SITUACIONES DE APRENDIZAJE

Inglés

Lengua Extranjera · English

3.º ESO

10 situaciones de aprendizaje completas

Con secuencia didáctica, evaluación, rúbricas y anexos listos para usar

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PRESENTACIÓN

Un cuaderno para comunicarse en inglés con propósito

Este cuaderno reúne **10 situaciones de aprendizaje** completas de Inglés para 3.º ESO, con un total de **70 sesiones**. Cada situación parte de una pregunta esencial y un reto comunicativo real, y culmina en un producto que se comprende, se produce, se negocia y se media en inglés.

Sobre este volumen

El Real Decreto 217/2022 formula conjuntamente los criterios de evaluación y los saberes básicos de Lengua Extranjera para 3.º y 4.º ESO. Este cuaderno ofrece una secuenciación didáctica propia para 3.º ESO, aumentando progresivamente autonomía, extensión, argumentación, gestión de fuentes, mediación y reflexión plurilingüe.

El eje de la colección es comunicativo y orientado a la acción. Las situaciones integran comprensión, producción, interacción y mediación; la reflexión sobre las lenguas y la interculturalidad se incorporan de forma transversal. El producto final no sustituye el aprendizaje lingüístico: lo hace visible en una situación con propósito, audiencia y contexto.

Lengua de trabajo

En la versión final, los materiales dirigidos al alumnado se plantean prioritariamente en inglés. El español puede aparecer como apoyo estratégico, especialmente en mediación, reflexión plurilingüe, accesibilidad o aclaración puntual, evitando convertirlo en la lengua habitual de la tarea.

Cómo está organizada cada situación

Reto
Pregunta esencial, reto comunicativo y producto.

Currículo
Competencias, criterios y saberes oficiales.

Language Toolkit
Funciones, gramática, léxico, pronunciación, mediación.

Sesiones
Siete sesiones con una evidencia cada una.

Evaluación
Instrumentos, rúbrica y DUA.

Los diez anexos de cada situación

Los anexos del alumnado están en inglés, listos para imprimir o proyectar, con cabecera para nombre, grupo y fecha; el español aparece solo como apoyo estratégico (mediación, reflexión plurilingüe o accesibilidad). La guía docente incluye soluciones, respuestas modelo y los *scripts* completos de los *listenings*.

1. Challenge Launch · Lanzamiento del reto
2. Input Pack · Dossier de textos y materiales (Input Pack)
3. Student Worksheets · Fichas del alumnado
4. Final Product Template · Plantilla del producto final
5. Useful Language & Final Check · Lenguaje útil y lista de comprobación
6. Printable Rubric · Rúbrica imprimible
7. Self & Peer Assessment · Autoevaluación y coevaluación
8. Support · Apoyo y refuerzo

Claves de lectura: competencias y bloques

COMPETENCIAS ESPECÍFICAS DE LENGUA EXTRANJERA (REDACCIÓN OFICIAL, RD 217/2022)

CE1 Comprender e interpretar el sentido general y los detalles más relevantes de textos expresados de forma clara y en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias como la inferencia de significados, para responder a necesidades comunicativas concretas.

CE2 Producir textos originales, de extensión media, sencillos y con una organización clara, usando estrategias tales como la planificación, la compensación o la autorreparación, para expresar de forma creativa, adecuada y coherente mensajes relevantes y responder a propósitos comunicativos concretos.

CE3 Interactuar con otras personas con creciente autonomía, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos concretos en intercambios respetuosos con las normas de cortesía.

CE4 Mediar en situaciones cotidianas entre distintas lenguas, usando estrategias y conocimientos sencillos orientados a explicar conceptos o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable.

CE5 Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando de forma crítica sobre su funcionamiento y tomando conciencia de las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas.

CE6 Valorar críticamente y adecuarse a la diversidad lingüística, cultural y artística a partir de la lengua extranjera, identificando y compartiendo las semejanzas y las diferencias entre lenguas y culturas, para actuar de forma empática y respetuosa en situaciones interculturales.

BLOQUES DE SABERES BÁSICOS

A Comunicación **B** Plurilingüismo **C** Interculturalidad

Los códigos de los saberes (A1, B3, C3…) son internos de este cuaderno y siguen el orden del Real Decreto.

Base normativa: LOMLOE y Real Decreto 217/2022. El RD formula conjuntamente criterios y saberes para 3.º y 4.º ESO; esta secuenciación es una propuesta adaptable al currículo autonómico. Criterios y saberes se reproducen con su redacción oficial.

ORIENTACIONES DE LA COLECCIÓN

- Mantener el material del alumnado fundamentalmente en inglés; el español se reserva como apoyo estratégico cuando mejore accesibilidad, mediación o reflexión.
- No convertir las SdA en listas de gramática: la gramática, el léxico y la pronunciación deben aparecer integrados en funciones y géneros comunicativos.
- Cada SdA final debe incluir comprensión, producción, interacción y al menos una evidencia de mediación.
- Todos los listening scripts deben aparecer completos en la guía docente. Si hay audios externos, deben ser prescindibles para que el recurso siga siendo utilizable de forma autónoma.
- Los textos creados para el cuaderno se identificarán como materiales originales o ficticios. Las obras/textos de terceros deberán utilizarse respetando propiedad intelectual y licencias.
- Evitar presentar países o comunidades como homogéneos; distinguir ejemplos culturales concretos de generalizaciones y trabajar activamente contra estereotipos.
- En 1.º-2.º y 3.º-4.º, conservar la nota de que la separación por curso es una propuesta de secuenciación didáctica dentro de los tramos establecidos por el RD 217/2022.

Plan general del curso

10 situaciones
70 sesiones en total

3 bloques
comunicación · plurilingüismo · interculturalidad

1 Who Are We Online?
7 sesiones · describing online behaviour; expressing opinions
🏆 Digital identity campaign

2 Breaking News
7 sesiones · reporting events; summarising
🏆 Verified class news bulletin

3 Travel with a Purpose
7 sesiones · making recommendations; comparing options
🏆 Responsible travel proposal

4 Health Matters
7 sesiones · explaining general information; giving cautious advice
🏆 Youth health & wellbeing podcast

5 The World in 2050
7 sesiones · predicting; expressing probability
🏆 2050 time capsule

6 If We Changed One Thing…
7 sesiones · describing a problem; making hypotheses
🏆 Problem-solution proposal

7 People Who Made a Difference
7 sesiones · narrating biography; describing achievements and context
🏆 Biographical exhibition

8 How Is It Made?
7 sesiones · explaining processes; sequencing stages
🏆 Process documentary

9 Let's Debate!
7 sesiones · stating and supporting opinions; agreeing/disagreeing
🏆 Structured classroom debate

10 Global Voices
7 sesiones · summarising; explaining causes/consequences
🏆 Global issue awareness campaign

01

SITUACIÓN DE APRENDIZAJE

Who Are We Online?

ESSENTIAL QUESTION · PREGUNTA GUÍA

How do our digital choices shape the identity others see?

CURSO 3.º ESO	**SESIONES** 7 sesiones	**BLOQUES DE SABERES** A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5, CE6	**PRODUCTO FINAL** Digital identity campaign	**CRITERIOS DE EVALUACIÓN** 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1, 5.3, 6.1

Contexto, reto y producto final

Cada otoño, el alumnado de 1.º ESO recibe su primer móvil o abre su primera cuenta en una red social, y el equipo de convivencia del instituto quiere que esa experiencia empiece con buenas herramientas. Por eso pide ayuda al alumnado de 3.º ESO: «vosotros ya habéis pasado por esto». El reto es crear una **campaña de identidad digital** en inglés, dirigida al alumnado de primero, a sus familias y a los lectores del boletín en inglés del centro, que también recibe el centro hermanado de Cork (Irlanda). La pregunta que la guía es: *«How do our digital choices shape the identity others see?»*

Para construir la campaña, el alumnado **audita perfiles ficticios**, lee un artículo breve y una encuesta de clase (datos ficticios), escucha una entrevista a una adolescente que hizo una «limpieza digital», practica cómo **dar consejos, explicar consecuencias y expresar opiniones** y debate en roles quién controla una identidad en línea. En la tarea de **mediación**, simplifica un aviso de privacidad denso (de una aplicación inventada) para adolescentes, sin añadir afirmaciones que el texto no hace. El producto es una campaña con póster, tres publicaciones y un *pitch* de 60 segundos con las fuentes citadas; además, cada estudiante responde individualmente al mensaje de un alumno de primero y reflexiona sobre su estrategia y su lengua.

Reto comunicativo

Create a digital identity campaign for first-year students and their families: a poster, three campaign posts and a 60-second pitch, with clear advice, reasons and acknowledged sources.

Producto final

Digital identity campaign.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE5 Ampliar y usar los repertorios lingüísticos personales y reflexionar sobre su funcionamiento y sobre las propias estrategias.

CE6

Valorar y adecuarse a la diversidad lingüística, cultural y artística, actuando con empatía y respeto en situaciones interculturales.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Extraer y analizar el sentido global y las ideas principales, y seleccionar información pertinente de textos orales, escritos y multimodales sobre temas cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, expresados de forma clara y en la lengua estándar a través de diversos soportes.

1.3 Seleccionar, organizar y aplicar las estrategias y conocimientos más adecuados en cada situación comunicativa para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; inferir significados e interpretar elementos no verbales; y buscar, seleccionar y gestionar información veraz.

2.1 Expresar oralmente textos sencillos, estructurados, comprensibles, coherentes y adecuados a la situación comunicativa sobre asuntos cotidianos, de relevancia personal o de interés público próximo a la experiencia del alumnado, con el fin de describir, narrar, argumentar e informar, en diferentes soportes, utilizando recursos verbales y no verbales, así como estrategias de planificación, control, compensación y cooperación.

2.2 Redactar y difundir textos de extensión media con aceptable claridad, coherencia, cohesión, corrección y adecuación a la situación comunicativa propuesta, a la tipología textual y a las herramientas analógicas y digitales utilizadas sobre asuntos cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, respetando la propiedad intelectual y evitando el plagio.

2.3 Seleccionar, organizar y aplicar conocimientos y estrategias para planificar, producir, revisar y cooperar en la elaboración de textos coherentes, cohesionados y adecuados a las intenciones comunicativas, las características contextuales, los aspectos socioculturales y la tipología textual, usando los recursos físicos o digitales más adecuados en función de la tarea y de las necesidades del interlocutor o interlocutora potencial a quien se dirige el texto.

3.1 Planificar, participar y colaborar activamente, a través de diversos soportes, en situaciones interactivas sobre temas cotidianos, de relevancia personal o de interés público cercanos a la experiencia del alumnado, mostrando iniciativa, empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por los interlocutores e interlocutoras y por las lenguas empleadas y participando en la solución de problemas de intercomprensión y de entendimiento en el entorno, apoyándose en diversos recursos y soportes.

5.3 Registrar y analizar los progresos y dificultades de aprendizaje de la lengua extranjera seleccionando las estrategias más eficaces para superar esas dificultades y consolidar el aprendizaje, realizando actividades de planificación del propio aprendizaje, autoevaluación y coevaluación, como las propuestas en el Portfolio Europeo de las Lenguas (PEL) o en un diario de aprendizaje, haciendo esos progresos y dificultades explícitos y compartiéndolos.

6.1 Actuar de forma adecuada, empática y respetuosa en situaciones interculturales construyendo vínculos entre las diferentes lenguas y culturas, rechazando cualquier tipo de discriminación, prejuicio y estereotipo en contextos comunicativos cotidianos y proponiendo vías de solución a aquellos factores socioculturales que dificulten la comunicación.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A1	Autoconfianza e iniciativa. El error como parte integrante del proceso de aprendizaje.
A2	Estrategias de uso común para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A3	Conocimientos, destrezas y actitudes que permiten llevar a cabo actividades de mediación en situaciones cotidianas.
A4	Funciones comunicativas de uso común adecuadas al ámbito y al contexto comunicativo: saludar y despedirse, presentar y presentarse; describir personas, objetos, lugares, fenómenos y acontecimientos; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones, consejos y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y las emociones; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición; expresar argumentaciones sencillas; realizar hipótesis y suposiciones; expresar la incertidumbre y la duda; reformular y resumir.
A5	Modelos contextuales y géneros discursivos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A7	Léxico de uso común y de interés para el alumnado relativo a identificación personal, relaciones interpersonales, lugares y entornos, ocio y tiempo libre, salud y actividad física, vida cotidiana, vivienda y hogar, clima y entorno natural, tecnologías de la información y la comunicación, sistema escolar y formación.
A10	Convenciones y estrategias conversacionales de uso común, en formato síncrono o asíncrono, para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, pedir y dar aclaraciones y explicaciones, reformular, comparar y contrastar, resumir, colaborar, debatir, etc.

Código	Saber básico
A12	Respeto de la propiedad intelectual y derechos de autor sobre las fuentes consultadas y contenidos utilizados.
A13	Herramientas analógicas y digitales de uso común para la comprensión, producción y coproducción oral, escrita y multimodal; y plataformas virtuales de interacción, cooperación y colaboración educativa para el aprendizaje, la comunicación y el desarrollo de proyectos con hablantes o estudiantes de la lengua extranjera.
B3	Estrategias y herramientas de uso común para la autoevaluación, la coevaluación y la autorreparación, analógicas y digitales, individuales y cooperativas.
C5	Estrategias de uso común de detección y actuación ante usos discriminatorios del lenguaje verbal y no verbal.

Language Toolkit · concreción didáctica

Communicative functions
describing online behaviour; expressing opinions; giving advice; explaining consequences; summarising viewpoints

Grammar in context
present simple vs present continuous review; modals of advice/obligation; first conditional; relative clauses; linkers of contrast/cause

Vocabulary
digital identity; privacy; online reputation; content creation; consent

Pronunciation / phonology
sentence stress in opinions; intonation for respectful disagreement; word stress in digital vocabulary

Mediation focus
Simplify a dense privacy/platform message and preserve essential meaning without adding claims.

Intercultural focus
Discuss identity, privacy and self-presentation across contexts while avoiding assumptions about age/culture.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Analyse posts/profiles for purpose and audience.
- Express a supported opinion on digital identity.
- Write a coherent campaign text with sources acknowledged.
- Interact respectfully in a discussion.
- Mediate platform-style guidance into accessible advice.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Audit fictional profiles for what they communicate

Evidence: Worksheet 1: test diagnóstico, auditoría de tres perfiles ficticios (F1) y de una publicación anotada (F2), con una opinión argumentada breve.

Worksheet: Annex 3 · 1

2

SESSION 2

Read source texts and identify claim/evidence/audience

Evidence: Worksheet 2: tabla afirmación-evidencia del artículo (F3), lectura de datos de la encuesta (F5), comprensión de la entrevista (listening 1) y plan de fuentes.

Worksheet: Annex 3 · 2

3

SESSION 3

Language workshop: advice, consequence and relative clauses

Evidence: Worksheet 3: relación de condiciones y consecuencias, modales de consejo y obligación, oraciones de relativo y consejos propios para 1.º ESO.

Worksheet: Annex 3 · 3

4

SESSION 4

Structured discussion: who controls an online identity?

Evidence: Worksheet 4: preparación de argumentos según un rol (F6), frases de desacuerdo cortés, lista de estrategias observadas y conclusión del grupo.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: simplify a privacy notice for teenagers

Evidence: Worksheet 5: mediación del aviso de privacidad (F4) a inglés sencillo para adolescentes, comprobación de que no se añaden afirmaciones y explicación breve en español a un familiar.

Worksheet: Annex 3 · 5

6

SESSION 6

Create campaign materials and peer-review source use

Evidence: Worksheet 6: análisis de campañas modelo (F8), una publicación propia con fuente citada y revisión entre equipos del uso de las fuentes. Borrador en el Anexo 4.

Worksheet: Annex 3 · 6

7

SESSION 7

Campaign launch + individual reflection on strategy and language

Evidence: Campaña presentada (Anexo 4 y pitch) y Worksheet 7: respuesta individual a un alumno de 1.º ESO y reflexión sobre estrategia y lengua.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión del sentido global y de las ideas principales del artículo (F3), los perfiles (F1), la publicación anotada (F2) y la entrevista oral (listening 1).	Worksheets 1 y 2 / lista de comprobación
1.3	Uso de estrategias para distinguir afirmación, evidencia y destinatario, y para leer con criterio los datos de una encuesta y gestionar la información de las fuentes (F3, F5).	Worksheet 2 (tablas afirmación-evidencia y plan de fuentes) / observación
2.1	Pitch de 60 segundos de la campaña: finalidad clara, consejo, razón y fuente mencionada, con ritmo y acento de frase comprensibles.	Presentación (sesión 7) / rúbrica
2.2	Texto de las tres publicaciones y del póster (Anexo 4) y respuesta individual a Hugo: consejos, condiciones y relativas con fuentes reconocidas y sin plagio.	Anexo 4 y Worksheet 7 / rúbrica
2.3	Planificación, borrador, revisión con la lista de comprobación y mejora del texto tras la revisión de otro equipo.	Worksheets 6 y Anexo 4 / lista de comprobación
3.1	Participación en el debate por roles sobre quién controla una identidad en línea: turnos, desacuerdo cortés, preguntas y aceptación de otras perspectivas.	Worksheet 4 / observación sistemática
4.1	Reformulación del aviso de privacidad (F4) en inglés accesible para adolescentes, sin omitir información esencial ni añadir afirmaciones, y explicación en español a un familiar.	Worksheet 5 / rúbrica de mediación
5.3	Registro de un objetivo lingüístico (condicionales, relativas, modales) y de una estrategia útil; reflexión individual sobre errores y mejoras.	Worksheet 7 y Anexo 7 / autoevaluación
6.1	Comparación respetuosa de cómo distintas personas deciden qué compartir (F9) sin generalizar por edad ni cultura, y campaña que no estigmatiza a nadie.	Worksheets 4 y 6 y campaña / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The campaign gives clear, realistic advice for first-year students, supports it with reasons and sources, and speaks directly to its audience.	The campaign gives clear advice with reasons; the audience is clear.	The advice is vague or the reasons are missing; the audience is not always clear.	The campaign does not help its audience; advice and reasons are missing.
Organisation & language	Posts and pitch are well organised; advice, conditionals, modals and relative clauses are mostly accurate; linkers (because, so, however) connect ideas.	Clear organisation; modals and conditionals are mostly correct; some errors do not stop understanding.	Ideas are listed rather than connected; recurring errors in modals or conditionals sometimes make reading difficult.	Hard to follow; errors often stop understanding.
Interaction / delivery	In the debate and the pitch I give opinions with reasons, disagree politely, ask follow-up questions and repair misunderstandings naturally.	I give opinions with reasons and use some clarification or polite-disagreement phrases.	I take part with help; I need prompts to give reasons or to disagree politely.	I rarely speak or I only read from paper.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Mediation & audience	The privacy notice is explained in plain English for teenagers: nothing important is missing and nothing is added that the text does not say.	The main points are explained clearly; one small detail is missing or too complex.	Some points are copied, too complex or partly wrong; one claim is added.	The notice is copied, or the meaning changes (for example, it says data are sold).
Intercultural / ethical use	Sources are credited correctly; no real person is exposed; the campaign respects different families and ways of using social media and avoids stereotypes.	Sources are mostly credited; the tone is respectful and avoids judging people.	Some sources are not credited or some statements generalise about age or culture.	Material is copied without credit, a real person is exposed or the campaign mocks some people.

Input Pack y recursos

Fictional profiles/posts, privacy notice, short explanatory article, source cards and campaign examples.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Chunked texts, claim-evidence table, campaign frames and sentence stems.

Extension

Anexo 9

Compare how the same message might be adapted for students, families and a public website.

ANNEX 1

Challenge Launch

Learning situation 1 · Who Are We Online?

STUDENTS

Many first-year students at our school are starting to use their own phone or are thinking about joining social media. Some are excited, some are unsure, and nobody has explained how a post, a photo or a comment can shape the image other people have of them. You are the experts: you have already lived it! Your mission is to create a digital identity campaign for them and for their families. You will audit profiles, read and listen to sources, practise giving advice, debate who controls an online identity and explain a privacy notice in plain English. Ready to launch?

> *How do our digital choices shape the identity others see?*

Your challenge

Create a digital identity campaign for first-year students and their families: a poster, three campaign posts and a 60-second pitch, with clear advice, reasons and acknowledged sources.

Audience: First-year students (12-13 years old), their families and the readers of the school's English newsletter.

What you will create

Digital identity campaign

Roadmap · 7 sessions

1. We audit three fictional profiles and an annotated post.
2. We read an article and a survey, and we listen to an interview, to find claims and evidence.
3. We practise advice, consequences and relative clauses.
4. We debate: who controls an online identity? Each person has a role.
5. We turn a dense privacy notice into plain English for teenagers.
6. We create our campaign and review another team's use of sources.
7. We launch the campaign and answer a first-year student's message.

Success criteria

- ✓ I can describe what a profile or a post shows about a person.
- ✓ I can give an opinion and support it with a reason or a source.
- ✓ I can give advice and explain consequences (should, if… might…).
- ✓ I can disagree politely and ask follow-up questions.
- ✓ I can explain a complex notice in plain English without adding information.
- ✓ I can credit my sources and respect other people's privacy.

Working together

- Listen first, then answer: disagree with ideas, never with people.
- Use only fictional profiles or your own permission: no real classmates in the campaign.
- Everyone has a role: researcher, writer, designer, speaker, source checker.

ANNEX 2

Input Pack

Learning situation 1 · Who Are We Online?

STUDENTS

Everything you need for the campaign: three fictional profiles, an annotated post, an article on digital footprints, a privacy notice, a class survey, role cards for the debate, a language bank, campaign examples and four voices from different places.

F1 Three profiles, three impressions

CASE

Profile A · @jay_everywhere · public account · 1,850 followers
Bio: Jay Murphy · Third Year, St Brendan's School, Limerick · "After school you'll find me at the skate park!"

- A photo in school uniform outside the school gate. Location tag: *St Brendan's School*.
- A comment: "Mr Hall gave us ANOTHER test. Worst teacher ever!!!"
- A photo of a friend asleep at a sleepover. Caption: "Look at Sam, LOL." Sam is tagged.
- A story: "On holiday from tomorrow! The house is empty for two weeks."

Profile B · @kwame.codes · public account · 420 followers
Bio: Kwame Mensah · 15 · I make small games and I'm learning Python.

- A screenshot of his first game with a link: "Play it and tell me what you think!"
- A short tutorial: "How I fixed my bug in three steps."
- A photo from a robotics competition: "Great day with the team! Posted with Leila's permission."
- A reply to a comment: "Thanks for the feedback! I'll improve the menu."

Profile C · @mari.v · private account · 60 followers
Bio: "Only friends and family. Please don't follow me if I don't know you." Profile photo: a drawing of a cat.

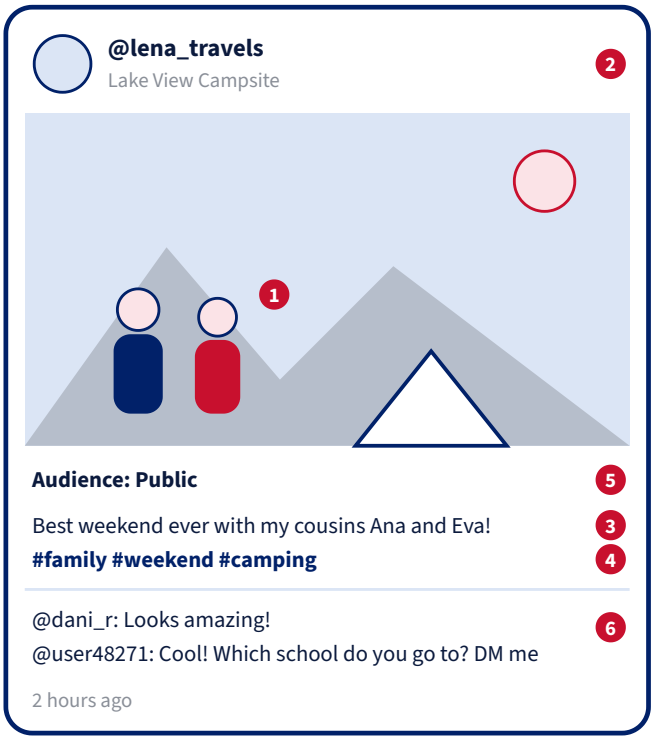
- Everybody can see her username, bio and photo. Only approved followers can see her posts and stories.
- But an old public comment from 2022 is still visible under a friend's post: "I'm so bored of this school and everybody in it."

Source: Original text written for this notebook. People, usernames and schools are fictional.

Q What impression does each profile give to a stranger, to a possible future employer and to a family member? Which profile would you follow, and why?

F2 Anatomy of a post

DIAGRAM



1. **Photo**
   Two young people; their faces are clear.
2. **Location tag**
   It shows the name of the place.
3. **Caption**
   It gives first names and family information.
4. **Hashtags**
   They make the post easier to find.
5. **Audience setting**
   Public: anyone can see and share it.
6. **Comments**
   A stranger asks about the school.

Source: Post created for this notebook. The user, the comments and the place are fictional.

Which details in this post could be a problem? Which ones are fine? What would you change?

F3 What is a digital footprint?

TEXT

Every time you go online, you leave traces. These traces are called your **digital footprint**. People usually talk about two kinds. Your **active footprint** is the information you share on purpose: a photo you post, a comment you write or a profile you create. Your **passive footprint** is the information that is collected about you without you doing anything special: for example, a website can record which pages you visit, and an app can save your location.

Why does it matter? First, a footprint is often **hard to erase**. Something you share with a few friends can be copied, screenshotted or shared by someone else. Second, it helps to build a **picture of who you are**. Teachers, clubs, universities and, later, employers sometimes look for information about candidates online, although habits and rules are different in each organisation and country. Third, it can affect your **safety**: details such as your school, your routine or the days when your home is empty can be misused.

However, a footprint is not only a risk. It can also be positive: a blog about your hobby, a school project or a video that helps other people can show your skills and your values. Many experts suggest that the best strategy is not to disappear, but to **decide on purpose**. Before you post, ask yourself: *Who can see this? Would I be happy if my family, my teachers and my future self saw it? Does it include another person's image or information, and did I ask them?*

Source: Original explanatory article written for this notebook. It summarises general ideas about digital footprints; it does not quote any website or book.

Underline one claim (an idea the author wants you to accept) and one piece of evidence or example for it. Who is the text written for?

F4 ChatLoop · Privacy Notice (extract)

TEXT

1. Information we collect. When you register, we collect your name, date of birth, email address and telephone number. We also collect information about your use of the service, including the content you publish, the users with whom you communicate, your approximate location and information about your device.

2. How we use your information. We use the information to provide and improve the service, to personalise content and advertisements, and to maintain safety and security. We may share certain information with trusted third-party partners, such as advertising and analytics providers.

3. Visibility. Unless you modify your settings, your profile and publications are visible to all users of ChatLoop. Content you publish may be shared by other users outside the service, and we cannot control its use once it has been shared.

4. Your choices. You may access, correct or delete your account information at any time through Settings. If you delete your account, your profile is removed from public view within 30 days; some information may be retained where required by law.

5. Minimum age. Users who have not reached the minimum age required in their country must have the permission of a parent or legal guardian.

Source: Fictional privacy notice written for this notebook. ChatLoop is not a real app. Real notices are often written in similar legal language.

Underline the words that are difficult for a teenager. Which sentence is the most important to explain? Which words show that something is possible but not certain (may, can…)?

F5 Class survey: how do we use social media?

DATA

Statement	Yes (%)	No (%)
My main account is public.	38	62
I have checked my privacy settings in the last six months.	45	55
I have posted a photo of a friend without asking.	52	48
I have deleted a post because I regretted it.	41	59
I have received a message from someone I don't know.	36	64
I always ask before I tag someone.	47	53

Source for your campaign: Class survey, 3.º ESO, IES Río Verde, 2026 (fictional data). **Note:** the survey does not say *why* students answered like this. A survey of 100 students shows what these students say; it does not prove what all teenagers do.

Source: Fictional data created for this notebook (an imagined survey of 100 students in 3.º ESO, October 2026). Real campaigns must always say where their numbers come from.

Which result surprises you? What can we say with this data? What can't we say?

F6 Role cards · Who controls an online identity?

DATA

Role	Position on the statement	Possible arguments	A question for the others
Alex, 15, student	Mostly agree	It is my life and my identity. I know my friends and my apps better than adults. I learn from my mistakes.	What exactly are you worried about?
Ms Okafor, parent	Partly disagree	Teenagers don't always think about long-term consequences. Parents are responsible for their children's safety. Talking together is better than controlling.	Can you show me how your settings work?
ChatLoop spokesperson	Partly agree	Users can choose their settings and delete content. The app has rules and reporting tools. The service also needs some data to work (see F4).	Have you read the settings page and the notice?
Mr Duarte, school tutor	Partly disagree	Comments can affect classmates, so the school community matters. Schools should teach digital skills, not only forbid. Everybody deserves respect online and offline.	How can adults help without spying?

Statement for the debate: «Teenagers alone should decide what is on their online profile.»

Source: Fictional characters and arguments created for this notebook. Each role gives one possible position, not the truth about all teenagers, parents or companies.

Prepare two arguments for your role. Then think: which argument from another role makes you change your mind a little?

F7 Language bank: opinions, advice and consequences

GLOSSARY

In my opinion, ... / I think ... because ...	Giving an opinion with a reason.
I see your point, but ... / I partly agree, but ...	Disagreeing politely.
Could you give an example? / What do you mean by ...?	Asking for more information.
You should ... / You shouldn't ... / You mustn't ...	Giving advice or saying what is not allowed.
If you post your location, a stranger might know where you are.	First conditional: condition and consequence.
a setting that ..., a person who ..., a place where ...	Relative clauses: adding information.
However, ... / Although ... / As a result, ... / So ...	Linking contrast, concession and result.
According to F5, ... / The article says that ...	Citing a source inside a sentence.
Source: author or organisation, type of text, year.	Crediting a source at the end.

Source: Phrase bank written for this notebook.

F8 Campaign examples

DATA

Campaign	Audience	Slogan and key sentence	Evidence used
1 · Pause before you post	Teenagers (poster)	**Pause. Think. Post.** If you wouldn't say it to someone's face, don't write it online.	None (opinion only)
2 · Ask first!	Teenagers (short video script)	**A photo of you is not only yours.** Ask first, tag second. A friend who feels upset may not tell you.	"In our survey, 52% of students have posted a friend's photo without asking." Source: Class survey, 3.º ESO, IES Río Verde, 2026 (fictional).
3 · Check your settings	Families (leaflet)	**Do you know who can see your child's posts?** Look at the settings together this weekend; it takes ten minutes.	"Only 45% of students have checked their settings recently." Source: Class survey (fictional).

Source: Three fictional campaigns created for this notebook. The slogans are original.

Which campaign is the most convincing? Which one needs more evidence? How does each campaign speak to its audience?

F9 Four voices: how do we choose what to share?

CASE

Aoife, 14, Cork (Ireland): "My profile is private and I share my drawings with friends. My cousin wants people to know her music, so her account is public. We both think about who can see what."

Riya, 14, Pune (India): "In my family we share photos in a family group chat. On my public account I only post pictures of my science projects."

Chidi, 15, Lagos (Nigeria): "I use a nickname for my gaming videos. My real name is only on my school accounts. That makes me feel safe."

Lucía, 14, Valencia (Spain): "My parents and I agreed on a few rules: no location tags, and I ask before I post a photo of my little brother."

Source: Fictional voices written for this notebook. They do not represent all teenagers in their countries or all families.

Do these teenagers have the same rules? Why might they be different? Careful: one voice does not represent a whole country or a whole age group.

ANNEX 3

Student Worksheets

Learning situation 1 · Who Are We Online?

STUDENTS

WORKSHEET 1 Profile audit

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read the three profiles (F1) and look at the annotated post (F2).

1 **Warm-up quiz. Tick the correct answer.**

Aoife ___ her drawings online every weekend.
☐ post ☐ posts ☐ is posting

Look! Jay ___ a photo at the moment.
☐ takes ☐ is taking ☐ take

You ___ share your password with anyone. It isn't safe.
☐ shouldn't ☐ might ☐ can

Your footprint is the trace ___ you leave online.
☐ who ☐ that ☐ what

2 **Read F1. What does a stranger learn about each person? Complete the audit.**

Profile	What a stranger learns	Impression (positive / negative / mixed)	Risk or strength
A · @jay_everywhere			
B · @kwame.codes			
C · @mari.v			

3 **Look at F2. True (T) or false (F)?**

	T	F
The post is only visible to Lena's friends.	☐	☐
The location tag shows the name of the campsite.	☐	☐
The caption gives the cousins' surnames.	☐	☐
A user has asked which school Lena goes to.	☐	☐
The post has hashtags.	☐	☐

4 **Which profile would you choose as a model for first-year students? Write 40-50 words with two reasons (I think… because…).**

WORKSHEET 2

Claims, evidence and audience

Session 2

Read the article (F3) and the survey (F5). Then listen to an interview and plan which sources you will use.

1 **Read F3. Complete the table with the claims and the evidence or examples that the text gives.**

Claim in F3	Evidence or example
A footprint is hard to erase.	
It builds a picture of who you are.	
It can affect your safety.	
A footprint can be positive.	

2 **Look at the survey (F5). Tick the correct answer.**

What percentage of students have checked their privacy settings recently?

☐ 38% ☐ 45% ☐ 52%

Which sentence does the data support?

☐ Almost all students have posted a friend's photo without asking.

☐ More than half of the students in the survey have posted a friend's photo without asking.

☐ All teenagers post photos of their friends without asking.

What can't the survey tell us?

☐ How many students answered. ☐ What percentage have a public account. ☐ Why students answered like this.

3 **Listening 1. Listen to Nora twice. Complete the notes and tick the correct answers.**

Nora did a digital clean-up. First, she deleted an _____ _____. Then she changed her account from public to _____. She also removed her _____ from her bio.

How long did the clean-up take?

☐ About ten minutes ☐ About an hour ☐ A whole weekend

A friend had posted a photo of Nora. What did she do?

☐ She asked her friend to take it down. ☐ She deleted her account. ☐ She posted a photo of her friend.

What does Nora still do?

☐ She never posts anything. ☐ She posts her drawings, but she decides who sees them.

☐ She has deleted all her accounts.

4 **Plan your campaign sources. Choose two sources (F3, F5, the interview or another) and complete the table.**

Source I may use	What I will say (claim)	Evidence	How I will credit it

WORKSHEET 3 # Advice, consequences and relative clauses

Session 3

Language workshop. Use the language bank (F7) and the toolkit (Annex 5).

1 Match the two halves of the sentences.

1	If you post your location in real time,	●	a is usually safer.
2	If you tag a friend without asking,	●	b check your privacy settings every month.
3	You should	●	c you leave when you go online.
4	A person who uses a different password for each account	●	d he or she might feel uncomfortable.
5	Your digital footprint is the trace that	●	e strangers can see where you are.

2 Complete with should, shouldn't, might or mustn't.

a) You _____ share your password with anybody.

b) You _____ check your settings every few months.

c) If you post your holiday dates, a stranger _____ know that your house is empty.

d) You _____ copy a photo from a website and say it is yours.

e) If your friends tell you a photo is a problem, you _____ delete it.

3 Join the two sentences with who, that or where.

4 Write three pieces of advice for first-year students. Each one needs a condition or a reason (If you…, … might… / … because…).

WORKSHEET 4

Who controls an online identity?

Session 4

Structured discussion in groups of four. Each person has a role from F6. Statement: «Teenagers alone should decide what is on their online profile.»

1 **Prepare your role (F6). Write three arguments with an example or a piece of evidence (F5, F9 or your own idea).**

Argument (I think… because…)	Example or evidence

2 **Complete the useful phrases with: opinion, point, interesting, explain, add.**

a) In my _____ , teenagers should have a say.

b) I see your _____ , but I partly disagree.

c) That's a really _____ idea.

d) Could you _____ what you mean, please?

e) Sorry, may I _____ something?

3 **Observer role. While another group discusses, tick the strategies you hear.**

- ☐ Someone gives an opinion with a reason.
- ☐ Someone disagrees politely.
- ☐ Someone asks a follow-up question.
- ☐ Someone summarises what another person said.
- ☐ Someone invites a quieter classmate to speak.
- ☐ The speakers stress the key words and use a friendly tone.

4 **Write your group's conclusion in 3-4 sentences (We agreed that… Some of us think… However…).**

WORKSHEET 5

Privacy in plain English

Session 5

Mediation. Your campaign needs a short explanation of a privacy notice for teenagers. Read F4 and explain the key information in plain English. Don't add anything the text doesn't say!

1 **Choose the essential information in each section of F4 and explain it for a teenager in short, simple sentences.**

Section of F4	Essential information (your words)	Plain English for teenagers
1 · Information we collect		
2 · How we use it		
3 · Visibility		
4 · Your choices		
5 · Minimum age		

2 **Check your version. Tick the correct answer.**

Which sentence is NOT supported by F4?

- ☐ ChatLoop collects your approximate location.
- ☐ ChatLoop sells your data to advertisers.
- ☐ Your posts are visible to all users unless you change your settings.
- ☐ You can ask to delete your account.

Which is the best plain-English sentence for section 3?

- ☐ Content published by users is characterised by universal visibility absent configuration changes.
- ☐ Everybody on the app can see your profile and posts unless you change your settings.
- ☐ Your posts are always safe.
- ☐ Nobody can see your posts.

3 **Your grandmother asks you in Spanish: «Mi nieta se va a abrir una cuenta en ChatLoop. ¿Qué datos recoge y se puede borrar la cuenta?» Answer in Spanish in 2-3 sentences, using only the information in F4.**

4 **Peer check. Read your plain-English version to a classmate. Tick what it does.**

- ☐ Short sentences (about 15 words or fewer).
- ☐ No new claims: everything is in F4.
- ☐ Something that is possible is not presented as certain (may, can).
- ☐ Friendly, direct tone (you).
- ☐ It includes the choices a teenager has.

WORKSHEET 6

Our campaign: draft and source check

Session 6

Analyse the campaign examples (F8), write one campaign post and complete the draft in Annex 4. Then swap with another team.

1 **Look at F8. Which language techniques can you find (imperatives, questions, contrast, short sentences, numbers, "you")? Is the evidence credited?**

Campaign	Language techniques I can find	Is the evidence credited? How?
1 · Pause before you post		
2 · Ask first!		
3 · Check your settings		

2 **Tick the correct answer.**

What is the best way to credit a source on a poster?

- ☐ I read it online.
- ☐ Source: Class survey, 3.º ESO, IES Río Verde, 2026 (fictional data).
- ☐ Source: Google.
- ☐ Source: a friend told me.

Which sentence uses a source correctly in a post?

- ☐ Everybody knows that teenagers never check their settings.
- ☐ According to our class survey, 45% of students have checked their privacy settings recently.
- ☐ Surveys show that all students are careless.

3 **Write one campaign post (40-60 words) for first-year students or their families. Include one piece of advice, one reason and a source.**

4 **Peer review of another team's campaign. Tick what it does well. Then write two stars and one wish.**

- ☐ The advice is clear and realistic for the audience.
- ☐ Every piece of advice has a reason or a consequence.
- ☐ Numbers and facts have a credited source.
- ☐ No real person is exposed and nobody is mocked.
- ☐ The sentences are connected (because, so, however).
- ☐ The pitch is clear, with stressed key words.

WORKSHEET 7

Individual challenge: a message from Hugo

Session 7

Work on your own. Read the message, answer it and reflect on your work.

1 **Read Hugo's message: «Hi! I'm Hugo, I'm 12. I got my first phone last week. My friends say I must have a public account to be popular. I want to post photos of me and my dog, but my mum is worried. What do you think? What should I do?» Write a reply (80-100 words). Give advice, two reasons or consequences and credit one source.**

2 **Someone in a group chat writes: «Only stupid people post their address online.» Rewrite the message so that it is respectful and gives a reason.**

3 **Reflect (3-4 sentences). Which strategy helped you most in this project? Which language target will you practise next (for example: if + will, should, who/that/where)?**

ANNEX 4

Final Product Template

Learning situation 1 · Who Are We Online?

STUDENTS

Name: Class: Date:

Our digital identity campaign. Write in English with clear advice, reasons and sources. Use only fictional profiles or your own permission.

Campaign name and slogan

Short, memorable, positive.

Audience and purpose

Who is it for? What should they do?

Poster sketch

Draw or paste the poster: slogan, image, one key sentence and the source.

Three campaign posts

Each post: one piece of advice + one reason or consequence (If you… / You should… because…).

Privacy tips in plain English

Three points from F4, without adding claims.

Evidence and sources

Facts or numbers and how you credit them (F3, F5, the interview…).

60-second pitch: notes

Opening question, three key points, closing sentence. Mark the words to stress.

Ethical check

No real photos or names without permission; nobody is mocked; sources credited.

ANNEX 5

Useful Language & Final Check

Learning situation 1 · Who Are We Online?

STUDENTS

Name: Class: Date:

Functions and model sentences

Describing online behaviour	She posts drawings every week. He is sharing a link now.
Giving an opinion	In my opinion, … / I think … because …
Disagreeing politely	I see your point, but … / I partly agree, but …
Giving advice	You should check your settings. You shouldn't share your location.
Explaining consequences	If you tag a friend without asking, he might feel upset.
Citing and summarising	According to F5, 52% … / The article says that …

Grammar in context

Present simple / continuous	She posts every week. / He is posting a photo now.
Modals of advice	should, shouldn't, must, mustn't, might
First conditional	If you post it, people will see it.
Relative clauses	a person who…, a setting that…, a place where…
Linkers	because, so, but, however, although, as a result

Vocabulary bank

Digital identity: profile, username, bio, follower, digital footprint, reputation

Privacy: settings, public / private, password, location tag, personal data

Content: post, caption, hashtag, comment, tag, share, delete, report

Consent: ask permission, agree, respect, trust, upset

Pronunciation tips

- Sentence stress: I **really** think it's **risky**.
- Polite disagreement: I see your **point**, ↗ but … ↘
- Word stress: **dig**ital, i**den**tity, repu**ta**tion, **pri**vacy.

When I get stuck (clarify & repair)

- Sorry, what do you mean?
- Could you give an example?
- Could you say that again, please?
- Let me say it in another way.
- What I mean is …
- How do you say … in English?

Final check before you hand in: Digital identity campaign

- [ ] Our campaign has a clear audience and purpose.
- [ ] We use should, shouldn't and if-sentences correctly.
- [ ] Numbers and facts have a credited source.
- [ ] No real person is exposed or mocked.
- [ ] Each piece of advice has a reason or a consequence.
- [ ] We use at least two relative clauses (who, that, where).
- [ ] The privacy tips are in plain English and nothing is added.
- [ ] We checked spelling and the pitch is under 60 seconds.

ANNEX 6

Printable Rubric

Learning situation 1 · Who Are We Online?

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Digital identity campaign**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The campaign gives clear, realistic advice for first-year students, supports it with reasons and sources, and speaks directly to its audience.	The campaign gives clear advice with reasons; the audience is clear.	The advice is vague or the reasons are missing; the audience is not always clear.	The campaign does not help its audience; advice and reasons are missing.	
Organisation & language	Posts and pitch are well organised; advice, conditionals, modals and relative clauses are mostly accurate; linkers (because, so, however) connect ideas.	Clear organisation; modals and conditionals are mostly correct; some errors do not stop understanding.	Ideas are listed rather than connected; recurring errors in modals or conditionals sometimes make reading difficult.	Hard to follow; errors often stop understanding.	
Interaction / delivery	In the debate and the pitch I give opinions with reasons, disagree politely, ask follow-up questions and repair misunderstandings naturally.	I give opinions with reasons and use some clarification or polite-disagreement phrases.	I take part with help; I need prompts to give reasons or to disagree politely.	I rarely speak or I only read from paper.	
Mediation & audience	The privacy notice is explained in plain English for teenagers: nothing important is missing and nothing is added that the text does not say.	The main points are explained clearly; one small detail is missing or too complex.	Some points are copied, too complex or partly wrong; one claim is added.	The notice is copied, or the meaning changes (for example, it says data are sold).	
Intercultural / ethical use	Sources are credited correctly; no real person is exposed; the campaign respects different families and ways of using social media and avoids stereotypes.	Sources are mostly credited; the tone is respectful and avoids judging people.	Some sources are not credited or some statements generalise about age or culture.	Material is copied without credit, a real person is exposed or the campaign mocks some people.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 1 · Who Are We Online?

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can give advice and explain consequences about online choices.	◯	◯	◯	◯
I can explain a difficult notice in plain English without adding information.	◯	◯	◯	◯
I can ask for clarification and repair my message when communication breaks down.	◯	◯	◯	◯
I can use feedback to improve my work.	◯	◯	◯	◯

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 1 · Who Are We Online?

STUDENTS

Name: Class: Date:

Extra help: short chunked texts, a claim-evidence table and campaign frames.

Chunked text: Why does a footprint matter?

Chunk 1. A footprint is the information you leave online. It is **hard to erase**: other people can copy or share your posts.

Chunk 2. Some people look at your profile. They can form an **impression of you**. This depends on what you share.

Chunk 3. Some information can be a **risk**, for example your school or when your house is empty.

Mini-glossary: *footprint* = huella · *erase* = borrar · *risk* = riesgo · *share* = compartir · *impression* = impresión

Campaign frames

- **Advice:** You should / shouldn't …
- **Reason:** … because …
- **Consequence:** If you …, … might …
- **Source:** According to …, …
- **Model post:** *Think before you post! If you tag a friend without asking, he or she might feel upset. You should ask first. According to our class survey, 52% of students have posted a friend's photo without asking.*

1 **Read the chunked text. Complete the table.**

Claim	Why? (evidence or example)
A footprint is hard to erase.	
Other people can form an impression of you.	
Some information can be a risk.	

2 **Complete the campaign post with the frames.**

Think before you post! You _____ check your privacy settings because _____. If you post your location, a stranger _____ know where you are. According to _____, 45% of students have checked their settings recently.

3 **Choose the best advice for a first-year student.**

Which sentence gives advice with a reason?

☐ Post everything! ☐ You shouldn't share your home address because strangers might use it. ☐ Never use the internet.

ANNEX 9

Extension

Learning situation 1 · Who Are We Online?

STUDENTS

Name: Class: Date:

One message, three audiences

The same message can sound very different for students, for families and for a public website. Choose **one** piece of advice from your campaign and adapt it to three audiences. Then explain what you changed and why.

Steps

1. Choose one piece of advice and one source (for example, “Ask before you tag someone”).
2. Write three versions: students (30 words, informal), families (40 words, calm and practical, with one action) and a public website (50 words, neutral, with the source).
3. Underline the words and structures that change (tone, vocabulary, you / we, imperatives vs. suggestions).
4. Read your three versions aloud to a classmate and ask: which one is for whom? Improve one version.

1 **Write your three versions and note the changes.**

Audience	Your text	What I changed and why
Students		
Families		
Public website		

What to hand in

The three versions, the notes on what changed and one improvement marked after your classmate’s feedback.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 1 · Who Are We Online?

TEACHER

Worksheet 1

1. Quiz: posts; is taking; shouldn't; that.
2. Audit (model): A · @jay_everywhere: strangers learn his name, school, town, daily routine (skate park) and that his house will be empty; impression: negative or mixed (angry comment about a teacher, friend tagged without asking); risk: safety (empty house, school, location). B · @kwame.codes: his name, age, hobby and skills; impression: positive (curious, helpful, polite, asks permission); strength: shows skills and respect for others. C · @mari.v: very little; impression: private and careful, but the old public comment can give a negative impression; risk or lesson: old comments can remain visible; check old posts.
3. F2: F; T; F (only first names, Ana and Eva); T; T.
4. Open answer. Model: «I think Kwame's profile is a good model because he shows his skills and he is respectful. Also, he asks for permission before he posts a photo of a friend.» Check an opinion, two reasons and a linker (because, also).

Worksheet 2

1. Claims: hard to erase → something shared with a few friends can be copied, screenshotted or shared; picture of who you are → teachers, clubs, universities, and later employers sometimes look for information online (habits differ); safety → details such as school, routine or days when the home is empty can be misused; positive → a blog, a school project or a video can show skills and values.
2. Survey: 45%; second option (more than half = 52%); third option (the survey does not say why).
3. Listening 1 (see script): old comment; private; school (name). Test: about an hour; she asked her friend to take it down; she posts her drawings, but she decides who sees them.
4. Open answer. Model: Source: F5. Claim: «Many students post photos of friends without asking.» Evidence: 52% in our class survey. Credit: «Source: Class survey, 3.º ESO, IES Río Verde, 2026 (fictional data).» Check that the claim matches the evidence and the source is named.

Worksheet 3

1. 1 → e (strangers can see where you are); 2 → d (he or she might feel uncomfortable); 3 → b (check your privacy settings every month); 4 → a (is usually safer); 5 → c (you leave when you go online).
2. a) shouldn't (mustn't is also acceptable); b) should; c) might; d) mustn't; e) should.
3. Open sentences. Models: a) Kwame is a student who makes small games. b) A privacy setting is an option that controls who sees your posts. c) A public post is a post that everybody can see. d) Social media is a place where people share their lives. Accept equivalent answers with the correct pronoun.
4. Open answer. Model: «If you share your location, a stranger might know where you are. You should ask before you tag a friend because he or she may feel upset. Check your settings every month so you decide who sees your posts.»

Worksheet 4

1. Open answers following the role cards. Check that each argument has a reason (because…) and an example or piece of evidence (F5 or F9).
2. a) opinion; b) point; c) interesting; d) explain; e) add.
3. Observation list: open; use it to give feedback to the group and for the observation criterion 3.1.
4. Model conclusion: «We agreed that teenagers should take part in the decisions about their profile. However, parents and the school can help with safety. Some of us think that platforms must make the settings easier to understand.»

Worksheet 5

1. Model: 1 → «The app asks for your name, birthday, email and phone number. It also records what you post, who you talk to, roughly where you are and which device you use.» 2 → «It uses this information to run and improve the app, to choose the content and adverts you see, and to keep the service safe. It may share some information with partner companies, such as advertising and analytics companies.» 3 → «Everybody on the app can see your profile and posts unless you change your settings. Other users can share your posts outside the app, and the app cannot control that.» 4 → «You can see, correct or delete your information in Settings. If you delete your account, your profile disappears from public view within 30 days. Some information may be kept if the law says so.» 5 → «If you are under the minimum age in your country, you need a parent's or guardian's permission.»
2. Test: ChatLoop sells your data to advertisers (the notice says it may share some information with partners, not that it sells it); Everybody on the app can see your profile and posts unless you change your settings.
3. Model answer in Spanish: «ChatLoop recoge datos como el nombre, la fecha de nacimiento, el correo y el teléfono, además de lo que publica, con quién habla, su ubicación aproximada y datos del dispositivo. Sí se puede borrar la cuenta desde Ajustes: el perfil deja de ser público en un plazo de 30 días, aunque parte de la información podría conservarse si la ley lo exige. Mientras no se cambien los ajustes, el perfil y las publicaciones los ve cualquier usuario.»
4. Peer check: open. Students tick what the version does; the teacher checks that the idea «may share» is not changed into «sells».

Worksheet 6

1. F8 (model): 1 → imperatives (Pause. Think. Post.), a conditional sentence, short sentences, «you»; no evidence credited (opinion only). 2 → imperatives (Ask first), contrast/short sentences, a number from the survey; the source is credited at the end. 3 → question to the reader, imperative (Look…), practical detail (ten minutes), a number; the source is credited.
2. Test: Source: Class survey, 3.º ESO, IES Río Verde, 2026 (fictional data); According to our class survey, 45% of students…
3. Model post: «Think before you post! If you tag a friend without asking, he or she might feel upset. You should ask first, because a photo of you is not only yours. According to our class survey, 52% of students have posted a friend's photo without asking. Source: Class survey (fictional), 2026.» Check advice, reason and credited source.
4. Peer review: open. Stars and wishes should refer to concrete parts of the campaign (e.g. «Your slogan is short and easy to remember»; «Add the source to the number on the poster»).

Worksheet 7

1. Model reply (about 90 words): «Hi Hugo! Congratulations on your first phone. You don't need a public account to be popular. I think a private account is a good idea because only people you approve can see your photos. You shouldn't add your school or your address to your profile, because a stranger might use that information. Also ask your mum to look at the settings with you; it takes ten minutes. According to our class survey, only 45% of students have checked their settings recently. Source: Class survey (fictional), 2026.» Assess with the rubric: advice, two reasons or consequences, credited source, should and if-sentences, friendly tone.
2. Model: «I think it is risky to post your address online because strangers might use it. Could we talk about other options?» Accept any respectful message with a reason that does not insult people.
3. Open answers. Accept any realistic strategy (e.g. «I checked what is claim and what is evidence») and any target (first conditional, modals, relative clauses).

Support (Annex 8)

1. Claim → evidence: hard to erase → other people can copy or share your posts; others form an impression → some people look at your profile and the impression depends on what you share; risk → your school or when your house is empty.
2. Model: Think before you post! You should check your privacy settings because only you know what you want to share. If you post your location, a stranger might know where you are. According to our class survey, 45% of students have checked their settings recently.
3. You shouldn't share your home address because strangers might use it.

Extension (Annex 9)

1. Open answer. Check: three clearly different versions (informal with imperatives for students; calm and practical for families with one concrete action; neutral and with the source for the public website), correct modals or conditionals, and notes that explain the changes in tone, vocabulary and structures.

Listening script · Worksheet 2 · Interview with Nora (Listening 1)

Read twice at a natural speed. Two voices: a host and Nora. Pause for ten seconds between readings.

Host: Welcome to Teen Tech Talk. My guest today is Nora, who is fifteen and lives in Galway. Nora, last month you did a digital clean-up. What does that mean?

Nora: Well, I wanted to know what people can find about me online. So I searched my name, and I was surprised. There was an old comment from when I was twelve, and a quiz result with the name of my school.

Host: What did you do?

Nora: First, I deleted the old comment. Then I changed my account from public to private, so only people I approve can see my posts. And I removed my school from my bio.

Host: Was it difficult?

Nora: Not really. It took about an hour. But some things I can't control. A friend had posted a photo of me with a group, so I asked her to take it down, and she did. If a friend says no, you can report the photo to the platform.

Host: What advice do you have for younger students?

Nora: Ask before you tag people, and check your settings every few months. And remember, it isn't about disappearing. I still post my drawings because I'm proud of them. But now I decide who sees them.

Host: Thank you, Nora.

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 45 minutes each. Worksheet 4 needs 15 minutes of preparation and 20 minutes of discussion; set a roles timer so that everybody speaks.
- Mediation (Worksheet 5): value selection and plain language, not literal translation. The key control is that nothing is added: «may share with partners» must not become «sells your data». Students may discuss the notice in Spanish in their teams; the final version is in English. Task 3 is deliberately in Spanish (mediation for a family member).
- Rights and privacy: the profiles, the survey and ChatLoop are fictional. Remind students not to use real classmates' photos or accounts. In Spain, the minimum age for a minor to consent to the use of their personal data is 14 (organic law 3/2018, art. 7); apps may set other conditions. Check the current rules before the discussion with families.
- Differentiation: give Annex 8 (chunked text and frames) to students who need it; ask fast finishers to do Annex 9. Intercultural note: F9 shows individual voices, not national habits; ask students not to generalise («In India, everybody…»).

⚠ Likely errors

- Mixing present simple and continuous: «He posts a photo now» (He is posting…) or «She is posting every week» (She posts…).
- Modals with to or -s: «You should to check», «He should checks».
- Will in the if-clause: «If you will post it, people see it» (If you post it, people will see it).
- who / that / which with the wrong antecedent (who for things) or repeating the pronoun: «a setting that it controls…».
- False friends and uncountables: «actually» (en realidad, not actualmente), «informations», «advices».
- Spanish pronunciation of «privacy», «identity» and «reputation» (word stress), and flat intonation when disagreeing.

⚖ Accepting alternative answers

- Accept any answer that communicates the meaning clearly and uses the target structure, even with small errors that do not affect understanding.
- In mediation, accept different wordings if the key information is correct, nothing is added and uncertain information stays uncertain (may, can).
- In campaign texts, accept other pieces of advice if they are realistic, have a reason or a consequence and credit the source when they use a number or fact.
- For open opinions, value the reason and the use of linkers more than agreement with the teacher's view.

02

SITUACIÓN DE APRENDIZAJE

Breaking News

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we decide whether a news story deserves our trust?

CURSO 3.º ESO	**SESIONES** 7 sesiones
BLOQUES DE SABERES A · B · C	**COMPETENCIAS ESPECÍFICAS** CE1, CE2, CE3, CE4, CE6
PRODUCTO FINAL Verified class news bulletin	**CRITERIOS DE EVALUACIÓN** 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2, 6.1

Contexto, reto y producto final

Un martes cualquiera, un mensaje con letras mayúsculas recorre el chat de la clase: *«¡Cancelan TODOS los autobuses escolares!»*. Nadie sabe quién lo ha escrito, pero muchos lo reenvían. El equipo de la emisora escolar, **Radio Río Verde**, necesita saber qué ha pasado de verdad antes de contarlo. Esta situación convierte a 3.º ESO en una **redacción de noticias**: tres equipos editoriales preparan el boletín semanal del centro, que escuchan el alumnado y las familias, y deben decidir qué se puede publicar, con qué nivel de certeza y citando qué fuentes. La pregunta que guía el trabajo es: *«How can we decide whether a news story deserves our trust?»*

A partir de una noticia **ficticia** (la reducción del autobús 7 de un municipio imaginario, Valdeverde) el alumnado compara titulares, lee tres paquetes de fuentes (una nota de prensa, un artículo local y un mensaje viral), aplica una lista de comprobación de fiabilidad, practica el **presente perfecto para noticias recientes, los modales de certeza y el estilo indirecto**, y simula una reunión de redacción para elegir qué publicar. En la tarea de **mediación**, resume una nota de radio escrita en español para otro equipo editorial que solo lee inglés, indicando de forma explícita lo que está confirmado y lo que no. Con todo ello elabora un **boletín informativo verificado** con notas de fuente, lo emite y supera de forma individual un reto de verificación.

Reto comunicativo

Create a verified class news bulletin for the school community: three news items with a headline, key facts, named sources, a line about what is not confirmed, and a spoken two-minute broadcast.

Producto final

Verified class news bulletin.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE6

Valorar y adecuarse a la diversidad lingüística, cultural y artística, actuando con empatía y respeto en situaciones interculturales.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Extraer y analizar el sentido global y las ideas principales, y seleccionar información pertinente de textos orales, escritos y multimodales sobre temas cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, expresados de forma clara y en la lengua estándar a través de diversos soportes.

1.2 Interpretar y valorar el contenido y los rasgos discursivos de textos progresivamente más complejos propios de los ámbitos de las relaciones interpersonales, de los medios de comunicación social y del aprendizaje, así como de textos literarios adecuados al nivel de madurez del alumnado.

1.3 Seleccionar, organizar y aplicar las estrategias y conocimientos más adecuados en cada situación comunicativa para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; inferir significados e interpretar elementos no verbales; y buscar, seleccionar y gestionar información veraz.

2.1 Expresar oralmente textos sencillos, estructurados, comprensibles, coherentes y adecuados a la situación comunicativa sobre asuntos cotidianos, de relevancia personal o de interés público próximo a la experiencia del alumnado, con el fin de describir, narrar, argumentar e informar, en diferentes soportes, utilizando recursos verbales y no verbales, así como estrategias de planificación, control, compensación y cooperación.

2.2 Redactar y difundir textos de extensión media con aceptable claridad, coherencia, cohesión, corrección y adecuación a la situación comunicativa propuesta, a la tipología textual y a las herramientas analógicas y digitales utilizadas sobre asuntos cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, respetando la propiedad intelectual y evitando el plagio.

3.1 Planificar, participar y colaborar activamente, a través de diversos soportes, en situaciones interactivas sobre temas cotidianos, de relevancia personal o de interés público cercanos a la experiencia del alumnado, mostrando iniciativa, empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

4.2 Aplicar estrategias que ayuden a crear puentes, faciliten la comunicación y sirvan para explicar y simplificar textos, conceptos y mensajes, y que sean adecuadas a las intenciones comunicativas, las características contextuales y la tipología textual, usando recursos y apoyos físicos o digitales en función de las necesidades de cada momento.

6.1 Actuar de forma adecuada, empática y respetuosa en situaciones interculturales construyendo vínculos entre las diferentes lenguas y culturas, rechazando cualquier tipo de discriminación, prejuicio y estereotipo en contextos comunicativos cotidianos y proponiendo vías de solución a aquellos factores socioculturales que dificulten la comunicación.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A2	Estrategias de uso común para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A4	Funciones comunicativas de uso común adecuadas al ámbito y al contexto comunicativo: saludar y despedirse, presentar y presentarse; describir personas, objetos, lugares, fenómenos y acontecimientos; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones, consejos y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y las emociones; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición; expresar argumentaciones sencillas; realizar hipótesis y suposiciones; expresar la incertidumbre y la duda; reformular y resumir.
A5	Modelos contextuales y géneros discursivos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A11	Recursos para el aprendizaje y estrategias de uso común de búsqueda y selección de información: diccionarios, libros de consulta, bibliotecas, recursos digitales e informáticos, etc.
A12	Respeto de la propiedad intelectual y derechos de autor sobre las fuentes consultadas y contenidos utilizados.
A13	Herramientas analógicas y digitales de uso común para la comprensión, producción y coproducción oral, escrita y multimodal; y plataformas virtuales de interacción, cooperación y colaboración educativa para el aprendizaje, la comunicación y el desarrollo de proyectos con hablantes o estudiantes de la lengua extranjera.
B1	Estrategias y técnicas para responder eficazmente y con niveles crecientes de fluidez, adecuación y corrección a una necesidad comunicativa concreta a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.
C1	La lengua extranjera como medio de comunicación interpersonal e internacional, como fuente de información y como herramienta de participación social y de enriquecimiento personal.
C5	Estrategias de uso común de detección y actuación ante usos discriminatorios del lenguaje verbal y no verbal.

