	📕	🐕	👟	🏀	🎟	🐈	🖊
YOU									
SHE									
HE									
THEY									
WE									

BATTLEROAD (have/has got)

	🚗	📱	📖	🐶	👟	🏀	🎟	🐱	🖊
YOU									
SHE									
HE									
THEY									
WE									

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YOU									
SHE									
HE									
THEY									
WE									

BATTLEROAD (have/has got)

PensaTIC

EXERCISE 1

The verb to be is used to describe a person's existence (eg: She is a student), location (eg: He is in the kitchen), or identity (eg: I am an actor). Have got, on the other hand, is used to express ownership (eg: I have got two cats) or a certain condition (eg: He has got a fever). Have got is also most commonly used in the present simple, whereas be is used in many tenses.

Complete the text with the appropriate verbs.

- My parents ____ a big house in the countryside.
- We ____ a garden with a lot of trees and flowers.
- I ____ my own bedroom and I also ____ a bike.
- My brother, who _____19 years old, ____ a new smartphone and he also ____ a motorbike.
- He_____a very good driver.
- My parents also ____ two cars; one for them and one for us.
- We are all so lucky to ____ such nice things, but we ____ even luckier to ____ each other!

PensaTIC

EXERCISE 2

Listen to the song, and find the 10 mistakes!

Then listen again, can you identify the actual adjective used? Sometimes the actual adjective is a synonym, sometimes an antonym (like in the example)

"Hand in my pocket", by Alanis Morisette

I'm broke, but I'm happy
I'm ~~rich(poor),~~ but I'm kind
I'm tall, but I'm healthy, yeah
I'm high, but I'm grounded
I'm sane, but I'm overwhelmed
I'm lost, but I'm optimistic, baby

And what it all comes down to is that everything's gonna be fine, fine, fine
'Cause I've got one hand in my pocket and the other one is giving a high five

I feel drunk, but I'm serious
I'm old and I'm underpaid
I'm fresh, but I'm working, yeah
I care, but I'm restless
I'm here, but I'm really gone
I'm wrong and I'm sorry, baby

And what it all comes down to is that everything's gonna be quite alright
'Cause I've got one hand in my pocket and the other is flicking a cigarette

And what is all comes down to is that I haven't got it all figured out just yet
'Cause I've got one hand in my pocket and the other one is giving the peace sign

I'm occupied, but I'm focused
I'm green, but I'm Smart
I'm hard, but I'm friendly, baby
I'm happy, but I'm laughing
I'm courageous, but I'm chicken shit
I'm sick, but I'm ugly, baby

And what it all boils down to is that no one's really got it figured out just yet
Well, I've got one hand in my pocket and the other one is playing a piano

What it all comes down to, my friends, yeah is that everything's just fine, fine, fine
'Cause I've got one hand in my pocket and the other one is hailing a taxi cab

If the teacher considers it necessary, s/he can write the key words in the blackboard:

tall - short	*ugly – pretty*
fresh – tired	*old - young*
courageous - brave	*smart – wise*
optimistic - hopeful	*serious - sober*
occupied – free	*happy – sad*

EXERCISE 3

I'm <u>broke</u> but i'm happy

I'm poor but i'm <u>kind</u>
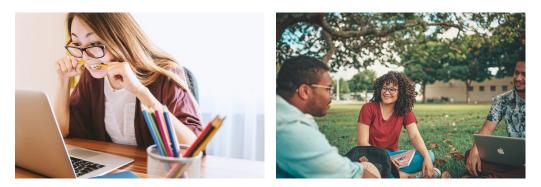
I'm short but i'm <u>healthy</u>

PensaTIC

I'm sane but i'm <u>overwhelmed</u>

I'm high but i'm <u>grounded</u>
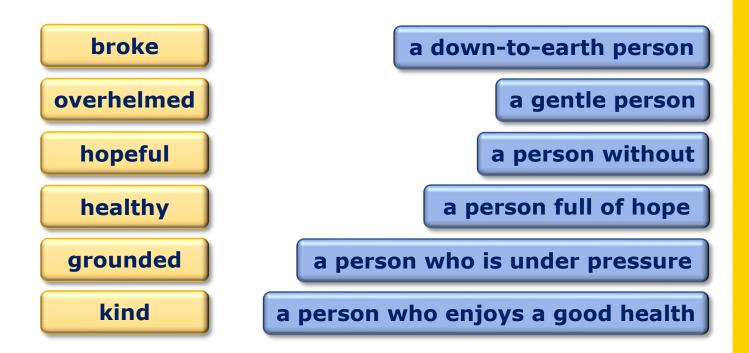
I'm lost but i'm <u>hopeful</u>

PensaTIC

EXERCISE 4

Based on the pictures you chose, match the words and their definitions:

broke	**a down-to-earth person**
overhelmed	**a gentle person**
hopeful	**a person without**
healthy	**a person full of hope**
grounded	**a person who is under pressure**
kind	**a person who enjoys a good health**

Select the words you hear.

(I / I'm) feel drunk but **(I / I'm)** sober,

(I / I'm) Young and **(I / I'm)** underpaid

I'm **(tired / flying)** but **(I / I'm)** working

I'm **(car / care)** but I'm restless,

I'm **(here / there)** but I'm really gone
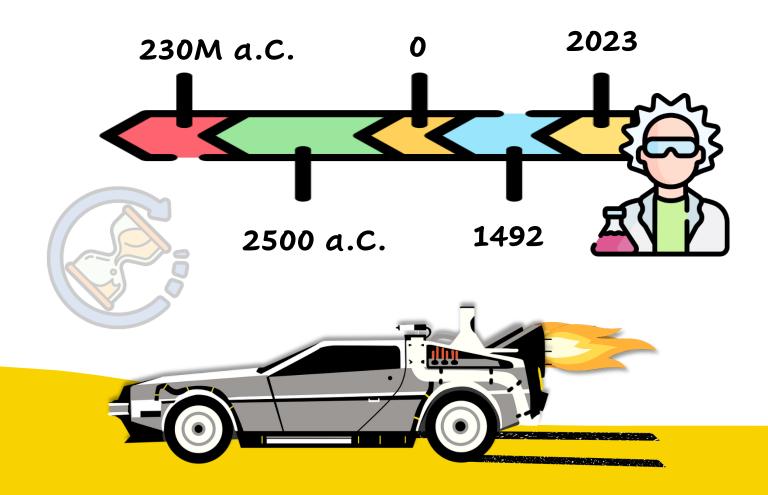
I'm wrong and I'm **(sorry / worry)** baby

In pairs, complete the following activities:

- When do you hear the verb to be? Try to explain it.
- There are many adjectives in the song: underline them.
- Can you create three verses that describe you as the singer did? (I'm.......... but I'm......... etc.).

Session 3

BACK TO THE PAST

230M a.C.   0   2023

2500 a.C.   1492

Introduction

The purpose of this session is to help students learn how the **past simple** is formed, and to memorize different verbs in this tense, using them correctly in context. Special attention will be given to irregular verbs.

The thinking routines used in this session are **What makes you say that?, Generate-Classify-Relate** and **Headlines** *(Ritchhart et al., 2014)*. The objective of the first one is that students find the similarities that irregular verbs can have, so that they can learn the verbs in an easier way. The second thinking routine is very helpful to organize the previous knowledge they already have. In the case of Headlines, it is used to reflect on the learning process and summarize in a sentence what they have learnt.

Contenidos	4. **Situar eventos en el tiempo.**
	
	   • Past simple
	
	11. **Narrar acontecimientos pasados.**
	
	   • Past simple

Competencias específicas	2.1 **Expresar oralmente** textos breves, sencillos, estructurados y comprensibles. 2.4 **Utilizar léxico** relativo a asuntos cotidianos. 2.5 **Describir hechos**, expresar opiniones de manera oral o escrita de forma clara. 3.1 **Planificar y participar** en situaciones interactivas breves y sencillas. 5.2 **Utilizar los conocimientos** y estrategias de mejora de la capacidad de comunicar y de aprender la lengua extranjera.

Breaking the ice
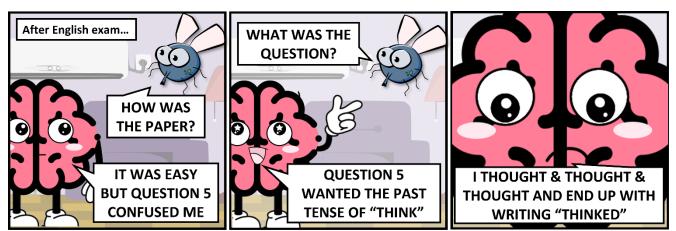
To create a good classroom climate, a group dynamic is proposed.
In this session we propose the dynamic entitled **"What are you doing?",** related to **"communication" (see Annex 1)**.

ON-ROAD SESSION

Phase 1. Diagnosis (10 minutes)

Can you explain this joke? Students can use the thinking routine **What makes you say that?** to explain it.

Joke

Phase 2. Session (100 minutes)

Platform 1. Thinking routine: Generate-classify-relate

(In pairs) The teacher gices each pair of students a list of the irregular verbs and they have to classify them trying to find some type of repeated pattern in them (Example: -ought, change of -d into -t, etc.).

To follow the thinking routine, students will:

- **Generate:** observe the list of irregular verbs in order to identify the different endings.
- **Classify:** create columns for each ending.
- **Relate:** write down the verbs that contain the specific ending in the corresponding column.

Platform 2. After classifying the verbs, students are ready to do the following activities:

1. Story time relay (20 minutes)

1. Divide the class into two teams and have them form two lines.

2. Take the cards with the verbs in the past, they will be the story prompt cards used to begin creating a story.

3. Start with the first student in each line. Show them a card and give them 10 seconds to create a sentence using the verb in the simple past tense. For example, if the card says "ate," the student might say, "Yesterday, I ate a delicious pizza".

4. The student then passes the card to the next student in their line, who must continue the story by using the next verb on the card.

5. The relay continues until all the story prompts have been used.

6. The team that completes the story with the most creative and grammatically correct sentences wins.

2. Past charades (20 minutes)

1. Divide the students into small groups.

2. Take the cards with the verbs in the present.

3. One student from each group will pick a verb and act out the action without speaking, while the other group members try to guess the verb in the past simple.

4. Once the verb is correctly guessed, another student takes a turn, and the game continues.

Encourage students to form full sentences in the past simple to describe the actions they acted out.

3. Guess the Memory (20 minutes)

1. Ask each student to think of a funny or interesting memory from their past.

2. Have the students write down three clues about their memory using the past simple tense (e.g., "I fell off my bike," "I laughed with my friends," "I ate a whole pizza").

3. Collect the clues and randomly distribute them among the students.

4. Each student will take turns reading the clues they received aloud, while the others try to guess the memory.

5. Encourage students to ask questions in the past simple tense to gather more information and make educated guesses.

6. After each memory is correctly guessed, the student can share the full story with the class, using the past simple to recount the events.

Also, appart from the activities proposed, if there is time for more activities, the cards with the list of verbs can be used in other games or activities like:

- **Memory game.** They have to 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 have to create a story.

- **Play a board game** with the Sinuous Snake board (see **Annex 4**). Every time a player throws the dice, s/he will take a card (verb) and s/he must say the appropriate verbal form (if it is a verb in the past, s/he will say the present, and vice versa). If it is right, s/he can move the counter onwards, but if it is wrong, he won't move ir (or move it backwards).

Phase 3. To finish (35 minutes)

In groups of four, students are going to create a rap that includes as many verbs as possible. Then, they can share it with the class.

Think of what you have learnt. Write a **Headline** about the session (your learning, experience, feelings…). Share it with the class.

Materials

- List of verbs (present-past-past perfect) in cards, so that they can be used as a memory game too **(supporting material)**.
- List of verbs for students **(supporting material)**.
- Projector to visualize the joke.
- Thinking routine **Generate-classify-relate (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 to 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

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

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
- [x] PLANNING AND ORGANISATION
- [x] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [x] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [x] EMPATHY
- [x] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

50 Verbos irregulares en inglés

INFINITIVO	PASADO SIMPLE	PARTICIPIO	TRADUCCIÓN
be	was	been	ser/estar
begin	began	begun	empezar
break	broke	broken	romper
bring	brought	brought	traer, llevar
build	built	built	construir
burn	burnt	burnt	quemar
buy	bought	bought	comprar
can	could	been able to	poder
catch	caught	caught	coger
choose	chose	chosen	elegir
come	came	come	venir
cost	cost	cost	costar
cut	cut	cut	cortar
do	did	done	hacer
dream	dreamt	dreamt	soñar
drink	drank	drunk	beber
drive	drove	driven	conducir
eat	ate	eaten	comer
fall	fell	fallen	caer (se)
feel	felt	felt	sentir (se)
fight	fought	fought	luchar
fly	flew	flown	volar
forget	forgot	forgotten	olvidar
get	got	got	obtener
give	gave	given	dar
go	went	gone	ir (se)
have	had	had	tener/haber
hear	heard	heard	oír
know	knew	known	saber
learn	learnt	learnt	aprender
leave	left	left	dejar
lose	lost	lost	perder
make	made	made	hacer/fabricar
must	had to	had to	tener que
pay	paid	paid	pagar
put	put	put	poner
read	read	read	leer
run	ran	run	correr
say	said	said	decir
see	saw	seen	ver
show	showed	shown	enseñar/mostrar
sing	sang	sung	cantar
sleep	slept	slept	dormir
speak	spoke	spoken	hablar
spend	spent	spent	gastar
take	took	taken	tomar
teach	taught	taught	enseñar/educar
think	thought	thought	pensar
understand	understood	understood	entender
win	won	won	ganar

be	learn	caught	sang
begin	leave	chose	slept
break	lose	came	spoke
bring	make	did	spent
build	must	dreamt	took
burn	pay	drank	taught

buy	put	drove	thought
can	read	ate	understood
catch	run	fell	won
choose	say	felt	been
come	see	fought	begun
cost	show	flew	broken

cut	sing	forgot	been able to
do	sleep	got	chosen
dream	speak	gave	done
drink	spend	went	drunk
drive	take	had	driven
eat	teach	heard	eaten

fall	think	knew	fallen
feel	understand	learnt	flown
fight	win	left	forgotten
fly	was	lost	given
forget	began	made	gone
get	broke	had to	known

give	brought	paid	seen
go	built	ran	shown
have	burnt	said	sung
hear	bought	saw	spoken
know	could	showed	taken

Session 4

LEARNING ABOUT CULTURE

Introduction

This session is focused on **interculturality.** This aspect is not always developed in the English textbooks, but it is very important, as the evaluation criteria proves – the specific competence number 6 is centered on the intercultural aspects.

Students will work cooperatively to investigate about the English-speaking countries. Also, they will read an Australian legend, which will be used to practice **interrogatives**. Moreover, they will listen to a Bruce Springsteen's song, that describes some aspects of the American society and history.

The thinking routines used in this session are "**I used to think, now I think"** and **"Headlines"** *(Ritchhart et al., 2014)*. It will help student reflect upon the importance of culture, and on the fact that sometimes we don't know about how people live and behave in other countries.

Contenidos	1.**Saludar y despedirse, presentar y presentarse.** • Las nacionalidades. 2. **Describir personas, objetos y lugares.** • Determinantes y pronombres posesivos. • Números ordinales, cardinales. 6. **Pedir e intercambiar información sobre cuestiones cotidianas.** • Interrogativos.
Competencias específicas	1.1 **Interpretar** el sentido global y la información específica de textos orales, escritos y multimodales breves y sencillos. 2.1 **Expresar oralmente** textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa. 2.4 **Utilizar léxico** relativo a asuntos. 2.5 **Describir hechos**, expresar opiniones de manera oral o escrita de forma clara. 3.3 **Hacerse entender** en intervenciones breves, aunque sea necesario recurrir a titubeos, pausas, vacilaciones o repeticiones. 4.1 **Inferir y explicar** textos y comunicaciones, mostrando respeto y empatía. 6.1 **Actuar de forma respetuosa** en situaciones interculturales. 6.2 **Aceptar la diversidad** lingüística, literaria, cultural y artística propia de países donde se habla la lengua extranjera.

Breaking the ice

To create a good classroom climate, we propose a group dynamic. In this case, the dynamic entitled **"I need toilet paper!" (see Annex 1),** that belongs to the **"confidence"** block.

ON-ROAD SESSION

Phase 1. Diagnosis (20 minutes)
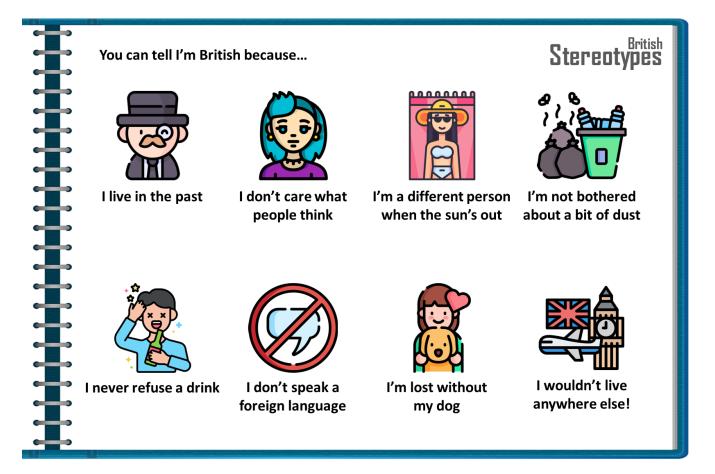
Let's talk about culture!

- What differences can you find in our country (in terms of culture)?
- If there are students from other cultures, can they explain something that is different in their original country?
- Do they know anything that is different in English-speaking countries?

What do you think about these pictures? Do you think they represent the English culture or they are just stereotypes?

You can tell I'm British because…

British Stereotypes

- I live in the past
- I don't care what people think
- I'm a different person when the sun's out
- I'm not bothered about a bit of dust
- I never refuse a drink
- I don't speak a foreign language
- I'm lost without my dog
- I wouldn't live anywhere else!
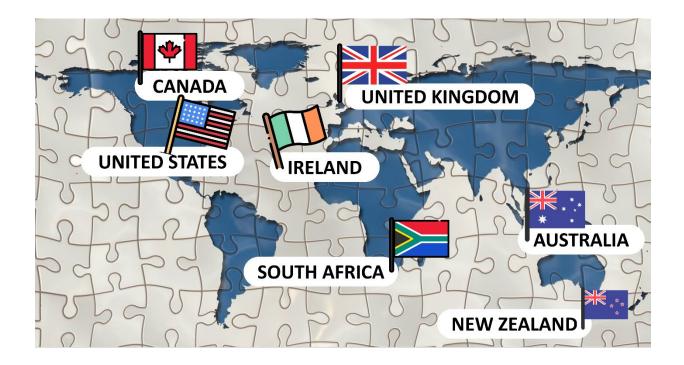
Phase 2. Session (60 minutes)

Platform 1. Students are going to investigate an English speaking country, and then they will share the information with the rest of groups.

There are many countries where English is spoken. In this map you can see some important English–speaking countries.

The teacher offers one country to each group. In **groups of three,** and using some digital device, students are going to look for information related to the country proposed by the teacher. Students can write the information on a poster board or in a power point presentation (if it is possible).

Look for the following information:

- Holidays and Festivals
- Traditional Cuisine
- Literature
- Music and Pop Culture
- Sports
- Language Variations
- Landmarks (monuments) and Geography
- Inhabitants
- Capital
- Currency
- Important people
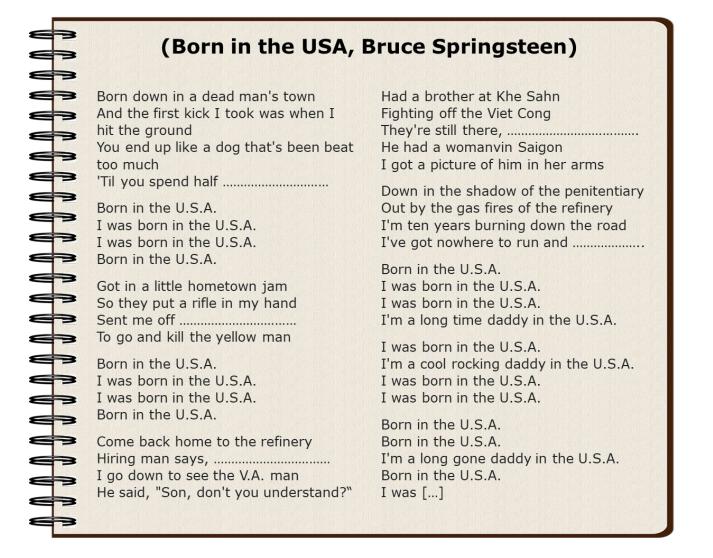
When all the groups have completed the information, they must think how they are going to ask for the information the other groups have. What questions are we going to use?

Then, they will ask other groups to know different things about the other countries and complete the information in their photocopy **(see supporting material, Exercise 1)**.

Platform 2. Students are going to read a legend from a different country. This can help them know other types of stories (see "*The Legend of the Rainbow Serpent*" **in the supporting material, Exercise 2**).

Platform 3. Students are going to listen to an American song that includes references to some American stereotypes and to a part of its history.

Listen to the song and complete it with the words that appear in the box. Before listening to the song, you can think about the rhyme or the meaning, these are clues that help guessing the missing words.

(Born in the USA, Bruce Springsteen)

Born down in a dead man's town
And the first kick I took was when I hit the ground
You end up like a dog that's been beat too much
'Til you spend half …………………………

Born in the U.S.A.
I was born in the U.S.A.
I was born in the U.S.A.
Born in the U.S.A.

Got in a little hometown jam
So they put a rifle in my hand
Sent me off …………………………
To go and kill the yellow man

Born in the U.S.A.
I was born in the U.S.A.
I was born in the U.S.A.
Born in the U.S.A.

Come back home to the refinery
Hiring man says, …………………………
I go down to see the V.A. man
He said, "Son, don't you understand?"

Had a brother at Khe Sahn
Fighting off the Viet Cong
They're still there, …………………………
He had a womanvin Saigon
I got a picture of him in her arms

Down in the shadow of the penitentiary
Out by the gas fires of the refinery
I'm ten years burning down the road
I've got nowhere to run and ………………..

Born in the U.S.A.
I was born in the U.S.A.
I was born in the U.S.A.
I'm a long time daddy in the U.S.A.

I was born in the U.S.A.
I'm a cool rocking daddy in the U.S.A.
I was born in the U.S.A.
I was born in the U.S.A.

Born in the U.S.A.
Born in the U.S.A.
I'm a long gone daddy in the U.S.A.
Born in the U.S.A.
I was […]

> *to a foreign land*
> *nowhere to go*
> *he's all gone*
> *"Son, if it was up to me"*
> *your life just to cover up*

What does it talk about? Does it represent your idea about the USA?

Phase 3. To finish (10 minutes)

Students are going to write down their ideas and what they have learnt in the thinking routine: **I used to   think…now I think (Annex 5)**

In the first part of the thinking routine, students write down their knowledge and ideas about the cultural aspects related to the English-speaking countries. There may be no knowledge at all or even some prejudices or general ideas that are not true.

In the second part of the thinking routine, they write down what they have learnt, their new ideas, or even they can express whether some of their previous ideas have changed because they were wrong, etc. It is a good moment for commenting with the whole class the students' old and new ideas.

Materials

- Toilet paper (icebreaker activity).
- Projector to show the pictures.
- Grid with the data about the studied countries.
- Text with the legend and the exercise.
- Text with the song
- Thinking routine **(Annex 5)**
- Poster board or laptop to create the country presentation.

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 to 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.**

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

EXERCISE 1

	Canada	USA	Ireland	United Kigdom
Holidays and festivals				
Traditional cuisine				
Literature				
Music				
Sports				
Language variations				
Landmarks and geography				
Inhabitants				
Capital				
Currency				
Important people				

EXERCISE 1

	South Africa	Australia	India	New Zealand
Holidays and festivals				
Traditional cuisine				
Literature				
Music				
Sports				
Language variations				
Landmarks and geography				
Inhabitants				
Capital				
Currency				
Important people				

EXERCISE 2

Read this legend from Australia and write the questions for the given answers.

"The Legend of the Rainbow Serpent (Simplified)

Long, long ago, before there were people, the earth was flat and empty. But then something magical happened. From deep within the earth, a magnificent creature called the Rainbow Serpent emerged. It had beautiful, colorful scales that shimmered like a rainbow, and it was very powerful.

As the Rainbow Serpent slithered across the land, it created rivers, lakes, and mountains. Wherever it went, the land came alive with plants, animals, and people. The Serpent was a great creator and protector of the land and everything that lived on it.

The Rainbow Serpent is a symbol of life and water. It taught people the importance of respecting nature and the cycles of life. The legend of the Rainbow Serpent is a special story that Aboriginal Australian people have passed down for generations. It reminds them of their connection to the land and their ancient traditions.

This legend tells us that we should care for the earth and all living creatures, just as the Rainbow Serpent did in the beginning."

Write the questions for the given answers:

- ………?
- The Rainbow serpent.

- ………?
- The Aboriginal Australian people.

- ………?
- It had beautiful colourful scales.

- ………?
- The Earth was flat and empty.

Write another two questions (and their answers) about the text.

- ………?
- ……

- ………?
- ……

Session 5

I'M AN ADVERB, NOT A VERB

Enough
no
under
very   too
on   little

Introduction

In this session students are going to revise the **adverbs (frequency, place, manner, and time)**. The thinking routines used are two: The first one is **What makes you say that?** (*Ritchhart et al., 2014*) This routine helps students reflect about how adverbs are used, and which is their position in sentences. The other routine is **Cooperative Headlines** (*Ritchhart et al., 2014*), which is a perfect way to finish a session, reflecting about what students have learnt.

Contenidos	2. **Describir personas, objetos y lugares.** • Preposiciones y adverbios de lugar. 4. **Situar objetos, personas y lugares en el espacio.** • Expresiones de tiempo (at the weekend, in the morning, etc.). 5. **Situar objetos, personas y lugares en el espacio.** • Adverbios de frecuencia: always, never, sometimes, every day, etc. 10. **Describir situaciones presentes y acciones habituales.** • Adverbios y expresiones de frecuencia: always, never, sometimes, every day, etc. • Expresiones temporales: now, today, this moment, tonight, etc. 11. **Narrar acontecimientos pasados.** • Adverbios y expresiones adverbiales: yesterday, last month, etc.
Competencias específicas	1.2 **Seleccionar, organizar y aplicar** de forma guiada las estrategias y conocimientos más adecuados para comprender el sentido general y los detalles más relevantes de los textos. 2.1 **Expresar oralmente** textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa. 2.4 **Utilizar léxico** relativo a asuntos. 2.5 **Describir hechos**, expresar opiniones de manera oral o escrita de forma clara. 3.1 **Planificar y participar** en situaciones interactivas breves y sencillas. 3.3 **Hacerse entender** en intervenciones breves, aunque sea necesario recurrir a titubeos, pausas, vacilaciones o repeticiones. 5.2 **Utilizar los conocimientos** y estrategias de mejora de la capacidad de comunicar y de aprender la lengua extranjera. 5.3 **Identificar y registrar**, siguiendo modelos, los progresos y dificultades de aprendizaje de la lengua extranjera, seleccionando de forma guiada las estrategias más eficaces para superar esas dificultades.

Breaking the ice

To create a good classroom climate, we propose beginning the session using a group dynamic: **"Pair questions" (see Annex 1)**, from the "**communication**" block.

ON-ROAD SESSION

Phase 1. Diagnosis (20 minutes)

- **In pairs**, order the adverbs of frequency in this ladder.

Always Seldom HARDLY EVER USUALLY Often SOMETIMES NORMALLY NEVER

- **In pairs**, create a mindmap, graphic organizer or chart, classifying all the adverbs and expressions that appear in the box **(see supporting material, Exercise 2)**. They are adverbs of place, time, manner, and frequency. You can also add some others.

Phase 2. Session (85 minutes)

Platform 1. First of all, students read the joke and comment it. Do they identify the adverb? What is its position? Then, they will use the thinking routine **What makes you say that?** to explain the position of the different types of adverbs in the sentence.

HOW DO YOU KNOW CARROTS ARE GOOD FOR YOUR EYES?

YOU NEVER SEE A RABBIT WEARING GLASSES!

Thinking routine: What makes you say that?

In pairs, read the sentences, underline the adverbs, and write the grammatical rule that explains the order of adverbs in a sentence **(see supporting material, Exercise 3)**.

Platform 2. Students summarize the information and practice with some sentences.

- Join the information related to adverbs. The teacher projects this chart and students write the information in their notebook.

Type of adverb	They tell us	Example
Adverbs of manner	How often	Sometimes
Adverbs of place	When	Slowly
Adverbs of time	How	Then
Adverbs of frequency	Where	Upstairs

- Complete the sentences taking into account the rules you have created in the previous exercise.

  1. I go to the gym on Mondays and Wednesdays. **(always, carefully)**
  2. They miss their favorite TV show on Sunday evenings. **(anywhere, occassionally)**
  3. We will have a meeting to discuss the new project. **(tomorrow, yesterday)**
  4. The cat jumped onto the table and knocked over a vase. **(once a week, gracefully)**
  5. She found her lost keys the couch. **(once a month, behind)**
  6. They completed the puzzle in record time. **(successfully, nowhere)**

7. He plays video games with his friends on weekends. **(above, usually)**

8. The baby smiled when she saw her mother. **(somewhere, happily)**

9. She danced across the stage, impressing the audience. **(gracefully, fluently)**

10. He speaks English after years of practice. **(fluently, gracefully)**

11. We meet at the café for a cup of coffee after work. **(rarely, somewhere)**

12. The kids are playing in the garden. **(outside, monthly)**

13. I'm planning to visit my grandparents. **(next weekend, last week)**

14. The train arrives at the station. **(punctually, carefully)**

15. They went on vacation and had a fantastic time. **(last month, next week)**

Platform 3. It's time to play with the adverbs. Using the cards **(see Annex 4)**, students are going to do some exercises:

Always, Usually, Normally, Often, Sometimes, Seldom, Hardly ever, Never

1. **In groups of four**, each student takes a card from the deck and has to think of a question for another student. The answer for the question should include the adverb that appears in the card. If this doesnt' happen, s/he can ask another person in the group. For example: with the adverb *never*, one possible question could be "Have you ever landed on the moon?" The answer, obviously, will include the adverb never.