Language Toolkit · concreción didáctica

Communicative functions
reporting events; summarising; expressing certainty/uncertainty; citing sources; asking for clarification

Grammar in context
past simple/past continuous review; present perfect for recent events; reported statements (intro); modals of certainty: might/must/can't (guided); linkers

Vocabulary
news; sources; evidence; headlines; misinformation

Pronunciation / phonology
headline stress; newsreader chunking; contrastive stress for corrections

Mediation focus
Summarise a source accurately for another team and flag uncertainty explicitly.

Intercultural focus
Include international examples without equating media style with national character; focus on source practices.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Extract main ideas and relevant details from news texts.
- Evaluate basic source reliability using explicit criteria.
- Distinguish fact, claim, opinion and uncertainty.
- Produce a concise news item respecting source attribution.
- Mediate a source into a short spoken summary.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Compare headline versions and predict framing

Evidence: Worksheet 1: test diagnóstico, análisis de cuatro titulares de un mismo hecho (F1), reconocimiento de léxico emotivo y predicción del enfoque.

Worksheet: Annex 3 · 1

2

SESSION 2

Read three source packages and apply a reliability checklist

Evidence: Worksheet 2: lista de fiabilidad aplicada a tres paquetes de fuentes (F2, F3, F4), valoración de pies de foto (F6) y veredicto razonado.

Worksheet: Annex 3 · 2

3

SESSION 3

Language workshop: recent news and certainty

Evidence: Worksheet 3: listening de un boletín (certeza e incertidumbre), presente perfecto y pasado, modales de certeza y estilo indirecto.

Worksheet: Annex 3 · 3

4

SESSION 4

Newsroom meeting: select what is publishable and why

Evidence: Worksheet 4: clasificación de diez enunciados en hecho, afirmación atribuida, opinión o dato incierto (F7), decisiones de redacción y lista de estrategias de la reunión.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: summarise one source for another editorial team

Evidence: Worksheet 5: mediación de la nota de radio en español (F8) a un resumen en inglés para otro equipo, marcando lo confirmado y lo no confirmado.

Worksheet: Annex 3 · 5

6

SESSION 6

Produce bulletin with source notes and peer fact-check

Evidence: Worksheet 6: titular y noticia propios, notas de fuente y verificación cruzada entre equipos. Borrador del boletín en el Anexo 4.

Worksheet: Annex 3 · 6

7

SESSION 7

Broadcast + individual verification challenge

Evidence: Boletín emitido (Anexo 4 y emisión) y Worksheet 7: nota de verificación individual de un rumor nuevo.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión del sentido global y de las ideas principales de la nota de prensa, el artículo y el mensaje viral (F2-F4) y del boletín oral (listening 1).	Worksheets 1, 2 y 3 / lista de comprobación
1.2	Valoración de los rasgos discursivos de los titulares y los textos de los medios (léxico emotivo, mayúsculas, atribución, tono) y de su enfoque.	Worksheet 1 (tabla de titulares) y Worksheet 2 / rúbrica
1.3	Uso de la lista de fiabilidad (quién, cuándo, evidencia, contraste, tono y correcciones) y de estrategias para inferir y gestionar información veraz (F5, F6).	Worksheet 2 y Worksheet 7 / lista de comprobación
2.1	Emisión de un boletín de dos minutos con titulares, hechos, fuentes citadas y una línea de incertidumbre, con entonación de noticiero y fragmentación comprensible.	Emisión (sesión 7) / rúbrica
2.2	Redacción de las noticias del boletín con notas de fuente y de la nota de verificación individual, con tiempos verbales adecuados y atribución correcta.	Anexo 4, Worksheets 6 y 7 / rúbrica
3.1	Participación en la reunión de redacción: propuestas razonadas, preguntas sobre la evidencia, desacuerdo cortés y cierre de la decisión.	Worksheet 4 / observación sistemática
4.2	Resumen en inglés de la nota de radio en español (F8), con la información esencial, las fuentes y el grado de certeza (confirmado / no confirmado) sin añadir datos.	Worksheet 5 / rúbrica de mediación
6.1	Reflexión sobre las prácticas de verificación de distintos medios del mundo (F9) sin identificar un estilo periodístico con un carácter nacional, y trato respetuoso de las personas citadas.	Worksheets 5 y 6 y boletín / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 **Advanced**	NIVEL 3 **Secure**	NIVEL 2 **Developing**	NIVEL 1 **Beginning**
Communicative achievement	The bulletin informs the school community about three verified items, separates facts from claims and opinions, and tells the audience what is not confirmed.	The bulletin gives three clear items with sources and marks what is not confirmed.	Some items are unclear or do not say where the information comes from.	The bulletin repeats rumours or does not inform its audience.
Organisation & language	Headlines and items are concise and well organised; past simple, present perfect, reported speech and modals of certainty are mostly accurate; linkers are varied.	Clear headlines and items; tenses and reporting verbs are mostly correct; errors do not stop understanding.	Items are listed but not connected; tense and reporting errors sometimes make reading difficult.	Hard to follow; errors often stop understanding.
Interaction / delivery	In the newsroom meeting and the broadcast I propose, justify and question decisions, disagree politely and read like a newsreader (stress and pauses).	I take part in the meeting, ask about evidence and read clearly.	I take part with help; my reading is flat or too fast.	I rarely speak or I only read without pausing.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Mediation & audience	My summary of the Spanish note gives the essential information, names the sources and clearly separates confirmed from unconfirmed information, with nothing added.	My summary is clear and marks most uncertainty; one small detail is missing.	My summary mixes facts and rumours or omits relevant details.	My summary is a word-for-word translation or changes the meaning.
Intercultural / ethical use	Every item names its source; people are quoted fairly; no rumour about a real person is spread; I explain how fact-checkers in different places work without stereotypes.	Sources are named and quotes are fair; the tone is respectful.	Some sources are missing or a quote is unfair; some generalisations about media.	A rumour is spread, a person is mocked or sources are not credited.

Input Pack y recursos

Fictional news articles, source profiles, timestamps, quotes, image captions, fact/opinion cards and bulletin script.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Reliability checklist, annotated model, vocabulary bank and source-note template.

Extension

Anexo 9

Compare two accounts of the same event and analyse framing choices.

ANNEX 1

Challenge Launch

Learning situation 2 · Breaking News

STUDENTS

It is Tuesday morning and the class chat is on fire: “BREAKING! They are CANCELLING all school buses!” Nobody knows who wrote it, but everybody is sharing it. Radio Río Verde needs a reliable news team before it broadcasts anything. That team is you. You will compare headlines, read three source packages, test each source with a checklist, decide what is publishable in a newsroom meeting and explain a Spanish radio note to another editorial team. Then you will record a verified bulletin. Remember: a good journalist doesn’t only ask “What happened?”, but also “How do we know?”

“How can we decide whether a news story deserves our trust?”

Your challenge

Create a verified class news bulletin for the school community: three news items with a headline, key facts, named sources, a line about what is not confirmed, and a spoken two-minute broadcast.

Audience: The school community (students and families) who listen to Radio Río Verde and read its website.

What you will create

Verified class news bulletin

Roadmap · 7 sessions

1. We compare four headlines about the same event and predict their framing.
2. We read three source packages and test each source with a reliability checklist.
3. We practise reporting recent news and expressing certainty and doubt.
4. We hold a newsroom meeting: what can we publish, hold or reject?
5. We summarise a Spanish radio note in English for another team, marking what is not confirmed.
6. We write the bulletin with source notes and fact-check another team’s script.
7. We broadcast the bulletin and complete a verification challenge on our own.

Success criteria

- ✓ I can say whether a source deserves trust and explain why.
- ✓ I can distinguish fact, claim, opinion and uncertainty.
- ✓ I can report recent events and what people said.
- ✓ I can say how sure I am (it must / might / can’t be…).
- ✓ I can summarise a source for another team without adding information.
- ✓ I can write and read a short news item with its sources.

Working together

- Check before you share: no rumour goes into the bulletin without a second source.
- Quote people fairly and name the source of every fact.
- Everybody has a newsroom role: editor, reporter, fact-checker, presenter.

ANNEX 2

Input Pack

Learning situation 2 · Breaking News

STUDENTS

Everything for the newsroom: four headlines about one event, three source packages, a reliability checklist, image captions, ten statement cards, a Spanish radio note to summarise, fact-checking organisations around the world and a model bulletin.

F1 One event, four headlines

DATA

Version	Headline	Where it appeared
A	Council cuts school bus 7	News aggregator “Valdeverde Today”
B	School bus 7 to run less often from 2 November	Local news site “Valdeverde Post”
C	BREAKING!!! Council CANCELS school buses!	Viral post on social media
D	Council: afternoon service on line 7 to be reduced, review planned for January	Press release of Valdeverde Town Council

All four headlines are about the same event: a change in the afternoon timetable of bus line 7 (Valdeverde centre – IES Río Verde).

Source: Fictional headlines written for this notebook. The town, the council and the media are fictional.

Before you read the articles: which headline sounds the calmest? Which one sounds the most alarming? What words create that feeling?

F2 Package 1 · Council press release

NEWS

Valdeverde Town Council · Press release
Wednesday 14 October 2026 · 11:00

Line 7 (Valdeverde centre – IES Río Verde): changes to the afternoon timetable

Valdeverde Town Council announces that, from Monday 2 November, the afternoon service of bus line 7 will change. The buses will leave IES Río Verde at **14:15 and 15:15**. Until now there were four afternoon buses (14:15, 14:45, 15:15 and 16:00). The morning service will not change.

In September the council counted the passengers: the afternoon buses carried **11 passengers on average**. Each bus has 55 seats.

The Councillor for Transport, Rosa Delgado, said: “We are not cancelling the service. We are adapting it to the number of passengers, and we will review the change in January with families and schools.”

Families can send their comments to transporte@ayto-valdeverde.example until 30 October.

Photo: Bus 7 at the school stop (archive photo).

Source: Fictional press release written for this notebook. Valdeverde Town Council does not exist.

F3 Package 2 · Local news article

NEWS

VALDEVERDE POST

School bus 7 to run less often from 2 November

By Carmen Ibáñez · Wednesday 14 October 2026, 16:20 · *Updated 17:40*

Students at IES Río Verde will have fewer afternoon buses from 2 November, the town council has announced. Two of the four afternoon services (14:45 and 16:00) will disappear. The morning buses will stay the same.

The council says that the buses carry few passengers: "eleven on average", according to its September count. Councillor Rosa Delgado told the *Post* that the service is not being cancelled and that the change will be reviewed in January.

"My son has a sports activity that finishes at 16:00. After this change there will be no bus after 15:15," said Imran Khan, whose son is in first year.

A source close to the council told the *Post* that the line "might disappear completely in 2027". The council did not comment on this claim.

Correction (17:40): An earlier version said that the first afternoon bus would leave at 14:00. The correct time is 14:15.

Photo: Students wait for bus 7 outside IES Río Verde on Tuesday. Photo: Valdeverde Post.

Source: Fictional article written for this notebook. "Valdeverde Post" and the people named are fictional.

F4 Package 3 · A viral post

CASE

@valdeverde_alert · 14 October, 19:05 · 1.2K shares
Profile: account created three days ago · no name · no contact details

BREAKING!!! They are CANCELLING all the school buses in Valdeverde!!! Share before they delete this!!! My cousin works at the council and says the whole line is dead. Our kids will have to walk 6 km every day!!! #Valdeverde #SaveBus7

Photo: a crowd of students at a bus stop. Caption: "This is what will happen EVERY DAY."

Source: Fictional post written for this notebook. The account does not exist.

List three things that make this post different from Packages 1 and 2.

F5 The six-question reliability checklist

DIAGRAM

1. **WHO is behind it?**
   A named person or organisation, with contact details?
2. **WHEN was it published?**
   Is the date clear? Does the photo belong to this event?
3. **What is the EVIDENCE?**
   Facts, numbers, documents or named people?
4. **Can we CHECK it?**
   Does another independent source say the same?
5. **Is it FAIR?**
   Calm language? Facts separated from opinions?
6. **Does it show SOURCES and CORRECTIONS?**
   Quotes, links, a note when a mistake is corrected?

Count your «yes» answers

5-6 yes
PUBLISH
Say where the information comes from.

3-4 yes
HOLD
Look for one more reliable source first.

0-2 yes
DON'T PUBLISH
Don't share it. Tell your editor why.

Source: Checklist designed for this notebook.

A checklist helps, but it is not magic: a source can pass the checklist and still be wrong. What would you do then?

F6 Image captions

DATA

Image	Caption used	What we know about the image
Photo 1 · Valdeverde Post (F3)	Students wait for bus 7 outside IES Río Verde on Tuesday.	Taken by the newspaper's photographer on Tuesday 13 October. The time and the place are in the photo data.
Photo 2 · viral post (F4)	This is what will happen EVERY DAY.	The same photo was published on a school blog in January 2019, with the title "Trip to the museum".
Photo 3 · Council press release (F2)	Bus 7 at the school stop (archive photo).	The council marks it as an archive photo.

Source: Fictional information created for this notebook.

Which captions describe the image honestly? How can an old photo become misleading?

F7 Statement cards for the newsroom meeting

DATA

ID	Statement	Where it comes from
1	From 2 November, bus 7 will leave the school at 14:15 and 15:15.	Press release (F2) and Valdeverde Post (F3)
2	The afternoon buses carry 11 passengers on average.	Council's count in September (F2)
3	This decision is a disaster for families.	A comment on social media
4	The line might disappear completely in 2027.	A source close to the council, not named (F3). The council did not comment.
5	The morning buses will not change.	Press release (F2) and Valdeverde Post (F3)
6	All the school buses in Valdeverde are being cancelled.	Viral post (F4)
7	The council will review the change in January.	Councillor Rosa Delgado (F2, F3)
8	A parent says that his son will have no bus after 15:15.	Imran Khan, quoted in F3
9	The photo in the viral post shows what will happen every day.	Viral post (F4)
10	Line 7 is the best bus line in town.	A student in the class chat

Source: Statements written for this notebook from F2, F3 and F4.

For each card, ask: Is it confirmed? Who says it? Can we check it?

F8 Mediation · A radio note in Spanish

TEXT

RADIO VALDEVERDE · NOTA INFORMATIVA

Reunión pública sobre el autobús escolar de la línea 7

El Ayuntamiento de Valdeverde ha convocado una reunión pública el **jueves 29 de octubre a las 18:00** en la Casa de Cultura para explicar el cambio de horarios del autobús escolar de la línea 7. Según la concejala de Transportes, Rosa Delgado, el servicio no se suprime y los autobuses de la mañana seguirán igual; a partir del 2 de noviembre solo habrá dos salidas por la tarde, a las 14:15 y a las 15:15.

La asociación de familias del instituto (AMPA) ha pedido que se mantenga también el autobús de las 16:00 para el alumnado que tiene actividades extraescolares. El Ayuntamiento no ha confirmado si estudiará esa petición.

Fuentes municipales, que no quieren ser identificadas, no descartan que el servicio se revise de nuevo en 2027, pero el Ayuntamiento no lo ha confirmado. La entrada a la reunión es libre.

Source: Note written for this notebook (fictional radio station and people). The team that reads English only (the international desk) can't read it: you will summarise it for them in English.

Don't translate word by word! Choose the essential information, name the sources and say clearly what is confirmed and what is not.

F9 Fact-checking around the world

DATA

Organisation	Where it works	What it does (in general)
Full Fact	United Kingdom	Checks claims made in public debate and explains the evidence.
Africa Check	Africa (several countries)	Checks claims about public issues and publishes the evidence.
Maldita.es	Spain	Checks viral messages and teaches how to verify information.
BOOM	India	Checks viral posts and publishes how it checked them.
Your own example	?	?

Each organisation has its own methods, but good fact-checkers usually **name their sources, show their evidence and correct their own mistakes**. These habits matter more than the country or the style of a newsroom.

Source: General information for the classroom. The names of the organisations are real; the descriptions are general. Check each website for its current methods.

Which of these habits can you use in our bulletin? Why is it unfair to say «journalists from [a country] always…»?

F10 Model bulletin script

TEXT

[Jingle]

Presenter: Good morning, this is Radio Río Verde, the voice of our school. It's Thursday, 15 October. Here are today's headlines.

Headline 1: From 2 November, bus line 7 will run twice in the afternoon, not four times. The town council has confirmed this in an official statement.

Details: The buses will leave school at 14:15 and 15:15. The council says that, in September, the afternoon buses carried eleven passengers on average. The morning service will not change.

Not confirmed: One news site says that the line *might* disappear in 2027. The council hasn't confirmed this, so we can't say if it is true.

Check: A post says that all school buses are cancelled. That is false. The councillor said: "We are not cancelling the service."

Sources: Valdeverde Town Council press release, 14 October; Valdeverde Post, 14 October.

Closing: That's all for today. Remember: check before you share! This is Radio Río Verde.

Source: Script written for this notebook. Your teacher can read it aloud as a model before you write your own.

Underline: a headline, two facts, one uncertainty line and the sources. Where does the presenter pause?

ANNEX 3

Student Worksheets

Learning situation 2 · Breaking News

STUDENTS

WORKSHEET 1 One event, four headlines

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then compare the four headlines in F1 and predict how each article will tell the story.

1 **Warm-up quiz. Tick the correct answer.**

While I ___ the news, my phone rang.
☐ read ☐ was reading ☐ have read

The newspaper ___ a correction an hour later.
☐ published ☐ has published ☐ was publishing

What ___ you doing when the news broke?
☐ did ☐ were ☐ have

A person or a document that gives you information is a ___ .
☐ source ☐ headline ☐ caption

2 **Compare the headlines (F1). Which words show emotion or exaggeration? What will each article probably be like?**

Headline	Words or signs of emotion / exaggeration	Predicted framing
A · Council cuts school bus 7		
B · School bus 7 to run less often…		
C · BREAKING!!! Council CANCELS…		
D · Council: afternoon service… review planned		

3 **True (T) or false (F)?**

	T	F
Headline B gives a date.	☐	☐
Headline D mentions a future review.	☐	☐
Headline A says how many buses will be removed.	☐	☐
Headline C uses capital letters and exclamation marks to create emotion.	☐	☐
Headlines A and B give the same level of detail.	☐	☐

4 **Which headline would you trust most before reading the article? Why? Write 30-40 words (I would trust… because…).**

WORKSHEET 2

Can we trust it?

Session 2

Read the three packages (F2, F3, F4), the checklist (F5) and the image captions (F6).

1 **Apply the checklist (F5) to each package. Write Yes, Partly or No and one short note.**

Question	F2 · Council	F3 · Valdeverde Post	F4 · Viral post
1 · Who?			
2 · When?			
3 · What evidence?			
4 · Can we check?			
5 · Is it fair?			
6 · Sources and corrections?			

2 **Tick the correct answer.**

How many afternoon buses will there be from 2 November?

☐ Four ☐ Two ☐ None

What does the council say about the line?

☐ It is cancelled. ☐ It is not cancelled, but the afternoon service is reduced. ☐ It will be free for students.

What was corrected in F3?

☐ The date of the change ☐ The time of the first afternoon bus ☐ The name of the councillor

3 **Look at the image captions (F6). Is each caption reliable? Why?**

Image	Reliable caption? (yes / no)	Why?
Photo 1 (F3)		
Photo 2 (F4)		
Photo 3 (F2)		

4 **Give each package a verdict: trust, use with care, or don't use. Explain it in one sentence with because.**

Package	Verdict	Reason (because…)
F2 · Press release		
F3 · Local article		
F4 · Viral post		

WORKSHEET 3

Recent news and certainty

Session 3

Language workshop. Use the toolkit (Annex 5) and the model bulletin (F10).

1 **Listening 1. Listen to the Radio Río Verde bulletin twice. What has happened? How sure is the presenter?**

Item	What has happened or what is the claim?	Certain or uncertain? How do you know?
Science club		
Playground		
Museum trip		

2 **Complete with the present perfect or the past simple, or with the past continuous.**

a) The council _____ (announce) a change in the bus timetable.

b) It _____ (announce) it on Wednesday at 11:00.

c) Hundreds of people _____ (share) the post, but nobody _____ (check) the photo.

d) While the journalist _____ (write) the article, the council _____ (send) a correction.

3 **Complete with might, must or can't.**

a) The account was created three days ago and has no name. It _____ be a reliable source.

b) The photo is from 2019, so it _____ show what happens now.

c) The council has published the timetable, so the information _____ be true.

d) One person says the line will disappear in 2027, but nobody confirms it. It _____ happen.

4 **Report what people said. Start with She said that… / He said that… / The post said that…**

WORKSHEET 4

Newsroom meeting

Session 4

Work in an editorial team of four. You have ten statement cards (F7). Decide what is publishable and how to say it.

1 **Classify each statement card (F7) as Fact (confirmed), Claim (who says it?), Opinion or Uncertain / false. Give the evidence or the reason.**

ID	Category	Evidence or reason
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

2 **Complete the newsroom phrases with: publish, evidence, check, sure, hold.**

a) I think we should _____ card 1 because the council has confirmed it.

b) We can't publish card 4 yet. We don't have enough _____.

c) Let's _____ the photo with another source.

d) I'm not _____ about card 8. Who said it?

e) We should _____ card 4 until the council answers.

3 **Take decisions for four cards and decide how to say them.**

Card	Publish / hold / reject	Reason	How will we say it?
Card 1			
Card 4			
Card 6			
Card 9			

4 **Observer role. While another team meets, tick the strategies you hear.**

- [ ] Someone proposes a decision and gives a reason.
- [ ] Someone asks “Who says so?” or “What is the evidence?”
- [ ] Someone disagrees politely.
- [ ] Someone summarises the decision.
- [ ] Everybody has a turn.
- [ ] The team agrees what to do next.

WORKSHEET 5 Summarise a source for another team

Session 5

Mediation. The international desk reads English only. Read the Spanish radio note (F8) and explain it in English. Say what is confirmed and what is not.

1 **Choose the essential information in F8. Is it confirmed? Then write how you will say it in English.**

Information in F8	Confirmed?	How I will say it in English
Public meeting on 29 October		
The council says the line is not cancelled		
Only two afternoon buses from 2 November		
Families ask to keep the 16:00 bus		
The council will study the request		
The service might be reviewed in 2027 (unnamed sources)		

2 **Write your summary for the international desk (50-60 words). Name the sources and mark what is not confirmed.**

3 **Tick the correct answer.**

Which sentence flags the uncertainty correctly?

- ☐ The line will disappear in 2027.
- ☐ Some sources say the line might be reviewed again in 2027, but the council hasn't confirmed it.
- ☐ The council says the line will disappear in 2027.
- ☐ Nobody knows anything about 2027.

4 **Say your summary aloud to a partner in 30 seconds, without reading. Your partner ticks what you do.**

- ☐ The summary says what is confirmed.
- ☐ It says what is not confirmed.
- ☐ It names the sources (the council, the families' association).
- ☐ It is short and easy to follow.
- ☐ Nothing is added.

WORKSHEET 6 Our bulletin: draft and fact-check

Session 6

Write your bulletin in the template (Annex 4) with the model (F10) and the checklist (F5). Then swap scripts with another team and fact-check them.

1 **Tick the correct answer.**

Which is the best headline for a verified bulletin?

- ☐ BREAKING!!! You won't believe this!
- ☐ Council confirms two afternoon buses on line 7 from 2 November
- ☐ Is the bus dead? Maybe!
- ☐ Terrible news for all families

Which sentence tells the audience how sure we are?

- ☐ The line is dead.
- ☐ The council hasn't confirmed that the line might disappear in 2027.
- ☐ Everybody knows the truth.

2 **Write the source notes for three items in your bulletin.**

Item	Source (who, where, when)	Second source? (yes / no)	Certainty language

3 **Write one bulletin item (40-50 words): a headline of eight words or fewer, two facts, the source and one uncertain detail.**

4 **Fact-check another team's script. Tick what it does. Then write two stars and one wish.**

- ☐ Every fact has a named source.
- ☐ Facts, claims and opinions are not mixed.
- ☐ Uncertain information is marked (might, hasn't been confirmed).
- ☐ Quotes are fair and exact.
- ☐ Tenses and reporting verbs are correct.
- ☐ The script is clear to read aloud.

WORKSHEET 7 Individual challenge: verify a rumour

Session 7

Work on your own. Two sources about the same event arrive in the newsroom. Decide what you can say.

1 **Read the two sources. Write a verification note (70-90 words): what is confirmed, what is not, your verdict and the headline you would use.**

Source 1 · class chat, 20 October, 08:12: "CANTEEN CLOSING next Monday!! Bring your own lunch!! A friend of mine told me."
Source 2 · notice from the headteacher, 20 October, 12:00: "From Monday 26 October the canteen will be closed on Monday and Tuesday because the kitchen will be repaired. Students must bring a packed lunch on those days. The canteen will reopen on Wednesday 28 October."

2 **Complete with must or can't.**

Source 2 is an official notice, so the closure _____ be real. But the rumour says the canteen is closing for good.

That _____ be true because the notice says it will reopen.

ANNEX 4

Final Product Template

Learning situation 2 · Breaking News

STUDENTS

Name: Class: Date:

Our verified class news bulletin. Write the script in English. Every fact needs a source, and every doubt needs a warning.

Radio, date and audience

Name of the bulletin, date, who listens.

Item 1 · headline and script

Headline (8 words or fewer) + two facts + source (40-50 words).

Item 2 · headline and script

Use past simple / present perfect and reported speech.

Item 3 · headline and script

Include one uncertainty line (might, hasn't been confirmed).

Source notes

For each item: who, where, when, second source checked?

Rumour check

One rumour we reject and why (no real person named).

Opening and closing lines

Presenter lines. Mark pauses (|) and stressed words.

ANNEX 5

Useful Language & Final Check

Learning situation 2 · Breaking News

STUDENTS

Name: Class: Date:

Functions and model sentences

Reporting events	The council has announced a change. It said that…
Citing sources	According to the council, … / The Post reports that …
Certainty and doubt	It must be true. It might be false. It can't be right.
Asking for evidence	Who says so? What is the evidence? Can we check it?
Correcting	Actually, it was 14:15, not 14:00.
Summarising	In short, … / To sum up, …

Grammar in context

Past simple / continuous	She was writing when the council called.
Present perfect (recent news)	The council has announced…; nobody has checked…
Reported statements	She said that they weren't cancelling the line.
Modals of certainty	must, might, can't + be / happen
Linkers	but, however, so, according to, although

Vocabulary bank

News: headline, article, report, bulletin, journalist, editor, correction

Sources: source, evidence, quote, press release, official, eyewitness, anonymous

Fact or not?: fact, claim, opinion, rumour, confirmed, unconfirmed

Misinformation: false, misleading, viral, fact-check, verify

Pronunciation tips

- Headline stress: Council **con**firms two **bu**ses.
- Newsreader chunks: Good morning, | this is Radio Río Verde. | Here are the headlines.
- Contrastive stress: It was 14:**15**, not 14:**00**.

When I get stuck (clarify & repair)

Sorry, who said that?

Could you repeat the source?

What do you mean exactly?

Let me check that again.

I'm not sure. Can we verify it?

How do you say … in English?

Final check before you hand in: Verified class news bulletin

- [ ] Every news item has a headline and a named source.
- [ ] Facts, claims and opinions are clearly separated.
- [ ] At least one line says what is not confirmed.
- [ ] We use the past simple and the present perfect correctly.
- [ ] We use at least two reporting structures (said that, according to).
- [ ] We checked each fact with a second source.
- [ ] Quotes are fair and no rumour about a real person is spread.
- [ ] The script is under two minutes and we marked pauses.

ANNEX 6

Printable Rubric

Learning situation 2 · Breaking News

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Verified class news bulletin**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The bulletin informs the school community about three verified items, separates facts from claims and opinions, and tells the audience what is not confirmed.	The bulletin gives three clear items with sources and marks what is not confirmed.	Some items are unclear or do not say where the information comes from.	The bulletin repeats rumours or does not inform its audience.	
Organisation & language	Headlines and items are concise and well organised; past simple, present perfect, reported speech and modals of certainty are mostly accurate; linkers are varied.	Clear headlines and items; tenses and reporting verbs are mostly correct; errors do not stop understanding.	Items are listed but not connected; tense and reporting errors sometimes make reading difficult.	Hard to follow; errors often stop understanding.	
Interaction / delivery	In the newsroom meeting and the broadcast I propose, justify and question decisions, disagree politely and read like a newsreader (stress and pauses).	I take part in the meeting, ask about evidence and read clearly.	I take part with help; my reading is flat or too fast.	I rarely speak or I only read without pausing.	
Mediation & audience	My summary of the Spanish note gives the essential information, names the sources and clearly separates confirmed from unconfirmed information, with nothing added.	My summary is clear and marks most uncertainty; one small detail is missing.	My summary mixes facts and rumours or omits relevant details.	My summary is a word-for-word translation or changes the meaning.	
Intercultural / ethical use	Every item names its source; people are quoted fairly; no rumour about a real person is spread; I explain how fact-checkers in different places work without stereotypes.	Sources are named and quotes are fair; the tone is respectful.	Some sources are missing or a quote is unfair; some generalisations about media.	A rumour is spread, a person is mocked or sources are not credited.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 2 · Breaking News

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can say whether a source deserves trust and explain why.	◯	◯	◯	◯
I can summarise a source for another team and say what is not confirmed.	◯	◯	◯	◯
I can ask for clarification and repair my message when communication breaks down.	◯	◯	◯	◯
I can use feedback to improve my work.	◯	◯	◯	◯

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 2 · Breaking News

STUDENTS

Name: Class: Date:

Extra help: an annotated model item, a vocabulary bank and a source-note template.

Annotated model item

[HEADLINE] Council confirms two afternoon buses.
[FACT] From 2 November, bus 7 will leave school at 14:15 and 15:15.
[SOURCE] The council said this in a press release on 14 October.
[UNCERTAIN] One site says the line might disappear in 2027, but the council hasn't confirmed it.

Vocabulary bank and source note

- **source** = fuente · **claim** = afirmación · **rumour** = rumor
- **confirmed** = confirmado · **headline** = titular
- **Source note:** Who? … Where? … When? … Second source? Yes / No

1 **Match the word with its meaning.**

1 source ●	● a a note that fixes a mistake
2 headline ●	● b facts or documents that support an idea
3 rumour ●	● c the title of a news story
4 correction ●	● d a person or document that gives information
5 evidence ●	● e a story that people pass on without proof

2 **Complete the source note for the council press release (F2).**

Who?	Where?	When?	Second source? (yes / no)

3 **Complete the bulletin item with the model.**

Good morning! From _____, bus line 7 will run _____ times in the afternoon. The council _____ this in a press release. One site says the line _____ disappear in 2027, but the council hasn't _____ it.

ANNEX 9

Extension

Learning situation 2 · Breaking News

STUDENTS

Name: Class: Date:

Two accounts, one event: framing

Journalists can tell the same event in different ways. Read the two fictional accounts about a new cycle lane. Compare the **facts**, the **words** and the **people who are quoted**. Then write a neutral version.

X1 Account 1 · Valdeverde Post

TEXT

Council approves new cycle lane to make Calle Mayor safer

Valdeverde Town Council approved on Tuesday a new cycle lane on Calle Mayor. The lane, which will be 1.2 km long, will connect the station with the school area. To build it, 14 parking spaces will be removed. “Children will be able to cycle to school more safely,” said cyclist Laura Gómez.

Source: Fictional text written for this notebook.

X2 Account 2 · Valdeverde Today

TEXT

Council removes 14 parking spaces to build a cycle lane

On Tuesday the town council voted to remove 14 parking spaces on Calle Mayor for a new 1.2 km cycle lane. “My customers arrive by car. Now they will have nowhere to park,” said shop owner Luis Prieto. The council says the lane will connect the station with the school area.

Source: Fictional text written for this notebook.

Steps

1. List the facts that are in both accounts (what, where, when, how many).
2. Compare the headlines and the people who are quoted. Which words make the lane sound positive or negative?
3. Write a neutral headline and a neutral version (60-80 words) with both points of view and the sources.
4. Swap with a classmate: is it really neutral? Mark one word to change.

1 **Compare the two accounts.**

	Account 1	Account 2
Headline: what is stressed?		
Who is quoted?		
Words with positive or negative feeling		
Effect on the reader		

2 **Write your neutral headline and your neutral version (60-80 words) with both points of view and the sources.**

What to hand in

The comparison table, a neutral headline and a neutral version (60-80 words) with one word improved after your classmate's feedback.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 2 · Breaking News

TEACHER

Worksheet 1

1. Quiz: was reading; published; were; source.
2. Model: A · «cuts» is a strong, negative verb; the framing is critical, the headline gives few details. B · neutral, precise (a date, «less often»); a calm informative article. C · capital letters, «BREAKING», exclamation marks, «CANCELS»; alarming, emotional, probably no evidence. D · calm, formal, gives a service change and a review; the official point of view.
3. T; T; F; T; F.
4. Open answer. Model: «I would trust headline D because it is calm and gives precise information. It is also the official source, but I would check it with another source.» Check an opinion, a reason and a linker.

Worksheet 2

1. Model: 1 Who? → F2 Yes (the council, named councillor); F3 Yes (newspaper, named journalist); F4 No (no name, new account). 2 When? → Yes / Yes (14 October, 11:00 and 16:20; updated 17:40) / Partly (date but the photo is from 2019). 3 Evidence → Yes (dates, times, count of passengers) / Yes (quotes, count, council) / No (only «my cousin says»). 4 Check → Partly (official source, so it has to be compared) / Yes (agrees with F2) / No (contradicted by F2). 5 Fair → Yes / Yes (but one claim unconfirmed) / No (capital letters, exaggeration). 6 Sources and corrections → Partly (contact for comments) / Yes (correction at 17:40) / No.
2. Two; it is not cancelled but reduced; the time of the first afternoon bus (14:00 → 14:15).
3. Photo 1: yes (photographer, date and place are known); Photo 2: no (the photo is from 2019 and a different event); Photo 3: yes (it says it is an archive photo).
4. Model: F2 → trust (official, precise, dated, can be checked with F3), but remember it is the council's own point of view. F3 → trust, with care for the unnamed source about 2027. F4 → don't use, because the account is anonymous, it gives no evidence and the photo is old.

Worksheet 3

1. Listening 1 (see script). Science club: has won second prize at the regional science fair (certain, said as a fact). Playground: a storm has damaged part of the fence; the headteacher said it will probably stay closed and the repairs might take a week (uncertain: probably, might). Museum trip: rumour that it is cancelled; it can't be true because the teacher in charge has confirmed it will take place (rumour is false).
2. a) has announced; b) announced; c) have shared / has checked; d) was writing / sent.
3. a) can't; b) can't; c) must; d) might.
4. Model: Rosa Delgado said that they weren't cancelling the service. / Imran Khan said that his son had no bus after 15:15 (accept «will have»). / The post said that the whole line was dead. Accept present forms when the context is still true («The councillor said that the line is not cancelled»).

Worksheet 4

1. Model: 1 Fact (confirmed by F2 and F3). 2 Claim (the council's count; it can be checked). 3 Opinion. 4 Uncertain (unnamed source, no comment from the council). 5 Fact. 6 Uncertain / false (contradicted by F2). 7 Claim (said by the councillor; a promise). 8 Claim (quote of a parent). 9 Uncertain / false (the photo is from 2019). 10 Opinion.
2. a) publish; b) evidence; c) check; d) sure; e) hold.
3. Model: Card 1 → publish, confirmed by two sources; «The council has confirmed that…». Card 4 → hold, unnamed source and no confirmation; «One source says that the line might disappear in 2027, but the council hasn't confirmed it.» Card 6 → reject as a fact; mention only as a rumour to correct: «A post says that all buses are cancelled. That is false.» Card 9 → reject, the photo is from 2019.
4. Observation list: open; use it for criterion 3.1.

Worksheet 5

1. Model: public meeting on 29 October at 18:00 in the Casa de Cultura (confirmed: the council called it); the councillor says the line is not cancelled (confirmed, as the council's statement); two afternoon buses from 2 November, at 14:15 and 15:15 (confirmed); families' association asks to keep the 16:00 bus (confirmed that they asked); the council has not confirmed if it will study the request (not confirmed); service might be reviewed in 2027 (not confirmed; unnamed sources).
2. Model summary (about 55 words): «The town council has called a public meeting on Thursday 29 October at 18:00 to explain the new timetable of bus 7. From 2 November there will be two afternoon buses (14:15 and 15:15). The families' association has asked to keep the 16:00 bus; the council hasn't said yes. Unnamed sources say the line might be reviewed in 2027, but this is not confirmed.»
3. Second option.
4. Peer check: open. Check the information is not read from the paper and that «might» is not changed into «will».

Worksheet 6

1. Test: Council confirms two afternoon buses on line 7 from 2 November; The council hasn't confirmed that the line might disappear in 2027.
2. Open answer. Model: Item 1: Council press release, Valdeverde Town Council, 14 October; second source: Valdeverde Post (yes); certainty: «has confirmed». Item 2: the same source.
3. Model item: «Council confirms fewer afternoon buses. From 2 November, bus 7 will leave school at 14:15 and 15:15. The council says that the buses carried eleven passengers on average in September. This was announced in a press release on 14 October. It has not said if the line might change in 2027.» Check the headline length, the facts, the source and the uncertain detail.
4. Peer fact-check: open. Stars and wishes should refer to concrete parts (e.g. «The source of the second fact is missing»).

Worksheet 7

1. Model note (about 80 words): «The canteen will be closed on Monday 26 and Tuesday 27 October because the kitchen will be repaired (confirmed by the headteacher's notice). It will reopen on Wednesday 28 October. The chat message says the canteen is closing next Monday and that students must bring their own lunch; this is partly true, but it gives no source and it does not say it is only for two days. Verdict: partly true. Headline: «Canteen closed for two days, not for good».
2. must; can't.

Support (Annex 8)

1. source → a person or document that gives information; headline → the title of a news story; rumour → a story that people pass on without proof; correction → a note that fixes a mistake; evidence → facts or documents that support an idea.
2. Who? Valdeverde Town Council; Where? Press release (14 October); When? Wednesday 14 October 2026, 11:00; Second source? Yes (Valdeverde Post).
3. Good morning! From 2 November, bus line 7 will run two times in the afternoon. The council announced this in a press release. One site says the line might disappear in 2027, but the council hasn't confirmed it. Accept «said» for «announced».

Extension (Annex 9)

1. Facts in both: the council approved the lane on Tuesday; Calle Mayor; 1.2 km; 14 parking spaces will be removed; it connects the station and the school area. Differences: Account 1 stresses safety and benefits (headline «make Calle Mayor safer»; quote from a cyclist; «children will be able…»); Account 2 stresses the loss of parking (headline «removes 14 parking spaces»; quote from a shop owner; «nowhere to park»). Both use verbs of the vote (approved / voted).
2. Model neutral version: «Valdeverde Town Council has approved a new 1.2 km cycle lane on Calle Mayor, which will connect the station with the school area. Fourteen parking spaces will be removed. Cyclist Laura Gómez said that children will be able to cycle to school more safely, while shop owner Luis Prieto said that his customers arrive by car.» Accept other neutral headlines (e.g. «New cycle lane approved; 14 parking spaces to go»).

Listening script · Worksheet 3 · Radio Río Verde bulletin (Listening 1)

Read twice at a natural speed, like a newsreader.

Presenter: Good morning! This is the Radio Río Verde bulletin for Friday 16 October.

First, some good news. The school science club has won second prize at the regional science fair. The team presented a water filter made with sand and recycled bottles.

Second, the playground. Last night's storm has damaged part of the fence. The headteacher, Mr Navarro, said that the playground will probably stay closed today. He also said that the repairs might take a week.

Third, a rumour. Some students have said that Monday's trip to the museum is cancelled. This can't be true: the teacher in charge, Ms Ruiz, has confirmed that the trip will take place as planned.

Finally, a reminder: the library has opened a new corner with newspapers in English.

That was the bulletin. Remember: if you are not sure, say "might", and check the source.

Listening script · F10 · Model bulletin (optional)

Read the script of F10 aloud as a model, pausing at each | sign and stressing the key words (headline stress). Ask students to mark the pauses before they write their own.

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 45 minutes. In session 4 give each editorial team a role card (editor, reporter, fact-checker, presenter) and 12 minutes for the meeting.
- Mediation (Worksheet 5): value selection, attribution and marking of uncertainty. Accept a summary in 50-70 words. Students may discuss the Spanish note in Spanish in their teams; the final summary is in English.
- Rights and sources: the town, the council, the media, the accounts and all the people (except the real fact-checking organisations in F9) are fictional. Remind students that they must not invent rumours about real people or real organisations in their bulletin: use fictional or school-related neutral events. Check the websites of the organisations in F9 before using them in class.
- Differentiation: give Annex 8 to students who need it and Annex 9 to fast finishers. Intercultural note: in F9 focus on source practices (naming sources, showing evidence, correcting mistakes), not on «the style of media in a country».

Likely errors

- Present perfect with finished time: «The council has announced it on Wednesday» (announced).
- Reported speech without a tense change or with the wrong pronoun: «She said that we are not cancelling».
- Modals of certainty with the wrong form: «It must to be true», «It can't to be».
- Confusing «actually» (de hecho) with «actualmente» (currently), and «news» as plural: «the news are».
- Using «say» and «tell» incorrectly: «She told that…», «He said me…».
- Flat reading of a bulletin: no chunks and no stress on the key words.

Accepting alternative answers

- Accept any answer that communicates the meaning clearly and uses the target structure, even with small errors that do not affect understanding.
- In the checklist and the verdicts, accept different judgements if they are supported by evidence from the sources.
- In mediation, accept different wordings if the essential information, the sources and the uncertainty are preserved and nothing is added.
- In reported speech, accept both backshifted forms and the present when the information is still true, if the reporting verb is correct.

03 SITUACIÓN DE APRENDIZAJE
Travel with a Purpose

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can tourism benefit visitors and places without damaging what people value?

CURSO 3.º ESO	**SESIONES** 7 sesiones	**BLOQUES DE SABERES** A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE6	**PRODUCTO FINAL** Responsible travel proposal	**CRITERIOS DE EVALUACIÓN** 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 6.2, 6.3

Contexto, reto y producto final

Cada verano, los pueblos y ciudades que reciben turismo se enfrentan a la misma pregunta: ¿cómo pueden las visitas ayudar a quienes viven allí sin dañar lo que más valoran? La oficina de turismo de una comarca imaginaria, el **Valle del Alba**, pide ayuda al alumnado de 3.º ESO como «consultores jóvenes»: quiere propuestas de viaje responsable de tres días para visitantes de habla inglesa, partiendo de lo que sabe el propio alumnado de su entorno, de las voces de los vecinos y de los datos de impacto. La pregunta que guía el trabajo es: *«How can tourism benefit visitors and places without damaging what people value?»*

El alumnado lee **perfiles de tres destinos ficticios** (un pueblo de montaña, una localidad costera y una ciudad histórica), las voces de sus habitantes, una tabla de transportes con cifras ilustrativas, un mapa esquemático y cuatro **perfiles de visitantes** con necesidades distintas; escucha a una guía local; practica **recomendaciones, comparaciones y consecuencias** (modales, comparativos, primer condicional, gerundios) y **negocia en equipo** con un presupuesto, un tiempo y un límite de impacto. En la tarea de **mediación**, explica en inglés accesible las normas locales (escritas en español) a un grupo visitante. El producto es una propuesta de viaje responsable con itinerario, transporte, beneficios locales y pruebas, que se defiende en un *pitch*; la evidencia individual es una nota de decisión para un caso nuevo.

Reto comunicativo

Create a responsible travel proposal for one visitor persona: a three-day plan in the Alba Valley that respects local people, compares transport options and uses evidence, plus a 90-second pitch.

Producto final

Responsible travel proposal.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE6

Valorar y adecuarse a la diversidad lingüística, cultural y artística, actuando con empatía y respeto en situaciones interculturales.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Extraer y analizar el sentido global y las ideas principales, y seleccionar información pertinente de textos orales, escritos y multimodales sobre temas cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, expresados de forma clara y en la lengua estándar a través de diversos soportes.

1.3 Seleccionar, organizar y aplicar las estrategias y conocimientos más adecuados en cada situación comunicativa para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; inferir significados e interpretar elementos no verbales; y buscar, seleccionar y gestionar información veraz.

2.1 Expresar oralmente textos sencillos, estructurados, comprensibles, coherentes y adecuados a la situación comunicativa sobre asuntos cotidianos, de relevancia personal o de interés público próximo a la experiencia del alumnado, con el fin de describir, narrar, argumentar e informar, en diferentes soportes, utilizando recursos verbales y no verbales, así como estrategias de planificación, control, compensación y cooperación.

2.2 Redactar y difundir textos de extensión media con aceptable claridad, coherencia, cohesión, corrección y adecuación a la situación comunicativa propuesta, a la tipología textual y a las herramientas analógicas y digitales utilizadas sobre asuntos cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, respetando la propiedad intelectual y evitando el plagio.

3.1 Planificar, participar y colaborar activamente, a través de diversos soportes, en situaciones interactivas sobre temas cotidianos, de relevancia personal o de interés público cercanos a la experiencia del alumnado, mostrando iniciativa, empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

3.2 Seleccionar, organizar y utilizar estrategias adecuadas para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, solicitar y formular aclaraciones y explicaciones, reformular, comparar y contrastar, resumir, colaborar, debatir, resolver problemas y gestionar situaciones comprometidas.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por los interlocutores e interlocutoras y por las lenguas empleadas y participando en la solución de problemas de intercomprensión y de entendimiento en el entorno, apoyándose en diversos recursos y soportes.

6.2 Valorar críticamente en relación con los derechos humanos y adecuarse a la diversidad lingüística, cultural y artística propia de países donde se habla la lengua extranjera, favoreciendo el desarrollo de una cultura compartida y una ciudadanía comprometida con la sostenibilidad y los valores democráticos.

6.3 Aplicar estrategias para defender y apreciar la diversidad lingüística, cultural y artística atendiendo a valores ecosociales y democráticos y respetando los principios de justicia, equidad e igualdad.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A3	Conocimientos, destrezas y actitudes que permiten llevar a cabo actividades de mediación en situaciones cotidianas.
A4	Funciones comunicativas de uso común adecuadas al ámbito y al contexto comunicativo: saludar y despedirse, presentar y presentarse; describir personas, objetos, lugares, fenómenos y acontecimientos; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones, consejos y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y las emociones; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición; expresar argumentaciones sencillas; realizar hipótesis y suposiciones; expresar la incertidumbre y la duda; reformular y resumir.
A5	Modelos contextuales y géneros discursivos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A7	Léxico de uso común y de interés para el alumnado relativo a identificación personal, relaciones interpersonales, lugares y entornos, ocio y tiempo libre, salud y actividad física, vida cotidiana, vivienda y hogar, clima y entorno natural, tecnologías de la información y la comunicación, sistema escolar y formación.
A11	Recursos para el aprendizaje y estrategias de uso común de búsqueda y selección de información: diccionarios, libros de consulta, bibliotecas, recursos digitales e informáticos, etc.
A12	Respeto de la propiedad intelectual y derechos de autor sobre las fuentes consultadas y contenidos utilizados.
B1	Estrategias y técnicas para responder eficazmente y con niveles crecientes de fluidez, adecuación y corrección a una necesidad comunicativa concreta a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.
C3	Aspectos socioculturales y sociolingüísticos de uso común relativos a la vida cotidiana, las condiciones de vida y las relaciones interpersonales; convenciones sociales de uso común; lenguaje no verbal, cortesía lingüística y etiqueta digital; cultura, normas, actitudes, costumbres y valores propios de países donde se habla la lengua extranjera.
C4	Estrategias de uso común para entender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos.

Language Toolkit · concreción didáctica

Communicative functions
making recommendations; comparing options; expressing consequences; negotiating priorities; summarising practical information

Grammar in context
modals of advice/obligation; first conditional; comparatives; present/future forms; gerunds after selected verbs

Vocabulary
tourism; environment; local communities; transport; accommodation; visitor behaviour

Pronunciation / phonology
persuasive stress; polite negotiation intonation; connected speech in recommendation phrases

Mediation focus
Explain local guidelines, booking conditions or impact data to a visitor in concise language.

Intercultural focus
Foreground local residents, multilingualism and everyday life rather than treating destinations as products.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Interpret travel information and impact data.
- Compare options using environmental/social criteria.
- Negotiate a group plan.
- Write a persuasive, practical proposal.
- Mediate restrictions or local guidance for visitors.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Read destination/visitor profiles and impact data

Evidence: Worksheet 1: test diagnóstico, cálculo de visitantes por residente a partir de las tablas (F1, F4), verdadero/falso con datos y opinión argumentada con una cifra citada.

Worksheet: Annex 3 · 1

2

SESSION 2

Analyse responsible/unresponsible travel choices

Evidence: Worksheet 2: análisis de seis decisiones de viaje (F7), comprensión de la guía local (listening 1), vocabulario del turismo y consejos propios con las voces de los vecinos (F2).

Worksheet: Annex 3 · 2

3

SESSION 3

Language workshop: recommendations and consequences

Evidence: Worksheet 3: comparativos con los datos de transporte (F3), gerundios y primer condicional, tres recomendaciones para el grupo de Cork y acento de énfasis persuasivo.

Worksheet: Annex 3 · 3

4

SESSION 4

Team negotiation using a fixed budget/time/impact brief

Evidence: Worksheet 4: matriz de decisión con criterios ambientales y sociales, frases de negociación, lista de estrategias del equipo y decisión acordada.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: explain local rules to a visitor in accessible English

Evidence: Worksheet 5: mediación de las normas locales en español (F8) a un mensaje en inglés accesible para la responsable del grupo de Cork, con cifras y condiciones exactas.

Worksheet: Annex 3 · 5

6

SESSION 6

Create proposal and evidence-based pitch

Evidence: Worksheet 6: plan de pruebas de la propuesta, párrafo de recomendación y revisión entre equipos del pitch. Borrador de la propuesta en el Anexo 4.

Worksheet: Annex 3 · 6

7

SESSION 7

Pitch + individual decision memo

Evidence: Propuesta presentada (Anexo 4 y pitch) y Worksheet 7: nota de decisión individual para un nuevo grupo y respuesta cortés a un visitante.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión del sentido global y de las ideas principales de los perfiles de destino, las voces de los vecinos, los datos de impacto (F1-F4) y la guía local oral (listening 1).	Worksheets 1 y 2 / lista de comprobación
1.3	Selección y uso de información veraz de tablas, mapa y fuentes (visitantes por residente, CO2 por viaje, porcentajes) y cita de la fuente de cada dato.	Worksheets 1 y 6 / observación
2.1	Pitch de 90 segundos de la propuesta: recomendación, comparación con una alternativa, consecuencia y dato citado, con énfasis persuasivo y entonación cortés.	Presentación (sesión 7) / rúbrica
2.2	Redacción de la propuesta (itinerario, transporte, beneficios locales, normas) y de la nota de decisión individual con recomendaciones, comparativos y condicionales.	Anexo 4 y Worksheet 7 / rúbrica
3.1	Participación en la negociación del equipo con un presupuesto, un tiempo y un límite de impacto fijos: propuestas, razones, escucha y cortesía.	Worksheet 4 / observación sistemática
3.2	Uso de estrategias para iniciar y cerrar la discusión, tomar y ceder el turno, pedir aclaraciones, comparar y llegar a un compromiso.	Worksheet 4 y pitch / lista de observación
4.1	Explicación en inglés accesible de las normas locales en español (F8) para la responsable del grupo de Cork, sin omitir reservas, plazos ni límites y sin añadir normas.	Worksheet 5 / rúbrica de mediación
6.2	Valoración crítica de las elecciones de viaje en relación con los derechos de los vecinos (descanso, vivienda, agua, trabajo digno) y con la diversidad lingüística y cultural de las personas visitantes y residentes (F2, F6, F7).	Worksheets 2 y 7 / rúbrica
6.3	Estrategias para defender y apreciar la diversidad lingüística y cultural y la justicia en la propuesta: servicios locales, saludos en la lengua local y respuesta cortés a una queja de un visitante.	Worksheets 6 y 7 y propuesta / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The proposal gives a clear, realistic three-day plan for the persona, compares options, explains consequences and shows who benefits locally.	The proposal gives a clear plan for the persona with reasons; the local benefit is stated.	The plan is unclear or does not fit the persona; reasons are missing.	The proposal does not answer the brief or ignores the persona.
Organisation & language	The proposal is well organised; comparatives, first conditional, modals and gerunds are mostly accurate; linkers connect reasons and consequences.	Clear organisation; recommendations and comparisons are mostly correct; errors do not stop understanding.	Ideas are listed rather than connected; recurring errors in comparatives or conditionals make reading difficult.	Hard to follow; errors often stop understanding.
Interaction / delivery	In the negotiation and the pitch I propose, give reasons, listen, ask for clarification, reach a compromise and speak with persuasive stress.	I take part in the negotiation and use some strategies to take turns and clarify.	I take part with help; I need prompts to give reasons or to respond.	I rarely speak or I only read from paper.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Mediation & audience	The local rules are explained in accessible English for the group leader, with exact numbers and conditions (booking, limits) and nothing added.	The main rules are clear; one detail (a number or a deadline) is missing or imprecise.	Some rules are unclear, translated word for word or partly wrong.	The rules are copied in Spanish or a key condition is changed.
Intercultural / ethical use	Local residents, their languages and their rights are respected; the proposal avoids stereotypes about places and visitors and credits its data.	The proposal is respectful and mentions local people; data are mostly credited.	Some generalisations about places or nationalities; some data are not credited.	Places or people are treated as products or stereotyped; data are not credited.

Input Pack y recursos

Destination profiles, transport options, impact table, local guidance, visitor personas and proposal template.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Reduced source pack, criteria matrix and model recommendation paragraph.

Extension

Anexo 9

Redesign the proposal after a new constraint (water shortage, accessibility, overcrowding) is introduced.

ANNEX 1

Challenge Launch

Learning situation 3 · Travel with a Purpose

STUDENTS

The Alba Valley Tourism Board has a problem and a question. In August, one village runs short of water, a beach town is full of cars and noise, and a historic city is crowded at weekends. The Board wants visitors, but it also wants its neighbours to keep their water, their homes and their sleep. It asks you, young consultants, for help. You will read destination profiles, listen to a local guide, compare transport options, negotiate in a team and explain local rules to a visiting group. Then you will present a responsible travel proposal. Are you ready to travel with a purpose?

> *How can tourism benefit visitors and places without damaging what people value?*

Your challenge

Create a responsible travel proposal for one visitor persona: a three-day plan in the Alba Valley that respects local people, compares transport options and uses evidence, plus a 90-second pitch.

Audience: The Alba Valley Tourism Board and one visitor persona (a school group, a family, a retired couple or four friends).

What you will create

Responsible travel proposal

Roadmap · 7 sessions

1. We read three destination profiles, impact data and the voices of local people.
2. We analyse responsible and irresponsible travel choices and listen to a local guide.
3. We practise recommendations, comparisons and consequences.
4. We negotiate a plan with a fixed budget, time and impact limit.
5. We explain local rules from Spanish to English for a visiting group.
6. We write our proposal and prepare an evidence-based pitch.
7. We pitch our proposal and write a decision memo on our own.

Success criteria

- ✓ I can compare destinations and transport options using data.
- ✓ I can make recommendations and explain consequences (should, if… will…).
- ✓ I can negotiate priorities and reach a compromise politely.
- ✓ I can explain local rules in accessible English with the exact numbers.
- ✓ I can use data and credit my sources.
- ✓ I can respect local people, their languages and their rights in my proposal.

Working together

- Local people come first: ask “Who benefits? Who pays the cost?” about every idea.
- Disagree with ideas, not with people, and look for a compromise.
- All places, people and data in the pack are fictional or illustrative: say it when you use them.

ANNEX 2

Input Pack

Learning situation 3 · Travel with a Purpose

STUDENTS

Everything for the proposal: three destination profiles, the voices of local people, transport options, impact data, a schematic map, four visitor personas, six travel choices, local guidance in Spanish, the Board's brief and a language bank.

F1 Three destinations in the Alba Valley

DATA

	Pico Alto	Puerto Calma	Almenara
Type	Mountain village in a natural park	Coastal fishing town with a beach	Historic inland city: old quarter, museums, university
Residents	600	7,000	85,000
Highlights	Marked footpaths, a lake, a small cheese factory, stargazing	Fishing port, fish market, beach, coastal path, boat trips	Old quarter, museums, Saturday market, river park
Residents' main concern	Little water in dry summers; cars and parking at weekends; fragile paths	Crowded beach in July and August; homes used as holiday rentals; rising rents	Noise and crowds in the old quarter at weekends; many tourist flats
Best time to visit	May, June, September, October	May, June, September	All year; quieter on weekdays
Accessibility	Steep paths; one flat 1.5 km path around the lake	Flat seafront promenade; beach ramp; some steps in the old port	Cobbles and hills in the old quarter; museums have lifts; flat river park
Getting there from the regional airport	Train to Almenara (1 h), then a coach (2 a day, 1 h 15 min); or car	Train via Almenara (about 1 h 40 min); or coach	Train, 1 h, every 30 minutes

Source: Fictional destinations and illustrative data created for this notebook. The Alba Valley, Pico Alto, Puerto Calma and Almenara do not exist.

Which destination is the smallest? Which one might feel the pressure of visitors most? Why?

F2 Local voices

CASE

Marta, 58, baker, Pico Alto: "Visitors help my bakery in spring and autumn, and I'm happy to see them. In August the village has no water some evenings and the road is full of cars. I'd like visitors to come in May or September, walk on the paths and buy from our shops."

Joan, 44, fisher and boat guide, Puerto Calma: "Boat trips give work to my family. But in August the port is so crowded that we can't work normally. Some young neighbours can't find a flat in town because owners prefer holiday rentals."

Nuria, 36, nurse, Almenara: "I love the life in my neighbourhood: the market, the festivals, my neighbours. At weekends there is noise until three in the morning. Please visit our museums and cafés, but be quiet at night. People here need to sleep!"

Hassan, 17, student and volunteer guide, Almenara: "I speak Spanish, Arabic and English, and I practise with visitors. A good visitor asks questions and says 'Buenos días'. It always makes me smile."

Source: Fictional voices written for this notebook. They give individual opinions, not the opinion of a whole community.

What does each person value? What worries them? What can visitors do to help?

F3 Transport options

DATA

Option	Time per 100 km	Cost per person per 100 km	CO2 per person per 100 km	Good for	Limits
Train	1 h	€10	2 kg	Comfortable; accessible; no parking problems	Only between towns with stations
Coach	1 h 30 min	€8	3 kg	Cheap; reaches villages	Few departures; boarding can be difficult for some people
Car with four people	1 h 15 min	€10	4 kg	Flexible	Parking is difficult in small villages and in August
Car with one person	1 h 15 min	€40	17 kg	Door to door	Expensive; the highest CO2
Bicycle or walking	(short local trips)	Free	0 kg	Healthy and quiet	Only for short distances

Source: Illustrative figures created for this notebook. Real prices, times and emissions depend on the vehicle, the number of people and the energy source.

Which option is the cheapest? Which is the fastest? Which has the lowest CO2? Is the cheapest option always the best one?

F4 Impact data

DATA

	Pico Alto	Puerto Calma	Almenara
Residents	600	7,000	85,000
Visitors per year	90,000	400,000	1,200,000
Busiest period	May–October: 85% of visits	July–August: 55% of visits	Weekends and holidays: 60% of visits
Day-trippers (no overnight stay)	40%	25%	70%
Homes used as holiday rentals	5%	32%	12%
Main pressure	Water and cars	Housing and crowds	Noise and crowds
Visitor spending that stays in local businesses (estimate)	55%	35%	45%

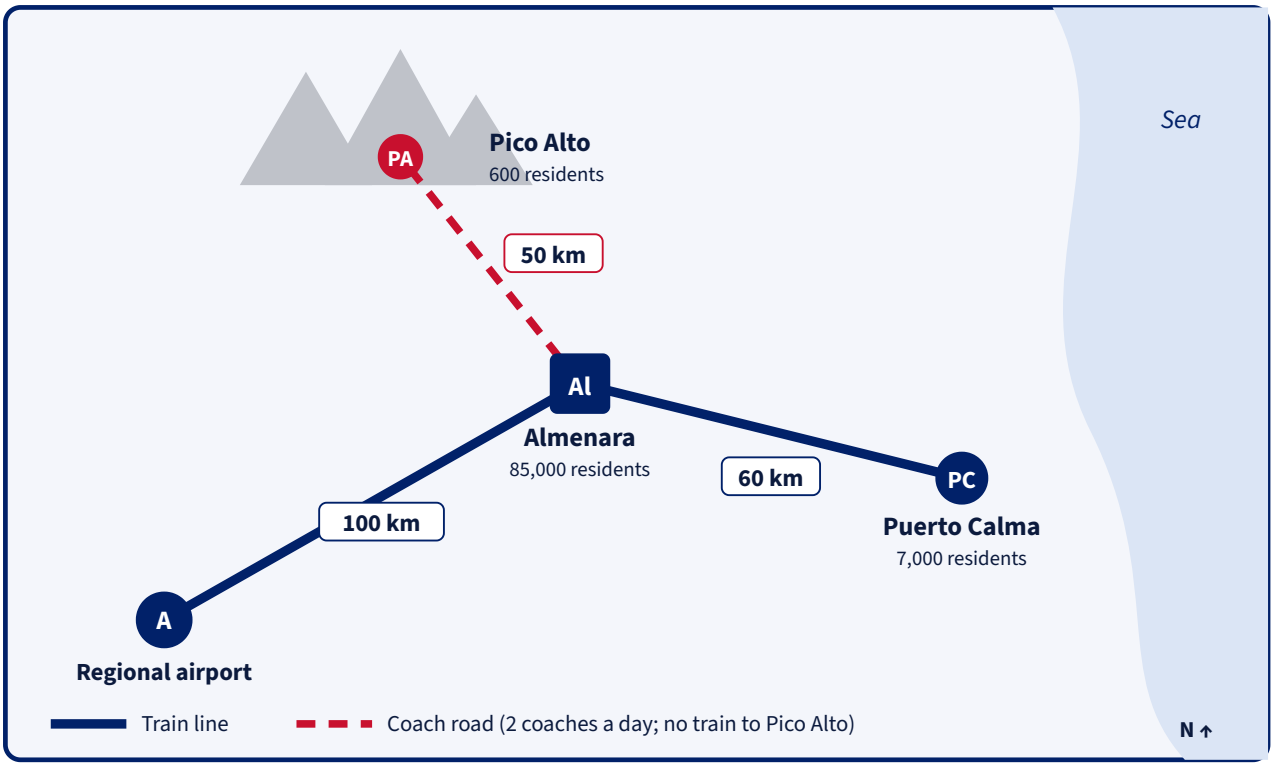
Source for your proposal: Impact data, Alba Valley Tourism Board, 2026 (illustrative). **Remember:** numbers help us compare, but they do not tell the whole story. Ask also: *Who is not in the table?*

Source: Illustrative data created for this notebook for classroom use. They are not real statistics.

Which numbers are the most important for a proposal that respects local people? What can't these numbers tell us?

F5 Map of the Alba Valley (schematic)

DIAGRAM



Source: Schematic map created for this notebook (not to scale). Distances are fictional.

How far is it from the airport to each destination? Which journey includes two different types of transport?

F6 Visitor personas

DATA

Persona	Who they are	Needs and wishes	Budget and dates
1 · The Cork group	Twelve students (14-15) and two teachers from a partner school in Cork, Ireland	Practise Spanish, meet local people, walk in nature; one student is vegetarian	€70 per person per day, not including flights · second week of October
2 · The Adeyemi family	A grandmother (72, wheelchair user), two parents and a 15-year-old; they live in London and the family is from Lagos, Nigeria	History, food and short walks; step-free routes and lifts; the teenager wants to practise Spanish	€110 per person per day · Easter holidays (April)
3 · Jack and Margaret	A retired couple from Perth, Australia	Walking up to five hours a day, nature, quiet places; prefer trains; no hurry	€90 per person per day · September
4 · Four friends	Four friends (20-22) from Toronto, Canada	Beaches, local food and meeting people; they want to travel in August	€50 per person per day · August

Source: Fictional visitors created for this notebook. They are examples, not typical people from any country.

Which persona has the most specific needs? Which one could cause the most pressure on a place? How can a proposal still respect them?

F7 Six travel choices

DATA

ID	Travel choice
1	Staying in a family-run guesthouse in the village.
2	Staying in a flat owned by a company that has 40 flats in the town.
3	Travelling alone by car for 300 km when there is a train.
4	Leaving rubbish on the beach because “someone will clean it”.
5	Buying lunch and souvenirs in local shops and markets.
6	Learning five phrases in Spanish before the trip and using them.

Source: Situations written for this notebook.

For each choice: Who benefits? Who pays the cost? Is it fair?

F8 Mediation · Local guidance in Spanish

TEXT

AYUNTAMIENTO DE PICO ALTO · GUÍA DEL VISITANTE

- **Aparcamiento:** el aparcamiento del pueblo tiene 60 plazas y se cierra cuando está lleno. Los fines de semana se recomienda llegar en autobús (2 al día desde Almenara).
- **Senderos:** camina solo por los senderos marcados. Está prohibido encender fuego y acampar fuera de las zonas autorizadas.
- **Cueva (visita guiada):** solo con reserva previa. Los grupos de más de 10 personas deben reservar con 7 días de antelación. El máximo es de 15 personas por visita.
- **Agua:** en verano puede haber restricciones. Usa el agua con moderación; las fuentes del pueblo son para beber, no para lavar.
- **Silencio:** entre las 22:00 y las 8:00 se debe respetar el descanso de los vecinos.
- **Basura:** no hay papeleras en los senderos. Llévate tus residuos.
- **Perros:** siempre atados, en el pueblo y en los senderos.
- **Mercado:** los domingos, de 9:00 a 14:00, en la plaza.

Source: Guide written for this notebook (fictional town council of Pico Alto). The visiting group can’t read it: you will explain it to them in English.

Scenario: the Cork group (14 people) will visit Pico Alto on a Saturday in October. Don’t translate word by word! Choose what they need to know and do, and keep the numbers exact.

F9 The Board's brief

TEXT

From: Alba Valley Tourism Board **To:** Young consultants, 3.º ESO **Subject:** A responsible travel proposal

We want a three-day, two-night proposal for **one visitor persona** (F6). Your proposal must:

1. Choose **one destination** as a base and explain why (F1, F4).
2. Choose the **transport** from the regional airport and calculate the cost and CO2 of the return journey for one person (F3, F5).
3. Include **at least two activities or services** that benefit local people (F2, F7).
4. Respond to the **main concern** of the destination and to the **persona's needs**: budget, dates and accessibility.
5. Explain **one local rule** (F8) in accessible English.
6. Use **at least two numbers** from the sources and name them.

Limits: the persona's daily budget; three days; about 250 words plus an itinerary table.

Source: Brief written for this notebook (fictional Alba Valley Tourism Board).

Which of these six points will be the most difficult for your team? Why?

F10 Language bank: recommending, comparing and negotiating

GLOSSARY

I recommend taking… / I suggest staying… / You should… / It would be better to…	Making recommendations.
The train is cheaper than the coach but slower than the car.	Comparing options.
If you go in August, the beach will be crowded.	First conditional: condition and consequence.
Our priority is… / The most important thing is…	Explaining priorities.
I see your point, but… / How about a compromise? / Let's vote.	Negotiating politely.
Could you explain that? / What do you mean by…?	Asking for clarification.
According to F4, 55% of the visits… / The table shows that…	Using data.
Visitors should avoid driving / enjoy walking / prefer staying…	Gerunds after some verbs.
In short, you must book seven days before.	Summarising practical information.

Source: Phrase bank written for this notebook.

ANNEX 3

Student Worksheets

Learning situation 3 · Travel with a Purpose

STUDENTS

WORKSHEET 1 Know the destinations

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read the destination profiles (F1), the impact data (F4) and the map (F5).

1 **Warm-up quiz. Tick the correct answer.**

Pico Alto is ___ than Puerto Calma.
☐ more small ☐ smaller ☐ smallest

If you travel in August, the beach ___ crowded.
☐ is ☐ will be ☐ would be

I recommend ___ the train. It is cleaner.
☐ take ☐ taking ☐ to taking

You ___ leave the marked path. It is not allowed.
☐ mustn't ☐ needn't ☐ might

2 **How much pressure do visitors put on each place? Use F1 and F4 to complete the table (visitors per year ÷ residents; round the number).**

Destination	Residents	Visitors per year	Visitors per resident per year
Pico Alto	600	90,000	
Puerto Calma	7,000	400,000	
Almenara	85,000	1,200,000	

3 **True (T) or false (F)? Use F4.**

	T	F
Pico Alto has the most visitors per resident.	☐	☐
More than half of the visits to Puerto Calma happen in July and August.	☐	☐
Most visitors to Almenara stay overnight.	☐	☐
Water is the main pressure in Puerto Calma.	☐	☐
In Pico Alto, more than half of the visitor spending stays in local businesses.	☐	☐

4 **Which destination worries you most? Write three sentences with I think… because… and According to F4, … (cite the data).**

WORKSHEET 2 Responsible or not?

Session 2

Analyse the six travel choices (F7) with the local voices (F2). Then listen to a local guide.

1 **Analyse each choice (F7). Who benefits? Who pays the cost? Is it more or less responsible, and why?**

Choice (F7)	Who benefits?	Who pays the cost?	More / less responsible? Why?
1 · Family-run guesthouse			
2 · Company flat			
3 · Alone by car, 300 km			
4 · Rubbish on the beach			
5 · Local shops and markets			
6 · Spanish phrases			

2 **Listening 1. Listen to Inés twice. Complete the table with her advice and tick the correct answers.**

Question	Inés's answer
Best months to visit?	
Problem in August?	
How to arrive?	
How to help local families?	
Rule at night?	

How many buses a day are there from Almenara?

☐ One ☐ Two ☐ Four

What does Inés like when visitors try?

☐ A few words in Spanish ☐ Fast English ☐ Loud music

3 **Match the word with its meaning.**

1	resident	●	a a person who lives in a place
2	visitor	●	b too many people in one place
3	overcrowding	●	c a person who comes for a short time
4	rental	●	d able to continue without damaging the place
5	sustainable	●	e a home or room that you pay to use for a short time

4 **Write two sentences of advice for visitors using what the local people say (F2): one thing they should do and one thing they shouldn't.**

WORKSHEET 3 Recommend, compare and explain consequences

Session 3

Language workshop. Use the data in F3 and the language bank (F10).

1 **Complete with the comparative form of the adjective (use F3).**

a) The train is _____ (cheap) than travelling alone by car.

b) The coach is _____ (slow) than the train.

c) A car with one person is _____ (polluting) than a coach.

d) Taking the coach is a _____ (good) choice for the planet than driving alone.

2 **Complete with the correct form of the verb.**

a) I recommend _____ (take) the train.

b) Visitors should avoid _____ (drive) in August.

c) If you _____ (travel) in May, the village _____ (be) quiet.

d) We suggest _____ (stay) in a family-run guesthouse.

e) If visitors _____ (not / respect) the paths, the mountain _____ (suffer).

3 **Write three recommendations for the Cork group (persona 1). Use should, a comparative or if… will… and give a reason.**

4 **Persuasive stress. Underline the words you would stress, then read it aloud: «I really recommend the train. It's cheaper, cleaner and more relaxing.»**

WORKSHEET 4

Team negotiation

Session 4

Work in groups of four with one persona (F6) and the Board's brief (F9). You have 20 minutes to agree on one destination and one transport option.

1 **Complete the decision matrix. Give each destination a score from 1 (bad) to 3 (good) for each criterion and write a short reason. Then add the scores.**

Criterion	Pico Alto	Puerto Calma	Almenara
Fits the persona's needs			
Cost (budget)			
CO2 of the journey			
Benefit to local people			
Pressure on the place			
Total			

2 **Complete the negotiation phrases with: priority, point, compromise, vote, instead.**

a) Our _____ is to protect the water.

b) I see your _____ , but the beach is too crowded in August.

c) How about a _____ : two nights in Almenara and a day trip?

d) We can't agree. Let's _____ .

e) Why don't we go in September _____ of August?

3 **Observer role. While another group negotiates, tick the strategies you hear.**

- ☐ Someone starts the discussion and says the aim.
- ☐ Someone gives a reason with a number from F3 or F4.
- ☐ Someone asks for clarification (What do you mean by…?).
- ☐ Someone disagrees politely.
- ☐ Someone suggests a compromise.
- ☐ Someone invites a quiet person to speak.
- ☐ Someone closes the discussion and summarises the decision.

4 Write your team's decision in four or five sentences (We agreed to… because… If we… , … We chose… instead of… because…).

WORKSHEET 5 Local rules for a visiting group

Session 5

Mediation. The Cork group (14 people, ages 14-15 and two teachers) will visit Pico Alto on a Saturday in October. Their leader, Ms Kelly, doesn't read Spanish. Read F8 and explain what she needs to know.

1 Read F8. Is each point important for the Cork group? Write the message in short, accessible English (keep the numbers exact).

Point in F8	Important for the Cork group? Why?	Accessible English
Car park		
Paths and fire		
Cave visit		
Water		
Quiet hours		
Waste		
Dogs		
Market		

2 Write a short message to Ms Kelly (60-70 words). Say what she must do before the visit and the main rules.

3 **Check your message. Tick the correct answer.**

The group has 14 people. What must Ms Kelly do for the cave visit?

- ☐ Book at least seven days before, because groups of more than ten people need a reservation.
- ☐ Nothing: a reservation is only needed in summer.
- ☐ Split the group into two because the maximum is ten people.
- ☐ Come early on the day and wait in the queue.

Which sentence keeps the meaning of the rule about fire?

- ☐ You can make a small fire in the forest.
- ☐ Don't light fires, and don't camp outside the authorised areas.
- ☐ Fires are allowed at night.
- ☐ You can camp anywhere.

4 **Explain the rules aloud to a partner in 30 seconds, without reading. Your partner ticks what you do.**

- ☐ The booking is mentioned with the exact number of days.
- ☐ The main rules are clear.
- ☐ The numbers are exact.
- ☐ The tone is friendly and polite.
- ☐ Nothing is added.

WORKSHEET 6 Our proposal: evidence and pitch

Session 6

Complete your draft in the template (Annex 4). Plan your evidence, write the recommendation paragraph and review another team's pitch.

1 **Plan your evidence. Write three claims from your proposal and the evidence and source for each.**

Claim in our proposal	Evidence (number or fact)	Source (F1-F9)

2 **Which sentence uses evidence best?**

Choose the best sentence.

- ☐ Puerto Calma is bad in summer.
- ☐ According to F4, 55% of the visits to Puerto Calma happen in July and August, so we recommend going in September.
- ☐ Everyone knows that Puerto Calma is crowded.

3 **Write your recommendation paragraph (60-80 words). Include a recommendation, a comparison, a consequence and a number with its source.**

4 **Peer review of another team's pitch. Tick what it does well. Then write two stars and one wish.**

- [ ] The recommendation is clear and fits the persona.
- [ ] It compares at least two options.
- [ ] It uses a number and names the source.
- [ ] It explains who benefits locally.
- [ ] It respects local people and avoids stereotypes.
- [ ] The speakers stress the key words and sound convincing.

WORKSHEET 7

Individual challenge: a decision memo

Session 7

Work on your own. The Tourism Board sends you a new request.

1 **Read the request: «A group of six friends from Sydney (Australia), aged 60-70, will travel in August. One of them can't walk uphill. They want a quiet place with good food and a small budget.» Write a decision memo (90-110 words) recommending a destination and a transport option. Include a comparison, one local rule and a consequence (If… will…), and use one number from the sources.**

2 **A visitor says: «I paid for my holiday, so I can do what I want.» Write a polite reply (2-3 sentences) that respects the visitor and the local people.**

ANNEX 4

Final Product Template

Learning situation 3 · Travel with a Purpose

STUDENTS

Name: Class: Date:

Our responsible travel proposal. Write in English. Use data from the sources and say who benefits locally.

Visitor persona

Who are they? What do they need?

Destination and why

Base destination + reason (F1, F4).

Itinerary: three days

Morning, afternoon and evening for each day. Mark local businesses and accessible places.

Transport

Option, time, cost and CO2 of the return journey for one person (F3, F5).

Benefits for local people

At least two activities or services (F2, F7).

Respecting the place

One local rule (F8) in accessible English + how you reduce pressure (water, crowds or noise).

Evidence and sources

Two numbers and where they come from.

Pitch notes (90 seconds)

Recommendation, comparison, consequence, closing sentence.

ANNEX 5

Useful Language & Final Check

Learning situation 3 · Travel with a Purpose

STUDENTS

Name: Class: Date:

Functions and model sentences

Making recommendations	I recommend taking the train. You should go in May.
Comparing options	The train is cheaper than a taxi but slower than a car.
Explaining consequences	If you go in August, the beach will be crowded.
Negotiating priorities	Our priority is… How about a compromise?
Using data	According to F4, 55% of the visits…
Summarising practical information	In short, you must book seven days before.

Grammar in context

Modals of advice / obligation	should, shouldn't, must, mustn't, have to
First conditional	If we travel in May, the village will be quiet.
Comparatives	cheaper than, more polluting than, as … as
Gerunds	recommend / suggest / avoid + -ing
Present / future	We are staying two nights. We will arrive at 10:00.

Vocabulary bank

Tourism: visitor, resident, overcrowding, day-tripper, rental, souvenir

Environment: water shortage, pollution, CO2, reservoir, sustainable

Transport: train, coach, car sharing, timetable, return ticket

Visitor behaviour: respect, protect, stay on the path, take rubbish home, keep quiet

Pronunciation tips

- Persuasive stress: I **really** recommend the **train**.
- Polite suggestion: rising tone: How about a **com**promise? ↗
- Connected speech: How about a… /haʊ əˈbaʊt ə/.

When I get stuck (clarify & repair)

- Sorry, what do you mean?
- Could you explain that, please?
- Could you say that again?
- Let me say it in another way.
- What I mean is …
- How do you say … in English?

Final check before you hand in: Responsible travel proposal

- [ ] The proposal fits the persona's budget, dates and needs.
- [ ] We compare at least two options with a number.
- [ ] We explain one consequence with if… will…
- [ ] We use comparatives and gerunds correctly.
- [ ] At least two activities benefit local people.
- [ ] The local rule is explained in accessible English with exact numbers.
- [ ] Numbers and facts name their source.
- [ ] No place or nationality is described with stereotypes.

ANNEX 6

Printable Rubric

Learning situation 3 · Travel with a Purpose

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Responsible travel proposal**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The proposal gives a clear, realistic three-day plan for the persona, compares options, explains consequences and shows who benefits locally.	The proposal gives a clear plan for the persona with reasons; the local benefit is stated.	The plan is unclear or does not fit the persona; reasons are missing.	The proposal does not answer the brief or ignores the persona.	
Organisation & language	The proposal is well organised; comparatives, first conditional, modals and gerunds are mostly accurate; linkers connect reasons and consequences.	Clear organisation; recommendations and comparisons are mostly correct; errors do not stop understanding.	Ideas are listed rather than connected; recurring errors in comparatives or conditionals make reading difficult.	Hard to follow; errors often stop understanding.	
Interaction / delivery	In the negotiation and the pitch I propose, give reasons, listen, ask for clarification, reach a compromise and speak with persuasive stress.	I take part in the negotiation and use some strategies to take turns and clarify.	I take part with help; I need prompts to give reasons or to respond.	I rarely speak or I only read from paper.	
Mediation & audience	The local rules are explained in accessible English for the group leader, with exact numbers and conditions (booking, limits) and nothing added.	The main rules are clear; one detail (a number or a deadline) is missing or imprecise.	Some rules are unclear, translated word for word or partly wrong.	The rules are copied in Spanish or a key condition is changed.	
Intercultural / ethical use	Local residents, their languages and their rights are respected; the proposal avoids stereotypes about places and visitors and credits its data.	The proposal is respectful and mentions local people; data are mostly credited.	Some generalisations about places or nationalities; some data are not credited.	Places or people are treated as products or stereotyped; data are not credited.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 3 · Travel with a Purpose

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can compare options with data and explain the consequences.	◯	◯	◯	◯
I can explain local rules in accessible English with exact numbers.	◯	◯	◯	◯
I can ask for clarification and repair my message when communication breaks down.	◯	◯	◯	◯
I can use feedback to improve my work.	◯	◯	◯	◯

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 3 · Travel with a Purpose

STUDENTS

Name: Class: Date:

Extra help: a reduced source pack, a criteria matrix and a model recommendation paragraph.

Reduced source pack

- **Pico Alto:** 600 residents · water and cars · coach only (2 a day) · path around the lake is flat.
- **Puerto Calma:** 7,000 residents · housing and crowds · train and coach · promenade is flat.
- **Almenara:** 85,000 residents · noise and crowds · train every 30 min · museums have lifts.
- **Train:** €10 and 2 kg CO2 per 100 km. **Car alone:** €40 and 17 kg CO2.
- **Mini-glossary:** *visitor* = visitante · *resident* = residente · *crowded* = lleno de gente · *cheap* = barato

Model recommendation paragraph

*For the Adeyemi family, we recommend staying in Almenara. It is **easier** than Pico Alto for a wheelchair because the museums have lifts and the river park is flat. If they take the train, the journey will be **cheaper** and **cleaner** than driving alone. According to F3, the train costs €10 and produces 2 kg of CO2 per 100 km.*

1 **Complete the criteria matrix with Yes or No for the Cork group (persona 1): budget €70 a day, nature, meeting local people.**

Destination	Nature?	Meets local people?	Easy to reach by public transport?
Pico Alto			
Puerto Calma			
Almenara			

2 **Complete the recommendation with the model.**

For the Cork group, we recommend _____. It is _____ (cheap) than a city in August. If they _____ (travel) in October, the place _____ (be) quiet. According to F4, _____.

3 **Choose the correct word.**

The train is ___ than the car alone.

☐ cheaper ☐ more cheap ☐ cheapest

I suggest ___ in a family-run guesthouse.

☐ stay ☐ staying ☐ to staying

ANNEX 9

Extension

Learning situation 3 · Travel with a Purpose

STUDENTS

Name: Class: Date:

A new constraint: redesign your proposal

The Tourism Board sends a new constraint. Read the three constraint cards, choose **one** and redesign your proposal so that it still respects the persona, the local people and the budget.

X1 Constraint cards

DATA

Card	New situation
A · Water shortage	The council announces water restrictions in your destination for the whole week. Hotels and guesthouses must reduce their water use. Public fountains are for drinking only.
B · Accessibility	One person in the group uses a wheelchair, and another has a hearing impairment. All activities must be step-free and information must be available in writing.
C · Overcrowding	A big festival is on the same weekend, and the number of day-trippers will be three times higher than usual. Parking is closed.

Source: Fictional constraints written for this notebook.

Steps

1. Choose one card and explain in two sentences how it affects your proposal.
2. Change at least three parts of your proposal (destination, transport, activities, dates or rules).
3. Explain each change with a reason, a consequence and, if possible, a number from the sources.
4. Present the new version to a classmate in 60 seconds and ask: is it still fair to local people?

1 Redesign your proposal.

Part of the proposal	What I change	Reason and consequence (because… / If…)

What to hand in

The completed table and the 60-second presentation notes, with the number of the constraint card you chose.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 3 · Travel with a Purpose

TEACHER

Worksheet 1

1. Quiz: smaller; will be; taking; mustn't.
2. Pico Alto: 90,000 ÷ 600 = 150; Puerto Calma: 400,000 ÷ 7,000 ≈ 57; Almenara: 1,200,000 ÷ 85,000 ≈ 14.
3. T; T; F (70% are day-trippers); F (housing and crowds; water is a concern in Pico Alto); T (55%).
4. Open answer. Model: «I think Pico Alto worries me most because it is very small. According to F4, it has about 150 visitors per resident per year, and in August there is a water problem.» Check the opinion, a reason and a number with its source.

Worksheet 2

1. Model: 1 → benefits: the family and the village; costs: nobody, if the owner is local; more responsible. 2 → benefits: the company; costs: residents (rents, fewer homes); less responsible. 3 → benefits: the traveller; costs: the environment (17 kg CO2 per 100 km); less responsible. 4 → benefits: nobody; costs: residents, workers, nature; irresponsible. 5 → benefits: local families; more responsible. 6 → benefits: both; shows respect for the local language; more responsible.
2. Listening 1 (see script): May, June or September; little water (sometimes no water in the evening) and crowds / full car park; by bus (two a day from Almenara); eat and buy in local shops (cheese from the factory, coffee in the bar); be quiet at night. Test: two; a few words in Spanish.
3. resident → a person who lives in a place; visitor → a person who comes for a short time; overcrowding → too many people in one place; rental → a home or room that you pay to use for a short time; sustainable → able to continue without damaging the place.
4. Open answer. Model: «Visitors should come in May or September and buy from local shops. They shouldn't make noise at night, because neighbours need to sleep.» Accept any sentence that uses the voices in F2.

Worksheet 3

1. a) cheaper; b) slower; c) more polluting; d) better.
2. a) taking; b) driving; c) travel / will be; d) staying; e) don't respect / will suffer.
3. Open answer. Model: «You should go to Almenara because it is cheaper and easier to reach by train. If you take the coach, the journey will be slower but cleaner than going by car. You shouldn't go in August, because the beach will be crowded.» Accept other recommendations that fit the persona and the data.
4. Stress: I **really** recommend the **train**. It's **cheaper**, **cleaner** and more **relaxing**. Accept slightly different stressed words if they are content words.

Worksheet 4

1. Open answer: the scores depend on the persona. For persona 1 (Cork group, October, €70): Pico Alto scores high for nature and local people but needs a coach; Almenara is easy to reach and cheap; Puerto Calma is quiet in October. Check that each score has a reason and the total is correct.
2. a) priority; b) point; c) compromise; d) vote; e) instead.
3. Observation list: open; use it for 3.1 and 3.2.
4. Model: «We agreed to stay in Almenara for two nights and make a day trip to Pico Alto by coach. We chose Almenara instead of Puerto Calma because the train is cheaper and more accessible. If we go in October, the places will be quieter, so the visit will cause less pressure.»

Worksheet 5

1. Model: Car park → 60 spaces, closes when full; arrive by coach (two a day from Almenara). Paths and fire → keep to the marked paths; no fires; no camping outside the authorised zones. Cave visit → by reservation only; groups of more than 10 must book seven days before; maximum 15 people per visit (the group of 14 can go in one visit). Water → drinking only; use it with care. Quiet hours → 22:00-8:00. Waste → no bins on the paths; take your rubbish with you. Dogs → on a lead. Market → Sunday, 9:00-14:00, in the square (the group visits on Saturday, so it is not important unless they stay).
2. Model message (about 65 words): «Dear Ms Kelly, the cave visit needs a reservation. Because your group has 14 people, please book seven days before (the maximum is 15 people). Stay on the marked paths, and don't light fires. Take your rubbish with you, because there are no bins on the paths. Please keep quiet between 22:00 and 8:00. If you come by car, the car park has 60 places and closes when it is full.»
3. First option; second option (Don't light fires, and don't camp outside the authorised areas).
4. Peer check: open. Check that the number of days, the group limits and the quiet hours are exact.

Worksheet 6

1. Open answer. Model: Claim: «Puerto Calma is crowded in summer.» Evidence: 55% of visits happen in July and August. Source: F4 (Alba Valley Tourism Board, 2026, illustrative). Check that each claim has a number and a named source.
2. Second option.
3. Model paragraph (about 70 words): «For the Cork group, we recommend Almenara. It is cheaper and easier to reach than Pico Alto. If they take the train, the journey will be quicker and cleaner than going by car. According to F3, the train costs €10 per 100 km and produces 2 kg of CO2. They will also buy from local shops, so local families will benefit.»
4. Peer review: open. Stars and wishes should refer to concrete parts of the pitch.

Worksheet 7

1. Model memo (about 100 words): «We recommend Almenara for the six friends from Sydney. It is better for a person who can't walk uphill because the river park is flat and the museums have lifts. The train takes one hour from the airport and it is cheaper than a taxi. If they go in August, the old quarter will be noisy at weekends, so they should stay in a quiet guesthouse. They must be quiet at night (22:00-8:00). According to F4, 70% of visitors to Almenara are day-trippers, so it is better to visit on weekdays.» Check destination, transport, comparison, rule, consequence and a number.
2. Model: «I understand that you have paid for your holiday. However, the people who live here need water, quiet and clean beaches. Please follow the local rules, and enjoy the place with us.» Accept any polite, respectful reply with a reason.

Support (Annex 8)

1. Cork group: Pico Alto → nature yes; meets local people yes; public transport: yes but limited (coach, 2 a day). Puerto Calma → nature yes (coastal path); meets local people yes; public transport yes (train and coach). Almenara → nature partly (river park); meets local people yes; public transport yes (train every 30 minutes). Accept reasonable alternatives.
2. Model: For the Cork group, we recommend Almenara. It is cheaper than a city in August. If they travel in October, the place will be quiet. According to F4, 70% of the visitors are day-trippers. Accept other destinations if the data match.
3. cheaper; staying.

Extension (Annex 9)

1. Open answer. Check: one card chosen; at least three clear changes; each change with a reason and a consequence; consistency with the persona, the budget and the local people. Model (A · water shortage): «We change the base from Pico Alto to Almenara, because Almenara has no water problems; if we stay in Pico Alto, the village will have less water. We use the train instead of the car, because it produces less CO2. We choose a guided museum visit instead of a lake picnic, so we use less water.»

Listening script · Worksheet 2 · Inés, a local guide (Listening 1)

Read twice at a natural speed, with a friendly voice.

Inés: Hello, I'm Inés, and I'm a guide in Pico Alto. People often ask me: "What is the best time to visit?" My answer is: May, June or September. In those months the village is quiet, there is enough water and you can find a place for your car.

In August it's different. Our reservoir is low, and sometimes there is no water in the evening. If visitors waste water, it's a real problem for the neighbours.

What can you do? First, come by bus if you can: there are two buses a day from Almenara. Second, stay on the marked paths, because the mountain is fragile. Third, eat and buy in our shops. A cheese from the cheese factory or a coffee in the bar helps families here. And fourth, please be quiet at night.

Finally, speak to us! Many people here don't speak much English, but we love it when visitors try a few words in Spanish. "Buenos días" and "gracias" open a lot of doors.

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 45 minutes each. Worksheet 4 needs a timer (20 minutes) and a clear role for each member: chair, timekeeper, data checker and reporter.
- Data and rights: the Alba Valley, the three destinations, the people and all data (F1, F3, F4) are fictional or illustrative; remind students to say so when they present numbers. Do not present them as real statistics. Real data from the students' own area can be added as an extension.
- Mediation (Worksheet 5): value exactness (7 days, 10 and 15 people, hours) and relevance for the group, not word-for-word translation. Students may discuss the Spanish text in Spanish in their teams; the final message is in English.
- Intercultural note: the personas (F6) and local voices (F2) are individual examples. Avoid sentences such as «Australians always…» or «locals hate tourists». Encourage students to describe needs and rights (rest, housing, water, work) and to value the languages of the place.

⚠ Likely errors

- Comparatives: «more cheap», «more big», «gooder»; missing than: «cheaper the car».
- Gerunds and infinitives: «I recommend to take», «avoid to drive».
- First conditional with will in the if-clause: «If you will go in August…».
- False friends and word choice: «actually» ≠ actualmente, «assist» ≠ asistir, «tourism» vs «tourist» (a tourist is a person).
- Prepositions: «arrive to the airport» (at), «depend of» (on), «in the train» (on).
- Numbers and units: confusing 15 and 50, or writing «7 days before» as «7 days after».

⚖ Accepting alternative answers

- Accept any answer that communicates the meaning clearly and uses the target structure, even with small errors that do not affect understanding.
- In the decision matrix and the proposal, accept different destinations if the choice is supported by the persona and the data.
- In mediation, accept different wordings if the booking condition, the limits and the quiet hours are exact and nothing is added.
- For open opinions, value the reason, the use of data and respect for local people more than agreement with the teacher's view.

04 SITUACIÓN DE APRENDIZAJE
Health Matters

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can a youth podcast communicate health information responsibly and clearly?

CURSO 3.º ESO	**SESIONES** 7 sesiones	**BLOQUES DE SABERES** A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5, CE6	**PRODUCTO FINAL** Youth health & wellbeing podcast	**CRITERIOS DE EVALUACIÓN** 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2, 6.1

Contexto, reto y producto final

El alumnado de 1.º y 2.º ESO pregunta mucho sobre sueño, estrés, deporte y hábitos de estudio, y muchas de las respuestas que encuentra en redes suenan muy seguras de sí mismas, aunque no estén respaldadas. El comité de bienestar del instituto quiere un **pódcast juvenil**, *Wellbeing Wave*, hecho por alumnado de 3.º ESO para el de cursos inferiores, con una condición: la información debe ser **responsable y clara**. Eso significa hablar de información general (no de diagnósticos ni consejos médicos personales), usar un lenguaje prudente, citar las fuentes y recordar siempre que, ante una preocupación, hay que hablar con un adulto de confianza o con un profesional de la salud. La pregunta que guía el trabajo es: «*How can a youth podcast communicate health information responsibly and clearly?*»

El alumnado compara afirmaciones **responsables y sobreconfiadas**, lee tarjetas de información general con sus fuentes y sus límites (OMS 2020, AASM 2016 y consejos generales), contrasta tres publicaciones virales **ficticias** con esas tarjetas, escucha un fragmento de pódcast, practica **modales de prudencia, condicionales, cuantificadores y el presente perfecto de experiencias**, y prepara una entrevista con preguntas de seguimiento. En la tarea de **mediación**, convierte un párrafo denso sobre el sueño en una explicación oral para oyentes de 1.º ESO, **sin perder la incertidumbre ni el alcance** de la fuente. El producto es un segmento de pódcast de unos tres minutos con registro de fuentes; la evidencia individual es una tarea de «hecho o afirmación» y una reflexión sobre las estrategias para mejorar el inglés.

Reto comunicativo

Create a youth health & wellbeing podcast segment (about three minutes) for younger students: a clear script, an interview with follow-up questions, cautious language, a source log and a closing reminder to talk to a trusted adult or a health professional.

Producto final

Youth health & wellbeing podcast.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE5 Ampliar y usar los repertorios lingüísticos personales y reflexionar sobre su funcionamiento y sobre las propias estrategias.

CE6

Valorar y adecuarse a la diversidad lingüística, cultural y artística, actuando con empatía y respeto en situaciones interculturales.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Extraer y analizar el sentido global y las ideas principales, y seleccionar información pertinente de textos orales, escritos y multimodales sobre temas cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, expresados de forma clara y en la lengua estándar a través de diversos soportes.

1.2 Interpretar y valorar el contenido y los rasgos discursivos de textos progresivamente más complejos propios de los ámbitos de las relaciones interpersonales, de los medios de comunicación social y del aprendizaje, así como de textos literarios adecuados al nivel de madurez del alumnado.

1.3 Seleccionar, organizar y aplicar las estrategias y conocimientos más adecuados en cada situación comunicativa para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; inferir significados e interpretar elementos no verbales; y buscar, seleccionar y gestionar información veraz.

2.1 Expresar oralmente textos sencillos, estructurados, comprensibles, coherentes y adecuados a la situación comunicativa sobre asuntos cotidianos, de relevancia personal o de interés público próximo a la experiencia del alumnado, con el fin de describir, narrar, argumentar e informar, en diferentes soportes, utilizando recursos verbales y no verbales, así como estrategias de planificación, control, compensación y cooperación.

2.2 Redactar y difundir textos de extensión media con aceptable claridad, coherencia, cohesión, corrección y adecuación a la situación comunicativa propuesta, a la tipología textual y a las herramientas analógicas y digitales utilizadas sobre asuntos cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, respetando la propiedad intelectual y evitando el plagio.

3.1 Planificar, participar y colaborar activamente, a través de diversos soportes, en situaciones interactivas sobre temas cotidianos, de relevancia personal o de interés público cercanos a la experiencia del alumnado, mostrando iniciativa, empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por los interlocutores e interlocutoras y por las lenguas empleadas y participando en la solución de problemas de intercomprensión y de entendimiento en el entorno, apoyándose en diversos recursos y soportes.

5.2 Utilizar de forma creativa estrategias y conocimientos de mejora de la capacidad de comunicar y de aprender la lengua extranjera con apoyo de otros participantes y de soportes analógicos y digitales.

6.1 Actuar de forma adecuada, empática y respetuosa en situaciones interculturales construyendo vínculos entre las diferentes lenguas y culturas, rechazando cualquier tipo de discriminación, prejuicio y estereotipo en contextos comunicativos cotidianos y proponiendo vías de solución a aquellos factores socioculturales que dificulten la comunicación.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A2	Estrategias de uso común para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A3	Conocimientos, destrezas y actitudes que permiten llevar a cabo actividades de mediación en situaciones cotidianas.
A4	Funciones comunicativas de uso común adecuadas al ámbito y al contexto comunicativo: saludar y despedirse, presentar y presentarse; describir personas, objetos, lugares, fenómenos y acontecimientos; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones, consejos y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y las emociones; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición; expresar argumentaciones sencillas; realizar hipótesis y suposiciones; expresar la incertidumbre y la duda; reformular y resumir.
A5	Modelos contextuales y géneros discursivos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A7	Léxico de uso común y de interés para el alumnado relativo a identificación personal, relaciones interpersonales, lugares y entornos, ocio y tiempo libre, salud y actividad física, vida cotidiana, vivienda y hogar, clima y entorno natural, tecnologías de la información y la comunicación, sistema escolar y formación.
A11	Recursos para el aprendizaje y estrategias de uso común de búsqueda y selección de información: diccionarios, libros de consulta, bibliotecas, recursos digitales e informáticos, etc.
A12	Respeto de la propiedad intelectual y derechos de autor sobre las fuentes consultadas y contenidos utilizados.
B1	Estrategias y técnicas para responder eficazmente y con niveles crecientes de fluidez, adecuación y corrección a una necesidad comunicativa concreta a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.
C5	Estrategias de uso común de detección y actuación ante usos discriminatorios del lenguaje verbal y no verbal.

Language Toolkit · concreción didáctica

Communicative functions
explaining general information; giving cautious advice; expressing probability; summarising; asking follow-up questions

Grammar in context
modals should/might/could; zero/first conditional; present perfect for experiences (controlled); quantifiers; linkers

Vocabulary
sleep; physical activity; stress; study habits; general health literacy

Pronunciation / phonology
podcast rhythm; emphasis for key points; intonation in follow-up questions

Mediation focus
Translate complex general-health information into everyday English while preserving uncertainty and scope.

Intercultural focus
Avoid body/health stereotypes and distinguish general education from personal medical advice.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Interpret general health information from age-appropriate sources.
- Use cautious language rather than absolute claims.
- Plan and record a coherent podcast segment.
- Interview/interact using follow-up questions.
- Mediate a source into accessible public information.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Evaluate examples of responsible vs overconfident health language

Evidence: Worksheet 1: test diagnóstico, clasificación de seis enunciados como responsables o sobreconfiados (F1), reescritura prudente y verdadero/falso sobre el lenguaje.

Worksheet: Annex 3 · 1

2

SESSION 2

Read curated source cards and note evidence/limits

Evidence: Worksheet 2: tabla de información, fuente y límites de las tarjetas (F2), contraste de tres publicaciones virales con las tarjetas (F4), comprensión y registro de fuentes.

Worksheet: Annex 3 · 2

3

SESSION 3

Language workshop: cautious advice/probability

Evidence: Worksheet 3: listening de un fragmento de pódcast, modales de prudencia, condicionales cero y primero, cuantificadores y reescritura de afirmaciones absolutas.

Worksheet: Annex 3 · 3

4

SESSION 4

Plan interview and host/guest interaction

Evidence: Worksheet 4: preguntas de entrevista con seguimiento (F5), frases de aclaración, entonación de preguntas y lista de estrategias observadas en el ensayo.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: turn a source paragraph into a listener-friendly explanation

Evidence: Worksheet 5: mediación del párrafo denso (F8) a una explicación oral para 1.º ESO que conserve la incertidumbre y el alcance, con comprobación entre iguales.

Worksheet: Annex 3 · 5

6

SESSION 6

Record podcast and peer-review clarity/source attribution

Evidence: Worksheet 6: registro de fuentes, consejo con fuente y lenguaje prudente, grabación y autoescucha, y revisión entre equipos de la claridad y la atribución. Borrador en el Anexo 4.

Worksheet: Annex 3 · 6

7

SESSION 7

Listening showcase + individual fact/claim task

Evidence: Pódcast presentado (Anexo 4 y grabación) y Worksheet 7: tarea individual «hecho o afirmación» y reflexión sobre las estrategias de aprendizaje.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión del sentido global y de las ideas principales de las tarjetas de información, las publicaciones virales (F2, F4), el modelo de pódcast (F7) y el fragmento oral (listening 1).	Worksheets 1, 2 y 3 / lista de comprobación
1.2	Valoración del contenido y de los rasgos discursivos de enunciados responsables y sobreconfiados (absolutos, fuentes, límites, tono) y de las publicaciones virales (F1, F4).	Worksheets 1 y 2 / rúbrica
1.3	Selección y gestión de información veraz: identificar fuente, año, tipo y fiabilidad de cada dato, y distinguir lo que la fuente dice de lo que no dice.	Worksheets 2 y 6 / observación
2.1	Grabación del segmento de pódcast: ritmo de pódcast, énfasis en las ideas clave, lenguaje prudente, fuente mencionada y recordatorio final responsable.	Pódcast (sesión 7) / rúbrica
2.2	Redacción del guion y del consejo con fuente, y de la tarea individual de hecho o afirmación, con modales de prudencia, condicionales y atribución correcta.	Anexo 4 y Worksheets 6 y 7 / rúbrica
3.1	Participación en el ensayo de la entrevista (anfitrión e invitado): pregunta de apertura, preguntas de seguimiento, cortesía y turnos.	Worksheet 4 / observación sistemática
4.1	Explicación en inglés cotidiano del párrafo denso sobre el sueño (F8) para oyentes de 1.º ESO, conservando la incertidumbre y el alcance y sin añadir datos ni consejos médicos.	Worksheet 5 / rúbrica de mediación
5.2	Uso creativo de estrategias para mejorar la comunicación en inglés con apoyo de compañeros y recursos digitales (parafrasear, glosario, grabarse y escucharse) y reflexión sobre su eficacia.	Worksheets 6 y 7 y Anexo 7 / autoevaluación
6.1	Respeto a la diversidad de cuerpos, rutinas y contextos (F10) y rechazo de estereotipos corporales y de salud; distinción entre información general y consejo médico personal.	Worksheets 1 y 7 y pódcast / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The segment explains one health topic clearly for younger students, separates general information from personal advice and ends with a responsible reminder.	The segment explains the topic clearly and includes a responsible reminder.	The explanation is unclear or too long; the reminder or the source is missing.	The segment gives personal medical advice, absolute claims or no clear information.
Organisation & language	The script follows the podcast structure; cautious language (may, might, some, many, if…) is accurate and varied; sentences are connected with linkers.	The script has a clear structure; cautious language is mostly correct; errors do not stop understanding.	Ideas are listed rather than connected; cautious language is missing or often wrong.	Hard to follow; absolute claims or errors often stop understanding.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Interaction / delivery	In the interview and the recording the host asks follow-up questions, the guest answers with cautious language, and the rhythm and stress sound like a podcast.	The host and the guest take turns and ask or answer with some follow-up; delivery is clear.	Participation needs prompts; the delivery is flat or too fast.	Little interaction, or the script is only read without pauses.
Mediation & audience	The dense paragraph becomes a short, everyday explanation for 12-13-year-olds; the uncertainty (may, some, many) and the scope are kept and nothing is added.	The main ideas are clear and the uncertainty is mostly kept; one small detail is lost or added.	Some uncertainty is lost or some terms are not explained; a claim is added.	The text is copied, an absolute claim appears or advice is changed.
Intercultural / ethical use	Sources are named with year; the segment avoids body or health stereotypes, respects different routines and does not give personal medical advice.	Sources are named and the tone is respectful; no personal advice.	Some sources are missing or some statements generalise about bodies or routines.	The segment stereotypes people, gives medical advice or does not credit sources.

Input Pack y recursos

Curated general health cards, myth/claim posts, interview prompts, podcast model and source log.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Curated sources, transcript option, vocabulary bank and podcast planner.

Extension

Anexo 9

Fact-check a viral-style wellbeing claim using the provided evidence pack.

ANNEX 1

Challenge Launch

Learning situation 4 · Health Matters

STUDENTS

First-year students at our school have a lot of questions: How much should I sleep? Is stress always bad? Do I need a gym to be active? They search online and find answers that sound very sure… but are they true? The wellbeing committee wants a youth podcast, Wellbeing Wave, and you are the production team. You will compare responsible and overconfident language, read information cards with their sources and limits, check viral posts, practise an interview and turn a difficult paragraph into clear spoken English. Remember: you are not doctors. You are reporters who explain general information carefully.

> *How can a youth podcast communicate health information responsibly and clearly?*

Your challenge

Create a youth health & wellbeing podcast segment (about three minutes) for younger students: a clear script, an interview with follow-up questions, cautious language, a source log and a closing reminder to talk to a trusted adult or a health professional.

Audience: First- and second-year students (12-14 years old) who listen to the school podcast, and their families.

What you will create

Youth health & wellbeing podcast

Roadmap · 7 sessions

1. We compare responsible and overconfident health language.
2. We read information cards and check three viral posts.
3. We practise cautious advice and listen to a podcast clip.
4. We plan an interview with follow-up questions.
5. We turn a dense paragraph into clear spoken English.
6. We write, record and review our segment with a source log.
7. We present our podcast and do a fact-or-claim task.

Success criteria

- ✓ I can explain health information in simple, cautious English.
- ✓ I can say where information comes from and its limits.
- ✓ I can use may, some, many and if instead of absolute claims.
- ✓ I can ask follow-up questions in an interview.
- ✓ I can explain a difficult paragraph without losing the uncertainty.

Working together

- General information only: never a diagnosis or personal medical advice.
- Every health fact needs a source; every doubt needs a cautious word.
- Respect all bodies and routines.

ANNEX 2

Input Pack

Learning situation 4 · Health Matters

STUDENTS

Everything for the podcast team: six statements to classify, information cards with sources and limits, a source log model, three viral posts, interview prompts, the structure of a segment, a model script, a dense paragraph to explain, a cautious-language bank and four different routines.

F1 Responsible or overconfident?

DATA

ID	Statement
A	Everybody must sleep exactly eight hours or they will get ill.
B	Many teenagers need around 8 to 10 hours of sleep, according to the American Academy of Sleep Medicine (2016). Needs can be different for each person.
C	Stress is always bad for you. You must avoid it completely.
D	A short walk or a chat with a friend may help some people feel calmer when they are stressed.
E	If you do this breathing exercise, you will never feel nervous again.
F	If you feel very tired or sad for a long time, it is a good idea to talk to a trusted adult or a health professional.

Source: Statements written for this notebook. Some are examples of language to avoid: do not repeat them in your podcast.

Which statements sound too sure? Which words make them sound sure (everybody, must, always, never)? Which statements name a source or a limit?

F2 Information cards: what is generally recommended, and what are its limits?

DATA

Topic	What is generally recommended	Source	Limits
Sleep	Teenagers (13-18) should regularly sleep 8 to 10 hours in every 24 hours.	American Academy of Sleep Medicine (AASM), consensus statement, 2016	It is a general recommendation. Individual needs can vary.
Physical activity	Children and adolescents (5-17) should do, on average, at least 60 minutes a day of moderate-to-vigorous physical activity, mostly aerobic (for example brisk walking, cycling, sport, dancing).	World Health Organization (WHO), Guidelines on physical activity and sedentary behaviour, 2020	Any activity counts, and some is better than none. People with a health condition or a disability should ask a professional for advice that fits them.
Stress	Simple habits may help some people: regular sleep, physical activity, time with people you trust and breaks from studying.	General advice summarised for this notebook (not a quotation)	Different things help different people. If stress lasts a long time or feels too big, talk to a trusted adult or a health professional.
Study habits	Short breaks and studying a little on several days may help some students remember more than studying everything the night before.	General educational advice summarised for this notebook (not a quotation)	Results depend on the student and the task. It is not a guarantee of good marks.
Screens and sleep	Some people find it easier to fall asleep if they stop using screens for a while before bed.	General advice; research findings are mixed	Evidence is mixed and what helps can be different for each person.

Source: Cards written for this notebook. Sleep and physical activity summarise the AASM consensus statement (Paruthi et al., 2016) and the WHO guidelines (2020); the other cards summarise general advice and are not quotations. They are general information, not personal medical advice.

For each card: What is the main idea? Who says it? What does the card NOT say?

F3 Source log (model)

DATA

Item in the podcast	Source and year	Type	How reliable? Why?
Teenagers need about 8-10 hours of sleep.	AASM consensus statement, 2016	Professional organisation (recommendation)	High: an expert body, published method, can be checked.
At least 60 minutes of activity a day, on average.	WHO guidelines, 2020	International health organisation	High: an international health body, can be checked.
A short walk may help some people feel calmer.	General advice (summarised for this notebook)	General advice	Medium: widely repeated, but not one single study.
"Stress is for weak people."	Anonymous post (F4)	Social media	Low: no author, no evidence, absolute claim.

Source: Model written for this notebook.

What does the last column help you decide? Which source would you use first?

F4 Three viral-style posts

CASE

@grind_forever · 4.1K shares
STOP wasting time sleeping!!! 5 hours is enough for teenagers. Successful people sleep less. Be like them! #grind

@gym_only · 1.8K shares
If you don't go to a gym, exercise doesn't count. Walking? Dancing? That's NOTHING. Join a gym or forget it!

@tough_only · 2.6K shares
Stress is for weak people. Real athletes never feel stressed. Just ignore it and you'll be fine!!!

Source: Fictional posts written for this notebook. They contain claims that are not supported: do not share them.

Which claim is absolute? Which words show it? Which card in F2 helps you check each post?

F5 Interview prompts and follow-up questions

GLOSSARY

Opening: What is a typical evening routine for you? / Can you tell us about...?	Starting the interview.
Details: Can you give an example? / What do you mean by...?	Asking for more information.
Evidence: Where did you hear that? / Is there any evidence for that?	Checking the source.
Limits: Is it the same for everybody? / Does it work for all people?	Asking about limits.
Experience: Have you ever tried...? / Have you ever changed your routine?	Present perfect for experiences.
Closing: What is one tip for our listeners?	Ending the interview.
Safe answer: I'm not an expert. This is just my experience.	Guest: sharing personal experience, not advice.

Source: Phrase bank written for this notebook.

F6 Structure of a three-minute segment

DIAGRAM

1 · Hook 0:00 – 0:20	20 s	A question or a surprising fact. Say the topic and your names.
2 · Why it matters 0:20 – 0:50	30 s	Explain the topic in simple words. Use cautious language (may, can, usually, many).
3 · Interview 0:50 – 1:50	60 s	The host asks open questions and follow-ups. The guest shares experience, not medical advice.
4 · Key tip + source 1:50 – 2:20	30 s	One clear tip. Say where the information comes from (According to…).
5 · Myth check 2:20 – 2:40	20 s	Correct one myth: what we know and what is not certain.
6 · Closing 2:40 – 3:00	20 s	Summarise. Remind listeners: this is general information. Talk to a trusted adult or a health professional.

Source: Structure designed for this notebook.

Which two parts are in red? Why are they so important for a health podcast?

F7 Model script · Wellbeing Wave, episode 1

TEXT

Luca (host): Hello and welcome to *Wellbeing Wave*, the podcast for students, by students. I'm Luca, and today we're talking about sleep. Remember: we're not doctors, so this is general information.

Luca: According to the American Academy of Sleep Medicine, teenagers between 13 and 18 should regularly sleep between 8 and 10 hours. But every person is different, so these numbers are a guide, not a rule. My guest is Maya, who is fifteen. Maya, what do you do to sleep better?

Maya: Well, I try to go to bed at about the same time every night. It helps me, but it might not work for everybody.

Luca: Have you ever tried to stop using your phone before bed?

Maya: Yes, I have. I leave it in the kitchen at ten. Some people say that screens can make it harder to fall asleep, but I've read that the evidence is mixed. So I just try it and see how I feel.

Luca: What's your tip for our listeners?

Maya: Try small changes and see what works for you. And if you feel tired all the time, talk to a trusted adult.

Luca: Thanks, Maya. To finish: sleep may help us concentrate and feel better, but it isn't magic. If you're worried about your sleep, please talk to a parent, a teacher or a doctor. This was *Wellbeing Wave*. See you next time!

Source: Script written for this notebook (fictional podcast and speakers). It summarises the AASM recommendation (2016). Your teacher can read it aloud as a model.

Underline cautious words (may, might, some, according to…). Where does Luca say it is general information? Which sentence names the source?

F8 Mediation · A dense paragraph about sleep

TEXT

During adolescence, circadian rhythms typically shift, so that many young people tend to feel sleepy later in the evening and to wake up later in the morning. Combined with early school start times, this may result in insufficient sleep on school days, which some studies associate with difficulties in concentration and with lower mood. Recommendations generally suggest maintaining consistent sleep and wake times, limiting the use of electronic devices before bedtime and avoiding caffeinated drinks in the afternoon and evening. However, individual needs vary, and persistent sleep problems should be assessed by a health professional.

Source: Original text written for this notebook. It summarises general ideas about adolescent sleep; it is not a quotation. Your task: explain it to listeners aged 12-13.

Don't translate or copy! Choose the main ideas, use everyday words and keep the cautious words (typically, many, may, some, generally). Say when to ask for help.

F9 Language bank: cautious language

GLOSSARY

may / might / could / can	Possibility: Short breaks may help some students.
some / many / most / not everybody	Quantifiers: Many teenagers need 8 to 10 hours.
usually / often / sometimes	Frequency: Stress is often temporary, but it can be hard.
research suggests / according to… / experts recommend…	Citing a source: According to WHO (2020)…
It depends. / It is different for each person.	Limits.
If you sleep badly, you feel tired. If you take breaks, you might remember more.	Zero and first conditional.
Words to avoid: always, never, everybody, nobody, must (for health advice), guaranteed, cure.	Absolute claims.
This is general information, not personal medical advice. If you are worried, talk to a trusted adult or a health professional.	Responsible closing.

Source: Phrase bank written for this notebook.

F10 Four different routines

CASE

Tariq, 14, Birmingham (England): "I play cricket three evenings a week, so I go to bed later on match days. My routine isn't the same every day."

Siobhán, 15, Dublin (Ireland): "My mum works night shifts, so some evenings I look after my little brother. I can't always go to bed at the same time, but I try to rest at the weekend."

Kofi, 16, Accra (Ghana): "I play wheelchair basketball with my club. For me, being active means training and also moving around the city. Please don't think that 'exercise' means only running."

Elena, 14, Zaragoza (Spain): "After school I help in my family's bakery, so I do my homework late. I need advice that fits real life, not an ideal timetable."

Source: Fictional voices written for this notebook. They show different situations and do not represent all teenagers in their countries.

Which advice from F2 might need to change for each person? How can a podcast say this respectfully? Why shouldn't a podcast describe an «ideal» body or routine?

ANNEX 3

Student Worksheets

Learning situation 4 · Health Matters

STUDENTS

WORKSHEET 1 Responsible or overconfident?

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read the six statements in F1.

1 **Warm-up quiz. Tick the correct answer.**

Short breaks ___ help some students concentrate.
☐ may ☐ are ☐ did

If you ___ enough, you often feel better.
☐ will sleep ☐ sleep ☐ slept

I ___ never recorded a podcast before. It's my first time.
☐ have ☐ am ☐ did

___ of my friends use their phone late at night, but not all of them.
☐ Some ☐ Every ☐ No

2 **Classify the statements in F1. Are they responsible or overconfident? Which words or ideas show it?**

ID	Responsible or overconfident?	Words or ideas that show it
A		
B		
C		
D		
E		
F		

3 **Rewrite statements A and E in a responsible way. Use may, many, usually or some, and add a limit.**

4 **True (T) or false (F)?**

	T	F
Statements with always, never, everybody or must are often overconfident.	☐	☐
A responsible statement can name its source.	☐	☐
A responsible health podcast never gives any advice.	☐	☐
"Talk to a trusted adult" is good advice when a problem lasts a long time.	☐	☐

WORKSHEET 2

Evidence and limits

Session 2

Read the information cards (F2) and the three posts (F4). Then decide what each source can and can't tell us.

1 **Complete the table with the main idea, the source and the limits of four cards in F2.**

Topic	Main idea (your words)	Source and year	Limits
Sleep			
Physical activity			
Stress			
Study habits			

2 **Check the three viral posts (F4) with the cards (F2).**

Post	Which card helps? What does it say?	Supported / not supported / partly
Post 1 · 5 hours of sleep		
Post 2 · gym only		
Post 3 · stress is for weak people		

3 **Tick the correct answer.**

According to F2, how long should teenagers (13-18) regularly sleep?

☐ 6 to 7 hours ☐ 8 to 10 hours ☐ 10 to 12 hours

Which activities count as physical activity in F2?

☐ Only gym training ☐ Brisk walking, cycling, sport and dancing, for example ☐ Only running

Which sentence about screens and sleep is responsible?

☐ Screens always ruin your sleep.

☐ Some people find it easier to fall asleep if they stop using screens before bed, but the evidence is mixed.

☐ Screens have no effect on anybody.

4 **Choose two pieces of information for your podcast (F2 or F3). Complete the table.**

Information I may use	Source and year	How reliable? Why?

WORKSHEET 3 Cautious advice and probability

Session 3

Language workshop. Use the language bank (F9) and the toolkit (Annex 5).

1 **Listening 1. Listen to Zainab twice. Complete the notes and tick the correct answers.**

Zainab studies for _____ minutes and then takes a _____ -minute break. She says it works for her, but it _____ not work for everybody.

What does she do during her break?

☐ She stands up, drinks water and walks around. ☐ She plays a long video game. ☐ She sleeps.

Why does she say "I'm not an expert"?

☐ She wants listeners to know she is sharing her own experience. ☐ She doesn't like the podcast. ☐ She is a doctor.

What does she suggest if you feel very stressed for a long time?

☐ Study more. ☐ Talk to someone you trust. ☐ Ignore it.

2 **Complete with should, shouldn't, might or could.**

a) Teenagers _____ talk to a trusted adult if they feel very sad for a long time.

b) A short walk _____ help some people feel calmer.

c) You _____ believe every viral post.

d) Stopping screens before bed _____ make it easier to fall asleep for some people.

e) If you are worried about your sleep, you _____ ask a doctor.

3 **Write three sentences with if (zero or first conditional): a) sleep badly → feel tired; b) take short breaks → remember more; c) talk to a friend → feel calmer.**

4 **Rewrite the absolute sentences with a quantifier or a cautious word. a) Teenagers are always tired. b) Everybody needs the same hours of sleep. c) Nobody enjoys exercise.**

WORKSHEET 4

Plan the interview

Session 4

Work in pairs: one host and one guest. Plan questions with follow-ups (F5) and rehearse.

1 **Write five questions for your interview (F5): an opening question, three kinds of follow-up and a closing question.**

Type of question	Your question
Opening question	
Follow-up: details or an example	
Follow-up: evidence	
Follow-up: limits	
Closing question	

2 **Complete the follow-up questions with: example, mean, heard, everybody, tip.**

a) Can you give an _____ ?

b) What do you _____ by “enough sleep”?

c) Where have you _____ that?

d) Is it the same for _____ ?

e) What is one _____ for our listeners?

3 **Intonation. Write ↗ (rising) or ↘ (falling) after each question, and then say it aloud.**

a) Have you ever changed your routine? _____

b) What helps you relax? _____

c) Is it the same for everybody? _____

d) Where did you hear that? _____

4 **Observer role. While another pair rehearses, tick the strategies you hear.**

- ☐ The host asks an open question to start.
- ☐ The host asks a follow-up question.
- ☐ The guest says it is their own experience (It works for me, but…).
- ☐ The guest uses cautious words (may, might, some).
- ☐ They take turns and don’t interrupt.
- ☐ They finish with a tip and a responsible reminder.

WORKSHEET 5

Explain it for younger listeners

Session 5

Mediation. Your listeners are 12-13 years old. Read the dense paragraph (F8) and explain it in everyday English, keeping the uncertainty.

1 **Break F8 into ideas. What is difficult? How will you say it simply? Which cautious word must you keep?**

Idea in F8	Difficult words	Everyday English	Cautious word to keep
Circadian rhythms shift in adolescence			
Insufficient sleep on school days			
Some studies associate it with…			
Recommendations: regular times, fewer devices, no late caffeine			
Individual needs vary; persistent problems → professional			

2 **Write the spoken version for 1.º ESO listeners (60-70 words). Use short sentences and say when to ask for help.**

3 **Tick the correct answer.**

Which sentence keeps the uncertainty of the original?

- ☐ Phones destroy your sleep.
- ☐ Some studies link too little sleep with problems concentrating, but it isn't the same for everybody.
- ☐ Everybody feels sleepy late at night.
- ☐ Doctors say you must never use a phone after nine.

Which closing is responsible?

- ☐ If you can't sleep, take a pill.
- ☐ If you have sleep problems for a long time, talk to a trusted adult or a health professional.
- ☐ Just ignore it.

4 **Peer check. Read your version aloud to a classmate. Tick what it does.**

- ☐ Short, clear sentences for listeners.
- ☐ Everyday words (technical words are explained).
- ☐ The uncertainty is kept (may, some, many).
- ☐ Nothing is added: no new facts, numbers or medical advice.
- ☐ It says when to ask for help.

WORKSHEET 6 Record and review

Session 6

Complete your draft in the template (Annex 4). Write one tip with its source, record it and review another team's segment.

1 **Complete the source log for three items in your podcast.**

Item in our podcast	Source and year	Type	How reliable? Why?

2 **Tick the correct answer.**

Which sentence is the most responsible?

- ☐ Everybody must go to bed at 10 p.m.
- ☐ Many teenagers may feel better if they go to bed at a regular time, but it depends on the person.
- ☐ Sleep is never a problem.

3 **Write the key tip of your segment (40-50 words) with cautious language and a source.**

4 **Record your segment and listen to it. Then review another team's segment. Tick what it does well and write two stars and one wish.**

- [ ] The topic is clear for younger students.
- [ ] Every health fact has a source with the year.
- [ ] It uses cautious language instead of absolute claims.
- [ ] The host asks at least one follow-up question.
- [ ] The rhythm is clear: short phrases, pauses and stressed key words.
- [ ] It ends with a reminder to talk to a trusted adult or a health professional.

WORKSHEET 7 Individual challenge: fact or claim?

Session 7

Work on your own. Read the post and the evidence card. Then decide what you can say.

1 **Read the post and the card. Write a short fact-check (60-80 words): what is supported, what is not, and a responsible way to say it.**

Post (fictional) · @fresh_mind: "If you eat breakfast every day, you will NEVER get sick and you will ALWAYS get top marks!!!"
Evidence card (general information): Regular meals and enough sleep can help many people feel more energetic. No single food or habit guarantees good health or good marks. People who are worried about their diet or health can talk to a trusted adult or a health professional.

2 **Write the closing lines (2 sentences) of a podcast that remind listeners that it is general information.**

3 **Reflect (2-3 sentences). Which strategy helped you most to communicate in English (paraphrasing, a partner, a glossary, recording yourself…)? What will you try next?**

ANNEX 4

Final Product Template

Learning situation 4 · Health Matters

STUDENTS

Name: Class: Date:

Our Wellbeing Wave podcast segment. Write the script in English with cautious language. Every health fact needs a source.

Title and topic

Sleep, activity, stress or study habits?