2. **In groups of four**, each student takes a card from the deck and has to say something true about him/her that includes the adverb that is written in the card.

3. **Board game:** it can be in groups of four or with the whole class **(see Annex 4)**.

Rules:

- The first player rolls a dice to know the number of spaces they can move forward.
- The player lands on a space and takes a card with an adverb, reads it silently, and creates a sentence using that adverb. For example, if the adverb is "sometimes," s/he might say, "I sometimes drink coffee in the mornings." Then, s/he places the card inside the deck again.
- If the sentence is grammatically correct and the student uses the adverb appropriately, the team earns a point. But if the sentence is incorrect or the adverb is not used properly, the turn passes to the next team, and they have a chance to steal the point by providing the correct sentence.
- The first team to reach the finish line wins.

Phase 3. To finish (15 minutes)

- Each student writes a description of himself/herself, including adverbs in every sentence. The teacher collects all and gives one to a student, who reads it so the rest of students can guess who is being described.

- Thinking routine: **Cooperative Headlines (Annex 5)**. Create a headline that summarizes what you have learnt in this session. Students share it with their group of four and create a new headline that summarizes all the ideas exposed in the group.

Materials

- Photocopy with the cards for student A and B.
- Board game **(Annex 4).**
- Dice.
- Cards with the adverbs **(Annex 4).**
- Projector to show some activities.
- Photocopy with the diagnosis activity.

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 to 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).

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TRAVEL LIST

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

COGNITIVE SKILLS

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

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
- [x] PLANNING AND ORGANISATION
- [x] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [x] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [ ] EMPATHY
- [x] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

EXERCISE 1

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		
+		
+		
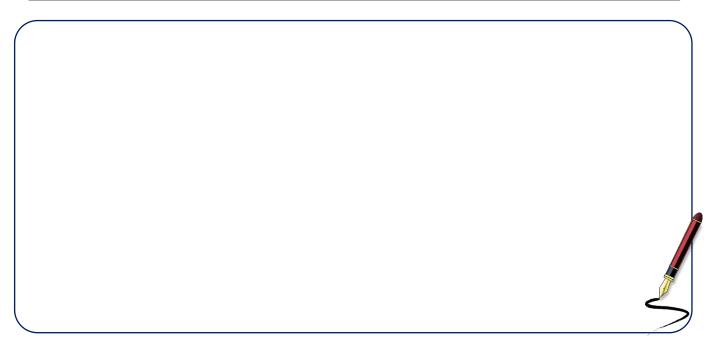
EXERCISE 2

Here	Yesterday	Quickly	Never	Usually
Loudly	Everywhere	Monthly	Above	Carefully
Upstairs	Once a week	Every month	Suddenly	Tonight

EXERCISE 2

Here	Yesterday	Quickly	Never	Usually
Loudly	Everywhere	Monthly	Above	Carefully
Upstairs	Once a week	Every month	Suddenly	Tonight

EXERCISE 3

Adverbs of Frequency:

- I always go to the gym on Mondays and Wednesdays.
- She rarely eats fast food because she prefers healthy meals.
- We usually meet at the café for a cup of coffee after work.
- He occasionally plays video games with his friends on weekends.
- They never miss their favorite TV show on Sunday evenings.

RULE:

Adverbs of Place:

- The cat jumped onto the table and knocked over a vase.
- Please put the books back where they belong on the shelf.
- She found her lost keys underneath the couch.
- The kids are playing outside in the garden.
- The restaurant is just around the corner from the movie theater.

RULE:

Adverbs of Manner:

- She danced gracefully across the stage, impressing the audience.
- He speaks English fluently after years of practice.
- The baby smiled happily when she saw her mother.
- They completed the puzzle successfully in record time.
- The mechanic fixed the car efficiently, so it's running smoothly now.

RULE:

Adverbs of Time:

- We will have a meeting tomorrow to discuss the new project.
- The train arrives at the station in ten minutes.
- He called me earlier to confirm the appointment.
- They went on vacation last month and had a fantastic time.
- I'm planning to visit my grandparents next weekend.

RULE:

Session 6

I'M NOT TENSE, I AM A TENSE...A VERBAL TENSE

Introduction

In this unit, students will practice some verbal tenses, specifically the **simple present, the present continuous and the past simple**. They will reflect upon their use first. Then, using visual thinking, they will create pictures that help them remember the use of these tenses.

The thinking routine used in this session is **Sentence, word, question,** which is a variant of **Sentence, phrase, word** *(Ritchhart et al., 2014)*. This routine promotes deep learning, as students need to summarize their knowledge in one sentence and one word. After doing that, they will write a question related to a doubt or an aspect that is not clear yet. It is important to motivate it, because students don't usually have a lot of interest in learning new academic things.

Contenidos	2. **Describir personas, objetos y lugares.**
	    • *Present simple/present continuous*.
	4. **Situar eventos en el tiempo.**
	    • *Past simple*.
	10. **Describir situaciones presentes y acciones habituales.**
	    • *Present simple/present continuous*.
	11. **Narrar acontecimientos pasados.**
	    • *Past simple*.

Competencias específicas	1.2 **Seleccionar, organizar y aplicar** de forma guiada las **estrategias** y conocimientos más adecuados en situaciones comunicativas cotidianas para comprender el sentido general y los detalles más relevantes de los textos. 2.1 **Expresar oralmente** textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa. 2.4 **Utilizar léxico** relativo a asuntos cotidianos. 2.5 **Describir hechos**, expresar opiniones de manera oral o escrita de forma clara. 3.1 **Planificar y participar** en situaciones interactivas breves y sencillas. 5.1 **Comparar** las semejanzas y diferencias entre distintas lenguas. 5.2 **Utilizar los conocimientos** y estrategias de mejora de la capacidad de comunicar y de aprender la lengua extranjera. 5.3 **Identificar y registrar**, siguiendo modelos, los progresos y dificultades de aprendizaje de la lengua extranjera, seleccionando de forma guiada las estrategias más eficaces para superar esas dificultades.

Breaking the ice

To create a good classroom climate, we recommend using a group dynamic. In this case, the dynamic entitled **"The initial letter" (see Supplementary material)**. This game requires students to think of words that begin with one specific letter. When the teacher says one letter, students will write down the type

of words specified in each column that begins with that specific letter. The student who finishes first says Stop!. The points attached to each word can be agreed by the teacher and the students, considering different aspects:
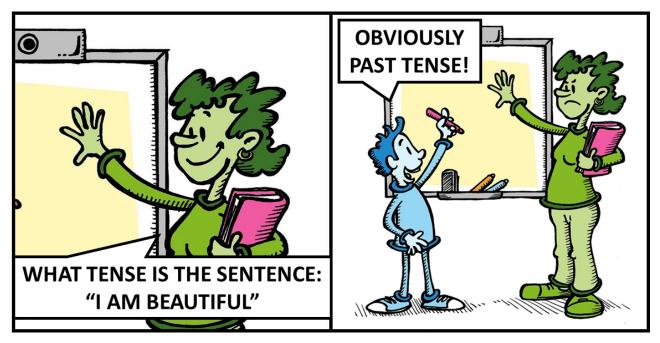
- One word has been used by only one student.
- One word has been used by many students.
- Only one student has written down a word in one specific category.

ON-ROAD SESSION

Phase 1. Diagnosis (20 minutes)

What does this joke refer to? Can you explain it?:

To begin with the topic of verbal tenses (simple present, present continuous and simple past), students are going to use the thinking routine **Sentence, word, question.**

Students have to write down three sentences that explain some of the characteristics of the verbal tenses (one for the simple present, another for the present continuous, and the last one for the simple past).

In the word section they have to include one word for each verbal tense that summarizes its use.

In the question section, they will include three questions related to the doubts they have about these tenses.

Share it with the class.

Phase 2. Session (90 minutes)

Platform 1. After sharing the general ideas students have about the tenses, we begin with different exercises **(see supporting material).**
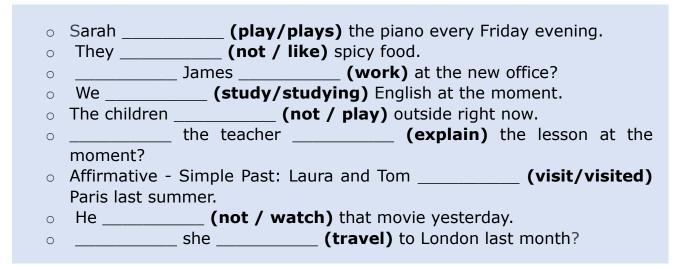
What do these grammatical characteristics refer to? Match.

CHARACTERISTICS OF THE VERBAL TENSE	VERBAL TENSE
Actions that are happening at the moment of speaking Actions that are temporary Definite future plans	Present simple
Habits General facts or truths Future plans or schedules Present facts	Present continuous
With finished time word (yesterday,…) With finished time period Unreal or imaginary things	Past simple

Visual thinking: In pairs, create a mindmap to explain with pictures the different uses of the three verbal tenses (simple present, past simple, present continuous).

Platform 2. After revising the theory, students can practice with an exercise.

Complete the sentences with the appropriate tense. After, compare it with your partner, and explain why you have chosen each tense.

- Sarah _____ **(play/plays)** the piano every Friday evening.
- They _____ **(not / like)** spicy food.
- _____ James _____ **(work)** at the new office?
- We _____ **(study/studying)** English at the moment.
- The children _____ **(not / play)** outside right now.
- _____ the teacher _____ **(explain)** the lesson at the moment?
- Affirmative - Simple Past: Laura and Tom _____ **(visit/visited)** Paris last summer.
- He _____ **(not / watch)** that movie yesterday.
- _____ she _____ **(travel)** to London last month?

Transform each sentence into the negative, affirmative or interrogative.

Plaform 3. Let's play to practice the contents.

Board game. Using the board game from **Annex 4** (Frecuency adverbs board game).

Rules:

It is played individually. To move the counter, each student has to throw the dice and say a sentence that includes the verb that appears in the square s/he should move to. This verb has to be in one specific tense, that is the one marked by the dice.

So, if the dice shows:

- **1 and 5:** simple present tense.
- **2 and 4:** simple past tense.
- **3 and 6:** present continuous.

If the sentence is correct, s/he can move the counter, but if it is not correct, s/he cannot move the counter and the turn passes to the next group.

The person who wins is the one that gets to the final square first.

Platform 4. Let's identify tenses in a song.

- Song: Roar, by Katy Perry.

After listening to the song and completing it with the words that are missing, underline all the verbs that are in the present simple or continuous, or the past simple **(see supporting material, Exercise 3)**.

In pairs, look for the words that rhyme in the song and underline them.

Phase 3. To finish (15 minutes)

Writing activity: Describe one day that was perfect or ideal (it can be invented), as if it was part of a diary.

Materials:

- Grids for the break the ice activity.
- Board game **(Annex 4).**
- The thinking routine **Sentence, word, question (Annex 5).**
- Photocopy of the exercises.
- Photocopy of the song.

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 to 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

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

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
- [x] PLANNING AND ORGANISATION
- [x] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [x] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [ ] EMPATHY
- [x] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

EXERCISE 1 – The initial letter

Letter	Name of person	p	Name of food	p	Name of object	p	Name of place	p	Name of city/town	p	Total Points

Letter	Name of person	p	Name of food	p	Name of object	p	Name of place	p	Name of city/town	p	Total Points

Letter	Name of person	p	Name of food	p	Name of object	p	Name of place	p	Name of city/town	p	Total Points

Letter	Name of person	p	Name of food	p	Name of object	p	Name of place	p	Name of city/town	p	Total Points

EXERCISE 2

CHARACTERISTICS OF THE VERBAL TENSE	VERBAL TENSE
Actions that are happening at the moment of speaking Actions that are temporary Definite future plans	Present simple
Habits General facts or truths Future plans or schedules Present facts	Present continuous
With finished time word (yesterday,…) With finished time period Unreal or imaginary things	Past simple

EXERCISE 3

Song : **Roar, by Katy Perry**

I used to bite my tongue and hold my ….....
Scared to rock the boat and make a mess
So I sat quietly, agreed politely
I guess that I forgot I had a ….....
I let you push me past the breaking point
I stood for nothing, so I fell for ….....

You held me down, but I got up (hey)
Already brushing off the …....
You hear my ……, you hear that sound
Like thunder, gonna shake the ground
You held me down, but I got up (hey)
Get ready 'cause I've had enough
I see it all, I see it ….

I got the eye of the ….....…, a fighter
Dancing through the fire
'Cause I am a ….....…, and you're gonna hear
me roar
Louder, louder than a ….....
'Cause I am a champion, and you're gonna
hear me roar

Oh-oh-oh-oh-oh…
You're gonna hear me roar

Now I'm floatin' like a butterfly
Stinging like a ……, I earned my stripes
I went from ….…., to my own hero

You held me down, but I got up (hey)
Already brushing off the dust
You hear my …....., you hear that sound

Like thunder, gonna shake the ground
You held me down, but I ….....….   ….....… (hey)
Get ready 'cause I've had enough
I see it all, I see it now

I got the eye of the tiger, a fighter
….....…… through the fire
'Cause I am a champion, and you're gonna
hear me roar
Louder, ….....…….… than a lion
'Cause I am a champion, and you're gonna
hear me roar

Oh-oh-oh-oh-oh…
You're gonna hear me roar

Oh-oh-oh-oh-oh
Oh-oh-oh-oh-oh (you'll hear me roar)
Oh-oh-oh-oh-oh
You're gonna hear me roar

Roar, roar, roar, roar, roar

I got the ….…. of the tiger, a fighter
Dancing through the fire
'Cause I am a champion, and you're gonna
hear me roar
Louder, louder than a lion
'Cause I am a champion, and you're gonna
hear me roar

Oh-oh-oh-oh-oh…
You're gonna hear me roar

Oh-oh-oh-oh-oh
Oh-oh-oh-oh-oh (you'll hear me roar)
Oh-oh-oh-oh-oh
You're gonna hear me roar

INGLÉS

Bloque II

Session 7

Come this way!

Introduction

This first unit is focused on the revision of the **vocabulary of places in town and prepositions.** Also, students will practice **asking for and giving directions**. For this communicative function they will need the **simple present**.

The vocabulary proposed for this session is the following (although the teacher can adapt it to the needs of the group of students):

- **Prepositions of place**: Next to, in front of, behind, on top of, under between, in, on, across, opposite, near, past, on the left, on the right.
- **Places in town**: Police station, fire station, school, restaurant, bakery, funfair, bus stop, post office, pet shop, supermarket, book shop, library, bank, coffee shop, cinema, hospital, airport, hotel, museum, pub.

The thinking routines used in this session are **What makes you say that?** and **Headlines** (Ritchhart et al., 2014). The first routine is focused on helping students describe what they see or know. They must provide reasons that explain their ideas. The second routine is very useful to help students grasp the essence of what is being studied.

Contenidos	2. **Describir personas, objetos y lugares.** • Present simple 5. **Situar objetos, personas y lugares en el espacio.** • Preposiciones: on, under, between, etc.
Competencias específicas	2.3 **Organizar y aplicar** de forma guiada conocimientos y estrategias para planificar, producir textos adecuados a las intenciones comunicativas. 2.4 **Utilizar léxico** relativo a asuntos cotidianos relacionados con los propios intereses, adecuándolos a la situación comunicativa. 2.5 **Describir hechos**, expresar opiniones de manera oral o escrita intercambiando información adecuada a diferentes contextos cotidianos de su entorno personal. 4.2 **Aplicar estrategias** que faciliten la comprensión y producción de información y la comunicación

Breaking the ice (10 minutes)

To create a good classroom climate, we can begin with an icebreaker activity. The teacher can choose from all the possibilities that are in Annex 1. In this unit we propose **The Hangman (Annex 1)**.
The teacher chooses a word related to the topic (places in town). S/he can even mention that the word is connected to that topic.
The student who guesses the word can choose another word and continue the game.

ON-ROAD SESSION

Phase 1. Diagnosis (10 minutes): The list

The teacher can choose between these two games, that can be oral or written:

- In pairs or groups of three, students are given five prepositions and they have to create as many sentences as possible with objects of the class. Then, they have to read them to another team, and they will have to place the objects as they hear the sentences.
- In pairs, one student places different objects (rubber, pencil case, pen, ...) in different positions on the desk. S/he must describe the position of each object to the other student without saying the name of the object (only saying the preposition), so the other student can guess what is being described.

Phase 2. Session (75 minutes)

Platform 1. Joking.

In the first activity we propose the thinking routine: **What makes you say that?**

Read the joke. Do you find any problem? Give reasons to explain the meaning of the joke.

JOKE

She said, "You can get on the airplane."

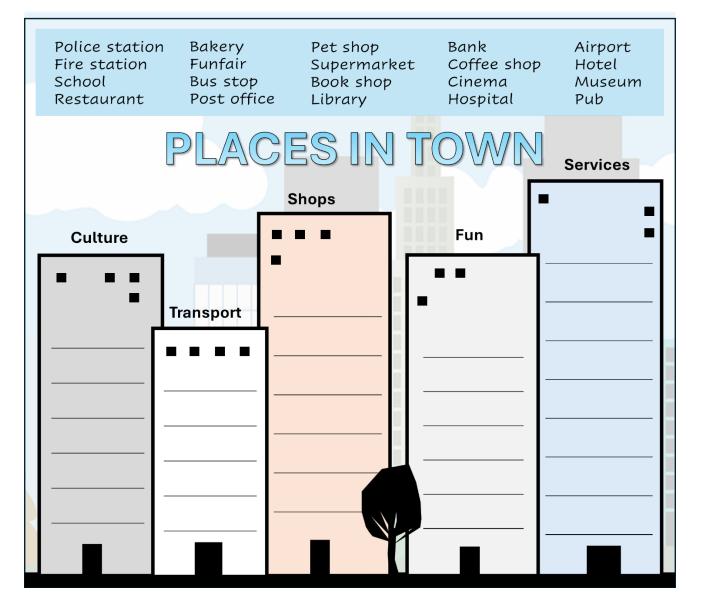I said, "No thanks. I'm getting IN the airplane."

Platform 2. Organizing the information

To introduce the activity, the teacher asks the students about vocabulary related to the topic: shops and places in town.

In groups of four, students are going to create a **mindmap** to organize the vocabulary they know about **places in town**. One possible classification could be: culture, fun, shops, services, transport.

If the teacher considers it better, s/he can write down the words on the blackboard so that students can classify them. We propose the following vocabulary:

Police station	Bakery	Pet shop	Bank	Airport
Fire station	Funfair	Supermarket	Coffee shop	Hotel
School	Bus stop	Book shop	Cinema	Museum
Restaurant	Post office	Library	Hospital	Pub

PLACES IN TOWN
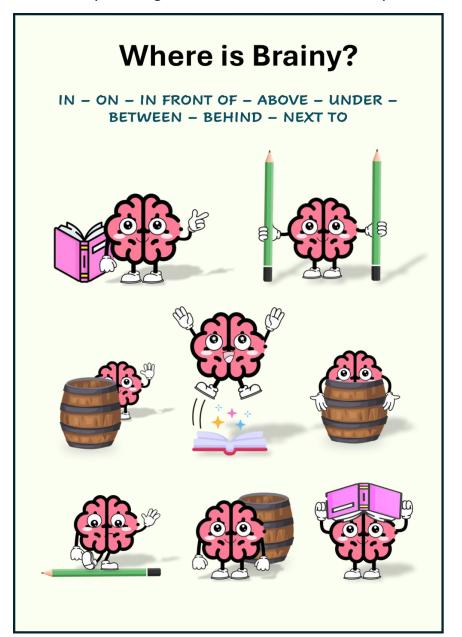
Services

Shops

Culture

Fun

Transport

For those students who finish earlier, they can work in pairs to practice the vocabulary, asking questions about what people can do in each place. For example:

- What can you do in the bookshop? We can buy a book.
- Where can you watch a film? In the cinema.
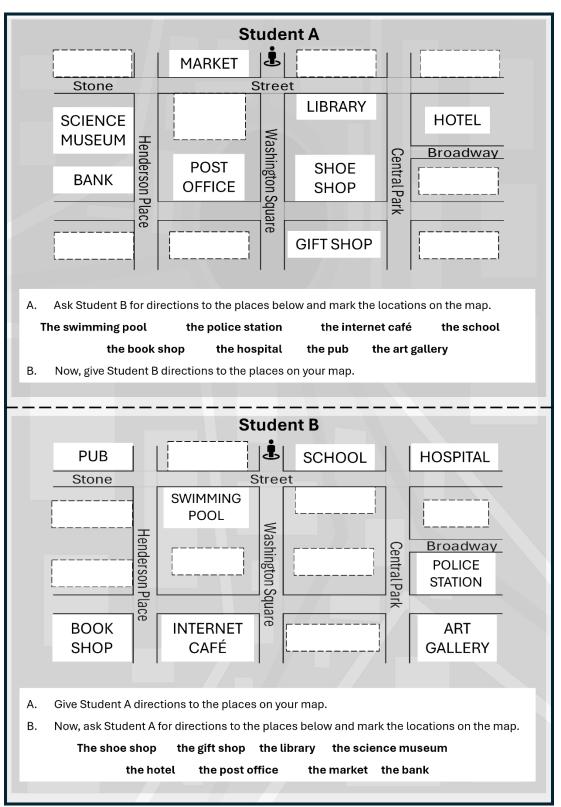
Platform 3. **Let's continue with prepositions!**

To practice **prepositions,** the teacher projects the following picture (it can be photocopied too). Students must **create sentences to describe** the course pets (Brainy and Mosqui). Another possibility is working in pairs: one student describes a picture and the other has to say which one is being described. This can also be done by writing the sentences under each picture.

Platform 4. Let's use all we are revising today!

In pairs, students must describe the map they have to the partner. Each student has a different map and needs the information provided by the partner.

Student A

	MARKET			
Stone		Street		

SCIENCE MUSEUM

LIBRARY

HOTEL

Henderson Place

POST OFFICE

Washington Square

SHOE SHOP

Broadway

Central Park

BANK

GIFT SHOP

A. Ask Student B for directions to the places below and mark the locations on the map.

The swimming pool   the police station   the internet café   the school

the book shop   the hospital   the pub   the art gallery

B. Now, give Student B directions to the places on your map.

Student B

PUB		SCHOOL	HOSPITAL
Stone	Street		

SWIMMING POOL

Henderson Place

Washington Square

Central Park

Broadway

POLICE STATION

BOOK SHOP

INTERNET CAFÉ

ART GALLERY

A. Give Student A directions to the places on your map.

B. Now, ask Student A for directions to the places below and mark the locations on the map.

The shoe shop   the gift shop   the library   the science museum

the hotel   the post office   the market   the bank

Platform 5. Let's play!

Once all the vocabulary has been revised, students (in groups of four, or the whole group together) can play with the prepositions game **(see supplementary material and Annex 4, Sinuous snake board)**

Each student throws the dice and takes a card from the deck. In order to move the counter, s/he must mime the preposition to his/her partner, so s/he can guess it. Another possibility is saying a sentence that includes this preposition.

Platform 6. Listening activity

Listen to the song **"Lemon tree",** by **Fool's garden**. There are some missing prepositions to complete. Before listening to the song, they can read the text and check whether they can fill any of the gaps with the following prepositions.

inside	*out*	*for*	*around* (x2)
in (x3)	*into*	*up*	*down*

(Lemon tree, Fool's garden)

I'm sitting here ..... a boring room

It's just another rainy Sunday afternoon

I'm wasting my time I got nothing to do

I'm hanging .... I'm waiting ..... you

But nothing ever happens

And I wonder.

I'm driving around .... my car

I'm driving too fast, I'm driving too far

I'd like to change my point of view

I feel so lonely, I'm waiting for you

But nothing ever happens

And I wonder.

I wonder how, I wonder why

Yesterday you told me 'bout the

Blue, blue sky

And all that I can see

Is just a yellow lemon tree

I'm turning my head ....   and ....

I'm turning, turning, turning, turning

Turning ....

And all that I can see

Is just another lemon tree

Sing dah, Dah-dah-dah-dam, dee-dab-dah...

I'm sitting here, I miss the power

I'd like to go ....., taking a shower

But there's a heavy cloud .... my head

I feel so tired, put myself .... bed

Well, nothing ever happens

And I wonder

Isolation is not good for me

Isolation, I don't want to

Sit on a lemon tree

I'm steppin' around ..... a desert of joy

Maybe anyhow I'll get another toy

And everything will happen

And you wonder

I wonder how....

I wonder how....

Phase 3. To finish (10 minutes)

In order to evaluate the activity, students write down five sentences describing the street they have in the activity from Platform 4.

Finally, they write a **Headline** with the general idea they have from what they have learnt today.

Materials

- Projector, to show the jokes.
- Photocopy with the song.
- Photocopy with the pair work oral activity.
- Photocopy with the boardgame and the cards.
- Dice and counters.

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 to 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

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

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
- [x] PLANNING AND ORGANISATION
- [x] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [ ] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [x] EMPATHY
- [x] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

Student A

| | MARKET | 🧍 | | |

Stone — **Street**

SCIENCE MUSEUM

BANK

Henderson Place

POST OFFICE

Washington Square

LIBRARY

SHOE SHOP

GIFT SHOP

Central Park

HOTEL

Broadway

A. Ask Student B for directions to the places below and mark the locations on the map.

The swimming pool   **the police station**   **the internet café**   **the school**

the book shop   **the hospital**   **the pub**   **the art gallery**

B. Now, give Student B directions to the places on your map.

✂

Student B

PUB | | 🧍 | **SCHOOL** | **HOSPITAL**

Stone — **Street**

SWIMMING POOL

Henderson Place

Washington Square

Central Park

Broadway

POLICE STATION

BOOK SHOP

INTERNET CAFÉ

ART GALLERY

A. Give Student A directions to the places on your map.

B. Now, ask Student A for directions to the places below and mark the locations on the map.

The shoe shop   **the gift shop**   **the library**   **the science museum**

the hotel   **the post office**   **the market**   **the bank**

NEAR

ON

BETWEEN

UNDER

OPPOSITE

NEXT TO

BEHIND

IN FRONT OF

IN

PREPOSITIONS

PREPOSITIONS

PREPOSITIONS

PREPOSITIONS

PREPOSITIONS

PREPOSITIONS

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PREPOSITIONS

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PREPOSITIONS

Session 8

Living in a global world

Introduction

This unit is focused on the revision of p**ersonal pronouns and vocabulary related to nationalities.** Students will also revise the vocabulary related to **describing people** (used in a previous session). In this unit, students will end up creating a poster about one famous person from another country. The purpose of this project is to use the information students are revising in a relevant context.

The thinking routines used in this session are **What makes you say that?** and **I used to think, now I think** (Ritchhart et al., 2014). The first routine is focused on helping students describe what they see or know. They must provide reasons that explain their ideas. The second routine helps students reflect on their thinking about a topic and explore how and why thinking has changed.

Contenidos	1. **Saludar y despedirse, presentar y presentarse.** • Las nacionalidades • Pronombres personales 2. **Describir personas, objetos y lugares.**
Competencias específicas	3.1 **Planificar y participar** en situaciones interactivas breves y sencillas sobre temas cotidianos. 5.3 **Identificar y registrar,** siguiendo modelos, los progresos y dificultades de aprendizaje de la lengua extranjera.

Breaking the ice

In order to create a good classroom climate, and to begin using the English language, we propose the use of an ice-breaker. In this session, the recommended activity is **Positive, negative or crazy (see Annex 1)**.

ON-ROAD SESSION

Phase 1. Diagnosis (10 minutes): Pronoun dice game.

In turns, each player rolls both dice. The first dice indicates the column, and the second the row. The player must find the box and say a sentence (it can be negative, affirmative or interrogative) with the pronoun that appears in the box.

	I	you	he	She	It	we
	they	I	you	he	she	it
	we	they	I	you	he	she
	it	we	they	I	you	he
	she	it	we	they	I	you
	he	she	it	we	they	I

Another possibility is playing **Tic tac toe** (see **Annex 4**). In this case, the teacher can include the different personal pronouns in each square. To place the counter in the chosen square, the student must say a correct sentence using the personal pronoun that appears in the square.

Phase 2. Session (85 minutes)

Platform 1. Project the joke and ask students to think about the meaning. To explain the message behind the joke, use the thinking routine: **What makes you say that?**

Thinking routine: What makes you say that?

JOKE

Platform 2: Nationalities.

To revise the vocabulary related to nationalities, students will do three exercises:

- Find the different nationalities that appear in the word search.

- Then, write down the different nationalities next to the country.

- Finally, classify the nationality words, in order to find a way to help them learn this vocabulary. Again, students must use the thinking routine: **What makes you say that?** to explain how they have classified the words. (The expected classification is based on the suffixes). The teacher can give them other nationality words to classify.