Audience and aim

Who listens? What will they know after?

1 · Hook (20 s) and 2 · Why it matters (30 s)

A question or fact + simple explanation with may, many, usually.

3 · Interview (60 s)

Opening question + two follow-up questions + the guest's answers (own experience, not advice).

4 · Key tip + source (30 s)

One tip and "According to…" (name and year).

5 · Myth check (20 s)

One myth, what we know, what is not certain.

Source log

Item, source and year, type, how reliable?

6 · Closing (20 s)

Summary + "This is general information…" + ask a trusted adult or a health professional.

ANNEX 5

Useful Language & Final Check

Learning situation 4 · Health Matters

STUDENTS

Name: Class: Date:

Functions and model sentences

Explaining general information	Sleep helps the body and the mind. Many teenagers need 8 to 10 hours.
Giving cautious advice	You could try small changes. It might help. You should ask a doctor.
Expressing probability	It may help some people. It's possible that…
Asking follow-up questions	Can you give an example? Is it the same for everybody?
Citing a source	According to WHO (2020), … / Research suggests that…
Closing responsibly	This is general information, not personal medical advice.

Grammar in context

Modals	should, might, could, may, can
Zero / first conditional	If you sleep badly, you feel tired. If you take breaks, you might remember more.
Present perfect (experience)	Have you ever tried…? I have never recorded a podcast.
Quantifiers	some, many, most, a few, not everybody
Linkers	but, however, because, so, although

Vocabulary bank

Sleep and rest: bedtime, routine, tired, sleepy, rest, nap

Activity: exercise, brisk walk, team sport, stretch, active

Stress and study: stress, relax, break, concentrate, support

Health literacy: source, evidence, general information, health professional, trusted adult

Pronunciation tips

- Podcast rhythm: short phrases and pauses: Sleep | helps your body | and your mind.
- Emphasis: It **may** help **some** people.
- Questions: yes/no ↗ (Have you ever tried…?) and wh- ↘ (What helps you relax?).

When I get stuck (clarify & repair)

- Sorry, what do you mean?
- Can you give an example?
- Could you say that again?
- Let me say it in another way.
- What I mean is …
- How do you say … in English?

Final check before you hand in: Youth health & wellbeing podcast

- [ ] The topic is clear and suitable for younger students.
- [ ] We use cautious language (may, might, some, many).
- [ ] No absolute claims (always, never, everybody).
- [ ] Every health fact has a source with the year.
- [ ] The host asks at least one follow-up question.
- [ ] We say it is general information, not personal advice.
- [ ] We end with a reminder to talk to a trusted adult or a health professional.
- [ ] Nobody is judged because of their body or routine.

ANNEX 6

Printable Rubric

Learning situation 4 · Health Matters

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Youth health & wellbeing podcast**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The segment explains one health topic clearly for younger students, separates general information from personal advice and ends with a responsible reminder.	The segment explains the topic clearly and includes a responsible reminder.	The explanation is unclear or too long; the reminder or the source is missing.	The segment gives personal medical advice, absolute claims or no clear information.	
Organisation & language	The script follows the podcast structure; cautious language (may, might, some, many, if…) is accurate and varied; sentences are connected with linkers.	The script has a clear structure; cautious language is mostly correct; errors do not stop understanding.	Ideas are listed rather than connected; cautious language is missing or often wrong.	Hard to follow; absolute claims or errors often stop understanding.	
Interaction / delivery	In the interview and the recording the host asks follow-up questions, the guest answers with cautious language, and the rhythm and stress sound like a podcast.	The host and the guest take turns and ask or answer with some follow-up; delivery is clear.	Participation needs prompts; the delivery is flat or too fast.	Little interaction, or the script is only read without pauses.	
Mediation & audience	The dense paragraph becomes a short, everyday explanation for 12-13-year-olds; the uncertainty (may, some, many) and the scope are kept and nothing is added.	The main ideas are clear and the uncertainty is mostly kept; one small detail is lost or added.	Some uncertainty is lost or some terms are not explained; a claim is added.	The text is copied, an absolute claim appears or advice is changed.	
Intercultural / ethical use	Sources are named with year; the segment avoids body or health stereotypes, respects different routines and does not give personal medical advice.	Sources are named and the tone is respectful; no personal advice.	Some sources are missing or some statements generalise about bodies or routines.	The segment stereotypes people, gives medical advice or does not credit sources.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 4 · Health Matters

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can explain general health information with cautious language and a source.	○	○	○	○
I can explain a difficult paragraph in everyday English without losing the uncertainty.	○	○	○	○
I can ask for clarification and repair my message when communication breaks down.	○	○	○	○
I can use feedback to improve my work.	○	○	○	○

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 4 · Health Matters

STUDENTS

Name: Class: Date:

Extra help: a transcript to follow, a vocabulary bank and a podcast planner.

Transcript option: a short model

Host: Hello! Today we're talking about exercise. This is general information.
Host: According to the WHO (2020), young people should do about 60 minutes of activity a day, on average.
Host: Have you ever tried a new sport?
Guest: Yes, I have. I dance with friends. It works for me, but it might be different for you.
Host: Thanks! If you are worried about your health, talk to a trusted adult.

Vocabulary bank

- **may** = puede que · **usually** = normalmente · **some** = algunos
- **It depends** = depende · **source** = fuente
- **trusted adult** = adulto de confianza · **health professional** = profesional de la salud

1 Match the cautious words with their meaning.

1	may	a	not all
2	usually	b	possible, but not certain
3	some	c	a person you trust, like a parent or a teacher
4	It depends.	d	most of the time
5	trusted adult	e	It is different for each person.

2 Complete the segment with the model.

Hello! Today we're talking about _____. This is general _____. According to _____ (year), young people _____ do about 60 minutes of activity a day. It _____ help some people. If you are worried, talk to a _____ adult.

3 Complete the planner for your segment.

Part	My idea
Hook (question or fact)	
Key tip	
Source and year	
Closing reminder	

ANNEX 9

Extension

Learning situation 4 · Health Matters

STUDENTS

Name: Class: Date:

Fact-check a viral-style claim

Read the post and the evidence pack. Decide what is supported, what is not and how to say it responsibly. You are checking **a claim**, not judging a person.

X1 The claim

CASE

@water_guru · 3.3K shares

You MUST drink exactly 3 litres of water every single day or you will get ill. No exceptions!!!

Source: Fictional post written for this notebook.

X2 Evidence pack

DATA

Card	What is generally said	Limits
E1	The amount of fluid a person needs can depend on age, body size, weather and activity.	One number can't fit everybody.
E2	Water is not the only source of fluids: food and other drinks also contain water.	It doesn't say that all drinks are equal.
E3	A common recommendation is to drink regularly through the day, and more in hot weather or when exercising.	It is general advice, not a rule for every person.
E4	People with some health conditions can get specific advice from a doctor.	General cards can't replace personal advice.

Source: General guidance summarised for this notebook (not a quotation). Check a health service website for details.

Steps

1. Split the post into claims (for example: exactly 3 litres; every day; no exceptions; you will get ill).
2. Compare each claim with the evidence cards E1-E4 and write what is supported, partly supported or not supported.
3. Write a verdict and a responsible version of the message (40-50 words) with cautious language.
4. Read your version aloud to a classmate: does it sound clear and careful?

1 Fact-check the claim.

Claim in the post	Evidence (E1-E4)	Supported? Why?
"Exactly 3 litres"		
"Every single day"		
"No exceptions"		
"You will get ill"		

2 Write a verdict and a responsible version of the message (40-50 words).

What to hand in

The completed table, a verdict and a responsible version of the message with at least two cautious words.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 4 · Health Matters

TEACHER

Worksheet 1

1. Quiz: may; sleep (zero conditional); have; Some.
2. A overconfident (everybody, must, exactly, will get ill). B responsible (many, around, according to AASM 2016, limit: needs can be different). C overconfident (always, must, completely). D responsible (may, some people, a short walk or a chat). E overconfident (will never, a promise). F responsible (a long time, trusted adult or health professional).
3. Model: A → «Many teenagers need between 8 and 10 hours of sleep, but needs can be different for each person.» E → «A breathing exercise may help some people feel calmer, but it doesn't work in the same way for everybody.» Accept any version with a cautious word and a limit.
4. T; T; F; T.

Worksheet 2

1. Model: Sleep → teenagers (13-18) should regularly sleep 8-10 hours; AASM, 2016; limits: general recommendation, needs vary. Physical activity → at least 60 minutes a day on average of moderate-to-vigorous activity; WHO, 2020; any activity counts, some is better than none; people with a condition should ask a professional. Stress → simple habits may help some people; general advice; different things help different people, talk to someone if it lasts. Study habits → short breaks and spread study may help some students; general advice; no guarantee.
2. Model: Post 1 → sleep card: 8-10 hours for teenagers; not supported. Post 2 → activity card: any activity counts (walking, cycling, dancing); not supported. Post 3 → stress card: many people feel stress, habits may help, talk to someone if it lasts; not supported (and it is unfair to say people are «weak»).
3. 8 to 10 hours; brisk walking, cycling, sport and dancing; the second sentence.
4. Open answer. Model: «8-10 hours of sleep for teenagers» → AASM, 2016 → high: an expert body that can be checked. Check source, year and reason.

Worksheet 3

1. Listening 1 (see script): 25; 5; might. Test: she stands up, drinks water and walks around; she wants listeners to know she is sharing her own experience; talk to someone you trust.
2. a) should; b) might (could also acceptable); c) shouldn't; d) could (might also acceptable); e) should.
3. Model: a) If you sleep badly, you feel tired. b) If you take short breaks, you might remember more. c) If you talk to a friend, you might feel calmer.
4. Model: a) Many teenagers are often tired. b) Not everybody needs the same hours of sleep. c) Some people don't enjoy exercise, but many people enjoy it in different ways. Accept any answer with a quantifier or a cautious word and the correct form.

Worksheet 4

1. Open answer. Model: Opening: What is a typical evening routine for you? Details: Can you give an example? Evidence: Where did you hear that? Limits: Is it the same for everybody? Closing: What is one tip for our listeners?
2. a) example; b) mean; c) heard; d) everybody; e) tip.
3. a) ↗; b) ↘; c) ↗; d) ↘.
4. Observation list: open; use it for criterion 3.1.

Worksheet 5

1. Model: Circadian rhythms shift → difficult: circadian rhythms, adolescence → «The body clock of many teenagers changes, so they feel sleepy later at night.» (many, tend to). Insufficient sleep → «not enough sleep» (may). Some studies associate → «Some studies link it with…» (some). Recommendations → «go to bed and get up at similar times, use fewer screens before bed, avoid energy or coffee drinks in the evening» (generally). Needs vary; persistent problems → «Everybody is different. If you have trouble sleeping for a long time, talk to a trusted adult or a health professional.» (persistent).
2. Model (about 65 words): «Did you know that the body clock of many teenagers changes? They often feel sleepy later at night. If you don't get enough sleep on school days, you may feel tired and it might be harder to concentrate. Some studies say this too. Many people find it helps to go to bed at similar times and to use fewer screens before bed. Everybody is different. If you have trouble sleeping for a long time, talk to a trusted adult.»
3. Second option; second option.
4. Peer check: open. Check that «may» and «some» have not become «always» and that no numbers or advice (pills, exact hours) have been added.

Worksheet 6

1. Open answer. Check each item has a source with the year, a type and a reason for reliability. Model: «Short breaks may help some students remember more» → general educational advice (summarised, no year) → medium: widely repeated, not one study.
2. Second option.
3. Model: «According to the WHO (2020), young people should do at least 60 minutes of moderate-to-vigorous activity a day, on average. Any activity counts, for example brisk walking, dancing or cycling. This is general information, and it might be different for people with a health condition.» Check cautious words, a source with the year and a limit.
4. Peer review: open. Check the six points; stars and wishes should refer to concrete parts of the segment.

Worksheet 7

1. Model fact-check (about 70 words): «The post says that breakfast means you will never get sick and will always get top marks. This is not supported. The evidence card says that regular meals and enough sleep can help many people feel more energetic, but no single food or habit guarantees good health or good marks. A responsible version: 'Regular meals and enough sleep may help many people feel more energetic. If you are worried about your health, talk to a trusted adult.'» Check what is supported, what is not and the responsible rewrite.
2. Model: «This is general information, not personal medical advice. If you are worried, please talk to a trusted adult or a health professional.»
3. Open answers. Accept any realistic strategy (paraphrasing, a partner, a glossary, a recording) and a concrete next step.

Support (Annex 8)

1. may → possible, but not certain; usually → most of the time; some → not all; It depends. → It is different for each person.; trusted adult → a person you trust, like a parent or a teacher.
2. Model: Hello! Today we're talking about exercise. This is general information. According to the WHO (2020), young people should do about 60 minutes of activity a day. It may help some people. If you are worried, talk to a trusted adult. Accept «may help many people».
3. Open answer: check that the planner includes a hook, a tip, a source with the year and the closing reminder.

Extension (Annex 9)

1. Model: «Exactly 3 litres» → E1: needs depend on age, size, weather and activity; not supported. «Every single day» → E3: drinking regularly is a common recommendation, but not a fixed number; partly. «No exceptions» → E1, E4: needs vary and people with some conditions get specific advice; not supported. «You will get ill» → no evidence in the pack; not supported (an absolute claim).
2. Model (about 45 words): «Verdict: not supported. The amount of water people need depends on age, size, weather and activity. Many people find it helps to drink regularly through the day, and more in hot weather or when they exercise. If you have questions about your health, talk to a trusted adult or a doctor.»

Listening script · Worksheet 3 · Zainab, a study-habits clip (Listening 1)

Read twice at a natural speed, like a podcast. Two voices: the host and Zainab.

Host: Welcome back to Wellbeing Wave. Today we're talking about study habits with Zainab, who is fifteen.

Zainab: Hi! I want to say first that I'm not an expert. I'm just sharing what works for me.

Host: Great. What do you do when you study?

Zainab: I study for twenty-five minutes, then I take a five-minute break. In my break I stand up, drink some water and walk around. I also put my phone in another room.

Host: Does it help?

Zainab: It works for me, but it might not work for everybody. Some of my friends prefer a longer break, and that's fine.

Host: Have you ever tried studying late at night?

Zainab: Yes, I have, but I felt tired the next day. So now I try to finish earlier.

Host: Any final tip?

Zainab: Try different routines and see what helps you. And if you feel very stressed for a long time, talk to someone you trust.

Host: Thanks, Zainab!

Listening script · F7 · Model script (optional)

Read F7 aloud with two students (Luca and Maya) as a model before students write their own. First listening: Which source does Luca mention? Second listening: Which words show that the information is general and cautious?

Timing, differentiation and mediation notes

- Health and wellbeing safeguards: all the material is general health education. Students must not give diagnoses, treatments or personal medical advice, and must not talk about weight, diets or body shape. If a student mentions a personal problem (sleep, stress, eating, mood), follow the school's tutoring and counselling protocol privately; do not discuss it in front of the class.
- Data: the AASM statement (Paruthi et al., 2016: 8-10 hours for ages 13-18) and the WHO guidelines (2020: an average of at least 60 minutes a day for ages 5-17) are real recommendations summarised in F2; the rest of the cards are general advice and are labelled as such. Verify the figures on the organisations' websites before using them in a different year or country. The posts, the podcast, the speakers and the evidence pack are fictional.
- Mediation (Worksheet 5): value the preservation of uncertainty and scope above elegance. Students may discuss F8 in Spanish in their teams; the final spoken version is in English. A good check: mark every cautious word in F8 and look for it (or an equivalent) in the student version.
- Differentiation and tools: give Annex 8 (transcript, bank and planner) to students who need it and Annex 9 to fast finishers. Students may record the podcast on any school device; if there are no recordings, a live read-aloud is valid. Intercultural note: F10 shows individual situations; do not generalise by country, religion or ability.

Likely errors

- Absolute language: «You must sleep 8 hours», «Everybody needs…», «It always helps».
- Modals with to or -s: «It mights help», «He should to talk».
- Present perfect with finished time: «I have recorded it yesterday» (I recorded it yesterday).
- Quantifiers: «a lot of people is», «much teenagers» (many), «some people doesn't».
- False friends and word choice: «constipated» ≠ constipado (a cold), «sensible» ≠ sensible (sensitive), «actually» ≠ actualmente; also «informations» and «advices».
- Flat intonation and no pauses when reading a script; rising intonation on wh- questions.

Accepting alternative answers

- Accept any answer that communicates the meaning clearly and uses the target structure, even with small errors that do not affect understanding.
- In health content, accept other wording only if it keeps the source, the year and the cautious tone and does not add claims, numbers or advice.
- In mediation, accept different wordings if the main ideas and the uncertainty are preserved and nothing is added.
- For fact-checks, accept different verdicts if they are supported by the evidence card and the reasoning is clear.

05

SITUACIÓN DE APRENDIZAJE

The World in 2050

ESSENTIAL QUESTION · PREGUNTA GUÍA

What future is plausible, possible or desirable, and how can we justify our predictions?

CURSO 3.º ESO	SESIONES 7 sesiones	BLOQUES DE SABERES A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5	PRODUCTO FINAL 2050 time capsule	CRITERIOS DE EVALUACIÓN 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1

Contexto, reto y producto final

La biblioteca municipal de **Vega Alta** (localidad ficticia) invita a los institutos a preparar una **cápsula del tiempo** que se abrirá el 21 de junio de 2050, cuando el alumnado actual de 3.º ESO tendrá unos 38-39 años. El grupo recibe el correo de la bibliotecaria con una condición que cambia el reto: no basta con decir qué creemos que pasará, hay que explicar **por qué** lo pensamos y **cuánto de seguros** estamos. La pregunta guía es «*What future is plausible, possible or desirable, and how can we justify our predictions?*»

Para responderla, el alumnado distingue entre predicción, evidencia y juicio de valor, lee fichas de tendencias con datos reales (ONU, AIE, OMM, Red Eléctrica, Foro Económico Mundial) y un gráfico de población, y practica **will, be going to, might y el primer condicional** con una escala de certeza. En equipos construyen un escenario con restricciones de evidencia y, en la tarea de **mediación**, resumen en inglés un escenario escrito en español por otro grupo sin cambiar su grado de certeza. El producto final es la **cápsula 2050** (tres objetos, un texto explicativo con predicciones justificadas y una carta); la evidencia individual es una predicción razonada con una fuente.

Reto comunicativo

Create a 2050 time capsule for the people who will open it in June 2050: three objects, an explanatory text with justified predictions (how sure are we, and why?) and a letter to your future self.

Producto final

2050 time capsule.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE5 Ampliar y usar los repertorios lingüísticos personales y reflexionar sobre su funcionamiento y sobre las propias estrategias.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Extraer y analizar el sentido global y las ideas principales, y seleccionar información pertinente de textos orales, escritos y multimodales sobre temas cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, expresados de forma clara y en la lengua estándar a través de diversos soportes.

1.3 Seleccionar, organizar y aplicar las estrategias y conocimientos más adecuados en cada situación comunicativa para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; inferir significados e interpretar elementos no verbales; y buscar, seleccionar y gestionar información veraz.

2.1 Expresar oralmente textos sencillos, estructurados, comprensibles, coherentes y adecuados a la situación comunicativa sobre asuntos cotidianos, de relevancia personal o de interés público próximo a la experiencia del alumnado, con el fin de describir, narrar, argumentar e informar, en diferentes soportes, utilizando recursos verbales y no verbales, así como estrategias de planificación, control, compensación y cooperación.

2.2 Redactar y difundir textos de extensión media con aceptable claridad, coherencia, cohesión, corrección y adecuación a la situación comunicativa propuesta, a la tipología textual y a las herramientas analógicas y digitales utilizadas sobre asuntos cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, respetando la propiedad intelectual y evitando el plagio.

3.1 Planificar, participar y colaborar activamente, a través de diversos soportes, en situaciones interactivas sobre temas cotidianos, de relevancia personal o de interés público cercanos a la experiencia del alumnado, mostrando iniciativa, empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

3.2 Seleccionar, organizar y utilizar estrategias adecuadas para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, solicitar y formular aclaraciones y explicaciones, reformular, comparar y contrastar, resumir, colaborar, debatir, resolver problemas y gestionar situaciones comprometidas.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por los interlocutores e interlocutoras y por las lenguas empleadas y participando en la solución de problemas de intercomprensión y de entendimiento en el entorno, apoyándose en diversos recursos y soportes.

5.1 Comparar y argumentar las semejanzas y diferencias entre distintas lenguas reflexionando de manera progresivamente autónoma sobre su funcionamiento.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A2	Estrategias de uso común para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A4	Funciones comunicativas de uso común adecuadas al ámbito y al contexto comunicativo: saludar y despedirse, presentar y presentarse; describir personas, objetos, lugares, fenómenos y acontecimientos; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones, consejos y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y las emociones; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición; expresar argumentaciones sencillas; realizar hipótesis y suposiciones; expresar la incertidumbre y la duda; reformular y resumir.
A5	Modelos contextuales y géneros discursivos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A6	Unidades lingüísticas de uso común y significados asociados a dichas unidades tales como la expresión de la entidad y sus propiedades, cantidad y cualidad, el espacio y las relaciones espaciales, el tiempo y las relaciones temporales, la afirmación, la negación, la interrogación y la exclamación, relaciones lógicas habituales.
A7	Léxico de uso común y de interés para el alumnado relativo a identificación personal, relaciones interpersonales, lugares y entornos, ocio y tiempo libre, salud y actividad física, vida cotidiana, vivienda y hogar, clima y entorno natural, tecnologías de la información y la comunicación, sistema escolar y formación.
B2	Estrategias de uso común para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, etc.) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.
B3	Estrategias y herramientas de uso común para la autoevaluación, la coevaluación y la autorreparación, analógicas y digitales, individuales y cooperativas.
C4	Estrategias de uso común para entender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos.

Language Toolkit · concreción didáctica

Communicative functions
predicting; expressing probability; making hypotheses; agreeing/disagreeing; giving reasons

Grammar in context
will / be going to / present continuous review; may/might/could; first conditional; future time clauses; comparatives

Vocabulary
future technology; education; cities; environment; work and lifestyles

Pronunciation / phonology
stress to signal certainty; weak forms in modals; future-form contractions

Mediation focus
Summarise another group's future scenario, preserving their level of certainty.

Intercultural focus
Include multiple regions and futures rather than assuming one technological pathway for everyone.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Distinguish prediction from evidence.
- Express different degrees of certainty.
- Develop a short argument for a plausible future scenario.
- Interact to compare scenarios.
- Reflect on language choices for certainty and speculation.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Sort statements into prediction/evidence/value judgement

Evidence: Worksheet 1: test diagnóstico, clasificación de enunciados en predicción, evidencia y juicio de valor (F2) y valoración de titulares como plausibles, posibles o deseables (F6).

Worksheet: Annex 3 · 1

2

SESSION 2

Read short trend cards

Evidence: Worksheet 2: lectura del gráfico de población (F3) y de las fichas de tendencias (F4); evidencia principal y límites de cada ficha, y futuros distintos según la región.

Worksheet: Annex 3 · 2

3

SESSION 3

Language workshop: future forms and certainty scale

Evidence: Worksheet 3: listening con tres voces, formas de futuro y escala de certeza (F5); reescritura de frases con otro grado de certeza y comparación will / going to / might con el español.

Worksheet: Annex 3 · 3

4

SESSION 4

Scenario-building groups with evidence constraints

Evidence: Worksheet 4: plan del escenario del equipo con restricciones de evidencia (F7), frases de reunión y acta con acuerdos y dudas.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: summarise one group's scenario for another

Evidence: Worksheet 5: mediación del escenario del grupo Mar (F8, en español) a un resumen en inglés que conserva el grado de certeza de cada afirmación.

Worksheet: Annex 3 · 5

6

SESSION 6

Create time-capsule artefacts and explanatory text

Evidence: Worksheet 6: cadena predicción-evidencia-certeza, borrador de la cápsula (Anexo 4) y revisión por otro equipo con estrellas y deseo.

Worksheet: Annex 3 · 6

7

SESSION 7

2050 exhibition + individual prediction with justification

Evidence: Cápsula expuesta en la exhibición 2050 y Worksheet 7: predicción individual de 80-100 palabras con una fuente, un nivel de certeza explícito y primer condicional.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión de la idea principal, los datos y los límites del gráfico y de las fichas de tendencias (F3, F4) y del grado de certeza de tres hablantes (listening 1).	Worksheets 2 y 3 / lista de comprobación
1.3	Estrategias para separar predicción, evidencia y juicio de valor, comprobar fuente y año de un dato y detectar un titular sin evidencia (F2, F6).	Worksheets 1 y 2 / observación
2.1	Presentación oral de la cápsula en la exhibición: tres predicciones con razón y grado de certeza, con acentuación clara de las palabras de certeza.	Exhibición 2050 (sesión 7) / rúbrica
2.2	Texto explicativo de la cápsula y predicción individual de 80-100 palabras: will / might, primer condicional, razones con because y linkers, fuente citada.	Anexo 4 y Worksheet 7 / rúbrica
3.1	Participación en la reunión de equipo sobre el escenario: propone ideas, escucha, respeta turnos y llega a un acuerdo.	Worksheet 4 / observación sistemática
3.2	Uso de estrategias para pedir razones, mostrar acuerdo o desacuerdo con cortesía, reformular y cerrar un acuerdo (What's your evidence? I see your point, but…).	Worksheet 4 / lista de observación
4.1	Resumen en inglés del escenario en español del grupo Mar (F8) manteniendo el grado de certeza de cada afirmación, sin añadir ni quitar información.	Worksheet 5 / rúbrica de mediación
5.1	Comparación de cómo el español y el inglés expresan certeza y futuro (probablemente, quizá, iré, voy a / will, might, going to) y reflexión sobre el subjuntivo.	Worksheets 3 y 5 / Anexo 7

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The capsule has three well-chosen predictions, each with a reason and a clear level of certainty; a reader in 2050 can understand today's world and our thinking.	The capsule has three predictions with reasons and mostly clear certainty; the content suits the readers of 2050.	Some predictions have no reason or the certainty is unclear; some objects do not match the text.	Predictions are wishes or facts without reasons; the readers are not clear.
Organisation & language	Clear sections; will, might and the first conditional are accurate and varied; reasons are linked with because, so and however; very few errors.	Clear organisation; future forms are mostly correct; some linkers; errors do not stop understanding.	Sections are mixed; will is used for everything; frequent errors sometimes affect meaning.	Hard to follow; future forms are missing or wrong and meaning is often lost.
Interaction / delivery	In the meeting and the exhibition I ask for reasons, agree or disagree politely, repair misunderstandings and stress the certainty words clearly.	I take part, give reasons and use some clarification phrases; my stress is mostly clear.	I take part when prompted; I rarely ask for or give reasons.	I rarely speak or I only read my text.
Mediation & audience	Group Mar's scenario is summarised accurately in English: every certainty level is kept and nothing is added.	The main ideas are clear; one or two certainty levels change slightly.	Several 'probably' become 'will' (or the reverse); some ideas are missing or added.	The text is copied word for word or the meaning changes.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Intercultural / ethical use	The capsule shows futures for more than one region or type of community, credits its sources and respects privacy.	Mostly balanced; sources are credited; no private data.	Only one kind of future (for example, only high technology) or sources are missing.	Stereotypes about places or people, or uncredited data.

Input Pack y recursos

Trend cards, simple graphs, future headlines, scenario matrix and time-capsule models.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Certainty scale, sentence stems, trend cards with simplified data.

Extension

Anexo 9

Write a counter-scenario using the same evidence but different assumptions.

ANNEX 1

Challenge Launch

Learning situation 5 · The World in 2050

STUDENTS

On 21 June 2050 somebody will open a steel box in the Vega Alta town library. Inside they will find your objects, your predictions and a letter. Will they smile because you were right, or because you were wrong in an interesting way? A good time capsule does not only say what you think will happen: it explains how sure you are and what evidence you have. You are going to read graphs and trend cards, learn to talk about probability, build scenarios with your team, explain another group's ideas and prepare a capsule for the year 2050. Ready to look ahead?

> *What future is plausible, possible or desirable, and how can we justify our predictions?*

Your challenge

Create a 2050 time capsule for the people who will open it in June 2050: three objects, an explanatory text with justified predictions (how sure are we, and why?) and a letter to your future self.

Audience: The people who will open the capsule in 2050 (including your future selves) and the visitors to our 2050 exhibition.

What you will create

2050 time capsule

Roadmap · 7 sessions

1. We sort predictions, evidence and opinions, and rate future headlines.
2. We read a population graph and trend cards from different sources.
3. We learn to say how sure we are: will, probably, might.
4. We build a scenario in a team meeting, using evidence.
5. We summarise another group's scenario in English.
6. We write our capsule texts and review another team's draft.
7. We open the 2050 exhibition and write an individual prediction.

Success criteria

- ✓ I can say how sure I am about the future (will, probably, might, unlikely).
- ✓ I can tell a prediction from evidence and from an opinion.
- ✓ I can read a graph and a trend card and choose a reliable piece of evidence.
- ✓ I can discuss a scenario, give reasons and disagree politely.
- ✓ I can summarise another group's ideas without changing how sure they are.
- ✓ I can write a capsule text with justified predictions and credit my sources.

Working together

- Every prediction needs a reason: ask «What's your evidence?»
- Listen to every voice in the team; there is more than one possible future.
- Do not put private data (addresses, phone numbers, photos of people) in the capsule.

ANNEX 2

Input Pack

Learning situation 5 · The World in 2050

STUDENTS

Everything you need to build the capsule: the library's invitation, statement cards, a population graph, six trend cards, a certainty scale, future headlines, a scenario matrix, a scenario written in Spanish by another group, a model capsule text and a phrase bank.

F1 An invitation from the town library

TEXT

From: nuria.valls@biblioteca-vegaalta.example **To:** 3rd-year ESO classes **Subject:** Fill our 2050 time capsule!

Dear students,

In January the Vega Alta Town Library will seal a time capsule in a steel box. It will be opened on **21 June 2050**. We would like your class to fill one of the boxes.

Please include:

- **three objects** (real, drawn or described) that tell people in 2050 about life in 2026 and about your predictions;
- an **explanatory text** (about 150 words) with at least three predictions. For each prediction, say **why you think so** and **how sure you are**;
- a **letter** to the person who will open the box.

Remember: a prediction is not a wish. When we read your text we will ask: «What is your evidence?» Please do not include private data (addresses, phone numbers, photos of people without permission). The capsules will be shown at an exhibition before they are sealed.

Good luck!

Nuria Valls, Town Library

Source: Original text written for this notebook. The library, the town of Vega Alta and the librarian are fictional.

Underline everything the capsule must include. Which word shows that a prediction needs a reason?

F2 Statement cards

DATA

Card	Statement
A	In 2024, the world population was nearly 8.2 billion people (United Nations).
B	By 2050, about two in three people will live in cities.
C	Cities are better places to live than small villages.
D	In 2024, wind and solar power produced about 40% of Spain's electricity (Red Eléctrica de España).
E	In 2050 all the cars in the world will be electric.
F	Robot teachers are a terrible idea.
G	In our class survey, 18 out of 25 students come to school on foot or by bike.
H	If more students cycle to school, there will be less traffic near the gate.
I	Nobody will need to learn languages in 2050 because phones will translate everything.
J	It would be wonderful if everybody could work from home two days a week.

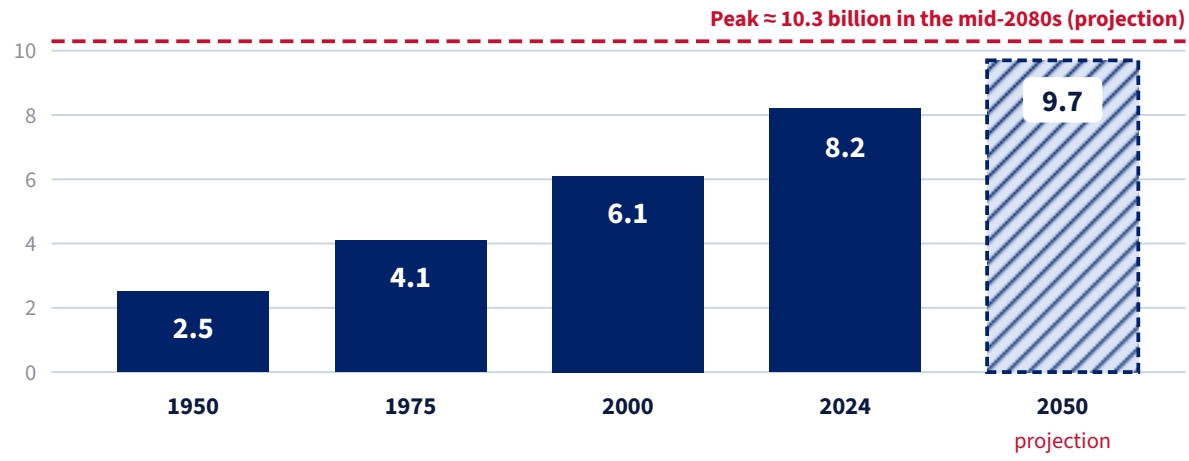
Evidence = a fact about the past or the present, with a source. **Prediction** = what you think will happen. **Value judgement** = what you think is good, bad or fair.

Source: Statements written for this notebook. Data about the world are real (UN, 2024; Red Eléctrica de España, 2025); the class survey is fictional.

F3 Graph: how many people in the world?

DIAGRAM

World population (billions of people)



The United Nations expects the world population to reach about **9.7 billion in 2050** and to stop growing around **10.3 billion in the mid-2080s**. These are projections, not measurements: they depend on how many children people have and on how long they live.

Source: Data: United Nations, World Population Prospects 2024 (rounded values; 2050 is the medium projection). Chart drawn for this notebook.

Which bars are facts (estimates of the past and present) and which one is a prediction? How can you tell?

F4 Six trend cards

DATA

Card	Evidence now (source, year)	If the trend continues...	What could change it?
1 · Cities	55% of the world's people lived in cities in 2018; the UN projects 68% in 2050 (UN DESA, 2018).	More homes, transport and services will be needed, mostly in Asia and Africa.	Jobs in the countryside, prices of homes, government plans.
2 · Energy	56.8% of Spain's electricity came from renewable sources in 2024 (Red Eléctrica de España, 2025).	Less gas and coal in electricity; more solar panels and batteries.	Dry years reduce hydroelectric power; prices of batteries and grids.
3 · Cars	More than 20% of new cars sold in the world in 2024 were electric; the IEA expects more than 25% in 2025 (IEA, 2025). The share is very different from country to country.	Quieter streets and cleaner air in cities; more charging points.	Price of cars and batteries, charging points, local laws.
4 · Work	Employers expect 170 million new jobs and 92 million lost jobs by 2030 (World Economic Forum, 2025).	Many people will need to learn new skills several times in their lives.	Education, new laws, how fast companies change.
5 · Heat	2024 was the warmest year on record, about 1.55 °C above the 1850–1900 average (WMO, 2025).	More heatwaves and dry summers; schools and cities will need shade and water.	How fast the world reduces emissions; local planning.
6 · Learning (invented data)	In a fictional school survey, 7 out of 10 students use an app to study.	More personal study plans, but students without devices could fall behind.	Access to devices and internet, school rules, teacher training.

Source: Cards written for this notebook with real data (sources and years in the table). Card 6 uses invented, illustrative data.

Which card has the strongest evidence? Which one is only illustrative? Which cards show that the future can be different in different places?

F5 The certainty scale

DIAGRAM

How sure are you that it will happen?

0%	≈ 20%	≈ 50%	≈ 80%	100%
won't	probably won't	might / may / could	will probably	will
Schools won't disappear completely.	Paper books probably won't disappear.	It might be too hot for PE outside in July.	Electric cars will probably be cheaper.	Cities will keep growing.

less sure → more sure

Strong evidence → move to the right. Weak evidence → move to the left.

Source: Scale created for this notebook (percentages are only a guide, not exact numbers).

Say each sentence aloud and stress the certainty word: «I'm SURE it will happen.» «It MIGHT happen.»

F6 Headlines from 2050 (invented)

TEXT

1. **Lagos opens a network of solar-powered ferries to cut traffic jams**
2. **Valencia schools start at 9:30 in summer after record heatwaves**
3. **Everyone in Europe now works only three days a week**
4. **Manila neighbourhoods grow food on flooded rooftops and share it with 200,000 families**
5. **Vancouver bans petrol cars from the city centre**
6. **Robots replace all teachers in Spanish secondary schools**

Source: Headlines invented for this notebook; the events and the people in them are fictional.

Plausible = likely, given today's evidence. Possible = it could happen. Desirable = you would like it to happen. A headline can be desirable but not plausible!

F7 Scenario matrix and team brief

DATA

Area	A · Fast technology	B · Slow change	C · Local solutions
Home	Homes will produce and store their own solar energy.	Most homes will use today's systems, with some solar panels.	Neighbours will share energy, tools and gardens.
School	Students may learn with AI tutors and virtual labs.	Classrooms will look similar, with more digital tools.	Schools might open to the neighbourhood and teach local skills such as repair.
Getting around	Self-driving electric shuttles could replace many private cars.	Electric cars will be common in some places only.	Walking, cycling and public transport will be safer and faster than cars in many cities.
Work	Jobs will change quickly and people will retrain often.	Most people will do jobs similar to today's.	More people will work close to home, in shared offices.

Team brief. Your teacher gives your team scenario A, B or C. You must (1) use **two pieces of evidence** from F3 and F4, (2) say **how sure** you are about each prediction, (3) include **one limit**: «This might not happen if…», and (4) agree on **one first conditional**.

Source: Matrix written for this notebook. The three scenarios are examples, not forecasts.

F8 Mediation · a scenario in Spanish

TEXT

Grupo Mar · «Nuestra ciudad en 2050»

- Es casi seguro que en 2050 hará más calor en verano. Las temperaturas medias ya han subido y, según la OMM, 2024 fue el año más cálido registrado.
- Probablemente los colegios tendrán patios con más sombra y cambiarán el horario en verano.
- Es posible que muchos vecinos tengan paneles solares en el tejado, pero depende del precio y de las ayudas públicas.
- Si el transporte público es más barato y más frecuente, mucha gente dejará el coche en casa.
- No es probable que desaparezcan los libros en papel, pero esto es solo nuestra opinión: no tenemos datos.
- No sabemos si habrá coches voladores. No hay ninguna evidencia, así que no los incluimos en nuestra cápsula.

Source: Text written in Spanish for this notebook (the group and the data are fictional, except the WMO fact). Your partner class in Galway, Ireland, cannot read it: you will summarise it in English.

Don't translate word by word! Keep how sure they are about each idea: «casi seguro» is not the same as «es posible».

F9 A model capsule text

CASE

Object 1: a reusable water bottle. We think that most schools will have free water points in 2050 *(prediction)*. Summers are getting hotter: 2024 was the warmest year on record (WMO, 2025) *(evidence)*. So schools will probably need more shade and water, and we are quite sure about this *(certainty: high)*.

Object 2: a bus ticket. Paper tickets might disappear by 2050, because 20 out of 24 students in our class survey already pay with their phones *(evidence)*. However, if some people don't have a smartphone, they will need another way to pay. That is why we only say «might» *(certainty: medium)*.

Object 3: a photo of our classroom. We believe classrooms will look similar in 2050, but we have no strong evidence, so this is only our opinion *(certainty: low)*.

Dear 2050, when you open this box, we will be 39 years old. We hope you are well!

Sources: World Meteorological Organization (2025), *State of the Global Climate 2024*; our class survey.

Source: Original text written for this notebook by an invented class (Class 3B, Hillview School). The data in brackets are real (WMO, 2025); the class survey is fictional.

Find one prediction, one piece of evidence, one opinion and one limit. Which words show how sure the class is?

F10 Phrase bank: predicting and discussing

GLOSSARY

will / won't	You are sure (about 100%). Cities will keep growing.
will probably / is likely to	You are quite sure. Electric cars will probably be cheaper.
might / may / could	It is possible, but you are not sure. It might be too hot to play outside.
probably won't / is unlikely to	You think it is not likely. Paper books are unlikely to disappear.
I'm sure that… / I doubt that… / I'm not sure, but…	Saying how sure you are.
because / so / that's why	Giving reasons and results.
If + present simple, will…	A real possibility: If summers get hotter, schools will change their timetables.
When / As soon as + present simple	A future time: When I open the box, I'll be 39.
According to the UN (2024), …	Giving the source of a fact.
What's your evidence? / Can you give a reason?	Asking a teammate to support an idea.
I see your point, but… / I'm not sure about that.	Disagreeing politely.

Source: Phrase bank written for this notebook.

ANNEX 3

Student Worksheets

Learning situation 5 · The World in 2050

STUDENTS

WORKSHEET 1 Prediction, evidence or opinion?

Session 1

Name: Class: Date:

Start with the quiz on your own. Then use the statement cards (F2) and the headlines (F6).

1 **Warm-up quiz. Tick the correct answer.**

Look at those black clouds! It ___ rain.
☐ is going to ☐ will to ☐ is rain

I think robots ___ help us in many jobs.
☐ will ☐ are ☐ do

If it ___ tomorrow, we will stay at home.
☐ rains ☐ will rain ☐ rained

She ___ be at home, but I'm not sure.
☐ might ☐ does ☐ is

2 **Sort the cards in F2. Write the letters in the table.**

Type	Cards (letters)
Evidence	
Prediction	
Value judgement	

3 **Choose one prediction from F2 that has little or no evidence. Rewrite it in a more careful way (use might, probably or unlikely) and say what evidence you would need.**

4 **Rate the headlines in F6. Write yes or no, and give one reason for each.**

Headline	Plausible?	Desirable?	One reason
1 · Lagos ferries			
2 · Valencia schools			
3 · Three-day week			
4 · Manila rooftops			
5 · Vancouver			
6 · Robot teachers			

WORKSHEET 2 Reading the trends

Session 2

Look at the graph (F3) and the trend cards (F4). Check the source and the year of every piece of data.

1 **True (T) or false (F)?**

	T	F
The UN expects the world population to be about 9.7 billion in 2050.	☐	☐
The 2050 bar in F3 is a measured fact.	☐	☐
In 2018, more than half of the world's people lived in cities.	☐	☐
In 2024, wind and solar power together produced more than half of Spain's electricity.	☐	☐
More than 20% of the new cars sold in the world in 2024 were electric.	☐	☐
Employers expect more jobs to be created than lost by 2030.	☐	☐

2 **Complete with numbers from F3.**

a) In 1950 there were about _____ billion people.

b) Between 2000 and 2024 the population grew by about _____ billion.

c) The UN expects about _____ billion in 2050 and a peak of about _____ billion in the mid-2080s.

3 **Complete the table with four cards from F4.**

Trend card	Strongest piece of evidence (with source and year)	One reason it might change
Cities		
Energy		
Cars		
Work		

4 **Card 1 says that most of the growth of cities will be in Asia and Africa. Why is it a mistake to say «the future will be the same everywhere»? Write two sentences.**

WORKSHEET 3

How sure are we?

Session 3

Language workshop: future forms and the certainty scale (F5). Use the phrase bank (F10) if you need it.

1 **Listening 1. Three young people talk about 2050. Listen twice. Complete the table; for «How sure?» write certain, probably, maybe or unlikely.**

Speaker	Main prediction	How sure?	Reason
Tunde			
Marta			
Jasmine			

2 **Choose the correct form.**

I'm 100% sure: in 2050 there ___ more people in cities.
☐ will be ☐ might be ☐ won't be

She isn't sure, but she thinks robots ___ clean the streets.
☐ might ☐ will ☐ are going to

If summers ___ hotter, schools will change their timetables.
☐ get ☐ will get ☐ got

When I ___ 39, I will open the capsule.
☐ am ☐ will be ☐ was

3 **Rewrite each sentence with the certainty in brackets. Then read your sentences aloud and stress the certainty word.**

Original	Your sentence
Cities will grow. (less sure)	
Electric cars might be cheaper. (very sure)	
There will be flying cars. (very unlikely)	

4 **Compare with Spanish. How do you say these sentences in Spanish? Is the verb form the same?**

English	In Spanish	What do you notice?
I'll help you. (decision now)		
It's going to rain. (dark clouds)		
It might rain.		
It will probably rain.		

WORKSHEET 4

Team meeting: our scenario

Session 4

Work in teams of four with scenario A, B or C (F7). Roles: chair, evidence checker, timekeeper, secretary. Prepare first, then hold a 10-minute meeting.

1 Prepare your plan. Use evidence from F3 and F4.

Area	Our prediction	Certainty (will / probably / might)	Evidence (source, year)
Home			
School			
Getting around			
Work			

2 Match each function with a phrase for the meeting.

1 Ask for a reason ●	● a I agree, because the data show…
2 Agree ●	● b What's your evidence?
3 Disagree politely ●	● c So, are we all agreed?
4 Show a limit ●	● d That might not happen if…
5 Check the decision ●	● e I see your point, but…

3 Observer: listen to another team. Tick what you hear.

- ☐ They ask for a reason or evidence.
- ☐ They say how sure they are.
- ☐ They agree or disagree politely.
- ☐ They use a first conditional.
- ☐ Everybody speaks.
- ☐ They close with a clear decision.

4 Secretary: complete the minutes of the meeting.

We agree that _____ will probably _____ .

We are sure that _____ .

We are not sure about _____ , because _____ .

We need more evidence for _____ .

WORKSHEET 5

Group Mar's scenario

Session 5

Mediation. Your partner class in Galway cannot read Spanish. Read F8 and explain it in English. Keep how sure Group Mar is about each idea.

1 **Complete the table.**

Group Mar says (Spanish)	How sure are they?	Your English version
Es casi seguro que… más calor		
Probablemente los colegios…		
Es posible que… paneles solares		
Si el transporte público es más barato…		
No es probable que desaparezcan los libros…		

2 **Write a summary for the Irish class (60-80 words). Start with «Group Mar thinks that…». Include one piece of evidence and one thing they refuse to predict.**

3 **Check your mediation.**

- ☐ I did not turn «probably» into «will» (or the reverse).
- ☐ I showed which idea is only an opinion.
- ☐ I did not add new predictions.
- ☐ I used reporting verbs (think, say, believe).
- ☐ I did not translate word by word.

WORKSHEET 6

Our capsule: draft and review

Session 6

Write your draft in the template (Annex 4). First plan your best prediction. Then swap drafts with another team.

1 **Plan one prediction in a chain.**

Prediction: In 2050, _____ will _____ .

Evidence: According to _____ (year), _____ .

Certainty: I'm _____ sure, because _____ .

Limit: This might not happen if _____ .

2 **Peer review. Tick what the other team's draft does well.**

- ☐ Every prediction has a reason.
- ☐ Evidence has a source and a year.
- ☐ The level of certainty is clear.
- ☐ It uses will, might and a conditional correctly.
- ☐ Facts, predictions and opinions are separated.
- ☐ The objects match the text.
- ☐ Sources are credited and there is no private data.

3 **Write two stars (good things) and one wish (one improvement) for the other team.**

WORKSHEET 7 Individual challenge: my prediction

Session 7

Name: Class: Date:

Work on your own. Choose ONE trend from F3 or F4 that is not in your team's capsule.

1 **Write your own prediction for 2050 (80-100 words). Include: a prediction with will or won't, a prediction with might or probably, a first conditional, a reason with because, the source and year, and a sentence saying how sure you are.**

2 **Write the first two sentences of your letter to yourself in 2050 (begin with «When you open this box, you will be…»).**

3 **Self-check. Tick what you did.**

- [ ] I separated evidence from prediction.
- [ ] I used at least two different future forms.
- [ ] I said how sure I am.
- [ ] I credited the source.

ANNEX 4

Final Product Template

Learning situation 5 · The World in 2050

STUDENTS

Name: Class: Date:

Our 2050 Time Capsule. Write in English. Every prediction needs a reason and a level of certainty.

Capsule label

Title, team, opening date (21 June 2050) and who the capsule is for.

Object 1

Draw or describe it. Why is it in the capsule?

Object 2

Draw or describe it. Why is it in the capsule?

Object 3

Draw or describe it. Why is it in the capsule?

Our scenario (A, B or C)

Which future do we imagine? Where? For whom?

Our predictions

Three predictions: what will happen · evidence (source, year) · how sure we are · one limit (It might not happen if…).

Letter to 2050

Greet the reader and say what you hope, with a first conditional (If…, …will…).

Sources and credits

Author or organisation, title, year.

Final language check

will / might / if · linkers · spelling.

ANNEX 5

Useful Language & Final Check

Learning situation 5 · The World in 2050

STUDENTS

Name: Class: Date:

Functions and model sentences

Predicting	Cities will keep growing. I think robots will help us.
Saying how sure you are	I'm sure that… / It will probably… / It's unlikely that…
Showing doubt or possibility	It might be too hot. / I'm not sure, but… / I doubt that…
Giving reasons and evidence	…because… / According to the UN (2024), …
Agreeing and disagreeing	I agree, because… / I see your point, but…
Summarising another group	Group Mar thinks that… They say it is unlikely that…

Grammar in context

will / won't	In 2050 there will be more cities. Robots won't replace every teacher.
be going to	Look at the sky: it's going to rain. We're going to seal the box.
may / might / could	It might be too hot to play outside. It could rain.
first conditional	If summers get hotter, schools will change their timetables.
time clauses	When I open the box, I'll be 39. As soon as it rains, we'll go in.
comparatives	Cities will be bigger and busier than today.

Vocabulary bank

Future technology: artificial intelligence (AI), robot, drone, solar panel, battery, smart home

Cities and environment: population, traffic, public transport, pollution, heatwave, drought, renewable energy

Work and learning: job, skills, retrain, remote work, online course, timetable

Evidence and certainty: evidence, source, data, trend, scenario, prediction, likely, unlikely, doubt

Pronunciation tips

- Stress shows certainty: I'm SURE it will happen. It MIGHT happen.
- Weak forms: will /wɪl/ becomes 'll (it'll be hot); won't /wəʊnt/ is clear and stressed.
- Write going to, say 'gonna' only in informal speech.

When I get stuck (clarify & repair)

What's your evidence? | Can you give a reason? | How sure are you? | Do you mean…? | Can you say that again, please? | Let me say it in another way. | Can we check the source?

Final check before you hand in: 2050 time capsule

- [ ] We have three objects and each one has a reason.
- [ ] Every prediction has evidence (source and year) or is marked as an opinion.
- [ ] We show how sure we are (will, probably, might, unlikely).
- [ ] We use will / won't, might and a first conditional correctly.
- [ ] We separate facts, predictions and opinions.
- [ ] Our capsule shows more than one kind of future or place.
- [ ] Our sources are credited and there is no private data.
- [ ] We checked spelling, capital letters and word order.

ANNEX 6

Printable Rubric

Learning situation 5 · The World in 2050

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **2050 time capsule**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The capsule has three well-chosen predictions, each with a reason and a clear level of certainty; a reader in 2050 can understand today's world and our thinking.	The capsule has three predictions with reasons and mostly clear certainty; the content suits the readers of 2050.	Some predictions have no reason or the certainty is unclear; some objects do not match the text.	Predictions are wishes or facts without reasons; the readers are not clear.	
Organisation & language	Clear sections; will, might and the first conditional are accurate and varied; reasons are linked with because, so and however; very few errors.	Clear organisation; future forms are mostly correct; some linkers; errors do not stop understanding.	Sections are mixed; will is used for everything; frequent errors sometimes affect meaning.	Hard to follow; future forms are missing or wrong and meaning is often lost.	
Interaction / delivery	In the meeting and the exhibition I ask for reasons, agree or disagree politely, repair misunderstandings and stress the certainty words clearly.	I take part, give reasons and use some clarification phrases; my stress is mostly clear.	I take part when prompted; I rarely ask for or give reasons.	I rarely speak or I only read my text.	
Mediation & audience	Group Mar's scenario is summarised accurately in English: every certainty level is kept and nothing is added.	The main ideas are clear; one or two certainty levels change slightly.	Several 'probably' become 'will' (or the reverse); some ideas are missing or added.	The text is copied word for word or the meaning changes.	
Intercultural / ethical use	The capsule shows futures for more than one region or type of community, credits its sources and respects privacy.	Mostly balanced; sources are credited; no private data.	Only one kind of future (for example, only high technology) or sources are missing.	Stereotypes about places or people, or uncredited data.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 5 · The World in 2050

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can say how sure I am about the future with will, probably and might.	○	○	○	○
I can summarise another group's scenario without changing how sure they are.	○	○	○	○
I can ask for clarification and repair my message when communication breaks down.	○	○	○	○
I can use feedback to improve my work.	○	○	○	○

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 5 · The World in 2050

STUDENTS

Name: Class: Date:

Extra help: the certainty scale, sentence stems and simplified trend cards.

Certainty scale and stems

- **will** = 100% sure
- **will probably** = quite sure
- **might / could** = maybe (50-50)
- **probably won't** = not likely
- **won't** = sure it doesn't happen
- In 2050, … **will** … because …
- I'm **quite sure** that … because …
- … **might** … if …
- According to … (year), …

Simplified trend cards

- **Cities:** 2018: 55 of every 100 people lived in cities. 2050: about 68 of every 100 (UN).
- **Cars:** 2024: more than 20 of every 100 new cars were electric. 2025: more than 25 (IEA).
- **Heat:** 2024 was the warmest year on record (WMO).

1 **Use the Cars card. Complete the prediction.**

In 2024, more than _____ out of 100 new cars in the world were electric (IEA). The IEA expects more than _____ out of 100 in 2025. So I think electric cars _____ probably be more common in 2050. I'm quite sure, because _____ .

2 **Match the word with its meaning.**

1 will	a 50-50, it is possible
2 will probably	b very likely
3 might	c I'm sure it doesn't happen
4 probably won't	d I'm sure it happens
5 won't	e not likely

3 **Write three predictions about your town in 2050. Use the stems and a different certainty word in each one.**

ANNEX 9

Extension

Learning situation 5 · The World in 2050

STUDENTS

Name: Class: Date:

A counter-scenario

Evidence does not decide the future by itself: it also depends on **assumptions** (what we believe will stay the same or change). Write a **counter-scenario** that uses the **same evidence** as your team's scenario but **different assumptions**.

Steps

1. Take your team's scenario (A, B or C) and list three assumptions behind it, for example «batteries will get cheaper» or «people will accept new technology».
2. Change at least one assumption and decide what changes in your predictions.
3. Write 120-150 words for the counter-scenario. Use the same evidence (F3, F4) and mark the level of certainty of each prediction.
4. Explain to a classmate which scenario you find more plausible and which one more desirable, with reasons.

1 **Plan your counter-scenario.**

Assumption in our scenario	Changed assumption	New prediction (with certainty)

What to hand in

The counter-scenario (120-150 words) and the completed table, with the evidence and sources you used.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 5 · The World in 2050

TEACHER

Worksheet 1

1. Quiz: is going to (evidence now); will; rains (first conditional); might.
2. Evidence: A, D, G. Prediction: B, E, H, I. Value judgement: C, F, J.
3. Model: «Card I: Phones might translate a lot in 2050, but we will probably still need languages to understand people. I would need evidence about how well translation apps work.» Accept any careful rewrite (might / probably / unlikely) and a sensible kind of evidence.
4. Open, reasoned answers. Model: 1 plausible yes, desirable yes (cleaner transport); 2 plausible yes (summers are hotter), desirable mixed; 3 plausible no (not for every job or country), desirable yes for many; 4 possible, desirable yes; 5 plausible in some form, desirable depends on who loses; 6 plausible no (the cards say nothing about it), desirable no for most students. Accept other judgements with a reason.

Worksheet 2

1. T; F (it is a projection); T (55% in 2018); F (wind and solar produced about 40%; all renewables together 56.8%); T; T (170 million new jobs, 92 million lost).
2. a) 2.5; b) 2.1 (8.2 − 6.1); c) 9.7 and 10.3.
3. Model: Cities: 55% urban in 2018, 68% projected in 2050 (UN DESA, 2018) / jobs in the countryside, housing prices. Energy: 56.8% renewable electricity in Spain, 2024 (Red Eléctrica) / dry years, price of batteries. Cars: more than 20% electric in 2024 (IEA, 2025) / prices, charging points. Work: 170 million new and 92 million lost jobs by 2030 (WEF, 2025) / education, laws.
4. Model: «The future will not be the same everywhere because cities grow faster in some regions. In some places people have fewer cars or different energy sources.» Accept any answer that recognises different regions and contexts.

Worksheet 3

1. Listening 1 (see script). Tunde: Lagos will be much bigger; certain; more families move to cities. Marta: PE classes might be outside only in the morning; maybe; summers are getting hotter. Jasmine: most cars will probably be electric (not all); probably; her uncle has an electric car and there are charging points near her flat.
2. will be; might; get; am.
3. Models: «Cities will probably grow / might grow.» «Electric cars will be cheaper / will definitely be cheaper.» «There probably won't be flying cars / Flying cars are unlikely.»
4. Model: «Te ayudo / Te ayudaré»; «Va a llover»; «Puede que llueva / Quizá llueva» (Spanish uses the subjunctive, English uses the modal might); «Probablemente lloverá / Probablemente llueva». Accept reasoned observations (English has one form, Spanish uses the future, ir a + infinitive or the subjunctive).

Worksheet 4

1. Open answer. Check that each row has a prediction, a certainty word and a source with a year from F3 or F4. Model (scenario C, Getting around): «Walking and cycling will probably be safer in many cities. Evidence: more people will live in cities (UN, 2018). Certainty: probably. It might not happen if cities do not build cycle lanes.»
2. 1 b; 2 a; 3 e; 4 d; 5 c.
3. Observation task: open; use for feedback.
4. Model minutes: «We agree that school will probably have more digital tools. We are sure that cities will grow. We are not sure about self-driving shuttles, because there is no strong evidence. We need more evidence for AI tutors.»

Worksheet 5

1. Model: casi seguro → almost certain / will; probablemente → probably will; es posible → might; si… → first conditional (if…, will); no es probable → unlikely (and it is only an opinion).
2. Model summary (about 75 words): «Group Mar thinks that summers will certainly be hotter in 2050, and they give the WMO record for 2024 as evidence. They say schools will probably have more shade and different timetables. Many neighbours might have solar panels, but this depends on prices and public help. If public transport is cheaper, many people will leave their cars at home. They think paper books are unlikely to disappear, but that is only their opinion. They do not predict flying cars because there is no evidence.»
3. Self-check: open; compare with the certainty words in the model.

Worksheet 6

1. Open answer. Model: «In 2050, schools will have more shade. According to the WMO (2025), 2024 was the warmest year on record. I'm quite sure, because summers are getting hotter. This might not happen if schools have no money.»
2. Peer review: open. Stars and wishes must refer to concrete parts of the draft (e.g. «Your evidence has a year»; «Say how sure you are about object 3»).
3. Open.

Worksheet 7

1. Model (about 90 words): «In 2050, more people will live in cities. According to the UN (2018), 55% of people lived in cities in 2018 and 68% will probably live in them in 2050. Because of this, cities will need more public transport. I'm quite sure about this, because the trend is clear. However, flying taxis might appear in a few cities, but I doubt it. If cities build cycle lanes, more people will cycle. This is my prediction, not a fact.» Assess with the rubric: reasons, source and year, certainty, two future forms, first conditional.
2. Model: «When you open this box, you will be 39 years old. I hope you are happy and that you still remember our school!»
3. Self-check: open.

Support (Annex 8)

1. 20; 25; will; Model: because the percentage is growing every year (accept any reason based on the card).
2. will → I'm sure it happens; will probably → very likely; might → 50-50, it is possible; probably won't → not likely; won't → I'm sure it doesn't happen. (Letters: will d, will probably b, might a, probably won't e, won't c.)
3. Open answer. Check: three predictions, a different certainty word in each and a verb form that is correct.

Extension (Annex 9)

1. Open answer. Model assumptions: batteries will get cheaper; cities will invest in public transport; people will accept new technology. Changed: batteries stay expensive → electric cars will probably be common only in rich areas. Check that the same evidence is used, the counter-scenario is coherent and certainty is marked.

Listening script · Worksheet 3 · Three voices from 2026 (Listening 1)

Read each speaker twice at a natural speed with a short pause between speakers.

Tunde (Lagos, Nigeria): Hi, I'm Tunde and I live in Lagos, in Nigeria. I'm sure that my city will be much bigger in 2050. More families are moving to cities every year, and my geography teacher says the same about many places in Africa and Asia. Some people think there will be flying taxis. I doubt it! We will need more buses and trains first.

Marta (Valencia, Spain): I'm Marta, from Valencia. Summers are getting hotter, so PE classes might be outside only in the morning in the future. I'm not completely sure, but it's possible. If summers get even hotter, schools will probably change their timetables. I would like more trees in the school yard, but that is my opinion, not a prediction.

Jasmine (Vancouver, Canada): Hello, I'm Jasmine and I live in Vancouver, in Canada. My uncle bought an electric car last year, and now there are charging points near our flat. So I think most cars in my city will probably be electric in 2050. Not all of them, though. Old cars will still be on the road, and some people can't afford a new car.

Timing, differentiation and mediation notes

- Timing: worksheets 1-6 take about 40 minutes each; the team meeting (W4) needs 10 minutes of rehearsal plus 10 of discussion. Keep 20 minutes of session 7 for the individual task.
- Data and sources: the figures are real and were checked in October 2026 (UN WPP 2024: about 9.7 billion in 2050, peak about 10.3 billion in the mid-2080s; UN DESA 2018: 55% urban, 68% in 2050; Red Eléctrica 2025: renewables 56.8% in 2024, wind 23.2% and solar PV 17%; IEA 2025: more than 20% of new cars electric in 2024; WMO 2025: 2024 about 1.55 °C above 1850–1900; WEF 2025: 170 million new jobs, 92 million lost by 2030). Card 6 is invented and says so. Encourage students to check newer editions.
- Mediation (W5): value the transfer of the certainty level, not word-by-word translation. Spanish «casi seguro / probablemente / es posible / no es probable» map onto will / will probably / might / unlikely.
- Tone: predictions about climate and technology can worry some students. Stress that futures are not fixed and that evidence and actions can change them. Remind students not to include private data in the capsule.