Wordsearch

Nationalities

W	R	W	B	R	A	Z	I	L	I	A	N	V	H
Q	C	X	B	P	O	R	T	U	G	U	E	S	E
G	P	V	X	Y	Q	M	E	X	I	C	A	N	U
I	T	M	B	R	I	T	I	S	H	I	Z	E	F
R	P	G	E	R	M	A	N	P	E	T	N	U	Q
M	O	H	A	H	O	R	U	S	S	I	A	N	Y
M	F	M	W	N	W	I	R	I	S	H	J	N	D
T	V	N	C	H	I	N	E	S	E	E	L	P	Z
S	W	E	D	I	S	H	M	L	P	P	A	F	J
J	F	P	Z	S	H	M	O	R	O	C	C	A	N
J	A	P	A	N	E	S	E	F	R	E	N	C	H
D	U	T	C	H	E	G	Y	P	T	I	A	N	S
C	S	P	A	N	I	S	H	E	S	F	M	S	X
C	V	A	F	R	I	C	A	N	T	X	U	G	Z

To solve the word search, the teacher, considering the level of the students, can either give them the names of the countries so that they can find the nationalities, or s/he can give them the nationalities, or nothing.

QR code linking to the digital version of this crossword..

Platform 3. Personal pronouns.

To practice personal pronouns, students will do three exercises:

- **Classify** the following words with the appropriate personal pronoun.

> Susie • **My parents** • Rick and I • **Mrs. Jackson** • The bird
> The teachers - **John** • The cats • **Robert and you**
> **Mr. Smith** • Mr. and Mrs. Ellis • **Elephants** •Your friends

he	she	it	we	you	they

- Write a sentence with each pronoun. Be careful with the verb (3rd person singular).

- Complete the sentences with the correct personal pronoun.

1. (Philip and I) .... are at home right now.
2. (Ava) .... is a teacher.
3. (Josh) .... is 25 years old.
4. (Mary and Bill) .... are secretaries.
5. (The bird) .... is on the tree.
6. Where are.......... from? .... am from Spain.
7. (John, Peter and I) .... are friends.
8. (The cars) Are .... new?
9. (My mother) .... is in the supermarket.
10. (My brother) Is .... at school?
11. How old are ....? .... am 15.
12. (The backpack) .... is under the desk.
13. (Rosie, Sam and Tom) .... live in France.
14. Are .... Mexican?   Yes, ... am
15. (The fish and the bird) .... are my favourite animals.
16. (My cousin and her friend) .... are at the cinema now.
17. (Joanne) .... is beautiful.
18. (The book) .... is broken.
19. (My sister and I) .... live together.
20. (The weather) .... is fantastic today.

Platform 4. Cooperative game about nationalities.

Each student completes a card about a famous person s/he knows or likes with the information that appears in the card below. Another option is that the teacher can give them the names that appear below, so there are more nationalities.

Name: _____

Country: _____

Job: _____

Age: _____

Flag: _____

When all the cards are completed, the teacher asks students about the questions they are going to use, so they all know how to ask. If it is necessary, s/he writes them on the blackboard.

The teacher writes down the people students chose on the blackboard, to facilitate the task. In groups of four, the students must guess the character the other student has by asking questions. The student who wins is the one who answers the questions posed by the rest of the group.

List of possible people that can be part of the game:

Spain: Rosalía, Aitana.

France: Tintin, Asterix.

Italy: Chiara Ferragni.

India: Pryanka Chopra.

United States: Zendaya, Billie Eilish, Taylor Swift.

Japan: Kento Yamazaki, Yui Aragaki.

United Kingdom: Dua Lipa, Harry Styles.

Corea: Lee Ji-eun.

Mexico: Danna Paola, Gael García Bernal.

Phase 3. To finish (10 minutes)

Students complete the thinking routine: **I used to think – Now I think.**
In the first part of the thinking routine, they write down anything they didn't know, knew in the wrong way, or had doubts about. In the second part of the thinking routine –Now I think-, they write down what they have learnt in the session.
When they finish it, they share it with the rest of the class.

Materials

- Photocopies with the exercises.
- Projector, to show the jokes.
- Photocopy with the boardgame.
- Photocopy with the cards.
- Counters and a dice (or a link with an online dice, like https://www.dado-virtual.com/).

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 to 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.**

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

Dice game

	•	••	•••	••••	•••••	••••••
•	I	you	he	She	It	we
••	they	I	you	he	she	it
•••	we	they	I	you	he	she
••••	it	we	they	I	you	he
•••••	she	it	we	they	I	you
••••••	he	she	it	we	they	I

Dice game

	•	••	•••	••••	•••••	••••••
•	I	you	he	She	It	we
••	they	I	you	he	she	it
•••	we	they	I	you	he	she
••••	it	we	they	I	you	he
•••••	she	it	we	they	I	you
••••••	he	she	it	we	they	I

Name: _____
Country: _____
Job: _____
Age: _____
Flag: _____

Name: _____
Country: _____
Job: _____
Age: _____
Flag: _____

Name: _____
Country: _____
Job: _____
Age: _____
Flag: _____

Name: _____
Country: _____
Job: _____
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Flag: _____

Name: _____
Country: _____
Job: _____
Age: _____
Flag: _____

Name: _____
Country: _____
Job: _____
Age: _____
Flag: _____

Session 9

Don't be late!

Introduction

This session focuses on the structure **There is/There are**, and on **Telling the time**. To do so, in some cases students, in an active way, will deduce the grammatical rules that help them create different types of sentences. The exercises are varied, trying to include all the learning styles we can find in a class. We also propose some games to practice the content in a funnier way.

Two thinking routines are used in this session: **I see, I think, I say** (variant from I see, I think, I wonder), that requires analyzing some sentences to discover how each type of sentence is formed. The second thinking routine is **The traffic light** (Ritchhart et al., 2014). This routine introduces students in self-assessment, so it helps them analyze and be conscious of what they know and what is not clear yet.

Contenidos	4. **Situar eventos en el tiempo.**
	  • There is/There are
	  • Indicar la hora
	5. **Situar objetos, personas y lugares en el espacio.**
	  • There is/There are

Competencias específicas	1.1 **Interpretar** el sentido global y la información específica de textos orales, escritos y multimodales. 2.1 **Expresar oralmente** textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa sobre asuntos cotidianos. 4.3 **Utilizar,** de manera pautada, estrategias de mediación como la interpretación, la explicación y el resumen de lo esencial en todos aquellos que puedan servir de ayuda.

Breaking the ice

To create a good classroom climate and intending to help students begin using English as a means of communication, ice-breaker activities are very useful. In this session we propose one of the communication dynamics, **What are you doing? (see Annex 1).**

ON-ROAD SESSION

Phase 1. Diagnosis (10 minutes): Give me five!

One student takes a card. S/he must say five words related to the topic that appears in the card. If s/he doesn't know any, the turn goes to the next student.

Variant: Project one card in the digital board. The students, in groups of three, must write down five words related to the topic. When they finish, they say Stop! and read their words. If all the terms are related to the topic, they obtain one point.

Variant: one student says one word, the second repeats it and adds another; the third student repeats the previous ones and adds another, and so up to five students.
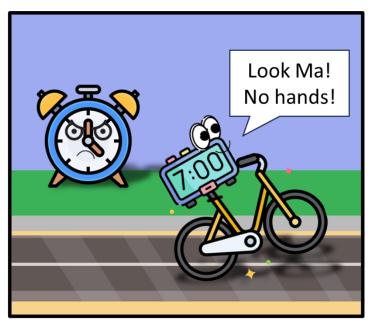
Phase 2. Session (70 minutes)

Platform 1. Time joke

After looking at the time joke, the teacher can ask students whether they prefer the analogical or the digital watch. Which one do they use? Do they know how to read the time in both?

JOKE

Platform 2. There is or there are...What do you think?

In this part of the session, students are going to revise the use of *There is* and *There are*. To do the first activity, students are going to use the thinking routine **I see, I think, I say.** The third part is slightly different to the original one, because the objective is that students, after observing the sentences, can say how to make different sentences with the structure *there is* or *there are*, and when they can use either *is* or *are*.

- **Exercise 1:** (In pairs) Analyze the examples and write down how you think you can make affirmative, negative or interrogative sentences using there is and there are. When do you use the verb form *is*? And when do you use the verb form *are*? Write down the grammatical rules to create affirmative, negative and interrogative sentences.

  - There are some students in the classroom.
  - There are bikes in the main entrance.
  - There aren't any teachers in the classroom.
  - There aren't many birds flying today.
  - Are there many people in the concert?
  - Is there a car outside your house?
  - There is a boy shouting.
  - There is a piece of cake on the table.
  - There isn't a bank in the village.
  - There isn't an interesting film in the cinema today.

Affirmative ✔	
Negative ✖	
Interrogative ?	

- **Exercise 2:** Fill in the gaps with **there's** or **there are.** Then, transform these sentences into the negative and/or the interrogative form.

> - .... four cars in the garage.
> - .... a book on the floor.
> - .... some trees behind the houses.
> - .... eight socks on the bed.
> - .... a cloud in the sky.
> - .... five oranges in the fridge.
> - .... many flowers in the garden.
> - .... three bags on the floor.
>
> - In the kitchen, ... a big fridge.
> - .... any apples on the table.
> - .... a cat under the chair.
> - In the park, ... many trees.
> - .... any water in the bottle.
> - On the shelf, ... three books.
> - .... a TV in the living room.
> - In the garden .... flowers.
> - .... any people in the room.
> - On the bed, ... a pillow.

- **Exercise 3:** Let's play **Lynx**! Project the Lynx boardgame in the digital board **(see supplementary material)**. Give each player a picture from the game, and they will have to find it. When a student finds the object, s/he says, "There is a....." or "There are....".

5

Variant: one student says an object that appears on the board using the expression "There is/are...", and the rest of the students must find it. Whoever finds it, continues with the game.

Platform 3. Telling the time

This part of the session is devoted to revising the time. There are different activities that can help students learn or revise this topic in a varied way. The teacher can explain how to say the time in English using the clock prepared for the unit or ask the students to deduce how to tell the time using the information that appears in the clock.

- **Exercise 1:** The teacher shows an hour on the clock and students write down the time. One student reads the answer, and the teacher continues showing a different time.
  Variant: When the first student corrects it, s/he can continue showing a different hour for the rest of the students to write down.
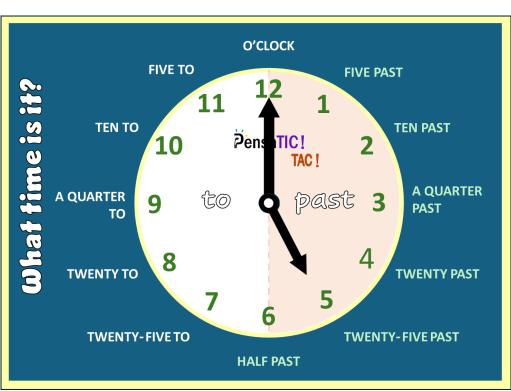
- **Exercise 2:** In pairs, students must write down the time in each watch. Then, each student is going to dictate the different times they have to their partner, so s/he can complete the empty watches.

Student A

In pairs, students must write down the time in each watch. Then, each student is going to dictate the different times they have to their partner, so s/he can complete the empty watches.

03: 00	**05: 10**	**07: 05**

11: 30	**06: 40**	**01: 45**

It's ten to two	It's five to five	It's twenty-five to eleven

It's a quarter past eight	It's twenty-five to one	it's twenty past nine

Student B

In pairs, students must write down the time in each watch. Then, each student is going to dictate the different times they have to their partner, so s/he can complete the empty watches.

01: 50	04: 55	10: 35

08: 15	12: 35	09: 20

It's three o'clock	It's ten past five	It's five past seven

It's half past eleven	it's twenty to seven	It's quarter to two

- **Exercise 3:** Read the text and answer the questions.

A Day in the Life of Sarah

Sarah is a busy person. She works as a nurse at the local hospital. Her day starts early, often before the sun rises. On weekdays, Sarah's alarm rings at 5:30 AM. She quickly gets ready and leaves her house by 6:00 AM. It takes her about 30 minutes to drive to the hospital, so she usually arrives by 6:30 AM.

Sarah's shift begins at 7:00 AM. She works until 3:00 PM, with a short lunch break at 12:00 noon. During her lunch break, Sarah enjoys eating a sandwich and chatting with her colleagues.

On Wednesdays, Sarah has a meeting with the hospital administration at 2:00 PM. These meetings usually last for an hour. After her shift ends at 3:00 PM, Sarah sometimes stays a bit longer to finish her paperwork.

On weekends, Sarah's routine is different. She doesn't have to wake up as early. She usually sleeps in until 8:00 AM. Sarah likes to spend her weekends relaxing or visiting her family. On Saturday evenings, she often goes to the movies with her friends at 7:00 PM. Sunday is her day for doing chores and preparing for the upcoming week.

Comprehension Questions

1. **What time does Sarah's alarm go off on weekdays?**
   a) 5:00 AM
   b) 5:30 AM
   c) 6:00 AM
   d) 6:30 AM

2. **How long does it take Sarah to drive to the hospital?**
   e) 15 minutes
   f) 20 minutes
   g) 25 minutes
   h) 30 minutes

3. **At what time does Sarah's shift start?**
   i) 6:30 AM
   j) 7:00 AM
   k) 8:00 AM
   l) 9:00 AM

4. **When does Sarah have her lunch break?**
   m) 11:00 AM
   n) 12:00 noon
   o) 1:00 PM
   p) 2:00 PM

5. **How long is Sarah's meeting with the hospital administration on Wednesdays?**
   a) 30 minutes
   b) 45 minutes
   c) 1 hour
   d) 2 hours

6. **What does Sarah do on Saturday evenings?**
   a) She stays home
   b) She visits her family
   c) She goes to the movies
   d) She works extra shifts
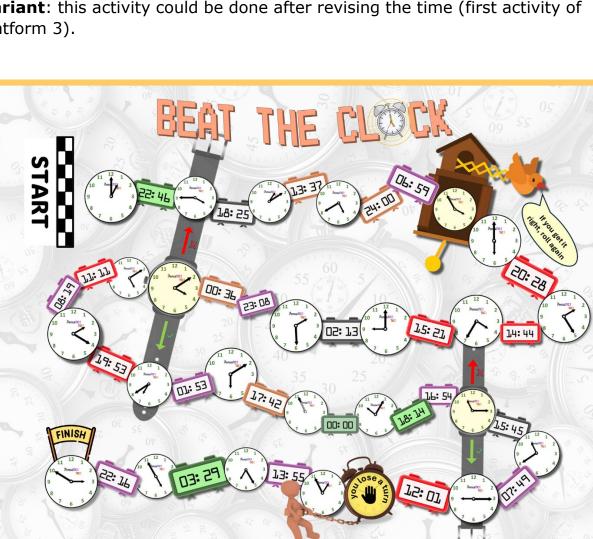
7. **At what time does Sarah usually wake up on weekends?**
   a) 6:00 AM
   b) 7:00 AM
   c) 8:00 AM
   d) 9:00 AM

8. **What does Sarah do on Sundays?**
   a) She goes to work
   b) She visits friends
   c) She does chores and prepares for the week
   d) She attends meetings

Platform 4. Game: **Beat the Clock**

Instructions: Each student, in turns, throws the dice. To move the counter, the student has to say the time shown in the watch. If s/he doesn't know it, s/he can't move the counter.

Variant: this activity could be done after revising the time (first activity of Platform 3).

Phase 3. To finish (5 minutes)

Let's reflect upon our learning process!

To finish the session, students can reflect on the topic. To do so, they are going to use the thinking routine **The traffic light** (Ritchhart et al, 2014). In the green light, students write down what they know, in the yellow light, what is not clear yet, and in the red light, anything that they don't understand yet. They can share it with the rest of the class.

Materials

- Projector, to show the jokes and the cards (Give me five!).
- Photocopy with the boardgames and the exercises.
- Copy of the big clock.
- Dice (it can be an online dice, as in https://www.dado-virtual.com/) and counters.

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 to 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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GOBIERNO DE ESPAÑA

MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL

TRAVEL LIST

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

COGNITIVE SKILLS

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

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
- [x] PLANNING AND ORGANISATION
- [x] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [ ] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [x] EMPATHY
- [x] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

GIVE ME FIVE
Body parts

1.
2.
3.
4.
5.

GIVE ME FIVE
Shops

1.
2.
3.
4.
5.

GIVE ME FIVE
Colours

1.
2.
3.
4.
5.

GIVE ME FIVE
Numbers

1.
2.
3.
4.
5.

GIVE ME FIVE
Days of the week

1.
2.
3.
4.
5.

GIVE ME FIVE
Months

1.
2.
3.
4.
5.
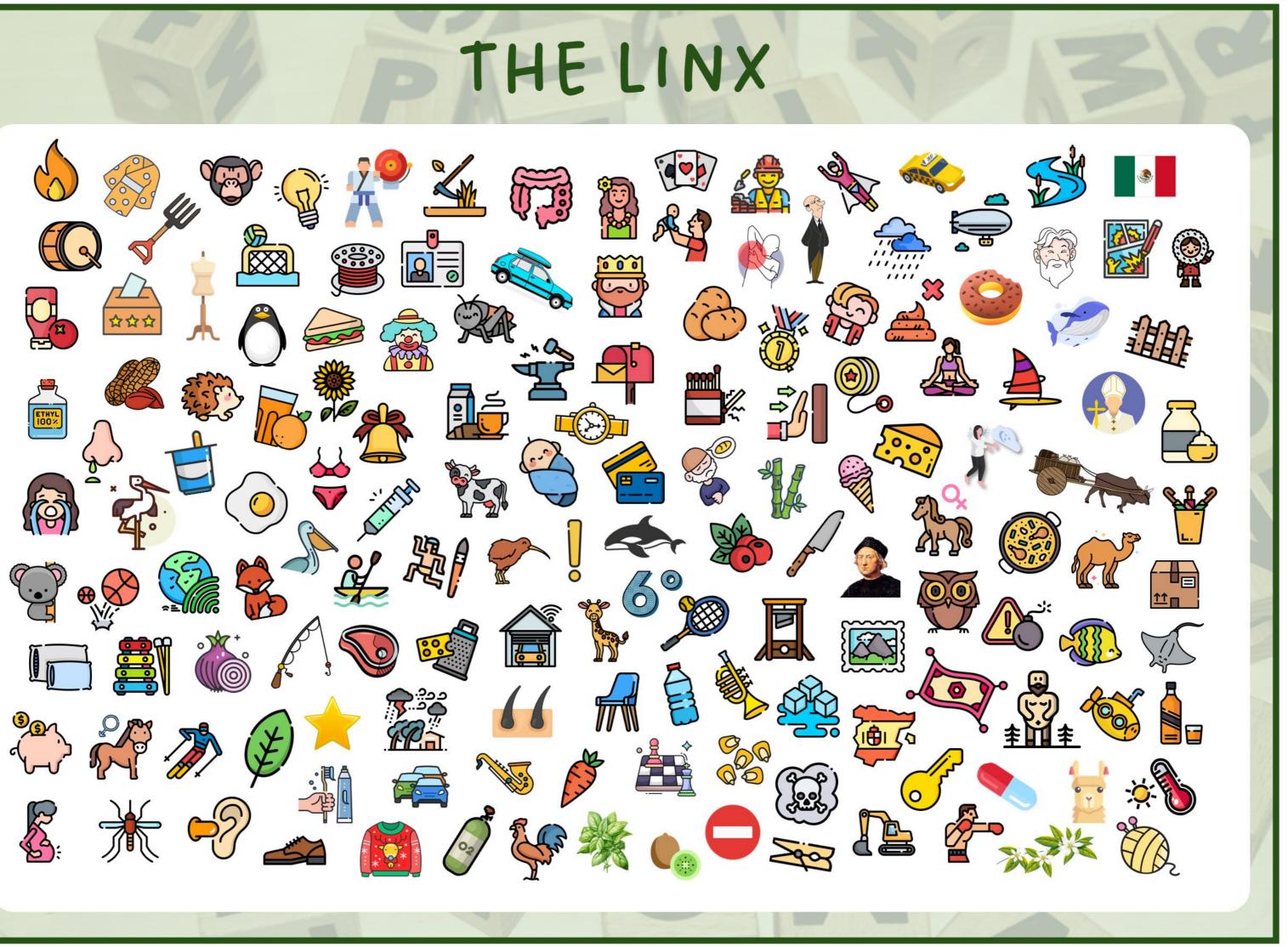
GIVE ME FIVE
Emotions

1.
2.
3.
4.
5.

GIVE ME FIVE
Fruits

1.
2.
3.
4.
5.

GIVE ME FIVE

_____

1.   4.
2.   5.
3.

GIVE ME FIVE

_____

1.   4.
2.   5.
3.

GIVE ME FIVE

_____

1.   4.
2.   5.
3.

GIVE ME FIVE

_____

1.   4.
2.   5.
3.

GIVE ME FIVE

_____

1.   4.
2.   5.
3.

GIVE ME FIVE

_____

1.   4.
2.   5.
3.

GIVE ME FIVE

_____

1.   4.
2.   5.
3.

GIVE ME FIVE

_____

1.   4.
2.   5.
3.

What time is it?

O'CLOCK

FIVE TO · FIVE PAST
TEN TO · TEN PAST
A QUARTER TO · A QUARTER PAST
TWENTY TO · TWENTY PAST
TWENTY-FIVE TO · TWENTY-FIVE PAST

HALF PAST

to · past

12 11 10 9 8 7 6 5 4 3 2 1

PensaTIC!
TAC!

BEAT THE CLOCK

START

FINISH

If you get it right, roll again

22:46
18:25
13:37
24:00
06:59
11:11
00:36
23:08
02:13
15:21
14:44
20:28
08:19
19:53
01:53
17:42
00:00
18:14
16:54
15:45
22:16
03:29
13:55
you lose a turn
12:01
07:49

02:30

THE LINX

Session 10

Yes, you can!

Introduction

This unit is focused on the use of the **modal verbs *must* and *can***. The methodology is deductive: students, by reading the grammar and analyzing the examples, will be able to transform the information into knowledge using some thinking routines. After, by doing the exercises, they can check whether they understand or not.

Throughout the unit there are different thinking routines that will help students understand and study in more detail the grammar proposed. The first thinking routine used in this session is **What makes you say that?** *(Ritchhart et al., 2014)*. This routine is focused on giving explanations by reasoning.

Then, students will use the thinking routine **Headlines** *(Ritchhart et al., 2014)*, that helps students capture the essence of the contents and summarize what has been learned in a few words. Also, students will use the thinking skill **Compare and contrast** *(Ritchhart et al., 2014)*, which is a good help to organize the knowledge they are acquiring and finding the similarities and differences between two concepts or ideas.

Contenidos	7. **Dar y pedir instrucciones y órdenes.** • Verbos modales: can y must
Competencias específicas	1.1 **Interpretar** el sentido global y la información específica de textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos. 4.2 **Aplicar,** de forma guiada, estrategias que faciliten la comprensión y producción de información y la comunicación. 4.3 **Utilizar,** de manera pautada, estrategias de mediación como la interpretación, la explicación y el resumen de lo esencial, aprovechando y organizando al máximo los recursos previos del mediador y apoyándose en todos aquellos que puedan servir de ayuda.

To finish the unit, students will assess their own learning using the thinking routine **The traffic light** *(Ritchhart et al, 2014)*, that introduces students to self-assessment, so it helps them analyze and be conscious of what they know and what is not clear yet.

Breaking the ice

In order to create a good classroom climate, we propose beginning the session with a dynamic to break the ice and start speaking in English. It can be **"The initial letter" (see Supplementary material)**.

ON-ROAD SESSION

Phase 1. Diagnosis (15 minutes): Square Letters.

The students must write down words that are related to activities they can do in their daily lives. They write down the word and after they must determine the total sum of the word by adding the numbers that appear with each of the letters chosen. The teacher can establish a certain time for each round. When the students finish the activity, they can say all the words aloud and see who has obtained the highest number.

SQUARE [WORD] LETTERS

A_1 B_3 C_3 D_2 E_1 F_4 G_2 H_4 I_1
J_8 K_5 L_1 M_3 N_1 O_1 P_3 Q_{10} R_1
S_1 T_1 U_1 V_4 W_4 X_8 Y_4 Z_{10}

SPELLING WORD	EQUATION	SUM
Example: Water	4+1+1+1+1	7

Variant: After finishing the activity, students can organize the vocabulary in a mind map, according to where they can do it, the material needed, etc.
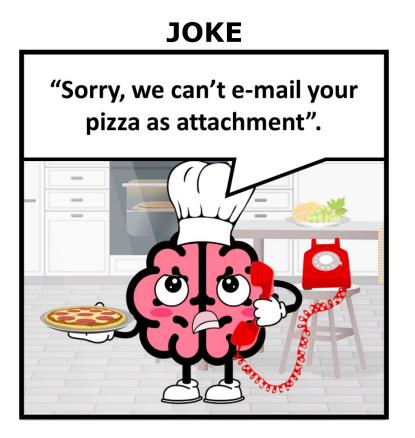
Phase 2. Session (65 minutes)

Platform 1. Reflecting about jokes.

Present the visual joke to the students. After reading it they must use the thinking routine: **What makes you say that?** to explain it or to think about the relation with the session.

JOKE

"Sorry, we can't e-mail your pizza as attachment".

Platform 2. Let's focus on modal verbs!

Students read the information related to the use of the modal verbs *can* and *must*. If the teacher considers, s/he can explain it to them. After, to help students understand the information they have read/heard, they will create a picture to explain the meaning of both verbs, and use the thinking routine **Headlines** to say, in their own words, what each verb means. It is important to make students observe what happens with the third person singular, so that they can be conscious that these verbs are different.

Finally, they will use the **Compare and contrast** graphic organizer to identify the similarities and differences between the modal verbs *must* and *can*.

Modals: Can and Must

Modals are special verbs that we use in English to add meaning to the main verb in a sentence. Two common modals are **"can"** and **"must."** They help us give instructions and orders.

Using "Can". "Can" is used to give permission or to say that something is possible. Here are some examples:

1. **Permission:**
   - **She can go to the party.** (This means you are allowed to go to the party.)
   - **He can use my pencil.** (This means you are allowed to use my pencil.)

2. **Suggestions:**
   - **You can** try reading this article. It's interesting! (This means that you can read it or not, as you prefer).
   - **You can** ask the teacher if you need help. (This means that it is your decision asking for help).

Using "Must". "Must" is used to give strong instructions or orders. It shows that something is necessary or very important. Here are some examples:

1. **Necessity:**
   - **You must do your homework.** (This means it is very important and necessary to do your homework.)
   - **You must wear a seatbelt in the car.** (This means it is necessary to wear a seatbelt in the car.)

2. **Strong Advice:**
   - **You must see this movie!** (This means it is very important that you see this movie.)
   - **You must read this book.** (This means it is very important that you read this book.)

3. **Importance**:
   - **You must listen to the teacher during the lesson**. (This means it is necessary to be quiet when the teacher explains something).
   - **You must bring your textbook to every class**. (This means it is necessary to have the textbook in the class).

Variant: If the teacher considers, students can work in pairs (**Twin readers. Johnson, Johnson & Holubec, 1999**): one student reads one paragraph and the other tries to explain it with his/her own words. Then, they switch roles.

After having clarified the use of these modal verbs, students will do exercises to practice it. They can check the notes in case they have any doubts.

Exercise 1: Can or Must? Read each sentence and decide whether to use "can" or "must." Write the correct word in the blank.

1. You _____ wear a helmet when riding a bike. (It's a rule for safety.)
2. You _____ use my markers for your art project. (I give you permission.)
3. You _____ finish your test before the bell rings. (It's necessary for your grade.)
4. You _____ go to the library if you need to find more information. (It's allowed.)
5. You _____ be quiet during the movie. (It's a rule.)
6. You _____ do your homework every day. (It´s a rule.)
7. You _____ bring your own lunch to school. (The school allows you to do it.)
8. You _____ ask for help if you don't understand something. (It's up to you, but I recommend doing it.)
9. You _____ be quiet in the library. (It's a rule.)
10. You _____ wear your school ID all the time. (It's a rule.)

Exercise 2: Permission Slips.

Imagine you are a teacher giving permission slips to students. Write a sentence for each situation using "can."

e.g. You are allowed to bring a snack to class. → *You can bring a snack to class.*

1. You are allowed to leave early if you have a doctor's appointment.
   - _____

2. You are allowed to use the computer for your project.
   - _____

3. You are allowed to ask for help if you don't understand.
   - _____

4. You are allowed to borrow a book from the library.
   - _____

What things can you do in the class? Write it down.

Exercise 3. Rules of the House.

Imagine you are a parent setting rules for your children. Write a sentence for each rule using "must."

Example: It is necessary to do your homework before playing video games. →
You must do your homework before playing video games.

1. It is necessary to go to bed by 9 PM on school nights.
   - _____

2. It is necessary to brush your teeth every morning and night.
   - _____

3. It is necessary to clean your room every weekend.
   - _____

4. It is necessary to tell the truth.
   - _____

5. It is necessary to help with the daily chores.
   - _____

6. It is necessary to take out the trash.
   - _____

7. It is necessary to turn down the music.
   - _____

8. It is necessary to be back home at 10 PM on Friday.
   - _____

What could be the rules for your bedroom? Write them down:

WARNING

MY BEDROOM, MY RULES!

Platform 3. Let's listen to some music!

Listen to the song **Treat you better**, by Shawn Mendes. Add the words that you hear.

After correcting the words, students can think about (and write down) things that a person can do in a relationship that is good.

⭐ Treat you better (Shawn Mendes) ⭐

I won't lie to you
I know he's just not .... for you
And you can tell me if I'm off
But I .... it on your face
When you say that he's the one that you ....
And you're spending all your time
In this wrong ....
And anytime you want it to ....

| situation |
| right |
| stop |
| want |
| see |

I know I can treat you better than he ....
And any girl like you deserves a ....