Likely errors

- Using will for everything, including doubts: «It will maybe rain» instead of «It might rain».
- Will after if or when: «If it will rain, we will stay». Remind students that English uses the present simple after if / when, as in Spanish after «si».
- Using present simple for predictions: «In 2050 there are more cities» instead of «there will be».
- Confusing be going to (evidence now) with will (opinion): both are often accepted; accept either when the reason is clear.
- Word order and double negatives: «Nobody won't need…»; mixing probably position: «will probably be» vs «probably will be».
- Treating a projection as a fact: «In 2050 there are 9.7 billion people».

Accepting alternative answers

- Accept alternative predictions if they have a reason and a certainty level that fits the evidence.
- Accept will or be going to when the reason is clear; do not penalise a correct but different choice.
- In mediation, accept different wordings if every certainty level is kept and nothing important is added.
- In open tasks, accept minor spelling or grammar errors that do not affect understanding.

06

SITUACIÓN DE APRENDIZAJE

If We Changed One Thing…

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can one realistic change improve a problem in our school or community?

CURSO	3.º ESO
SESIONES	7 sesiones
BLOQUES DE SABERES	A · B · C
COMPETENCIAS ESPECÍFICAS	CE1, CE2, CE3, CE4, CE6
PRODUCTO FINAL	Problem-solution proposal
CRITERIOS DE EVALUACIÓN	1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 6.3

Contexto, reto y producto final

El Consejo de la Juventud de **Vega Alta** (localidad ficticia) lanza un «presupuesto joven»: cada instituto puede proponer **un cambio realista** con un máximo de 3.000 euros, que un panel de vecinos, familias y profesorado aprobará en diciembre. El grupo de 3.º ESO del IES Vega Alta (ficticio) recibe la convocatoria y la pregunta guía: *«How can one realistic change improve a problem in our school or community?»* Hay datos de una encuesta, un plano del patio y mensajes de distintas personas con intereses que no siempre coinciden.

Para decidir, el alumnado elige un problema con margen de actuación, lee tarjetas de personas implicadas y una tabla de opciones con costes, practica los **condicionales (primero y segundo), should / could y los conectores** de causa, resultado y contraste, y debate en una **mesa redonda con roles**. En la tarea de **mediación** resume en inglés, en un lenguaje neutral, un acta en español con prioridades enfrentadas para una madre angloparlante, sin tomar partido ni borrar las diferencias. Con todo ello elabora una **propuesta problema-solución**, la defiende ante un panel de la clase y responde a preguntas; la evidencia individual es una mini propuesta sobre un problema nuevo.

Reto comunicativo

Create a problem-solution proposal for the Vega Alta Youth Council: define one problem with evidence, propose one realistic change that fits the 3,000-euro budget, explain what would happen if we did it, and answer the panel's questions.

Producto final

Problem-solution proposal.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE6

Valorar y adecuarse a la diversidad lingüística, cultural y artística, actuando con empatía y respeto en situaciones interculturales.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Extraer y analizar el sentido global y las ideas principales, y seleccionar información pertinente de textos orales, escritos y multimodales sobre temas cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, expresados de forma clara y en la lengua estándar a través de diversos soportes.

1.3 Seleccionar, organizar y aplicar las estrategias y conocimientos más adecuados en cada situación comunicativa para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; inferir significados e interpretar elementos no verbales; y buscar, seleccionar y gestionar información veraz.

2.1 Expresar oralmente textos sencillos, estructurados, comprensibles, coherentes y adecuados a la situación comunicativa sobre asuntos cotidianos, de relevancia personal o de interés público próximo a la experiencia del alumnado, con el fin de describir, narrar, argumentar e informar, en diferentes soportes, utilizando recursos verbales y no verbales, así como estrategias de planificación, control, compensación y cooperación.

2.2 Redactar y difundir textos de extensión media con aceptable claridad, coherencia, cohesión, corrección y adecuación a la situación comunicativa propuesta, a la tipología textual y a las herramientas analógicas y digitales utilizadas sobre asuntos cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, respetando la propiedad intelectual y evitando el plagio.

2.3 Seleccionar, organizar y aplicar conocimientos y estrategias para planificar, producir, revisar y cooperar en la elaboración de textos coherentes, cohesionados y adecuados a las intenciones comunicativas, las características contextuales, los aspectos socioculturales y la tipología textual, usando los recursos físicos o digitales más adecuados en función de la tarea y de las necesidades del interlocutor o interlocutora potencial a quien se dirige el texto.

3.1 Planificar, participar y colaborar activamente, a través de diversos soportes, en situaciones interactivas sobre temas cotidianos, de relevancia personal o de interés público cercanos a la experiencia del alumnado, mostrando iniciativa, empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

3.2 Seleccionar, organizar y utilizar estrategias adecuadas para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, solicitar y formular aclaraciones y explicaciones, reformular, comparar y contrastar, resumir, colaborar, debatir, resolver problemas y gestionar situaciones comprometidas.

4.2 Aplicar estrategias que ayuden a crear puentes, faciliten la comunicación y sirvan para explicar y simplificar textos, conceptos y mensajes, y que sean adecuadas a las intenciones comunicativas, las características contextuales y la tipología textual, usando recursos y apoyos físicos o digitales en función de las necesidades de cada momento.

6.3 Aplicar estrategias para defender y apreciar la diversidad lingüística, cultural y artística atendiendo a valores ecosociales y democráticos y respetando los principios de justicia, equidad e igualdad.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A2	Estrategias de uso común para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A3	Conocimientos, destrezas y actitudes que permiten llevar a cabo actividades de mediación en situaciones cotidianas.
A4	Funciones comunicativas de uso común adecuadas al ámbito y al contexto comunicativo: saludar y despedirse, presentar y presentarse; describir personas, objetos, lugares, fenómenos y acontecimientos; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones, consejos y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y las emociones; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición; expresar argumentaciones sencillas; realizar hipótesis y suposiciones; expresar la incertidumbre y la duda; reformular y resumir.
A5	Modelos contextuales y géneros discursivos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A10	Convenciones y estrategias conversacionales de uso común, en formato síncrono o asíncrono, para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, pedir y dar aclaraciones y explicaciones, reformular, comparar y contrastar, resumir, colaborar, debatir, etc.
A11	Recursos para el aprendizaje y estrategias de uso común de búsqueda y selección de información: diccionarios, libros de consulta, bibliotecas, recursos digitales e informáticos, etc.
A12	Respeto de la propiedad intelectual y derechos de autor sobre las fuentes consultadas y contenidos utilizados.
B1	Estrategias y técnicas para responder eficazmente y con niveles crecientes de fluidez, adecuación y corrección a una necesidad comunicativa concreta a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.
C1	La lengua extranjera como medio de comunicación interpersonal e internacional, como fuente de información y como herramienta de participación social y de enriquecimiento personal.

Código	Saber básico
C4	Estrategias de uso común para entender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos.

Language Toolkit · concreción didáctica

Communicative functions
describing a problem; making hypotheses; proposing solutions; arguing for a choice; responding to objections

Grammar in context
first and second conditional; should/could; because/therefore/however; relative clauses review

Vocabulary
school/community issues; resources; accessibility; waste; participation

Pronunciation / phonology
conditional rhythm; contrastive stress in arguments; turn-taking phrases

Mediation focus
Synthesize conflicting stakeholder needs without taking sides or erasing differences.

Intercultural focus
Use inclusive community scenarios and explicitly consider accessibility and fairness.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Define a problem using evidence.
- Formulate hypothetical outcomes.
- Write and orally defend a solution.
- Respond to questions/objections respectfully.
- Mediate stakeholder needs into a common proposal.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Map problems and select one with scope for action

Evidence: Worksheet 1: test diagnóstico, lectura de la encuesta (F2) y del expediente de problemas (F3), criterios de alcance y definición del problema con evidencia.

Worksheet: Annex 3 · 1

2

SESSION 2

Read stakeholder cards and evidence

Evidence: Worksheet 2: tarjetas de las personas implicadas (F4), plano del patio (F6) y tabla de opciones y costes (F5): prioridades, condiciones y opciones que caben en el presupuesto.

Worksheet: Annex 3 · 2

3

SESSION 3

Language workshop: conditionals and argument linkers

Evidence: Worksheet 3: condicionales de primer y segundo tipo, conectores y oraciones de relativo aplicados a la propuesta del equipo.

Worksheet: Annex 3 · 3

4

SESSION 4

Round-table interaction with stakeholder roles

Evidence: Worksheet 4: listening de una mesa redonda modelo, tabla de prioridades, estrategias de turno de palabra y acuerdo final del equipo.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: synthesise different priorities in neutral language

Evidence: Worksheet 5: mediación del acta en español (F8) a un resumen neutral en inglés para una madre angloparlante, con prioridades y cuestiones sin resolver.

Worksheet: Annex 3 · 5

6

SESSION 6

Draft proposal and rehearse pitch/Q&A

Evidence: Worksheet 6: borrador de la propuesta (Anexo 4), ensayo de respuestas a las preguntas del panel (F9) y revisión por otro equipo.

Worksheet: Annex 3 · 6

7

SESSION 7

Pitch to a class panel + individual reflection

Evidence: Presentación ante el panel con turno de preguntas y Worksheet 7: mini propuesta individual sobre un problema nuevo (parada de autobús) y reflexión sobre la estrategia.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión de la encuesta, el expediente de problemas, las tarjetas de personas implicadas y la tabla de opciones y costes (F2-F5).	Worksheets 1 y 2 / lista de comprobación
1.3	Selección de la información pertinente y veraz para elegir un problema con margen de acción: cifras, límites de presupuesto y plano del patio (F3, F5, F6).	Worksheets 1 y 2 / observación
2.1	Defensa oral de la propuesta ante el panel: problema con evidencia, solución, consecuencias con condicionales y respuesta a objeciones.	Presentación (sesión 7) / rúbrica
2.2	Redacción de la propuesta y de la mini propuesta individual: problema, solución y consecuencias con primer y segundo condicional, conectores y oraciones de relativo.	Anexo 4 y Worksheet 7 / rúbrica
2.3	Planificación y revisión del borrador: plantilla con presupuesto, lista de comprobación de otro equipo y mejora tras estrellas y deseo.	Worksheet 6 y Anexo 4 / lista de comprobación
3.1	Participación en la mesa redonda con rol propio: expone su prioridad, escucha, respeta turnos y busca un acuerdo con cortesía.	Worksheet 4 / observación sistemática
3.2	Uso de estrategias para tomar y ceder la palabra, pedir y dar aclaraciones, reformular y responder a objeciones (Can I add something? I see your point, but…).	Worksheets 4 y 6 / lista de observación
4.2	Resumen neutral en inglés del acta en español (F8): refleja todas las prioridades y las cuestiones sin resolver, sin tomar partido ni añadir información.	Worksheet 5 / rúbrica de mediación
6.3	Consideración explícita de la accesibilidad y la equidad: necesidades de distintos grupos (movilidad reducida, familias, vecindario) en la propuesta y en el debate.	Worksheets 2 y 4 y Anexo 4 / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The proposal defines a real problem with evidence, offers a solution that fits the budget and the time, and answers the panel's main worries.	The proposal has a clear problem, a realistic solution and some evidence; most worries are answered.	The problem or the solution is unclear, or it does not fit the budget; evidence is weak.	The proposal does not show a problem or a solution that the panel can understand.
Organisation & language	Clear sections; first and second conditionals, linkers and relative clauses are accurate and varied; very few errors.	Clear organisation; conditionals and linkers are mostly correct; errors do not stop understanding.	Sections are mixed; conditionals are often wrong; linkers are limited; errors sometimes affect meaning.	Hard to follow; errors often block meaning.
Interaction / delivery	In the round table and the Q&A I take turns, ask for and give clarification, respond to objections politely and stay calm.	I take part and use some turn-taking and clarification phrases; I answer most questions.	I take part when prompted; I find it hard to answer questions.	I rarely speak or I only read my text.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Mediation & audience	The summary is neutral and accurate: every group's priority and the open questions are included and nothing is added.	The main priorities are clear and neutral; one small detail is missing.	Some priorities are missing, or the text takes sides or adds opinions.	The text is translated word by word or changes the meaning.
Intercultural / ethical use	Accessibility and fairness are discussed explicitly; different groups are respected and the sources are credited.	Fairness is mentioned and groups are treated respectfully; sources are mostly credited.	Only one group's needs are considered; attribution is unclear.	Some groups are ignored or stereotyped; sources are not credited.

Input Pack y recursos

Fictional school/community data, stakeholder messages, budget constraints, proposal model and Q&A cards.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Problem-definition frame, stakeholder cards, conditional starters and model proposal.

Extension

Anexo 9

Add an implementation timeline and anticipate two unintended consequences.

ANNEX 1

Challenge Launch

Learning situation 6 · If We Changed One Thing…

STUDENTS

Every school has a problem that everybody talks about and nobody solves: a yard without shade, a locked door, too much food in the bin. This year the Vega Alta Youth Council is offering 3,000 euros for ONE change, and a panel will decide which school gets it. Your mission is to choose a real problem, prove it with evidence, listen to the people it affects and propose a solution that is realistic and fair. You will read survey data, a plan of the yard and messages from students, families, the caretaker and a neighbour. Then you will pitch your idea and answer tough questions. If you changed one thing, what would it be?

> *How can one realistic change improve a problem in our school or community?*

Your challenge

Create a problem-solution proposal for the Vega Alta Youth Council: define one problem with evidence, propose one realistic change that fits the 3,000-euro budget, explain what would happen if we did it, and answer the panel's questions.

Audience: The Youth Council panel: a neighbour, a parent, a teacher and a student from another class.

What you will create

Problem-solution proposal

Roadmap · 7 sessions

1. We read survey data and choose a problem we can really act on.
2. We read what different people think and compare the options and costs.
3. We practise if-sentences and linkers to argue and predict results.
4. We hold a round table, each of us with a different role.
5. We summarise a meeting in neutral English for a family.
6. We write our proposal and rehearse the answers to the panel's questions.
7. We pitch to the panel and write a mini proposal on our own.

Success criteria

- ✓ I can describe a problem and support it with evidence.
- ✓ I can use first and second conditionals to explain what would happen.
- ✓ I can take part in a round table: take turns, agree and disagree politely.
- ✓ I can summarise different points of view in neutral language.
- ✓ I can answer objections and questions about my proposal.
- ✓ I can check that a solution is realistic and fair for different people.

Working together

- Listen first: every role in the round table has a good reason.
- Disagree with ideas, never with people.
- Think about who might be left out of the solution.

ANNEX 2

Input Pack

Learning situation 6 · If We Changed One Thing…

STUDENTS

Everything you need for the proposal: the council's call, a survey, a problem file, messages from different people, a table of options and costs, a plan of the yard, a model proposal, a meeting report in Spanish to summarise, the panel's question cards and a phrase bank.

F1 The Youth Council's call

TEXT

VEGA ALTA YOUTH COUNCIL · «If we changed one thing…» Youth Budget

Every secondary school can win **3,000 euros** to carry out **one** realistic change that improves a problem in the school or in the neighbourhood.

Rules

- One main change. Small extras are possible if the **total cost is 3,000 euros or less**.
- The change must be finished **before the end of June**.
- It must be **fair**: think about students with different needs, families, staff and neighbours.
- Each team sends a **written proposal** (about 200 words) and gives a **3-minute pitch** followed by **2 minutes of questions** from a panel.

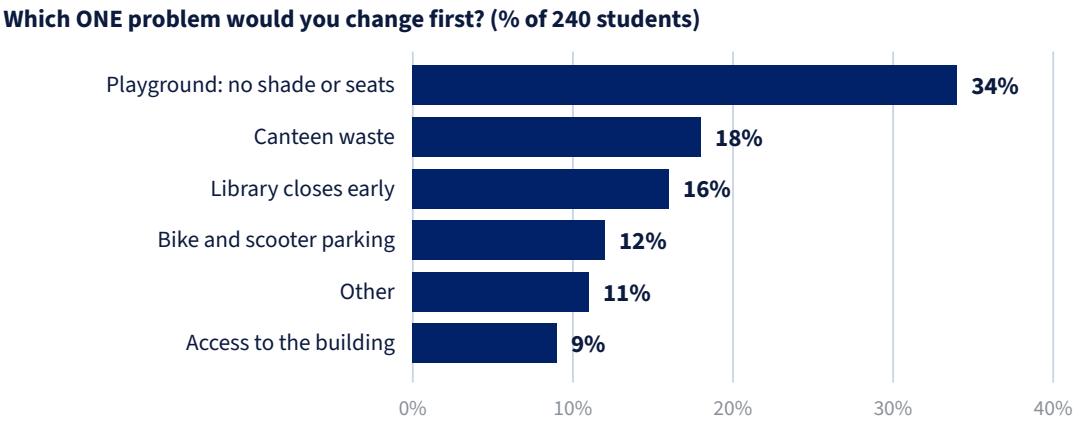
The panel will ask: Is the problem real? Is the solution realistic? Who benefits? Who might lose? What if something goes wrong?

Source: Original text written for this notebook. The Vega Alta Youth Council and IES Vega Alta are fictional.

Underline the rules. What is the maximum cost? What is the deadline?

F2 Survey: which problem would you change first?

DIAGRAM



Source: Fictional survey created for this notebook (240 students of IES Vega Alta, one answer each).

Which problem has the most votes? Does the most popular problem always have the best solution?

F3 Problem file

DATA

Problem	What the data say	Who is affected
1 · Playground	More than 80% of the yard is in full sun at 12:00 (school measurement, May). There are 2 benches for about 600 students. On days over 30 °C, break time is moved indoors. The WHO recommends an average of 60 minutes of physical activity a day for young people aged 5-17.	All students, especially at break in May and June.
2 · Canteen waste	About 55 kg of food and packaging are thrown away every day for about 420 lunches (audit week).	Canteen staff, students, the environment.
3 · Library hours	The library closes at 14:15, but 140 students stay for lunch and afternoon activities.	Students who stay in the afternoon.
4 · Bike parking	There are 6 bike places; 48 students cycle (counting week) and 31 leave their bikes outside the fence.	Students who cycle, families.
5 · Building access	The only entrance without steps is a side door with a ramp. It is locked from 8:00 to 8:30, when students arrive.	Students and staff who use wheelchairs, crutches or pushchairs.

Source: Fictional school data created for this notebook. The WHO recommendation is real (WHO, 2020 guidelines on physical activity).

Which data are numbers you can check? Which problem has the most precise evidence?

F4 Seven people, seven points of view

CASE

Aya (3.º ESO, student council): «In May and June I can't stay in the yard at noon: there is no shade and there are only two benches. Many of us stay inside at break and do no exercise. I'd like shade and more places to sit, but I want a solution for everybody.»

Mr Santos (caretaker): «I'm happy to help, but I'm the only caretaker. If we put up shade sails, somebody has to check them every year, and that costs about 150 euros and my time. Bike racks must not block the fire exit.»

Ms Okoye (president of the Parents' Association): «Families care about the heat and about safety. If the school spends the money, it should spend it carefully and fairly: nothing that only a few students can use. We can organise volunteers, but we can't give money.»

Daniel (2.º ESO, uses a wheelchair): «The side door has a ramp, but it is locked when I arrive at 8:00, so I wait outside until 8:30. If there were benches with space for a wheelchair, I could sit with my friends. Now I can only sit by the low wall.»

Mrs Ferrer (neighbour): «My windows face the school fence. I'm not against changes, but in the evenings groups meet near the benches and it is very noisy. If new benches are far from the fence, I will support the project.»

Ms Ibáñez (head teacher): «We have 3,000 euros and the work must be finished before June. I can't pay for extra staff, but I can ask teachers to supervise the library twice a week. I will support any plan with clear costs and a person responsible.»

Mr Chen (canteen manager): «Health rules mean we can't serve food again, but we can offer smaller portions and a compost bin if there is space.»

Source: Messages written for this notebook. All the people are fictional.

For each person, underline the priority and double-underline the condition or worry.

F5 Options, costs and limits

DATA

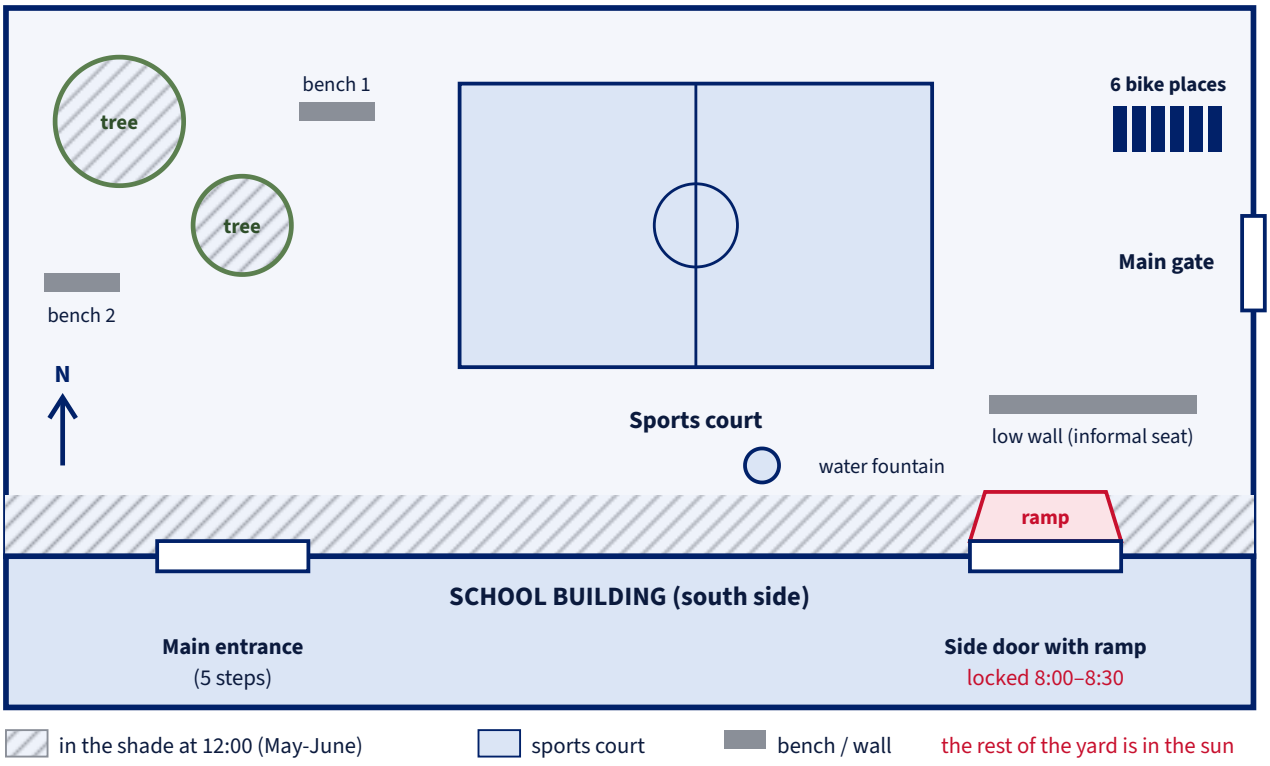
Option	Cost	Time	Who benefits	Limits
Shade sails over the east yard	1,900	5 weeks	Everyone at break	Yearly safety check (150)
6 benches and 2 picnic tables (one wheelchair-friendly)	1,300	4 weeks	Everyone; students who cannot stand for long	Noise if placed near the fence
Covered rack for 40 bikes	2,800	8 weeks	Students who cycle	Uses almost the whole budget
Canteen: compost bin, water jugs, smaller portions	1,200	4 weeks	Everyone; the environment	Needs staff time and space
Open the side door at arrival time, add signs	300	1 week	Students and staff with reduced mobility; families with pushchairs	Needs a staff rota
Library open until 16:00 on two days	600	3 weeks	Students who stay in the afternoon	Needs adult supervision
New ramp at the main entrance	9,000	5 months	Everyone	Over the budget and the deadline

Source: Fictional quotes and estimates created for this notebook (euros).

Which options fit the budget alone? Which two or three options fit together in 3,000 euros?

F6 Plan of the school yard

DIAGRAM



Source: Plan created for this notebook (fictional school; not to scale).

Where can students sit now? Which part of the yard is in the shade at noon? Which entrance has a ramp, and when is it locked?

F7 A model proposal

CASE

A Lost-Property Corner for Our Corridor

The problem. Every week about 30 coats, bottles and pencil cases are left in the corridors (our count over four weeks). Students often do not find their things and their families have to buy new ones.

Evidence. In our survey, 41 out of 60 students had lost something this term.

Our solution. A lockable cupboard near the office and a photo board on the school website, checked every Friday by two student volunteers.

If we do this… If we have a lost-property corner, students will find their things faster. If we had no volunteers, the cupboard would be full by Christmas, so a weekly rota is essential.

Cost and time. 180 euros for the cupboard and the board; two weeks.

Objections and answers. *Who will look after it?* Two volunteers each week, supervised by the secretary. *What if nobody collects things?* After one term, we will give unclaimed things to a charity shop.

Source: Original text written for this notebook by an invented class (not about our school). The data are fictional.

Find two conditional sentences, one linker of result and one relative clause. Which objection does the team answer best?

F8 Mediation · minutes of a meeting in Spanish

TEXT

IES VEGA ALTA · Reunión sobre el patio (extracto del acta)

- **El alumnado** (delegada de 3.º) explica que en mayo y junio muchos estudiantes no pueden estar en el patio a mediodía porque no hay sombra ni sitio donde sentarse. Pide toldos y bancos.
- **Las familias** (presidenta del AMPA) apoyan la propuesta, pero piden que el dinero se gaste de forma justa y que se piense en la seguridad: los toldos deben estar bien sujetos y revisarse cada año.
- **El conserje** señala que el mantenimiento de los toldos supone trabajo extra y que ahora mismo no hay personal para hacerlo.
- **Una vecina** pide que los bancos nuevos no se instalen junto a la valla de la calle, porque por la tarde se reúnen grupos y hay ruido.
- **La directora** recuerda que el presupuesto es de 3.000 euros y que la obra debe estar terminada en junio.
- **Quedan sin resolver:** quién paga la revisión anual (150 euros) y dónde se colocan los bancos.

Source: Text written in Spanish for this notebook (fictional school and people). You will summarise it for an English-speaking parent.

Your reader is Ms Clarke, a parent who speaks English and wants a neutral summary before the vote. Don't say who is right!

F9 Q&A cards: questions from the panel

DATA

Card	Question from the panel	A good answer includes…
Q1	How much will it cost, and where does the money come from?	A number, a breakdown and what is not included.
Q2	What will you do if it doesn't work?	A back-up plan: «If it doesn't work, we will…»
Q3	Who will look after it after June?	A person or group and a simple routine.
Q4	Is it fair for everybody? Who might lose?	Different groups, accessibility, honest limits.
Q5	Why this problem and not another one?	Evidence from the survey and the problem file.
Q6	What would happen if we did nothing?	A second conditional: «If we did nothing, … would…»
Q7	Could your idea cause a new problem?	One possible unintended consequence and how to reduce it.
Q8	How will we know that it worked?	A measurable sign: «After six weeks we will count…»

Source: Cards written for this notebook.

F10 Phrase bank: arguing and responding

GLOSSARY

The main problem is… / According to our survey, …	Describing a problem with evidence.
We propose / We suggest that…	Presenting a solution.
If we install shade, students will stay outside.	First conditional: a real possibility.
If we had 9,000 euros, we would build a ramp.	Second conditional: an unreal or unlikely situation.
because / so / therefore / however / although	Reasons, results and contrast.
On the one hand… on the other hand…	Comparing two points of view.
That's a fair point, but…	Answering an objection politely.
One possible objection is… Our answer is…	Organising Q&A.
Can I add something? / Let me finish, please.	Taking and keeping the turn.
Could you explain that again, please?	Asking for clarification.

Source: Phrase bank written for this notebook.

ANNEX 3

Student Worksheets

Learning situation 6 · If We Changed One Thing…

STUDENTS

WORKSHEET 1 Which problem?

Session 1

Name: Class: Date:

Start with the quiz on your own. Then use the survey (F2) and the problem file (F3).

1 **Warm-up quiz. Tick the correct answer.**

If we ___ more benches, students will sit down at break.
☐ buy ☐ bought ☐ would buy

If I were the head teacher, I ___ a new ramp.
☐ will build ☐ would build ☐ build

The yard is very hot. ___, many students stay inside.
☐ Therefore ☐ Because ☐ Although

Daniel is a student ___ uses a wheelchair.
☐ who ☐ which ☐ what

2 **Look at F2. True (T) or false (F)?**

	T	F
More than a third of the students chose the playground.	☐	☐
Canteen waste is the second most chosen problem.	☐	☐
Bike parking got the fewest votes.	☐	☐
The library got more votes than bike parking.	☐	☐
Fewer than 10% of the students chose access to the building.	☐	☐

3 **Choose ONE problem from F3. Is it a good problem to work on? Write yes or no and the evidence.**

Check	Yes / No	Evidence from F2 and F3
Many people are affected		
Students can influence the solution		
A solution fits in 3,000 euros		
It can be fair for different groups		
It can be finished before June		

4 **Write your problem statement in two or three sentences. What is the problem? What is the evidence?**

WORKSHEET 2 Who thinks what?

Session 2

Read the messages (F4), the options (F5) and the plan of the yard (F6). Look for priorities, conditions and limits.

1 **Complete the table with information from F4.**

Person	Main priority	Condition or worry
Aya		
Mr Santos		
Ms Okoye		
Daniel		
Mrs Ferrer		
Ms Ibáñez		
Mr Chen		

2 **Use the plan (F6) and the options (F5) to answer.**

Question	Answer
How many benches are there now?	
Which part of the yard is in the shade at 12:00?	
Which entrance has a ramp, and when is it locked?	
Which two or three options fit together in 3,000 euros? What is the total?	

3 **True (T) or false (F)? Use F5.**

	T	F
A new ramp fits in the budget.	☐	☐
Shade sails and benches together cost 3,200 euros.	☐	☐
Opening the side door is the cheapest option.	☐	☐
Of the options inside the budget, the bike rack takes the longest.	☐	☐
The compost bin and the library option together cost less than 2,000 euros.	☐	☐

WORKSHEET 3

If we… we would…

Session 3

Language workshop: conditionals, linkers and relative clauses. Use your problem from Worksheet 1 and the phrase bank (F10).

1 **Complete with the correct form of the verb in brackets.**

a) If we _____ (put) benches in the yard, students _____ (have) somewhere to sit.

b) If we _____ (have) 9,000 euros, we _____ (build) a new ramp.

c) What _____ (happen) if it _____ (rain) on the day of the pitch?

d) If we _____ (not open) the side door, Daniel _____ (wait) outside again.

2 **Choose the best linker.**

The yard is very hot. ___, many students stay inside.
☐ Therefore ☐ However ☐ Because

Benches are cheap. ___, they need space.
☐ Therefore ☐ However ☐ Because

We chose shade ___ our survey shows it is the biggest problem.
☐ because ☐ so ☐ however

___ the sails are expensive, they last for years.
☐ Although ☐ Therefore ☐ Because

3 **Complete with who, which or where.**

a) Aya is a student _____ wants more shade.

b) The yard is the place _____ most students meet at break.

c) A bench _____ is wheelchair-friendly costs more.

4 **Write three sentences about your own proposal: a first conditional, a second conditional and a sentence with a linker (however, therefore or although). Then read them aloud with natural rhythm.**

WORKSHEET 4

Round table

Session 4

Work in groups of four or five. Each person has a role: student, caretaker, parent, student who uses a wheelchair, neighbour or head teacher. Listen to a model first.

1 **Listening 1. Listen to a model round table twice. Complete the table.**

Speaker	Main priority	Condition or worry
Aya (chair)		
Mr Santos		
Ms Okoye		
Daniel		

2 **Tick the phrases you hear in the listening.**

- ☐ Can I add something?
- ☐ I see your point, but…
- ☐ What would happen if…?
- ☐ Let's vote.
- ☐ Could you explain that again?
- ☐ Let's agree on…

3 **Prepare your role. Write three sentences: «My priority is… / I'm worried about… / I would accept… if…».**

_____

_____

_____

_____

4 **After the round table, complete the agreement.**

We agree to _____ .

We do not agree about _____ .

We will ask _____ for more information about _____ .

WORKSHEET 5

Keep the balance

Session 5

Mediation. Ms Clarke is an English-speaking parent who wants to understand the discussion before the vote. Read the minutes in Spanish (F8) and explain them in neutral English.

1 **Complete the table in your own words.**

Who	Their priority	Their condition or worry
Students		
Families		
Caretaker		
Neighbour		
Head teacher		

2 **Write the summary for Ms Clarke (70-90 words). Use: some people…, others…, however, all of them agree that… Finish with the open questions.**

3 **Check your summary.**

- [ ] I did not say who is right.
- [ ] Every group is in my text.
- [ ] I included the two open questions.
- [ ] I did not add information or personal opinions.
- [ ] I used simple English, not word-by-word translation.

WORKSHEET 6

Draft, review and rehearse

Session 6

Write your draft in the template (Annex 4). Then swap drafts with another team and rehearse the panel's questions (F9).

1 **Peer review. Tick what the other team's draft does well.**

- ☐ The problem is clear and has evidence.
- ☐ The solution is realistic and fits the budget.
- ☐ There is a first or second conditional about the result.
- ☐ Different groups and accessibility are considered.
- ☐ It answers at least two objections.
- ☐ Linkers and spelling are correct.

2 **Rehearse three questions from F9. Write a two-sentence answer for each.**

Question card	Our answer
Q1 · Cost	
Q2 · If it doesn't work	
Q3 · Who looks after it	

3 **Write two stars (good things) and one wish (one improvement) for the other team.**

WORKSHEET 7

Individual challenge: a bus stop

Session 7

Name: Class: Date:

Work on your own. After the pitch, show that you can use the language in a new situation.

1 **Write a mini proposal (80-100 words) for this problem. Data (fictional): the bus stop on Calle Mayor has no shelter. About 120 students wait there every day. A shelter costs 1,500 euros (a quote). An older neighbour says a big shelter could block the pavement. Include: the problem and the evidence, your solution, one first or second conditional about the result, and an answer to the neighbour's worry.**

2 **Reflection. Which phrase or strategy helped you most in the Q&A? What will you do better next time?**

ANNEX 4

Final Product Template

Learning situation 6 · If We Changed One Thing…

STUDENTS

Name: Class: Date:

Our Problem-Solution Proposal. Write in English. Support your ideas with evidence and think about who is affected.

Title and audience

Name of the proposal, team and the panel you are speaking to.

The problem and the evidence

What is wrong? What do the data say (F2, F3)?

Who is affected?

Different groups, accessibility and fairness.

Our solution

What will we do, who will do it and when? Sketch or plan.

Budget

Items, costs and total (maximum 3,000 euros).

If we do this…

Results with first and second conditionals.

Objections and our answers

Two worries from the panel and your answers.

Sources and credits

Survey, files and people you used.

Final language check

if-sentences · linkers · spelling.

ANNEX 5

Useful Language & Final Check

Learning situation 6 · If We Changed One Thing…

STUDENTS

Name: Class: Date:

Functions and model sentences

Describing a problem	The main problem is… According to our survey, 34% of students…
Making hypotheses	If we had 9,000 euros, we would build a ramp.
Proposing a solution	We propose… / We suggest that… / Our solution is to…
Arguing for a choice	We chose… because… This is better than… because…
Responding to objections	That's a fair point, but… If it breaks, we will…
Taking turns	Can I add something? / Let me finish, please.

Grammar in context

First conditional	If we install shade, students will stay outside.
Second conditional	If we had more money, we would build a ramp.
should / could	We should start with the cheapest option. We could ask for volunteers.
Linkers	because, so, therefore, however, although, on the one hand…
Relative clauses	a student who uses a wheelchair; a place where students meet; a plan which fits the budget
Comparatives	cheaper than, the most useful, more fair

Vocabulary bank

School and community issues: shade, bench, playground, waste, bike rack, noise, safety, traffic

Resources and budget: budget, cost, quote, total, volunteers, maintenance, deadline

Access and participation: ramp, wheelchair, accessible, entrance, fair, inclusion, vote, panel

Arguments: evidence, survey, proposal, objection, consequence, benefit, risk

Pronunciation tips

- Conditional rhythm: If we HAD the money, we'd BUILD it. 'd = would /wʊd/, weak.
- Contrastive stress: We need shade AND seats, not only seats.
- Questions to take a turn go up: Can I add something? ↗

When I get stuck (clarify & repair)

- Could you repeat the question, please?
- Do you mean…?
- Let me say it in another way.
- Can I check what you said?
- Good question. I need a moment to think.
- I don't have that information, but we can find out.

Final check before you hand in: Problem-solution proposal

- [ ] The problem is clear and has evidence (a number and its source).
- [ ] The solution is realistic and fits the budget and the deadline.
- [ ] We use a first and a second conditional correctly.
- [ ] We explain who benefits and who might lose.
- [ ] Accessibility and fairness are considered.
- [ ] We answer at least two objections.
- [ ] We use linkers (because, so, however, although) and relative clauses.
- [ ] We checked spelling and credited our sources.

ANNEX 6

Printable Rubric

Learning situation 6 · If We Changed One Thing…

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Problem-solution proposal**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The proposal defines a real problem with evidence, offers a solution that fits the budget and the time, and answers the panel's main worries.	The proposal has a clear problem, a realistic solution and some evidence; most worries are answered.	The problem or the solution is unclear, or it does not fit the budget; evidence is weak.	The proposal does not show a problem or a solution that the panel can understand.	
Organisation & language	Clear sections; first and second conditionals, linkers and relative clauses are accurate and varied; very few errors.	Clear organisation; conditionals and linkers are mostly correct; errors do not stop understanding.	Sections are mixed; conditionals are often wrong; linkers are limited; errors sometimes affect meaning.	Hard to follow; errors often block meaning.	
Interaction / delivery	In the round table and the Q&A I take turns, ask for and give clarification, respond to objections politely and stay calm.	I take part and use some turn-taking and clarification phrases; I answer most questions.	I take part when prompted; I find it hard to answer questions.	I rarely speak or I only read my text.	
Mediation & audience	The summary is neutral and accurate: every group's priority and the open questions are included and nothing is added.	The main priorities are clear and neutral; one small detail is missing.	Some priorities are missing, or the text takes sides or adds opinions.	The text is translated word by word or changes the meaning.	
Intercultural / ethical use	Accessibility and fairness are discussed explicitly; different groups are respected and the sources are credited.	Fairness is mentioned and groups are treated respectfully; sources are mostly credited.	Only one group's needs are considered; attribution is unclear.	Some groups are ignored or stereotyped; sources are not credited.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 6 · If We Changed One Thing…

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can…	Not yet	With help	Well	Very well
I can propose a realistic solution and explain what would happen if we did it.	○	○	○	○
I can summarise different points of view in neutral language.	○	○	○	○
I can ask for clarification and repair my message when communication breaks down.	○	○	○	○
I can use feedback to improve my work.	○	○	○	○

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 6 · If We Changed One Thing…

STUDENTS

Name: Class: Date:

Extra help: a problem frame, conditional starters and simplified stakeholder cards.

Problem frame and conditional starters

- The main problem is **…**
- The evidence is **…** (source)
- We propose **…**
- If we **install** shade, students **will** …
- If we **had** more money, we **would** …
- **However**, … / **Therefore**, …

Stakeholder cards (simplified)

- **Aya:** wants shade and more places to sit.
- **Mr Santos:** has no time to check the sails.
- **Daniel:** needs the side door open at 8:00.
- **Mrs Ferrer:** doesn't want noise near her home.

1 **Complete your problem statement.**

The main problem is _____ . The evidence is _____ (source: _____). We propose _____ . If we do this, _____ will _____ .

2 **Match the person with the priority or worry.**

1 Aya	a needs the side door open at 8:00
2 Mr Santos	b doesn't want noise near her home
3 Daniel	c wants shade and more places to sit
4 Mrs Ferrer	d has no time to check the sails

3 **Finish the sentences with your own ideas.**

a) If we install shade, _____ .

b) If we had more money, _____ .

c) The proposal is fair because _____ .

ANNEX 9

Extension

Learning situation 6 · If We Changed One Thing…

STUDENTS

Name: Class: Date:

Timeline and unintended consequences

A good proposal also says **when** things will happen and what **else** could happen. Add an **implementation timeline** to your proposal and anticipate **two unintended consequences** (results nobody wanted) and how to reduce them.

Steps

1. Write a timeline from September to June with at least five actions, who does each one and when.
2. Think of two unintended consequences, for example noise near the fence or a bike rack that blocks the fire exit.
3. For each one, write what would happen if it appeared and what you will do to reduce the risk.
4. Present the timeline in 90 seconds to a classmate and ask for feedback.

1 **Complete the timeline.**

When	Action	Who is responsible

2 **Write two unintended consequences and how you would reduce each one (use if + will / would).**

What to hand in

The timeline, the two unintended consequences with solutions and one sentence of feedback from your classmate.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 6 · If We Changed One Thing…

TEACHER

Worksheet 1

1. Quiz: buy; would build; Therefore; who.
2. T; T; F (access got the fewest of the named problems: 9%, and «Other» 11%); T; T.
3. Open answer. Model (playground): many people affected, yes (34% of students); students can influence the solution, yes (they can ask for shade and benches); fits in 3,000 euros, yes (sails 1,900 or benches 1,300); fair for different groups, yes if the benches have wheelchair space; finished before June, yes (4-5 weeks). Accept other problems with reasons.
4. Model: «The main problem is that the yard has almost no shade or seats. More than 80% of the yard is in the sun at noon and there are only two benches for about 600 students.»

Worksheet 2

1. Aya: shade and seats for everybody / the solution must be for everybody. Mr Santos: wants to help / is the only caretaker, yearly check about 150 euros, bike racks must not block the fire exit. Ms Okoye: safety, fair and careful spending / families can give volunteers but not money. Daniel: benches with wheelchair space and the side door open at 8:00 / waits outside until 8:30. Mrs Ferrer: less noise / benches far from the fence. Ms Ibáñez: clear costs and a person responsible / 3,000 euros, finished before June, no extra staff but library supervision twice a week. Mr Chen: smaller portions and compost bin / health rules, needs space.
2. Two benches; a narrow strip along the building and under the two trees (top left); the side door has the ramp and it is locked from 8:00 to 8:30; model: shade sails 1,900 + side door 300 + library 600 = 2,800, or benches 1,300 + compost bin 1,200 + side door 300 = 2,800. Accept any combination of 3,000 or less.
3. F; T (1,900 + 1,300 = 3,200); T (300); T (8 weeks); T (1,200 + 600 = 1,800).

Worksheet 3

1. a) put, will have; b) had, would build; c) will happen, rains; d) don't open, will wait.
2. Therefore; However; because; Although.
3. who; where; which.
4. Open answer. Model: «If we build shade, students will use the yard at noon. If we had more money, we would also buy a ramp. The sails are expensive; however, they last for many years.» Check the verb forms: if + present, will / if + past, would.

Worksheet 4

1. Listening 1 (see script). Aya: a fair decision, hearing everybody's view / the money is limited, we cannot have everything. Mr Santos: shade is fine / only caretaker, yearly check about 150 euros, no extra time. Ms Okoye: safe sails, fair and careful spending / families are worried about the heat. Daniel: benches with space for wheelchairs and the side door open at 8:00 / waits outside until 8:30.
2. Heard: Can I add something?; I see your point, but…; What would happen if…?; Let's agree on… Not heard: Let's vote.; Could you explain that again?
3. Open answer. Model: «My priority is shade for everybody. I'm worried about noise near the fence. I would accept benches if they are far from the fence.»
4. Model: «We agree to buy shade sails and open the side door. We do not agree about where the benches go. We will ask the head teacher for more information about who pays the yearly check.»

Worksheet 5

1. Model: Students: shade and places to sit / none. Families: spend the money fairly and safely / sails fixed well and checked every year. Caretaker: wants to help / extra work, no staff. Neighbour: benches not near the street fence / noise in the evening. Head teacher: stay within 3,000 euros and finish in June / no extra staff.
2. Model summary (about 85 words): «Different people have different priorities about the school yard. Students want shade and places to sit. Families support the idea, but they ask for a fair and safe use of the money. The caretaker says that checking the sails means extra work and there is no staff for it. A neighbour asks for the benches not to be near the street fence, because of the noise. The head teacher reminds everybody that the budget is 3,000 euros and the work must be finished in June. Two questions are still open: who pays for the yearly check (150 euros) and where the benches go.»
3. Self-check: open.

Worksheet 6

1. Peer review: open. Stars and wishes must refer to concrete parts (e.g. «Your budget has a total»; «Add an answer about noise»).
2. Model answers: Q1: «It will cost 2,800 euros: shade sails 1,900, side door 300 and benches 600. It comes from the Youth Budget.» Q2: «If the sails don't work, the company will repair them for a year. We will also have a plan for rainy days.» Q3: «The student council and Mr Santos will check them every term, with a simple list.»
3. Open.

Worksheet 7

1. Model (about 90 words): «The bus stop on Calle Mayor has no shelter, and about 120 students wait there every day. When it rains or it is very hot, they have nowhere to stand. We propose a small shelter that costs 1,500 euros. If we had a shelter, students would be safer and more comfortable. However, a neighbour thinks a big shelter could block the pavement. Therefore, we suggest a narrow shelter at the back of the pavement, and we will ask the council to check the width before building.» Assess with the rubric: problem and evidence, solution, conditional, answer to the objection.
2. Open answer.

Support (Annex 8)

1. Model: «The main problem is that the yard has no shade. The evidence is that more than 80% of it is in the sun at noon (school measurement). We propose shade sails. If we do this, students will stay outside at break.»
2. Aya: wants shade and more places to sit (c); Mr Santos: has no time to check the sails (d); Daniel: needs the side door open at 8:00 (a); Mrs Ferrer: doesn't want noise near her home (b).
3. Open answers. Model: a) students will use the yard at noon; b) we would build a ramp; c) it considers students, families and neighbours.

Extension (Annex 9)

1. Open answer. Model timeline: September: ask for quotes (student council); October: choose the supplier (head teacher); November: order and prepare the yard (Mr Santos); January: install shade; March: first check and count of students using the yard.
2. Model consequences: «If the benches are near the fence, there will be noise; we will put them far from it. If the sails are not checked, they could be dangerous; we will add a yearly check to the caretaker's plan.»

Listening script · Worksheet 4 · Model round table (Listening 1)

Read the dialogue twice with five voices (or one teacher and four students). Pause between turns.

Aya (chair): Welcome, everybody. We have 3,000 euros and one change. Let's start with the playground. Mr Santos, what do you think?

Mr Santos: I like the idea of shade, but if we put up sails, somebody has to check them every year. I'm the only caretaker, so I can't do more work without help. The check costs about 150 euros.

Ms Okoye: I see your point, Mr Santos. But many families are worried about the heat too. If the school installs sails, they must be safe, and the money has to be spent carefully and fairly.

Daniel: Can I add something? If we buy new benches, please think about space for wheelchairs. And if the side door were open at 8:00, I wouldn't have to wait outside until 8:30.

Aya: Thanks, Daniel. Sails and benches together cost 3,200 euros, so we can't have everything. What would happen if we chose the sails and the open door?

Ms Okoye: That would cost about 2,200, so there would be 800 euros left. With that money we could buy some benches.

Mr Santos: That could work, but who will pay for the yearly check?

Aya: Let's agree on this: shade, the open door and a few benches, and we ask the head teacher about the check. Is everybody agreed?

Timing, differentiation and mediation notes

- Timing: worksheets 1-6 take about 40 minutes each. In session 4 give 5 minutes to prepare the roles, 10 for the round table and 10 for the agreement. Panels can be formed by classes in the same year or by teachers.
- Fictional data: the school, the survey, costs and people are invented. Only the WHO recommendation (60 minutes of moderate-to-vigorous physical activity a day on average for children and adolescents aged 5-17, WHO 2020) is real.
- Mediation (W5): the aim is neutrality. Students list every group's priority, say «some… others…», include the open questions and avoid «the best idea is…». They may discuss the Spanish text in their first language, but the final product is in English.
- Accessibility and fairness: Daniel is presented as a participant with his own priorities, not as an inspirational figure. Encourage students to ask «who might be left out?» about every option. Round-table roles can be rotated so that everybody practises disagreeing politely.

Likely errors

- Using will in the if-clause: «If we will install shade…» instead of «If we install shade…».
- Mixing the conditionals: «If we had money, we will build…» instead of «we would build».
- Confusing «actually» and «currently»; «however» used as a conjunction without a full stop or semicolon.
- Confusing who / which with people and things: «a student which uses a wheelchair».
- Word-by-word translation in mediation: «the delegate of third» for «the Year 3 student representative».
- Using «people with handicap» instead of «people with reduced mobility» or «wheelchair users».

Accepting alternative answers

- Accept any problem and any combination of options that respects the budget and the deadline and has a reason.
- Accept if + past + would for hypotheses and if + present + will for real possibilities; mark errors only if the meaning changes.
- In mediation, accept different wordings if every group's priority and both open questions are included and the tone is neutral.
- In open tasks, accept minor errors that do not affect understanding.

07

SITUACIÓN DE APRENDIZAJE

People Who Made a Difference

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we tell someone's story while separating evidence from hero-making?

CURSO 3.º ESO	SESIONES 7 sesiones
BLOQUES DE SABERES A · B · C	COMPETENCIAS ESPECÍFICAS CE1, CE2, CE4, CE6
PRODUCTO FINAL Biographical exhibition	CRITERIOS DE EVALUACIÓN 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 6.1, 6.2

Contexto, reto y producto final

El IES Miramar (ficticio) prepara para la noche de puertas abiertas una **exposición biográfica** titulada *People Who Made a Difference*, dirigida a familias y a alumnado de primaria. La dirección fija una norma: «nada de superhéroes». Cada panel debe contar una vida con **hechos documentados, contexto y fuentes**, y distinguir esos hechos de la interpretación y de la admiración exagerada. La pregunta guía es *«How can we tell someone's story while separating evidence from hero-making?»*

El alumnado compara una biografía con una versión de «culto al héroe» (sobre una persona ficticia, para no atribuir afirmaciones falsas a personas reales), visita **cuatro estaciones** con personas reales de contextos distintos (Katherine Johnson, Wangari Maathai, Clara Campoamor y Mary Seacole), practica el pasado, las **oraciones de relativo y la pasiva** y elabora fichas de evidencia, contexto e impacto. En la tarea de **mediación** condensa una ficha en español sobre Clara Campoamor en un pie de foto inglés de 60 palabras que conserve las cautelas. Con ello crea un **panel y una audioguía**, los presenta en un paseo por la galería y escribe individualmente una mini biografía a partir de una cronología (Tu Youyou). Los datos de las personas reales proceden de fuentes citadas en el Anexo 2; los textos son originales.

Reto comunicativo

Create a biographical exhibition panel and audio guide about a real person who made a difference: use at least two sources, separate documented facts from interpretation, and explain why the person matters in context.

Producto final

Biographical exhibition.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE6

Valorar y adecuarse a la diversidad lingüística, cultural y artística, actuando con empatía y respeto en situaciones interculturales.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Extraer y analizar el sentido global y las ideas principales, y seleccionar información pertinente de textos orales, escritos y multimodales sobre temas cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, expresados de forma clara y en la lengua estándar a través de diversos soportes.

1.2 Interpretar y valorar el contenido y los rasgos discursivos de textos progresivamente más complejos propios de los ámbitos de las relaciones interpersonales, de los medios de comunicación social y del aprendizaje, así como de textos literarios adecuados al nivel de madurez del alumnado.

1.3 Seleccionar, organizar y aplicar las estrategias y conocimientos más adecuados en cada situación comunicativa para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; inferir significados e interpretar elementos no verbales; y buscar, seleccionar y gestionar información veraz.

2.1 Expresar oralmente textos sencillos, estructurados, comprensibles, coherentes y adecuados a la situación comunicativa sobre asuntos cotidianos, de relevancia personal o de interés público próximo a la experiencia del alumnado, con el fin de describir, narrar, argumentar e informar, en diferentes soportes, utilizando recursos verbales y no verbales, así como estrategias de planificación, control, compensación y cooperación.

2.2 Redactar y difundir textos de extensión media con aceptable claridad, coherencia, cohesión, corrección y adecuación a la situación comunicativa propuesta, a la tipología textual y a las herramientas analógicas y digitales utilizadas sobre asuntos cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, respetando la propiedad intelectual y evitando el plagio.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por los interlocutores e interlocutoras y por las lenguas empleadas y participando en la solución de problemas de intercomprensión y de entendimiento en el entorno, apoyándose en diversos recursos y soportes.

6.1 Actuar de forma adecuada, empática y respetuosa en situaciones interculturales construyendo vínculos entre las diferentes lenguas y culturas, rechazando cualquier tipo de discriminación, prejuicio y estereotipo en contextos comunicativos cotidianos y proponiendo vías de solución a aquellos factores socioculturales que dificulten la comunicación.

6.2 Valorar críticamente en relación con los derechos humanos y adecuarse a la diversidad lingüística, cultural y artística propia de países donde se habla la lengua extranjera, favoreciendo el desarrollo de una cultura compartida y una ciudadanía comprometida con la sostenibilidad y los valores democráticos.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A2	Estrategias de uso común para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A4	Funciones comunicativas de uso común adecuadas al ámbito y al contexto comunicativo: saludar y despedirse, presentar y presentarse; describir personas, objetos, lugares, fenómenos y acontecimientos; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones, consejos y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y las emociones; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición; expresar argumentaciones sencillas; realizar hipótesis y suposiciones; expresar la incertidumbre y la duda; reformular y resumir.
A5	Modelos contextuales y géneros discursivos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A11	Recursos para el aprendizaje y estrategias de uso común de búsqueda y selección de información: diccionarios, libros de consulta, bibliotecas, recursos digitales e informáticos, etc.
A12	Respeto de la propiedad intelectual y derechos de autor sobre las fuentes consultadas y contenidos utilizados.
B2	Estrategias de uso común para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, etc.) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.
C1	La lengua extranjera como medio de comunicación interpersonal e internacional, como fuente de información y como herramienta de participación social y de enriquecimiento personal.
C4	Estrategias de uso común para entender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos.
C5	Estrategias de uso común de detección y actuación ante usos discriminatorios del lenguaje verbal y no verbal.

Language Toolkit · concreción didáctica

Communicative functions
narrating biography; describing achievements and context; expressing significance; summarising sources

Grammar in context
past simple/past continuous; present perfect for legacy; relative clauses; passive voice introduction; time linkers

Vocabulary
biography; social change; science/art/culture; achievement and impact

Pronunciation / phonology
proper names and dates; narrative chunking; stress in relative clauses

Mediation focus
Condense a source while preserving caveats and distinguishing documented fact from interpretation.

Intercultural focus
Select diverse figures and avoid tokenism; include context, collaboration and contested/limited impact where relevant.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Extract relevant biographical information.
- Acknowledge sources and avoid unsupported claims.
- Use narrative structures and relative clauses.
- Explain significance in context.
- Mediate a longer source into exhibition captions.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Analyse biography vs hero-worship examples

Evidence: Worksheet 1: test diagnóstico, comparación de una biografía basada en evidencias y una versión de culto al héroe (F1) y clasificación de enunciados en hecho, interpretación y exageración (F2).

Worksheet: Annex 3 · 1

2

SESSION 2

Source stations on diverse figures

Evidence: Worksheet 2: estaciones de fuentes (F3-F7) con un listening sobre Wangari Maathai; tabla de evidencias, V/F y comparación de dos cifras distintas de una misma fuente.

Worksheet: Annex 3 · 2

3

SESSION 3

Language workshop: relative clauses/passive intro

Evidence: Worksheet 3: oraciones de relativo, pasiva, pasado simple y continuo y conectores temporales aplicados a las biografías de las estaciones.

Worksheet: Annex 3 · 3

4

SESSION 4

Create evidence/context/impact notes

Evidence: Worksheet 4: fichas de evidencia, contexto e impacto de la persona elegida, con fuente y distinción entre hecho e interpretación, y lista de comprobación de fuentes.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: condense a source into a 60-word caption

Evidence: Worksheet 5: mediación de la ficha en español sobre Clara Campoamor (F5) a un pie de foto inglés de máximo 60 palabras que conserva las cautelas.

Worksheet: Annex 3 · 5

6

SESSION 6

Build exhibition panel and audio guide

Evidence: Worksheet 6: listening de una audioguía modelo, borrador de panel y audioguía (Anexo 4) y revisión del uso de fuentes por otro equipo.

Worksheet: Annex 3 · 6

7

SESSION 7

Gallery walk + individual source-based mini biography

Evidence: Paseo por la galería y Worksheet 7: mini biografía individual de 90-110 palabras a partir de una cronología (F10), con fuente citada.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión de las ideas principales y los datos de las biografías de las estaciones (F3-F7) y de la audioguía sobre Wangari Maathai (listening 1).	Worksheet 2 / lista de comprobación
1.2	Valoración de los rasgos discursivos que distinguen una biografía con evidencias de un texto de culto al héroe (superlativos, absolutos, ausencia de fuentes).	Worksheet 1 / observación
1.3	Estrategias para localizar y contrastar información veraz: dos fuentes por dato, comparación de dos cifras distintas y uso de la tabla de fuentes (F8).	Worksheets 2 y 4 / lista de comprobación
2.1	Presentación oral de la audioguía del panel en el paseo por la galería: orden cronológico, fechas legibles y explicación de la relevancia con cautela.	Paseo por la galería (sesión 7) / rúbrica
2.2	Panel de la exposición y mini biografía individual: pasado, oraciones de relativo, pasiva, conectores temporales, fuente citada y pie de foto de 60 palabras.	Anexo 4 y Worksheet 7 / rúbrica
4.1	Condensación del texto en español sobre Clara Campoamor (F5) en un pie de foto inglés de máximo 60 palabras con las cautelas esenciales y sin añadir información.	Worksheet 5 / rúbrica de mediación
6.1	Representación respetuosa y sin estereotipos de personas de contextos distintos, con atención a la colaboración de otras personas y a los límites del papel de cada una.	Worksheets 1 y 4 y panel / rúbrica
6.2	Valoración crítica de cada persona en relación con los derechos humanos (voto, igualdad, medio ambiente, segregación) y del contexto de su época.	Worksheets 4 y 6 y panel / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The panel and audio guide tell a clear, well-chosen story with dates, context and significance; a visitor understands who the person was, what happened and why it matters.	The panel tells a clear story with the main dates and a reasonable explanation of why it matters.	The story is partly unclear or has little context; the significance is not explained.	Visitors cannot understand who the person was or why they are in the exhibition.
Organisation & language	Events are in clear order; past tenses, relative clauses, the passive and time linkers are accurate and varied; very few errors.	Clear order; past tenses and linkers are mostly correct; some relative clauses; errors do not stop understanding.	The order is confusing or tenses are mixed; recurring errors sometimes affect meaning.	Hard to follow; errors often block meaning.
Interaction / delivery	In the gallery walk I speak clearly, pronounce names and dates correctly, answer questions and repair misunderstandings.	I present the audio guide clearly and answer simple questions; names and dates are mostly right.	I read most of the text and need help with names, dates or questions.	I rarely speak or I cannot be understood.
Mediation & audience	The 60-word caption keeps the key facts and the caution, separates fact from interpretation and adds nothing unsupported.	The caption has the main facts; one small caution or detail is missing.	The caption leaves out important facts or cautions, or exceeds the limit.	The caption is translated word by word or changes the meaning.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Intercultural / ethical use	The person is shown with context, collaborators and limits; no stereotypes or hero-making; sources are listed and quotes are short and marked.	Respectful and balanced; sources are mostly credited.	Some exaggeration, tokenism or missing sources.	Hero-making, stereotypes or copied text without credit.

Input Pack y recursos

Curated biographies, quotes, timelines, context cards, source references and exhibition examples.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Pre-selected figures/sources, caption template and timeline support.

Extension

Anexo 9

Compare how two sources frame the same person's impact.

ANNEX 1

Challenge Launch

Learning situation 7 · People Who Made a Difference

STUDENTS

At our Open Evening, families will walk along a gallery of panels and audio guides called «People Who Made a Difference». There is one rule from the head teacher: no superheroes. A good biography does not say that somebody did everything alone or never made a mistake. It gives dates, explains the context, names the people who helped and shows what is documented and what is only an opinion. You are going to visit four source stations, learn to separate facts from interpretation, condense a long text into a 60-word caption and build a panel with an audio guide. Whose story will you tell?

> *How can we tell someone's story while separating evidence from hero-making?*

Your challenge

Create a biographical exhibition panel and audio guide about a real person who made a difference: use at least two sources, separate documented facts from interpretation, and explain why the person matters in context.

Audience: Families, students from primary school and teachers visiting our Open Evening gallery.

What you will create

Biographical exhibition

Roadmap · 7 sessions

1. We compare a biography with a hero-making version.
2. We visit four source stations.
3. We practise past tenses, relative clauses and the passive.
4. We build evidence, context and impact notes.
5. We condense a Spanish text into a 60-word caption.
6. We create our panel and audio guide.
7. We walk the gallery and write a mini biography.

Success criteria

- ✓ I can tell a life story in order, with dates and past tenses.
- ✓ I can tell a documented fact from an interpretation and from hero-making.
- ✓ I can use relative clauses and simple passives.
- ✓ I can condense a text into a short caption and keep the cautions.
- ✓ I can credit my sources and use short quotations correctly.

Working together

- Every fact needs a source: ask «Where did you find that?»
- Show real people with respect: context, helpers and limits.
- Use your own words; mark short quotations and name the source.

ANNEX 2

Input Pack

Learning situation 7 · People Who Made a Difference

STUDENTS

Everything you need for the gallery: two versions of a biography, statement cards, four source stations, quick timelines, a table of sources, a panel model and a timeline for your individual mini biography.

F1 Two versions of the same biography

TEXT

Version A

Dr Elena Ruiz was the greatest engineer in history. Single-handedly, she brought clean water to thousands of people, and she never made a mistake. Everybody loved her. Without her, the whole region would have no water today.

Version B

Dr Elena Ruiz (1958–2021) was a chemical engineer from Vega Alta. In 1994 she and a team of four designed a low-cost clay water filter. By 1998 the team had installed 300 filters in 12 villages, according to a university report (1999). Villagers said that the water tasted better, but no study measured changes in health. Her colleague Dr Kwame Mensah wrote that local potters made the filters and that the project depended on them. Elena Ruiz died in 2021.

Source: Original texts written for this notebook about an invented person (Dr Elena Ruiz of Vega Alta). No real person is described.

Underline the words in A that show hero-making (greatest, single-handedly, never, everybody…). Which facts in B have a date or a source?

F2 Statement cards

DATA

Card	Statement
A	Elena Ruiz was born in Vega Alta in 1958.
B	She did everything alone and never needed anybody.
C	A university report (1999) says that 300 filters were installed in 12 villages by 1998.
D	The project was important because it showed that low-cost technology can work in villages.
E	Without Elena Ruiz, nobody in the region would drink clean water today.
F	Dr Kwame Mensah wrote that local potters made the filters.
G	Her work probably improved the water in some villages, but we need health studies to be sure.
H	She was the greatest engineer in history.
I	No study measured changes in health after the filters were installed.
J	Some experts say that working with the local potters was as important as the filter itself.

Documented fact = it has a date, a number or a source that can be checked. **Interpretation** = a reasoned opinion about what the facts mean («probably», «important because…»). **Hero-making** = an exaggeration without evidence («the greatest», «alone», «never»).

Source: Statements written for this notebook about the invented Elena Ruiz (F1).

F3 Station A · Katherine Johnson (1918–2020)

TEXT

Katherine Johnson was born on 26 August 1918 in White Sulphur Springs, West Virginia, in the USA. She graduated from West Virginia State College in 1937 with degrees in mathematics and French. After working as a teacher, she joined NACA, the agency that later became NASA, in Virginia in 1953. She worked first in a group of «computers», mathematicians who did calculations by hand, which was supervised by Dorothy Vaughan. At that time, segregation rules separated Black and white employees.

In 1961 she did the trajectory analysis for Freedom 7, the first American human spaceflight, which was flown by Alan Shepard. In 1962, when electronic computers calculated the orbit for John Glenn's Friendship 7 flight, officials asked her to check the equations by hand. She also worked on the Apollo programme. She retired in 1986, received the Presidential Medal of Freedom in 2015 and died on 24 February 2020, aged 101.

Fact or interpretation? Many people call her work «critical»: that is a judgement. Later accounts say that Glenn asked for her personally; those words are reported by others and are hard to confirm.

Source: Original text written for this notebook from the sources listed in F8 (NASA; Wikipedia).

Find three documented facts with dates. Which sentence is an interpretation?

F4 Station B · Wangari Maathai: an audio station

DATA

Source	What it says about the trees	What we can say
Nobel Foundation, biographical page	Maathai helped women plant «more than 20 million trees».	A number from an institution; the page does not explain the date or the method.
Nobel Foundation, facts page	The movement «helped plant over thirty million trees».	A bigger number from the same institution: totals change with the date.
A careful sentence	Sources give different totals, from more than 20 million to over 30 million trees.	A good panel does not choose the biggest number.

Station B is an **audio station**: your teacher reads the audio guide twice (Worksheet 2). Use the table to compare two numbers from sources about the same person.

Source: Original notes written for this notebook. The quotations are short phrases from two pages of the Nobel Foundation (see F8).

F5 Station C · Clara Campoamor (ficha en español)

TEXT

Clara Campoamor (Madrid, 1888 – Lausana, 1972)

Clara Campoamor fue abogada, política y escritora. En 1931 fue elegida diputada por Madrid, en unas elecciones en las que las mujeres podían presentarse, pero todavía no votar. Durante la redacción de la Constitución defendió que las mujeres tuvieran derecho al voto.

El 1 de octubre de 1931 se aprobó el artículo 36, que reconocía el sufragio femenino, con 161 votos a favor, 121 en contra y 188 abstenciones. Las mujeres votaron por primera vez en las elecciones generales de 1933. Ese año Campoamor no consiguió volver a ser diputada.

Los historiadores señalan que no luchó sola: antes de 1931 ya había asociaciones de mujeres que pedían el voto, y otras diputadas, como Victoria Kent, opinaban que era mejor esperar. Campoamor salió de España durante la Guerra Civil y murió en el exilio, en Suiza. Durante muchos años su papel se recordó poco.

Source: Text written in Spanish for this notebook from the sources in F8. You will condense it into an English caption (Worksheet 5).

Which information is essential for visitors? Which caution («los historiadores señalan…») must stay in your caption?

F6 Station D · Mary Seacole (1805–1881)

TEXT

Mary Seacole was born in 1805 in Kingston, Jamaica. Her mother, a Jamaican healer, ran a boarding house and taught her herbal medicine; her father was a Scottish soldier. In her autobiography she wrote: «I was born in the town of Kingston, in the island of Jamaica, some time in the present century. As a female, and a widow, I may be well excused giving the precise date of this important event.» (Seacole, 1857). Some modern sources give 23 November 1805.

When the Crimean War began, she asked the British War Office to send her as a nurse. She was refused, and historians are not sure why. She paid for her own journey and in 1855 she opened the British Hotel near Balaklava, where she sold food and medicines and cared for sick and wounded soldiers, who called her «Mother Seacole». She returned to Britain in 1856 with no money. Her autobiography, *Wonderful Adventures of Mrs Seacole in Many Lands*, was published in 1857. She died in London on 14 May 1881. Her book was not reprinted until the 1980s, and a statue of her by Martin Jennings was unveiled outside St Thomas' Hospital in London on 30 June 2016.

What is debated? Some people see her as a pioneer who was forgotten because of prejudice. Others say that her fame should not hide the work of other nurses, such as Florence Nightingale. Historians continue to discuss how large her medical role was.

Source: Original text written for this notebook from the sources in F8. The quotation is from Seacole's own book (1857), which is in the public domain.

Which statements in this text are documented facts? Which are debated? Why is her own book both useful and difficult as a source?

F7 Quick timelines

TIMELINE

1918	Katherine Johnson is born (26 August).
1953	Johnson joins NACA in Virginia.
1961	She works on the trajectory of Freedom 7 (Alan Shepard, 5 May).
1986	Johnson retires from NASA after 33 years.
2015	She receives the Presidential Medal of Freedom (24 November).
1888	Clara Campoamor is born in Madrid (12 February).
1931	She is elected deputy; on 1 October article 36 on women's suffrage is approved.
1933	Women vote for the first time in a general election in Spain.
1972	Campoamor dies in Lausanne, Switzerland (30 April).
1805	Mary Seacole is born in Jamaica.
1855	She opens the British Hotel near Balaklava, in the Crimea.
1857	Her autobiography is published.
1881	Seacole dies in London (14 May).
2016	A statue of her is unveiled in London (30 June).

Source: Timelines written for this notebook from the sources in F8.

The timelines of three people are mixed in this list. Which dates belong to Johnson, Campoamor and Seacole?

F8 Where does our information come from?

DATA

Person	Sources used	Type	Notes for readers
Katherine Johnson	NASA, «Katherine Johnson Biography» (nasa.gov); Wikipedia, «Katherine Johnson» (en.wikipedia.org).	Institution website; encyclopedia	NASA was her employer and may stress success; check the references of the encyclopedia.
Wangari Maathai	Nobel Foundation, biographical and facts pages, 2004 Peace Prize (nobelprize.org); Green Belt Movement, «Biography» (greenbeltmovement.org).	Prize institution; organisation she founded	The two Nobel pages give different totals of trees; the movement tells its own story.
Clara Campoamor	Wikipedia, «Clara Campoamor» (en.wikipedia.org).	Encyclopedia	A useful summary of the 1931 vote and the debate; compare it with a second source.
Mary Seacole	M. Seacole (1857), «Wonderful Adventures of Mrs Seacole in Many Lands» (Project Gutenberg, ebook 23031); London Museum, «Mary Seacole»; Europeana, «Mary Seacole»; Wikipedia, «Statue of Mary Seacole».	Autobiography; museum websites; encyclopedia	She tells her own story, so compare her book with other sources.
Tu Youyou	Nobel Foundation, «Tu Youyou» (Women who changed science, nobelprize.org).	Prize institution	It explains her work; many research groups worked in Project 523.

Source: Source list written for this notebook. All pages were consulted in October 2026; check them again before you use a date or a number.

To credit a source write: author or organisation, title, website or book, and the year you consulted it. Which person has the weakest evidence in this table? Why?

F9 Panel model: how an exhibition panel is built

DIAGRAM

Dr Elena Ruiz (1958–2021)

Chemical engineer · Vega Alta · designed a low-cost clay water filter



portrait or symbol

Fact box (documented facts)

1958 Born in Vega Alta.

1994 She and a team of four design a clay water filter.

1998 300 filters in 12 villages (university report, 1999).

2021 She dies.

The story (past tenses, relative clauses, time linkers)

In 1994 Elena Ruiz, who worked at a university in Vega Alta, designed a filter with four colleagues.
The filters were made by local potters, and by 1998 the team had installed 300 of them.
Villagers said that the water tasted better.

Why it matters (interpretation + limit)

It showed that low-cost technology can work in villages.
But no study measured changes in health.

Sources

University report (1999); letter of Dr K. Mensah.
Fictional example written for this notebook.

Audio guide: a visitor listens for about 40 seconds. Start with a hook, give two or three dates in order, explain why the person matters and name one source (see Worksheet 6).

Source: Model panel created for this notebook about the invented Dr Elena Ruiz (F1).

F10 Individual task · Tu Youyou (born 1930)

TIMELINE

1930	Tu Youyou is born in Ningbo, on the east coast of China.
23 May 1967	China launches Project 523, a national programme to find new treatments for malaria. Many research groups take part.
1969	Tu is put in charge of a research team in the project. She studies malaria in the field on Hainan Island.
1971	Her team finds that an extract of the plant sweet wormwood works against malaria in animals, after changing the way the extract is prepared.
1972	The extract is tested on volunteers, including members of the team, and on patients. The active substance, later called artemisinin, is isolated.
2015	Tu receives half of the Nobel Prize in Physiology or Medicine. The other half is shared by William C. Campbell and Satoshi Ōmura for different work on parasites.

Source: Timeline written for this notebook from the Nobel Foundation page «Tu Youyou» (see F8). Use it for your mini biography on Worksheet 7.

Context: Project 523 involved many groups, so say «Tu's team». Artemisinin-based medicines are widely used against malaria today. Avoid claims like «she saved millions of people alone».

ANNEX 3

Student Worksheets

Learning situation 7 · People Who Made a Difference

STUDENTS

WORKSHEET 1 Biography or hero-making?

Session 1

Name: Class: Date:

Start with the quiz on your own. Then read the two versions (F1) and use the statement cards (F2).

1 Warm-up quiz. Tick the correct answer.

Katherine Johnson ___ born in 1918.
☐ was ☐ were ☐ is

She was a mathematician ___ worked at NACA.
☐ who ☐ which ☐ where

While she ___ at the lab, she found a mistake.
☐ works ☐ was working ☐ has worked

The prize ___ in 2004.
☐ gave ☐ was given ☐ was gave

2 Compare the two versions in F1.

Feature	Version A	Version B
Dates and places		
Sources named		
Other people mentioned		
Words like never, greatest, alone		
Limits or doubts		

3 Sort the cards in F2. Write the letters.

Type	Cards (letters)
Documented fact	
Interpretation	
Hero-making	

4 Rewrite one sentence from Version A (F1) so that it is careful and based on evidence.

WORKSHEET 2

Four source stations

Session 2

Read stations A, C and D (F3, F5, F6) and use the timelines (F7). Station B is an audio station: listen to your teacher.

1 **Listening 1 · Station B. Listen twice. Complete the timeline of Wangari Maathai.**

Year	What happened
1940	
1971	
1977	
2002	
2004	
2011	

2 **Complete the evidence table with information from the four stations.**

Person	Born – died	Main achievement (fact)	One debate or limit
Katherine Johnson			
Wangari Maathai			
Clara Campoamor			
Mary Seacole			

3 **True (T) or false (F)?**

	T	F
Katherine Johnson checked the electronic computers' calculations for John Glenn's orbital flight.	☐	☐
Johnson worked completely alone.	☐	☐
Article 36 was approved by 161 votes to 121, with 188 abstentions.	☐	☐
Clara Campoamor won her seat again in 1933.	☐	☐
Mary Seacole opened the British Hotel in 1855.	☐	☐
Historians agree exactly how large Seacole's medical role was.	☐	☐

4 **Two Nobel Foundation pages give different numbers of trees (F4). Write one careful sentence for a panel about Maathai.**

WORKSHEET 3

Telling a life story

Session 3

Language workshop: relative clauses, the passive, past tenses and time linkers. Use the stations as examples.

1 **Complete with who, which, where or whose.**

a) Katherine Johnson was a mathematician _____ worked at NACA.

b) Virginia is the place _____ she began her career at NACA.

c) Clara Campoamor was a deputy _____ ideas about voting caused a long debate.

d) Mary Seacole wrote a book _____ became very popular.

2 **Complete with the passive (was / were + past participle).**

a) The Green Belt Movement _____ (found) in 1977.

b) Article 36 _____ (approve) on 1 October 1931.

c) A statue of Seacole _____ (unveil) in London in 2016.

d) Johnson _____ (give) the Presidential Medal of Freedom in 2015.

3 **Choose the correct form.**

In 1953 Katherine Johnson ___ NACA.
☐ joined ☐ was joining ☐ has joined

In 1961, while Alan Shepard ___ for his flight, Johnson checked the trajectory.
☐ was preparing ☐ has prepared ☐ prepares

Her work ___ many young scientists, and it still does today.
☐ inspired ☐ has inspired ☐ was inspiring

4 **Write four sentences about the life of one person from the stations. Use a different time linker in each one (in, after, while, by, later). Then read them aloud with the dates pronounced correctly.**

WORKSHEET 4

Evidence, context and impact

Session 4

Choose a person from the stations (or the person your teacher gives you). Use F3-F8 and at least two sources.

1 Complete the note cards for your person.

	Notes in your own words	Source (F…)	Fact or interpretation?
Evidence: key dates and events			
Context: what was the situation?			
Impact: what changed?			
Other people involved			
Debate or limit			

2 Source check. Tick when you are ready.

- ☐ I have at least two sources.
- ☐ Every date and number has a source.
- ☐ I separated facts from interpretations.
- ☐ I found one debate or limit.
- ☐ I did not copy sentences from the sources.

3 With your team, complete.

One thing the evidence shows: _____ .

One thing the evidence does not show: _____ .

WORKSHEET 5

A 60-word caption

Session 5

Mediation. English-speaking visitors cannot read the Spanish text about Clara Campoamor (F5). Condense it into a caption of no more than 60 words.

1 **Select the essential information. In «Keep it?» write fact, caution or no.**

Information in Spanish (F5)	Keep it?	In English
Elegida diputada por Madrid en 1931		
Artículo 36: 161 votos a favor, 121 en contra, 188 abstenciones		
Las mujeres votan por primera vez en 1933; ella no recupera el escaño		
No luchó sola: otras asociaciones y diputadas con otra opinión		
Murió en el exilio, en Suiza		

2 **Write the caption (maximum 60 words). Count your words.**

3 **Check your caption.**

- ☐ 60 words or fewer.
- ☐ It has at least two dates.
- ☐ It keeps the caution (historians say she did not fight alone).
- ☐ It does not say «single-handedly» or «the greatest».
- ☐ It names the source.

WORKSHEET 6

Panel and audio guide

Session 6

Build your panel in the template (Annex 4) and plan the audio guide. First listen to a model.

1 **Listening 2. Listen twice to a model audio guide (about the invented Elena Ruiz). Complete the table.**

Part of the audio guide	What the speaker says
Opening hook	
Two dates	
A relative clause	
A passive sentence	
A limit (what we do not know)	
One sentence that is an interpretation	
The source	

2 **Peer review. Tick what the other team's panel does well.**

- ☐ The person, dates and place are clear.
- ☐ Every fact has a source.
- ☐ Facts and interpretation are separated.
- ☐ It explains the context.
- ☐ It mentions other people or a debate.
- ☐ It uses past tenses, relative clauses and time linkers correctly.
- ☐ The caption has 60 words or fewer.

3 **Write two stars (good things) and one wish (one improvement) for the other team.**

WORKSHEET 7

Individual challenge: a mini biography

Session 7

Name: Class: Date:

Walk through the gallery first. Then work on your own.

1 **Gallery walk. Complete the sentences about one panel you visited.**

One thing I learnt from the panel about _____ is _____ .

One question I have for the team is _____ .

2 **Write a mini biography of Tu Youyou (90-110 words) using only the timeline in F10. Include two relative clauses, one passive sentence, two time linkers, one caution about what we do not know, and your source.**

3 **Self-check. Tick what you did.**

- ☐ I used facts with dates.
- ☐ I separated fact from interpretation.
- ☐ I did not say «she did it alone».
- ☐ I credited the source.

ANNEX 4

Final Product Template

Learning situation 7 · People Who Made a Difference

STUDENTS

Name: Class: Date:

Our Exhibition Panel. Write in English. Every fact needs a source; keep facts and interpretation apart.

Who? Name, dates, place

One line that says who the person was.

Portrait or symbol

Draw or paste an image (credit it).

Fact box

Five documented facts with dates.

The story

70-90 words: past tenses, relative clauses, time linkers.

Context and impact

Why did it matter then? What do historians discuss?

Caption (60 words or fewer)

For visitors; keep the cautions.

Audio guide: first three sentences

A hook, two dates, one source.

Sources and credits · language check

Author or organisation, title, year. Past tenses, passive, spelling.

ANNEX 5

Useful Language & Final Check

Learning situation 7 · People Who Made a Difference

STUDENTS

Name: Class: Date:

Functions and model sentences

Narrating a life	She was born in 1918. In 1953 she joined NACA.
Describing achievements and context	At a time when…, she helped to calculate…
Expressing significance with care	This mattered because… Many historians think that…
Separating fact and opinion	According to NASA, … / Some people say…, but there is no evidence.
Summarising sources	In short, … / The source says that… / Sources differ about…
Crediting sources	Source: Nobel Foundation (2004). Seacole (1857) wrote: «…»

Grammar in context

Past simple	She graduated in 1937. She retired in 1986.
Past continuous	While she was working at Langley, astronauts were preparing for flights.
Present perfect (legacy)	Her work has inspired many students.
Relative clauses	a mathematician who worked at NASA; a book which became popular; a deputy whose ideas…
Passive (introduction)	A statue was unveiled in 2016. The prize was awarded in 2004.
Time linkers	in 1953, later, after that, during, by 1998, until, while

Vocabulary bank

Biography: born, grew up, studied, moved, married, career, exile, died

Achievement and impact: achievement, award, prize, discovery, campaign, legacy, pioneer

Society and change: rights, vote, equality, segregation, prejudice, environment

Sources and evidence: source, evidence, claim, fact, interpretation, caption, exhibition

Pronunciation tips

- Years and dates: 1918 = nineteen eighteen; 2004 = two thousand and four; 1 April = the first of April.
- Check names: Maathai (mah-TIE), Seacole (SEE-cole).
- Pause after dates and commas in the audio guide: In 1977 | she started the Green Belt Movement |…

When I get stuck (clarify & repair)

- Where did you find that?
- Is that a fact or an opinion?
- Could you repeat the date, please?
- How do you spell that name?
- Let me say it in another way.
- Sorry, I mean 1962, not 1926.

Final check before you hand in: Biographical exhibition

- [ ] The panel names the person, dates and place.
- [ ] Every date and fact comes from a source we list.
- [ ] Facts, interpretation and opinion are not mixed.
- [ ] We explain the context: when, where and why it mattered.
- [ ] We mention other people or a debate (no «single-handedly»).
- [ ] We use past tenses, relative clauses and time linkers correctly.
- [ ] The caption has 60 words or fewer and keeps the cautions.
- [ ] Quotes are short and in quotation marks; sources are credited.

ANNEX 6

Printable Rubric

Learning situation 7 · People Who Made a Difference

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Biographical exhibition**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The panel and audio guide tell a clear, well-chosen story with dates, context and significance; a visitor understands who the person was, what happened and why it matters.	The panel tells a clear story with the main dates and a reasonable explanation of why it matters.	The story is partly unclear or has little context; the significance is not explained.	Visitors cannot understand who the person was or why they are in the exhibition.	
Organisation & language	Events are in clear order; past tenses, relative clauses, the passive and time linkers are accurate and varied; very few errors.	Clear order; past tenses and linkers are mostly correct; some relative clauses; errors do not stop understanding.	The order is confusing or tenses are mixed; recurring errors sometimes affect meaning.	Hard to follow; errors often block meaning.	
Interaction / delivery	In the gallery walk I speak clearly, pronounce names and dates correctly, answer questions and repair misunderstandings.	I present the audio guide clearly and answer simple questions; names and dates are mostly right.	I read most of the text and need help with names, dates or questions.	I rarely speak or I cannot be understood.	
Mediation & audience	The 60-word caption keeps the key facts and the caution, separates fact from interpretation and adds nothing unsupported.	The caption has the main facts; one small caution or detail is missing.	The caption leaves out important facts or cautions, or exceeds the limit.	The caption is translated word by word or changes the meaning.	
Intercultural / ethical use	The person is shown with context, collaborators and limits; no stereotypes or hero-making; sources are listed and quotes are short and marked.	Respectful and balanced; sources are mostly credited.	Some exaggeration, tokenism or missing sources.	Hero-making, stereotypes or copied text without credit.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 7 · People Who Made a Difference

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can tell a person's life story with dates and past tenses.	○	○	○	○
I can tell a documented fact from an interpretation and from hero-making.	○	○	○	○
I can ask for clarification and repair my message when communication breaks down.	○	○	○	○
I can use feedback to improve my work.	○	○	○	○

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 7 · People Who Made a Difference

STUDENTS

Name: Class: Date:

Extra help: a pre-selected figure (Katherine Johnson), a caption template and timeline support.

Caption template

[Name] ([**year**]–[**year**]) was a **[job]** who **[main achievement]**. In **[year]**, **[event]**. This was important because **[reason]**. However, **[a limit or a debate]**.
Source: [organisation, year]

Timeline support: Katherine Johnson

- **1918** born · **1937** graduates
- **1953** joins NACA
- **1961** Shepard's flight (Freedom 7)
- **1962** Glenn's orbit: checks the equations
- **1986** retires · **2015** Medal of Freedom
- **2020** dies, aged 101

1 **Complete with dates from the timeline.**

Katherine Johnson was born in _____ . She joined NACA in _____ and retired in _____ . She received the Presidential Medal of Freedom in _____ .

2 **Complete the caption about Johnson with the template.**

Katherine Johnson (_____ – _____) was a mathematician who _____ . In _____ , she _____ . This was important because _____ . However, _____ .

Source: _____ .

3 **Fact, interpretation or hero-making? Tick the best answer.**

Johnson retired from NASA in 1986.
☐ documented fact ☐ interpretation ☐ hero-making

She was the best mathematician who ever lived.
☐ documented fact ☐ interpretation ☐ hero-making

Her work was important because astronauts needed accurate calculations.
☐ documented fact ☐ interpretation ☐ hero-making

ANNEX 9

Extension

Learning situation 7 · People Who Made a Difference

STUDENTS

Name: Class: Date:

Two sources, two framings

Two texts can describe the same person and the same facts but make the reader think very differently. Read these two invented texts about **Mary Seacole** and compare how they present her impact.

X · Source X · a tribute

TEXT

Mary Seacole was the bravest and greatest nurse of the Crimean War. Many soldiers owed their lives to her. She was forgotten for a hundred years only because of prejudice, and her statue finally puts things right.

Source: Invented example written for this notebook to analyse framing; it is not a real article.

Y · Source Y · a cautious summary

TEXT

Mary Seacole opened the British Hotel near Balaklava in 1855 and cared for sick and wounded soldiers. Records do not tell us how many people she treated. Her autobiography (1857) was popular, but it was not reprinted until the 1980s. Today people discuss how large her medical role was compared with the work of other nurses.

Source: Original text written for this notebook from the sources in F8.

Steps

1. Read X and Y and underline the facts in one colour and the opinions in another.
2. Complete the comparison table.
3. Decide which source you would use for an exhibition panel and why.
4. Rewrite one sentence of X so that it keeps the admiration but is based on evidence.

1 **Compare the two sources.**

Feature	Source X	Source Y
Facts with dates		
Words that show opinion		
Limits or doubts		
What the reader may think		

What to hand in

The comparison table, your choice of source with two reasons and your rewritten sentence.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 7 · People Who Made a Difference

TEACHER

Worksheet 1

1. Quiz: was; who; was working; was given.
2. Model: Dates and places: A none, B 1958, 1994, 1998, Vega Alta, 12 villages. Sources: A none, B a university report (1999) and Dr Mensah. Other people: A none, B a team of four, villagers, potters, Dr Mensah. Words: A greatest, single-handedly, never, everybody, without her; B none. Limits: A none, B no study measured health.
3. Documented fact: A, C, F, I. Interpretation: D, G, J. Hero-making: B, E, H.
4. Model: «Elena Ruiz and a team of four designed a low-cost filter. By 1998 the team had installed 300 filters in 12 villages, according to a university report.» Accept any careful, evidence-based version without absolutes.

Worksheet 2

1. Listening 1 (see script). 1940: born near Nyeri, Kenya; 1971: doctorate from the University of Nairobi; 1977: starts the Green Belt Movement; 2002: elected to the Kenyan parliament; 2004: Nobel Peace Prize; 2011: dies in Nairobi.
2. Johnson: 1918–2020; trajectory analysis for Freedom 7 (1961) and checking Glenn's orbit equations (1962); the word «critical» is a judgement and the Glenn anecdote is reported by others. Maathai: 1940–2011; founded the Green Belt Movement (1977) and received the Nobel Peace Prize (2004); sources differ on the number of trees and it was a group effort. Campoamor: 1888–1972; defended women's vote and article 36 was approved on 1 October 1931 (161–121–188); she did not fight alone and lost her seat in 1933. Seacole: 1805–1881; opened the British Hotel in 1855 and published her book in 1857; historians discuss the size of her medical role.
3. T; F (she worked in a group supervised by Dorothy Vaughan and with others); T; F (she did not regain her seat); T; F.
4. Model: «Sources about Wangari Maathai give different totals: more than 20 million and over 30 million trees were planted with the Green Belt Movement.» Accept any sentence that mentions both numbers or says «more than 20 million, according to…».

Worksheet 3

1. who; where; whose; which.
2. was founded; was approved; was unveiled; was given.
3. joined; was preparing; has inspired.
4. Model: «Katherine Johnson graduated in 1937. In 1953 she joined NACA. While she was working there, the first astronauts were preparing for flights. By 1986 she had worked for 33 years.» Accept any correct sentences with a time linker each.

Worksheet 4

1. Open answer. Check that each row has a note in the student's words, a source and a correct label (fact / interpretation). Model for Johnson: Evidence: 1953 joined NACA; 1961 Freedom 7; 1962 checked Glenn's equations (NASA). Context: segregation rules; a group of women «computers». Impact: calculations used for flights; Medal of Freedom 2015 (interpretation: important work). Others: Dorothy Vaughan, the computer group. Debate: how critical her role was; the Glenn anecdote.
2. Self-check: open.
3. Model: «The evidence shows that she checked the numbers for Glenn's flight. It does not show that the flight depended only on her.»

Worksheet 5

1. Model: elegida diputada en 1931 → fact; artículo 36 and the vote count → fact (keep one number or all); 1933 first women's vote, she lost her seat → fact; no luchó sola → caution (keep); murió en el exilio → optional fact.
2. Model caption (56 words): «Clara Campoamor (1888–1972) was a lawyer and politician. Elected deputy in 1931, she defended women's right to vote. Article 36, which recognised it, was approved on 1 October 1931 by 161 votes to 121. Historians say she did not fight alone: women's associations and other deputies, with different opinions, also took part.» Accept different wordings if the caution is kept and the limit is respected.
3. Self-check: open.

Worksheet 6

1. Listening 2 (see script). Hook: «Imagine a glass of clean water.» Dates: 1994, 1998 (also 1958, 1999). Relative clause: «who was born in Vega Alta in 1958». Passive: «The filters were made by local potters.» Limit: «no study measured changes in health». Interpretation: «Her story shows how simple ideas can help communities.» Source: a university report from 1999.
2. Peer review: open. Stars and wishes must refer to concrete parts of the panel (e.g. «Your fact box has dates and sources»; «Add the debate»).
3. Open.

Worksheet 7

1. Gallery walk: open.
2. Model (about 110 words): «Tu Youyou was born in 1930 in Ningbo, China. In 1967 China launched Project 523, which was a national programme to find new treatments for malaria. In 1969 Tu was put in charge of a research team that studied malaria on Hainan Island. In 1971 her team found that an extract of sweet wormwood worked on malaria in animals, and in 1972 it was tested on volunteers and patients. The active substance, which is now called artemisinin, is widely used against malaria today. In 2015 she received half of the Nobel Prize in Physiology or Medicine. Many groups worked in the project, so we should not tell it as a one-person story. Source: Nobel Foundation.» Assess with the rubric.
3. Self-check: open.

Support (Annex 8)

1. 1918; 1953; 1986; 2015.
2. Model: «Katherine Johnson (1918–2020) was a mathematician who worked at NACA. In 1961, she did the trajectory analysis for Freedom 7. This was important because astronauts needed accurate calculations. However, historians and others discuss how critical her role was. Source: NASA.»
3. documented fact; hero-making; interpretation.

Extension (Annex 9)

1. Model: Facts with dates: X none (no dates); Y 1855, 1857, 1980s. Words that show opinion: X bravest, greatest, owed their lives, only because of prejudice, finally; Y none (it asks what is discussed). Limits: X none; Y records do not tell us how many people she treated; the size of her role is discussed. Reader: X admires her without checking; Y understands what is known and what is not.

Listening script · Worksheet 2 · Station B: Wangari Maathai (Listening 1)

Read the audio guide twice at a natural speed, pausing after dates.

Station B. Wangari Maathai. Wangari Maathai was born on the first of April, 1940, near Nyeri, in Kenya. She studied biology in the United States, and in 1971 she received a doctorate from the University of Nairobi. She is described as the first woman in East and Central Africa to earn a doctorate. In 1977 she started the Green Belt Movement, a project in which women's groups planted trees to fight deforestation. Sources give different totals: one Nobel Foundation page says more than twenty million trees, and another says over thirty million. In 2002 she was elected to the Kenyan parliament, and in 2004 she received the Nobel Peace Prize. She is often called the first African woman to win that prize. She died in Nairobi on the twenty-fifth of September, 2011. Remember: the Green Belt Movement was a group effort of many women, not the work of one person.

Listening script · Worksheet 6 · Model audio guide: Dr Elena Ruiz (Listening 2)

Read twice at a natural speed. The person is invented.

Station one. Dr Elena Ruiz. Imagine a glass of clean water. In 1994, a chemical engineer called Elena Ruiz, who was born in Vega Alta in 1958, designed a low-cost clay filter with a team of four. By 1998 the team had installed 300 filters in twelve villages, according to a university report. The filters were made by local potters, so this was a team project. Villagers said that the water tasted better, but no study measured changes in health, so we cannot say more. Her story shows how simple ideas can help communities. Was she the greatest engineer in history? Probably not, and she would not have said so. Source: a university report from 1999.

Timing, differentiation and mediation notes

- Real data and rights: all texts are original. Facts about the real people were checked in October 2026 against the sources in F8 (NASA; Nobel Foundation; Green Belt Movement; London Museum; Europeana; Project Gutenberg; Wikipedia). Seacole's quotation (1857) is in the public domain. Dates for Johnson's Glenn flight (20 February 1962), Seacole's death (14 May 1881) and Campoamor's birth and death dates should be checked again by the teacher if students use them in the panels.
- Items to confirm: the Maathai totals (20 and 30 million trees) are quoted from two Nobel Foundation pages and are used on purpose as an example of sources that differ; «first African woman to win the Peace Prize» is widely reported (e.g. Britannica) but was not stated on the Nobel pages consulted; Tu Youyou's role in Project 523 is described by the Nobel Foundation, but historians stress the work of many groups.
- Mediation (W5): value selection and caution. The caption must keep «historians say she did not fight alone». Students can discuss the Spanish text in their first language, but the caption is in English. Count words together.
- Differentiation and ethics: students with a different choice of person can use the template and the sources table (F8). Remind them to avoid tokenism: each person appears with context, helpers and limits. Do not publish photographs of people without permission; use drawings or credited public images.

⚠ Likely errors

- Present perfect with finished past time: «She has retired in 1986» instead of «She retired in 1986».
- Relative pronouns: «a mathematician which worked at NACA» instead of «who»; missing whose.
- Passive without be: «The prize given in 2004» instead of «was given»; wrong participles (was founded, was given).
- Dates and ordinals: «the 1st of April» read as «one of April»; years said digit by digit.
- Word-by-word translation in mediation («fue elegida diputada» → «was elected deputy»; «sufragio»: use «the right to vote»).
- Mixing fact and opinion: «She was the first… and the best» without evidence; superlatives without source.

⚖ Accepting alternative answers

- Accept any person from the stations with at least two sources, as long as facts are accurate and sources are credited.
- Accept a different but correct classification of a statement when the student justifies it (e.g. an interpretation reported as a fact).
- In mediation, accept different wordings if the key facts and the caution are kept, nothing is added and the limit of 60 words is respected.
- In open tasks, accept minor errors that do not affect understanding.

08

SITUACIÓN DE APRENDIZAJE

How Is It Made?

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we explain a process clearly enough for someone to follow it?

CURSO 3.º ESO	SESIONES 7 sesiones
BLOQUES DE SABERES A · B · C	COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5
PRODUCTO FINAL Process documentary	CRITERIOS DE EVALUACIÓN 1.1, 1.3, 2.1, 2.2, 3.1, 4.1, 5.1

Contexto, reto y producto final

Cada año, durante la Semana de la Ciencia y la Tecnología, el instituto emite en su canal interno una serie de minidocumentales para el alumnado de 1.º ESO y para un colegio de primaria con el que mantiene un proyecto de intercambio. Este curso, la coordinadora del canal, **Ms Patel**, escribe a los grupos de 3.º ESO con un encargo concreto: una serie titulada *How Is It Made?* en la que cada equipo explique en inglés cómo se fabrica o se recicla un producto cotidiano, de forma que un niño o una niña de 10 años pueda seguir el proceso paso a paso. La pregunta guía es: *¿cómo podemos explicar un proceso con la claridad suficiente para que alguien lo siga?*

Para lograrlo, el alumnado interpreta un diagrama de reciclaje de plástico (PET), transforma oraciones activas en pasivas de proceso, ordena las etapas de la fabricación del chocolate, completa un *information gap* sobre el reciclaje del papel y escucha la explicación de una guía de planta de reciclaje. En la tarea de **mediación**, convierte el diagrama técnico de una almazara en un comentario sencillo y sin tecnicismos para un grupo de escolares. Con todo ello planifica su **documental** (storyboard, guion y narración), lo proyecta ante el grupo y demuestra individualmente lo aprendido explicando por escrito un proceso nuevo: el reciclaje del vidrio.

Reto comunicativo

Create a process documentary (storyboard, script and narration of 2-3 minutes) that explains how an everyday product is made or recycled, so that a 10-year-old can follow the process step by step.

Producto final

Process documentary.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE5 Ampliar y usar los repertorios lingüísticos personales y reflexionar sobre su funcionamiento y sobre las propias estrategias.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Extraer y analizar el sentido global y las ideas principales, y seleccionar información pertinente de textos orales, escritos y multimodales sobre temas cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, expresados de forma clara y en la lengua estándar a través de diversos soportes.

1.3 Seleccionar, organizar y aplicar las estrategias y conocimientos más adecuados en cada situación comunicativa para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; inferir significados e interpretar elementos no verbales; y buscar, seleccionar y gestionar información veraz.

2.1 Expresar oralmente textos sencillos, estructurados, comprensibles, coherentes y adecuados a la situación comunicativa sobre asuntos cotidianos, de relevancia personal o de interés público próximo a la experiencia del alumnado, con el fin de describir, narrar, argumentar e informar, en diferentes soportes, utilizando recursos verbales y no verbales, así como estrategias de planificación, control, compensación y cooperación.

2.2 Redactar y difundir textos de extensión media con aceptable claridad, coherencia, cohesión, corrección y adecuación a la situación comunicativa propuesta, a la tipología textual y a las herramientas analógicas y digitales utilizadas sobre asuntos cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, respetando la propiedad intelectual y evitando el plagio.

3.1 Planificar, participar y colaborar activamente, a través de diversos soportes, en situaciones interactivas sobre temas cotidianos, de relevancia personal o de interés público cercanos a la experiencia del alumnado, mostrando iniciativa, empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por los interlocutores e interlocutoras y por las lenguas empleadas y participando en la solución de problemas de intercomprensión y de entendimiento en el entorno, apoyándose en diversos recursos y soportes.

5.1 Comparar y argumentar las semejanzas y diferencias entre distintas lenguas reflexionando de manera progresivamente autónoma sobre su funcionamiento.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A2	Estrategias de uso común para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A3	Conocimientos, destrezas y actitudes que permiten llevar a cabo actividades de mediación en situaciones cotidianas.
A4	Funciones comunicativas de uso común adecuadas al ámbito y al contexto comunicativo: saludar y despedirse, presentar y presentarse; describir personas, objetos, lugares, fenómenos y acontecimientos; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones, consejos y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y las emociones; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición; expresar argumentaciones sencillas; realizar hipótesis y suposiciones; expresar la incertidumbre y la duda; reformular y resumir.
A5	Modelos contextuales y géneros discursivos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A6	Unidades lingüísticas de uso común y significados asociados a dichas unidades tales como la expresión de la entidad y sus propiedades, cantidad y cualidad, el espacio y las relaciones espaciales, el tiempo y las relaciones temporales, la afirmación, la negación, la interrogación y la exclamación, relaciones lógicas habituales.
A8	Patrones sonoros, acentuales, rítmicos y de entonación de uso común, y significados e intenciones comunicativas generales asociadas a dichos patrones.
B2	Estrategias de uso común para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, etc.) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.
C1	La lengua extranjera como medio de comunicación interpersonal e internacional, como fuente de información y como herramienta de participación social y de enriquecimiento personal.

Language Toolkit · concreción didáctica

Communicative functions
explaining processes; sequencing stages; describing materials; summarising technical information

Grammar in context
present simple passive; sequence linkers; relative clauses review; by + agent when relevant

Vocabulary
materials; manufacturing; food/product processes; recycling; quality checks

Pronunciation / phonology
sentence stress in passive sentences; technical compound stress; clear sequencing pauses

Mediation focus
Explain a labelled process diagram in clear non-technical English.

Intercultural focus
Include production chains from different regions and discuss labour/environment only when supported by provided sources.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Understand diagrams and process texts.
- Use passive voice to foreground process stages.
- Explain a process orally and in writing.
- Mediate a diagram into spoken explanation.
- Compare language choices across English and other languages.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Decode a familiar production/recycling diagram

Evidence: Worksheet 1: test diagnóstico, lectura del diagrama de reciclaje de PET (F2) con verdadero/falso, identificación de etapas y vocabulario de materiales y máquinas.

Worksheet: Annex 3 · 1

2

SESSION 2

Transform active sentences into process-focused passive

Evidence: Worksheet 2: transformación de oraciones activas en pasivas de proceso, listening 1 sobre la planta de reciclaje y comparación con la pasiva refleja con «se» del español.

Worksheet: Annex 3 · 2

3

SESSION 3

Sequence mixed process cards

Evidence: Worksheet 3: ordenación de las ocho tarjetas del proceso del chocolate (F4), uso de conectores de secuencia y decisión sobre cuándo usar by + agente.

Worksheet: Annex 3 · 3

4

SESSION 4

Information-gap: explain different stages to a partner

Evidence: Worksheet 4: preguntas preparadas, tabla completada en el information gap sobre el reciclaje del papel (F5) y resumen escrito del proceso.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: turn a technical diagram into accessible commentary

Evidence: Worksheet 5: mediación del diagrama técnico de la almazara (F6) a un comentario sencillo para escolares de 10 años.

Worksheet: Annex 3 · 5

6

SESSION 6

Create storyboard/documentary script

Evidence: Worksheet 6: análisis del guion modelo (F7) y del storyboard modelo (F9), borrador del documental en el Anexo 4 y coevaluación con otro equipo.

Worksheet: Annex 3 · 6

7

SESSION 7

Screening + individual process explanation

Evidence: Pase de los documentales y Worksheet 7: explicación individual del reciclaje del vidrio a partir de un diagrama, con autocorrección.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión del diagrama de reciclaje de PET (F2) y de las tarjetas del proceso del chocolate (F4): identificación de etapas, materiales, máquinas y orden del proceso.	Worksheets 1 y 3 / lista de comprobación
1.3	Uso de estrategias de comprensión: apoyo visual del diagrama, escucha de cifras y datos (listening 1) y gestión de información veraz con las fuentes y la tabla de procedencias (F8).	Worksheets 1, 2 y 6 / observación
2.1	Narración oral del documental en el pase final: etapas en orden, con pasiva, conectores de secuencia y pausas claras, adecuada a un público de 10-11 años.	Pase final (sesión 7) / rúbrica
2.2	Guion y storyboard del documental (Anexo 4) y explicación individual del reciclaje del vidrio con pasiva, conectores, una oración de relativo y fuentes citadas.	Anexo 4 y Worksheet 7 / rúbrica
3.1	Participación en el information gap sobre el reciclaje del papel (F5): preguntas, comprobación de lo entendido y reparación de la comunicación con cortesía.	Worksheet 4 / lista de observación
4.1	Explicación en inglés sencillo y sin tecnicismos del diagrama técnico de la almazara (F6) para público infantil, sin añadir ni omitir datos esenciales.	Worksheet 5 / rúbrica de mediación
5.1	Comparación de la pasiva inglesa con la pasiva refleja con «se» y con otras lenguas del repertorio; autocorrección de un error propio con la pasiva.	Worksheets 2 y 7 / observación y autoevaluación

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The documentary explains the whole process in a logical order with all the main stages, so that a 10-year-old could repeat it; examples or comparisons make it memorable.	The documentary explains the main stages clearly and in the right order for the audience.	Some stages are missing, out of order or too technical for the audience.	The process cannot be followed; key stages are missing or wrong.
Organisation & language	Correct and varied passive sentences, by + agent only when useful; sequence linkers and relative clauses; very few errors.	Mostly correct passives and sequence linkers; a few errors that do not stop understanding.	The passive is often incomplete (the bottles shredded); the same linker is repeated; errors sometimes make reading difficult.	Hardly any passive or linkers; errors often block meaning.
Interaction / delivery	In the information gap and the screening I ask clear questions, check understanding, repair breakdowns and read the narration with clear pauses and stress.	I ask and answer questions, use some clarification phrases and the narration is clear.	I need prompts to ask or answer; I read the narration without pauses.	I rarely take part or the narration is hard to follow.
Mediation & audience	The technical diagram is explained in simple English, with accurate information, nothing important missing or added, and helpful comparisons.	The main stages are explained in simple words with one small omission.	Some technical words stay unexplained or some information is changed.	The diagram is only read aloud or the meaning changes.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Intercultural / ethical use	Sources are named; any claim about people, work or the environment is supported by a source; images and texts are original or credited; places are described without stereotypes.	Sources are mostly named and the content is respectful.	Some claims about places or people have no source, or some credits are missing.	Copied or uncredited material, or stereotypes about places or workers.

Input Pack y recursos

Process diagrams, material cards, short factory/recycling descriptions, storyboard template and documentary transcript.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Numbered stages, passive frames, vocabulary visuals and model script.

Extension

Anexo 9

Compare two processes and evaluate which information is omitted by a simplified diagram.

ANNEX 1

Challenge Launch

Learning situation 8 · How Is It Made?

STUDENTS

Every year our school channel shows short documentaries in Science and Technology Week. This year the coordinator, Ms Patel, has a new idea: a series called «How Is It Made?» for first-year students and for our partner primary school. Your team will choose an everyday product, from a chocolate bar to a recycled bottle, and explain step by step how it is made or recycled. You are going to decode diagrams, put stages in order, use the passive voice, explain a technical diagram in simple English and write a storyboard and a narration. Then we will screen the documentaries. Lights, camera… process!

> *How can we explain a process clearly enough for someone to follow it?*

Your challenge

Create a process documentary (storyboard, script and narration of 2-3 minutes) that explains how an everyday product is made or recycled, so that a 10-year-old can follow the process step by step.

Audience: First-year students and pupils from a partner primary school (10-11 years old) who know nothing about the process.

What you will create

Process documentary

Roadmap · 7 sessions

1. We decode a recycling diagram and learn the key words.
2. We turn active sentences into process sentences with the passive.
3. We put mixed process cards in order with sequence linkers.
4. We complete an information gap about how paper is recycled.
5. We explain a technical diagram in simple English for children.
6. We write a storyboard and a script and review another team's draft.
7. We screen our documentaries and explain a new process on our own.

Success criteria

- ✓ I can understand diagrams and short texts about how things are made.
- ✓ I can use the passive voice to say what happens to things.
- ✓ I can put the stages of a process in order with sequence words.
- ✓ I can explain a technical diagram in simple English.
- ✓ I can plan and present a short process documentary with sources.

Working together

- Share the roles: researcher, scriptwriter, storyboard designer, narrator.
- Check every fact in at least two sources before you write it.
- Use your own words, drawings and photos, and say where information comes from.

ANNEX 2

Input Pack

Learning situation 8 · How Is It Made?

STUDENTS

Everything you need for your documentary: the brief from Ms Patel, a recycling diagram, a glossary, process cards, an information gap, a technical diagram to explain, a model transcript and storyboard, and a table of places connected to each product.

F1 The brief: an email from Ms Patel

TEXT

From: a.patel@channel.iesrioverde.example **To:** 3rd-year classes **Subject:** New series: How Is It Made?

Dear students,

This year our school channel needs **short process documentaries** for first-year students and for the children at our partner primary school (10-11 years old). Here is what I need from each team:

- Choose **one process**: paper recycling, chocolate, olive oil or plastic bottle recycling. Another process is possible if I approve it and you find **two reliable sources**.
- Explain **six to eight stages**, in the right order, in a documentary of two to three minutes.
- Use **clear narration**: passive sentences, sequence words and simple definitions of difficult words.
- Prepare a **storyboard** with six scenes. Use your own drawings, or free images with credit.
- Say only what your sources say. If you talk about workers, health or the environment, name the source.
- Remember your **audience**: children who do not know the technical words!

Thank you, and good luck!

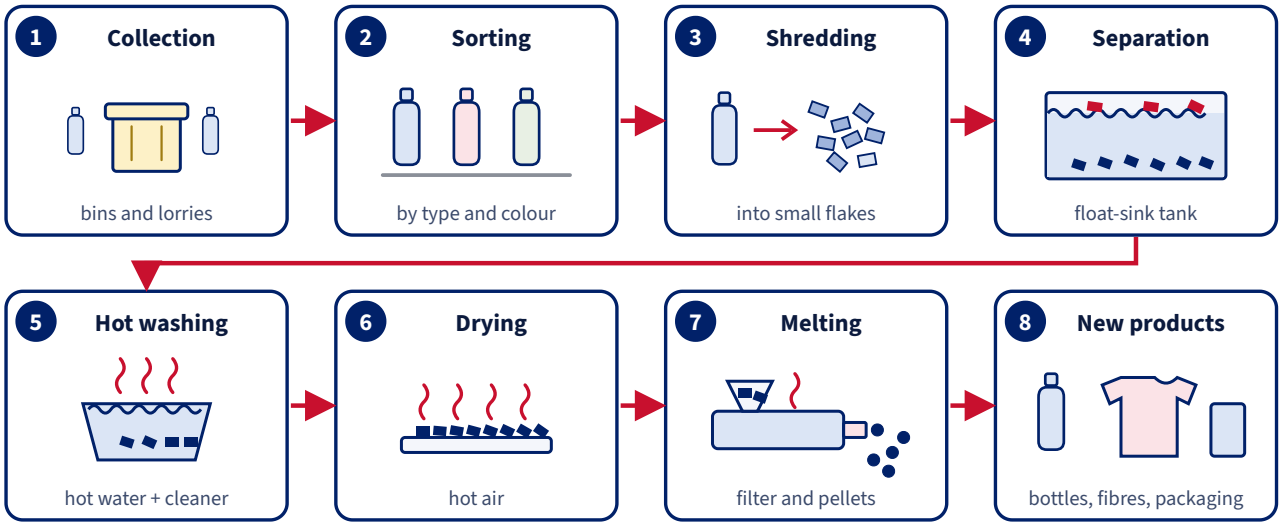
Ms Patel, School Channel coordinator

Source: Original text written for this notebook. Ms Patel and the school channel are fictional.

Underline the six requirements in the email. Which one is about the audience? Which one is about sources?

F2 From bottle to new bottle · recycling PET plastic

DIAGRAM



1. **Collection.** People put plastic bottles in the recycling bins. Lorries take the bottles to a sorting plant.
2. **Sorting.** Workers and optical scanners separate the bottles by plastic type and by colour.
3. **Shredding.** A shredder cuts the bottles into small pieces called flakes.
4. **Separation.** Machines put the flakes into a tank of water. The PET flakes sink, but the caps and the labels float, so a machine takes them off the surface.
5. **Hot washing.** The plant washes the flakes in hot water with a cleaning product. The water removes dirt and glue.
6. **Drying.** Hot air dries the clean flakes.
7. **Melting.** An extruder melts the flakes, a filter removes tiny pieces of dirt and a cutter makes small pellets. Technicians check a sample of the pellets in a laboratory.
8. **New products.** Factories use the pellets to make new bottles, food packaging or polyester fibres for clothes.

Source: Diagram and description created for this notebook. The stages follow the typical mechanical recycling of PET bottles; each recycling plant can be slightly different.

Which stage do you think is the most important for the quality of the new plastic? Why?

F3 Process words: materials, machines and actions

GLOSSARY

raw material	The natural material a product starts from: olives, wood, cocoa beans.
PET	A clear plastic used for water and soft-drink bottles.
flakes / pellets	Small flat pieces of plastic / small round pieces of plastic.
pulp	A soft mixture of fibres and water used to make paper.
conveyor belt	A moving belt that carries things from one machine to another.
shred	To cut or tear something into very small pieces.
sort	To separate things into groups (by type, size or colour).
melt	To change from solid to liquid with heat.
filter	To pass a liquid through a net or screen to remove small pieces.
roast / grind	To heat food in a very hot oven or drum / to break something into powder or paste.
quality check	A test to be sure that a product is safe and good enough.
by-product	Something extra that is made during a process, such as waste that can be reused.

Source: Word bank written for this notebook.

F4 Process cards · How is chocolate made?

DATA

Card	What happens?
A	The mixture is stirred slowly in a machine called a conche for many hours. It becomes smooth and silky.
B	Ripe pods are cut from the cacao trees. The pods are opened by hand and the wet beans are taken out.
C	At the factory, the beans are cleaned and roasted in hot ovens. Then the shells are removed, and the inner part of the bean, called the nib, is broken into small pieces.
D	The fermented beans are spread out and dried in the sun until they are hard.
E	The chocolate is heated and cooled in a careful way (this is called tempering). Then it is poured into moulds, cooled and checked. Samples are tested for taste, colour and smoothness.
F	The beans are piled under banana leaves or in wooden boxes for several days. They ferment, and the flavour starts to develop.
G	The nibs are ground into a thick paste called cocoa mass. Then sugar and extra cocoa butter are added (and milk powder for milk chocolate).
H	The dry beans are packed in sacks and shipped to chocolate factories in different countries.

Where does it come from? Cocoa trees grow in warm, wet tropical regions. Côte d'Ivoire and Ghana, in West Africa, are the two largest cocoa-producing countries; other producers are in Latin America (for example Ecuador and Brazil) and in Asia (for example Indonesia). The chocolate is often made in factories in other countries.

Source: Cards written for this notebook. The cards are mixed up on purpose!

Underline the passive verbs in the cards. Which cards use by + agent?

F5 Information gap · How is paper recycled?

DATA

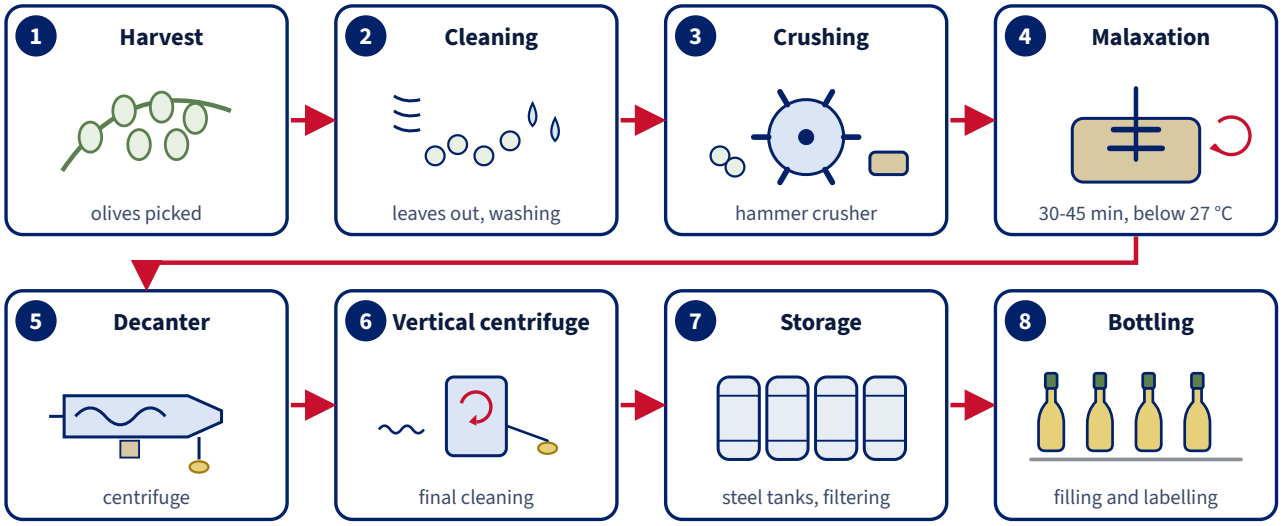
Card	Stage	What happens?	Where / machine?	Key detail
A	1 Sorting	Waste paper is sorted, and dirty paper and plastic are taken out.	Conveyor belt in a sorting plant	Paper with a lot of food or grease on it cannot be recycled.
A	2 Pulping	The paper is mixed with water and broken into fibres.	Pulper (a big tank with rotating blades)	The result is a soft mixture called pulp.
A	3 Cleaning	Staples, glue and small pieces of plastic are removed from the pulp.	Screens and cleaners	Heavy pieces, such as staples, are separated when the pulp is spun in the cleaners.
A	4 De-inking	?	?	?
A	5 Forming and drying	?	?	?
A	6 Reeling and checking	?	?	?
B	1 Sorting	?	?	?
B	2 Pulping	?	?	?
B	3 Cleaning	?	?	?
B	4 De-inking	Ink is removed: air bubbles are blown into the pulp and the ink sticks to them.	Flotation tank	The ink rises to the top as foam, and the foam is skimmed off.
B	5 Forming and drying	The clean pulp is sprayed on a moving mesh, the water drains away, and the wet sheet is pressed and dried on hot cylinders.	Paper machine	At the start, almost all of the pulp is water.
B	6 Reeling and checking	The paper is wound onto huge rolls and cut. Samples are tested for thickness, brightness and strength.	Reel and cutter	The quality checks decide if the paper can be sold.

Ask your partner questions to complete the **?** on your card: *What happens at stage 4? Where is it done? What is the key detail?*

Source: Cards written for this notebook. Student A uses the Card A rows and Student B uses the Card B rows; the ? marks the information that your partner has. Don't show your card to your partner!

F6 Mediation · from olive to olive oil (technical diagram)

DIAGRAM



Fact box. Spain is the world's largest producer of olive oil. In the EU, an oil can be called «cold extracted» only if it is obtained at a temperature **below 27 °C**. The solid waste that remains after the oil is separated is called **pomace** (in Spanish, *orujo*); it can be reused, for example as fuel or compost. In Spanish: *almazara* = olive mill, *molienda* = crushing, *batido* = malaxation.

Source: Diagram created for this notebook, based on the usual steps in a modern olive mill (the details can change from mill to mill). It is a technical panel for adult visitors.

Imagine you are a guide in the mill. A group of 10-year-old pupils is visiting. They don't know the technical words. How can you explain each stage?

F7 Model transcript · How is a woollen jumper made?

DATA

Scene	On screen	Narrator (voice-over)	Text on screen
1	Wide shot: sheep on a hill	Every spring, sheep are sheared and their wool is collected. But how does this wool become a warm jumper? Let's find out!	How is a woollen jumper made?
2	Close-up: a shearer at work	First, the fleece is cut off in one piece by a shearer. The wool grows again the next year.	Shearing
3	Animation: wool in a tank	Next, the fleece is sorted by quality. After that, it is washed in hot water to remove grease and dirt. This stage is called scouring.	Sorting and scouring
4	Close-up: a carding machine	Then the clean wool goes through a carding machine, which combs the fibres so that they all go in the same direction.	Carding
5	Animation: fibres becoming yarn	After carding, the fibres are twisted together to make yarn, which is a long, thin thread. This stage is called spinning.	Spinning
6	Wide shot: a knitting machine	Later, the yarn is dyed and knitted into pieces of fabric. The pieces are sewn together to make a jumper.	Dyeing and knitting
7	Close-up: a quality check	Finally, the jumpers are checked, labelled and packed. Now they are ready for the shop. Would you like to know where your jumper comes from?	Quality check and packing

Source: Original transcript written for this notebook. The teacher can read the narration aloud as a model (listening).

Find passive verbs, sequence linkers and relative clauses in the narration. How does the narrator speak to the audience?

F8 One product, many places

DATA

Product	Raw material	Examples of producing countries	Main processing steps
Chocolate	cocoa beans	Côte d'Ivoire, Ghana, Ecuador, Indonesia	fermenting, drying, roasting, grinding, conching
Olive oil	olives	Spain, Italy, Greece, Tunisia	washing, crushing, malaxation, centrifuging
Woollen jumper	wool	Australia, China, New Zealand	sorting, scouring, carding, spinning, knitting
Recycled PET bottle	used plastic bottles	wherever the bottles are collected and recycled	sorting, shredding, washing, melting

Important: this table says nothing about working conditions or the environment. If you mention them in your documentary, you need a reliable source and you must say who wrote it and when.

Source: General information written for this notebook. The places are examples, not complete lists; production changes from year to year, so check up-to-date figures before you use numbers.

Choose one product. Which places and steps are connected to it? What do you still need to find out?

F9 Model storyboard · How is paper recycled? (4 of 6 scenes)

DIAGRAM

Scene 1 · Wide shot: paper bins in a street



sketch

Narration
Every week, waste paper is collected from homes, offices and schools.

On-screen text
How is paper recycled?

Scene 2 · Animation: inside the pulper

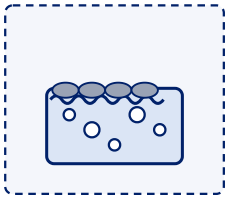


sketch

Narration
First, the paper is mixed with water and broken into fibres. The result is called pulp.

On-screen text
Pulping

Scene 4 · Close-up: foam on the tank

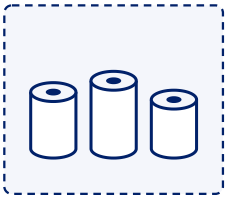


sketch

Narration
Then air bubbles are blown into the pulp. The ink sticks to the bubbles and is removed with the foam.

On-screen text
De-inking

Scene 6 · Wide shot: huge rolls of new paper



sketch

Narration
Finally, the pulp is pressed and dried, and the new paper is wound onto big rolls.

On-screen text
New paper

Source: Storyboard drawn for this notebook. The sketches are simple on purpose: a storyboard is a plan, not a finished film.

What does each scene show? What do we hear and read? Scenes 3 and 5 are missing: what could they show?

ANNEX 3

Student Worksheets

Learning situation 8 · How Is It Made?

STUDENTS

WORKSHEET 1 Decode the diagram

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read the recycling diagram (F2) and use the glossary (F3).

1 **Warm-up quiz. Tick the correct answer.**

The bottles ___ into small pieces in a shredder.
☐ cut ☐ are cut ☐ cutting

First, the paper is collected. ___, it is sorted.
☐ Because ☐ Then ☐ Although

A conveyor belt is a machine ___ carries things from one place to another.
☐ who ☐ which ☐ where

The chocolate ___ in a laboratory before it is sold.
☐ tests ☐ is tested ☐ is testing

2 **Read F2. True (T) or false (F)?**

	T	F
The bottles are sorted before they are shredded.	☐	☐
The caps and labels sink in the water tank.	☐	☐
The flakes are washed in cold water.	☐	☐
The flakes are dried with hot air.	☐	☐
Only new bottles are made from the pellets.	☐	☐
A sample of the pellets is checked in a laboratory.	☐	☐

3 **Decode the diagram. Write the stage number (1-8) for each sentence.**

What happens?	Stage
The plastic is melted and cut into pellets.	
The flakes are put in water and the PET goes down.	
The bottles are separated by plastic type and colour.	
Hot air removes the water.	
Machines cut the bottles into small pieces.	

4 **Match the word with its definition (use F3 if you need help).**

1 a shredder ●	● a small round pieces of plastic that are ready to be melted
2 flakes ●	● b a machine that cuts things into very small pieces
3 pellets ●	● c a net or screen that removes small pieces from a liquid
4 a conveyor belt ●	● d a moving belt that carries things from one machine to another
5 a filter ●	● e small, flat pieces of plastic

WORKSHEET 2 Process language: from active to passive

Session 2

*Process texts talk about **what happens to things**, not about who does it. We use the passive: **be + past participle**.*

1 **Compare the two sentences from F2 and complete the rule. Active: *A shredder cuts the bottles into flakes.* Passive: *The bottles are cut into flakes.***

In the passive, the object of the active sentence (the _____) becomes the subject. We use the verb _____ and the past participle. We add **by + agent** only when it gives _____ and important information.