Tell me, why are we .... time
On all your wasted ....
When you should be with me instead?
I know I can treat you better
Better than he can.

| crying |
| wasting |
| can |
| gentleman |

I'll stop .... for you
The second you .... you'd like me too

I just wanna give you the loving that you're ....
Baby, just to wake up with ....
Would be .... I need, and this could be so ....
Tell me what you want to ....

| Everything |
| missing |
| you |
| do |
| say |
| different |

Give me a sign
.... my hand, we'll be fine
.... I won't let you down
Just know that you ....
Have to do this ....
.... I'll never let you down

| promise (x2) |
| alone |
| don't |
| take |

Phase 3. To finish (10 minutes)

To finish the session, students can reflect on what they have revised. To do this, they can use the thinking routine **"The traffic light"** (Ritchhart et al, 2014). In the green light, students write down what they know, in the yellow light, what is not clear yet, and in the red light, anything that they still don't understand.

Materials

- Photocopy with the **Square Letters** activity.
- Projector, to show the jokes.
- Photocopy with exercises and the songs.
- Photocopy with the thinking routine.

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 to 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.

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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

EXERCISE 1 – The initial letter

Letter	Name of person	p	Name of food	p	Name of object	p	Name of place	p	Name of city/town	p	Total Points

Letter	Name of person	p	Name of food	p	Name of object	p	Name of place	p	Name of city/town	p	Total Points

Letter	Name of person	p	Name of food	p	Name of object	p	Name of place	p	Name of city/town	p	Total Points

Letter	Name of person	p	Name of food	p	Name of object	p	Name of place	p	Name of city/town	p	Total Points

SQUARE WORD LETTERS

Letter	Value		Letter	Value		Letter	Value
A	1		B	3		C	3
D	2		E	1		F	4
G	2		H	4		I	1
J	8		K	5		L	1
M	3		N	1		O	1
P	3		Q	10		R	1
S	1		T	1		U	1
V	4		W	4		X	8
Y	4		Z	10			

SPELLING WORD	EQUATION	SUM

SQUARE WORD LETTERS

Letter	Value		Letter	Value		Letter	Value
A	1		B	3		C	3
D	2		E	1		F	4
G	2		H	4		I	1
J	8		K	5		L	1
M	3		N	1		O	1
P	3		Q	10		R	1
S	1		T	1		U	1
V	4		W	4		X	8
Y	4		Z	10			

SPELLING WORD	EQUATION	SUM
Example: Water	4+1+1+1	7

Session 11

Giving advice...

Introduction

This session is focused on the **vocabulary related to *Technology*** and with the **modal verbs *can, could, should* and *ought to***. First, students will brainstorm the vocabulary they already know, and then they will do an activity that includes more terms. With all these words, they will end up making a mind map to help them organize and remember this vocabulary.

Regarding modal verbs, students will take an active role in their learning process by reading sentences that contain this type of verbs, and they will have to build the explanation, so that they can make the exercises without problems.

The thinking routine used in this session is **Headlines** (Ritchhart et al., 2014). This routine is a perfect tool for the student to learn to synthesize, to capture the most important thing they have seen in the class. Moreover, when all the students share what they write, they help their classmates revise or even realize some aspects that weren't noticed.

Contenidos	7. **Dar y pedir instrucciones y órdenes**. • Verbos modales: can 8. **Ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias.** • Verbos modales: can, could, should/ought to
Competencias específicas	2.4 **Utilizar léxico** relativo a asuntos cotidianos adecuándolos a la situación comunicativa. 4.2 **Aplicar,** de forma guiada, estrategias que faciliten la comprensión y producción de información y la comunicación, adecuadas a las intenciones comunicativas. 4.3 **Utilizar,** de manera pautada, estrategias de mediación como la interpretación, la explicación y el resumen de lo esencial.

Breaking the ice

In order to create a good classroom climate, and to use English in a fun way before beginning the session, we propose an ice breaker activity: **The fun of trust** (from the *Dynamics of trust in others*) **(see Annex 1)**.

ON-ROAD SESSION
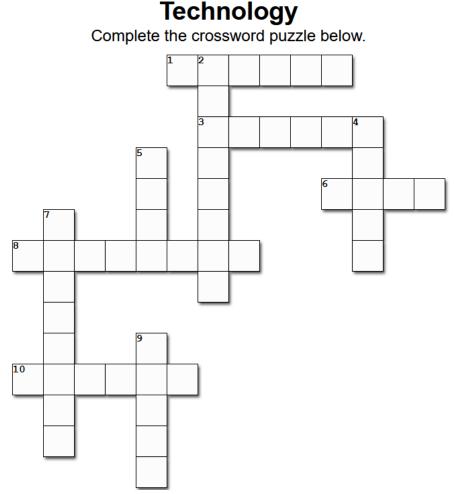
Phase 1. Diagnosis (20 minutes): Technology crossword

In groups, ask students to brainstorm vocabulary about technology. Share it with the rest of the class.

Then, complete the crossword with vocabulary related to technology.

After completing the crossword, ask students to make a mind map with the vocabulary about technology (for example: apps, parts of the computer, etc.).

Variant: if the teacher considers it necessary, s/he can write down the words on the blackboard to help students do the crossword.

Technology
Complete the crossword puzzle below.

Across

1. The part of your computer where you see the pictures or words.
3. Your personal telephone.
6. You can play this on the computer for fun.
8. Google, YouTube and Wikipedia are types of …
10. A computer that you can travel with.

Down

2. An electronic machine. You use it for going on the internet, storing information and playing games.
4. An electronic letter.
5. Internet connection without wires or cables.
7. You use this to write on a computer. It has letters or characters on.
9. You use this to move and click on a computer.

Technology

Complete the crossword puzzle below.

```
      ¹s ²c  r  e  e  n
          o
         ³m  o  b  i  l  ⁴e
      ⁵w  p           m
        i  u        ⁶g  a  m  e
  ⁷k    f  t           i
 ⁸w  e  b  s  i  t  e  s  l
   y        r
   b
   o     ⁹m
¹⁰l  a  p  t  o  p
   r        u
   d        s
            e
```
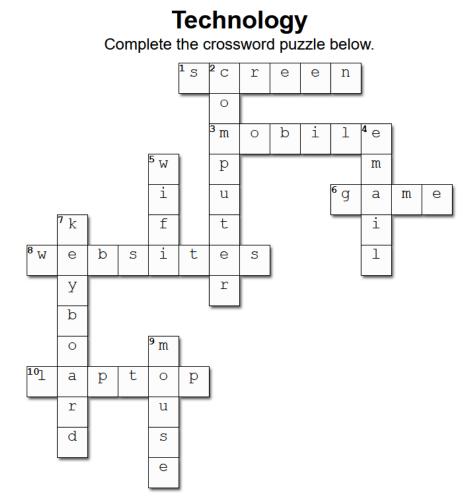
Phase 2. Session (55 minutes)
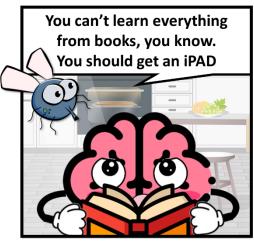
Platform 1. Thinking with humour.

Show the joke on the digital board. Which verbs appear in the dialogue? What type of verbs are they? Are they different to others? In which way?

JOKE

You can't learn everything from books, you know. You should get an iPAD

Platform 2. Let's learn about the following modal verbs: can, could, should, ought to.

During this part of the session, students are going to approach modal verbs. They will read the examples so that they can gather the use of each modal verb. Then, they will practice with different exercises. If the teacher considers, s/he can read each example with the students, and guide their observations.

Exercise 1: Learning about the modal verbs.
In pairs, read the examples and join each modal verb with the word that summarizes its meaning.

Examples
1. *"We can go to the park today." (It is possible for us to go to the park.)* 2. *"Could you help me with my homework?" (A polite way to ask for help.)* 3. *"You should study for your exam." (It's a good idea to study.)* 4. *"You should wear a seatbelt in the car." (It is the right thing to do for safety.)* 5. *"You ought to see a doctor if you feel sick." (It is the right thing to do.)* 6. *"We ought to respect our parents." (It is the right thing to do.)*

Verb	General meaning
Ought to	Making propositions
Ought to	Polite request
Could	Advice
Can	Obligation
Should	Advice (more polite)
Should	Obligation (more polite)

Exercise 2: Fill in the gaps with the words from the box.

~~Should I buy~~   you should have   Can   I should give He ought to play   you ought to protect   he ought to play

Situation 1:
A: My old computer isn't fast enough. <u>Should I buy</u> a new one or add more memory to my old one? My computer's already nine years old.
B: That's a very old computer.
A: Maybe _____ it to my grandson.
B: He probably likes to play games, so he's probably not interested in a slow computer.
A: You're right. But I think _____ computer games. _____ with friends, not just computers.

Situation 2:
A: _____ I use your laptop for a few minutes? Can you fill in your password?
B: I don't have a password.
A: That's not good. _____ your laptop with a password.
B: I don't think that's necessary. That's just one more password to remember.
A: What if someone steals your laptop?
B. That's true. I'll use my birthday.
A: _____ such an obvious password. Choose something that's more secure.

Exercise 3: Ask students to write down one thing they think people ought to do to:

- o **Option a: be happy**. For example, "People ought to exercise regularly," "People ought to spend time with their family."

- o **Option b: use technology safely**. For example, "People should have a password in their laptops and mobile phones".

Then, share it with the rest of the class.

Platform 3. Let's listen and sing!
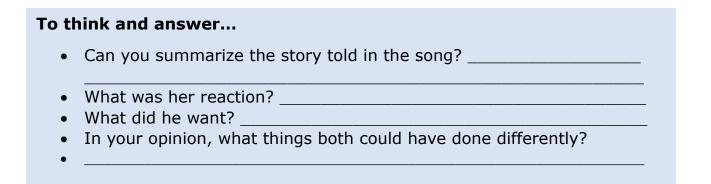
Listen to the song **"Should've said no" by Taylor Swift**. Circle the words you hear and order the different verses in the chorus. Then, underline the modal verbs we have studied today. After listening to the song, answer the questions below.

☆ "Should've said no" by Taylor Swift ☆

It's strange to think the **songs/books** we used to sing
The smiles, **our friends/the flowers**, everything is gone
Yesterday I found out about **them/you**
Even now just **looking /talking** at you
Feels **fine/wrong**.
You say that you'd take it all back
Given one chance, it was a moment of **weakness/happiness**
And you said **"Yes"/"No"**

1. You should've	( ) "No", baby, and you might still have me.
2. You should've	( ) twice 'fore you let it all go.
3. You should've thought	( ) gone home.
4. You should've known	( ) that word 'bout what you did with her.
5. And I should've	Get back to me (get back to me).
6. I shouldn't be	( ) beggin' for forgiveness at my feet.
7. You shouldn't be	( ) been there in the back of your mind.
8. You should've said	( ) asking myself, "Why?".
	( ) said, "No"

You can see that I've been **sleepin'/cryin'**
Baby, you know all the right things
To **say/do**.
But do you honestly expect me to **believe/stay**
We could ever be the same?
You say that the past is the **present/past**
You need one chance, it was a moment of weakness
And you said **"Yes"/"No"**
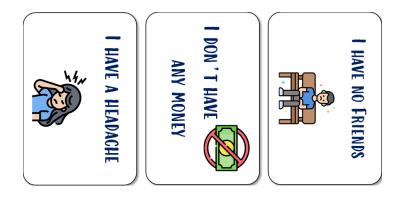
I can't **live/resist**
Before you go, tell me **this/something**
Was it worth it?
Was she worth this?

No, no, no, no, no, no

To think and answer...

- Can you summarize the story told in the song? _____
  _____
- What was her reaction? _____
- What did he want? _____
- In your opinion, what things both could have done differently?
- _____

Platform 4. Let's play!

Using the blank boardgame, students can practice the modal verbs presented in this unit. Before throwing the dice, each student takes a card, reads it and gives advice or proposes a solution for the situation s/he reads in the card. If the modal verb is correctly used, s/he can throw the dice and move the counter.

Phase 3. To finish (10 minutes)

Let's reflect upon our learning process! To do so, students will complete the thinking routine **Headlines** (Ritchhart et al, 2014). Each student must write down a sentence that summarizes what s/he thinks is the most important thing s/he should remember.

Variant: They can write a headline for each of the modal verbs they have seen in the session.

Materials

- Projector to show the jokes.
- Speakers to listen to the song.
- Photocopy with the boardgame and the cards.
- Dice (it can be an online dice) and counters.
- Photocopy with the crossword, the exercises and the song.

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 to 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).

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TRAVEL LIST

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

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METACOGNITIVE SKILLS

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- ☑ PLANNING AND ORGANISATION
- ☑ SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

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

Technology

Complete the crossword puzzle below.

Across

1. The part of your computer where you see the pictures or words.
3. Your personal telephone.
6. You can play this on the computer for fun.
8. Google, YouTube and Wikipedia are types of …
10. A computer that you can travel with.

Down

2. An electronic machine. You use it for going on the internet, storing information and playing games.
4. An electronic letter.
5. Internet connection without wires or cables.
7. You use this to write on a computer. It has letters or characters on.
9. You use this to move and click on a computer.

I HAVE A HEADACHE

I DON'T HAVE ANY MONEY

I HAVE NO FRIENDS

I GOT A BAD GRADE

I AM HUNGRY

I AM TIRED

I LOST MY FOLDER

I AM SAD

I HIT MY FRIEND

MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

I'M ALWAYS
LATE FOR SCHOOL

I'M BORED

I'M THIRSTY

I CAN'T SPEAK
ENGLISH VERY WELL

I MADE MY SISTER CRY

I FEEL SICK

MY FRIDGE IS
NEARLY EMPTY

I WANT TO GO
TO ENGLAND

I CAN'T READ WELL

MODAL VERBS

T MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

I HAVE A VERY DIFFICULT EXAM NEXT

MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

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MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

MODAL VERBS

Session 12

Dialogues with relevant figures

Introduction

The session is designed to **deepen the understanding and knowledge of influential people** that can be interesting for teenagers. To do so, the visible thinking approach and cooperative learning will be merged with Generative Artificial Intelligence (Candela, 2024).

The proposed activity includes the thinking routine called **"Spellbinding Questions"** which belongs to the block of thinking routines for engaging with ideas (Ritchhart and Church, 2020).

Understanding some of the most well-known artists, musicians or even politicians is important in the education of students in Compulsory Secondary Education because they are part of the cultural identity, and this is part of the Intercultural competence. Getting to know in more depth some of the most relevant people in different areas of interest can help students understand better our world.

In addition, the detailed study of these figures allows students to develop other critical skills of analysis and reading comprehension, which are essential in an academic setting. Finally, understanding these characters and works fosters critical thinking as it allows students to explore complex human issues that are always relevant regardless of the historical context in which they are set.

The following curricular linkage of the session with the key competences and the curricular contents of the subject of English is proposed:

Contenidos	4. Situar eventos en el tiempo.
	   • **Past simple**
	6. Pedir e intercambiar información sobre cuestiones cotidianas.
	   • **Interrogativos.**
	11. Narrar acontecimientos pasados.

Competencias específicas	1.2 **Seleccionar, organizar y aplicar** de forma guiada las **estrategias** y conocimientos más adecuados en situaciones comunicativas cotidianas para comprender el sentido general y los detalles más relevantes de los textos. 2.3 **Seleccionar, organizar y aplicar** de forma guiada conocimientos y estrategias para planificar, producir textos comprensibles, coherentes y adecuados a las intenciones comunicativas. 3.4 Realizar de forma pautada proyectos utilizando **herramientas digitales** y trabajando colaborativamente en entornos digitales seguros. 6.2 **Aceptar la diversidad** lingüística, literaria, cultural y artística propia de países donde se habla la lengua extranjera, reconociéndola como fuente de enriquecimiento personal.

Breaking the ice

In this session, a **"Group cohesion"** exercise is recommended, specifically the exercise entitled **"Paper Tower Challenge"** (**see Annex 1).**

ON-ROAD SESSION

Phase 1. Diagnosis (20 minutes)

To start this journey, the first 20 minutes can be dedicated to the game **Hangman,** so that students can revise vocabulary and establish a positive atmosphere with the game.

Phase 2. Session (40 minutes)

Thinking routine: **"Spellbinding questions" (see Annex 5**)

1. **Reading the material (20 minutes).** This activity will be carried out in groups in a cooperative way so that each group receives a file or dossier with information about an influential character **(see complementary material of the session)**. Within the group, each participant is responsible for reading and synthesizing the important information from the part of the dossier assigned to him/her (10 minutes). After the established time, each group member explains to his/her colleagues the section s/he was responsible for (10 minutes).

   Variant: This session can be extended to two sessions if in this first step we give computers or tablets to the students, so that they can research the author they have been assigned. In this way they can broaden and deepen the basic information included in the worksheet they receive from the teacher.

2. **Brainstorming questions (10 minutes)**. The students brainstorm a list of possible questions, curiosities, enigmas suggested by the teacher (10 minutes). The aim of this phase is to generate as many questions as possible. **Variant**: create the questions related to the information they already have.

3. **Selection of good questions (10-15 minutes)**. The **"Spellbinding questions"** thinking routine consists of analysing each of the questions generated in the previous step based on two criteria that the teacher establishes according to his or her didactic objective. For example, originality and the possibility of generating knowledge.
   At this point the teacher can explain to the students that not all questions are the same. There are more superficial questions (e.g. In what year did you write *Romeo and Juliet*?) and more profound or knowledge-generating questions (e.g. What inspired you to create the character of *Romeo*?).

In each group the questions generated in Phase 2 are reviewed, ranked and scored based on these two criteria. A Cartesian axis can be used to locate the place of each question. The X-axis is set to the degree of innovation of the question and the Y-axis is set to the degree or knowledge-generating potential of the question.
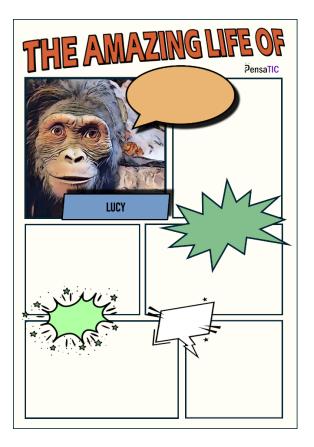
Each group will rank their 3/5 best questions in order from the most original and knowledge-generating to the least. If we have many students in the classroom we will leave only 3 questions per group, but if we have few, we can leave a larger number of questions.

4. **Dialogues with influential figures (30 minutes).** The teacher enters the website https://hablaconlahistoria.es and searches for each of the influential figures who each of the groups have worked, to establish a dialogue in which to formulate the questions that each group has generated. It is recommended that the teacher emphasizes the importance of generating good questions to make the answers more interesting.

We also recommend documenting all dialogues with the influential figures to check the veracity of the information provided together with the students.

Variant: If creating the dialogues is too difficult for the level of the students, they can organize the information in a worksheet:

Phase 3. Closing (15 minutes)

Drawing conclusions (15 minutes). At the end of the dialogues with the influential figures, we can do the routine of thinking the **Headline** individually, at first, and then as a group, to synthesize the most interesting, important, etc. of today's session.

Materials

- **Headline** graphic organiser **(Annex 5)**.
- **Spellbinding questions** graphic organiser **(Annex 5)**.
- Author sheets.

LISTA DE VIAJE

¿Qué habilidades metacognitivas y socioemocionales se trabajarán en esta sesión?

HABILIDADES COGNITIVAS

- [ ] ESTRATEGIAS COGNITIVAS (DESCRIBIR, EXPLICAR, RELACIONAR, PREGUNTAR, EVALUAR, ETC.)
- [ ] RESOLUCIÓN DE PROBLEMAS
- [x] CREATIVIDAD
- [ ] PENSAMIENTO CRÍTICO Y ÉTICO

HABILIDADES METACOGNITIVAS

- [x] AUTORREFLEXIÓN
- [x] PLANIFICACIÓN Y ORGANIZACIÓN
- [x] SUPERVISIÓN DE UNA/O MISMA/O Y DE LA TAREA

HABILIDADES SOCIOEMOCIONALES

- [x] AUTORREGULACIÓN
- [ ] INTELIGENCIA EMOCIONAL
- [ ] EMPATÍA
- [x] TRABAJO EN EQUIPO
- [ ] TOMA DE DECISIONES ÉTICAS

How to evaluate this session?

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

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

THE AMAZING LIFE OF

FREDDY MERCURY

THE AMAZING LIFE OF

MICHAEL JACKSON

THE AMAZING LIFE OF

PensaTIC

ADOLF HITLER

THE AMAZING LIFE OF

ANA FRANK

THE AMAZING LIFE OF

MARÍA ANTONIETA

THE AMAZING LIFE OF

PensaTIC

WILLIAM SHAKESPEARE

NAME: William Shakespeare

1º Importance of His Life:

William Shakespeare is considered one of the greatest playwrights and poets in the history of literature. He wrote many famous plays, including "Romeo and Juliet," "Hamlet," "Macbeth," and "A Midsummer Night's Dream." His works have been translated into every major language and are still performed all around the world today. Shakespeare's ability to capture human emotions and his creative use of the English language have made his works timeless.

2º Social, Historical, and Economic Context:

Shakespeare lived during the Renaissance period, a time of great cultural, artistic, and intellectual growth in Europe. He was born in 1564 in Stratford-upon-Avon, England, during the reign of Queen Elizabeth I. This era, known as the Elizabethan Era, was marked by relative political stability, which allowed the arts to flourish. The economic rise of the middle class also meant more people had the time and money to enjoy plays and other forms of entertainment. The invention of the printing press helped spread his works more widely.

3º Curious Questions:
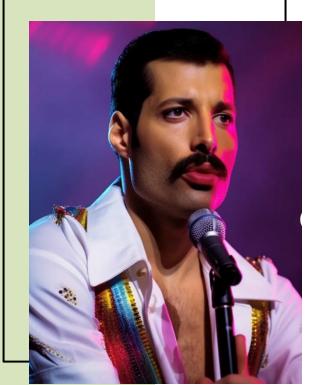
- Did you know that many people believe Shakespeare may not have written all his plays himself? There are theories that some of his works were co-written or even written by someone else entirely!

- How many words did Shakespeare invent that we still use today? (Hint: It's around 1,700!)

4º Conclusions on Impact:

William Shakespeare's impact on literature and the English language is enormous. He introduced new words and phrases, many of which we still use today, and his storytelling techniques have influenced countless writers and playwrights. His exploration of complex human emotions and social issues continues to resonate with audiences, making his work relevant even 400 years after his death. Shakespeare's contributions have not only shaped literature but also our understanding of human nature and society.

5º Other interesting facts:

NAME: Freddie Mercury

1º Importance of His Life:

Freddie Mercury was the lead singer of the rock band Queen and is remembered as one of the greatest rock vocalists of all time. His powerful voice, theatrical performances, and ability to connect with audiences made him a legendary figure in music. He wrote many of Queen's biggest hits, including "Bohemian Rhapsody," "We Are the Champions," and "Somebody to Love."

2º Social, Historical, and Economic Context:

Freddie Mercury was born in 1946 in Zanzibar (now part of Tanzania) and moved to England with his family in the 1960s. He rose to fame during the 1970s and 1980s, a period of great change in music, with the rise of rock, punk, and disco. The economic boom of the post-World War II era allowed more people to buy records and attend concerts, helping bands like Queen gain international fame. This was also a time of social change, with movements for civil rights and greater personal freedom influencing the arts and culture.
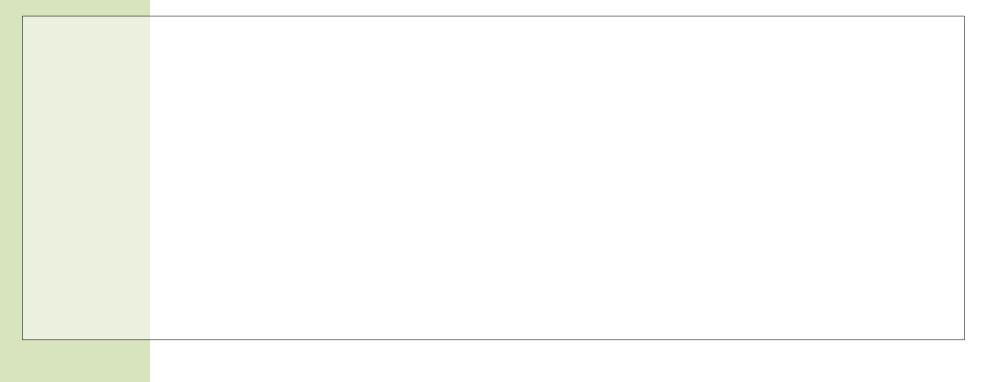
3º Curious Questions:

- Did you know that Freddie Mercury was born with four extra teeth, which he believed helped him reach his wide vocal range?
- What inspired Freddie Mercury to change his birth name, Farrokh Bulsara, to the stage name Freddie Mercury?
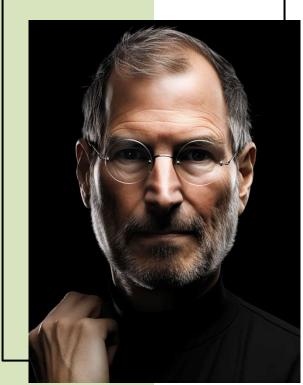
4º Conclusions on Impact:

Freddie Mercury's impact on music and popular culture is immense. He challenged traditional ideas of what a rock star could be, blending different musical genres and embracing a flamboyant stage presence. His songs have become anthems, still loved by millions around the world. Mercury also broke barriers regarding discussions about sexuality, becoming an icon for the LGBTQ+ community. Even after his death in 1991, his influence continues through Queen's music, which remains hugely popular and continues to inspire new generations of musicians and fans.

5º Other interesting facts:

NAME: Steve Jobs

1º Importance of His Life:

Steve Jobs was a co-founder of Apple Inc., one of the most influential technology companies in the world. He is best known for his role in revolutionizing the personal computer industry with the Apple II and Macintosh, as well as transforming the music, phone, and digital publishing industries with the iPod, iPhone, and iPad. Jobs was renowned for his vision, innovation, and ability to create products that combined functionality with beautiful design.

2º Social, Historical, and Economic Context:

Steve Jobs was born in 1955 in San Francisco, California. He grew up during a time when technology and innovation were rapidly advancing. The 1970s and 1980s saw the rise of personal computers, which changed how people worked, learned, and communicated. The economic boom of the tech industry in Silicon Valley, where Jobs co-founded Apple, provided a fertile environment for innovation and entrepreneurship. This period also marked the beginning of the digital age, setting the stage for the rapid development of consumer electronics and internet technologies.

3º Curious Questions:
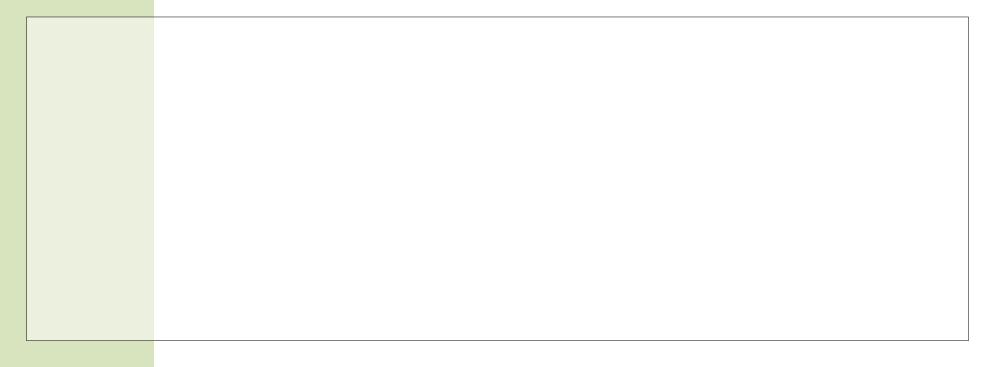
- Did you know that Steve Jobs was once fired from Apple, the very company he co-founded? How did he manage to come back and lead the company to new heights?

- What inspired Steve Jobs to name his company "Apple"? (Hint: It has to do with his favorite fruit and a visit to an apple orchard.)

4º Conclusions on Impact:

Steve Jobs had a profound impact on technology and modern life. His products changed how people listen to music, communicate, and access information. The user-friendly interfaces and sleek designs of Apple products set new standards for the tech industry. Jobs' vision and leadership not only made Apple one of the most successful companies in the world but also inspired countless entrepreneurs and innovators. His legacy continues to influence the development of new technologies and the way we interact with the digital world.

5º Other interesting facts:

NAME: María Antonieta

1º Importance of His Life:

Marie Antoinette was the Queen of France and is often remembered for her extravagant lifestyle and the famous phrase, "Let them eat cake," although there's no evidence she actually said this. She was the wife of King Louis XVI and became a symbol of the excesses of the French monarchy, which contributed to the unrest that led to the French Revolution. Her life ended tragically when she was executed by guillotine in 1793.

2º Social, Historical, and Economic Context:

Marie Antoinette lived during the late 18th century, a period of significant social, economic, and political upheaval in France. Born in 1755 in Austria, she was married to Louis XVI to strengthen the alliance between Austria and France. During her time as queen, France was experiencing severe financial problems due to its involvement in expensive wars and the lavish spending of the monarchy. The common people faced high taxes and food shortages, which fueled widespread discontent and eventually led to the French Revolution in 1789.
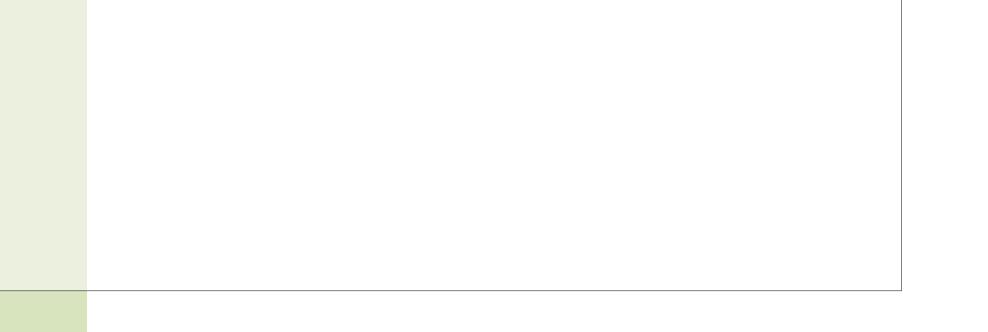
3º Curious Questions:

- Did you know that Marie Antoinette had a miniature village built at the Palace of Versailles where she would pretend to be a commoner?