2 **Change the sentences from F2 into the passive. Leave out the agent if it is not important.**

Active (F2)	Passive
Workers sort the bottles by plastic type and colour.	
A shredder cuts the bottles into flakes.	
The plant washes the flakes in hot water.	
Hot air dries the clean flakes.	
An extruder melts the flakes.	
Factories use the pellets to make new bottles.	

3 Listening 1. A guide at a recycling plant explains the process. Listen twice and complete the table.

Stage	Passive verb(s) you hear	Number or detail
Sorting		
Shredding		
Float-sink tank		
Washing		
Melting		

4 Compare languages. In Spanish, processes often use **se**: ***Las botellas se clasifican por color.*** Translate into Spanish or into another language you know.

English	Spanish / another language
The flakes are washed in hot water.	
The paper is cut into rolls.	
Olives are crushed.	

5 What is similar and what is different? Does your language use a form like ***be* + *participle***, a form with ***se***, or something else?

WORKSHEET 3 Put the stages in order

Session 3

Work in pairs. The cards about chocolate (F4) are mixed up. Put them in order and connect them with sequence words.

1 Put the cards A-H in the right order. Write the letter of each card.

1	2	3	4	5	6	7	8

2 Complete the text with a sequence linker: First / Then / After that / Next / Later / Finally.

_____ , ripe pods are cut from the trees and opened by hand.

_____ , the wet beans are piled for several days to ferment.

_____ , they are dried in the sun.

_____ , the dry beans are shipped to factories.

_____ , they are roasted and ground.

_____ , the chocolate is poured into moulds.

3 **When is by + agent useful? Tick the sentences where it gives important new information.**

- [ ] The ink is removed from the pulp by tiny air bubbles.
- [ ] The caps are removed by people.
- [ ] The oil is separated from the water by a centrifuge.
- [ ] The jumpers are packed by workers.
- [ ] The beans are roasted by a machine.

4 **Write a short paragraph (40-50 words) about three consecutive stages of the chocolate process. Use the passive and at least three different linkers.**

WORKSHEET 4 Information gap: how is paper recycled?

Session 4

Work in pairs. Student A uses card A and Student B uses card B (F5). Don't look at your partner's card!

1 **Prepare. Write four questions to ask your partner about the stages you don't know (What happens at stage…? Where is it done? How is … removed? What is … called?).**

2 **Ask and answer. Complete the table with the information you get from your partner.**

Stage	What happens?	Where / machine?	Key detail
4 De-inking			
5 Forming and drying			
6 Reeling and checking			
1 Sorting			
2 Pulping			
3 Cleaning			

3 **Interaction. Tick the strategies you used.**

- [ ] I asked a clear question for each stage.
- [ ] I asked my partner to repeat or to speak more slowly.
- [ ] I checked what I understood («So the ink is removed with foam, right?»).
- [ ] I used sequence words when I answered.
- [ ] I waited for my partner to finish before I spoke.

4 **Now you know all the stages. Write a summary of the whole process in 5-6 sentences. Use the passive and sequence linkers.**

WORKSHEET 5 Mediation: explain the diagram to children

Session 5

You are a guide in an olive mill. A group of 10-year-old pupils is visiting. Use the technical diagram (F6) and the fact box to explain the process in simple English.

1 **Translate the technical words into plain English for children. Use short sentences or a comparison.**

Technical word	Plain English for a child	Comparison or example (optional)
Cleaning		
Crushing		
Malaxation		
Decanter (centrifuge)		
Vertical centrifuge		
Pomace		

2 **Write the guide's commentary for stages 3-6 (about 60-80 words). Use the passive, sequence words and at least one comparison.**

3 **A child asks: «Why is the paste mixed slowly and not at a high temperature?» Answer in simple English (2-3 sentences).**

4 **Check your mediation. Tick what is true.**

- [ ] I explained the stages in the same order as the diagram.
- [ ] I did not add facts that are not in F6 or in the fact box.
- [ ] I replaced technical words with simple ones.
- [ ] I used short sentences and a comparison.
- [ ] I kept the important number (below 27 °C).

WORKSHEET 6 Our documentary: script and storyboard

Session 6

Study the model transcript (F7) and the model storyboard (F9). Then write your draft in the template (Annex 4) and review another team's draft.

1 **Analyse the narration in F7. Write examples.**

Language	Examples from F7
Passive verbs (3)	
Sequence linkers (3)	
A relative clause (2)	
A question to the audience (1)	

2 Plan your documentary.

Our process	Our audience	Our two sources	Number of stages

3 Write the narration for two scenes of your documentary (50-60 words in total).

4 Peer review. Read another team's draft and tick what it does well.

- ☐ The stages are in a logical order.
- ☐ The passive is formed correctly (be + past participle).
- ☐ Sequence linkers connect the stages.
- ☐ The words are simple enough for 10-year-olds.
- ☐ The facts agree with the sources, and the sources are listed.
- ☐ The drawings and the on-screen text help to understand.

5 Write two stars (good things) and one wish (one improvement) for the other team.

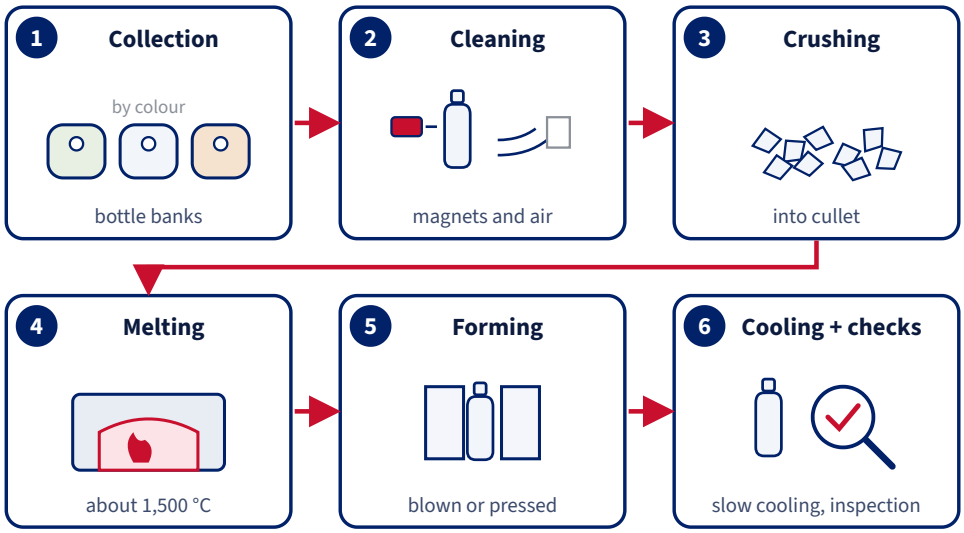
WORKSHEET 7 Screening and individual challenge: how is glass recycled? Session 7

First watch the documentaries and take notes. Then work on your own.

1 While you watch, complete the table for three documentaries.

Team / process	One new word	One good passive or linker	One question for the team

2 Look at the diagram and explain how glass is recycled to a 12-year-old cousin (70-90 words). Use the passive, four different sequence linkers and one relative clause (a machine that…, a tank where…).



3 Read your text again. Find one mistake with the passive (for example, a missing ***be*** or participle) and correct it here.

4 Which strategy helped you most to explain a process (sequence words, drawing the stages, simple definitions, comparing with Spanish…)? What will you improve next time?

ANNEX 4

Final Product Template

Learning situation 8 · How Is It Made?

STUDENTS

Name: Class: Date:

Our process documentary. Plan it in English, with short and clear sentences for a young audience. Use your own words and drawings.

Title, audience and purpose

Title of the documentary. Who is it for (age)? What should they understand at the end?

Materials and key words

Raw materials, machines and five key words with simple definitions.

Our sources

At least two reliable sources (author, title, year).

Storyboard: six scenes

Sketch each scene and write a title under it (shot type + what we see).

Narration script

Write the voice-over for the six scenes: passive, sequence linkers, one definition and one question to the audience.

On-screen text and sound

Titles, labels, music or sound effects.

Fact and credit check

Facts checked with sources? Images and music credited?

ANNEX 5

Useful Language & Final Check

Learning situation 8 · How Is It Made?

STUDENTS

Name: Class: Date:

Functions and model sentences

Explaining a process	The bottles are sorted by type and colour.
Sequencing stages	First, … Then … After that … Finally …
Describing materials	Paper is made from wood fibres or recycled paper.
Defining things	A shredder is a machine that cuts plastic into flakes.
Giving a purpose or reason	The paste is mixed slowly so that the oil drops join together.
Summarising information	In short, the olives are crushed, mixed and separated into oil and waste.

Grammar in context

Present simple passive (+)	The paper is sorted. The bottles are shredded.
Passive (–) and (?)	The caps aren't melted. How is the ink removed?
Past participles	cut–cut, make–made, put–put, wash–washed, dry–dried
by + agent (only if useful)	The ink is removed by air bubbles.
Relative clauses	a machine that / which cuts…; a tank where the flakes are washed
Sequence linkers	first, then, next, after that, later, finally

Vocabulary bank

Materials: plastic (PET), paper, glass, wool, cocoa beans, olives, water, sand

Machines and places: shredder, extruder, conveyor belt, tank, oven, mill, plant, laboratory

Process verbs: collect, sort, shred, wash, dry, melt, filter, crush, grind, roast, press, pack

Products and quality: flakes, pellets, pulp, dough, fibres, sample, quality check, waste, by-product

Pronunciation tips

- Stress the key words in passive sentences: The bottles are **SORTED** by **COLOUR**.
- Compound nouns are stressed on the first word: a **con**veyor belt, a **wa**ter tank, a **co**coa bean.
- Pause after each sequence linker: First, (pause) the paper is collected.

When I get stuck (clarify & repair)

Sorry, what happens at stage …?

Can you repeat that, please?

Do you mean …?

So the … is …, right?

What does … mean?

Can you explain it in a simpler way?

Final check before you hand in: Process documentary

- ☐ Our documentary explains six to eight stages in the right order.
- ☐ We use different sequence linkers (First, Then, Next, Finally…).
- ☐ Difficult words are explained in simple English or with a drawing.
- ☐ We say nothing about workers or the environment without a source.
- ☐ We use the passive (is / are + past participle) in most stage sentences.
- ☐ We use by + agent only when it gives useful information.
- ☐ Our facts agree with two sources, and the sources are listed.
- ☐ The storyboard has six scenes with narration and on-screen text.

ANNEX 6

Printable Rubric

Learning situation 8 · How Is It Made?

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Process documentary**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The documentary explains the whole process in a logical order with all the main stages, so that a 10-year-old could repeat it; examples or comparisons make it memorable.	The documentary explains the main stages clearly and in the right order for the audience.	Some stages are missing, out of order or too technical for the audience.	The process cannot be followed; key stages are missing or wrong.	
Organisation & language	Correct and varied passive sentences, by + agent only when useful; sequence linkers and relative clauses; very few errors.	Mostly correct passives and sequence linkers; a few errors that do not stop understanding.	The passive is often incomplete (the bottles shredded); the same linker is repeated; errors sometimes make reading difficult.	Hardly any passive or linkers; errors often block meaning.	
Interaction / delivery	In the information gap and the screening I ask clear questions, check understanding, repair breakdowns and read the narration with clear pauses and stress.	I ask and answer questions, use some clarification phrases and the narration is clear.	I need prompts to ask or answer; I read the narration without pauses.	I rarely take part or the narration is hard to follow.	
Mediation & audience	The technical diagram is explained in simple English, with accurate information, nothing important missing or added, and helpful comparisons.	The main stages are explained in simple words with one small omission.	Some technical words stay unexplained or some information is changed.	The diagram is only read aloud or the meaning changes.	
Intercultural / ethical use	Sources are named; any claim about people, work or the environment is supported by a source; images and texts are original or credited; places are described without stereotypes.	Sources are mostly named and the content is respectful.	Some claims about places or people have no source, or some credits are missing.	Copied or uncredited material, or stereotypes about places or workers.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 8 · How Is It Made?

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can understand a diagram and a short text about how something is made.	○	○	○	○
I can explain the stages of a process in order, with the passive and sequence words.	○	○	○	○
I can ask for clarification and repair my message when communication breaks down.	○	○	○	○
I can use feedback to improve my work.	○	○	○	○

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 8 · How Is It Made?

STUDENTS

Name: Class: Date:

Extra help for explaining a process: passive frames, a model script and a labelled picture with numbered stages.

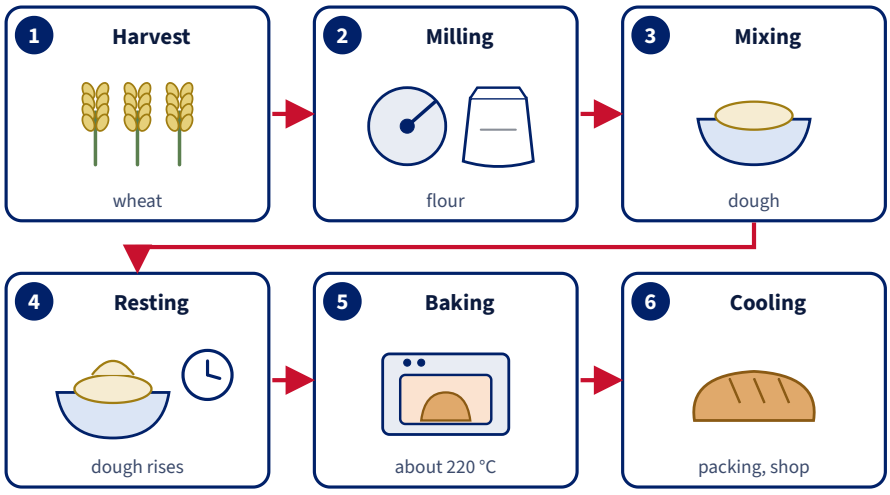
Passive frames

- **The ___ is + participle.** The bread **is baked**.
- **The ___ are + participle.** The olives **are crushed**.
- **Useful participles:** cut–cut, put–put, make–made, mix–mixed, wash–washed, dry–dried, melt–melted, pack–packed.
- **Order words:** First, … / Then … / Next … / After that … / Later … / Finally …

Model script: How is bread made?

First, wheat is harvested on farms. Then the wheat is taken to a mill, where it is ground into flour. Next, the flour is mixed with water, yeast and salt to make dough. After that, the dough is left to rest, so it grows bigger. Later, the dough is baked in a hot oven. Finally, the bread is cooled, packed and sent to the shops.

1 **Look at the numbered stages of the bread diagram. Complete the passive sentences with: harvest, grind, mix, leave, bake, cool.**



1. Wheat _____ on farms.
2. The wheat _____ into flour.
3. Flour, water, yeast and salt _____ together.
4. The dough _____ in a warm place.
5. The dough _____ in a hot oven.
6. The bread _____ and packed.

2 Number the stages of how pasta is made in the right order (1-5).

Sentence	Order
The pasta is dried in hot air.	
Durum wheat is ground into semolina.	
The pasta is packed and sent to shops.	
The semolina is mixed with water to make dough.	
The dough is pushed through a metal plate with holes to make the shapes.	

3 Use the model script and write three sentences about recycling plastic bottles. Start with First, Then and Finally.

ANNEX 9

Extension

Learning situation 8 · How Is It Made?

STUDENTS

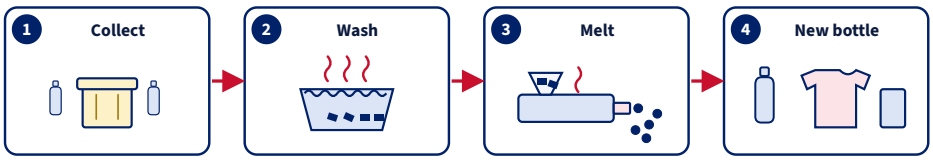
Name: Class: Date:

Simplified or complete? Compare two versions of a process

A simple diagram is easy to remember, but it can **leave out** important information. Compare the simplified poster (E1) with the full diagram of PET recycling (F2). Decide what the poster omits and whether the omissions matter.

E1 A school poster: How is a plastic bottle recycled?

DIAGRAM



Source: Poster created for this notebook (fictional school poster).

What does a visitor learn from this poster? What can they not learn?

Steps

1. Compare E1 with F2. Complete the table: which information is in the poster and which is only in F2?
2. Evaluate the omissions: which ones are essential to understand the process correctly? Could the poster give a wrong idea?
3. Write a 100-word evaluation: «The poster is useful for… but it leaves out… This is important because…».
4. Design a better poster with six stages that keeps the simplicity but avoids the most serious omission.

1 Compare the two versions.

Information	In the poster (E1)?	In F2?	Essential? Why?
Sorting by type and colour			
Shredding into flakes			
Float-sink separation of caps and labels			
Hot washing			
Quality check in a laboratory			

2 **Write your evaluation (about 100 words): «The poster is useful for… but it leaves out… This is important because…»**

3 **Sketch your improved poster with six stages. Label each stage.**

What to hand in

The comparison table, the 100-word evaluation and a sketch of your improved poster.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 8 · How Is It Made?

TEACHER

Worksheet 1

1. Quiz: are cut; Then; which; is tested.
2. T; F (they float); F (hot water); T; F (also food packaging and polyester fibres); T.
3. Melted and cut into pellets: 7; put in water and the PET goes down: 4; separated by plastic type and colour: 2; hot air removes the water: 6; machines cut the bottles: 3.
4. 1-b (a shredder); 2-e (flakes); 3-a (pellets); 4-d (a conveyor belt); 5-c (a filter).

Worksheet 2

1. Rule: bottles; be (is / are); new (or useful). Accept «the object».
2. The bottles are sorted by plastic type and colour. / The bottles are cut into flakes. / The flakes are washed in hot water. / The clean flakes are dried with hot air. / The flakes are melted. / The pellets are used to make new bottles. The agent is not necessary in these sentences, so accept answers with «by …» only if the learner can explain why it adds important information.
3. Listening 1 (see script): Sorting: are sorted, are checked / by plastic type and colour, optical scanners. Shredding: are shredded / flakes about one centimetre. Float-sink tank: are put, are taken off / PET sinks; caps and labels float. Washing: are washed, rinsed, dried / hot water at about 80 degrees, hot air. Melting: are melted, filtered, cut / over 250 degrees, pellets; samples tested.
4. Model: Las botellas se lavan en agua caliente. / El papel se corta en rollos. / Las aceitunas se trituran (or se machacan). Accept other languages (e.g. French: Les olives sont écrasées; Catalan: Les olives es trituren).
5. Open answer. Model: «English uses be + participle; Spanish often uses se + verb. Both focus on the process, not on who does it.» Accept any reasoned comparison.

Worksheet 3

1. Order: B – F – D – H – C – G – A – E.
2. Model: First, Then, After that, Next, Later, Finally. Accept other logical uses (e.g. Next / Then swapped) if each linker is used once and the order of ideas is kept.
3. By + agent is useful in sentences 1 (tiny air bubbles) and 3 (a centrifuge), because the agent is new or technical information. In 2, 4 and 5 the agent is obvious or not important.
4. Model: «First, the beans are piled under banana leaves to ferment. After that, they are dried in the sun. Then the dry beans are shipped to factories in other countries.» Check: passive forms, three linkers, 40-50 words.

Worksheet 4

1. Models: What happens at stage 4? Where is the ink removed? How is the ink removed from the pulp? What is the machine called at stage 5? Check that the questions are clear and in the right form.
2. Student A completes stages 4, 5, 6 and Student B stages 1, 2, 3. De-inking: ink is removed with air bubbles / flotation tank / the ink rises as foam and is skimmed off. Forming and drying: pulp is sprayed on a moving mesh, water drains, sheet is pressed and dried on hot cylinders / paper machine / at the start almost all is water. Reeling and checking: paper is wound onto huge rolls and cut, samples are tested for thickness, brightness and strength / reel and cutter / quality checks decide if the paper can be sold. Stages 1-3 as in card A.
3. Open answer: check that the strategies ticked are real; praise repair phrases.
4. Model: «First, waste paper is sorted and dirty paper is taken out. Then it is mixed with water in a pulper, so the paper is broken into fibres. Next, staples and plastic are removed from the pulp. After that, the ink is removed with air bubbles. Later, the pulp is sprayed on a moving mesh, pressed and dried. Finally, the paper is wound onto big rolls and tested.»

Worksheet 5

1. Model: Cleaning → «Leaves are taken out and the olives are washed» (like washing fruit). Crushing → «The olives are broken into a paste» (like squashing fruit for juice). Malaxation → «The paste is mixed slowly and gently» (like stirring a thick soup). Decanter → «A fast-spinning machine separates the oil from the water and the solid parts» (like a washing machine spinning). Vertical centrifuge → «Another spinning machine cleans the oil one more time.» Pomace → «The solid waste that is left (skins and stones)». Accept other simple wordings.
2. Model: «After the olives are crushed into a paste, the paste is mixed slowly for 30 to 45 minutes. The paste must stay cool: below 27 degrees. Then the decanter, a machine that spins very fast, separates the oil from the water and the solid waste. After that, another spinning machine cleans the oil once more. Finally, the oil is stored in big steel tanks.» (about 65 words).
3. Model: «The paste is mixed slowly so that the tiny drops of oil can join together and make bigger drops. If it is too hot, the oil can lose some of its flavour.» Accept any simple, correct reason. Note: the diagram gives only the 27 °C limit, so the explanation of the reason is teacher-supported background information (small drops joining; heat reducing aroma).
4. Self-check: open; the ticks must match the text produced.

Worksheet 6

1. Passive verbs: e.g. are sheared, is collected, is cut off, is sorted, is washed, are twisted, are checked. Linkers: First, Next, After that, Then, Later, Finally. Relative clauses: «a carding machine, which combs the fibres»; «yarn, which is a long, thin thread». Question to the audience: «Would you like to know where your jumper comes from?» / «But how does this wool become a warm jumper?»
2. Open answer: check that the process, audience, two sources and the number of stages (6-8) are consistent with F1.
3. Model (2 scenes of the paper process): «Every week, waste paper is collected from homes and schools. First, the paper is mixed with water in a pulper, which is a big tank with blades. The result is a soft pulp.» (about 40 words; accept 50-60 words as requested).
4. Peer review: open. Check that ticks are justified.
5. Stars and wishes must refer to concrete parts of the draft, for example «Your narration uses a lot of different linkers» or «Explain the word pulp».

Worksheet 7

1. Open notes. Check that each row refers to a different team.
2. Model (about 80 words): «First, glass bottles are collected in bottle banks. Then magnets take out the metal caps and air takes off the paper labels. After that, the bottles are crushed into small pieces called cullet. Next, the cullet is melted in a furnace at about 1,500 degrees; sand and other materials are added. Later, the hot glass is blown or pressed in moulds to make new bottles. Finally, the bottles are cooled slowly and checked for cracks.» Assess with the rubric: stages in order, passive, four linkers, one relative clause (e.g. «a furnace where the glass is melted»).
3. Open answer. Typical corrections: «The bottles crushed» → «The bottles are crushed»; «is melt» → «is melted».
4. Open answer. Accept any specific strategy and a concrete improvement.

Support (Annex 8)

1. 1 is harvested; 2 is ground; 3 are mixed; 4 is left; 5 is baked; 6 is cooled.
2. Order: dried 4; ground into semolina 1; packed 5; mixed with water 2; pushed through a metal plate 3.
3. Model: «First, the bottles are collected and sorted. Then they are shredded into flakes, washed and dried. Finally, the flakes are melted and cut into pellets.»

Extension (Annex 9)

1. Table. Poster: Collect, Wash, Melt, New bottle. Sorting: not in poster, essential (different plastics and colours must be separated). Shredding: not in poster, useful but not essential for a general audience. Float-sink separation: not in poster, essential for quality (caps and labels are different plastics). Hot washing: yes (Wash). Quality check: no, important for safe products. Accept reasoned alternatives.
2. Evaluation model: «The poster is useful for a very short introduction. However, it leaves out sorting and separation. This is important because different plastics cannot be melted together if we want good quality. The poster can also give the idea that a dirty bottle is simply washed and melted.»
3. Open design: check six stages, correct order and that the sorting/separation omission is repaired.

Listening script · Worksheet 2 · A guide at a recycling plant (Listening 1)

Read twice at a natural speed, with a short pause between the stages.

Welcome to the plant! Today I'm going to show you how our plastic bottles are recycled.

First, the bottles arrive in big bales. They are opened, and the bottles are sorted by plastic type and by colour. The sorting is done by optical scanners, and the bottles are also checked by workers.

Then the bottles are shredded into flakes. The flakes are about one centimetre wide.

Next, the flakes are put into a big tank of water. This is the float-sink stage. The PET flakes sink, but the caps and the labels, which are made of different plastics, float. They are taken off the surface of the water.

After that, the flakes are washed in hot water, at about eighty degrees, with a cleaning product. Then they are rinsed and dried with hot air.

Finally, the dry flakes are melted at over two hundred and fifty degrees. The melted plastic is filtered and cut into small pellets. Samples of the pellets are tested in our laboratory.

And now, let's go and see the sorting machines!

Listening script · Worksheet 6 · F7 model narration (optional read-aloud)

If you want to use F7 as a listening, read the narration of the seven scenes aloud at a calm speed. First listening: put the scene titles in order. Second listening: note the sequence linkers.

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40 minutes each. In session 6 allow 20 minutes for the storyboard and 20 for the peer review. In session 7 reserve 15-20 minutes for the individual challenge.
- Mediation (Worksheet 5): value selection, simplification and comparison, not word-for-word translation. Pairs may discuss in Spanish, but the commentary is written in English. The reasons in task 3 go beyond the diagram: if students do not know them, they can use a simple frame («so that…») and the teacher supports the background idea.
- Differentiation: give the support worksheet (Annex 8) to students who need passive frames; ask fast finishers to do the extension (Annex 9). For the information gap, you can give Student B the cards first if you want a quicker start.
- Sources and rights: all texts, diagrams and storyboards are original. Teams must credit their own sources (Annex 4) and use their own drawings or free images. The facts about cocoa, olive oil and wool in F8 are general examples; check up-to-date statistics before using numbers. Discuss labour and environmental questions only if the team has a reliable source.

Likely errors

- Forgetting be in the passive: «The bottles sorted by colour» instead of «The bottles are sorted by colour».
- Using the infinitive or the active form after be: «The paper is mix» / «The paper is mixing».
- Using by + agent for everything (calco of Spanish «por»): «The bottles are collected by people».
- Spanish passive with se translated literally: «The bottles are classified themselves».
- Wrong order of past participles of irregular verbs: «is maked», «is putted».
- Confusing «then» with «than» and writing «after» without «that» as a linker: «After, the beans are dried».

Accepting alternative answers

- Accept any answer that communicates the process clearly, even with minor errors that do not affect understanding.
- In mediation, accept different wordings and comparisons if the key information is correct and nothing important is added or changed.
- For sequence linkers, accept any logical combination that keeps the order of the stages.
- For open storyboards and scripts, accept any process approved by the teacher with two reliable sources.

09

SITUACIÓN DE APRENDIZAJE

Let's Debate!

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we disagree clearly without turning disagreement into conflict?

CURSO 3.º ESO	SESIONES 7 sesiones	BLOQUES DE SABERES A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5, CE6	PRODUCTO FINAL Structured classroom debate	CRITERIOS DE EVALUACIÓN 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.3, 6.1

Contexto, reto y producto final

El año pasado, el debate de la asamblea del instituto terminó entre gritos y nadie cambió de opinión. Este curso, la **Delegación de Estudiantes** quiere que el «Great Debate» sea distinto: claro, justo y respetuoso. La moción es *«Este centro debería empezar las clases a las 9:00»*, un tema cercano al alumnado que no obliga a nadie a revelar creencias personales. Cada equipo recibe su postura **por sorteo** (a favor o en contra), de modo que defender una idea no equivale a contar lo que uno piensa. La pregunta guía es: *¿cómo podemos discrepar con claridad sin convertir el desacuerdo en un conflicto?*

Para prepararlo, el alumnado distingue reacciones constructivas de reacciones despectivas, lee un dossier de evidencias equilibrado (con datos reales de organizaciones de salud y ejemplos ficticios claramente señalados), construye argumentos con afirmación, razón y evidencia, practica en una *pecera* (fishbowl) con roles y escucha un debate modelo. En la tarea de **mediación**, resume en inglés, de forma fiel y antes de responder, una carta en español del AMPA que defiende la postura contraria. Después celebra el debate formal con sus compañeros y compañeras como público y demuestra individualmente lo aprendido con una postura escrita sobre una moción nueva.

Reto comunicativo

Take part in a structured classroom debate on the motion «School should start at 9:00 a.m.»: build arguments with claim, reason and evidence, summarise the other side fairly and disagree respectfully.

Producto final

Structured classroom debate.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE5 Ampliar y usar los repertorios lingüísticos personales y reflexionar sobre su funcionamiento y sobre las propias estrategias.

CE6

Valorar y adecuarse a la diversidad lingüística, cultural y artística, actuando con empatía y respeto en situaciones interculturales.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Extraer y analizar el sentido global y las ideas principales, y seleccionar información pertinente de textos orales, escritos y multimodales sobre temas cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, expresados de forma clara y en la lengua estándar a través de diversos soportes.

1.2 Interpretar y valorar el contenido y los rasgos discursivos de textos progresivamente más complejos propios de los ámbitos de las relaciones interpersonales, de los medios de comunicación social y del aprendizaje, así como de textos literarios adecuados al nivel de madurez del alumnado.

1.3 Seleccionar, organizar y aplicar las estrategias y conocimientos más adecuados en cada situación comunicativa para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; inferir significados e interpretar elementos no verbales; y buscar, seleccionar y gestionar información veraz.

2.1 Expresar oralmente textos sencillos, estructurados, comprensibles, coherentes y adecuados a la situación comunicativa sobre asuntos cotidianos, de relevancia personal o de interés público próximo a la experiencia del alumnado, con el fin de describir, narrar, argumentar e informar, en diferentes soportes, utilizando recursos verbales y no verbales, así como estrategias de planificación, control, compensación y cooperación.

3.1 Planificar, participar y colaborar activamente, a través de diversos soportes, en situaciones interactivas sobre temas cotidianos, de relevancia personal o de interés público cercanos a la experiencia del alumnado, mostrando iniciativa, empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

3.2 Seleccionar, organizar y utilizar estrategias adecuadas para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, solicitar y formular aclaraciones y explicaciones, reformular, comparar y contrastar, resumir, colaborar, debatir, resolver problemas y gestionar situaciones comprometidas.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por los interlocutores e interlocutoras y por las lenguas empleadas y participando en la solución de problemas de intercomprensión y de entendimiento en el entorno, apoyándose en diversos recursos y soportes.

5.3 Registrar y analizar los progresos y dificultades de aprendizaje de la lengua extranjera seleccionando las estrategias más eficaces para superar esas dificultades y consolidar el aprendizaje, realizando actividades de planificación del propio aprendizaje, autoevaluación y coevaluación, como las propuestas en el Portfolio Europeo de las Lenguas (PEL) o en un diario de aprendizaje, haciendo esos progresos y dificultades explícitos y compartiéndolos.

6.1 Actuar de forma adecuada, empática y respetuosa en situaciones interculturales construyendo vínculos entre las diferentes lenguas y culturas, rechazando cualquier tipo de discriminación, prejuicio y estereotipo en contextos comunicativos cotidianos y proponiendo vías de solución a aquellos factores socioculturales que dificulten la comunicación.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A1	Autoconfianza e iniciativa. El error como parte integrante del proceso de aprendizaje.
A2	Estrategias de uso común para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A4	Funciones comunicativas de uso común adecuadas al ámbito y al contexto comunicativo: saludar y despedirse, presentar y presentarse; describir personas, objetos, lugares, fenómenos y acontecimientos; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones, consejos y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y las emociones; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición; expresar argumentaciones sencillas; realizar hipótesis y suposiciones; expresar la incertidumbre y la duda; reformular y resumir.
A10	Convenciones y estrategias conversacionales de uso común, en formato síncrono o asíncrono, para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, pedir y dar aclaraciones y explicaciones, reformular, comparar y contrastar, resumir, colaborar, debatir, etc.
B1	Estrategias y técnicas para responder eficazmente y con niveles crecientes de fluidez, adecuación y corrección a una necesidad comunicativa concreta a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.
B3	Estrategias y herramientas de uso común para la autoevaluación, la coevaluación y la autorreparación, analógicas y digitales, individuales y cooperativas.
C5	Estrategias de uso común de detección y actuación ante usos discriminatorios del lenguaje verbal y no verbal.

Language Toolkit · concreción didáctica

Communicative functions
stating and supporting opinions; agreeing/disagreeing; conceding; asking for evidence; summarising another view

Grammar in context
modals for opinion/possibility; linkers: however, although, therefore; comparatives; conditionals as needed

Vocabulary
debate language; evidence; claims; school/teen issues

Pronunciation / phonology
intonation in disagreement; contrastive stress; pausing for emphasis

Mediation focus
Restate another speaker's argument fairly before giving a response.

Intercultural focus
Use topics that do not require students to disclose sensitive personal beliefs; challenge discriminatory language explicitly.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Distinguish claim, reason and evidence.
- Express disagreement respectfully.
- Use turn-taking and clarification strategies.
- Summarise an opposing view fairly before responding.
- Reflect on fluency/accuracy strategies after interaction.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Evaluate debate moves: constructive vs dismissive

Evidence: Worksheet 1: test diagnóstico, clasificación de reacciones constructivas y despectivas (F2), listening 1 y respuesta a un comentario estereotipado.

Worksheet: Annex 3 · 1

2

SESSION 2

Read a balanced evidence pack

Evidence: Worksheet 2: clasificación de las tarjetas de evidencia (F4) según el bando al que apoyan, la fuente (real o ilustrativa) y su fiabilidad.

Worksheet: Annex 3 · 2

3

SESSION 3

Build claim-reason-evidence arguments

Evidence: Worksheet 3: análisis de argumentos con afirmación, razón y evidencia (F5), uso de however / although / therefore y construcción de dos argumentos para la postura asignada.

Worksheet: Annex 3 · 3

4

SESSION 4

Fishbowl practice with interaction roles

Evidence: Worksheet 4: preparación para la pecera, listening 2 con un debate modelo, práctica de entonación y observación con el speaking tracker (F10).

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: summarise the opposing side accurately

Evidence: Worksheet 5: mediación de la carta del AMPA en español (F8) a un resumen fiel en inglés y respuesta posterior.

Worksheet: Annex 3 · 5

6

SESSION 6

Formal class debate

Evidence: Worksheet 6: lista de preparación del equipo (Anexo 4), observación del debate formal y valoración entre iguales con estrellas y deseo.

Worksheet: Annex 3 · 6

7

SESSION 7

Self/peer assessment and written individual position

Evidence: Worksheet 7: postura escrita individual sobre una moción nueva, revisión de sus partes, reflexión sobre fluidez y corrección y respuesta a un comentario discriminatorio.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión de la convocatoria del debate (F1), de las tarjetas de evidencia (F4) y de las reacciones del listening 1: identifica la postura, las razones y los datos de cada bando.	Worksheets 1 y 2 / lista de comprobación
1.2	Interpretación de rasgos discursivos: distingue reacciones constructivas y despectivas (F2) y valora la solidez de argumentos con afirmación, razón y evidencia (F5).	Worksheets 1 y 3 / rúbrica
1.3	Selección de información veraz: separa evidencias reales de ilustrativas, comprueba quién habla y qué fuente hay (F4) y señala qué datos faltan antes de usarlos.	Worksheet 2 / observación
2.1	Intervención oral en el debate formal: afirmación, razón, evidencia, concesión y cierre, con pausas y entonación adecuadas; y postura individual escrita con el mismo esquema.	Debate (sesión 6) y Worksheet 7 / rúbrica
3.1	Participación en la pecera y en el debate: respeto de turnos y de roles, preguntas a los otros equipos y cortesía hacia ideas distintas.	Worksheets 4 y 6 / observación sistemática
3.2	Uso de estrategias para tomar y ceder la palabra, pedir evidencias y aclaraciones, reformular y resumir, registradas con el speaking tracker (F10).	Worksheets 4 y 6 / speaking tracker
4.1	Resumen fiel en inglés de la carta del AMPA (F8, en español) antes de responder, con su concesión y su propuesta, sin deformar ni añadir argumentos.	Worksheet 5 / rúbrica de mediación
5.3	Registro de la propia fluidez y corrección tras el debate, de una estrategia eficaz y de un objetivo de mejora.	Worksheet 7 y Anexo 7 / autoevaluación
6.1	Reconocimiento y respuesta a un comentario estereotipado o discriminatorio (F2 y Worksheet 7) y toma de perspectiva al defender una postura asignada por sorteo.	Worksheets 1 y 7 / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	Every speech has a clear claim, reasons and evidence from the pack with its source; the team also concedes a good point of the other side and ends with a convincing closing.	The speeches have a clear claim and reasons, with evidence from the pack for most of them.	The claim is clear but some reasons have no evidence, or the evidence is not checked.	The claim is unclear or there are only opinions without reasons.
Organisation & language	Ideas are connected with however, although and therefore; modals soften claims accurately; very few errors and some variety.	Claim, reason and evidence are in order; linkers are mostly correct; errors do not stop understanding.	The order is sometimes unclear; the same linkers repeat; errors sometimes make understanding difficult.	Disorganised speech; errors often block meaning.
Interaction / delivery	I take turns naturally, ask for evidence, check what I understood and repair misunderstandings; my voice and pauses keep the disagreement calm.	I respect turns, ask at least one question and use some clarification phrases.	I need prompts to take turns or to respond; I read most of my speech.	I interrupt, stay silent or do not respond to the other side.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Mediation & audience	I summarise the other side fairly, with their agreement, concerns and proposal, before I respond, and without adding my own opinion.	My summary includes the main arguments of the other side with one small omission.	My summary leaves out important ideas or sounds ironic or unfair.	My summary changes the meaning or only copies sentences.
Intercultural / ethical use	I respond to stereotypes politely and firmly, I defend my assigned side without attacking people and I name my sources honestly (real or illustrative).	My language is respectful and I mention my sources.	I generalise sometimes (all, nobody) or forget to say where evidence comes from.	I use stereotypes or disrespectful language, or I invent evidence.

Input Pack y recursos

Balanced evidence cards, claim/reason/evidence examples, debate roles, speaking tracker and reflection sheet.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Debate phrase mat, argument organiser, optional pre-written evidence and role cards.

Extension

Anexo 9

Write a synthesis that identifies common ground and a compromise proposal.

ANNEX 1

Challenge Launch

Learning situation 9 · Let's Debate!

STUDENTS

Last year the assembly debate ended in shouting and nobody changed their mind. This year the Student Council wants a «Great Debate» that is different: clear, fair and respectful. The motion is: «School should start at 9:00 a.m.» Your team will get a side by lottery (it is not your personal opinion), read a balanced evidence pack, build arguments with a claim, a reason and evidence, practise in a fishbowl, summarise the other side fairly and debate in front of the class. Can we disagree without fighting? Let's find out!

> *How can we disagree clearly without turning disagreement into conflict?*

Your challenge

Take part in a structured classroom debate on the motion «School should start at 9:00 a.m.»: build arguments with claim, reason and evidence, summarise the other side fairly and disagree respectfully.

Audience: Your classmates, the Student Council and the teachers who attend the Great Debate.

What you will create

Structured classroom debate

Roadmap · 7 sessions

1. We decide which reactions help a debate and which stop it.
2. We read a balanced evidence pack and check where the evidence comes from.
3. We build arguments with claim, reason and evidence.
4. We practise in a fishbowl with roles and a speaking tracker.
5. We summarise the opposing side fairly, from a letter in Spanish.
6. We hold the formal class debate and give feedback.
7. We assess our debate and write our own position.

Success criteria

- ✓ I can give a claim, a reason and evidence in a short speech.
- ✓ I can say where my evidence comes from.
- ✓ I can disagree politely and ask for evidence.
- ✓ I can summarise another person's view fairly.
- ✓ I can react to stereotypes and disrespectful language.

Working together

- Talk about ideas, not about people: no personal attacks.
- Your side is assigned by lottery: you do not have to share your own beliefs.
- Use only evidence from the pack, and say if it is real or illustrative.

ANNEX 2

Input Pack

Learning situation 9 · Let's Debate!

STUDENTS

Everything you need for the Great Debate: the invitation from the Student Council, six reactions to analyse, a debate glossary, eight evidence cards, claim-reason-evidence examples, roles and format, the fishbowl set-up with practice motions, a letter in Spanish to summarise, a phrase mat and a speaking tracker.

F1 The invitation: a message from the Student Council

TEXT

From: student.council@iesrioverde.example **To:** 3rd-year classes **Subject:** The Great Debate: join us!

Hi everyone,

The Student Council is organising the **Great Debate** for the school assembly. We want a debate where people **disagree clearly but respectfully**. The motion is:

This house believes that school should start at 9:00 a.m.

Here is how it works:

- Teams of four are formed. A lottery decides who is the **Proposition** (for the motion) and who is the **Opposition** (against it). Nobody has to say what they really think.
- Each team uses the **evidence pack** (F4). Some evidence is real and some is fictional: always say which!
- In the debate, each team gives a short speech, asks questions, summarises the other side **fairly** and responds.
- The audience listens, takes notes with a speaking tracker and gives feedback with two stars and one wish.

We are not looking for a winner at any price. We are looking for the **best questions and the fairest summaries**.

Thank you! The Student Council

Source: Original text written for this notebook. The Student Council and the school are fictional.

Underline what the Student Council wants. Why is the side chosen by lottery?

F2 Six reactions: constructive or dismissive?

CASE

Maya says: «I think school should start at 9:00 because many students are tired in the first lesson.»

A · Jonas: That's a good point, Maya, but is it true for everybody? Do you have any evidence?
B · Leo: That's a silly idea. You just want to stay in bed.
C · Priya: I see what you mean. However, my bus leaves at 7:30, so a later start would be a problem for some of us.
D · Marcos: Typical! Girls always complain about everything.
E · Sara: So you're saying that tiredness is the main problem, right? I partly agree, although I think there are other solutions.
F · Tom: Whatever. Nobody cares what you think.

Source: Dialogue written for this notebook. All names are fictional. The reactions are an exercise: they do not describe real people.

Which reactions make Maya want to continue talking? Which ones stop the conversation? Which one contains a stereotype?

F3 Debate words

GLOSSARY

motion	The sentence that the debate is about: «School should start at 9:00 a.m.»
Proposition / Opposition	The team that is for the motion / the team that is against it.
claim	What you say is true or what you want to happen (your main idea).
reason	The answer to why: «because teenagers need more sleep».
evidence	A fact, number, example or expert opinion that supports a reason.
counter-argument	An argument that the other side uses against your claim.
rebuttal	Your answer to a counter-argument, with a reason or evidence.
concession	Saying that the other side has a good point («You have a point, but…»).
generalise	To say that all people in a group are the same (all teenagers, girls always, nobody…).
stereotype	A fixed, simple idea about a group of people that is unfair or not true for everybody.

Source: Word bank written for this notebook.

F4 Evidence cards · Should school start at 9:00?

DATA

Card	Evidence	Real or illustrative? Source
E1	The American Academy of Pediatrics recommends that middle and high schools start the school day at 8:30 a.m. or later, so that teenagers can get enough sleep. It also says that schools should consider local factors, such as travel times.	Real · American Academy of Pediatrics, policy statement «School Start Times for Adolescents», Pediatrics, 2014 (a USA organisation)
E2	The American Academy of Sleep Medicine says that teenagers aged 13 to 18 should sleep 8 to 10 hours every 24 hours to stay healthy.	Real · American Academy of Sleep Medicine, consensus statement, Journal of Clinical Sleep Medicine, 2016
E3	In a survey of 200 students at our school, 68% said they feel very tired in the first lesson.	Illustrative · fictional survey, invented numbers
E4	In a survey of 120 parents at our school, 55% said they start work at 8:00 or earlier, so they cannot bring their children to school at 9:00.	Illustrative · fictional parents' survey, invented numbers
E5	The school-bus manager says that buses work in two shifts. A later start for secondary students would need more buses or a later service for primary children, and this costs money.	Illustrative · fictional statement
E6	A sports coach says that if lessons finish an hour later, afternoon training would end after dark in winter.	Illustrative · fictional statement
E7	In an 8-week trial, one class started at 9:00. 60% of the students said they slept longer, but 40% said they went to bed later.	Illustrative · fictional trial, invented numbers
E8	A teacher says that students concentrate better after 9:00, but that a later start would also move lunch and the end of the school day by an hour.	Illustrative · fictional statement

Tip. Evidence is not all the same. A recommendation from a health organisation, a survey, a personal opinion and a story from a friend have different levels of reliability.

Source: E1 and E2 are real recommendations (sources given). E3-E8 are fictional examples with invented numbers, written for this notebook for practice. Never use invented numbers in a real debate!

Which cards are real? Which are invented? Which cards give information for both sides?

F5 Claim, reason, evidence · four arguments

DATA

Argument	Claim	Reason	Evidence
1	School should start at 9:00.	Teenagers need more sleep.	Experts say teenagers aged 13 to 18 need 8 to 10 hours every 24 hours (E2).
2	School should not start later.	Many parents start work early.	In our fictional survey, 55% of 120 parents start work at 8:00 or earlier (E4).
3	A later start is a terrible idea.	Everybody hates it.	—
4	A later start is great.	My cousin's school did it and everybody loved it.	Only one example, with no source.

Claim = what you think. **Reason** = why you think it. **Evidence** = proof for the reason: a fact, a number, an expert, an example.

Frame: «I believe that **(claim)**. My reason is that **(reason)**. According to **(source)**, **(evidence)**. Therefore, **(conclusion)**.»

Source: Examples written for this notebook. Numbers in the second argument come from the fictional survey in E4.

F6 Roles and format of the debate

DATA

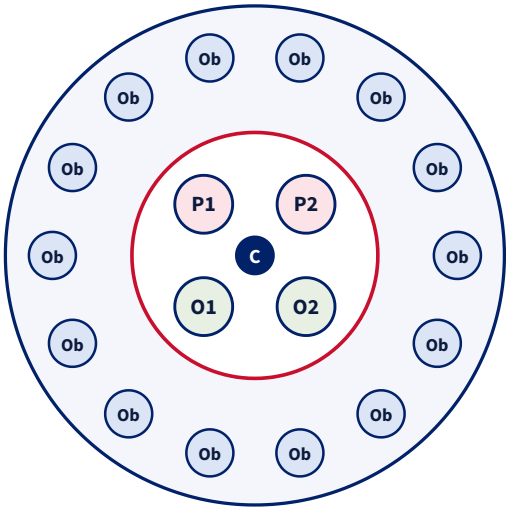
Role	What the person does	Time
Chair	Opens the debate, gives the turns, keeps order and thanks the speakers.	all the debate
Timekeeper	Shows the time cards and says «Thirty seconds left».	all the debate
Speaker 1 (opening)	Gives the claim and two reasons with evidence.	1.5 min
Speaker 2 (questions)	Asks the other side two questions: one for evidence and one for clarification.	2 min
Speaker 3 (rebuttal)	Summarises the other side fairly and then responds.	1.5 min
Speaker 4 (closing)	Repeats the main idea, concedes one good point and ends with a conclusion.	1 min
Fact-checker	Checks if numbers and sources agree with the evidence pack (F4).	all the debate
Observers	Use the speaking tracker (F10) and prepare two stars and one wish.	all the debate

Order: Proposition opening → Opposition opening → questions both ways → rebuttals → closings → class feedback. Every team has four speakers, and the fact-checker and the timekeeper come from the observers.

Source: Format designed for this notebook. Times can change to fit the class.

F7 The fishbowl and practice motions

DIAGRAM



P1, P2 = Proposition speakers (for the motion)

O1, O2 = Opposition speakers (against the motion)

C = Chair and timekeeper (leads, gives turns)

Ob = Observers with a speaking tracker (F10)

The inner circle talks;
the outer circle listens and takes notes.
The groups swap places after 6 minutes.

Motion A (formal debate): School should start at 9:00 a.m.

Motion B (fishbowl practice): Students should have no homework at weekends.

Motion C (fishbowl practice): The class should choose the end-of-year trip by vote.

Source: Diagram created for this notebook.

Why is a fishbowl useful before the formal debate? What does the outer circle do?

F8 Mediation · a letter in Spanish from the parents' association

TEXT

AMPA DEL IES RÍO VERDE · CARTA AL CONSEJO ESCOLAR

Estimado Consejo Escolar:

Desde la Asociación de Madres y Padres queremos dar nuestra opinión sobre la propuesta de empezar las clases a las 9:00. Entendemos que muchos jóvenes duermen poco y que el cansancio afecta a la atención en las primeras clases.

Sin embargo, tenemos dudas. En una encuesta interna, 66 de 120 familias (el 55 %) nos dicen que empiezan a trabajar a las 8:00 o antes y que no podrían llevar a sus hijos al instituto a las 9:00. Además, con un horario más tarde, las clases terminarían a las 15:15 y las actividades extraescolares acabarían de noche en invierno.

Por eso proponemos una **prueba piloto de dos meses** en un solo curso antes de cambiar el horario de todo el centro.

Un saludo, La Junta del AMPA

Source: Letter written for this notebook (fictional school and association). Your Proposition team includes Ellie, an exchange student from Ireland who can't read Spanish. You are going to summarise the letter for her in English.

Don't translate word by word. A fair summary includes what they agree with, what worries them and what they propose.

F9 Debate phrase mat

GLOSSARY

In my opinion... / I strongly believe that...	Giving a claim.
My reason is that... / This is because...	Giving a reason.
According to..., ... / For example, ...	Giving evidence and its source.
What evidence do you have? / Could you give an example?	Asking for evidence.
You have a point, but... / I agree up to a point, although...	Conceding and disagreeing politely.
I see it differently because... / I'm afraid I disagree.	Disagreeing politely.
So you're saying that... / If I understand correctly, you think...	Summarising the other side.
Let's talk about the idea, not about boys or girls.	Challenging a stereotype.
Therefore, ... / In conclusion, ...	Concluding.

Source: Phrase bank written for this notebook.

F10 Speaking tracker for observers

DATA

Speaker	Claim + reason + evidence	Asked for evidence	Summarised the other side	Used a clarification phrase
Speaker 1				
Speaker 2				
Speaker 3				
Speaker 4				

Also note: **respectful language** (an example) and **one thing to improve**.

Source: Tool designed for this notebook. Write a tick or a short example each time you hear the move.

ANNEX 3

Student Worksheets

Learning situation 9 · Let's Debate!

STUDENTS

WORKSHEET 1 Constructive or dismissive?

Session 1

Name: Class: Date:

A good debate tests ideas, not people. First, the warm-up quiz on your own. Then analyse the reactions in F2.

1 **Warm-up quiz. Tick the correct answer.**

Students ___ more sleep.
☐ need ☐ needs ☐ needing

I agree with you. ___, I think there is another problem.
☐ Because ☐ However ☐ So

Teenagers sleep ___ than children.
☐ less ☐ least ☐ the less

___ the idea is interesting, it is too expensive.
☐ Although ☐ Therefore ☐ Because

2 **Read F2. Is each reaction constructive (C) or dismissive (D)? Write the words that show it.**

Reaction	C or D?	Which words show it?
A · Jonas		
B · Leo		
C · Priya		
D · Marcos		
E · Sara		
F · Tom		

3 **Rewrite Leo's reaction (B) so that it is constructive but keeps the disagreement.**

4 Listening 1. Your teacher reads six reactions to a different claim: «Students should have no homework at the weekend.» Tick constructive or dismissive and note the words that helped you.

Reaction	Constructive	Dismissive	Words that helped me
1			
2			
3			
4			
5			
6			

5 Marcos' reaction (D) contains a stereotype. Why is it a problem? What can you say to challenge it politely?

WORKSHEET 2 Read the evidence

Session 2

Read the evidence pack (F4). A good debater always asks: Who says it? Is it real? Does it prove what we want to prove?

1 Which side does each card support? Write P (Proposition: for a 9:00 start), O (Opposition: against it) or M (mixed). Then say if it is real or illustrative and who says it.

Card	P / O / M	Real or illustrative?	Who says it?
E1			
E2			
E3			
E4			
E5			
E6			
E7			
E8			

2 **True (T) or false (F)?**

	T	F
E1 and E2 are real recommendations from health organisations.	☐	☐
The numbers in E3 and E4 are real research results.	☐	☐
E7 gives only arguments for a later start.	☐	☐
E5 and E6 talk about practical problems.	☐	☐
E2 says that teenagers need exactly nine hours of sleep.	☐	☐

3 **Reliability check. Choose two cards and complete the table.**

Card	Who says it?	Is there a number or a source?	Can I use it in a real debate? Why / why not?

4 **Before using E7 in a debate, what two questions would you ask?**

_____

_____

WORKSHEET 3 Claim, reason, evidence

Session 3

Your teacher draws your side: Proposition or Opposition. It is not your personal opinion: it is your role.

1 **Analyse the four arguments in F5. Which are strong and which are weak? What is missing?**

Argument	Strong or weak?	What is missing or wrong?
1		
2		
3		
4		

2 **Complete with however, although or therefore.**

a) Teenagers need 8 to 10 hours of sleep. _____, a 9:00 start could help them.

b) _____ some parents start work early, a trial could show if the change is possible.

c) A later start gives more sleep. _____, it makes the school day finish later.

3 Make the sentences less absolute with may, might, could or should. Avoid always, never and everybody.

Too strong	More careful
A later start will solve everything.	
Teenagers never sleep enough.	
Everybody needs a longer break.	

4 Build two arguments for your assigned side with evidence from F4.

Claim	Reason	Evidence (card + source)

WORKSHEET 4 Fishbowl practice

Session 4

In the fishbowl (F7) four speakers talk in the centre, the chair leads and the others observe with the speaking tracker (F10). Practise with Motion B or C.

1 Prepare. Choose motion B or C from F7.

Motion	My claim	My reason (and evidence if possible)	One question for the other side

2 Listening 2. Listen to a short fishbowl on Motion B twice. Complete the table.

Speaker	Claim	Reason / evidence	Move you hear (question, summary, concession)
Ana			
Ben			

3 Tone matters. Polite disagreement sounds friendly when you pause and keep a calm voice. Practise with a partner and tick when you can say each sentence calmly.

- ☐ I see it DIFferently… (pause) because…
- ☐ I disagree with the IDEA, not with YOU.
- ☐ You have a point, but… (pause) let me explain.

4 Observer. Use the speaking tracker (F10). Then write one thing the speakers did well and one thing to improve.

WORKSHEET 5 Mediation: summarise the other side fairly

Session 5

Mediation. Ellie, an exchange student from Ireland, is on your team and can't read Spanish. Read the letter from the parents' association (F8) and prepare a fair summary of the Opposition's view before you respond.

1 **Find the key ideas of the letter and write them in simple English.**

Part of the letter	Key idea in English
What they understand or agree with	
Worry 1: families' work	
Worry 2: afternoon activities	
Their proposal	

2 **Write a fair summary for Ellie (60-80 words). Start with «The parents' association says that…». Use your own words and include their agreement, their concerns and their proposal.**

3 **Now write two sentences to respond: first acknowledge their worry, then answer with a reason or evidence.**

4 **Is your summary fair? Tick what is true.**

- ☐ I included what they agree with.
- ☐ I used their numbers correctly (66 of 120 families, 55%).
- ☐ I did not add my own opinion to the summary.
- ☐ I used reporting verbs (says, thinks, suggests).
- ☐ I used my own words and did not translate word by word.

WORKSHEET 6

The formal debate

Session 6

Prepare your team with the template (Annex 4). During the debate, speakers speak and observers use the speaking tracker (F10).

1 **Final check of the team. Tick when you are ready.**

- ☐ We have two claims with reasons and evidence from F4.
- ☐ We know which evidence is real and which is illustrative.
- ☐ We have one expected counter-argument and a rebuttal.
- ☐ We have a fair summary sentence of the other side.
- ☐ We have two questions for the other team.
- ☐ We know our roles and the timing (F6).

2 **Observer. Complete the table for two speakers.**

Speaker	Best moment	Claim-reason-evidence (1-4)	Respectful language? Example

3 **Write two stars (good things) and one wish (one improvement) for a team.**

4 **After the debate: write two phrases you used to disagree respectfully.**

WORKSHEET 7 My own position

Session 7

Work on your own. Read the evidence for a new motion and write your position.

1 **Motion: Our school should have a 60-minute lunch break instead of 45 minutes. Read the evidence cards and write your position (90-110 words). Choose your side, give two reasons with evidence, concede one point of the other side and finish with a conclusion.**

Evidence (illustrative: invented for practice). L1 In a fictional survey of 150 students, 72% said that 45 minutes is not enough to eat and talk with friends. **L2** The canteen manager says that 300 students have to eat in 45 minutes and some leave without finishing. **L3** A 60-minute break would make the school day finish 15 minutes later. **L4** Teachers say that a longer break could be used for clubs and the library.

2 **Mark your text: underline the claim, the reasons, the evidence and the concession. Tick what you found.**

- ☐ A clear claim
- ☐ Two reasons
- ☐ Evidence with its source (L1-L4)
- ☐ One concession (although, you have a point…)
- ☐ A conclusion (therefore, in conclusion)

3 **Reflection. Was it harder for you to be fluent or accurate in the debate? Which strategy helped you? What is your language target for the next time?**

4 **You hear: «Girls can't be good debaters.» Write a polite and firm response (2 sentences).**

ANNEX 4

Final Product Template

Learning situation 9 · Let's Debate!

STUDENTS

Name: Class: Date:

Our debate preparation sheet. Write in English, in short and clear sentences. Remember: your side is assigned, and you use only evidence you can name.

Motion, our side and roles

Proposition or Opposition? Who is Speaker 1, 2, 3 and 4?

Claim 1, reason and evidence

Claim, reason, evidence (card + source, real or illustrative).

Claim 2, reason and evidence

Claim, reason, evidence (card + source, real or illustrative).

Their strongest argument and our rebuttal

What will the other side say? How will we answer?

Fair summary of the other side

One or two sentences: «You say that…».

Two questions for the other team

One for evidence, one for clarification.

Opening statement (60-70 words)

Claim + two reasons + evidence.

Closing statement (30-40 words)

Main idea + one concession + conclusion.

ANNEX 5

Useful Language & Final Check

Learning situation 9 · Let's Debate!

STUDENTS

Name: Class: Date:

Functions and model sentences

Stating an opinion	In my opinion, school should start later.
Supporting with evidence	My reason is that… According to the AASM, teenagers need 8-10 hours.
Conceding and disagreeing	You have a point, but… / I see it differently because…
Asking for evidence	What evidence do you have? Could you give an example?
Summarising another view	So you're saying that… If I understand correctly, you think…
Challenging a stereotype	Let's talk about the idea, not about boys or girls.

Grammar in context

Modals of opinion and possibility	A later start could help. Schools should listen to students.
Linkers of contrast and result	however, although, therefore, because, so
Comparatives	more tired than, less time than, better than
First conditional	If school starts later, students will sleep longer.
Reporting verbs	The parents say / argue / suggest that…
Careful language	many, some, often, probably (not: all, always, nobody)

Vocabulary bank

Debate: motion, proposition, opposition, claim, reason, evidence, rebuttal, concession

Evidence: survey, study, statistic, expert, example, source, real, illustrative

School issues: start time, homework, lunch break, timetable, transport, sleep, concentration

Respect: fair, respectful, generalise, stereotype, point of view, interrupt

Pronunciation tips

- Contrastive stress: I disagree with the **IDEA**, not with **YOU**.
- Polite disagreement: a pause and a calm falling tone: I see it **dif**ferently… (pause) because…
- Pause before your key word: Our first reason is… (pause) **sleep**.

When I get stuck (clarify & repair)

Sorry, could you repeat that?

What do you mean by …?

Could you give an example?

Can I check? You said …

Let me say that in another way.

Sorry, I need a moment to think.

Final check before you hand in: Structured classroom debate

- [ ] Our claim is clear and matches our assigned side.
- [ ] Every claim has a reason and evidence from the pack.
- [ ] We say where the evidence comes from (According to…) and if it is real or illustrative.
- [ ] We use however, although and therefore correctly.
- [ ] We summarise the other side fairly before we answer.
- [ ] We avoid generalising (all, always, nobody) and personal attacks.
- [ ] We keep to the time and to the speaking order.
- [ ] We use clarification phrases when we don't understand.

ANNEX 6

Printable Rubric

Learning situation 9 · Let's Debate!

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Structured classroom debate**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	Every speech has a clear claim, reasons and evidence from the pack with its source; the team also concedes a good point of the other side and ends with a convincing closing.	The speeches have a clear claim and reasons, with evidence from the pack for most of them.	The claim is clear but some reasons have no evidence, or the evidence is not checked.	The claim is unclear or there are only opinions without reasons.	
Organisation & language	Ideas are connected with however, although and therefore; modals soften claims accurately; very few errors and some variety.	Claim, reason and evidence are in order; linkers are mostly correct; errors do not stop understanding.	The order is sometimes unclear; the same linkers repeat; errors sometimes make understanding difficult.	Disorganised speech; errors often block meaning.	
Interaction / delivery	I take turns naturally, ask for evidence, check what I understood and repair misunderstandings; my voice and pauses keep the disagreement calm.	I respect turns, ask at least one question and use some clarification phrases.	I need prompts to take turns or to respond; I read most of my speech.	I interrupt, stay silent or do not respond to the other side.	
Mediation & audience	I summarise the other side fairly, with their agreement, concerns and proposal, before I respond, and without adding my own opinion.	My summary includes the main arguments of the other side with one small omission.	My summary leaves out important ideas or sounds ironic or unfair.	My summary changes the meaning or only copies sentences.	
Intercultural / ethical use	I respond to stereotypes politely and firmly, I defend my assigned side without attacking people and I name my sources honestly (real or illustrative).	My language is respectful and I mention my sources.	I generalise sometimes (all, nobody) or forget to say where evidence comes from.	I use stereotypes or disrespectful language, or I invent evidence.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 9 · Let's Debate!