- What were some of the fashion trends that Marie Antoinette started that are still admired today?

4º Conclusions on Impact:

Marie Antoinette's life and death had a significant impact on French history. Her perceived indifference to the struggles of the French people made her a target of public anger and helped spark the revolutionary movement that led to the end of the monarchy. Despite her tragic end, Marie Antoinette remains a fascinating historical figure, known for her fashion sense and her dramatic life story. Her legacy is a reminder of the complexities of power and the consequences of disconnect between rulers and their subjects.

5º Other interesting facts:

NAME: Michael Jackson

1º Importance of His Life:

Michael Jackson, known as the "King of Pop," was one of the most famous and influential musicians of all time. He began his career as a child star with his family's band, The Jackson 5, and later became a solo artist with a string of groundbreaking hits like "Thriller," "Billie Jean," and "Beat It." Jackson was known for his incredible singing, dancing, and innovative music videos. His talent and charisma made him a global superstar.

2º Social, Historical, and Economic Context:

Michael Jackson was born in 1958 in Gary, Indiana, during a time when America was experiencing significant social changes, including the Civil Rights Movement. He rose to fame in the 1970s and 1980s, a period marked by the explosion of popular music genres such as disco, rock, and pop. The advent of music television channels like MTV played a crucial role in his career, as his music videos were some of the first by a black artist to receive heavy rotation, breaking racial barriers in the entertainment industry. The economic prosperity of the 1980s also meant that people had more disposable income to spend on music and entertainment.

3º Curious Questions:

- Did you know that Michael Jackson's album "Thriller" is the best-selling album of all time, with over 66 million copies sold worldwide?

- What is the name of the dance move that Michael Jackson famously popularized, which involves gliding backward while appearing to walk forward? (Hint: It's called the Moonwalk.)

4º Conclusions on Impact:

Michael Jackson had a monumental impact on music, dance, and popular culture. He revolutionized the music video industry with his creative and theatrical videos. Jackson's influence extends beyond his musical achievements; he was also a significant cultural figure who broke racial barriers and set new standards for performance and entertainment. Despite facing numerous controversies and personal struggles, his legacy as a pioneer in the music industry and his contributions to charity and humanitarian causes continue to be celebrated worldwide.

5º Other interesting facts:

NAME: Adolf Hitler

1º Importance of His Life:

Adolf Hitler was a German politician who became the leader of the Nazi Party and dictator of Germany from 1933 to 1945. He is most infamous for his role in initiating World War II and the Holocaust, where six million Jews, along with millions of others, were systematically murdered. His policies and actions led to widespread destruction and loss of life during the war.

2º Social, Historical, and Economic Context:

Hitler rose to power during a time of economic hardship and social unrest in Germany. After World War I, Germany faced severe economic problems, including hyperinflation and high unemployment, exacerbated by the Treaty of Versailles, which imposed heavy reparations on the country. The Great Depression of the late 1920s further worsened the situation. These conditions created fertile ground for radical political movements. Hitler's ability to exploit public discontent and his skillful use of propaganda helped him gain support and ultimately take control of the German government.

3º Curious Questions:

- Did you know that Adolf Hitler was an aspiring artist before he became involved in politics? He applied to the Academy of Fine Arts Vienna but was rejected twice.

- How did Hitler use propaganda to manipulate public opinion and consolidate his power?

4º Conclusions on Impact:

Adolf Hitler's impact on history is profound and deeply tragic. His aggressive expansionist policies led to the outbreak of World War II, which resulted in the deaths of over 70 million people. The Holocaust remains one of the darkest chapters in human history, demonstrating the devastating consequences of hatred and intolerance. Hitler's legacy is a stark reminder of the dangers of totalitarianism, extreme nationalism, and racism. His actions have profoundly influenced international relations, human rights laws, and the global commitment to preventing such atrocities from happening again.

5º Other interesting facts:

NAME: Steve Jobs

1º Importance of His Life:

Anne Frank is one of the most well-known victims of the Holocaust. She gained international fame posthumously with the publication of "The Diary of a Young Girl," which documents her life in hiding from 1942 to 1944 during the German occupation of the Netherlands in World War II. Her diary provides a deeply personal perspective on the horrors of the Holocaust and has been translated into many languages, touching the hearts of readers around the world.

2º Social, Historical, and Economic Context:

Anne Frank was born in 1929 in Frankfurt, Germany. Her family fled to the Netherlands in 1933 to escape the rise of the Nazi Party. During World War II, the Nazis occupied the Netherlands, and anti-Jewish measures were implemented, leading to the persecution of Jews. In 1942, to avoid being sent to concentration camps, Anne and her family went into hiding in a secret annex behind her father's business in Amsterdam. They remained in hiding for two years until they were betrayed and sent to concentration camps. Anne died in Bergen-Belsen concentration camp in 1945.
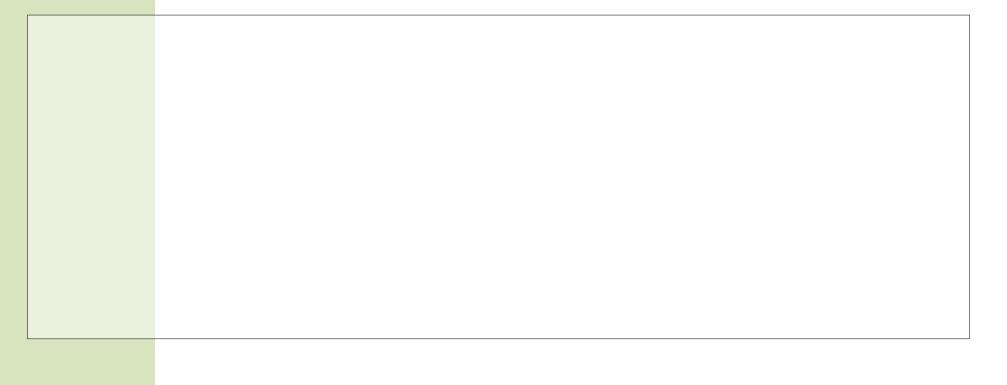
3º Curious Questions:

- Did you know that Anne Frank wanted to become a writer or journalist when she grew up? Her diary is now one of the most read books in the world.
- What kinds of things did Anne write about in her diary besides the daily challenges of living in hiding?

4º Conclusions on Impact:

Anne Frank's diary has had a profound impact on how the world understands and remembers the Holocaust. Through her writing, Anne humanized the suffering of millions, giving a face and a voice to the countless victims of Nazi persecution. Her story has been a source of education and inspiration, teaching generations about the importance of tolerance, human rights, and the devastating consequences of hatred and bigotry. Anne Frank's legacy continues to promote awareness and remembrance of the Holocaust, ensuring that such atrocities are never forgotten.

5º Other interesting facts:

NAME: Lucy Australophitecus

1º Importance of His Life:

Lucy is one of the most famous and significant fossil discoveries in the study of human evolution. She is a 3.2-million-year-old skeleton of a female Australopithecus afarensis, an early human ancestor. Discovered in 1974 in Ethiopia, Lucy's skeleton is remarkably complete, with 40% of her bones found. Her discovery provided crucial evidence about the evolution of bipedalism (walking on two legs) in early humans.

2º Social, Historical, and Economic Context:

Lucy lived approximately 3.2 million years ago during the Pliocene epoch, a time when the environment in East Africa was changing from dense forests to more open savannahs. This shift in landscape is believed to have influenced the evolution of bipedalism, as walking on two legs would have been more efficient for traveling across open ground and spotting predators. Lucy's species, Australopithecus afarensis, is thought to be one of the key links in the evolutionary chain leading to modern humans.
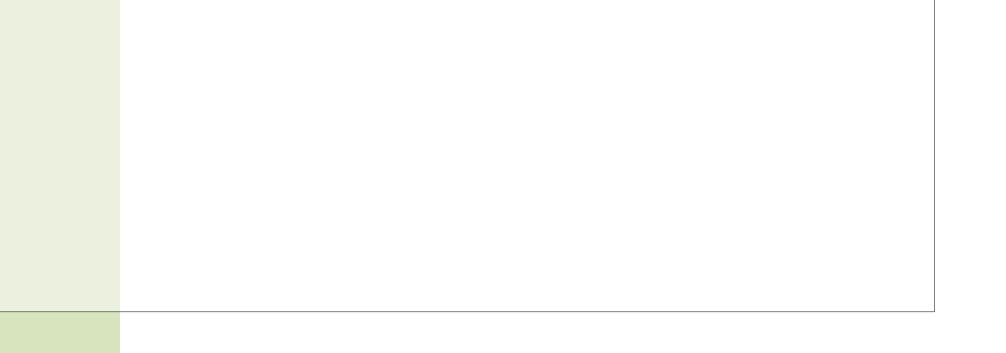
3º Curious Questions:

- Did you know that Lucy was named after the Beatles' song "Lucy in the Sky with Diamonds," which was playing at the excavation site when her skeleton was discovered?
- How did scientists determine that Lucy walked upright? (Hint: Look at the structure of her pelvis and leg bones.)

4º Conclusions on Impact:

Lucy's discovery has had a profound impact on our understanding of human evolution. Her skeleton provided the first clear evidence that early human ancestors walked upright before the development of larger brains. This challenged previous theories and helped scientists piece together the complex puzzle of human ancestry. Lucy remains a symbol of the origins of humanity and continues to be a vital reference point for paleoanthropologists studying our evolutionary history.

5º Other interesting facts:

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Annex 1 - Group dynamics

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 himsled/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.

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.

Variant: once the dynamic has been completed, a variant 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 (English 5th session- supporting material, Exercise 1).

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.

Title: The initial letter

Objectives: Promote effective communication, active listening and oral expression.

Materials required: photocopy (supporting material, Exercise 1).

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 **(see Annex 4)**. 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.

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.
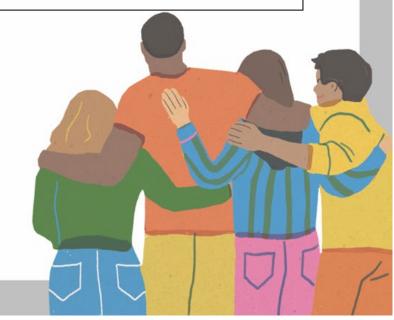
Materials required:

- 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.
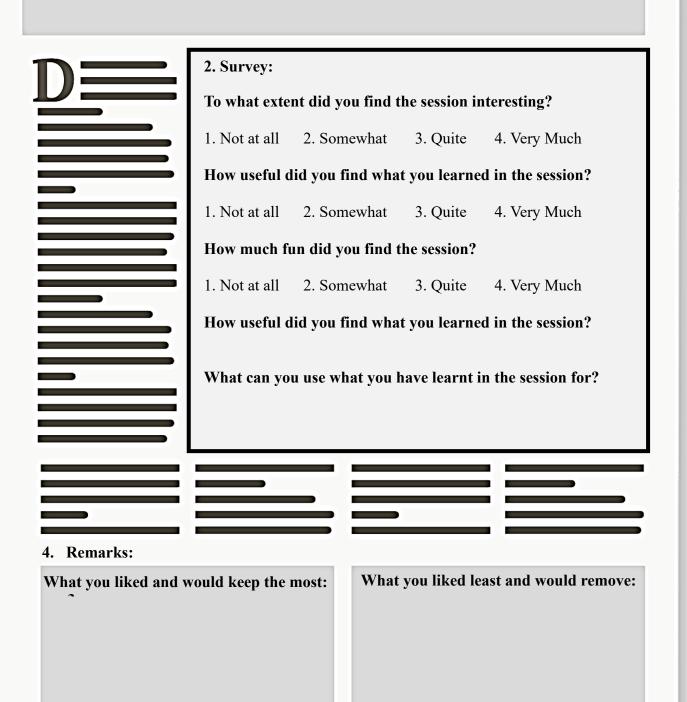
ANNEX 2: STUDENT ASSESSMENT

1. **Headline that summarises what they have learnt in the session:**

D

2. Survey:

To what extent did you find the session interesting?

1. Not at all   2. Somewhat   3. Quite   4. Very Much

How useful did you find what you learned in the session?

1. Not at all   2. Somewhat   3. Quite   4. Very Much

How much fun did you find the session?

1. Not at all   2. Somewhat   3. Quite   4. Very Much

How useful did you find what you learned in the session?

What can you use what you have learnt in the session for?

4. **Remarks:**

What you liked and would keep the most:

What you liked least and would remove:

Suggestion: Record a TikTok/ Instagram/ X with the headlines. Putting #common to use **#ExitoEducativoCyL .**
Podcast channel: "News in a Minute" Summary of all the headlines.

Annex 3 – Visual analogy

Name of the game: "Battleroad"

Objective of the game: Practice the structure of the verb have got.

Materials needed:

- Two boardgames (one for each student)

Instructions:

Students have to hide six ships in the grid. Then, they will ask their partner questions to know where the ships are. If s/he guesses the position, the partner will say hit or hit and sunk.

The ships are:

- 1 red truck: 3 boxes
- 2 blue vans: 2 boxes
- 3 yellow cars: 1 box

Examples of questions:

- Have _____got a _____?
- Has_____ got a_____?

Examples of answers:

- No,_____haven't/hasn't.
- Yes, _____have/has.

Scoring system

- 1 red truck: 3 points
- 2 blue vans: 2 points
- 3 yellow cars: 1 point

End of the game

The student who finds all the ships wins.

Variants:

This game can be played using affirmative sentences instead of interrogative sentences. Also, the nouns that appear in the horizontal part line can be changed to vary the sentences.
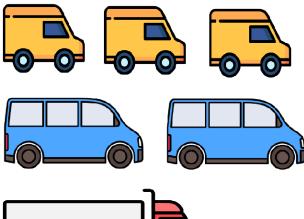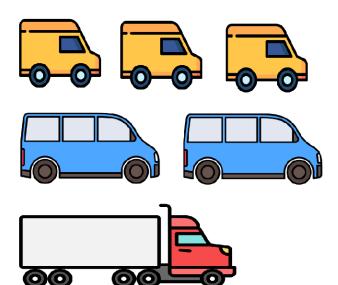
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BATTLEROAD (have/has got)

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BATTLEROAD (have/has got)

Name of the game: "Coloured cones"

The game is an adaptation of the board game "Speed cups". The objectives, materials and instructions for this adaptation are explained below.

Objective of the game:

- To put different contents into practice in a dynamic way.

Materials needed:

- Deck of coloured cone cards.
- Blank pack of cards to add condition to win the point.
- Coloured cones (one per player). Disposable cups decorated with the colours of the cones can be substituted.
- Ring, bell or substitute app.

Instructions:

First of all, teams of 4 or 5 people will be formed. This can be done randomly by assigning a number to each person and then grouping those numbers into teams, planned by the teacher, or freely for each student to group with partners of their choice. Each group will receive a deck of coloured cone cards, one set of coloured cones per player and a deck of condition cards for the point.

To prepare for the game, the players first write the words for the point condition on the deck of blank cards. For example, "table" to perform its morphological analysis, a "mathematical equivalence" to check if it is correct, etc.

Next, the packs of cards are placed in the centre of the playing area face down, and each player must have his or her coloured cones ready.

To start the game, turn over a card from the deck of coloured cones (so that it is visible to all players). Quickly all players have to arrange their coloured cones according to the figures that can be seen on the card.

The fastest player has to ring the bell. If the order is correct, the condition card for the point is turned over (so that it is visible to all players) and the player must solve the challenge. If the order is not correct there will be a bounce, in which case the next fastest player to press the buzzer will start the process again (check the organisation of the cones and solve the challenge card to get the point). The player who has solved the challenge will keep the scorecard.

Scoring system

The number of scorecards held by each player shall be counted.

1

Dispute settlement

Any disputes in the resolution phase of the challenge will be resolved by the teacher.

End of the game
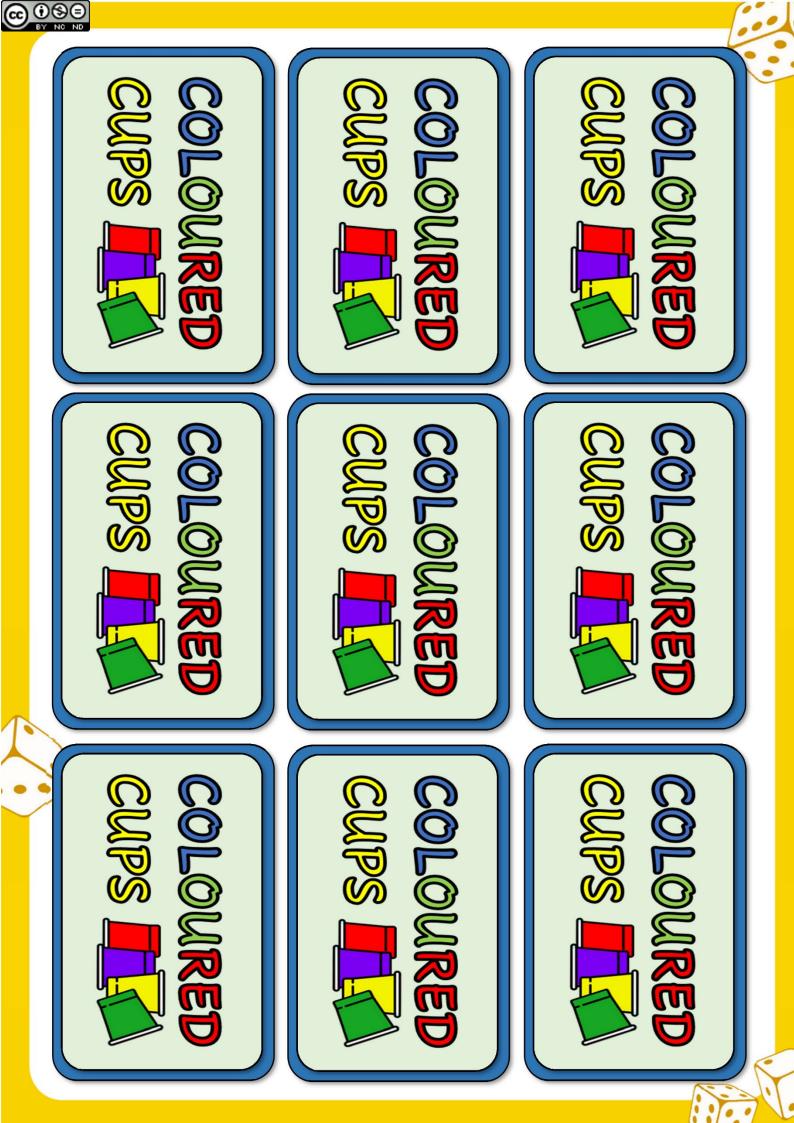The game ends when the deck of condition cards for the point is finished.

Example of the application of the game in the area of language:

The blank cards are filled in with words of different types in order to be analysed morphologically (nouns, adjectives, adverbs and/or determiners; for example, table, red, flock, beehive, crisp, big, yesterday, soon, the, third...) or, on the contrary, the type of word is reflected on the card: nouns, adjectives, adverbs or determiners (several of these can be made) and the students must name an example.
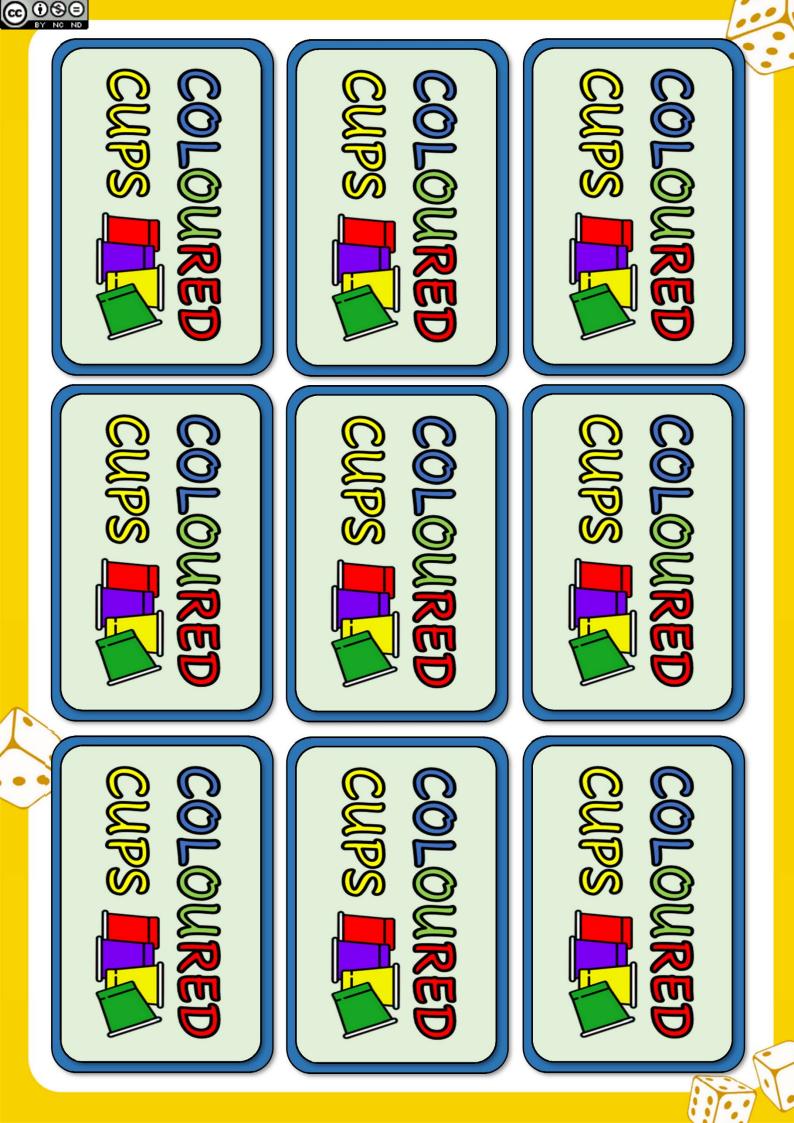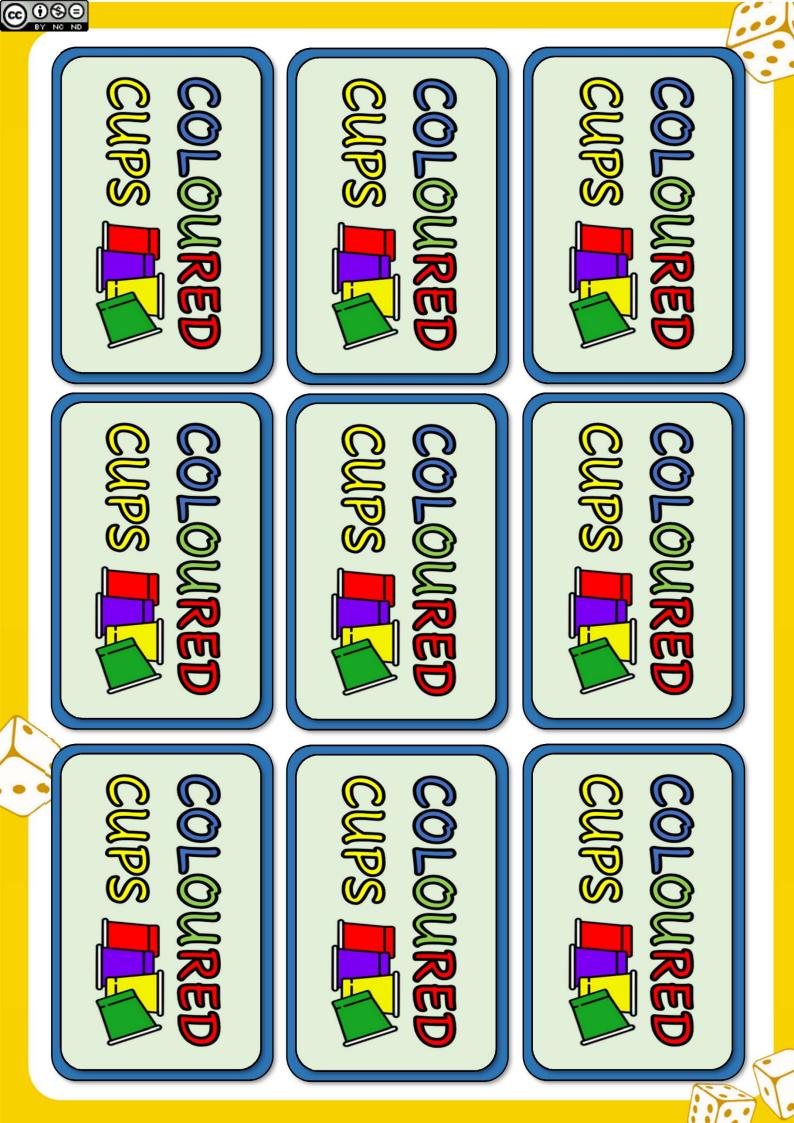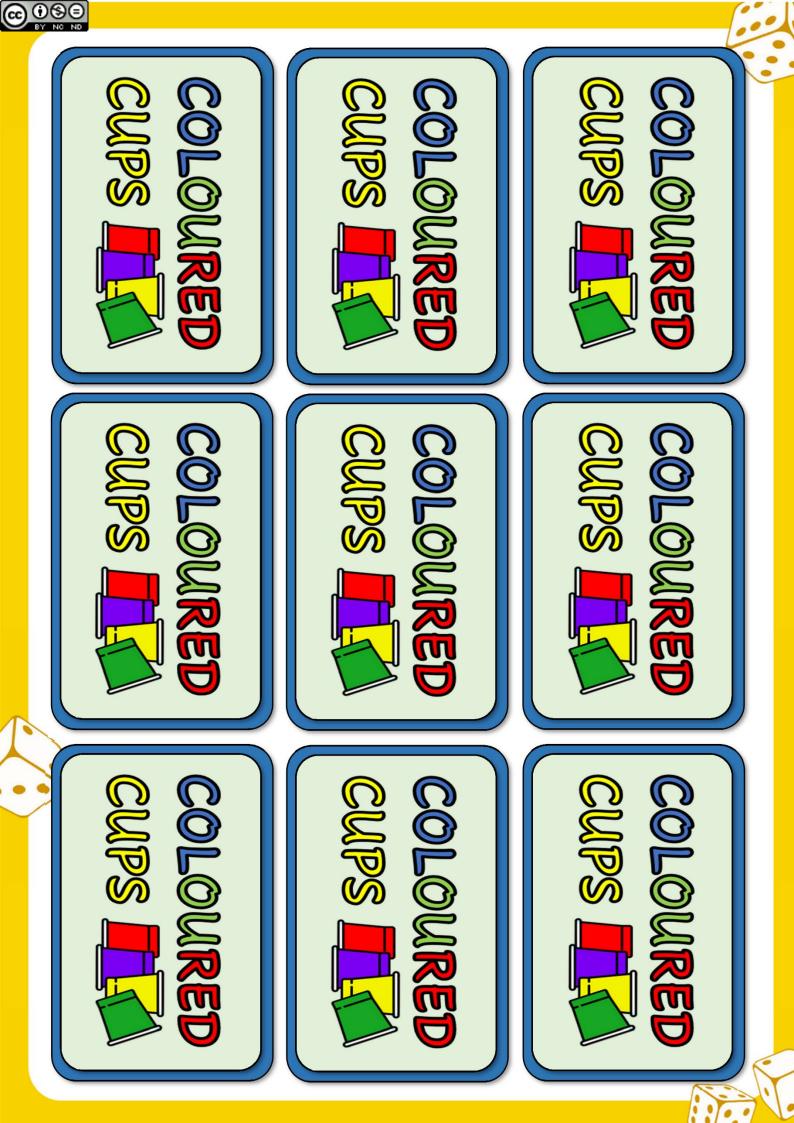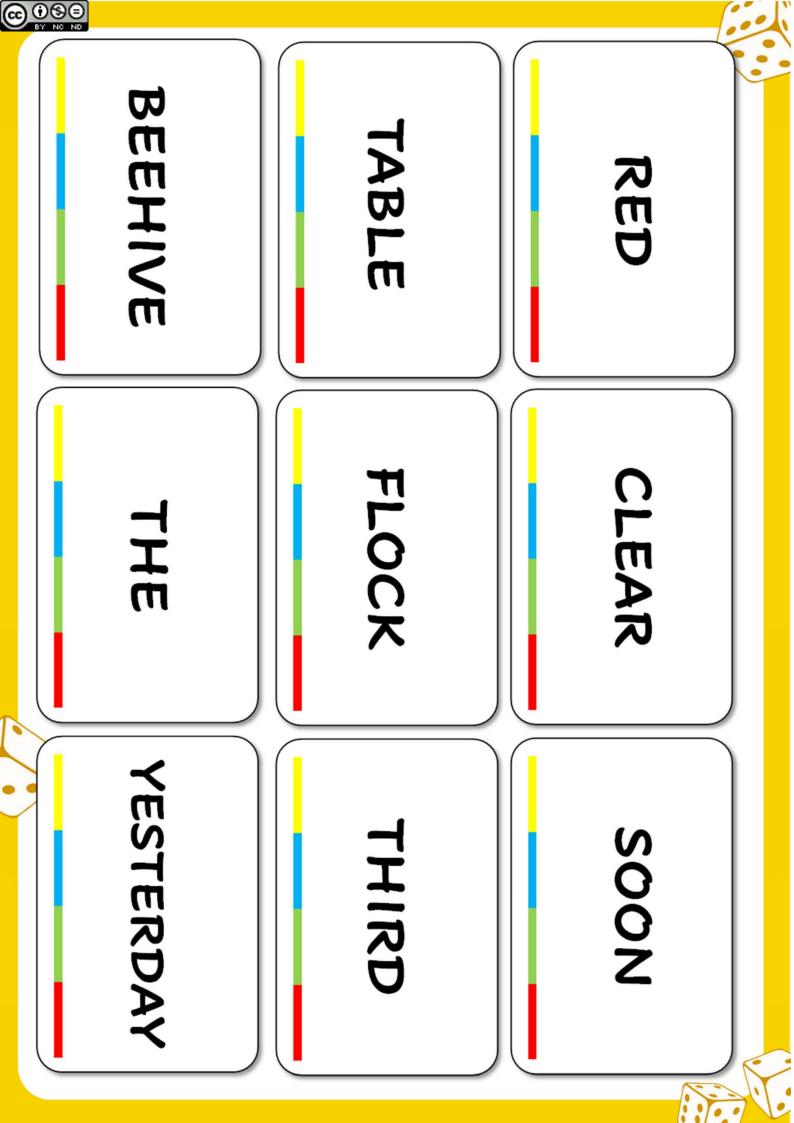
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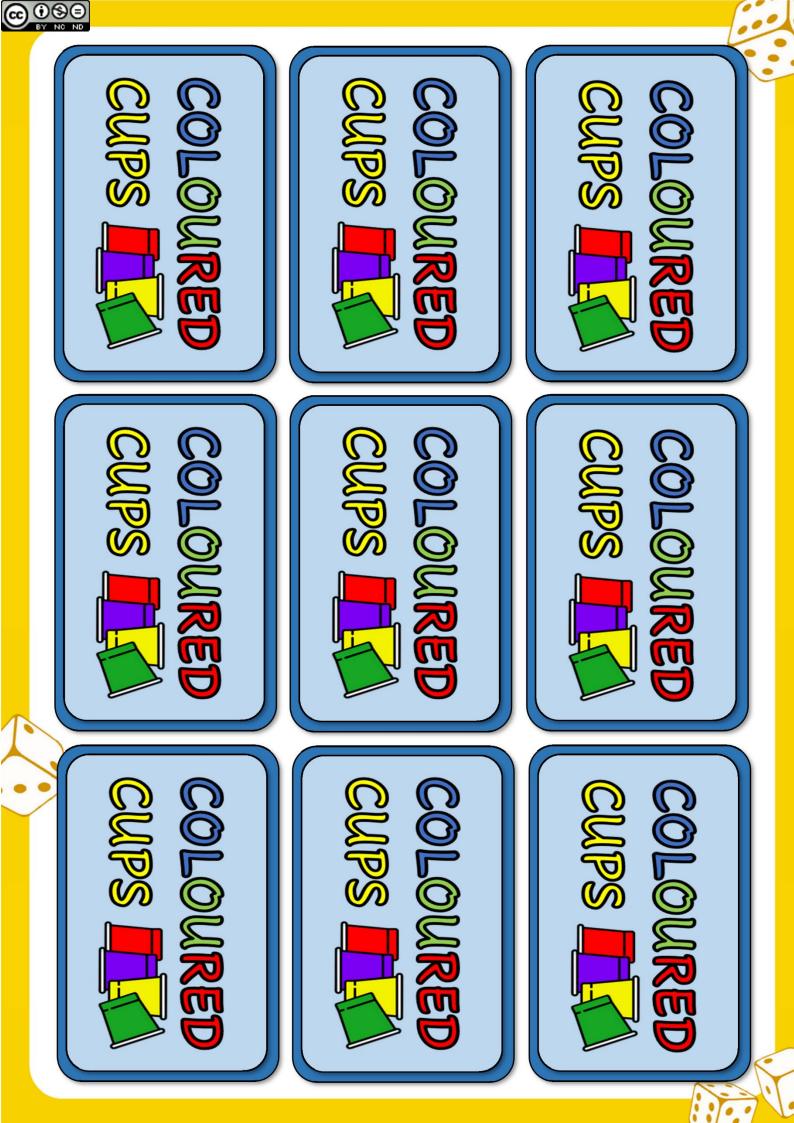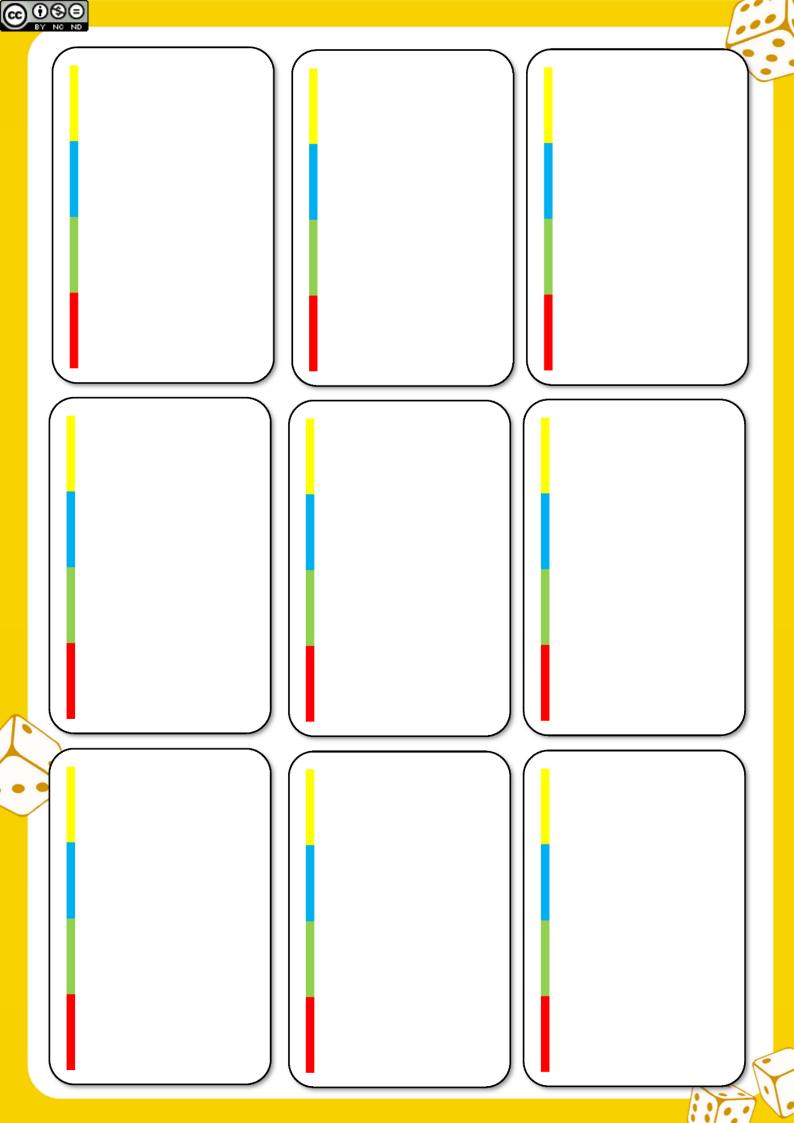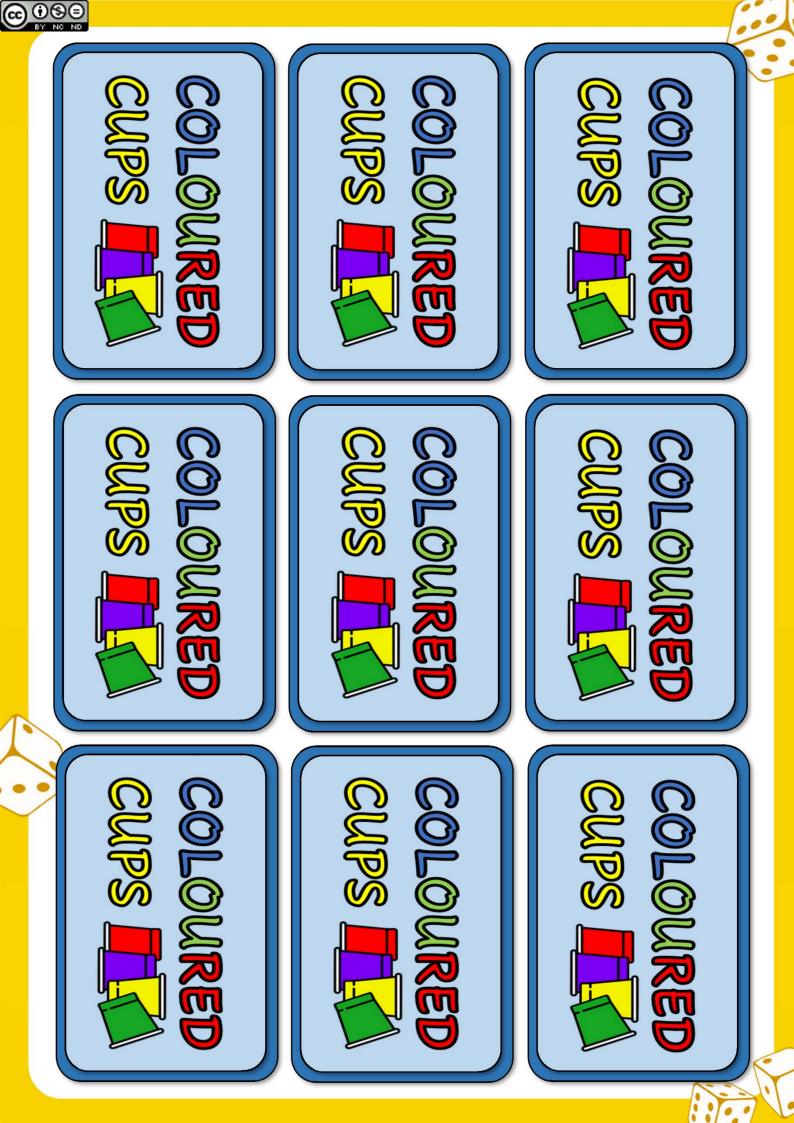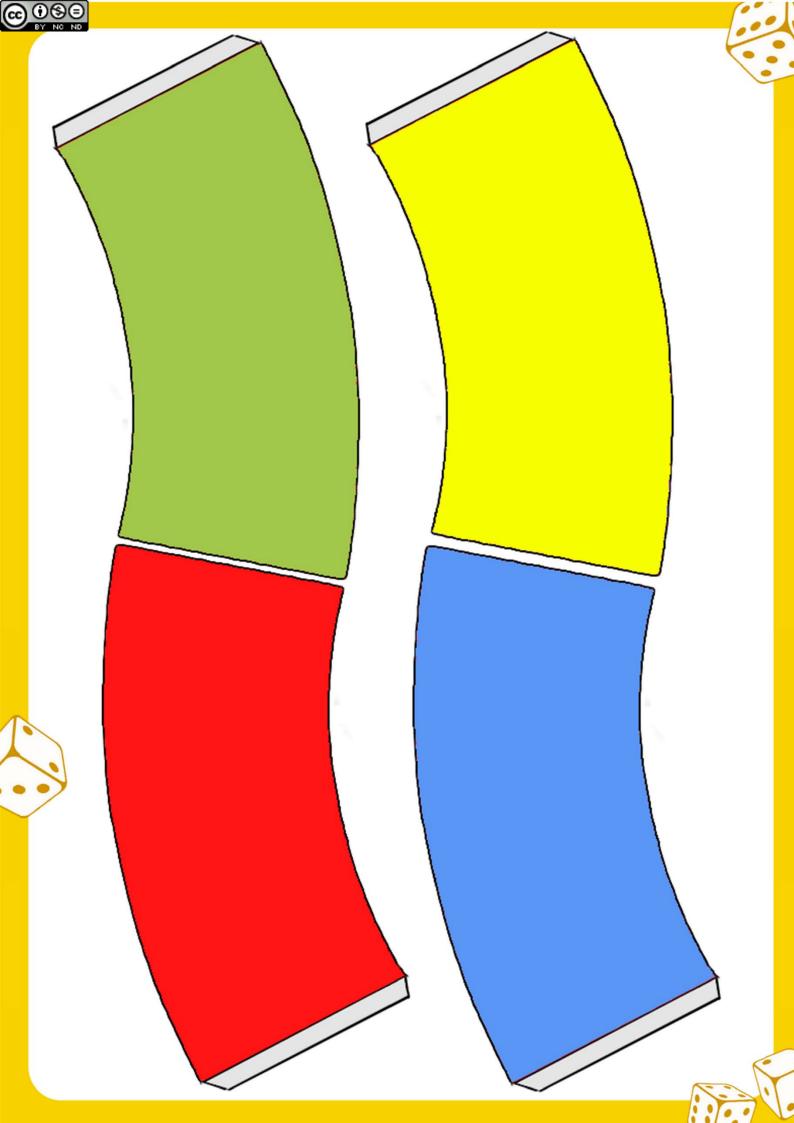COLOURED CUPS
COLOURED CUPS
COLOURED CUPS
COLOURED CUPS

Name of the game: "Forbiddenly Fun"

Objectives of the game:

- Promoting creativity and linguistic expression
- Contribute to the improvement of spontaneous oral expression.
- Promoting language skills in vocabulary

Materials required:

- Flash cards
- Stopwatch

Instructions:

First, it is necessary to divide the students into teams, preferably of 3 members and a maximum of 4. Each of the teams will have a set of cards, which have a total of 6 words:

- The **Keyword:** is the concept or word(s) that the team must guess.
- The **5 forbidden words**: words that are closely related to the keyword and that cannot be used to describe the keyword.

One person in the team (in each round the person changes) explains the key word to the other people in the team so that they can guess what it is, but the following rules must be complied with:

1. It is forbidden to mention both the keyword and the forbidden words, as well as their singulars or plurals.
2. No gestures of any kind may be made, neither with the face nor with any other part of the body.
3. Other representations such as drawings or pointing to objects that may facilitate expression, as well as references to previous cards, are not allowed.
4. The person who explains the words can only use verbal expression according to the established rules and s/he can only answer yes or no to the answers given by the other team.
5. The person who explains the words may not use another language to refer to prohibited words or to the lexical root of the keyword and prohibited words.

Given that there are different expression capacities among the students, it is important that the composition of the groups is organised in such a way as to ensure the diversity of its components.

Game procedure: The cards will be in a deck and one card will be drawn in each round. The person who explains the key word has 1 minute to explain the key word and get his or her team to discover it. All members of the group can participate simultaneously when they have to guess the key word. This way, the activity becomes more dynamic, but an order is necessary so that the group that guesses the key word can listen to the correct answer and validate or reject it.

When a team finishes its round (by guessing its key word or not doing so within the time limit), the next team will take a new card and move on to the next round. It is important that everyone in the team goes through the role of explaining the key word at least once.

Scoring system:

- When a team guesses its keyword: **+2 point.**
- Each time a team violates one of the rules: **-1 point.**

End of the game:

The game does not have a specific end, as the rounds can continue as many times as desired, but it is necessary to check that when the game is finished, all teams have played the same number of times in both roles, i.e. explaining and guessing.

Variant 1: This variant consists of giving the card with only the key word and leaving it to the teams to define the 5 forbidden words. In this way the student is introduced to the creation of game cards. This process involves students deepening their understanding of the key word as this is necessary to establish good forbidden words.
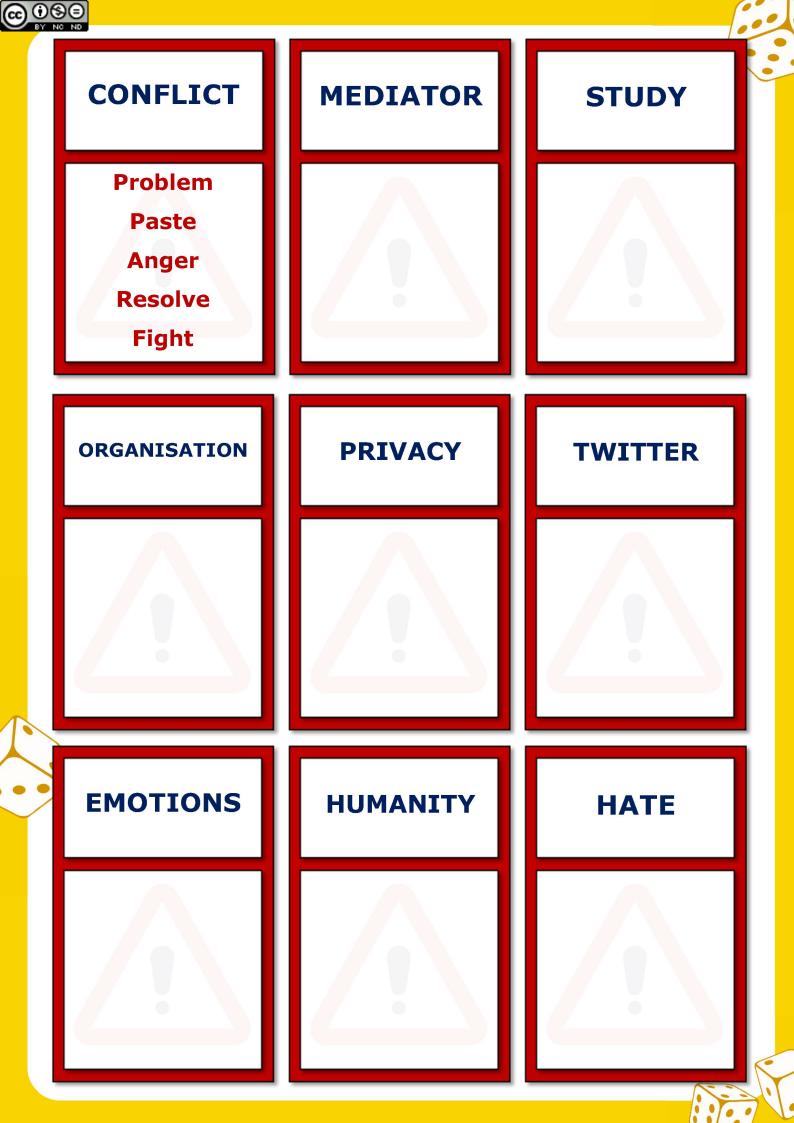
Variant 2: This variant has a more advanced level, **as it** is the students themselves who have to create the entire card, both the key concept and its 5 forbidden words.

HUMAN RIGHTS

Equality

Dignity

Freedom

Justice

Respect

CITIZENSHIP

Rights

Responsibilities

Participation

Equality

Identity

CRITICAL THINKING

Analysis

Questioning

Reflection

Autonomy

Argumentation

VALUES

Respect

Equality

Cooperation

Help

Person

PHOTOGRAPHY

Photo

Camera

Album

Capture

Mobile

INSTAGRAM

Social Networking

Reels

Stories

Image

App

SOCIAL NETWORKS

Chat

Twitter

Instagram

Facebook

App

SCIENCE

Laboratory

Experiment

Vaccine

Research

Discovery

HOAX

Lie

Fake news

Disinformation

News

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CONFLICT	**MEDIATOR**	**STUDY**
Problem Paste Anger Resolve Fight		
ORGANISATION	**PRIVACY**	**TWITTER**
EMOTIONS	**HUMANITY**	**HATE**

FORBIDDENLY **FUN**

FORBIDDENLY **FUN**

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BILINGUAL

FRIENDSHIP

FORBIDDENLY **FUN**

FORBIDDENLY **FUN**

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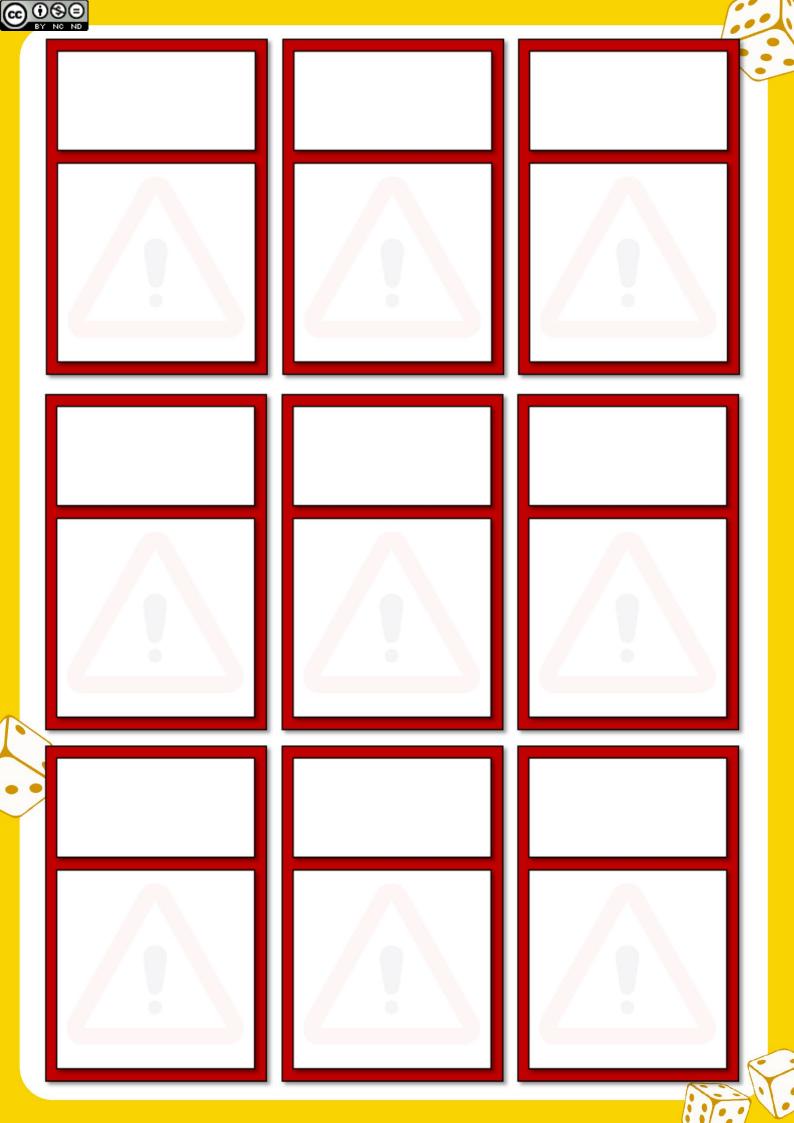
FORBIDDENLY **FUN**

Name of the game: **"Frequency adverbs board game"**
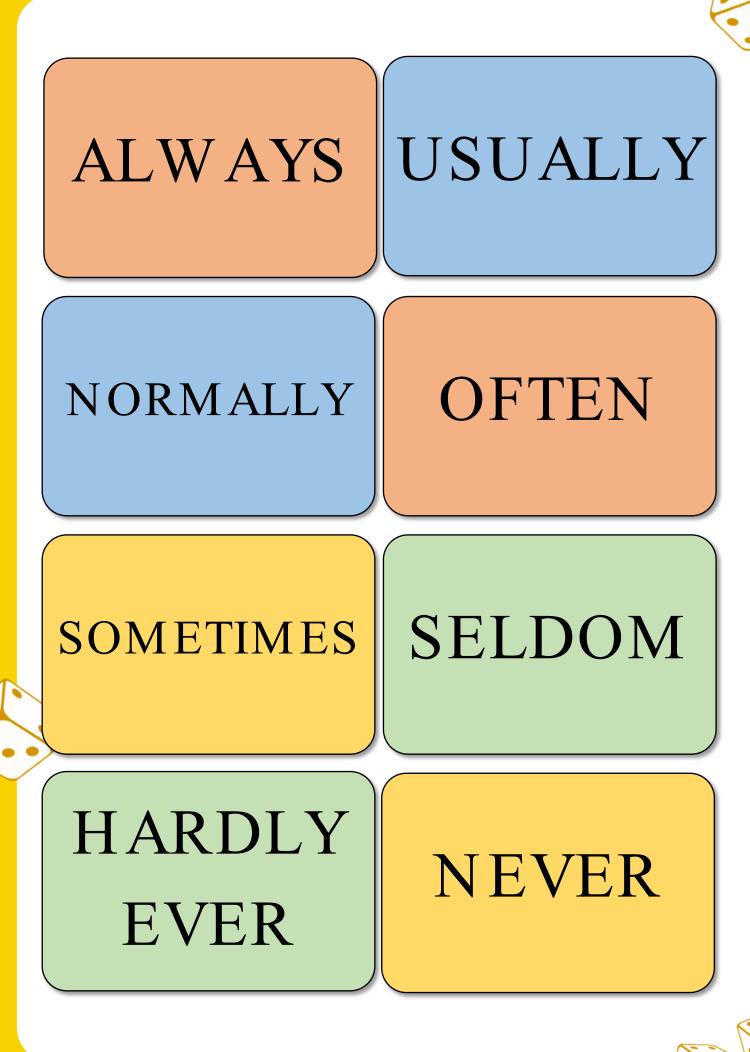
Objective of the game:

- To put different contents into practice in a dynamic way.

Instructions:

- The first player rolls a dice to know the number of spaces they can move forward.

- The player lands on a space and takes a card with an adverb, read it silently, and create a sentence using that adverb. For example, if the adverb is "sometimes," they might say, "I sometimes drink coffee in the mornings." Then, they place the card in the deck again.

- If the sentence is grammatically correct and uses the adverb appropriately, the team earns a point. But if the sentence is incorrect or the adverb is not used properly, the turn passes to the next team, and they have a chance to steal the point by providing the correct sentence.

- The first team to reach the finish line wins.

- Write different frequency, place, and time adverbs on separate index cards. For example: "always," "sometimes," "rarely," "never," "here," "there," "everywhere," "yesterday," "tomorrow," "soon," etc. b. Divide the students into two teams.

- Game Setup:

  A. Create a large game board on the whiteboard or paper. It should have a starting point and a finish line with several spaces in between.

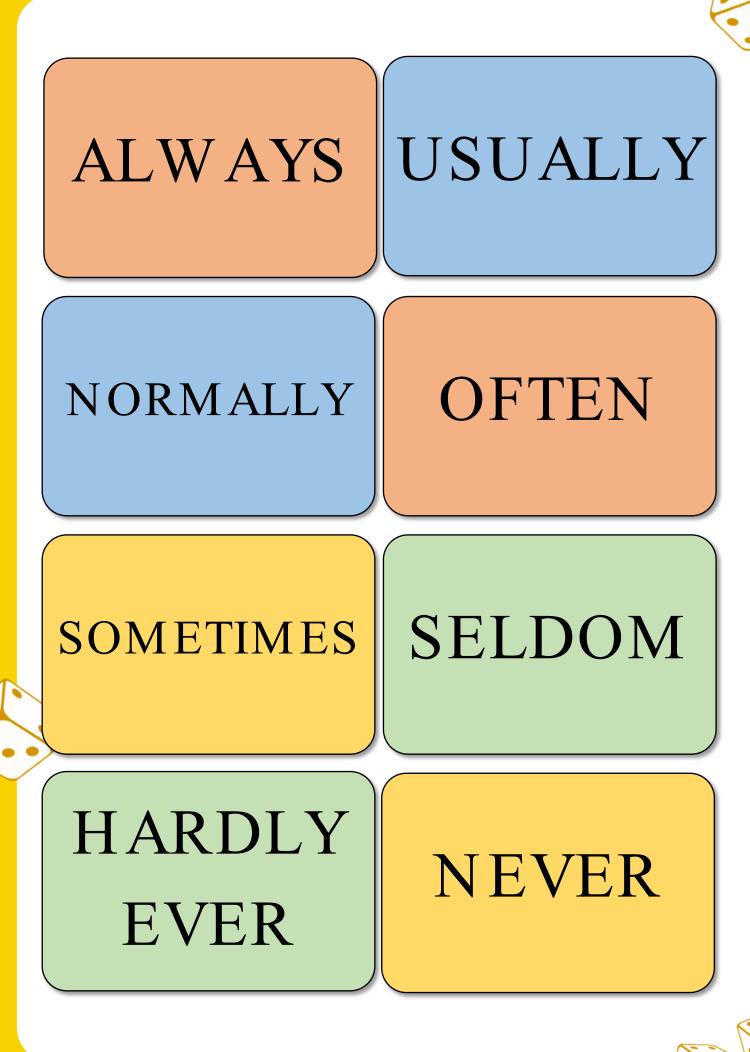 B. Randomly place the index cards with adverbs face down on different spaces on the game board.