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can give a claim, a reason and evidence in a short speech.	○	○	○	○
I can disagree politely and summarise another person's view fairly.	○	○	○	○
I can ask for clarification and repair my message when communication breaks down.	○	○	○	○
I can use feedback to improve my work.	○	○	○	○

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 9 · Let's Debate!

STUDENTS

Name: Class: Date:

Extra help for the debate: a phrase mat, an argument organiser and role cards.

Debate phrase mat

- **Claim:** In my opinion… / I believe that…
- **Reason:** My reason is that… / This is because…
- **Evidence:** According to… / For example…
- **Concede:** You have a point, but…
- **Disagree:** I see it differently because…
- **Summarise:** So you're saying that…
- **Conclude:** Therefore, … / In conclusion, …

Argument organiser

1. **Claim:** I believe that _____.
2. **Reason:** My reason is that _____.
3. **Evidence:** According to _____, _____.
4. **Conclusion:** Therefore, _____.

Pre-written evidence: «Teenagers aged 13 to 18 should sleep 8 to 10 hours every 24 hours» (American Academy of Sleep Medicine, 2016).

1 **Complete the argument with the organiser and the pre-written evidence.**

I believe that _____. My reason is that _____. According to _____, teenagers aged 13 to 18 should sleep _____ hours every 24 hours. Therefore, _____.

2 **Match each role card with what the person says.**

1	Chair	a	Excuse me, the survey says 55%, not 65%.
2	Timekeeper	b	I noticed that you gave a good example. A wish: speak more slowly.
3	Fact-checker	c	Welcome to the debate. Speaker 1, please begin.
4	Speaker 3 (rebuttal)	d	Thirty seconds left, please.
5	Observer	e	If I understand correctly, you say that… However, …

3 **Put the words in order to make polite disagreement phrases.**

Words	Phrase
it / I / differently / see	
a / point / have / you / but	
evidence / do / any / you / have / ?	
saying / you're / so / that	

ANNEX 9

Extension

Learning situation 9 · Let's Debate!

STUDENTS

Name: Class: Date:

Common ground and a compromise

The best debates do not end with a winner and a loser: they find **common ground**. Use the evidence pack (F4), the parents' letter (F8) and the debate you heard to write a **synthesis** for the Student Council: what both sides agree on, where they really disagree and a **compromise proposal**.

Steps

1. List at least three points where both sides agree (for example, that tiredness is a problem).
2. Identify the real disagreement: is it about the problem or about the solution?
3. Design a compromise (for example, a later start in one year group, or a trial) and say what evidence it needs.
4. Write the synthesis (120-150 words) for the Student Council, using however, although and therefore, and say who says what.

1 Plan your synthesis.

Common ground	Real disagreement	Compromise idea	Evidence we still need

What to hand in

The planning table and the 120-150 word synthesis with at least one compromise proposal.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 9 · Let's Debate!

TEACHER

Worksheet 1

1. Quiz: need; However; less; Although.
2. A: C (good point; Do you have any evidence?). B: D (silly idea; insult). C: C (I see what you mean. However…). D: D (Typical! Girls always… generalisation). E: C (So you're saying…; I partly agree, although…). F: D (Whatever; Nobody cares).
3. Model: «I'm not sure that's true. Can you tell me why you think that?» Accept any version that keeps the disagreement without insulting.
4. Listening 1 (see script): 1 C (Can you explain…); 2 D (nonsense, Stop talking); 3 C (I partly agree, although…); 4 D (You always say…, Boring); 5 C (If I understand correctly…); 6 D (Only lazy students…, generalisation).
5. Model: «It is a stereotype: it says that all girls complain, and it is not true for everybody. We can say: Let's talk about the idea, not about girls or boys.»

Worksheet 2

1. E1 P, real, American Academy of Pediatrics (2014). E2 P (indirect: shows that teenagers need sleep, but does not say when school should start), real, American Academy of Sleep Medicine (2016). E3 P, illustrative, fictional student survey. E4 O, illustrative, fictional parents' survey. E5 O, illustrative, school-bus manager. E6 O, illustrative, sports coach. E7 M, illustrative, fictional trial. E8 M, illustrative, a teacher.
2. T; F (invented); F (it is mixed); T; F (8 to 10 hours).
3. Open answer. Model: E3 · Who: fictional survey of 200 students · Number: yes, but invented · Real debate: No, because the numbers are invented; I could run my own survey. E1 · American Academy of Pediatrics · Source: yes, Pediatrics 2014 · Yes, but I must say it is a recommendation from the USA.
4. Model: Who were the students? How many? What does «slept longer» mean (how many minutes)? Why did 40% go to bed later? Accept any relevant questions.

Worksheet 3

1. 1 Strong: claim, reason and expert evidence (E2). 2 Strong (if the survey were real): claim, reason and numbers; remember the data are illustrative. 3 Weak: no evidence and a generalisation (everybody). 4 Weak: only one personal example, no source, not general.
2. a) Therefore; b) Although; c) However.
3. Model: A later start could help many students. / Many teenagers may not sleep enough. / Some students might need a longer break. Accept other modal and quantifier choices.
4. Open answers. Check that each argument has claim, reason and evidence with a card number and the source type (real or illustrative).

Worksheet 4

1. Open answer. Model (Motion B): claim: Students should have no homework at weekends. Reason: Students need time to rest. Question: Can you give an example of a weekend with a lot of homework?
2. Listening 2 (see script): Ana: claim: students need free time at weekends; reasons: teenagers need rest (8-10 hours of sleep, experts), sport, music and family activities; move: gives an example (Saturday football match, Sunday lunch). Ben: claim: reduce weekend homework, not ban it; reason: a small task on Sunday helps to prepare for Monday; moves: summary («If I understand correctly…»), concession («I partly agree», «Although I agree…»), question for evidence («Could you give an example?»), linker therefore.
3. Self-check: open. Pay attention to the pause and the stressed words.
4. Open answer. Check that the observation is specific (a phrase or a move heard).

Worksheet 5

1. Model: agree: many young people sleep little and tiredness affects attention in the first lessons. Worry 1: 66 of 120 families (55%) start work at 8:00 or earlier and could not bring their children at 9:00. Worry 2: classes would finish at 15:15 and after-school activities would end in the dark in winter. Proposal: a two-month trial in one year group before changing the whole school.
2. Model summary (about 70 words): «The parents' association says that it understands that many young people sleep too little and that tiredness affects attention in the first lessons. However, it is worried. According to its survey, 55% of the families start work at 8:00 or earlier and could not bring their children at 9:00. It also says that classes would finish later and that activities would end in the dark in winter. It suggests a two-month trial in one year group.»
3. Model: «I understand that many families start work early. However, a trial, as the parents suggest, could show if there are solutions, such as a school entrance service from 8:00.» Check acknowledgement + response.
4. Self-check: open; ticks must match the text.

Worksheet 6

1. Team check: open. Check that the preparation sheet (Annex 4) agrees with the ticks.
2. Observation table: open. Check that the 1-4 score is justified with an example.
3. Stars and wish: open; they must refer to concrete moves (for example «You asked for evidence politely»; «Wish: summarise the other side before you answer»).
4. Model phrases: «I see it differently because…»; «You have a point, but…»; «Could you give an example?»

Worksheet 7

1. Model (about 100 words, Opposition to the longer break): «I believe that the lunch break should stay at 45 minutes. My first reason is that a longer break would make the school day finish later (L3), and this could affect families and after-school activities. My second reason is that students could use the time in other ways: according to the teachers, the break can already be used for clubs and the library (L4). Although I agree that some students feel they cannot finish their lunch (L1, L2), a better solution could be a second canteen service. Therefore, I think we should improve the organisation of the canteen before we change the timetable.» Assess with the rubric (claim, two reasons with evidence, concession, conclusion). Both sides are acceptable.
2. Self-check: open; ticks must match the text.
3. Open answer. Accept any specific strategy (preparing key phrases, using the tracker, pausing, using the organiser).
4. Model: «That's a stereotype. Anyone can be a good debater if they prepare their arguments.»

Support (Annex 8)

1. Model: I believe that school should start later. My reason is that teenagers need more sleep. According to the American Academy of Sleep Medicine, teenagers aged 13 to 18 should sleep 8 to 10 hours every 24 hours. Therefore, a later start could help students to get more sleep.
2. Chair: Welcome to the debate. Speaker 1, please begin. Timekeeper: Thirty seconds left, please. Fact-checker: Excuse me, the survey says 55%, not 65%. Speaker 3: If I understand correctly, you say that… However, … Observer: I noticed that you gave a good example. A wish: speak more slowly.
3. I see it differently. / You have a point, but… / Do you have any evidence? / So you're saying that…

Extension (Annex 9)

1. Open answer. Model: common ground: tiredness is a problem; students need sleep; the decision should use evidence. Real disagreement: it is not about the problem but about the solution and its side effects (family work schedules, buses, after-school activities). Compromise: a two-month trial with a school entrance service from 8:00. Evidence needed: a real survey of families, bus timetable costs and results of the trial. Synthesis: check that it says who says what (According to…), uses however / although / therefore and proposes a realistic compromise.

Listening script · Worksheet 1 · Six reactions (Listening 1)

Read each reaction twice with a natural tone. The claim is: «Students should have no homework at the weekend.»

1. «Interesting! Can you explain why you think that?»

2. «That's nonsense. Stop talking.»

3. «I partly agree with you, although I think that homework at the weekend helps some students.»

4. «You always say the same thing. Boring.»

5. «If I understand correctly, you say that students need free time to rest. Is that right?»

6. «Only lazy students want less homework.»

Listening script · Worksheet 4 · A short fishbowl on Motion B (Listening 2)

Three students read the dialogue; read it twice at a natural speed.

Chair: Welcome. The motion is: students should have no homework at weekends. Ana, please start.

Ana: Thank you. I believe that students need free time at weekends. My reason is that teenagers need to rest. Sleep experts say that we need eight to ten hours every night. Also, many of us have sport, music or family activities on Saturdays and Sundays.

Ben: Thank you, Ana. If I understand correctly, you say that students need rest and have other activities. I partly agree. However, I think the problem is too much homework, not weekend homework. Could you give an example of a weekend with no time?

Ana: Yes. Last month we had three tasks for Monday, and I had a football match on Saturday and a family lunch on Sunday.

Ben: That's a fair example. Although I agree that it can be a lot, I think a small task on Sunday helps students to prepare for Monday. Therefore, I would reduce weekend homework, not ban it.

Chair: Thank you both. Time is up.

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40 minutes each. In session 6, allow 10 minutes for preparation, 25-30 minutes for two debates of about 12 minutes and 10 minutes for feedback. In session 7, reserve 20 minutes for the individual position.
- Sides and sensitive topics: the sides are assigned by lottery so that nobody must reveal personal beliefs. If a group wants a different motion, choose topics about school life and avoid religion, politics, health conditions or family circumstances. Stop and discuss any discriminatory comment immediately (see F2 D and Worksheet 7).
- Mediation (Worksheet 5): the aim is a fair, neutral summary of a text in Spanish, not a translation. Value the inclusion of the concession and the proposal, and the use of reporting verbs. Students may discuss in Spanish, but the final summary is in English.
- Rights and sources: all texts are original. E1 and E2 refer to real documents (American Academy of Pediatrics, 2014; American Academy of Sleep Medicine, 2016), written here as short paraphrases; E1 is a recommendation from the USA and the AAP itself says that local factors, such as travel times, matter. E3-E8 and the figures in F8 and Worksheet 7 are invented for practice: remind students never to use invented numbers in real debates.

Likely errors

- Missing -s or do-support: «Students needs more sleep», «Do school start later?».
- Using «but» for everything instead of however / although: «Although… but…» in the same sentence.
- False friends: «actually» for «actualmente»; «assist» for «asistir» (attend).
- Confusing «than» and «then» in comparatives: «more tired then children».
- Overgeneralising in Spanish style: «all the students think…» instead of «many students think…».
- Starting every answer with «no, but» (rude tone) instead of conceding first: «You have a point, but…».

Accepting alternative answers

- Accept any argument that has a claim, a reason and evidence, even if the language has minor errors that do not affect understanding.
- Accept both sides in the individual position; assess structure and use of evidence, not the opinion.
- In mediation, accept different wordings if the agreement, the concerns and the proposal are present and nothing is added.
- For respectful responses to stereotypes, accept any polite, firm sentence that refers to the idea and not to the person.

10

SITUACIÓN DE APRENDIZAJE

Global Voices

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can English help young people communicate about a global challenge without speaking for others?

CURSO 3.º ESO	SESIONES 7 sesiones	BLOQUES DE SABERES A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE6	PRODUCTO FINAL Global issue awareness campaign	CRITERIOS DE EVALUACIÓN 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 6.2, 6.3

Contexto, reto y producto final

Un colegio de primaria asociado al instituto prepara su «Global Voices Week» y su profesora, **Ms Hall**, pide ayuda al alumnado de 3.º ESO: sus niños y niñas de 10-11 años estudian los Objetivos de Desarrollo Sostenible (ODS) y quieren entender un reto mundial con un lenguaje claro y datos fiables. La pregunta guía es: *¿cómo puede el inglés ayudar a las personas jóvenes a hablar de un reto global sin hablar por los demás?* Cada equipo elige uno de tres retos: **agua potable y saneamiento (ODS 6)**, **educación (ODS 4)** o **desperdicio de alimentos (ODS 12)**.

El alumnado trabaja con un dossier curado: fichas de datos verificados de organismos internacionales (OMS-UNICEF, UNESCO y PNUMA), tarjetas de metadatos para valorar la fiabilidad de las fuentes, voces ficticias de distintos actores (claramente señaladas como ficticias para practicar la atribución), un cartel modelo y perfiles de audiencia. Practica a citar con *according to…* y con estilo indirecto, a expresar causas, consecuencias e incertidumbre, y a distinguir entre **representar una fuente** y **hablar en nombre de una comunidad**. En la tarea de **mediación**, adapta para escolares de 10-11 años un texto técnico sobre desperdicio de alimentos, conservando la fuente y la incertidumbre. Con todo ello crea una **campaña de sensibilización** (cartel, presentación y lista de fuentes con revisión de accesibilidad) y reflexiona individualmente sobre qué voces faltan.

Reto comunicativo

Create a global issue awareness campaign for 10-11-year-old pupils: use verified facts with their sources, present voices honestly, and make your message clear and accessible without speaking for other people.

Producto final

Global issue awareness campaign.

Modo de lengua: Integrated: reading/listening + speaking/writing + interaction + mediation

Vinculación curricular

COMPETENCIAS ESPECÍFICAS MOVILIZADAS

CE1

Comprender e interpretar el sentido general y los detalles relevantes de textos orales, escritos y multimodales, con estrategias como la inferencia.

CE2

Producir textos originales sencillos y bien organizados, planificando, compensando y autorreparando, con propósito comunicativo.

CE3 Interactuar con creciente autonomía, con estrategias de cooperación y respeto a las normas de cortesía.

CE4

Mediar entre lenguas en situaciones cotidianas, explicando conceptos o simplificando mensajes de forma eficaz y responsable.

CE6

Valorar y adecuarse a la diversidad lingüística, cultural y artística, actuando con empatía y respeto en situaciones interculturales.

Criterios de evaluación seleccionados (redacción oficial del RD 217/2022)

1.1 Extraer y analizar el sentido global y las ideas principales, y seleccionar información pertinente de textos orales, escritos y multimodales sobre temas cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, expresados de forma clara y en la lengua estándar a través de diversos soportes.

1.2 Interpretar y valorar el contenido y los rasgos discursivos de textos progresivamente más complejos propios de los ámbitos de las relaciones interpersonales, de los medios de comunicación social y del aprendizaje, así como de textos literarios adecuados al nivel de madurez del alumnado.

1.3 Seleccionar, organizar y aplicar las estrategias y conocimientos más adecuados en cada situación comunicativa para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; inferir significados e interpretar elementos no verbales; y buscar, seleccionar y gestionar información veraz.

2.1 Expresar oralmente textos sencillos, estructurados, comprensibles, coherentes y adecuados a la situación comunicativa sobre asuntos cotidianos, de relevancia personal o de interés público próximo a la experiencia del alumnado, con el fin de describir, narrar, argumentar e informar, en diferentes soportes, utilizando recursos verbales y no verbales, así como estrategias de planificación, control, compensación y cooperación.

2.2 Redactar y difundir textos de extensión media con aceptable claridad, coherencia, cohesión, corrección y adecuación a la situación comunicativa propuesta, a la tipología textual y a las herramientas analógicas y digitales utilizadas sobre asuntos cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, respetando la propiedad intelectual y evitando el plagio.

3.1 Planificar, participar y colaborar activamente, a través de diversos soportes, en situaciones interactivas sobre temas cotidianos, de relevancia personal o de interés público cercanos a la experiencia del alumnado, mostrando iniciativa, empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.

4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por los interlocutores e interlocutoras y por las lenguas empleadas y participando en la solución de problemas de intercomprensión y de entendimiento en el entorno, apoyándose en diversos recursos y soportes.

4.2 Aplicar estrategias que ayuden a crear puentes, faciliten la comunicación y sirvan para explicar y simplificar textos, conceptos y mensajes, y que sean adecuadas a las intenciones comunicativas, las características contextuales y la tipología textual, usando recursos y apoyos físicos o digitales en función de las necesidades de cada momento.

6.2 Valorar críticamente en relación con los derechos humanos y adecuarse a la diversidad lingüística, cultural y artística propia de países donde se habla la lengua extranjera, favoreciendo el desarrollo de una cultura compartida y una ciudadanía comprometida con la sostenibilidad y los valores democráticos.

6.3 Aplicar estrategias para defender y apreciar la diversidad lingüística, cultural y artística atendiendo a valores ecosociales y democráticos y respetando los principios de justicia, equidad e igualdad.

Saberes básicos oficiales seleccionados (RD 217/2022)

Código	Saber básico
A2	Estrategias de uso común para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.
A3	Conocimientos, destrezas y actitudes que permiten llevar a cabo actividades de mediación en situaciones cotidianas.
A4	Funciones comunicativas de uso común adecuadas al ámbito y al contexto comunicativo: saludar y despedirse, presentar y presentarse; describir personas, objetos, lugares, fenómenos y acontecimientos; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones, consejos y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y las emociones; narrar acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición; expresar argumentaciones sencillas; realizar hipótesis y suposiciones; expresar la incertidumbre y la duda; reformular y resumir.
A5	Modelos contextuales y géneros discursivos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.
A11	Recursos para el aprendizaje y estrategias de uso común de búsqueda y selección de información: diccionarios, libros de consulta, bibliotecas, recursos digitales e informáticos, etc.
A12	Respeto de la propiedad intelectual y derechos de autor sobre las fuentes consultadas y contenidos utilizados.
A13	Herramientas analógicas y digitales de uso común para la comprensión, producción y coproducción oral, escrita y multimodal; y plataformas virtuales de interacción, cooperación y colaboración educativa para el aprendizaje, la comunicación y el desarrollo de proyectos con hablantes o estudiantes de la lengua extranjera.
B1	Estrategias y técnicas para responder eficazmente y con niveles crecientes de fluidez, adecuación y corrección a una necesidad comunicativa concreta a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.
C1	La lengua extranjera como medio de comunicación interpersonal e internacional, como fuente de información y como herramienta de participación social y de enriquecimiento personal.

Código	Saber básico
C4	Estrategias de uso común para entender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos.
C5	Estrategias de uso común de detección y actuación ante usos discriminatorios del lenguaje verbal y no verbal.

Language Toolkit · concreción didáctica

Communicative functions
summarising; explaining causes/consequences; making recommendations; quoting/attributing voices; expressing uncertainty

Grammar in context
passive voice review; reported statements; modals; conditionals; linkers of cause/consequence

Vocabulary
global challenges; sustainability; education; inequality; youth participation

Pronunciation / phonology
presentation chunking; stress in key-message slogans; reported-speech rhythm

Mediation focus
Adapt the same evidence for a younger audience, preserving source attribution and uncertainty.

Intercultural focus
Explicitly distinguish representing a source from claiming to represent an entire community.

este Language Toolkit no pretende convertir la SdA en una unidad gramatical. Las formas lingüísticas se seleccionan porque permiten realizar las funciones comunicativas del reto.

Objetivos didácticos

- Select and manage reliable information.
- Summarise perspectives without appropriating them.
- Attribute sources and quotations.
- Create a persuasive but evidence-based campaign.
- Mediate key facts for different audiences.

Metodología y organización

Action-oriented approach
El alumnado usa la lengua para actuar: resolver información, negociar, explicar, crear y dirigirse a una audiencia.

Input → noticing → use
Los textos de entrada permiten comprender el género, observar recursos lingüísticos y reutilizarlos con propósito.

Interaction
Se incluyen information gaps, entrevistas, decisiones, negociación o Q&A con estrategias de aclaración y turn-taking.

Mediation
Cada SdA incorpora una tarea donde se selecciona, simplifica, reformula o transmite información para otra persona.

Plurilingual reflection
La comparación entre lenguas se usa para aprender mejor, no para traducir mecánicamente cada producción.

Feedback & repair
Se planifica, produce, revisa, autorrepara y coevalúa; el error se trata como información para mejorar.

Secuencia de sesiones y actividades

Cada sesión genera una **evidencia** que se recoge en la *worksheet* correspondiente del Anexo 3. Los textos, audios (con su *script*) y materiales están en el *Input Pack* del Anexo 2.

1

SESSION 1

Choose a challenge from a curated set

Evidence: Worksheet 1: test diagnóstico, lectura de las fichas de datos (F2), tabla de cifras, fuentes y años, y elección razonada del reto del equipo.

Worksheet: Annex 3 · 1

2

SESSION 2

Source workshop: reliability, ownership and perspective

Evidence: Worksheet 2: taller de fuentes: valoración de fiabilidad de seis fuentes (F3), propiedad de la información, perspectiva y primeras entradas del registro de fuentes.

Worksheet: Annex 3 · 2

3

SESSION 3

Language workshop: attribution and cause/consequence

Evidence: Worksheet 3: listening 1 (boletín de radio escolar) con cifras y fuentes, estilo indirecto, conectores de causa y consecuencia y lenguaje prudente.

Worksheet: Annex 3 · 3

4

SESSION 4

Compare stakeholder voices

Evidence: Worksheet 4: comparación de voces de distintos actores (F4-F6), preguntas para una entrevista y análisis de frases que hablan por otras personas.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: adapt a source for a younger-school audience

Evidence: Worksheet 5: mediación del texto técnico sobre desperdicio de alimentos (F8) a un texto para escolares (F9), con fuente e incertidumbre conservadas.

Worksheet: Annex 3 · 5

6

SESSION 6

Create campaign with source list and accessibility check

Evidence: Worksheet 6: plan de campaña (Anexo 4), datos con atribución, revisión de accesibilidad y coevaluación del borrador.

Worksheet: Annex 3 · 6

7

SESSION 7

Public-style presentation + individual critical reflection

Evidence: Presentación pública de las campañas y Worksheet 7: respuesta individual a una pregunta de un escolar y reflexión crítica sobre las voces ausentes.

Worksheet: Annex 3 · 7

Evaluación

La evaluación combina comprensión de input, producción, interacción, mediación, reflexión plurilingüe/intercultural y evidencia individual. La corrección lingüística se valora siempre en relación con la comprensibilidad, la adecuación, la complejidad esperable y el propósito comunicativo del nivel.

Criterios, evidencias e instrumentos

Criterio	Evidencia principal	Instrumento
1.1	Comprensión de las fichas de datos (F2), del boletín de radio (listening 1) y de las voces (F4-F6): idea principal, cifras, fuente y año.	Worksheets 1 y 3 / lista de comprobación
1.2	Interpretación del propósito, la perspectiva y los rasgos discursivos de seis fuentes (informe, noticia, publicación anónima, anuncio, blog) y de los carteles modelo (F3, F10).	Worksheet 2 / rúbrica
1.3	Gestión de información veraz: registro de fuentes con autoría y año, comprobación de fiabilidad y respeto de la propiedad de la información.	Worksheets 2 y 6 / registro de fuentes y observación
2.1	Presentación oral de la campaña: mensaje clave, tres datos con su fuente y una voz atribuida, en bloques con pausas y eslogan acentuado.	Presentación pública (sesión 7) / rúbrica
2.2	Texto de la campaña (Anexo 4) y respuesta escrita individual: datos atribuidos, causa y consecuencia, lenguaje prudente y lista de fuentes.	Anexo 4 y Worksheet 7 / rúbrica
3.1	Participación en la entrevista a las voces y en la valoración entre equipos: preguntas, turnos, escucha y respeto a ideas distintas.	Worksheets 4 y 6 / observación sistemática
4.1	Resumen en inglés sencillo del texto técnico F8 para escolares de 10-11 años, conservando fuente, cifras e incertidumbre, sin añadir datos.	Worksheet 5 / rúbrica de mediación
4.2	Adaptación del mismo contenido a dos destinatarios (escolares y familias) con apoyos (comparaciones, preguntas, definiciones) y revisión de accesibilidad.	Worksheets 5 y 6 / lista de comprobación
6.2	Valoración crítica de datos y voces desde los derechos humanos (educación, agua y saneamiento): qué dicen las fuentes y qué no dicen.	Worksheets 1, 4 y 7 / rúbrica
6.3	Distinción entre representar una fuente y hablar en nombre de una comunidad: detección de generalizaciones y de relatos paternalistas, y análisis de voces ausentes.	Worksheets 4 y 7 / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The campaign has a clear message and call to action for 10-11-year-olds, three verified facts with source and year and one attributed voice; children can retell it.	The campaign has a clear message and facts with sources for the audience.	The message is partly clear; some facts have no source or are too difficult for the audience.	The message or the audience is not clear; facts are missing or wrong.
Organisation & language	Facts and voices are attributed correctly (according to…, said that…); causes, consequences and uncertainty are expressed accurately; very few errors.	Attribution and linkers are mostly correct; some careful language (about, may); errors do not stop understanding.	Attribution is often missing or wrong; certain language for uncertain facts; errors sometimes make understanding difficult.	Hardly any attribution; errors often block meaning.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Interaction / delivery	In the interview and the presentation I ask and answer clearly, keep my message in short chunks with pauses and stress the slogan, and respond to questions with evidence.	I take part, speak in chunks and answer questions with help of notes.	I need prompts; my presentation is read without chunks.	I rarely take part or the presentation is hard to follow.
Mediation & audience	The technical text is adapted for 10-11-year-olds with simple words, comparisons and the source and uncertainty kept; nothing is added or changed.	The main facts are adapted clearly; one small omission, or the source or an uncertainty word is missing.	Some words are still too technical or a fact changes.	The text is copied or changes the meaning.
Intercultural / ethical use	We say whose voice or which source we use, label fictional voices, avoid generalising about places and people, name voices that are missing and credit all material.	Respectful and mostly attributed; one small generalisation or missing credit.	Some generalisations («people in poor countries») or missing credits need revision.	Speaks for whole communities, uses stereotypes or uncredited material.

Input Pack y recursos

Curated stakeholder texts, statistics, quotations, source metadata, campaign examples and audience profiles.

Todos los textos, audios y materiales esenciales están incorporados en el Anexo 2; los *scripts* completos de los *listenings* figuran en la guía docente (Anexo 10) para su lectura en voz alta si no se dispone de audio.

DUA, apoyo y ampliación

Representation

Textos con diseño claro, versiones segmentadas, apoyos visuales, modelos, audio/script, glosario y activación de conocimientos previos.

Action & expression

Posibilidad de demostrar el criterio mediante oral, escrito o multimodal cuando sea compatible con el desempeño lingüístico evaluado.

Interaction support

Turn cards, sentence stems, rehearsal time, pair-before-group and clarification phrases.

Support / reinforcement

Anexo 8

Curated source pack, source-log template, campaign model and attribution stems.

Extension

Anexo 9

Analyse what voices are missing from the source pack and how that affects conclusions.

ANNEX 1

Challenge Launch

Learning situation 10 · Global Voices

STUDENTS

The primary school next door is preparing its «Global Voices Week» and its teacher, Ms Hall, needs your help. Her pupils (10-11 years old) are learning about the Global Goals and want to understand a world challenge in clear English. Your team will choose one of three challenges (clean water, education or food waste), check facts and sources, listen to different voices without speaking for them and design a campaign with a poster, a short presentation and a source list. Be persuasive, but only with evidence. Ready to give young people a voice?

> *How can English help young people communicate about a global challenge without speaking for others?*

Your challenge

Create a global issue awareness campaign for 10-11-year-old pupils: use verified facts with their sources, present voices honestly, and make your message clear and accessible without speaking for other people.

Audience: Pupils of 10-11 years at a partner primary school, their teacher and their families.

What you will create

Global issue awareness campaign

Roadmap · 7 sessions

1. We read verified facts and choose a challenge.
2. We check where sources come from, who owns them and what they leave out.
3. We practise attributing facts and voices and expressing cause and uncertainty.
4. We compare the voices of different people without speaking for them.
5. We adapt a technical text for younger pupils.
6. We create our campaign, source list and accessibility check.
7. We present our campaigns and reflect on missing voices.

Success criteria

- ✓ I can choose and summarise reliable information about a global challenge.
- ✓ I can say where a fact comes from (according to…, said that…).
- ✓ I can explain causes and consequences and show when I am not sure.
- ✓ I can adapt a text for a younger audience.
- ✓ I can say whose voice I am using and avoid speaking for others.

Working together

- Every fact needs a source and a year; every voice needs a name and a label.
- Talk about sources and experiences: never say what a whole group of people thinks.
- Use your own words and drawings, and credit everything else.

ANNEX 2

Input Pack

Learning situation 10 · Global Voices

STUDENTS

Everything you need for your campaign: Ms Hall's message, three fact cards from international organisations, a source-metadata table, voices of different people (fictional), language for attribution, a technical text to adapt, audience profiles and two campaign examples.

F1 The request: a message from Ms Hall

TEXT

From: m.hall@primary.example **To:** 3rd-year English classes **Subject:** Global Voices Week: can you help us?

Dear students,

Next month my class (10-11 years old) is studying the **Global Goals**. We would like each of your teams to create a **campaign** about one world challenge, so that our pupils understand it and think about small actions. Here are our requests:

- Choose **one challenge**: clean water, education or food waste.
- Use **three facts** from reliable sources. Tell us who says it and in which year.
- Include **one voice** (a person or a group) and say clearly who is speaking. Please don't say what «all people» or «all children» in a country or region think or need.
- Make **one clear message** and **one action** that children can do.
- Make it **easy to read and listen to**: short sentences, big letters and a description of every picture.
- Add a **list of sources** at the end.

Thank you very much! Ms Hall

Source: Original text written for this notebook. Ms Hall and the primary school are fictional.

Underline the six requests. Which one is about speaking for others? Which one is about accessibility?

F2 Fact cards · three global challenges

DATA

Challenge and Global Goal	Key facts (source, year)	Target (2030)	What these facts do NOT tell us
Clean water · SDG 6 «Clean Water and Sanitation»	About **2.1 billion people** did not have safely managed drinking water in 2024, and about **3.4 billion** did not have safely managed sanitation. (WHO and UNICEF, 2025)	6.1: universal and equitable access to safe and affordable drinking water.	They are global totals. They do not explain the reasons in one particular place or what people there want.
Education · SDG 4 «Quality Education»	About **272 million** children, adolescents and young people were out of school worldwide: about 78 million of primary-school age, 64 million of lower-secondary age and 130 million of upper-secondary age. (UNESCO, 2025)	4.1: all girls and boys complete free, equitable and quality primary and secondary education.	They count who is out of school, not what children learn or why they are out of school in each place.
Food waste · SDG 12 «Responsible Consumption and Production»	About **1.05 billion tonnes** of food were wasted in 2022: about **19%** of the food available to consumers. About **60%** came from households (an average of 79 kg per person per year). (UNEP, 2024)	12.3: halve per capita food waste at retail and consumer level.	They are estimates and data are not equally good in all countries. They do not say which food could reach people who need it.

Rights link. The right to education is recognised in Article 28 of the UN Convention on the Rights of the Child (1989). In 2010 the UN General Assembly recognised safe drinking water and sanitation as a human right.

Source: Figures summarised in the notebook authors' own words from: WHO and UNICEF Joint Monitoring Programme, «Progress on Household Drinking Water, Sanitation and Hygiene 2000-2024: special focus on inequalities» (press release of 26 August 2025); UNESCO Global Education Monitoring Report team, out-of-school estimate published in 2025 and repeated in UNESCO's launch of the 2026 GEM Report (April 2026); UN Environment Programme, Food Waste Index Report 2024 (March 2024), as reported by UN News. Figures are estimates and can be updated: check the latest data before you use them.

Which fact is the most surprising for you? Which fact needs more explanation before you use it with 10-year-olds?

F3 Source metadata · can we trust it?

DATA

Source	Author or publisher	Date	Evidence given?	Purpose
S1 · Report: Progress on Household Drinking Water, Sanitation and Hygiene 2000-2024	WHO and UNICEF (UN agencies)	2025	Data and method from many countries	To inform and to monitor progress
S2 · News article: With 783 million people going hungry, a fifth of all food goes to waste	UN News (UN)	2024	Figures from the UNEP report, with names of the report	To inform the public
S3 · Article: UNESCO launches the 2026 Global Education Monitoring Report on access and equity	UNESCO	2026	Figures and report title	To present a report
S4 · Social media post: «Water crisis is a lie! Nobody lacks water!»	@dailyfacts_77 (anonymous, fictional)	no date	No source, no data	To get attention and clicks
S5 · Advert: «We waste NOTHING!»	FreshBites supermarket (fictional)	undated	No numbers; only a slogan	To sell products and improve the company's image
S6 · Blog post: Our canteen after lunch	A student blog (fictional)	last month	Photos and own counts, with no explanation of how they were counted	To share a personal observation

Source: S1-S3 are real publications by international organisations (described in the notebook authors' words). S4-S6 are fictional sources written for this notebook to practise checking.

Which sources would you use for facts? Which ones can show an opinion or an experience? What would you check first?

F4 Voices · clean water

TEXT

Daniel Ruiz, engineer at a city water company (fictional): «Our job is to keep drinking water safe. We test samples every day and we repair pipes quickly. But repairs cost money, and in some places the old pipes lose a lot of water.»

Amina, 16, member of a school water-saving club (fictional): «In our club we measure how much water our school uses. We found that dripping taps wasted a lot of water, and we fixed them in one week. I think young people can help with small problems, but we don't have all the answers.»

Dr Sam Lee, public-health researcher at a university (fictional): «Unsafe water can cause diseases, so clean water is a health issue. However, the best solution depends on the place: a pipe, a well or a filter can be right in one community and wrong in another. The people who live there must take part in the decision.»

Source: Fictional voices written for this notebook to practise attribution. They are not real people and do not represent any community, school or country.

Who is speaking? What experience does each voice have? What can each voice NOT know?

F5 Voices · education

TEXT

Carla Reyes, primary-school teacher (fictional): «When children are out of school, they often miss more than lessons: they lose friends, support and sometimes meals. Schools need teachers, books and safe buildings.»

Tomás, 15, member of a student council (fictional): «In my school I can study in peace, but I know that it is not the same for everybody. We can't speak for other students, so we invited a speaker from a youth network to our assembly to explain their own experience.»

Dr Priya Nair, education researcher (fictional): «The numbers show how many children are out of school, but not why. The reasons can be different in each place: distance, cost, conflict, disability or a lack of teachers. We need local data and, above all, we need to listen to young people and families.»

Source: Fictional voices written for this notebook to practise attribution. They are not real people and do not represent any community, school or country.

Who is speaking? Which voice says clearly that it cannot speak for others?

F6 Voices · food waste

TEXT

Ivan Petrov, school canteen manager (fictional): «In our canteen, many students throw away fruit and bread. Now we serve smaller portions and students can ask for more. We think the waste is going down, but we have not measured it yet.»

Lucía, 14, member of an eco-club (fictional): «At home we started to plan the shopping list and to use the leftovers. It is not a big action, but it is a start.»

Dr Hannah Brown, food-systems researcher (fictional): «Households produce a large part of food waste, but food is also lost on farms and during transport. Individual actions matter, but companies and governments must also act.»

Source: Fictional voices written for this notebook to practise attribution. They are not real people and do not represent any community, school or country.

Who is speaking? Which voice is not sure about its result? What can each voice NOT know?

F7 Language for attribution, cause and uncertainty

GLOSSARY

According to UNESCO (2025), ...	Giving the source of a fact.
The report says / estimates / shows that ...	Reporting what a source says (present).
She said (that) ... / He explained (that) ...	Reporting what a person said (past). «We fixed the taps.» → She said they had fixed the taps.
about / around / an estimated / at least	Showing that a number is not exact.
may / might / could / seem to	Showing that we are not sure.
because, because of, so, therefore, as a result	Linking a cause and a consequence.
Young people can ... / We should ... / Let's ...	Making a recommendation or a call to action.
This is the view of one person / one group.	Representing a source or a voice, not a whole community.

Source: Phrase bank written for this notebook.

F8 Mediation · a technical text about food waste

TEXT

According to the Food Waste Index Report 2024, published by the UN Environment Programme (UNEP), an estimated 1.05 billion tonnes of food were wasted in 2022 in retail, food services and households. This is roughly 19% of the food available to consumers. The report estimates that households accounted for about 60% of the total, which is equal to an average of 79 kilograms of waste per person per year. UN agencies also estimate that around 783 million people faced hunger in 2022. The report explains that these figures are estimates and that data are better in some countries than in others. Reducing food waste is part of Sustainable Development Goal 12, whose target is to halve per capita food waste at retail and consumer level by 2030.

Source: Text written for this notebook as a summary of the main figures of the UNEP Food Waste Index Report 2024. It is written for adults; you are going to adapt it for 10-11-year-old pupils.

Which information is essential? Which is too difficult for a 10-year-old? Which words show that numbers are not exact?

F9 Audience profiles

DATA

Audience	Age	What they usually know	Language needs	Good formats
A · Pupils of a partner primary school	10-11	Basic ideas about recycling and water; big numbers are difficult	Short sentences, simple words, comparisons, questions	Poster, short talk, quiz, story
B · Families (school newsletter)	adults	Different levels of English and knowledge	Clear and brief, practical tips, sources	Leaflet, newsletter
C · Students of 1st-2nd ESO	12-13	Some English, some knowledge of the Global Goals	Clear, with key words explained	Infographic, podcast
D · Local council	adults	Specific knowledge of local services	Formal, precise, with sources	Letter, presentation

Source: Profiles written for this notebook. They are examples: real audiences are more varied.

F10 Campaign examples · a model and a weak example

DIAGRAM



Example B (weak): «WATER IS RUNNING OUT!!! Everybody in poor countries has no water and no school. We know what they need! Give money NOW!»

Source: Poster created for this notebook (the voice is fictional). The information about food waste comes from the UNEP Food Waste Index Report 2024. The second example is a weak text written on purpose to practise critical reading.

Q What makes poster A good? Find at least four problems in example B (hint: generalisation, no source, speaking for others, exaggeration).

ANNEX 3

Student Worksheets

Learning situation 10 · Global Voices

STUDENTS

WORKSHEET 1 Choose a global challenge

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read the fact cards (F2) and choose a challenge with your team.

1 Warm-up quiz. Tick the correct answer.

The report ___ that many children are out of school.
☐ says ☐ say ☐ saying

Unsafe water ___ cause diseases.
☐ can ☐ does ☐ is

Food ___ in homes, shops and restaurants.
☐ wastes ☐ is wasted ☐ is waste

Amina said that she ___ to help.
☐ wants ☐ wanted ☐ want

2 Read F2. Complete the table.

Challenge	One key figure	Who says it?	Year
Clean water			
Education			
Food waste			

3 True (T) or false (F)?

	T	F
About 2.1 billion people did not have safely managed drinking water in 2024 (WHO and UNICEF).	☐	☐
UNESCO says that all children now go to school.	☐	☐
About 60% of the world's food waste came from households.	☐	☐
The fact cards explain the reason for each case in each country.	☐	☐
The figure about food waste is an estimate.	☐	☐

4 Choose your team's challenge and prepare your reasons.

Our challenge	Why? (two reasons)	One question we want to answer

WORKSHEET 2

Source workshop

Session 2

A good campaign starts with good sources. Use the metadata table (F3) to decide what you can trust.

1 **Analyse the six sources in F3.**

Source	Who wrote it?	Evidence?	Reliable? (high / medium / low)	Why?
S1				
S2				
S3				
S4				
S5				
S6				

2 **Ownership. Complete the sentences.**

The number about drinking water comes from _____ (organisations) and was published in _____.

When we use it, we write: _____, about 2.1 billion people did not have safely managed drinking water.

We can't copy a poster or a photo from the Internet if we don't have the author's _____.

3 **Every source has a perspective. Choose S4 or S5. What does the author want? What is missing?**

4 **Start your team's source log. Write two sources you will use.**

ID	Author or organisation	Title	Year	Reliable? Why?

WORKSHEET 3

Language workshop: attribution and cause

Session 3

Today you practise the language of the campaign: giving sources, reporting voices and showing causes, results and uncertainty.

1 **Listening 1. A school radio bulletin gives three facts. Listen twice and complete the table.**

Challenge	Number	Who says it?	Year	Word that shows it is not exact
1				
2				
3				

2 **Report what the voices said (F4-F6). Use said that… and change the tenses.**

Direct words	Reported words
Amina: «We found that dripping taps wasted a lot of water.»	
Priya Nair: «The numbers show how many children are out of school, but not why.»	
Ivan Petrov: «We now serve smaller portions.»	

3 **Complete with because, because of, so or therefore.**

a) Households waste food _____ they sometimes buy more than they need.

b) Unsafe water can cause diseases. _____ , clean water is also a health issue.

c) In some places, children are out of school _____ distance, cost or conflict.

d) Food is wasted at home, _____ we can start by planning our meals.

4 **Make the sentences more careful with about, around, may, might or could.**

Too certain	More careful
2.1 billion people have no safe water.	
Families waste food because they are careless.	
This will solve the problem.	

WORKSHEET 4

Compare the voices

Session 4

Read the voices for your challenge (F4, F5 or F6). Remember: these voices are fictional examples. They help us practise how to represent a source without speaking for a whole community.

1 Analyse the three voices of your challenge.

Voice	Main message	Whose experience is it?	What can this voice NOT tell us?
1			
2			
3			

2 Compare two voices: what do they agree on and what is different? Which voice is missing? (50-60 words)

3 Interview. Write three questions for a reporter to ask one of the voices. Then interview a partner who plays that voice.

4 Speaking for others? Decide if each sentence is OK or not OK, and explain or improve it.

Sentence	OK / not OK	Why? Better version
a) «Everybody in poor countries has no water.»		
b) «According to WHO and UNICEF (2025), about 2.1 billion people lacked safely managed drinking water in 2024.»		
c) «We know exactly what children in other countries want.»		
d) «Amina, a fictional student, says that her club found many dripping taps.»		

WORKSHEET 5 Mediation: adapt the text for younger pupils

Session 5

Mediation. Adapt the technical text F8 for 10-11-year-old pupils (audience A in F9). Keep the source and the uncertainty, but use simple words.

1 **Select the information. Decide what to keep and write a simple version.**

Information in F8	Keep? (yes / no)	Simple version for children
1.05 billion tonnes of food wasted in 2022		
19% of the food available to consumers		
households: about 60%, 79 kg per person per year		
783 million people faced hunger		
the figures are estimates		
SDG 12 target: halve food waste per person by 2030		

2 **Write the text for your poster (60-80 words). Name the source, show that numbers are not exact, use short sentences and add one comparison or question for children.**

3 **Check your mediation. Tick what is true.**

- [ ] I named the source and the year (UNEP, 2024).
- [ ] I used about, around or an estimate.
- [ ] I kept the numbers right.
- [ ] I used short sentences and simple words.
- [ ] I added a question or comparison, but no new facts.
- [ ] My message is not frightening and gives children something they can do.

4 **Now adapt one sentence for the families' newsletter (audience B): more formal and with the source.**

WORKSHEET 6 Our campaign: draft and accessibility check

Session 6

Complete the campaign template (Annex 4). Then check accessibility and review another team's draft.

1 **Plan the campaign.**

Challenge	Audience	Slogan (max. 6 words)	Call to action

2 **Write three facts with their attribution.**

Fact	Attribution sentence

3 **Accessibility check. Tick what your campaign has.**

- ☐ Big letters and short sentences.
- ☐ High contrast between text and background.
- ☐ Difficult words are explained.
- ☐ Every picture has a caption or a description.
- ☐ No information is given only by colour.
- ☐ A spoken or video part has a script or subtitles.

4 **Peer review. Tick what the other team's draft does well.**

- ☐ Every fact has a source and a year.
- ☐ Voices are named and labelled (real or fictional).
- ☐ No sentence speaks for a whole community.
- ☐ Images and texts are original or credited.
- ☐ The message and the action are clear for children.

5 **Write two stars and one wish for the other team.**

WORKSHEET 7 Presentation and individual reflection

Session 7

First listen to the campaigns and take notes. Then work on your own.

1 **While you listen, complete the table for three teams.**

Team / challenge	One fact and its source	One voice	One question

2 **A pupil of 10 asks: «Why should I care about this challenge? What can I do?» Write a reply (70-90 words) about your challenge. Include one fact and its source, one voice with attribution, one careful word (about, may…) and one action.**

3 **Critical reflection (60-80 words). Whose voices did our campaign include? Whose voices are missing? How does this change what we can say?**

ANNEX 4

Final Product Template

Learning situation 10 · Global Voices

STUDENTS

Name: Class: Date:

Our campaign pack. Write for 10-11-year-old pupils in clear English. Every fact needs a source and a year; every voice needs a name and a label.

Challenge, audience and key message

Which challenge? Who is the audience? What is the one message?

Three facts with their attribution

According to…, … (source and year).

A voice (and a label)

Who is speaking? Real or fictional? One sentence.

What this voice cannot tell us

Who is missing? What is not represented?

Poster sketch

Draw your poster. Show the slogan, the facts, the voice and the action.

Slogan and call to action

Max. 6 words + one action for children.

Accessibility check

Big letters, contrast, picture descriptions, subtitles or script.

Source list

Author or organisation, title, year (at least three).

ANNEX 5

Useful Language & Final Check

Learning situation 10 · Global Voices

STUDENTS

Name: Class: Date:

Functions and model sentences

Summarising information	In short, about 60% of food waste comes from homes.
Attributing facts and voices	According to UNEP (2024), … / Amina said that …
Explaining cause and consequence	Food is wasted because people buy too much; as a result, …
Recommending an action	Young people can plan their meals. We should share information.
Showing uncertainty	About 2.1 billion people… / It may be different in each place.
Representing a source, not a community	This is the view of one researcher, not of all people.

Grammar in context

Passive voice (review)	Food is wasted every day. Water is tested.
Reported statements	She said (that) she wanted to help.
Modals	can, could, may, might, should
Conditionals	If we plan meals, we will waste less food.
Linkers of cause and result	because, because of, so, therefore, as a result
Numbers and approximation	about, around, an estimated, at least

Vocabulary bank

Global challenges: clean water, sanitation, hunger, food waste, climate, inequality

Sustainability: Global Goals (SDGs), target, resources, recycle, reduce, reuse

Education: school, out of school, teacher, access, quality, learning

Youth participation: campaign, voice, audience, source, action, accessible

Pronunciation tips

- Chunk your presentation: About two point one billion / people / did not have safe water.
- Stress the key words of a slogan: **PLAN** it. **EAT** it. **SHARE** it.
- Reported speech has the same rhythm as the original: stress the verb and the key idea.

When I get stuck (clarify & repair)

- Sorry, could you say the source again?
- What do you mean by …?
- Can you explain that more simply?
- Where does that number come from?
- Do you mean one person or all people?
- Let me say it in another way.

Final check before you hand in: Global issue awareness campaign

- [ ] Our campaign has one clear message and one action for children.
- [ ] Every fact has a source and a year (according to…).
- [ ] We use about, around or may when we are not sure.
- [ ] Every voice is named and labelled (real or fictional).
- [ ] We do not say what a whole country or group thinks or needs.
- [ ] The text is clear for 10-11-year-olds and accessible (big text, picture descriptions).
- [ ] Images and texts are our own or credited in the source list.
- [ ] Our source list has at least three sources.

ANNEX 6

Printable Rubric

Learning situation 10 · Global Voices

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Global issue awareness campaign**. Tick the level you reach for each indicator. Level 3 (*Secure*) is the expected level.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning	Nivel
Communicative achievement	The campaign has a clear message and call to action for 10-11-year-olds, three verified facts with source and year and one attributed voice; children can retell it.	The campaign has a clear message and facts with sources for the audience.	The message is partly clear; some facts have no source or are too difficult for the audience.	The message or the audience is not clear; facts are missing or wrong.	
Organisation & language	Facts and voices are attributed correctly (according to…, said that…); causes, consequences and uncertainty are expressed accurately; very few errors.	Attribution and linkers are mostly correct; some careful language (about, may); errors do not stop understanding.	Attribution is often missing or wrong; certain language for uncertain facts; errors sometimes make understanding difficult.	Hardly any attribution; errors often block meaning.	
Interaction / delivery	In the interview and the presentation I ask and answer clearly, keep my message in short chunks with pauses and stress the slogan, and respond to questions with evidence.	I take part, speak in chunks and answer questions with help of notes.	I need prompts; my presentation is read without chunks.	I rarely take part or the presentation is hard to follow.	
Mediation & audience	The technical text is adapted for 10-11-year-olds with simple words, comparisons and the source and uncertainty kept; nothing is added or changed.	The main facts are adapted clearly; one small omission, or the source or an uncertainty word is missing.	Some words are still too technical or a fact changes.	The text is copied or changes the meaning.	
Intercultural / ethical use	We say whose voice or which source we use, label fictional voices, avoid generalising about places and people, name voices that are missing and credit all material.	Respectful and mostly attributed; one small generalisation or missing credit.	Some generalisations («people in poor countries») or missing credits need revision.	Speaks for whole communities, uses stereotypes or uncredited material.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 10 · Global Voices

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can say where a fact comes from and show when I am not sure.	○	○	○	○
I can adapt information for a younger audience and avoid speaking for others.	○	○	○	○
I can ask for clarification and repair my message when communication breaks down.	○	○	○	○
I can use feedback to improve my work.	○	○	○	○

One language target I achieved

_____

_____

One strategy that worked for me

_____

_____

Part 2 · Peer feedback

Team / classmate assessed: _____

Two stars (what worked)

_____

_____

One wish (what to improve)

_____

_____

Part 3 · My language progress record

Date	What I can do now in English	Evidence (worksheet, recording, product)	Next step

ANNEX 8

Support

Learning situation 10 · Global Voices

STUDENTS

Name: Class: Date:

Extra help: a curated pack of three facts, attribution stems, a campaign model and a source-log template.

Curated source pack

- **Water:** About 2.1 billion people did not have safely managed drinking water in 2024 (WHO and UNICEF, 2025).
- **Education:** About 272 million children and young people were out of school (UNESCO, 2025).
- **Food waste:** About 1.05 billion tonnes of food were wasted in 2022 (UNEP, 2024).
- **Attribution stems:** According to … (year), … / The report says that … / … estimates that …

Campaign model (water)

Turn it off, save a drop!

According to WHO and UNICEF (2025), about 2.1 billion people did not have safely managed drinking water in 2024. Water is very important for health. *What can you do?* Close the tap when you brush your teeth!

Source: WHO and UNICEF, 2025. Picture: a tap and a drop (drawn by our class).

1 **Complete the source log with the curated pack.**

Fact	Organisation	Year
About 2.1 billion people did not have safely managed drinking water.		
About 272 million children and young people were out of school.		
About 1.05 billion tonnes of food were wasted.		

2 **Complete the attribution sentences with: according to, says, estimates, about.**

a) _____ UNESCO (2025), many children are out of school.

b) The report _____ that households waste a lot of food.

c) UNEP _____ that 1.05 billion tonnes of food were wasted.

d) _____ 2.1 billion people did not have safe drinking water.

3 **Use the model to write a short campaign text (40-50 words) for 10-year-olds about one challenge. Include one fact with its source and one action.**

ANNEX 9

Extension

Learning situation 10 · Global Voices

STUDENTS

Name: Class: Date:

Which voices are missing?

Every source pack leaves some voices out. Analyse **who is missing** from the voices and sources in this dossier and how this changes the conclusions we can draw. The aim is not to speak for the missing voices, but to say clearly that they are missing and how a campaign could listen to them.

Steps

1. List the voices and sources of your challenge (F2-F6). Who speaks? Who is only talked about?
2. Identify at least three voices that are missing (for example, people directly affected, young people from different places, local organisations).
3. Explain how their absence affects what we can conclude, and what we should say more carefully.
4. Suggest two respectful ways to include real voices (an invited speaker, a published testimony with permission, a survey of your own school).

1 Plan your analysis.

Voices in the pack	Voices missing	Effect on conclusions	Respectful way to include them

What to hand in

The planning table and a 120-150 word analysis that names missing voices, explains the effect and proposes two respectful actions.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 10 · Global Voices

TEACHER

Worksheet 1

1. Quiz: says; can; is wasted; wanted.
2. Water: about 2.1 billion people without safely managed drinking water (or 3.4 billion without safely managed sanitation), WHO and UNICEF, 2025 (data for 2024). Education: about 272 million out of school, UNESCO, 2025. Food waste: about 1.05 billion tonnes wasted (or 19% / 60% households), UNEP, 2024 (data for 2022).
3. T; F; T; F (they do not explain the reasons in each place); T.
4. Open answer. Model: «Food waste. Reasons: we can see it in our canteen; there are actions we can do. Question: How much food do households waste?» Accept any challenge with two reasons.

Worksheet 2

1. S1 WHO and UNICEF; data and method; high (UN agencies, data from many countries). S2 UN News; figures from UNEP's report; high/medium (a news summary, check the original report). S3 UNESCO; figures and report title; high. S4 anonymous; no evidence; low (no author, no source). S5 company; no numbers; low as evidence (purpose: sell). S6 a student blog; own counts without method; medium/low for facts, but useful as an experience.
2. WHO and UNICEF; 2025; According to WHO and UNICEF (2025); permission (or licence).
3. Model: «S5 wants to sell products and look good. It does not give any numbers or explain how the company reduces waste.»
4. Open answer. Check author, title, year and a reason for reliability (for example F2, S1, S3).

Worksheet 3

1. Listening 1 (see script): 1 Water: about 2.1 billion (people without safely managed drinking water), WHO and UNICEF, 2024 (data) / 2025 (report), about. 2 Education: around 272 million (children and young people out of school), UNESCO, 2025, around. 3 Food waste: about 1.05 billion tonnes, UNEP, 2022 (data) / 2024 (report), about. Accept either year if the learner explains it.
2. Amina said (that) they had found that dripping taps had wasted a lot of water (accept: found / wasted). Priya Nair said that the numbers showed how many children were out of school, but not why. Ivan Petrov said that they served smaller portions now / they now served smaller portions.
3. a) because; b) Therefore; c) because of; d) so.
4. Model: About 2.1 billion people did not have safely managed drinking water in 2024. / Families may waste food for different reasons, for example because they buy too much. / This could help to reduce the problem.

Worksheet 4

1. Model (water): Daniel: water must be safe and pipes need repair; his experience as an engineer; he cannot tell us what people without safe water need. Amina: young people can help with small problems; her school club; she says she doesn't have all the answers. Dr Lee: solutions depend on the place and people must take part; a researcher; cannot tell us about each community.
2. Open answer. Model: «Daniel and Dr Lee both talk about safety and decisions, but Daniel talks about repairs and Dr Lee about local solutions. Amina talks about small actions at school. The voices of people who do not have safe water are missing.»
3. Model questions: What is your job? How does your club measure the water? What can young people do? Check that questions are open and polite, and that the answers are only about the voice's own experience.
4. a) Not OK: it generalises («everybody in poor countries»), no source. b) OK: names the source, year and uses about. c) Not OK: it speaks for others; nobody knows exactly what all children want. d) OK: names the voice, says that it is fictional and reports only what the club found.

Worksheet 5

1. Model: Keep yes: 1.05 billion tonnes (about as much food as…; do not add comparisons that are not in the source); 19%: about one-fifth, nearly 1 in 5; households about 60%: most of it comes from homes; 783 million: optional: do not keep if it frightens children, or say «many people do not have enough to eat»; estimates: yes («these are estimates»); SDG 12: simple («the world wants to waste half as much food per person by 2030»).
2. Model (about 70 words): «Every year, a lot of food is thrown away. According to the UN Environment Programme (2024), about one-fifth of the food that people can buy and eat was wasted in 2022. About 60% came from homes! These numbers are estimates, but they show a big problem. The world wants to waste half as much food per person by 2030. Can you help? How much food do you throw away in a week?»
3. Self-check: open; ticks must match the text.
4. Model: «According to the UN Environment Programme (2024), an estimated 60% of global food waste came from households in 2022.»

Worksheet 6

1. Open answer. Check that challenge, audience (F9 A), slogan (max. 6 words) and call to action are coherent.
2. Model: According to UNESCO (2025), about 272 million children and young people were out of school. → Open answers: check that every attribution sentence names the source and the year and uses about or an estimate.
3. Self-check: open; ticks must match the draft.
4. Peer review: open; ticks must be justified.
5. Stars and wish must refer to concrete parts, for example «Your source list has four sources» or «Wish: say that the voice is fictional».

Worksheet 7

1. Open notes. Check that each row refers to a different team.
2. Model reply (about 80 words): «Hello! Food waste is a big problem. According to UNEP (2024), about 1.05 billion tonnes of food were wasted in 2022, and about 60% came from homes. Lucía, an eco-club member (a fictional voice), says that her family plans the shopping list and uses leftovers. This may help to waste less food. You can plan three meals with your family this week! Remember: these numbers are estimates.» Assess with the rubric.
3. Open answer. Model: «Our campaign included a canteen manager, a student and a researcher, but all the voices were fictional and from a school or a university. The voices of people who work on farms or in shops are missing. So we can talk about the facts, but we cannot say what these people think.»

Support (Annex 8)

1. Water: WHO and UNICEF, 2025. Education: UNESCO, 2025. Food waste: UNEP, 2024.
2. a) According to; b) says; c) estimates; d) About.
3. Open answer. Check one fact with a source, one action, and simple words for 10-year-olds (about 40-50 words).

Extension (Annex 9)

1. Model (water): voices in the pack: an engineer, a student club member and a researcher (all fictional); missing: people who do not have safe water at home, local women's and farmers' groups, municipal officers in different regions. Effect: we cannot say what these people need or think; we only know global figures. Respectful ways: invite a speaker, use a published testimony with permission, run a survey at school. Check that the analysis says clearly that the missing voices are not to be invented or spoken for.

Listening script · Worksheet 3 · School radio bulletin (Listening 1)

Read twice at a natural speed.

Good morning, this is School Radio. Here are three facts for Global Voices Week.

First, according to the World Health Organization and UNICEF, about two point one billion people did not have safely managed drinking water in 2024.

Second, UNESCO estimates that around two hundred and seventy-two million children and young people are out of school.

Third, the United Nations Environment Programme says that the world wasted about one point zero five billion tonnes of food in 2022.

Remember: these figures are estimates, and they can change. Which challenge will your team choose?

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40 minutes each. In session 6 allow 25 minutes for the campaign and 15 for accessibility and peer review. In session 7, reserve 15-20 minutes for the individual tasks.
- Sources and figures: all figures in F2 and F8 come from the WHO-UNICEF JMP report (August 2025), the UNESCO GEM Report team (2025) and the UNEP Food Waste Index Report 2024 (March 2024). They are estimates that can be updated: check the latest releases before the lesson. The voices in F4-F6 and sources S4-S6 are fictional and are labelled as such: do not present them as real people.
- Speaking for others (6.2 and 6.3): remind students that they represent a source, not a community. If a team wants a real testimony, it must be published, credited and used with its meaning intact; never invent quotations from real people or groups. The rights link in F2 (Article 28 CRC; 2010 UN resolution on water and sanitation) can be used to discuss what the facts mean for rights.
- Data update: the 783 million hunger figure comes from the 2024 UN News article (FAO data for 2022). The latest FAO report (SOFI 2025) estimates about 673 million people faced hunger in 2024; mention it if students ask for the most recent figure.
- Mediation (Worksheet 5): value selection and simplification. Students should keep the source, the year and the uncertainty. If students want to remove the hunger figure to avoid frightening children, accept the decision when it is justified.

⚠ Likely errors

- Reporting without backshift or with the wrong pronoun: «Amina said that we found…».
- Using «said me» and «told that»: «She said me» instead of «She told me / She said that».
- Forgetting the article or the plural: «Households is responsible for…».
- Spanish calque «according with» instead of «according to».
- Writing numbers with a comma/point as in Spanish: «2,1 billion» for «2.1 billion».
- Overgeneralising: «All people in poor countries…».

⚖ Accepting alternative answers

- Accept any attribution that names the source and the year and does not change the figure.
- Accept minor differences in rounding («about 2 billion» is not acceptable; «about 2.1 billion» is) and different valid reporting structures (said that / says that).
- In mediation, accept different wordings if the source, the numbers and the uncertainty are kept and nothing is added.
- For reflection tasks, accept any answer that names at least one missing voice and explains the effect without speaking for that voice.

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Normativa de referencia

- Ley Orgánica 2/2006, de Educación, modificada por la Ley Orgánica 3/2020 (LOMLOE).
- Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la ESO.
- Consejo de Europa: *Marco común europeo de referencia para las lenguas* y su *Volumen complementario* (2020), en particular las escalas de mediación.
- Currículos autonómicos correspondientes, a los que debe adaptarse esta propuesta.

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