ALWAYS

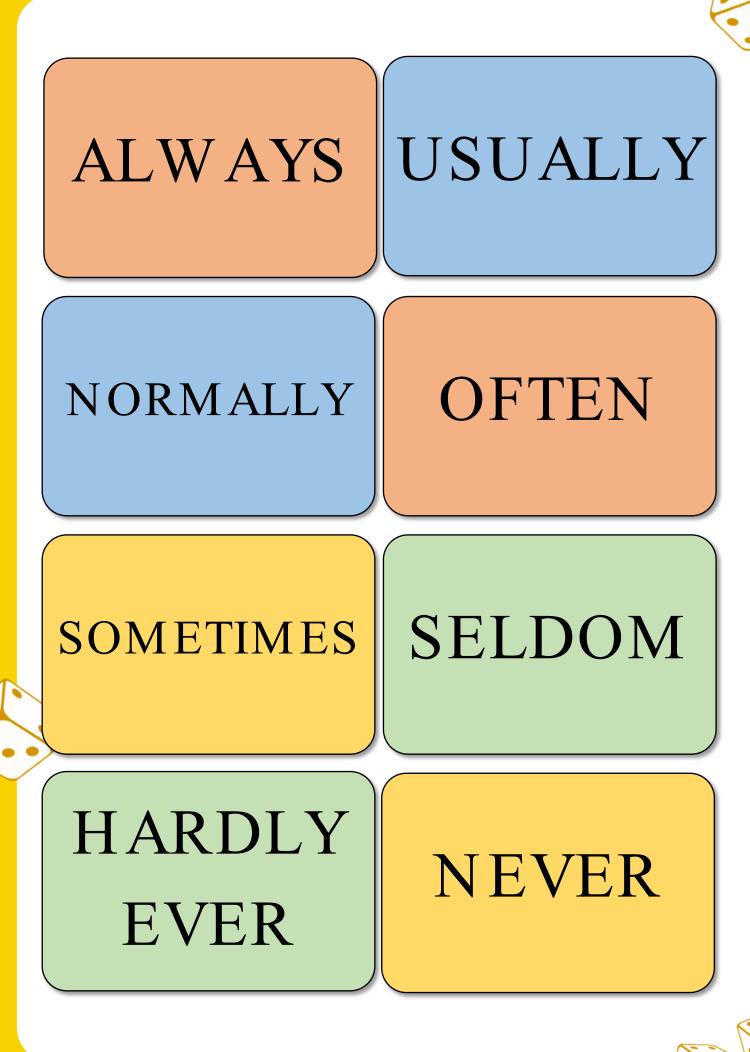USUALLY

NORMALLY

OFTEN

SOMETIMES

SELDOM

HARDLY EVER

NEVER

ADVERBS GAME

ADVERBS GAME

ADVERBS GAME

ADVERBS GAME

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ALWAYS

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ADVERBS GAME

ADVERBS GAME

Board game with the following labeled spaces:

Top row: visit, study, buy, play, swim, eat, prepare, make, bake, pay

Right column: check, speak, clean, practice

Inner spaces: water, go, wear, meet, play, watch, give, prepare, help, listen

Center cards: ADVERBS, DISCARD

Left column: travel, drink, drive, put, take, wash

Bottom row: wash, read, walk, play, go, offer, work, build, eat, START
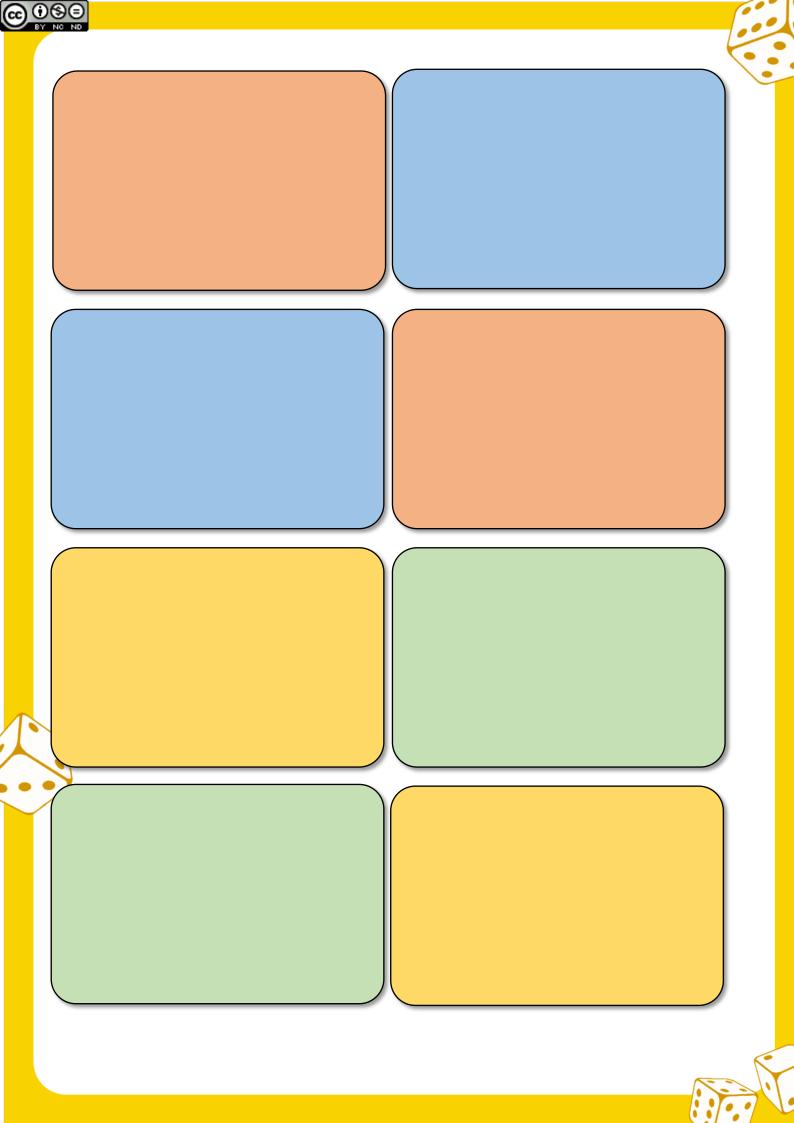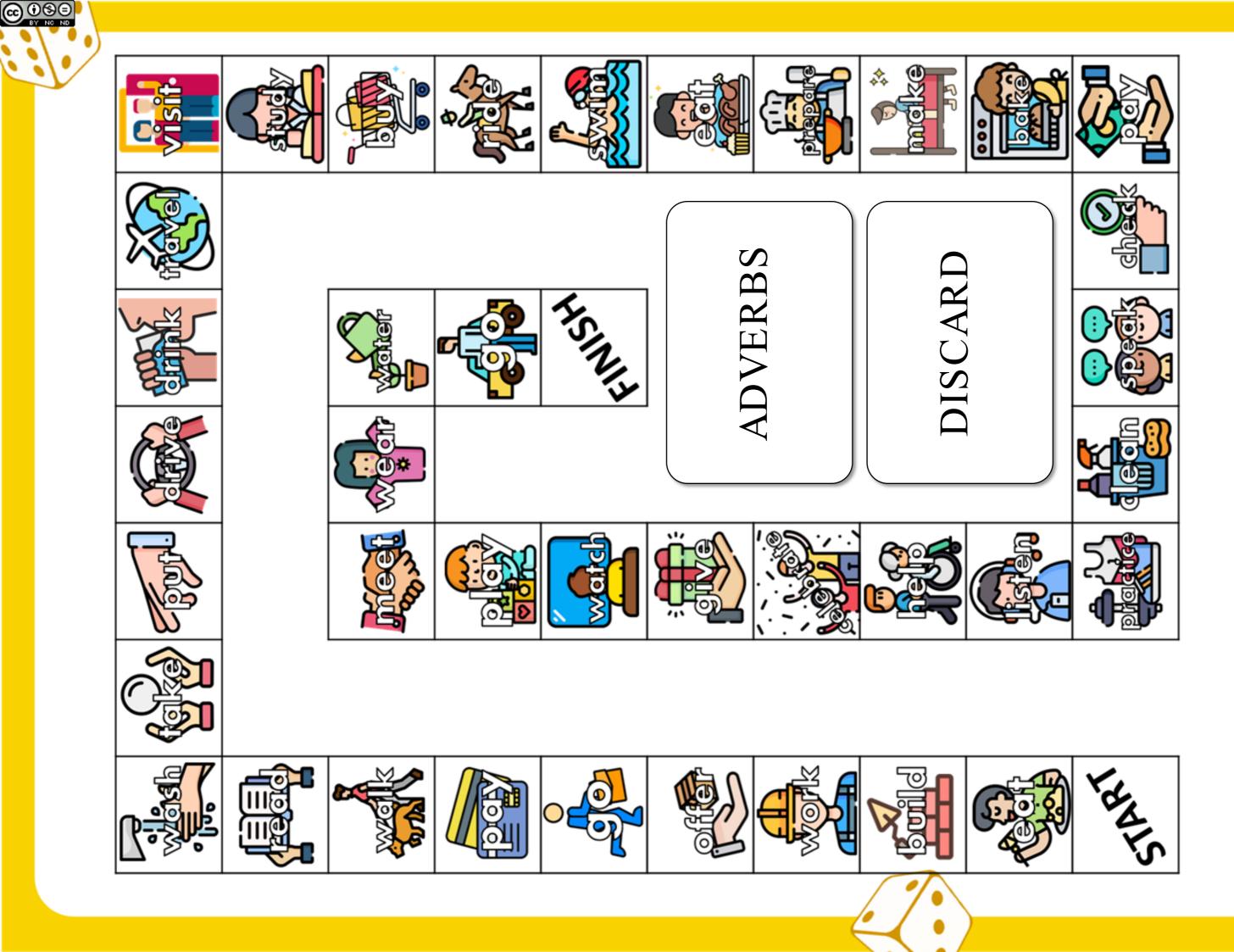
Inner: FINISH

Hangman

PensaTIC

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.

Name of the game: **"Sinuous snake: personal pronouns"**

Objectives of the game:

- Practice the personal pronouns.

Materials needed: Board game, dice or the roulette provided with the board game, and counters. If the teacher wants students to write down the sentences, they will need paper and pencil.

Instructions:

1. Throw the dice.
2. The number obtained indicates the personal pronoun the student will use to make a sentence.
3. If the sentence is not right, the student cannot move the counter.
4. If a student gets to a square that has the end of an arrow, s/he can move the counter to the square that contains the beginning of the arrow. The same will happen with the arrow in the opposite direction.

NUMBER	PRONOUN
1	he
2	she
3	it
4	we
5	you
6	they

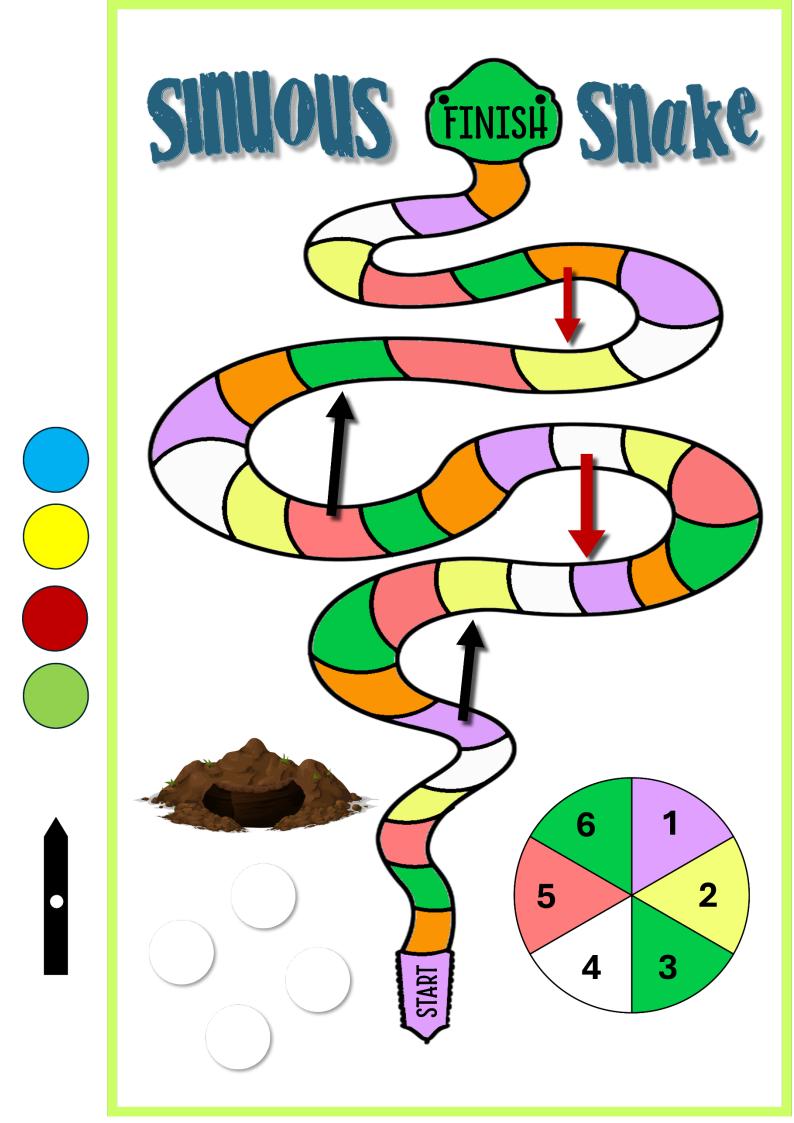**End of game**: the student who gets to the head of the snake first wins.

Variation: This board game can be used with many different aspects of grammar, vocabulary or pronunciation. For example, prepositions, nationalities, types of adverbs, verbal tenses, etc.

Variation: Depending on whether the number on the dice or the roulette is even or odd, the student must say one type of word or another as indicated in the chart.

ODD NUMBER	EVEN NUMBER
Simple present	Present continuous
There is/are	There was/were
Frequency adverbs	Place adverbs
Vocabulary about nationalities	Vocabulary about furniture
Regular past form of a verb	Irregular past form of a verb
...	...

SINUOUS FINISH SNAKE

START

1 2 3 4 5 6

Name of the game: "The Racing Challenge"

Objective of the game:

- Promote the infusion of subject content with different cognitive strategies or movements of thought.
- Develop evidence assessment and informed and ethical decision-making.
- To promote teamwork and communication skills.

Materials required:

- Thinking cards or game dice with thinking movements.
- Content cards.
- Blank pack of cards.
- Tokens or markers for each team (Horses).
- Scoreboard (horse race).
- Challenge board.
- Verdict paddles (Green thumbs up, red thumbs down, Straight mouth emoji).
- Clock.

Instructions:

First, play teams of 4 or 5 people will be formed. This can be done randomly by assigning a number to each person and then grouping these numbers into teams, planned by the teacher, or freely for each student to group with the teammates of their choice. Each group will receive a token or team marker, a challenge board and verdict paddles.

The first step is to set the challenges for each team. To do this, each team takes the two packs of cards and mixes them so that the cards are not visible, mixing the deck of thought movement cards on one side and the deck of content cards on the other.

The two decks are placed face down after the cards have been thoroughly shuffled and four pairs of cards are drawn, one from each deck. This will form the challenge for the group. To achieve the challenge, they have to solve each of the two pairs of cards in the team, which will infuse the thinking with the contents.
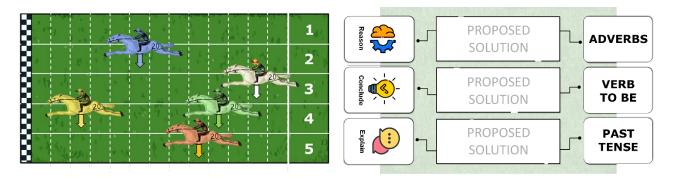
For example, if we are playing with mathematical cards, the following situation may arise as part of the challenge:

Explain or Interpret Card + Prime Numbers Card
The challenge will be to explain what prime numbers are.

Each group will solve the four pairs of cards that make up their challenge and will have a maximum time limit or the time will stop when a team finishes.

Peer2Peer - rate your peers' resolution of the challenge!

In the final phase, each team will present its challenge and its proposed resolution to the other teams, who will have a few minutes to issue their verdict. When the time set by the teacher for the verdict decision is over, each team will take its verdict paddle and raise it on the teacher's command: Teams, give your verdict!

Scoring system

The number of green paddles will be counted so that this will be the number of positions the team advances in the horse race. The teacher will also give their own verdict with the corresponding paddles, their score will be worth double points.

Dispute settlement

Any disputes in the peer2peer phase will be resolved by the teacher or through the means determined by the teacher.
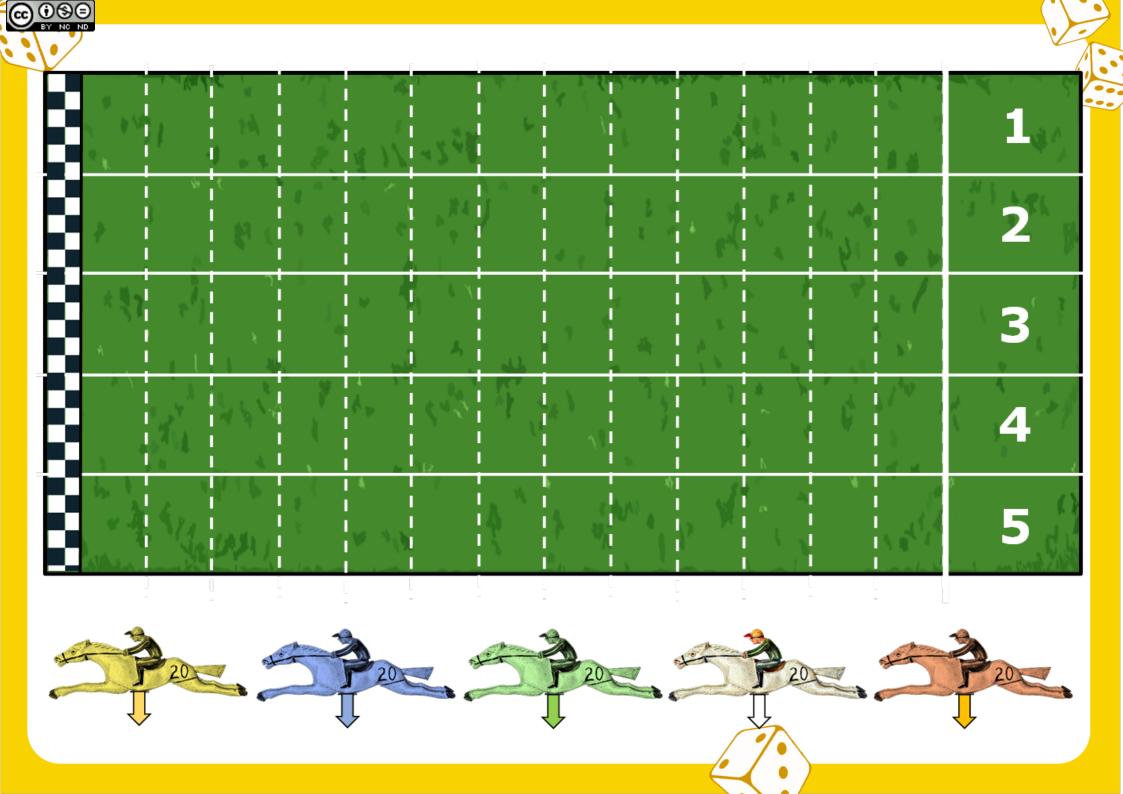
End of the game
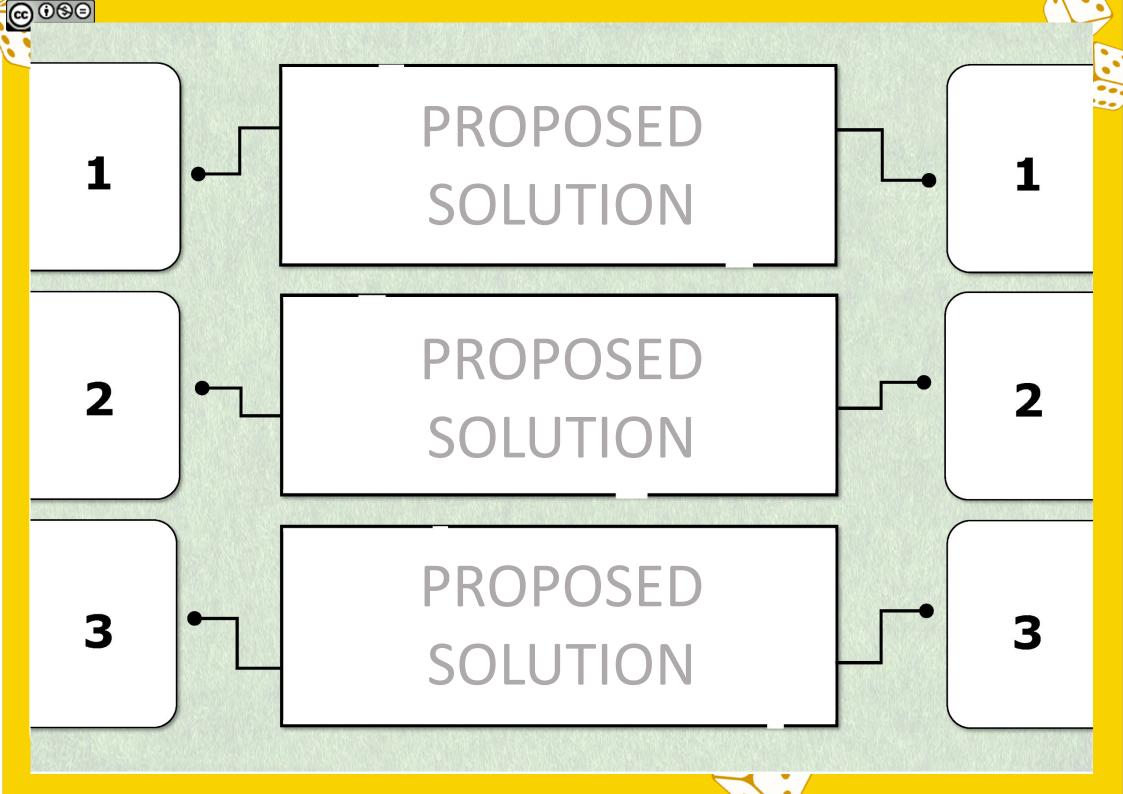
The game ends when one of the teams finishes the horse race.

Variant:
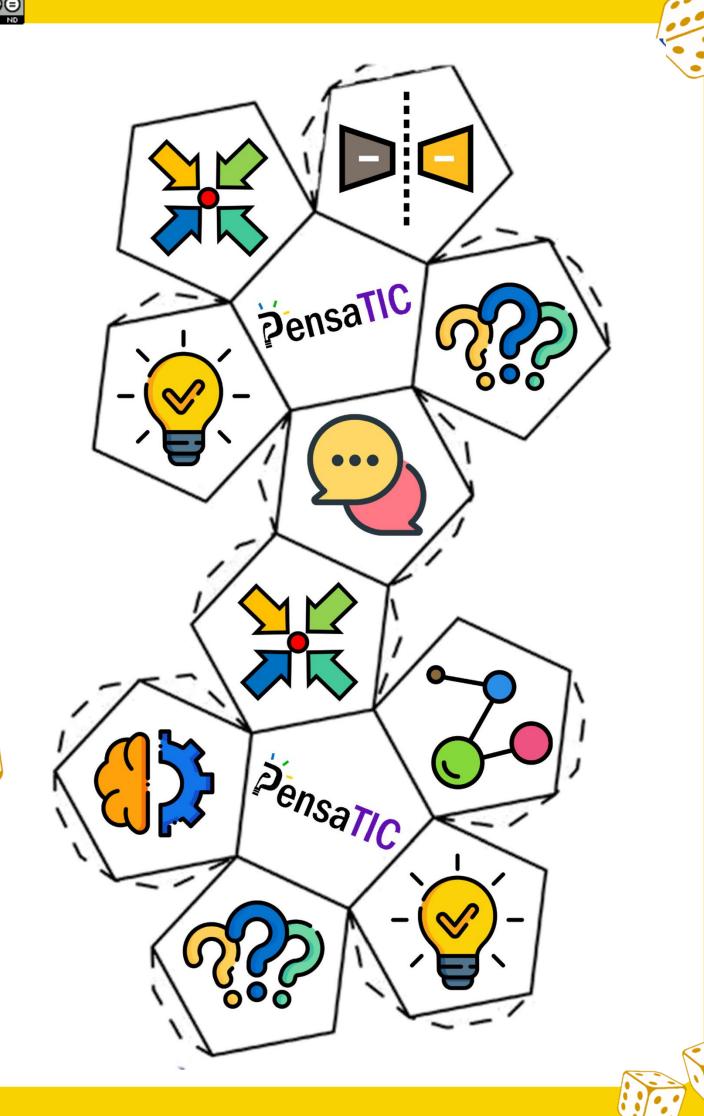
Blank cards can be used to extend the game together with the students.

Make an analogy

Reason

Conclude

Summarise

Explain

Question

Connect

Take a decision

PensaTIC

Describe	**Remember**	**Consider viewpoints**
Research	**Plan**	**Organize**
	Identify Patterns	**Identify objectives**

PensaTIC

Applying contents

Evaluate evidence

Generate alternatives

Clarify priorities

Identify data

Making generalizations

Make predictions

Propose an improvement

PensaTIC

Name of the game: "Thinking Cards"
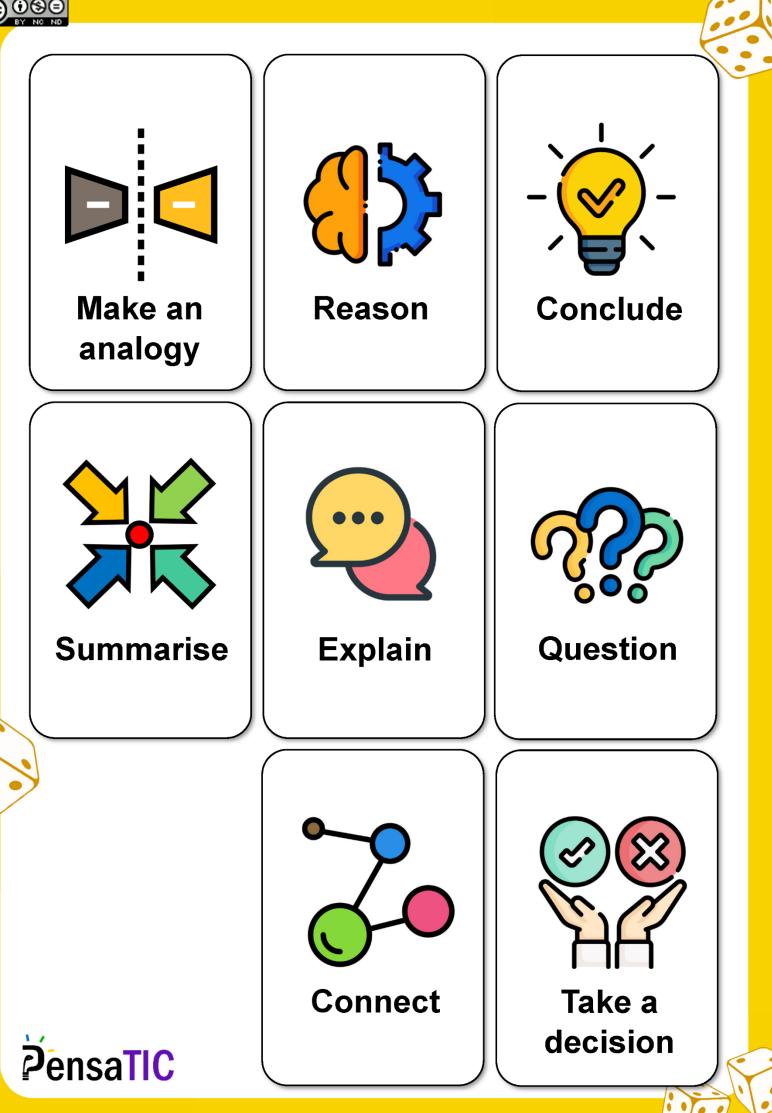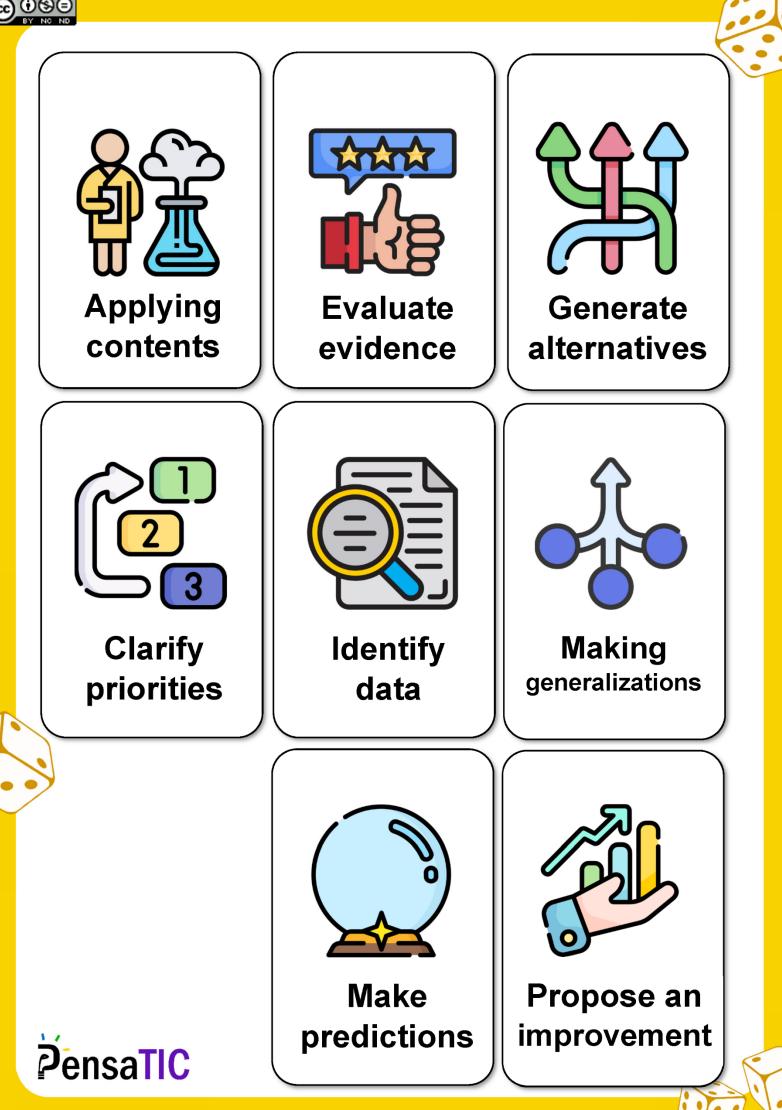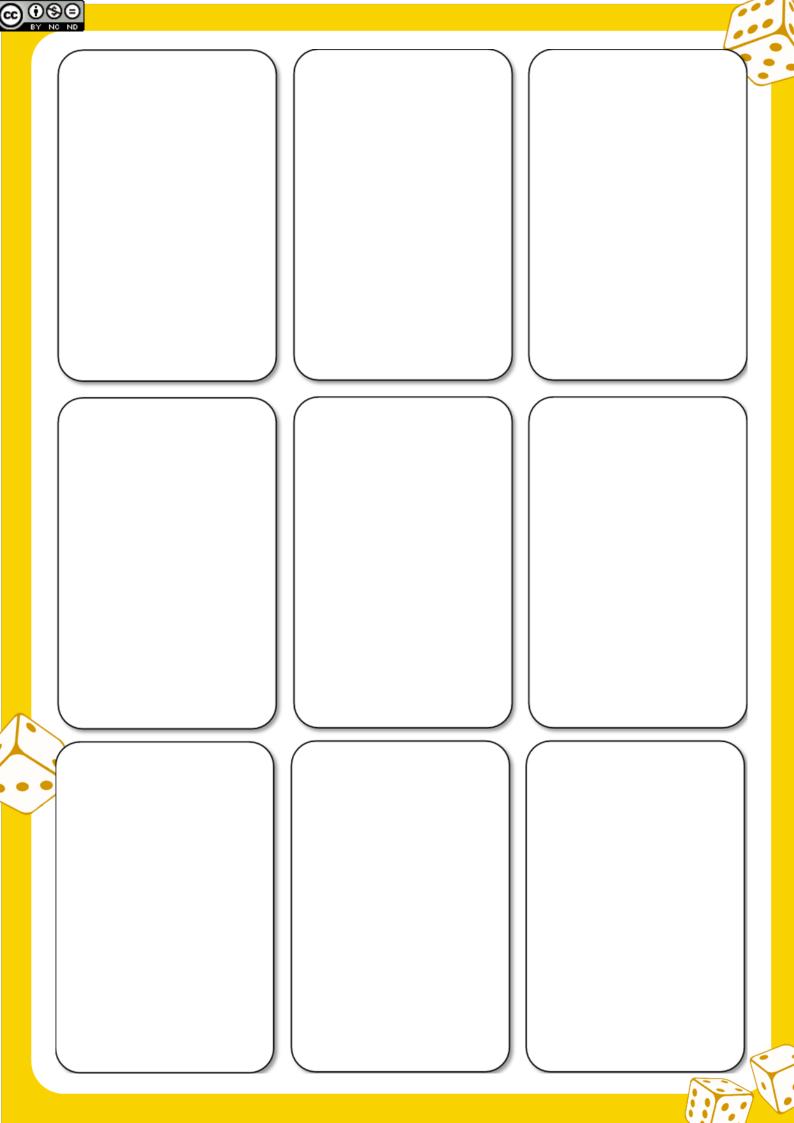
Objectives of the game:

- Promoting participation in the classroom.
- Contribute to the improvement of our students' metacognition.
- Fostering understanding and deep learning.

Materials needed:

- Thinking Cards.

Instructions:

Thinking cards ultimately aim to generate understanding and develop metacognition but can be gamified to promote student engagement in the classroom. Each card symbolises one of the basic thinking moves for comprehension (*Ritchhart, Church and Morrison, 2014*).

At least 10 copies of the **Thinking Cards** sheet should be printed out, as it is necessary to have a large deck of cards for use in the classroom.

In situations where the teacher is explaining a content, an activity or students are doing a task, the teacher will give cards to those students who participate. Depending on the type of participation in the classroom, one card or another will be awarded. For example, the teacher is explaining what human rights are and a student asks a question related to this content or gives an example of a news item that he/she has read on networks and considers that it is related to human rights. At this point, the teacher will award the "**Ask**" card for a good question or the "**Connect**" card for an example that is related to human rights content.

Scoring system:

The cards can be scored **individually or in groups**, but group scoring is recommended in order to generate a less competitive and thus more inclusive approach.
Each card: +1 point
Extra points can be awarded for cards that are not usually given to students because they are not usually "visible" in the classroom. For example, the "Explain" card is worth 2 points. These extra points are intended to motivate students to put into action the thinking movement of the card that may be more difficult and therefore not easily visible in the classroom.

Game over:

The game does not have a specific purpose, it can be used whenever it is necessary to dynamise a class.

Variant 1: When students are familiar with the dynamics of using the thinking cards, they can **participate in the allocation of cards and points to their classmates**. In this way they are attentive to the participation of their peers and also acquire a greater metacognitive capacity.

Variant 2: A sticker "album" can be made in which the thinking cards are collected as if they were collectable stickers. Extra points are awarded to individuals or groups who complete the whole album.

Compare

Reason

Conclude

Summarize

Explain

Ask

Connect

Take a decision

PensaTIC

Describe	**Remember**	**Consider viewpoints**
Investigate	**Plan**	**Organize**
	Identify Patterns	**Identify objectives**

Implement contents

Evaluate evidence

Generate alternatives

Clarify priorities

Identify claims

Making generalizations

Make predictions

Propose an improvement

Author

Is the author of the text known? Who is he/she?

illustrations

What do you observe in the illustrations?

Keywords

What are the key words in the text?

Anticipate and predict

What will happen in the reading and what clues do you use?

Prior knowledge

What do you know about the subject of the text before you read it?

Text structure

What kind of text are we going to read? What makes you say that?

Read diagonally

I do a quick reading to find out "more or less" what it is about.

Search for information

I do some quick reading to look for information.

Clarify words or expressions

What is...? It's...
What does it mean...? It means...

Re-read

I read again for a better understanding.

Connecting parts of the text with reality

What is the relationship between...?

Infer

Infer information not found in the text read.

Ask

I ask questions from the information in the text.

Inventing a title

What title would you give to this text?

Learning

What have you learned from reading?

Review predictions

Has what was thought to have happened?

PensaTIC

Summarise

Synthesise the text read.

Main idea

What is the main idea of the reading (or ideas)?

Self-assessment

How much did I understand from the reading?

In other words

How would you explain it or put it in other words?

View

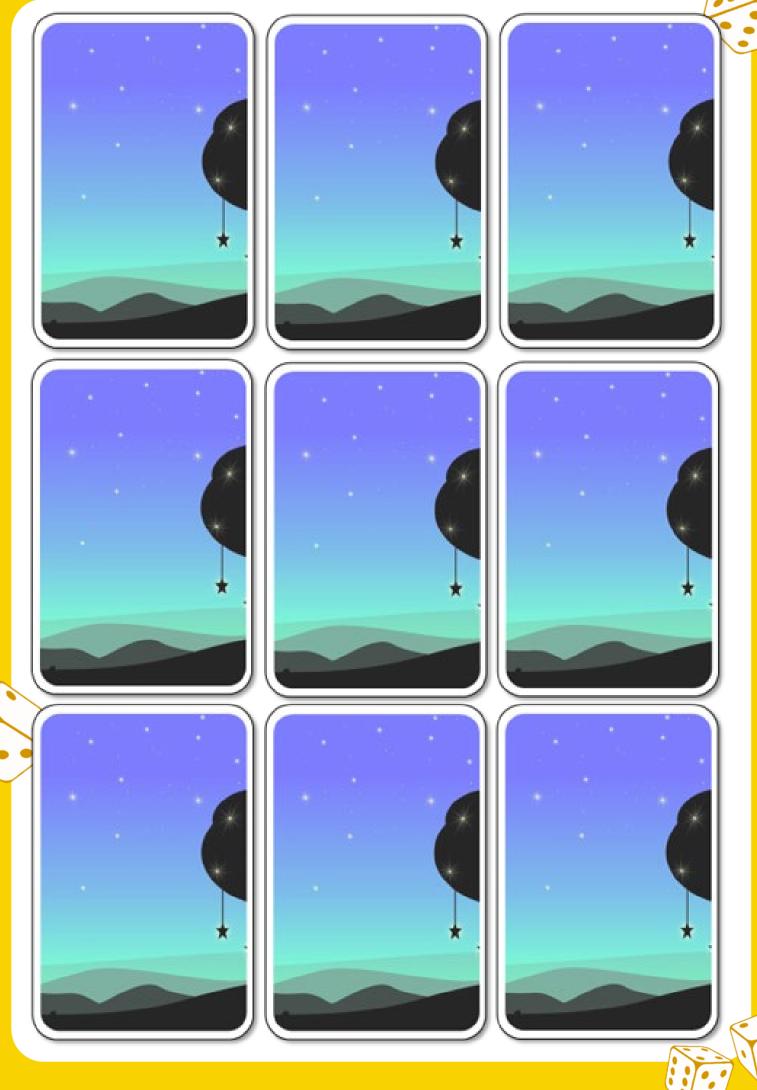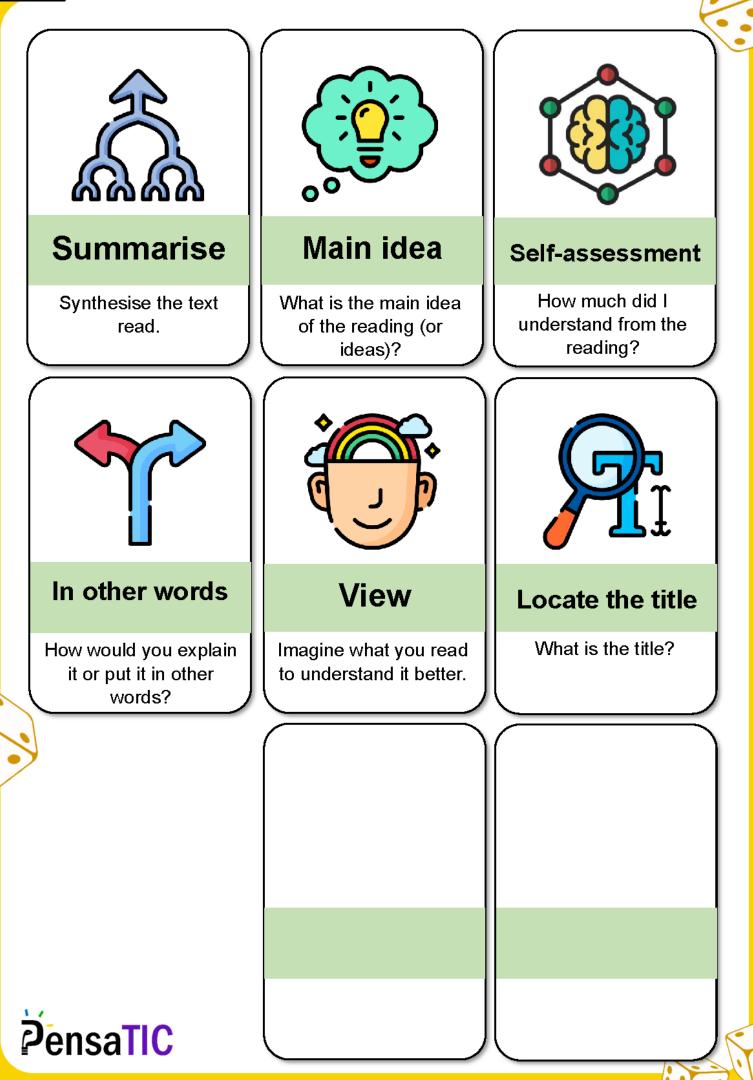Imagine what you read to understand it better.

Locate the title

What is the title?

Name of the game: "Tic Tac Toe"

Objectives of the game:

- Practice the verb to be.
- **Pronouns and prepositions in sentences (see second variation).**

Materials needed:

- Thinking Cards.

Instructions:

Students, in pair, practice the agreement between subject and the adequate form of the verb to be.
To place a counter in a place, the student has to say/write a sentence with the apropriate form of the verb be.

Punctuation:

When the student say/write down a correct sentences, 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.

First Variation:

The tic-tac-toe board games can be modified depending on the students' needs. The first one is basic, whereas the second is more difficult because the subject is not a pronoun.

Each round can be devoted to one type of sentence (affirmative, negative, interrogative).

Second variation: pronouns and prepositions

The students can practice pronouns and prepositions.
In order to place the counter, the student has to say or write down a sentence that includes the word s/he has chosen. If the sentence is wrong, s/he cannot place the counter where s/he had chosen.
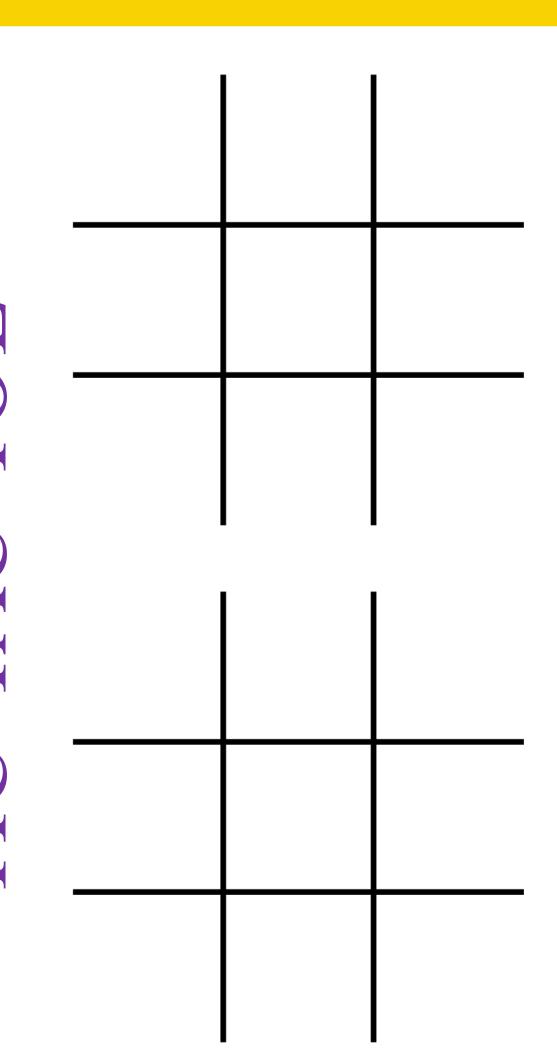
1

TIC TAC TOE

They	He	I
Pete and Mary	You	My house
She	The dogs	It

Those cars	Some of my friends	The teacher
Your brother and you	You	My city
I	The dogs	Rosalía

TIC TAC TOE

TIC TAC TOE

in	between	In front of
near	behind	on
across	under	under

he	we	she
it	You (sing.)	I
You (plur)	he	they
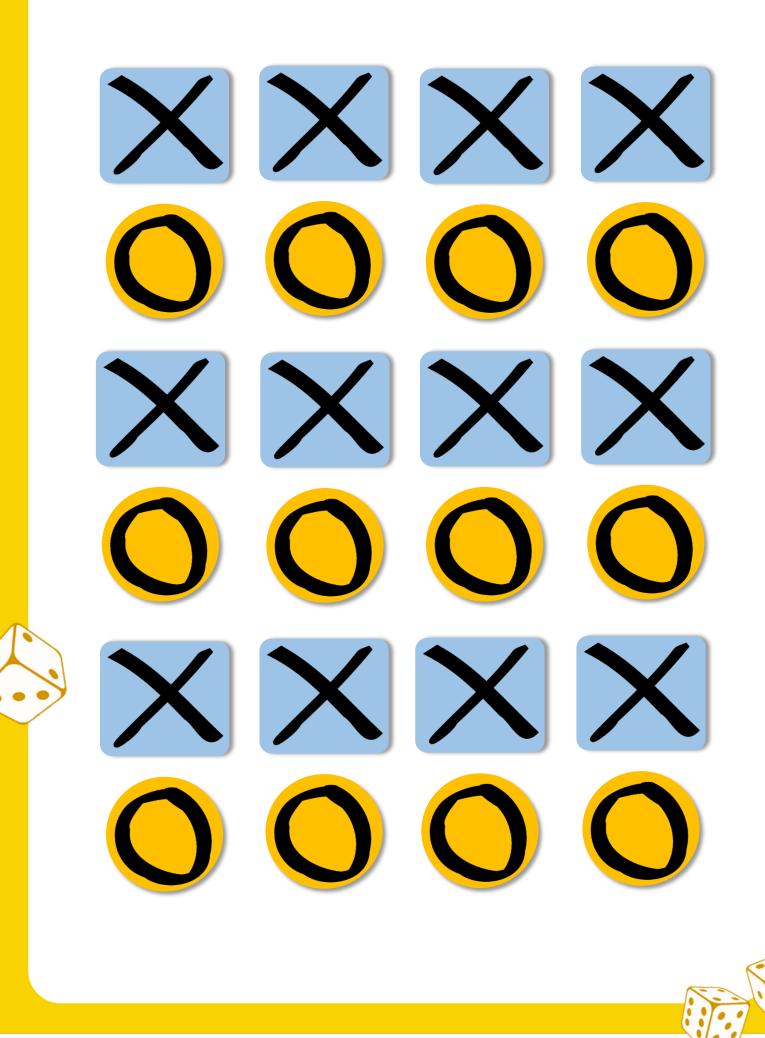
ANNEX 5
GRAPHIC ORG ANISERS FOR THINKING ROUTINES

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?

PensaTIC

CONCEPT MAP
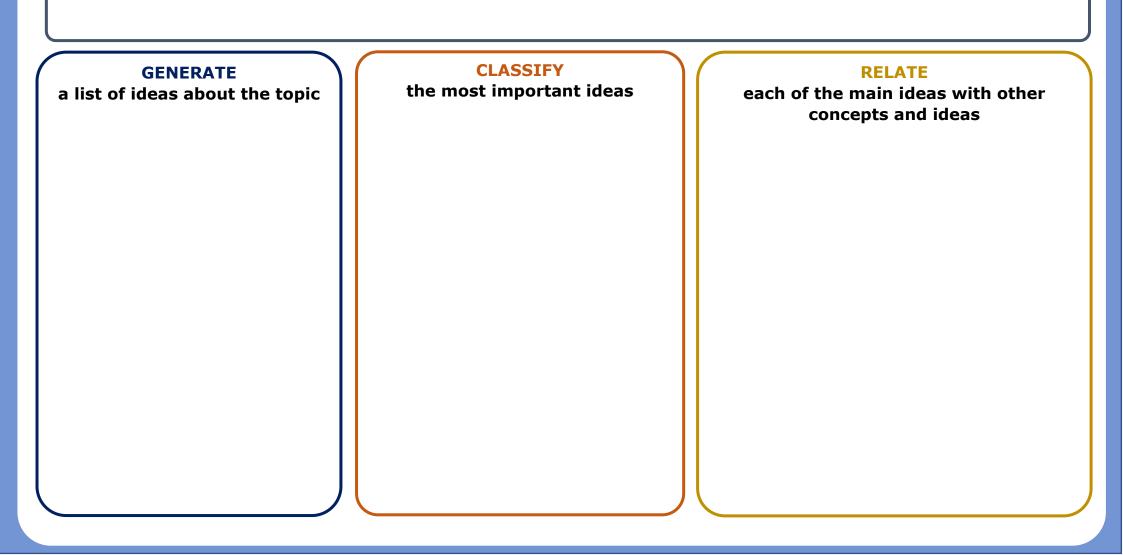
Generate – Classify – Relate

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
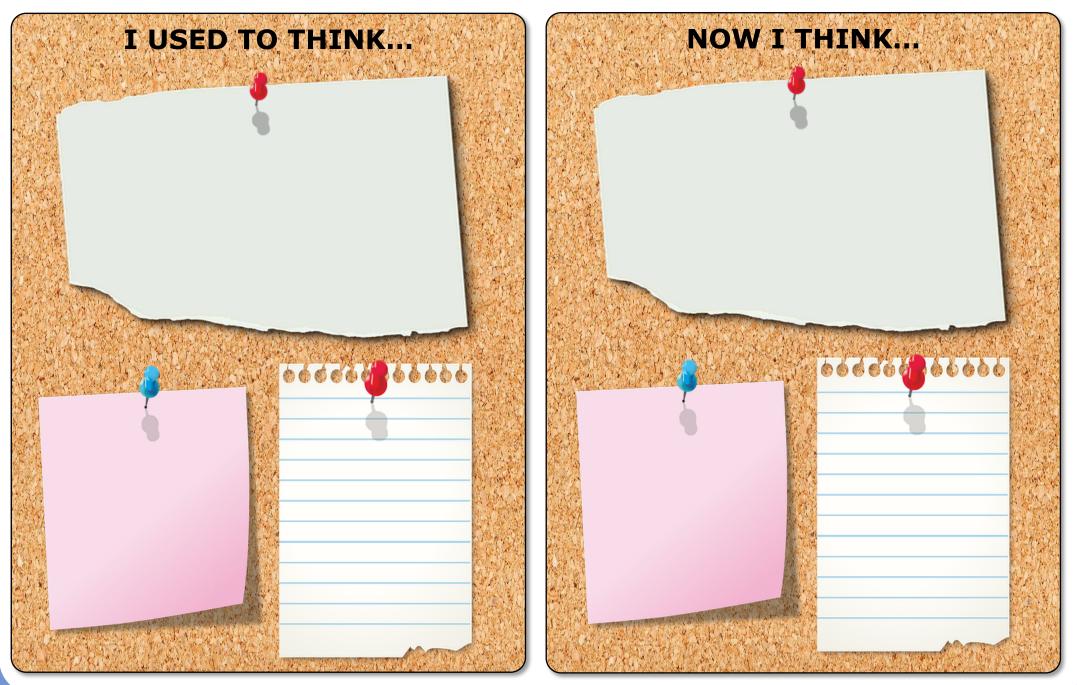
CONCEPT MAP

Generate – Classify – Relate

DEVELOP and organise ideas through a diagram, concept map or mind map
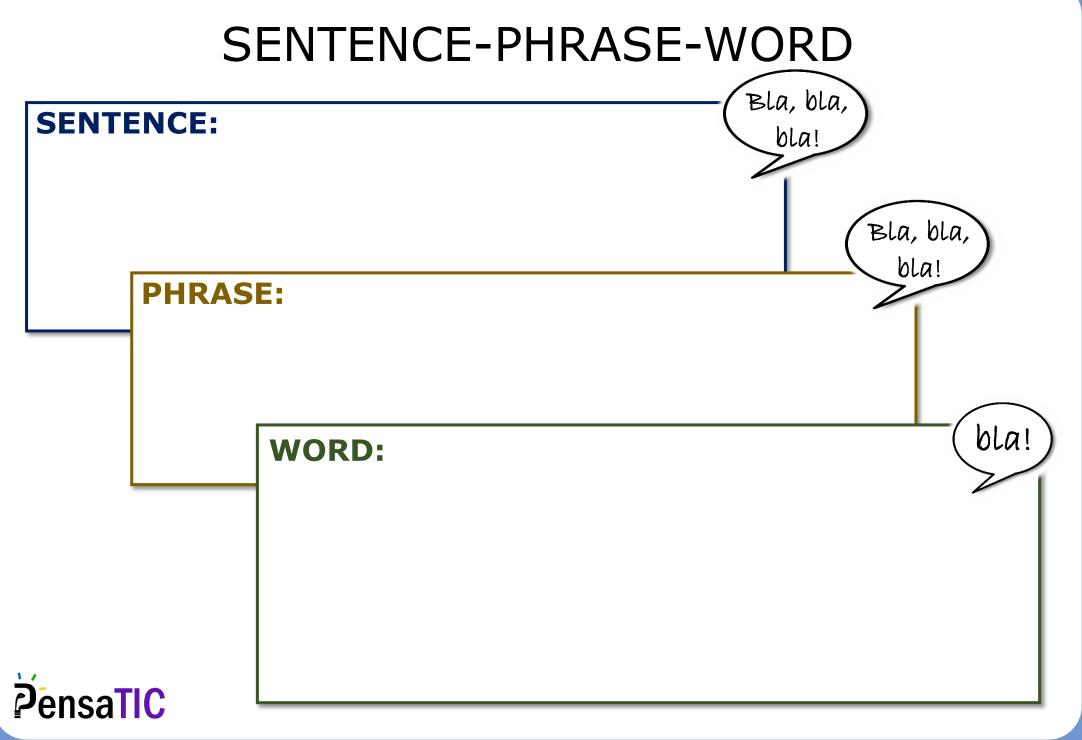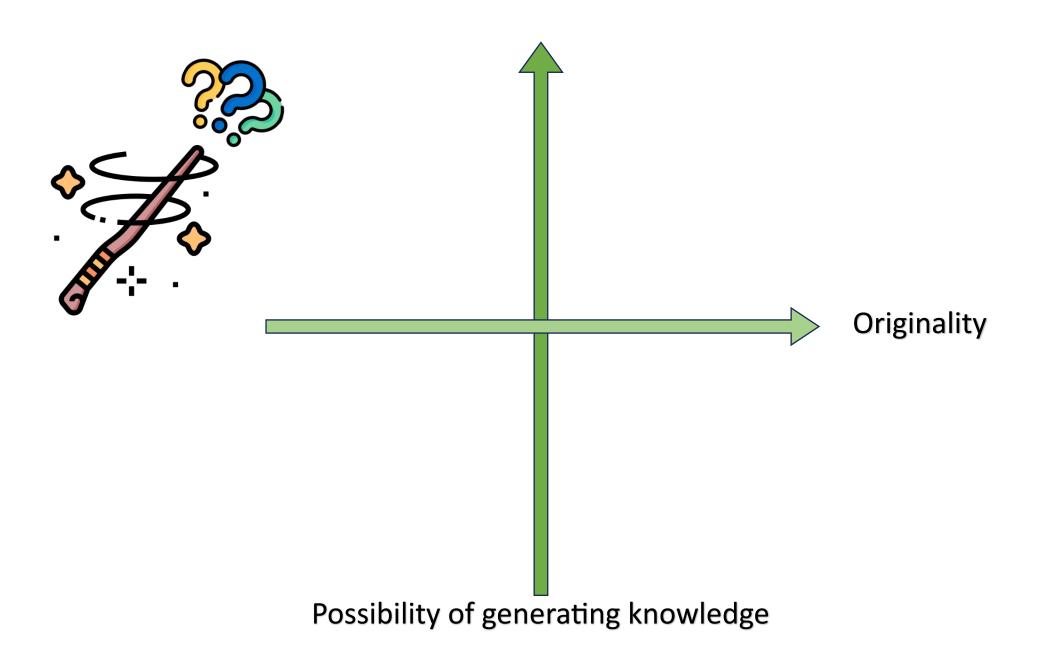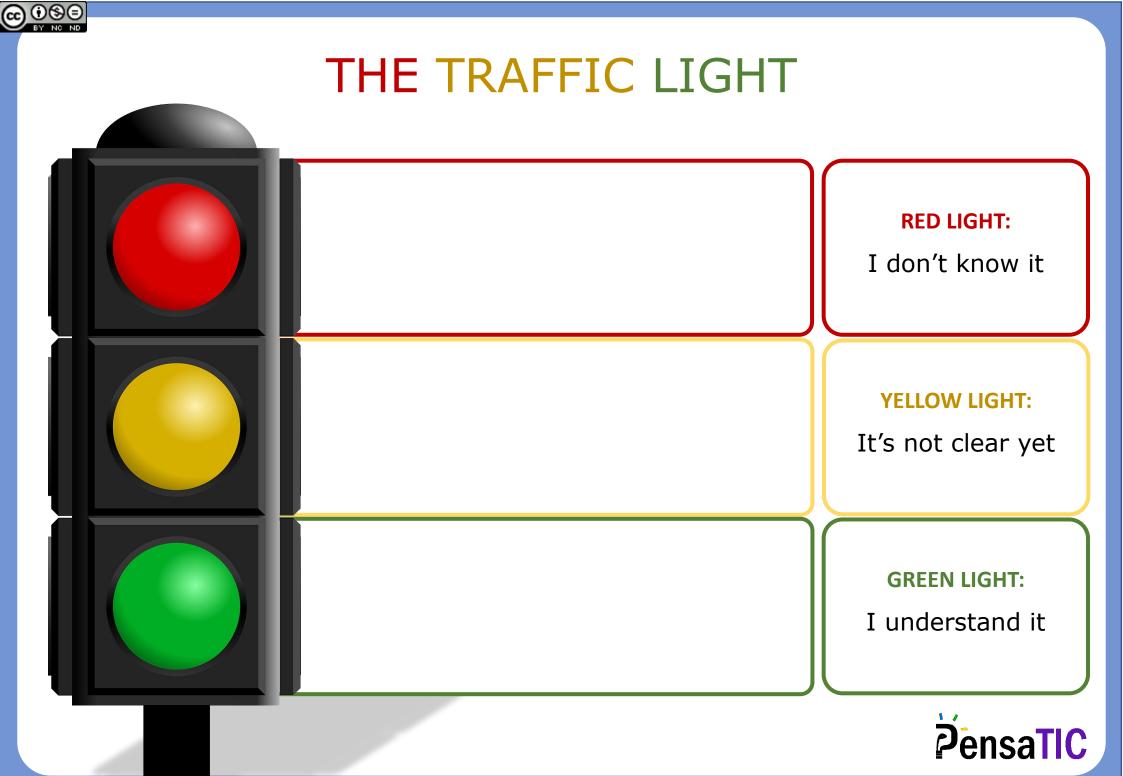
I USED TO THINK...NOW I THINK

I USED TO THINK...

NOW I THINK...

SENTENCE-PHRASE-WORD

SENTENCE:

Bla, bla, bla!

PHRASE:

Bla, bla, bla!

WORD:

bla!

Spellbinding questions

Originality

Possibility of generating knowledge

THE TRAFFIC LIGHT

RED LIGHT:

I don't know it

YELLOW LIGHT:

It's not clear yet

GREEN LIGHT:

I understand it

HEADLINES

_____

_____

_____

_____

_____

_____

_____

_____

COMPARE - CONTRAST

	◯—◯	

How are they alike?

How do they differ?

with regard to:

What similarities and differences are most significant?

Conclusion or interpretation